

Monozukuri and Physical-Mental Balance: A Qualitative Study of Indonesian Students Working in Japan's Manufacturing Sector

Andreas Aji Wibowo^{1*}, Nurul Afifah Usman²

Universitas Terbuka, Indonesia¹

Universitas Andalas, Indonesia²

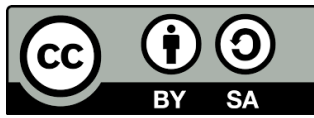
Email: 049392098@ecampus.ut.ac.id^{1*}

Keywords:

Burnout; Japan; Student Workers; Monozukuri.

Abstract

This study aimed to analyze the experiences of Indonesian students working in Japan's manufacturing sector in balancing academic demands, the work culture of monozukuri, and their physical and mental well-being. The phenomenon of working students in Japan reflects the complexity of dual roles shaped by economic pressures, academic responsibilities, and a work culture that emphasizes precision, discipline, and commitment. This study employed a descriptive qualitative approach and conducted interviews with 10 Indonesian students working in Japan's manufacturing industry, who were selected through purposive sampling. The findings showed that monozukuri was internalized as a work ethic that fostered discipline and responsibility, but it also contributed to physical and mental fatigue, including burnout resulting from demanding workloads and academic responsibilities. Students experienced role imbalance due to shift-based work schedules and therefore adopted coping strategies such as time management, prioritization, and social support. These findings indicated that monozukuri functioned both as a means of character development and as a potential source of pressure. The findings imply the need for more adaptive workplace and academic support systems to help working students maintain physical and mental balance while managing their dual roles.



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2026 by Author. Published by
Publikasi Indonesia

INTRODUCTION

The phenomenon of students studying while working has continued to increase in recent years, particularly in countries with demanding work cultures such as Japan. This condition arises from various pressures, including economic needs, high living costs, and the motivation to gain work experience at an early age. The situation becomes more complex when students in Japan are required not only to meet their financial needs through employment but also to adapt to a work culture that emphasizes discipline, precision, and a strong sense of responsibility in performing their duties (Hof & Tseng, 2020; Lee, 2016; Miller & Kanazawa, 2018; Saito & Pham, 2019; Teichler, 2019).

Monozukuri is widely recognized as a distinctive Japanese philosophy that extends beyond manufacturing activities to encompass values, attitudes, and a commitment to excellence throughout the production process. The term derives from the Japanese words *mono*, meaning goods or products, and *tsukuri*, meaning making or creating. Conceptually,

monozukuri reflects a commitment to quality, precision, dedication, craftsmanship, and continuous improvement, often associated with kaizen. This philosophy regards the production process not merely as technical work but as an expression of professional commitment and responsibility, requiring workers to perform to the best of their abilities at every stage of production. Monozukuri has therefore become an important foundation of Japan's manufacturing industry, which is widely recognized for consistently maintaining high standards of quality and operational efficiency (Aoki & Staebelin, 2018; Fujimoto et al., 2022; Heller & Fujimoto, 2017; Kovacic, 2018; Yamane & Childs, 2018).

For students working in Japan, involvement in workplaces that apply monozukuri principles presents complex challenges. They are expected to meet demanding work standards, including maintaining precision and consistency and sustaining the physical endurance required for repetitive manufacturing tasks. At the same time, they must fulfill academic responsibilities that require substantial concentration and mental energy. This situation creates dual pressures because students must simultaneously manage occupational and academic demands. Research conducted by Supartono et al. (2022) showed that financial considerations were among the primary reasons students worked, although combining employment and study could negatively affect learning motivation and academic achievement when not managed effectively.

Physical and mental well-being becomes particularly important when students undertake demanding manufacturing work because excessive workloads may contribute to academic burnout, including emotional exhaustion, decreased interest in learning, and impaired individual performance resulting from work-related stress (Prasetya & Siharis, 2023). Students may experience not only physical fatigue after work but also cognitive strain when completing various academic responsibilities (Lubis, 2022). These conditions have the potential to disrupt students' physical and mental balance and interfere with the continuity of their studies. Therefore, more in-depth investigation is needed to understand how working students experience these pressures and identify appropriate strategies for managing their dual roles (Rekarti et al., n.d.; Samra et al., 2021; Zhang et al., 2024).

Previous studies have shown that working while studying can affect academic outcomes, although a balance between these responsibilities may still be maintained through effective time management, motivation, and self-efficacy. However, studies examining the experiences of working students within Japan's monozukuri-based work culture remain relatively limited, particularly those employing a descriptive qualitative approach. Fitriana and Syahrinullah (2025) explained that time-management skills and motivation influenced academic achievement, while self-efficacy and professionalism also shaped students' ability to cope with workplace pressures. When self-management is inadequate, students may be at greater risk of academic stress and procrastination, as explained by Yoevita and Widjajanti (2022). Thus, emotional and cognitive adaptability represents an important factor in successfully managing occupational and academic responsibilities.

To address these challenges, working students employ various coping strategies to maintain balance in their daily lives. Hardani (2024) explained that the ability to establish priorities is a key component of effective time management. One strategy considered particularly relevant is problem-focused coping, through which students actively seek solutions to the sources of stress they encounter. Such strategies may include organizing study and work

schedules, prioritizing responsibilities, and selecting more flexible work shifts when possible. By maintaining physical and mental well-being, students may be better able to internalize and practice monozukuri principles in the workplace without compromising their academic responsibilities.

The novelty of this research lies in its focus on the specific intersection between the monozukuri philosophy and the dual-role experiences of Indonesian students working in Japan. This study aims to understand how Indonesian students employed in the manufacturing sector experience physical and mental challenges while balancing monozukuri-based workplace demands with their academic responsibilities. In addition, the study examines internal factors, such as motivation and self-efficacy, and external factors, such as workplace conditions and academic demands, that influence students' ability to manage these dual roles. It also explores how students organize their time and employ coping strategies to maintain balance between work and study. The findings are expected to contribute to the literature on work-study balance and provide practical insights for educational institutions and manufacturing organizations seeking to support the well-being of international working students.

Accordingly, this research aims to understand how Indonesian students working in Japan's manufacturing sector experience and manage the physical and mental challenges associated with balancing monozukuri-based workplace demands and academic responsibilities. It also examines the internal and external factors influencing their experiences and explores the time-management and coping strategies they employ in fulfilling these dual roles.

METHOD

This study employed a descriptive qualitative approach to explore the experiences and perceptions of Indonesian students in Japan who simultaneously performed dual roles as students and workers in the manufacturing sector. This approach was appropriate for examining the psychological, social, and academic dimensions of their experiences and how these dimensions interacted in everyday life (Raharjo & Prahara, 2022).

The study focused on the experiences of working students in managing dual roles within Japan's manufacturing sector, particularly in relation to the influence of monozukuri work culture on their physical and mental balance. The research examined how participants interpreted workplace demands, academic pressures, and the strategies they used to maintain balance in their daily lives. These experiences were considered in relation to the interaction between job demands, individual competencies, work effectiveness, and psychological well-being (Iswanto & Yusuf, 2025).

The research was conducted with Indonesian students who were studying while working in Japan's manufacturing sector. Data collection was conducted online through communication platforms from March to May 2026, covering the interview and initial data analysis stages.

The participants consisted of 10 Indonesian students who were actively studying while working in Japan's manufacturing sector. Participants were selected using purposive sampling based on their direct experience working in Japanese manufacturing environments and their ability to provide relevant information regarding the research focus. The participant selection also considered the importance of time management, motivation, and self-efficacy in managing dual academic and occupational responsibilities (Lasmi et al., 2024).

Data were collected through semi-structured online interviews. The interview questions explored participants' experiences of working in manufacturing environments characterized by monozukuri principles, the physical and mental challenges associated with balancing work and study, internal and external factors affecting their well-being, strategies for managing time and stress, and the perceived effects of these experiences on their personal, academic, and professional development.

The data were analyzed using the Miles and Huberman qualitative analysis model through data reduction, data display, and conclusion drawing and verification. During data reduction, interview data were selected, organized, and grouped according to relevant units of meaning related to participants' physical and mental experiences, workplace demands, academic responsibilities, and coping strategies. The reduced data were then presented in systematic descriptive narratives to identify recurring patterns, relationships, and themes. Finally, conclusions were drawn from the identified themes and verified by reviewing the interview data to ensure that the interpretations accurately represented the participants' experiences.

RESULTS AND DISCUSSION

This study interviewed 10 student workers in the Japanese manufacturing sector with the Monozukuri philosophy.

Table 1. Respondent Data

Yes	Name	Age	Job Type	Length of Stay
1	Ahmad	23	Assembly Operator	2.5 Years
2	Hendra	24	Stamping Operator (Shift System)	2 Years
3	Andi	23	Operator Injection Molding	2 Years
4	Dawn	25	CNC/Milling Operator (Shift System)	3 Years
5	Riyanto	23	Welding Operator (Shift System)	2.5 Years
6	Dhani	26	Logistics Operator	2 Years
7	Eko	24	Logistics Operator	2 years
8	São Paulo	29	Welding Operator	2.5 years
9	Sorting	26	Operator CNC/Milling	1 Year
10	Riyadh	28	Assembly Operator	2.5 Years

Shift system: Hendra (Respondent 2), Fajar (Respondent 4) and Riyanto (Respondent 5) were adjusted to their statements that they often experienced fatigue due to rotation of work schedules and night shifts.

Data were analyzed using the Miles and Huberman models. The results of the interviews were grouped into several themes, namely Monozukuri values, physical and mental fatigue, work and study imbalances, self-management strategies, and self-development and resilience.

Data Reduction

Table 2. Reduction of Interview Data

Yes	Theme	Code	Summary of Respondents' Answers
1	Internalization of Monozukuri Values	MN1	Understood as detailed, meticulous, and precise work
		MN2	Establish disciplined work habits
		MN3	At first it felt heavy and stressful
		MN4	Become mindset to work more seriously

Yes	Theme	Code	Summary of Respondents' Answers
2	Physical and Mental Fatigue	MN5	Demanding high and consistent standards of work
		KM1	Experiencing mental fatigue and <i>burnout</i>
		KM2	Lack of sleep due to a busy work schedule
3	Work-Study Imbalance	KM3	Learning energy decreases after work
		KS1	Experiencing conflict between work and academics
		KS2	Shift schedules affect learning activities
4	Self-Management Strategy	KS3	Difficulty maintaining learning consistency due to work fatigue
		SM1	Create a flexible schedule
		SM2	Doing tasks in stages (installments)
		SM3	Determining job priorities
5	Self-Development and Resilience	SM4	Share stories with friends to reduce stress
		PD1	Become more disciplined and organized
		PD2	Mentally stronger and more pressure-resistant
		PD3	Experiencing adjustments in academic performance

Data Display

Internalization of Monozukuri Values

Monozukuri grades were initially perceived as pressure by student workers because they demanded high precision, precision, and consistency of work. However, over time these values are internalized into a work ethic that shapes discipline and responsibility.

"At first everything felt complicated because everything had to be explained in detail and precision. But the longer you go through this process, the more you realize that this is not only about work, but also affects the way you think, so that you become more careful and not careless in doing things. Sometimes, the demand to always be perfect actually makes you feel tired." (Informant 1)

"If you think about it, it does feel heavy, but on the other hand, this experience also encourages self-development. Many things that used to seem impossible, are now a daily habit. At first it felt heavy, but gradually it turned into part of the daily routine." (Informant 6)

This internalization process indicates a process called work culture adaptation, in which a person adjusts to meet the needs of the organization. However, this adaptation also leads to psychological consequences, such as physical and mental exhaustion. This situation can be explained through the theory of emotional exhaustion, which states that a combination of high workload and insufficient recovery time. Not having enough can lead to emotional exhaustion and decreased enthusiasm for learning

Thus, Monozukuri has a dual role, namely being a driving force in shaping work morale as well as a source of psychological pressure.

Physical and Mental Fatigue

"He is tired not only of the body, but also of the mind. After coming home from the night shift at work, it feels like empty. Not to mention that it is difficult to focus when studying, like the brain suddenly doesn't want to work together anymore. Sometimes I just want to lie down and sleep." (Informant 7)

"On the other hand, his work is really monotonous. The tiredness is not only because of the physicality, but more because it feels tired because it keeps repeating the same thing over and over again. Finally, not only the body is tired, but the mind also begins to feel the impact." (Informant 10)

The fatigue experienced by working students is not only physical, but also mental. Crowded work conditions and repetitive work cause decreased focus on learning, emotional fatigue, and decreased motivation due to repetitive boredom.

Role Imbalance

The imbalance between the roles of workers and students occurs due to role conflict, where individuals must meet two equally high demands at the same time. The work shift system reinforces this condition because it creates time uncertainty that has an impact on the regularity of academic activities.

"Sometimes you have to choose, do you want to rest first or continue doing your college assignments. The problem is that shift schedules often change suddenly, so the time to study is also messy. There are times when I have made a plan to study, but it turns out that the next day I have to shift again." (Informant 2)

"After work, especially if it is a night shift, usually the body and mind are very tired. So it's hard to learn every day." (Informant 4)

Based on the perspective of time management theory, unstructured schedule management makes individuals less able to control the division of time between study activities and rest time in a balanced manner. This condition then has an impact on the decrease in students' consistency in carrying out academic activities and causes them to experience difficulties when they have to maintain the stability of learning performance.

Self-Management Strategy

"Usually I don't make a schedule that is too tight, because working hours often change. Instead of forcing yourself to follow the schedule that has been made, you should arrange your study time according to the available free time. Sometimes, the learning process can be done in the morning, afternoon, or evening, depending on the situation." (Informant 5)

"If the homework has started to pile up, it tends to be done little by little gradually, there is no need to complete everything at once, because if it is forced, it will actually be more tired. The most important thing is to start working first, then run according to the time you have so that you don't get overwhelmed at the end." (Informant 3)

The statement describes the efforts of working students to adjust to the limitations of time and energy by implementing flexible time management and completing tasks gradually. This method is used so that academic activities can continue to be carried out even though they are in a condition of changing and uncertain work schedules so that the strategy has an important role in helping students maintain a balance between work responsibilities and lecture demands.

Self-Development and Resilience

"As time goes by, I am getting used to managing my own time, so that I slowly become more disciplined. Because work and college must be lived at the same time, inevitably we have to be more regular in managing time." (Informant 8)

"At first, it was really hard, especially when you had to work while facing a lot of tasks that piled up, but over time, the ability to deal with pressure also increased, so that it became more resistant and not easy to give up like before." (Informant 9)

Students who tend to focus on problem solving usually apply different coping strategies. They solve problems by managing time, setting priorities, and completing tasks gradually. This step indicates an active effort to reduce stress directly through concrete actions. Managing daily activities is important so that work responsibilities and academic obligations can still be carried

out at the same time.

Support from colleagues also plays a very important role in helping students reduce the psychological pressure that arises due to the dual roles they are undertaken. Social interaction in the work environment serves as an emotional buffer, which is a mechanism that helps individuals manage stress by sharing experiences and gaining emotional support from those around them. Overall, the resilience or resilience of working students is formed from a combination of various factors, both from within and from outside. The ability to self-regulate and carry out daily activities, coupled with social support from the work environment, is an important factor in building that strength.

Conclusion Drawing

Based on the results of the data analysis, it can be concluded that:

1. The Monozukuri philosophy is understood by students who also work as a work system that emphasizes precision, discipline and high quality standards in the production process. The understanding of these values then shapes the work ethic that students have, so that in carrying out their responsibilities both in the field of work and academics, they are encouraged to be more meticulous, disciplined, and quality-oriented in every activity carried out.
2. Working students experience significant physical and mental fatigue due to a combination of workload in the manufacturing sector and academic demands, which has an impact on decreased learning energy and the emergence of burnout
3. There is an imbalance between the roles of workers and students, caused by the shift work system and limited time for rest and study.
4. Working students apply various coping strategies such as time management, prioritization, assignment installments, work shift system arrangements, and social support to reduce the pressure experienced.
5. The experience of working in the Monozukuri environment contributed to the students' self-development, especially in improving discipline, mental resilience, and awareness of self-limitations, although some respondents experienced a decrease or adjustment in academic achievement.

Internalization of Monozukuri values and Physical-Mental Fatigue

The findings of the study revealed that the value of Monozukuri in the early stages was perceived by student workers as a form of pressure arising from work demands that require precision, precision, and high quality standards in every production process. However, as time goes by, these values are no longer only seen as a burden but have been internalized as part of the work ethic and discipline habits in carrying out daily activities. This is in line with the explanation in the introduction which states that Monozukuri contains elements of spiritual commitment and technical excellence that then form a high standard of work. Thus, it can be understood that Monozukuri not only plays a role as a production system but also shapes the character of working students.

On the other hand, the results of the study also found that students experienced significant physical and mental fatigue. This situation is characterized by the emergence of burnout, sleep disorders and decreased energy for learning caused by a combination of repetitive manufacturing work and academic demands that must be met simultaneously. These findings reinforce the view (Raharjo & Prahara, 2022) that dual roles can lead to emotional fatigue as

well as decreased motivation to learn. Thus, the process of internalizing Monozukuri values occurs simultaneously with the increasing psychological pressure experienced by student workers.

Role Imbalances, Coping Strategies, and Resilience

The results of the study show that the imbalance between the roles of workers and students occurs due to the implementation of the shift work system and the limited time available for rest and study. This condition is in line with the description in the introduction which explains the dualism of life demands where students must fulfill work and academic obligations at the same time. As a result of these conditions, the time that students have is more controlled by work schedules so that role conflicts become difficult to avoid.

In dealing with this situation, students are known to apply various coping strategies which include managing time, prioritizing installments, flexible scheduling tasks, and the use of social support. This strategy reflects the form of problem-solving as explained by Raharjo and Prahara (2022) and strengthens the opinion of Hardani (2024) who emphasizes that the ability to prioritize is an important aspect in managing dual roles. This shows that there are adaptive efforts made by students to maintain a balance between work and academic demands.

In addition, the experience of working in a Monozukuri-based environment is also known to contribute to self-development and increase student resilience which is reflected through increased attitudes, discipline, resilience and awareness of the limits of one's abilities. These findings support the description in the introduction that Monozukuri plays a role in the formation of individual character although at the same time it can also affect academic achievement. Overall, Monozukuri can be understood to have two sides, namely as a character builder as well as a source of physical and psychological pressure for student workers.

CONCLUSION

The results of this study showed that the monozukuri philosophy was not only understood as a work culture that emphasized quality, precision, and discipline but also functioned as a means of character development for working students in Japan's manufacturing sector. Initially, demanding workplace standards were perceived as sources of pressure; however, over time, these values became internalized and contributed to the development of a work ethic reflected in discipline, responsibility, and personal resilience. These findings support the view that Japanese work culture influences the development of students' competencies and character in responding to workplace demands.

On the other hand, this study also highlighted that performing dual roles as students and workers created physical, psychological, and academic pressures. Shift-based work schedules, repetitive tasks, and limited rest periods contributed to fatigue, sleep disturbances, and reduced learning motivation, which potentially increased the risk of academic burnout. These findings indicated that the dual burden of employment and study affected not only academic performance but also students' psychological well-being.

Despite these challenges, working students were able to develop coping strategies and self-management skills to sustain their dual roles. Time scheduling, task prioritization, and social support were among the strategies that helped students manage work-related and academic stress. Therefore, this study emphasized the need for more adaptive policies from educational institutions and industry stakeholders to maintain a balance between work

productivity and the well-being of working students.

Based on the findings, several recommendations can be proposed for relevant stakeholders. For working students, improving time-management skills is essential to maintain a balance between employment and academic responsibilities. Students are also encouraged to consistently apply coping strategies by prioritizing tasks, organizing academic responsibilities effectively, and maintaining physical and mental health through adequate rest. Furthermore, developing self-awareness regarding personal limitations is important to support more effective adaptation to work and academic demands.

For manufacturing companies, greater attention should be given to balancing workplace demands with the educational responsibilities of employees who are still students. Companies are encouraged to provide more flexible work arrangements, particularly in shift scheduling, as well as educational support such as study leave or other relevant facilities. Such support may help working students maintain academic performance while contributing to the improvement of human resource quality within the organization.

For future researchers, expanding the scope of investigation through a larger number of participants, diverse industrial sectors, and additional variables, such as mental health and organizational support, is recommended. Future studies may also adopt mixed-method approaches to provide a more comprehensive and measurable understanding of burnout coping strategies and the influence of monozukuri work culture on the academic experiences of working students.

REFERENCES

- Aoki, K., & Staebelin, T. (2018). Monozukuri capability and dynamic product variety: An analysis of the design-manufacturing interface at Japanese and German automakers. *Technovation*, 70, 33–45.
- Fujimoto, T., Fukuzawa, M., Park, Y. W., & Hong, P. (2022). Developing effective measures of organizational capability of manufacturing firms: An exploratory case study of Japanese manufacturing firms. *Sustainability*, 14(22), 14811.
- Hardani, A. O. (2024). Manajemen waktu mahasiswa yang bekerja paruh waktu (Studi fenomenologi). *Katalis Pendidikan: Jurnal Ilmu Pendidikan dan Matematika*, 1(3), 204–210.
- Heller, D. A., & Fujimoto, T. (2017). Monozukuri management: Driver of sustained competitiveness in the Japanese auto industry. In *Japanese management in evolution* (pp. 107–126). Routledge.
- Hof, H., & Tseng, Y.-F. (2020). When “global talents” struggle to become local workers: The new face of skilled migration to corporate Japan. *Asian and Pacific Migration Journal*, 29(4), 511–531.
- Iswanto, Y., & Yusuf, A. (2025). *Manajemen sumber daya manusia* (Edisi ke-3). Universitas Terbuka.
- Kovacic, M. (2018). The making of national robot history in Japan: Monozukuri, enculturation and cultural lineage of robots. *Critical Asian Studies*, 50(4), 572–590.
- Lasmi, N. W., Putra, K. W. S., & Sukarnasih, D. M. (2024). Pengelolaan kinerja mahasiswa pekerja paruh waktu: Peran manajemen waktu, self-efficacy, dan profesionalisme. *Jurnal Ekobistek*, 13(1), 1–6.
- Lee, J. S. (2016). Challenges of international students in a Japanese university: Ethnographic perspectives. *Journal of International Students*, 7(1), 73–93.
- Lubis, S. B. H. (2022). *Organisasi* (Edisi ke-2). Universitas Terbuka.

- Miller, A., & Kanazawa, S. (2018). *Order by accident: The origins and consequences of group conformity in contemporary Japan*. Routledge.
- Prasetya, M. H. A., & Siharis, A. K. (2023). Pengaruh motivasi kerja, manajemen waktu, dan stres kerja terhadap kinerja pekerja paruh waktu yang berstatus mahasiswa di Magelang. *Jurnal Ekonomi Kreatif dan Manajemen Bisnis Digital*, 1(3), 403–413.
- Raharjo, S. T. (2022). Mahasiswa yang bekerja: Problem focused coping dengan academic burnout. *Jurnal Sudut Pandang*, 2(12), 175–192.
- Rekarti, E., Yusriani, S., Bancin, V. P. S., Gunarto, M., Wardani, L. M. I., & Abdillah, S. R. (n.d.). *Navigating dual roles: How perceived work-life balance shapes recovery experience and well-being of student workers in service industries*.
- Saito, E., & Pham, T. (2019). A comparative institutional analysis on strategies that graduates use to show they are ‘employable’: A critical discussion on the cases of Australia, Japan, and Vietnam. *Higher Education Research & Development*, 38(2), 369–382.
- Samra, R., Waterhouse, P., & Lucassen, M. (2021). Combining and managing work-family-study roles and perceptions of institutional support. *Distance Education*, 42(1), 88–105.
- Supartono, S., Sukardi, S., Santoso, L. H., & Darmadi, E. A. (2023). Dampak kuliah sambil bekerja terhadap aktivitas belajar mahasiswa di Politeknik Tri Mitra Karya Mandiri. *IKRA-ITH Humaniora: Jurnal Sosial dan Humaniora*, 7(1), 1–8.
- Syahrinullah, S. (2025). Pengaruh manajemen waktu dan motivasi mahasiswa yang kuliah sambil bekerja terhadap prestasi akademik mahasiswa pada Prodi Manajemen Universitas Terbuka Semarang. *Journal of Management Branding*, 2(1), 60–70.
- Teichler, U. (2019). *Higher education and the world of work: Conceptual frameworks, comparative perspectives, empirical findings* (Vol. 16). Brill.
- Yamane, Y., & Childs, T. (2018). *Manufacturing technology transfer: A Japanese monozukuri view of needs and strategies*. CRC Press.
- Yoevita, N. R., & Widjajanti, K. (2022). Analisis pengaruh manajemen waktu, manajemen SDM, dan stres kerja terhadap kepuasan kerja pada pekerja yang masih berkuliah. *Solusi*, 20(1), 83–91.
- Zhang, M., Wang, Q., Chen, Y., He, M., Zhou, W., Yao, Z., Wang, L., & Lin, Y. (2024). Internship and postgraduate entrance examination: A qualitative study on the psychological experience of undergraduate nursing students under dual pressure in China. *Heliyon*, 10(17).