The Role of Family and Friends in Building Students' Self-Confidence When Looking for Work

Emma Anugraini[1], Salma Raisya Malika[2]

Pamulang University[1,2]

eanugraini@gmail.com

Abstract

This study looks at how support from family and friends affects students' confidence when searching for a job. In today's tough job market, students need more than good grades—they also need a strong mindset, especially confidence in themselves. The research used numbers and a statistical method called multiple linear regression to find out how much family and friend support influences students' self-confidence. They picked final-year students through a specific sampling method and asked them to answer a questionnaire with five options, measuring both the support they get from family and friends and their own confidence levels. The results showed that both family and friend support help increase students' confidence, but family support has a bigger impact. On its own, family support had a stronger effect ($\beta = 0.466$; Sig. 0.000) than friend support ($\beta = 0.293$; Sig. 0.005). When both were studied together, they both had a big effect on confidence, with an F-value of 47.225 and a significance level of 0.000, which is less than 0.05. The R^2 value of 0.493 shows that about 49.3% of the changes in students' confidence can be explained by these two types of support. These findings match Bandura's (1997) self-efficacy theory and House's (1981) social support theory, which highlight how important a supportive environment is for a person's belief in their own abilities. In practice, the study suggests that universities should involve both families and friends in career programs to help students build more confidence and be better ready for the challenges of the job market.

Keywords:
(social support, family, friends, self-confidence, job search)

Introduction

In this era of globalization and increasingly fierce job competition, college graduates face significant challenges in entering the workforce. Although the number of graduates continues to increase every year, data from the Central Statistics Agency (BPS) shows that the unemployment rate among educated people remains high (Ihsan, 2022, in Wijaya & Virlia, 2025). This situation requires students to not only have academic and technical skills, but also psychological readiness, especially self-confidence in facing the job search process.

Self-confidence is a person's belief in their ability to deal with various situations and challenges. For students, self-confidence is very important in order to be able to compete, participate in job selection, and remain motivated even in the face of

rejection. However, self-confidence does not just happen; it is influenced by external factors such as social support from the surrounding environment, especially family and friends.

Social support is defined as emotional, informational, and motivational assistance that individuals receive from others (Sarafino, in Puspitasari, 2022). This support can take the form of attention, advice, empathy, or tangible assistance that provides a sense of security and self-esteem. Students who feel supported by family and friends are usually more optimistic, calm, and confident in their abilities, making them better prepared to face the job search process.

Various studies support the positive relationship between social support and self-confidence. Adiyansah (2025) found that social support from family and friends helps individuals develop self-confidence in facing life transitions. Other studies also show that peer social support correlates with increased student self-confidence in academic and social situations. This support is not only emotional but also serves as motivation and a source of information in facing the challenges of the working world.

In the context of job hunting, social support plays an important role in increasing career decision-making self-efficacy—an individual's belief in their ability to make career decisions (Betz, Klein, & Taylor, 1996). Wijaya and Virlia (2025) found that social support contributes 34.1% to the increase in students' self-efficacy in career decision-making. This means that the more support students receive, the stronger their confidence in determining and pursuing career choices.

In Indonesia, the factors of family culture and close social relationships make the role of social support even more relevant. Families are often a source of advice and motivation, while friends are a place to share experiences and encouragement in facing the job selection process. Research by Putri and Febriyanti (2020) even shows that family support can reduce students' anxiety about entering the workforce, which indirectly strengthens their confidence.

However, there is still limited research that simultaneously examines the influence of family and peer social support on students' confidence in the context of job hunting. In fact, these two sources of support have the potential to complement each other. Therefore, this research is important to understand the extent to which social support from family and friends can influence students' confidence in facing the job search process.

The results of this study are expected to contribute academically to the development of career and social psychology theory, while also providing practical benefits for higher education institutions in developing more holistic career guidance programs that involve the roles of family and peers. Thus, students will not only be competent but also have strong self-confidence to compete in the workplace.

Theoretical Framework

Social support is one of the most important psychosocial factors in shaping a person's self-confidence, especially for students who are in the transition period to the world of work. According to House (1981), social support is a form of assistance that a person receives from their social environment, such as emotional support, informational support, practical assistance, and appreciation. Social support can make a person feel valued, accepted, and loved, thereby helping to improve psychological well-being and confidence in one's abilities to face various challenges, including in the process of looking for work.

Family is the main source of social support in a person's life.
According to Sarafino and Smith (2014), support from family acts as a psychological foundation that provides a sense of security, comfort, and confidence in one's own abilities. Students who receive support from their families, such as motivation, advice, or practical assistance, will feel more optimistic and confident when facing the job selection process. Emotional support from the family, such as encouragement and belief in the child's abilities, fosters self-confidence and better self-control. If the family does not provide sufficient support, this can make a person feel doubtful and reduce their confidence in their abilities.

Apart from family, peers also play an important role in shaping students' self-confidence. According to Erikson (1968) in his psychosocial development theory, in early adulthood, a person is very dependent on social relationships outside the family, especially peers, to feel accepted and gain self-validation. Peers can provide social support in the form of motivation, sharing experiences, and information related to the world of work. According to Cohen and Wills (1985), support from peers has a protective effect, namely the ability to protect someone from stress and psychological pressure. In the context of students who are looking for work, friends can be a source of encouragement and a place to share experiences, thereby increasing self-confidence when facing job competition.

Self-confidence is an important aspect of student job readiness.
In the theory of self-efficacy proposed by Bandura (1997), self-confidence stems from a person's belief in their ability to complete a particular task. Social support from family and friends plays a role in strengthening self-confidence by providing external motivation, emotional encouragement, and positive experiences that build confidence in one's abilities. Thus, students who feel supported by their social environment will have a more positive self-perception and feel more prepared to face the recruitment process or job interviews.

This study examines the relationship between support from family and friends and students' level of self-confidence when looking for work. Social support is considered an external factor that can strengthen self-confidence, which is an internal factor. The

more support received, the higher the students' level of self-confidence. In situations where students are preparing to enter the workforce, the role of family and friends is very important in shaping their mental preparation.

Based on this explanation, the hypotheses in this study are as follows:

1. Social support from family has a positive and significant effect on students' self-confidence when looking for work.

2. Social support from friends also has a positive and significant effect on students' self-confidence when looking for work.

3. Social support from family and friends together has a positive and significant effect on students' self-confidence when looking for work.
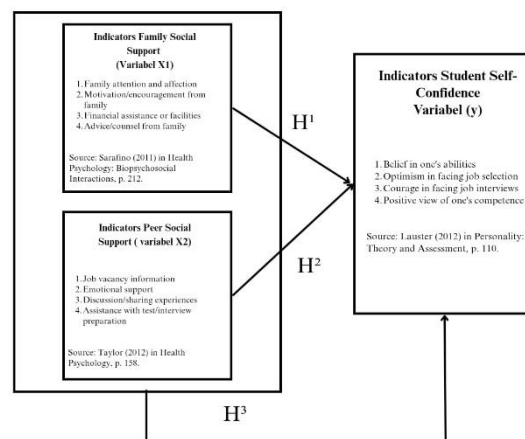
Figure 1. Frame work of thingking

Method

This study uses a quantitative approach with a correlational design, aiming to determine the effect of social support from family and friends on students' self-confidence when looking for work. The population in this study was all final year students who were preparing to enter the workforce. The sample was determined using purposive sampling, namely students who were participating in career preparation programs or were already actively looking for work, with the number of respondents adjusted based on statistical analysis requirements.

Data collection was conducted by distributing a closed questionnaire using a five-point Likert scale.

The research instrument consisted of three parts, namely a family social support scale, a friend social support scale, and a student self-confidence scale adapted from the

theories of Bandura (1997) and House (1981). Before use, the instrument was tested for validity and reliability to ensure data accuracy.

Data analysis was performed using multiple linear regression methods with statistical software such as SPSS.
This technique was used to determine the level of influence of family and peer social support variables, both individually and collectively, on student self-confidence in the job search process.

Results

Table 1. Simple Regression Test of Family Social Support (X_1) on Student Self-Confidence in the Job Search Process (Y)

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	14.041	2.035		6.899	.000
	dukungan sosial terhadap keluarga	.567	.063	.670	8.940	.000

a. Dependent Variable: kepercayaan didri mahawasiswa dalam proses pencarian kerja

Based on the results of simple linear regression analysis, the variable of family social support (X_1) has a positive and significant effect on students' self-confidence when looking for work. The constant value of 14.041 indicates that if there is no family social support, students' self-confidence will be at a level of 14.041. The regression coefficient (B) of 0.567 means that every one-unit increase in family social support will increase students' self-confidence by 0.567 units. The t-value of 8.940 with a significance level of 0.000 (less than 0.05) indicates that family social support does indeed have a significant effect on students' self-confidence. The standard Beta value of 0.670 indicates that the influence of family social support is strong and positive. Therefore, it can be concluded that the higher the social support provided by the family, the higher the students' self-confidence in the job search process.

Table 2. Simple Regression Test of Peer Social Support (X_1) on Student Self-Confidence in the Job Search Process (Y)

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	14.921	2.221		6.717	.000
	dukungan sosial teman	.557	.072	.617	7.769	.000

a. Dependent Variable: kepercaayaan diri mahasiswa dalam proses pencarian kerja

The regression analysis results show that the variable of social support from friends (X_2) has a positive and significant effect on students' self-confidence levels when looking for work. The constant value of 14.921 indicates the basic level of student self-confidence without social support from friends. The regression coefficient (B) of 0.557 means that every one-unit increase in social support from friends will increase student self-confidence by 0.557 units. The t-value of 7.769 with a significance level of 0.000 (which is less than 0.05) indicates that the effect of peer social support on students' self-confidence is very significant. The standard Beta value of 0.617 shows that the effect is positive and strong. Thus, the higher the social support provided by peers, the higher the students' self-confidence in the job search process.

Table 3. Multiple Linear Regression Test Analysis Test of X1 and X2 Agnaist Y

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	11,458	2,154		5,320	,000
	DUKUNGAN SOSIAL KELUARGA	,395	,085	,466	4,634	,000
	DUKUNGAN SOSIAL TEMAN	,264	,091	,293	2,907	,005

a. Dependent Variable: KEPERCAYAAN DIRI MAHASISWA DALAM PROSES PENCARIAN KERJA

The results of the multiple linear regression test show the equation Y = 11.458 + 0.395X1 + 0.264X2. This means that social support from family (X_1) and social support from friends (X_2) have a positive effect on students' confidence in seeking employment. The number 11.458 indicates the baseline level of confidence that students have without social support. The regression coefficient for family support is 0.395, while for peer support it is 0.264. This shows that support from family has a greater effect on increasing confidence than support from peers. From the t-test results, both variables have a significant effect, with a t-value for family support of 4.634 (Sig. 0.000) and for peer support of 2.907 (Sig. 0.005). The standard Beta values also support these results, namely that family support (β = 0.466) has a stronger influence than peer support (β = 0.293). Thus, social support from family and peers significantly increases students' self-confidence, but support from family has a more dominant influence.

Table 4. Results of the Correlation Coefficient and Multiple Determination Coefficient Tests

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,702[a]	,493	,483	4,81888

a. Predictors: (Constant), dukungan sosial teman, dukungan sosial keluarga

Determination Coefficient (R²)

Interpretation

The R value of 0.702 indicates that there is a strong relationship between social support from family and friends and students' self-confidence.

The R² value of 0.493 means that approximately 49.3% of the differences in student self-confidence can be explained by the two independent variables in this model.

Meanwhile, the remaining 50.7% is influenced by other factors not covered in this study, such as personal experiences, internal motivation, personality, economic conditions, or academic assistance.

Partial Hypothesis Test (T-Test)

Table 5. Partial Hypothesis Test Results (T-Test)
Coefficientsª

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	11,458	2,154		5,320	,000
DUKUNGAN SOSIAL KELUARGA	,395	,085	,466	4,634	,000
DUKUNGAN SOSIAL TEMAN	,264	,091	,293	2,907	,005

a. Dependent Variable: KEPERCAYAAN DIRI MAHASISWA DALAM PROSES PENCARIAN KERJ

Based on the partial test results, the t-value for the family social support variable was 4.634 with a significance value of 0.000, which is less than 0.05. This shows that family social support positively and significantly affects students' confidence in finding work. The higher the support provided by the family, the higher the students' confidence level.

Furthermore, the t-value for the peer social support variable was 2.907 with a significance value of 0.005, which is less than 0.05.
These results indicate that peer social support also positively and significantly affects students' confidence. Support from peers provides motivation, a sense of security, and emotional encouragement that helps students to be more confident in the job search process.

From these results, the two independent variables, namely family social support and peer social support, have been proven to have a positive and significant partial effect on students' self-confidence in the job search process.

Simultan Hypothesis Test (F-Test)

Table 6. Simultan Hypothesis Test Results (F-Test)

ANOVAª

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2193,268	2	1096,634	47,225	,000ᵇ
	Residual	2252,492	97	23,222		
	Total	4445,760	99			

a. Dependent Variable: KEPERCAYAAN DIRI MAHASISWA DALAM PROSES PENCARIAN KERJA
b. Predictors: (Constant), DUKUNGAN SOSIAL TEMAN , DUKUNGAN SOSIAL KELUARGA

The results of the simultaneous test show a calculated F value of 47.225 and a significance value (Sig.) of 0.000. Because this significance value is less than 0.05 (0.000 < 0.05), it can be concluded that the regression model has a significant effect. This means that the variables of social support from friends and social support from family simultaneously have a significant impact on students' self-confidence levels during the job search process.

Therefore, the regression model used can be used in research because it is able to explain changes in the variable being sought (dependent variable) through the two variables that influence it (independent variables).
These results indicate that the higher the social support provided by friends and family, the stronger the students' self-confidence when facing the job search process.

Discussion
This study shows that assistance from family and friends has a positive and significant impact on students' self-confidence when looking for work. These results are in line with the research objective, which is to understand the extent to which external factors such as social assistance from the immediate environment can improve students' mental preparedness for the world of work. From the results of multiple regression analysis, it was found that social support from family had a greater impact (β = 0.466) than support from friends (β = 0.293). This shows that family is the main source in shaping students' self-confidence through attention, motivation, and belief in their abilities.

These results support the theoretical framework used in the study, namely Bandura's (1997) self-efficacy theory, which explains that a person's self-confidence is influenced by their belief in their own abilities and the external support they receive.
Emotional and informational support from family, such as encouragement, advice, and belief in their children's potential, can increase students' self-confidence to adapt and face challenges in the world of work. In addition, House's (1981) social support theory also emphasizes that emotional, informational, instrumental, and appreciative

support from the social environment is very important in improving a person's psychological well-being and self-confidence when facing stressful situations.

The results of this study are also in line with previous research by Wijaya and Virlia (2025), which found that social support contributes 34.1% to increased self-efficacy in career decision-making. Similarly, research by Putri and Febriyanti (2020) shows that family support can reduce students' anxiety about entering the workforce. In the context of this study, peer support was also proven to be significant, with friends acting as motivators, a place to share experiences, and a source of relevant information about the world of work. This shows that social networks among students can strengthen self-confidence through positive interactions and the exchange of experiences that build mental preparedness.

From a scientific point of view, the results of this study contribute to the development of social psychology and career psychology studies, particularly regarding the role of social factors in shaping individual self-confidence. In a collectivist culture such as Indonesia, the role of family and social environment is very dominant in shaping a person's self-confidence. Continuous moral and emotional support creates feelings of acceptance, appreciation, and support, which ultimately boosts students' confidence in facing the challenges of the working world. The coefficient of determination value of 0.493 shows that almost half of the variation in student confidence can be explained by social support from family and friends, which means that its influence is relatively strong compared to other factors.

From a practical perspective, the results of this study have implications for higher education institutions to involve the role of family and peers in student career development activities. Universities can organize career guidance programs that involve family support and create a community of students who motivate each other in preparing to enter the world of work. Thus, social support not only plays a psychological role but also serves as a strategy to improve career readiness.

However, this study has limitations in terms of the number and characteristics of the sample, which only included final-year students in a specific region, so the results may not represent the entire student population. Further research is recommended to expand the scope of respondents and consider other variables such as intrinsic motivation, personality, and work experience, which may also influence confidence levels. Overall, this study confirms that social support from family and friends is an important factor in building student confidence, which is the main foundation for their readiness to enter the competitive world of work.

Conclusion

This study shows that support from family and friends has a positive and significant impact on students' self-confidence when looking for work. Support provided by family is more influential than support from friends, indicating that family plays an

important role in providing encouragement, advice, and confidence in their children's abilities. On the other hand, support from friends remains an important factor in helping students cope with social pressure and strengthening their enthusiasm when looking for work.

Both types of social support together increase students' self-confidence, with a coefficient of determination (R^2) value of 0.493.

This means that about half of the difference in students' confidence levels can be explained by the role of social support. These results are in line with Bandura's (1997) self-efficacy theory and House's (1981) social support theory, which state that encouragement and support from the social environment can strengthen a person's belief in their abilities.

This study also provides benefits for universities in developing student career development programs, involving the roles of family and peers.

Social support not only strengthens psychological readiness but also increases students' self-confidence in facing an increasingly competitive job market.

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