



THE INFLUENCE OF SELF-EFFICACY AND SOCIAL SUPPORT ON CAREER ANXIETY AMONG STUDENTS OF THE FACULTY OF ECONOMICS AND BUSINESS, SILIWANGI UNIVERSITY

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Abstract. This study aims to analyze the influence of self-efficacy and social support on career anxiety among final-year students at the Faculty of Economics and Business, Siliwangi University. Career anxiety is a psychological condition characterized by feelings of anxiety, worry, and uncertainty about one's future employment after graduation. The research method used is a quantitative approach with a survey design. A sample of 279 respondents was selected using simple random sampling. The data collection instrument was a questionnaire with a Likert scale, while data analysis was performed using multiple linear regression with the help of SPSS version 26. The results showed that the variables of self-efficacy and social support had a significant effect on career anxiety, both partially and simultaneously. Students with high self-efficacy and strong social support tend to have lower levels of career anxiety. These findings emphasize the importance of internal and external factors in reducing students' career anxiety and provide implications for universities to develop career guidance programs that focus on increasing self-efficacy and strengthening social support in the academic environment.

Keywords: self-efficacy; social support; and career anxiety.

1. Introduction

In this era of globalization and fierce competition in the world of work, final-year students often face considerable psychological challenges. One of the most common problems is career anxiety, which is a feeling of worry and concern about their future employment after graduation. This phenomenon is exacerbated by the high demands of the workplace, which emphasizes the importance of competence, soft skills, and mental preparedness, while many students feel they are not fully ready to face this reality. Various studies, both international and national, show that job market uncertainty and academic pressure are the main factors that trigger increased career anxiety among students approaching graduation.

In the Indonesian context, the phenomenon of career anxiety among final-year students is also evident. Research conducted at Satya Wacana Christian University in Salatiga shows a significant negative correlation between self-efficacy and future career anxiety, meaning that the higher students' self-confidence, the lower their level of career anxiety (Widjaja & Prapunoto, n.d.). Another study by Santo and Alfian (2021) at Airlangga University also found similar results, namely a negative correlation between social support and career anxiety, where support from family, friends, and the campus environment can reduce students' anxiety levels. However, different results were found in a study conducted at the Mandala Institute of Technology and Science in Jember, which reported no significant relationship between self-efficacy and career anxiety among final-year students (Quasimah, 2024).

These conditions indicate that research findings on the relationship between self-efficacy, social support, and career anxiety still vary, depending on the context and characteristics of students in each environment. The problem that arises from this

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phenomenon is the gap between students' expectations of being able to rely on self-efficacy and social support as a foundation for facing the world of work and the reality that not all students receive the same benefits. The inconsistency of research results across campuses indicates the need for further study to gain a more comprehensive understanding of the extent to which self-efficacy and social support actually influence career anxiety in the context of students in Indonesia.

This study is expected to contribute to the development of educational psychology and human resource management, particularly in relation to factors that influence career anxiety among final-year students. In addition, this study can reinforce previous findings regarding the role of self-efficacy and social support in reducing career anxiety, as well as serving as a reference for further research.

Then, in terms of managerial contributions this study is expected to provide students with an understanding of the importance of increasing self-efficacy and utilizing social support to reduce career anxiety prior to graduation. In addition, the results of this study can be used as input for universities in designing mentoring, counseling, or self-development training programs that support the career readiness of final semester students. This research can also serve as a reference for future researchers in examining the psychological and social factors that influence career anxiety, either with similar variables or by adding new variables.

Self-efficacy is a key concept in social cognitive theory, first introduced by Albert Bandura. In general, self-efficacy is defined as an individual's belief in their ability to organize, control, and carry out the actions necessary to achieve certain results (Bandura, 2012). This belief differs from the actual skills a person possesses, as self-efficacy is more related to an individual's perception of their ability to use those skills to deal with specific situations. Brown and Lent (2020) in their book *Career Development and Counseling* emphasize that self-efficacy plays an important role in education and career, as it can influence career choice, motivation, and an individual's ability to overcome obstacles. In the context of career transition, students with high levels of self-efficacy tend to be more confident in making career decisions and better able to cope with the anxiety that arises from the uncertainty of the world of work.

Social support is one of the important external factors in psychology that describes an individual's perception that they are loved, valued, and part of a social network that can provide emotional, informational, and instrumental assistance. According to Cohen and Wills (2020), social support acts as a buffer against stress by reducing the perception of threat and increasing an individual's confidence in facing various challenges. In the context of final-year students, social support from family, friends, and educational institutions plays an important role in providing motivation, a sense of security, and tangible assistance when they face anxiety related to their future careers.

Career anxiety is a specific form of anxiety related to an individual's career future, including concerns about career choices, the transition process into the world of work, and uncertainty about future job opportunities. According to Mercan and Öztemel (2023), career anxiety is defined as a negative emotional state characterized by feelings of fear, worry, or tension when facing the job search process or the success of entering the job market. Savickas (2019) in his book *Career Counseling: A Life-Design Approach* explains that career anxiety is a common phenomenon experienced by final year students because the transition period into the world of work is often marked by uncertainty and new demands. This career anxiety is also often related to doubts in career decision-making, feelings of incompetence, and a lack of control over one's professional future. In

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the context of higher education, career anxiety is an important issue because it can affect students' employability and psychological well-being (Brown & Lent, 2020).

Previous studies have addressed topics similar to this research, namely the influence of self-efficacy and social support on career anxiety. Research conducted by Khumairoh et al. (2025) showed that self-efficacy had a significant influence of 53% on career anxiety, while social support had no significant partial influence. However, when tested simultaneously, both variables had a 16% influence on career anxiety. Furthermore, research by Farida and Hidayati (2025) also found that self-efficacy and social support have a significant negative relationship with career anxiety. This means that the higher the level of self-efficacy and social support an individual has, the lower their level of career anxiety.

The research gap in this study lies in the inconsistency of previous studies regarding the influence of self-efficacy and social support on career anxiety. Some studies show a significant negative relationship, while others find no meaningful relationship. This condition indicates the need for further research to gain a deeper understanding of the relationship between these two variables and career anxiety, especially among final-year students in Indonesia.

2. Research Method

This study used a quantitative method with a survey approach to examine the relationship between the variables of self-efficacy, social support, and career anxiety. Data were obtained through a 1–5 Likert scale questionnaire distributed online to final-year students of the Faculty of Economics and Business, Siliwangi University. The research population included all final year students in the 2024/2025 academic year, and based on the Slovin formula calculation with a 5% margin of error, 279 respondents were obtained as the research sample. The sampling technique used was Simple Random Sampling so that each student had an equal chance of being selected and the research results were more objective.

A sample is a subset of the population used as research respondents. For example, if the population of final year students at Siliwangi University's Faculty of Economics and Business is 931, then:

$$n = N / 1 + Ne^2$$

$$n = 931 / (1 + (931 \times 0.05^2)) = 279,79 \text{ or } 279$$

Therefore, the minimum sample size used is 279 students.

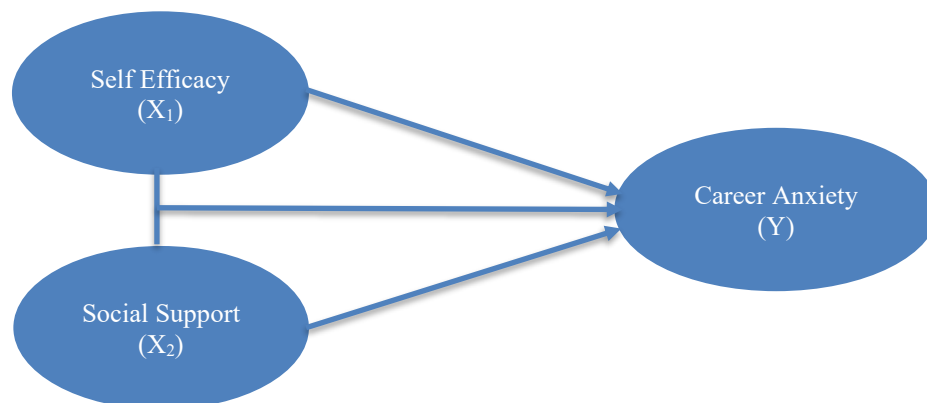


Figure 1. Research Models

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2.1 Self Efficacy, Social Support, and Career Anxiety Indicators

Table 1. Self Efficacy Indicators

No.	Indicators
1.	I am confident that I can overcome the difficulties I face in my studies.
2.	I believe that I can complete my final assignment on time.
3.	I am confident that I can compete with other graduates in the workforce.
4.	I can find solutions when faced with academic problems.
5.	I feel capable of managing my time well.
6.	I am confident in facing new challenges.
7.	I am confident that I can adapt to the demands of the job.
8.	I remain calm when faced with complex problems.

Table 2. Social Support Indicators

No.	Indicators
1.	My family supports me in choosing my career.
2.	My friends encourage me when I'm worried about the future.
3.	Lecturers or supervisors help me by giving advice about my future career.
4.	I feel like I have someone I can trust to share my career problems with.
5.	I feel supported in dealing with academic pressure.
6.	The closest people give me motivation when I lose my enthusiasm.
7.	I got useful advice regarding the world of work from my surroundings.
8.	I feel accepted when I share my career concerns.

Table 3. Career Anxiety Indicators

No.	Indicators
1.	I feel anxious thinking about my career future.
2.	I'm worried about not getting a job after graduation Strongly Disagree
3.	I feel nervous when I think about the job application process.
4.	I am afraid that my abilities are not enough to compete in the world of work.
5.	The thought of a job interview makes me nervous.
6.	I feel doubtful whether the career I want can be achieved
7.	I am worried about failing to meet my family's career expectations.
8.	Career anxiety interferes with my focus on working on my final assignment.

3. Result And Discussion

3.1 Result

This section presents research results showing the influence of self-efficacy and social support on career anxiety among final-year students at the Faculty of Economics and Business, Siliwangi University.

3.2 Instrument Testing

3.2.1 Validity Test

The following table presents the validity test results for each variable X_1 , X_2 , and Y .

Table 1.4 Validity Test Result

Item	r	Sig.	Status
X _{1.1}	0.857	0.000	Valid
X _{1.2}	0.753	0.000	Valid
X _{1.3}	0.802	0.000	Valid
X _{1.4}	0.865	0.000	Valid
X _{1.5}	0.746	0.000	Valid
X _{1.6}	0.849	0.000	Valid
X _{1.7}	0.866	0.000	Valid
X _{1.8}	0.681	0.000	Valid
X _{2.1}	0.473	0.000	Valid
X _{2.2}	0.462	0.000	Valid
X _{2.3}	0.376	0.000	Valid
X _{2.4}	0.652	0.000	Valid
X _{2.5}	0.711	0.000	Valid
X _{2.6}	0.623	0.000	Valid
X _{2.7}	0.589	0.000	Valid
X _{2.8}	0.678	0.000	Valid
Y ₁	0.474	0.000	Valid
Y ₂	0.686	0.000	Valid
Y ₃	0.713	0.000	Valid
Y ₄	0.645	0.000	Valid
Y ₅	0.693	0.000	Valid
Y ₆	0.769	0.000	Valid
Y ₇	0.745	0.000	Valid
Y ₈	0.533	0.000	Valid

Based on the test results, it can be concluded that all statement items in variables X_1 , X_2 , and Y are valid. This shows that the questionnaire items used in this study were able to measure the variable constructs accurately and consistently. Thus, all items are deemed suitable for use, and the study can proceed to the reliability testing stage.

3.2.2 Reliability Test

Table 1.5 Reliability Test Result

Variable	Cronbach's Alpha	N of Item
X_1	0.857	8
X_2	0.753	8
Y	0.802	8

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Overall, the reliability test results show that the research instruments for variables X_1 , X_2 , and Y are reliable, as all Cronbach's Alpha values are greater than 0.70. Thus, the questionnaire instruments used in this study are reliable for measuring the research constructs consistently and are suitable for use in the next stage of analysis.

3.3 Multiple Linear Regression

3.3.1 Partial Test (T)

Table 1.6 Partial Test Result

Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	52.522	2.188		24.006
	X1	-.185	.055	-.188	3.397
	X2	-.507	.066	-.423	-7.655

a. Dependent Variable: Y

The partial test results show that the Self-Efficacy variable (X_1) has a t-value of 3.397, which is greater than the t-table value of 1.968 with a significance of 0.001 (< 0.05). This means that Self-Efficacy has a positive and significant effect on Career Anxiety, so that the higher the students' Self-Efficacy, the lower their career anxiety level. Meanwhile, the Social Support variable (X_2) has a t-value of 7.665, which is greater than the t-table value of 1.968 with a significance of 0.000 (< 0.05), indicating that Social Support also has a significant effect on Career Anxiety. This means that the higher the social support received by students, the lower their career anxiety.

3.3.2 Simultaneous Test (F)

Table 1.7 Simultaneous Test Result

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	F
1	Regression	2049.692	2	1024.846	51.996
	Residual	5439.985	276	19.710	
	Total	7489.677	278		

a. Dependent Variable: Y

The simultaneous test (ANOVA) results show that the F count value of 51.996 is greater than the F table of 3.03 with a significance of 0.000 (< 0.05). This means that Self-Efficacy (X_1) and Social Support (X_2) simultaneously have a significant effect on Career Anxiety (Y), so that the regression model used is declared feasible to explain the relationship between variables.

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3.3.3 Coefficient of Determination (R^2)

Table 1.8 Coefficient of Determination Test Result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.523 ^a	.274	.268	4.440
a. Predictors: (Constant), X2, X1				

Based on the Model Summary table, the R Square value of 0.274 indicates that Self-Efficacy (X_1) and Social Support (X_2) simultaneously explain 27.4% of the variation in Career Anxiety (Y), while 72.6% is influenced by other factors outside the model. This means that both variables have a moderate effect on students' career anxiety levels.

3.4 Discussion

3.4.1 The Effect of Self-Efficacy on Career Anxiety

The partial test results show that Self-Efficacy has a significant effect on Career Anxiety among final-year students at the Faculty of Economics and Business, Siliwangi University, with a t-value of 3.397 and a significance of 0.001 (< 0.05). This means that students' self-confidence in facing academic and work challenges plays an important role in their level of career anxiety. Students with high self-efficacy tend to be more psychologically prepared to face the transition period. This finding is in line with Bandura (2012), who states that self-efficacy helps individuals view challenges as opportunities, as well as research by Nauta and van Hooft (2021), which shows a strong relationship between career self-efficacy and work readiness.

3.4.2 The Effect of Social Support on Career Anxiety

The partial test results show that Social Support has a significant effect on Career Anxiety with a t-value of 7.665 and a significance of 0.000 (< 0.05). The higher the support from family, friends, and lecturers, the lower the students' career anxiety. Social support helps boost self-confidence, provides career information, and provides a sense of security in the face of uncertainty. These results are in line with the Buffering Hypothesis theory (Cohen & Wills, 2020) and the research of Zhou et al. (2024) and Oliveira et al. (2025), which show that high social support reduces career anxiety.

3.4.3 The Simultaneous Influence of Self-Efficacy and Social Support on Career Anxiety

The simultaneous test results show that Self-Efficacy and Social Support together have a significant effect on Career Anxiety, with a calculated F value of 51.996 and a significance of 0.000 (< 0.05). The R Square value of 0.274 indicates that both variables explain 27.4% of the variation in Career Anxiety, while the remaining 72.6% is influenced by other factors such as academic pressure and job uncertainty. These two variables act as psychological protectors against students' career anxiety.

4. Conclusion And Recommendations

The results of the study indicate that self-efficacy and social support have a significant effect on career anxiety among final-year students. Students with high self-confidence and support from family, friends, and lecturers tend to have lower career anxiety. These two variables contribute 27.4% to career anxiety, while the rest is influenced by other factors such as academic pressure and uncertainty in the world of work. These findings are consistent with Zhou's (2025) study, which shows that students with a high perception of social support have lower levels of career adaptation success and career anxiety. In addition, the results from Wu & Zhao (2025) confirm that the combination of self-efficacy and social support simultaneously reduces career anxiety in the senior student population.

The weakness of this study lies in the limitation of variables, which only include self-efficacy and social support, whereas career anxiety is also influenced by other factors such as academic pressure and work experience. In addition, the sample is limited to one faculty, making the research results less generalizable. For future research, it is recommended to add other variables such as academic pressure, work experience, and career adaptability to make the results more comprehensive. In addition, it is necessary to expand the sample coverage to various faculties or universities so that the findings can be generalized more broadly and reflect the overall condition of students.

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