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THE INFLUENCE OF SOCIAL SUPPORT AND SELF EFFICACY ON CAREER READINESS AMONG WORKING STUDENT AT SILIWANGI UNIVERSITY

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Abstract. This study aims to analyze the influence of social support and self-efficacy on career readiness among working students at Siliwangi University. The high rate of educated unemployment in Indonesia indicates that many university graduates are not yet adequately prepared to enter the workforce. This condition becomes more complex for students who simultaneously manage academic and work responsibilities. Therefore, understanding psychosocial factors that strengthen career readiness is essential in addressing this issue. This research employs a quantitative approach with an associative method. Data were collected through questionnaires distributed to 98 students Siliwangi University who met the criteria of studying while working. The data were analyzed using multiple linear regression with the assistance of SPSS version 22 to test both partial and simultaneous effects among the variables. The results show that social support has a positive and significant effect on students' career readiness. Likewise, self-efficacy has a positive and significant effect on career readiness. Simultaneously, both variables significantly influence the career readiness of students who study while working. These findings indicate that higher levels of social support and stronger self-efficacy contribute to better preparation and confidence in facing the world of work. This research contributes theoretically to the development of studies on psychosocial factors influencing students' career readiness and provides practical implications for universities to design career development programs that are more adaptive to the needs of working students. This study is limited by its narrow sample, subjective online data, few variables, and short duration restricting generalization.

Keywords: social support; self-efficacy; career readiness; working students.

1. Introduction

The employment situation in Indonesia continues to present significant challenges for university graduates. According to data from the Central Bureau of Statistics (BPS, 2025), the open unemployment rate among Diploma IV to postgraduate graduates is 6.23%. In addition, the Ministry of Manpower reports that higher education graduates account for 13.57% or approximately 1.01 million unemployed individuals. A survey conducted by Katadata Insight Center (2024) also revealed that 43% of recent graduates lack a clear career direction, while the average waiting time to secure their first job can reach up to two years (Ginting, 2021). These facts indicate that career readiness remains a crucial issue among university students and graduates.

Career readiness serves as a foundation for students to enter the workforce effectively through the mastery of skills, knowledge, and professional attitudes (Muñiz & Eimerbrink, 2018). This challenge becomes even more complex for students who work while studying. Preliminary findings among students at Universitas Siliwangi indicate limitations in participating in career development activities, physical and psychological fatigue, and a

mismatch between their jobs and fields of study. Such conditions may hinder the optimal development of career readiness even when students already possess work experience.

Theoretically, the Social Cognitive Theory asserts that individual behavior emerges through the interaction of personal, environmental, and behavioral factors (Bandura, 1997). Accordingly, social support functions as an external factor that helps students cope with dual-role pressures, while self-efficacy serves as a personal factor influencing their ability to make decisions and direct their career future. The Social Cognitive Career Theory further reinforces this view by emphasizing that self-efficacy and social support play crucial roles in career exploration, decision-making, and career goal development (Brown & Lent, 2021; Hunt & Rhodes, 2021).

Previous studies have shown that social support from family, peers, and the educational environment contributes to shaping students' career orientation and readiness (Sarafino & Smith, 2011; Woodhall-Melnik et al., 2024; Utami et al., 2024; Gustina et al., 2024; Chan, 2019). At the same time, self-efficacy has been proven to enhance confidence and resilience in dealing with changes and the demands of the labor market (Bandura, 1997 in Schunk & DiBenedetto, 2020; Koçak et al., 2021; Nur Kholifah et al., 2025). Moreover, career readiness is also associated with students' adaptability during the transition to the world of work (NACE, 2022; Diva & Satwika, 2024; Aprilyani et al., 2023; Husna et al., 2025).

The research gap in this study arises because most previous research has examined social support, self-efficacy, and career readiness among university students in general, without considering the dual-role context of working students. In fact, students who study while working face distinct dynamics that may moderate the influence of social and psychological factors on career readiness. The limited exploration of this specific context highlights the need to investigate the interaction of these two factors in shaping the career readiness of working students.

Based on this research gap, the purpose of this study is to analyze the influence of social support and self-efficacy on the career readiness of students who work while studying at Universitas Siliwangi. The findings are expected to provide theoretical contributions to strengthening career readiness studies from a social-cognitive perspective, as well as practical contributions in developing more targeted support strategies for working students.

2. Research Method

This study employs a quantitative explanatory approach to examine the influence of social support and self-efficacy on career readiness among working students at Universitas Siliwangi. The research is cross-sectional, with data collected once using a closed-ended questionnaire on a 1–5 Likert scale. The study population consists of all Universitas Siliwangi students who study while working. The exact population size is unknown because the university does not have official data on working students; therefore, the sample size was determined using Cochran's formula for an infinite population at a 90% confidence level. Based on this calculation, 98 respondents were obtained as the research sample.

The sampling technique used is purposive sampling with the following criteria: (1) active Universitas Siliwangi students, (2) have been working for at least two months, and (3) willing to complete the questionnaire in full. The questionnaire was distributed both online and offline to ensure respondent accessibility. The research instrument was first tested using

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a validity test (Pearson) and a reliability test (Cronbach's Alpha ≥ 0.70). The main analysis uses multiple linear regression to examine the partial and simultaneous effects of the independent variables on career readiness. The tests conducted include the t-test, F-test, and coefficient of determination (R^2). All analysis procedures were carried out using SPSS version 22.

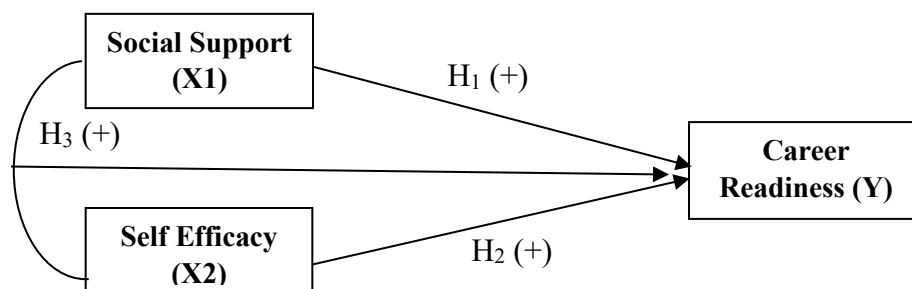


Fig 1. Research Model

3. Result and Discussion

The respondents in this study were students of Universitas Siliwangi who work while pursuing their studies. The questionnaire was distributed to 98 students who met the research criteria. Based on gender characteristics, it was found that the majority of respondents were female, totaling 63 individuals (64%), while 35 respondents (36%) were male. This finding indicates that female students participated more dominantly in this study compared to male students. Furthermore, based on employment status, there were 36 students (37%) working as freelancers, 45 students (46%) working part-time, and 17 students (17%) working full-time. These results show that the largest group of participants in this study consisted of students who work part-time.

Validity and Reliability Test

Table 1. Validity and Reliability Test

Variabel	Item	Statement	Corelation	Sig.	Cronbach's Alpha
Social Support	DS1	My family gives me support so I can manage studying while working.	0.841	0.000	0.901
	DS2	My family does not provide enough practical help (such as time, effort, or financial support) for my studies and work.	0.862	0.000	0.898
	DS3	My friends are willing to listen and give advice when I face problems related to college or work.	0.822	0.000	0.903
	DS4	My friends are not very ready to help when I have difficulties in my studies or work.	0.798	0.000	0.908
	DS5	Someone close to me (partner/mentor/important figure)	0.866	0.000	0.895

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		gives me encouragement and motivation to reach my career goals.			
	DS6	I do not feel appreciated or supported enough by important people in my life to finish my studies and work well.	0.852	0.000	0.898
Self-Efficacy	SE7	I stay motivated to study even when I feel tired after working.	0.797	0.000	0.924
	SE8	I often lose motivation to study because I am exhausted after working.	0.771	0.000	0.928
	SE9	I try to stay consistent in completing my responsibilities in college and work.	0.800	0.000	0.924
	SE10	I often struggle to maintain discipline in managing my time between college and work.	0.828	0.000	0.924
	SE11	I know the strengths that support my career readiness.	0.850	0.000	0.920
	SE12	I am not very aware of the weaknesses I need to improve to face the work world.	0.837	0.000	0.921
	SE13	I am confident that I can find solutions if conflicts happen between studying and working.	0.875	0.000	0.918
	SE14	I feel less able to learn from past failures.	0.845	0.000	0.920
Career Readiness	KK15	I understand the interests and talents that I have.	0.863	0.000	0.922
	KK16	I do not fully know my strengths and weaknesses in academics or work.	0.735	0.000	0.931
	KK17	I have knowledge about job opportunities that match my field of study.	0.820	0.000	0.925
	KK18	I do not clearly understand the qualification requirements for the job I am interested in.	0.716	0.000	0.931
	KK19	I create clear steps to achieve my career goals.	0.839	0.000	0.924
	KK20	I am less proactive in joining internships, certifications, or training programs to support my career.	0.783	0.000	0.928
	KK21	I am confident that I can compete with other graduates in the job market.	0.840	0.000	0.924
	KK22	I often feel unsure when I have to make career decisions.	0.783	0.000	0.928
	KK23	I can overcome obstacles that appear when studying and working at the same time.	0.813	0.000	0.926
	KK24	I find it difficult to adapt to new changes and demands in the work environment.	0.749	0.000	0.930

Based on the validity test of the 24 statement items across all variables, namely social support (X_1), self-efficacy (X_2), and career readiness (Y), the obtained r-count values were greater than the r-table value (0.198) at a 5% significance level, and the significance value (2-tailed) was less than 0.05. Therefore, these items are considered valid because they are capable of measuring the intended constructs. Based on the reliability test results shown in the table above, all research variables have Cronbach's alpha values greater than 0.7. This indicates that all research instruments possess a high level of consistency and can be considered reliable.

Normality Test, Multicollinearity Test, Heteroskedasticity Test

Based on the results of the Kolmogorov–Smirnov test, a significance value of 0.09 ($p > 0.05$) was obtained. Therefore, it can be concluded that the residuals in the regression model are statistically normally distributed.

Based on multikolinearitas test, the test results show that all independent variables have a Tolerance value of 0.231 (> 0.1) and a VIF value of 4.328 (< 10). Therefore, the regression model is declared free from multicollinearity.

Based on the Glejser test, the social support variable (X_1) has a significance value of 0.728, and the self-efficacy variable (X_2) has a significance value of 0.768, both of which are greater than 0.05. Therefore, it can be concluded that there is no heteroscedasticity in either of the independent variables used.

Multiple Linear Regression

Table 2. Multiple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	4.520	1.420			3.184	0.002
Social Support	0.283	0.117	0.182		2.411	0.018
Self-Efficacy	0.873	0.085	0.772		10.229	0.000

The obtained regression equation

$$Y = 4.520 + 0.177X_1 + 0.085X_2$$

1. The constant value obtained is 4.520, which means that if social support and self-efficacy are equal to 0 (constant), career readiness is 4.520. This indicates that there is a basic level of career readiness even without social support and self-efficacy.
2. The regression coefficient value for social support is positive (+) at 0.238, meaning that when social support increases, career readiness also increases, and vice versa. In other words, if social support increases by one unit, career readiness increases by 0.238 units, assuming self-efficacy remains constant. (The direction of influence is positive.)
3. The regression coefficient value for self-efficacy is positive (+) at 0.873, meaning that when self-efficacy increases, career readiness also increases, and vice versa. In other words, if self-efficacy increases by one unit, career readiness increases by 0.873 units,

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assuming social support remains constant. (The direction of influence is positive and stronger than X_1 .)

Coefficient of Determination Test (R^2)

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.935 ^a	.875	.872	3.07379

It is known that the Adjusted R Square value is 0.872, which indicates that the contribution of social support and self-efficacy to career readiness is 87.2%. This means that 87.2% of the variation in career readiness can be explained by the variables of social support and self-efficacy, while the remaining 12.8% is influenced by other factors not examined in this study. The R value of 0.935 also indicates that the relationship between the independent and dependent variables falls into the very strong category.

Partial Test (t-test)

Table 4. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	4.520	1.420			3.184	.002
Social Support	.283	.117	.182		2.411	.018
Self-Efficacy	.873	.085	.772		10.229	.000

- The significance value (Sig.) of social support (X_1) is 0.018 (<0.05), which indicates that social support (X_1) has a significant effect on career readiness (Y). Therefore, H_1 is accepted.
- The significance value (Sig.) of self-efficacy (X_2) is 0.000 (<0.05), which indicates that self-efficacy (X_2) has a significant effect on career readiness (Y). Therefore, H_2 is accepted.

Table 5. Simultaneous Test (F-Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6284.268	2	3142.134	332.564	.000 ^b
	Residual	897.579	95	9.448		
	Total	7181.847	97			

It can be seen from the table above that the significance value (Sig.) is 0.000 (<0.05), which indicates that social support and self-efficacy have a significant simultaneous effect on career readiness. Therefore, H_3 is accepted.

Discussion

The findings indicate that social support has a significant influence on the career readiness of working students at Universitas Siliwangi. Students who receive emotional, informational, and instrumental support from family, peers, and their social environment tend to demonstrate higher levels of career readiness. This result aligns with Bandura's Social Cognitive Theory (1977), which emphasizes the role of environmental factors in shaping behavior through positive feedback and reinforcement. This study also supports the findings of Koçak et al. (2021), as well as Chan (2019) and Utami et al. (2024), which revealed that social support enhances career decision-making self-efficacy and reduces stress among students. According to the Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994; 2021), social support serves as a contextual factor that strengthens the relationship between self-efficacy and career outcomes. Practically, families, peers, and universities should create supportive environments through career information access, mentoring programs, and academic flexibility to enhance the career readiness of working students.

Self-efficacy was found to significantly affect students' career readiness. Students with strong confidence in their academic and professional abilities tend to be more optimistic, persistent, and proactive in career planning. This finding is consistent with Bandura's (1997) theory, which posits that self-efficacy shapes an individual's motivation and goal achievement. Within the framework of the Social Cognitive Career Theory (Lent et al., 2021), self-efficacy is a core variable influencing career goals and outcome expectations. Studies by Zhou et al. (2025) and Nur Kholifah et al. (2025) further confirm that higher self-efficacy enhances learning motivation and preparedness for the labor market. However, self-efficacy does not automatically develop from work experience; in some cases, irrelevant or challenging experiences may lower it. Therefore, efforts to strengthen self-efficacy should include career guidance and reflective practices that help students connect their work experience with long-term career goals.

Simultaneously, social support and self-efficacy significantly affect the career readiness of working students. This finding reflects the principle of reciprocal determinism in Social Cognitive Theory (Bandura, 2023), which posits that career behavior results from dynamic interactions among personal factors, environment, and individual actions. Positive social support enhances self-efficacy, while individuals with high self-efficacy are better able to utilize social support effectively. This relationship is also emphasized in the Social Cognitive Career Theory, which suggests that social support functions as a contextual factor reinforcing the link between self-efficacy and career goals. The result is consistent with findings by Gustina et al. (2024) and Chan (2019), indicating that the combination of social support and self-efficacy improves career clarity and psychological well-being. From Super's career development theory (Hunt & Rhodes, 2021), working students are in the exploration stage (ages 15–24), where social support and self-efficacy are crucial for shaping career identity. Practically, higher education institutions should build a supportive ecosystem that fosters self-efficacy through mentoring programs, flexible academic policies, and alumni networks that serve as social models and provide constructive feedback.

This study contributes to the development of Social Cognitive Theory and Social Cognitive Career Theory by demonstrating that social support (as an environmental factor)

and self-efficacy (as a personal factor) significantly shape career readiness among working students. The findings expand SCCT by highlighting that dual-role demands managing study and work simultaneously do not diminish the influence of these psychosocial factors. This study also enriches existing literature by providing empirical evidence in the context of Indonesian working students, a group that has received limited attention in previous research.

Practically, the findings emphasize the importance of strengthening support systems for working students. Universities can use these insights to design more adaptive career development programs, including mentoring, counseling, and flexible academic policies to reduce role conflict. Career centers may incorporate strategies that build students' self-efficacy and provide broader access to career information. Families and peer groups are encouraged to offer emotional and motivational support to help students balance academic and work responsibilities. These contributions can help improve student well-being, career adaptability, and readiness for the transition to the workforce.

4. Conclusion and Recommendation

The results of this study indicate that social support and self-efficacy have a positive and significant influence on the career readiness of working students at Universitas Siliwangi. These findings support Social Cognitive Theory (Bandura, 1997) and Social Cognitive Career Theory (Brown & Lent, 2021), which emphasize the role of environmental support and personal belief in shaping career-related behavior. Social support contributes by providing emotional and instrumental assistance that helps students navigate academic and work pressures, while self-efficacy strengthens students' confidence, motivation, and ability to handle challenges in both domains. Based on these results, students are encouraged to continue developing their self-efficacy through work experience, training, and organizational involvement. Universities can support working students by offering career guidance, soft skills training, and counseling services to help them balance their dual roles more effectively. Families and social environments are also expected to provide consistent emotional support and motivation to help students stay focused on their academic and career goals. Future research may expand the study to other universities, incorporate additional variables such as motivation or the quality of work experience, and apply more advanced analytical methods such as SEM or longitudinal designs to obtain a deeper understanding of career readiness dynamics. Based on the findings, several recommendations can be proposed. Students are encouraged to continuously develop their self-efficacy through work experience, training, and participation in organizational activities, as well as maintain positive relationships within their social environment. Universities are expected to provide career guidance programs, soft skills training, and counseling services to strengthen the career readiness of working students. Meanwhile, families and social environments are encouraged to offer emotional support and constructive motivation. Future researchers are advised to expand the research scope to other universities and include additional relevant variables to produce more comprehensive and generalizable findings.

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