The Effect Of Peer Social Support On Quarter-Life Crisis In Final-Year Students In Medan City

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Abstract

This study aims to evaluate the Influence of Peer Social Support on Quarter-Life Crisis in Final-Year Students in Medan City. Based on the results of research conducted on 158 final-year students in Medan City, it can be concluded that there is a significant influence between peer social support and quarter-life crisis. This study uses a simple linear regression analysis method to test the hypothesis and determine how much fluence the independent variable (peer social support) has on the dependent variable (quarter-life crisis). The results of the analysis show that the significance value is 0.000 (<0.05), so the alternative hypothesis (H_1) is accepted. This means that there is a real influence of peer social support on quarter-life crisis in final-year students. The coefficient of determination (R Square) value of 0.221 indicates that 22.1% of the variation in quarter-life crisis can be explained by peer social support. In other words, the higher the level of social support students receive from their peers, the lower the level of quarter-life crisis they experience. Conversely, low social support has the potential to worsen the crisis condition. The Adjusted R Square value of 0.216 strengthens the consistency of the model even with corrections to the number of variables used.

INTRODUCTION

A student is an individual currently studying at a university, as defined in the Great Dictionary of the Indonesian Language (KBBI). Final-year students are those who have nearly completed all their courses and are working on their final assignment or thesis. During their final year of study, final-year students often face various challenges that can cause stress and anxiety. It is a period of emotional crisis experienced by individuals around the ages of 20 to 30. According to Robbins and Wilner (Saraswaty, Abdurrahmat, & Novianti, 2020) QLC is a transitional phase from the academic world to the real world, often accompanied by feelings of panic, confusion, and uncertainty about the future. This phenomenon arises because individuals must make many choices and decisions, whether related to work, career, or interpersonal relationships (Kusumaatmadja, 2022).

One common impact during this phase is the quarter-life crisis (QLC), an emotional state characterized by confusion, uncertainty, anxiety, and stress as they navigate the transition to the workplace and independent living. Quarter-life crises in final-year students are

generally triggered by an imbalance between external demands and the individual's readiness to navigate complex changes (Permatasari, Mulyadi, & Samlawi, 2022).

From a psychological perspective, QLC can be explained as an internal conflict that occurs when individuals are faced with major life changes. According to developmental psychology theory, individuals experience tension between personal needs and social demands, which can trigger emotional distress (Jagat Satria & Kurniawati, 2024). Final-year college students often find themselves in a dilemma between the desire for independence and the fear of an uncertain future. Erikson (2005) stated that the early adulthood phase is a stage in which individuals face an identity crisis that can affect how they build social relationships and determine their life direction.

Previously, research related to quarter-life crisis in final year students in Medan City has also been conducted which concluded that as many as 69% were indecisive in making decisions, as many as 65% experienced despair, as many as 66% had low self-esteem, as many as 67% were trapped in difficult situations, as many as 66% were anxious as many as 69% felt depressed, and as many as 62% were worried about interpersonal relationships. Therefore, it can be concluded that the condition of quarter-life crisis in final year students in Medan City is in the high category, especially in the condition of indecision in making decisions and feeling depressed (Nor Afifah Humaira & Dyta Setiawati Hariyono, 2024).

Various factors influencing QLC, both internal and external, can interact to create stress for individuals facing this transition. Therefore, it is important to further explore how peer social support can contribute to mitigating the impact of QLC, particularly for final-year college students who are at a crucial transition point in their lives (Pramana, Husain, La Bilu, & Anggraini, 2024).. Individuals or students who are able to cope well with QLC tend to develop better emotional regulation skills and have a clearer understanding of their life goals. However, without adequate social support, individuals can experience excessive stress and feelings of loneliness in facing these challenges.

Final-year students also face various challenges such as writing a thesis, repeated revisions, fear of academic failure, and anxiety when facing supervisors. A survey of individuals currently pursuing their final-year education found that many felt a lack of confidence, struggled with decision-making, and experienced high levels of mental stress in completing their studies. The increasing academic burden often triggers feelings of stress, hopelessness, and even a decrease in motivation to complete their education.

Social support from the environment, particularly from peers, is a factor that can influence the level of quarter-life crisis experienced by final-year students. Peer social support can help individuals better cope with academic pressures and life transitions. A study by I Gede Indra Jagat Satria & Meike Kurniawati (Kurniati & Rozali, 2020) showed that peer social support significantly impacted the psychological well-being of out-of-town students by 23.6%, reflecting the important role of peers in coping with life pressures and developmental transitions.

Furthermore, research by Alisa Munaya Asrar & Taufani (Batara & Kristianingsih, 2020) found that peer social support significantly influences quarter-life crisis in early adulthood, with an effective contribution of 8.9%. This finding indicates that the higher the peer social support received, the lower the likelihood of an individual experiencing a quarter-life crisis (Sarina, 2018).

In navigating this phase, social support, especially from peers, plays a crucial role. Peers are often the primary source of emotional support, helping individuals overcome the emotional and psychological challenges they face. Research by Sarafino and Smith (Putri, Darmayanti,

& Menanti, 2023) suggests that peer social support can reduce stress, depression, and other mental health disorders. This support provides a sense of love, appreciation, and acceptance, which is much needed by individuals grappling with anxiety about the future. Several studies have shown that peer support can help individuals reduce anxiety and improve psychological well-being (Sophia Shearly, 2024). Meanwhile, other studies have revealed that despite high social support, some individuals still experience a quarter-life crisis due to other factors such as academic expectations and social pressure (Nurjannah, 2024). Research conducted by Soritua Yosfran Nababan (2024) found a significant relationship between peer social support and QLC levels in fresh graduates of Padang State University (r=0.260, p=0.009). This suggests that students with high social support are better able to face challenges that arise during the QLC phase.

Furthermore, research by Munaya Asrar & Taufani (H. R. Sari & Arjanggi, 2020) showed that peer social support significantly impacted QLC, with an effective contribution of 8.9% (F=13.744, p<0.01). This support not only provides emotional support but also helps individuals develop more adaptive coping mechanisms in the face of major life changes.

Conversely, a lack of social support can worsen the psychological well-being of students experiencing QLC. Research by Setiani (Rahman, 2019) found that individuals with low social support were more susceptible to QLC than those with high social support (p=0.002). This finding is further supported by research by Jagat Satria & Kurniawati (2024), who found that social support had a 23.6% impact on the psychological well-being of students living away from home, impacting their ability to cope with QLC.

Based on the research conducted, it can be concluded that peer social support plays a crucial role in helping final-year students navigate the QLC. With peer support, students can feel more accepted, more confident in facing life's challenges, and better prepared for the transition to the professional world. Therefore, this study aims to better understand the influence of peer social support on final-year students' QLC levels and how this support can be leveraged to help them navigate this transition more effectively.

Based on this background, this study aims to investigate the influence of peer social support on quarter-life crisis in final-year college students in Medan City. By understanding how peer social support can influence quarter-life crisis, it is hoped that this study can provide deeper insights into how to manage psychological stress during the transition to adulthood and provide recommendations for students experiencing quarter-life crisis. Quarter-life crisis is a phase where individuals experience anxiety, pressure to face the reality of life that is constantly changing, facing many choices that lead to individuals feeling doubtful, helpless, and panic (Siregar, Menanti, & Hasanuddin, 2022).

Social support refers to the form of assistance provided by individuals who have the potential to understand and feel empathy for the complaints and obstacles faced by other individuals (Sinaga & Kustanti, 2017). Winda (2013) states that there are several factors that must be met for social support to develop well, namely instrumental, appreciation, informational, and emotional support. The provision of social support acts as an indicator of interpersonal interactions that serve as a protector against the negative effects of stress on individuals. Through this social assistance, people can feel peace, care, an abundance of love, and strengthen self-confidence and capabilities.

Research on the influence of peer social support on quarter-life crisis in final year individuals in higher education is important.

This is done because individuals in this phase often experience high levels of stress. A quarter-life crisis is a condition characterized by feelings of confusion, anxiety, and worry

about various aspects of life, including academic success, demands to complete education quickly, and social pressure from the surrounding environment. Research conducted by Diaz Pradhika (Yunita, 2023) found that final-year students often experience anxiety, emotional instability, and intense academic pressure, especially when completing their final assignments or theses.

In this situation, peer social support is an important factor that can help final year individuals reduce their natural psychological stress. Peer social support can take the form of emotional support, motivation, sharing experiences, and providing solutions to address academic challenges. Research by Diaz Pradhika (Faizah, 2021) found that peer social support has a significant negative relationship with quarter-life crisis, meaning the higher the social support received, the lower the perceived level of quarter-life crisis. However, the magnitude of the effect found in this study is still relatively small, at only 10.9%, indicating that other factors also play a role in increasing or decreasing quarter-life crisis at the final individual level, such as economic conditions, family expectations, and self-efficacy.

Furthermore, previous research still suffers from limitations in methodology and population coverage. The study by Munaya Asrar and Taufani (Oktariani, Munir, & Aziz, 2020) involved respondents aged 21–35, encompassing not only individuals still in education but also those who had graduated. This makes the research results less specific in describing the quarter-life crisis experience experienced by individuals still in the academic process. Furthermore, several studies have primarily used quantitative approaches without qualitative exploration, thus failing to delve deeply into how individuals subjectively experience quarter-life crisis and how they utilize social support from peers to face these challenges.

Given the limitations of previous research, this study is crucial to understand more deeply how peer social support plays a role in helping seniors cope with the quarter-life crisis. Furthermore, this study can provide insights for individuals, academic advisors, and educational institutions to develop strategies to minimize the impact of the quarter-life crisis and improve the psychological well-being of seniors. With a better understanding of the factors that can mitigate the quarter-life crisis, it is hoped that seniors will be better prepared to face the various academic challenges they face.

RESEARCH METHODS

The research approach used in this study is a quantitative/statistical approach by linking social support variables with quarter-life crisis. Quantitative research can be defined as a research method based on the philosophy of positivism, used to study specific populations or samples, data collection using research instruments, and quantitative/statistical data analysis, with the aim of testing predetermined hypotheses (Sugiono, 2020). This study uses two variables: social support as the independent variable and quarter-life crises as the dependent variable (Setyowati & Indrawati, 2022).

Social support is the extent to which an individual feels and receives help, attention, comfort, or appreciation from others, both individually and in groups. This support can be emotional, instrumental, informational, or esteem, which helps individuals face challenges and improve their psychological well-being. Sarafino also defines peer social support as the help, attention, comfort, or appreciation a person receives from others. Peer social support can come from individuals or groups. This variable, proposed by Sarafino (Witri & Muslikah, 2022) is measured using a social support scale consisting of four aspects:

emotional support or esteem, instrumental support, informational support, and social network support.

Thus, the population is the object of research, possessing certain characteristics or traits determined by the researcher based on the research objectives. The population in this study was final-year students in Medan City. In 2021, there were 261,180 final-year students in Medan City. There are 10 higher education institutions, including 3 state universities and 7 private universities.

A sample is a portion of a population that has characteristics and a size that corresponds to the population. If the population is large and the researcher cannot study everything in the population, the researcher establishes sampling criteria for this study. Susilana (2015) states that a sample is a portion of a group of objects or subjects taken for research and considered representative of the entire population. (Asri, 2022)

The technique used to determine the sample in this study was non-probability sampling, using the purposive sampling method. The definition of non-probability sampling is the presence of a number of characteristics for a research technique. Where the type used was purposive sampling, which aims to select samples based on certain criteria or characteristics that have been determined by the researcher in accordance with the research objectives. Sampling was determined using G-Power 3.1.9.7 (Nuraini, Rini, & Pratitis, 2021).

RESULTS AND DISCUSSION

This study required 158 final year students studying in Medan. Based on the scale distributed by the researcher to the subjects, a description of the research subjects was obtained based on age, university of origin, gender, and semester.

Overview of Peer Social Support Research Subjects

Based on the table presented by the researcher, it can be explained that the characteristics of peer social support faced by students in the final semester have quite diverse levels of variation. The majority of students, namely 61 students (38.6%), received social support at a level of 75%. Meanwhile, 44 students (27.8%) felt they received very high social support, namely at a level of 100%. A total of 32 students (20.3%) reported receiving social support at a level of 50%, and 21 students (13.3%) felt lower social support, namely at a level of 25%. Overall, these results indicate that the majority of students had moderate to very high levels of social support, with nearly 66% of students receiving social support above 50% (Budiati & Muhadi, 2022). This characteristic illustrates the important role of peers in providing significant support during the final years of college, which can influence psychological well-being and smooth completion of their studies. High levels of social support can help students cope with the challenges and stress they face during their studies, thus contributing to better academic achievement.

Table 1. Overview of research subjects based on level of support

% Support	Frequency	Percentage %
25%	21	13.3%
50%	32	20.3%
75%	61	38.6%
100%	44	27.8%
TOTAL	**158**	**100.0%**

Hypothesis Testing

Hypothesis testing uses simple linear regression which aims to see the influence of independent variables on dependent variables in this study.

The hypothesis in this study is:

HI: There is an influence of peer social support on quarter life crisis in final year students in Medan City.

HO: There is no influence of peer social support on quarter life crisis.

for final year students in Medan City.

Table 2. Simple Linear Regression Test

Model	Sum of squares	df	Mean Square	F	Sig.
Regression	3910,363	1	3910,363	44,346	,000
Residual	13755,992	156	88,179		
Total	17666.354	157			

Based on the table above, the significance value (p) can be seen = .000 where p < .05. Thus, it can be interpreted that the peer social support variable has an influence on quarter-life crisis. Therefore, hypothesis H1 is accepted, meaning there is an influence between peer social support and quarter-life crisis in final year students in Medan City.

Table 3. Hypothesis Test Results

Model	R	R Square	Adjusted Square	RStd.Error of the Estimate
1	.470	.221	.216	9,39039

Based on the results of the regression analysis conducted in this study on the influence of peer social support on quarter-life crisis, the R value of 0.470 indicates a moderate relationship between the two variables. The R Square value of 0.221 means that approximately 22.1% of changes in quarter-life crisis can be explained by peer social support. Meanwhile, the Adjusted R Square value of 0.216 indicates that this model can explain approximately 21.6% of the variability, after taking into account the number of variables used (Amelia, Tatiyani, & Sovitriana, 2022). The Standard Error of the Estimate of 9.39039 indicates how large the error in predicting quarter-life crisis is.

Table 4. T-Results

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std.Error	Beta		
1	77,247	4,922	-0.470	15,693	.000
(Constant) Social support	-0.672	0.101		-0.470	.000

Based on the table above, it can be concluded that in column B the constant
(a) is 77.247, while the Social Support value is -0.672. So the regression equation/model can be written as follows:
Y = a + Bx

Y = 77.247 + (-0.672) x

Y= 77.247 – 0.672 x

The conclusion is that the higher the social support from peers, the lower the quarter life crisis, and vice versa, the lower the social support from peers, the higher the quarter life crisis.

Discussion

This study aims to analyze the influence of peer social support on quarter-life crisis in final year students in Medan City. Based on data collected from one hundred and fifty-eight final year students who are working on their final assignments at various universities in Medan City, it was found that the majority of students felt they received quite high levels of social support. Approximately sixty-one students (thirty-eight point six percent) received social support at a level of seventy-five percent, while forty-four students (twenty-seven point eight percent) felt very high levels of social support, namely at a level of one hundred percent.

This study shows that peer social support plays a significant role in reducing the quarter-life crisis experienced by final-year students. This finding aligns with research conducted by Asrar and Taufani (Silvania & Anantasari, 2022) which revealed that social support from peers has a positive impact on reducing the anxiety and confusion that often arise during the quarter-life crisis period. Research by Diaz Pradhika (VERONICA, 2019) also showed that the higher the social support received by students, the lower the level of quarter-life crisis they experienced. A total of 66.4% of students in this study reported that they felt they received moderate to very high levels of social support.

The findings in this study indicate that most students fall into the moderate quarter-life crisis category, consistent with the results of several previous studies. One such study is by Afifah & Primala (Yolanda, Wiwik Sulistiani, & Dewi Mahastuti, 2022) which states that students in their final year of college tend to experience a moderate quarter-life crisis, characterized by feelings of anxiety, uncertainty about the future, and pressure in decision-making, but not reaching the level of severe distress due to adequate social support and self-adaptation.

Social support from peers also has an impact on strengthening students' psychological well-being. As stated in research by I Gede Indra Jagat Satria and Meike Kurniawati (2024), peer social support has a significant influence in improving the psychological well-being of students living away from home, with a contribution of 23.6 percent, where these peers provide emotional support, information, and practical assistance that enable students to cope with academic and social pressures. This finding is in line with the results of research researchers who showed that most students feel better prepared to face life's challenges after receiving sufficient social support from their friends.

However, although peer social support contributes significantly to reducing quarter-life crises, other factors still influence the intensity of these crises. Seventy-eight point nine percent of quarter-life crises in college students are still influenced by other factors not explained by peer social support. One factor that plays a major role is self-esteem, which is an internal factor that can influence how individuals manage anxiety and uncertainty. This can be seen in research by Primala Wijaya et al. (Purwanti, 2021) which revealed that self-esteem plays a significant role in strengthening or weakening the influence of social support on students. Students with high self-esteem tend to be better able to manage stress and anxiety, and are more confident in facing the transition to the professional world.

Based on the regression analysis conducted in this study, a significant relationship was found between peer social support and the level of quarter-life crisis. The R value of 0.47 indicates a moderate relationship between the two variables. This means that the higher the social support students receive, the lower the level of quarter-life crisis they experience. The analysis also shows that approximately 22.1 percent of the change in the level of quarter-life crisis can be explained by peer social support. This finding supports the findings of Setiani (Windari, Putri, & Astriani, 2018) who revealed that social support has a significant impact on reducing anxiety and feelings of confusion that often arise during transitions.

One important finding in this study is that peer social support acts as a buffer against stress and anxiety experienced by final-year students. This is in line with Cohen and Wills' (1985) buffering hypothesis, which states that social support can function as a psychological buffer that reduces the negative impact of stress on individuals. When students perceive adequate social support from their peers, they tend to have more stable emotional states and are better prepared to face various life challenges, whether in academics, careers, or social relationships. Conversely, when such support is perceived as lacking, students tend to experience higher levels of anxiety and emotional distress, particularly when facing uncertain futures after graduation.

This finding is also supported by Robbins and Wilner (K. E. A. Sari, Arya, & Syanti, 2022) in their book Quarterlife Crisis, which states that in early adulthood, individuals often experience confusion about life direction, stress, and feelings of inadequacy, and that supportive social relationships, especially with peers, can help them feel calmer and more motivated in navigating this transitional phase. Furthermore, research by Rahmah and Masfufah (2023) also shows that social support from peers helps individuals reduce stress and anxiety when facing a quarterlife crisis, especially in making post-graduation decisions. These findings are supported by qualitative data from interviews with two final-year student participants. Subject (P) revealed that sharing stories with peers and receiving encouragement and moral support from them significantly helped overcome feelings of anxiety and fatigue during the process of writing her final assignment. These friends provided encouragement and new perspectives, making her feel more prepared for the future. Meanwhile, subject (C), despite receiving social support from her friends, still experienced anxiety and emotional stress due to the many choices she had to consider after completing her studies. However, the participant stated that the presence of supportive friends provided a sense of calm and increased self-confidence in facing the transition to the next phase of life.

In this study, the high social support category (above seventy-five percent) was more dominant among students who felt calmer in facing their life and academic challenges. Forty-four students (twenty-seven point eight percent) who reported receiving very high social support reported lower levels of quarter-life crisis. Conversely, students in the low

social support category (below twenty-five percent) mostly reported feeling more depressed and anxious about their future, which was reflected in the high levels of quarter-life crisis they experienced. These results demonstrate the importance of having a strong social network, especially from peers, which can provide a sense of security and reduce psychological stress.

Looking at the categorization results, the majority of students reported that they were in the high or moderate social support category (66.4 percent), indicating that they felt adequately supported by their peers. Regarding quarter-life crisis, 62 percent of students were in the moderate category, indicating they experienced anxiety and confusion, but not at a severe level. These findings indicate that although some students experienced a high level of quarter-life crisis, the majority were able to manage this anxiety with the social support they received (Atqakum, Daud, & Nurdin, 2022).

Overall, the results of this study indicate that peer social support plays a significant role in mitigating the impact of the quarter-life crisis on final-year students. The social support students receive from their peers, whether in the form of emotional support, appreciation, information, or practical support, helps them feel more prepared and confident in facing their future. This social support also acts as a protective factor against feelings of anxiety and stress that arise during the transition from student life to the professional world. Therefore, it is important for universities and educational institutions to pay more attention to the role of social support in helping students overcome the challenges they face, so that they can be better prepared and mentally healthy for life after graduation.

The results of this study indicate that student characteristics, such as semester, gender, age, and university of origin, influence perceptions of social support received and the level of quarter-life crisis experienced. Most respondents were in their eighth semester, which is generally the final phase of their studies. At this stage, students face various pressures, such as final assignments and preparation for entering the workforce. These pressures can increase stress and anxiety levels, making the presence of social support, especially from peers, crucial in helping students navigate these transitions. Robbins and Wilner (2001) stated that early adulthood is often marked by a quarter-life crisis, a state of identity crisis, uncertainty about the future, and pressure in decision-making. In this context, the presence of supportive social relationships can be a protective factor in dealing with these pressures. In addition to semester, gender was also found to influence perceived levels of social support. Female students tended to report higher levels of social support than male students. This is thought to be related to women's tendency to be more open in expressing feelings and engaging in interpersonal communication, making it easier to build and perceive support from their social environment. As stated by Pradhika (2022), social support is significantly related to quarter-life crisis, and perceptions of this support can vary depending on gender (Nurlistiani, 2019).

Furthermore, age also influences the intensity of quarter-life crisis. Younger students, such as those in their 20s, exhibit higher rates of quarter-life crisis than older students. This suggests that emotional maturity and experience in facing life's challenges play a role in shaping an individual's resilience to psychological stress. A 2024 study published in the journal Vitalis Medis emphasized that cognitive maturity and life experience contribute to an individual's ability to cope with stress and anxiety during the transition to early adulthood.

Students from some universities reported high levels of social support, while those from others reported moderate to low levels. This indicates that the social environment, academic

culture, and the structure of campus interactions influence students' experiences of social support. Afifah and Primala (2023) emphasized that the dynamics of campus relationships, including involvement in social activities and interactions between students, are important factors in shaping varied experiences of social support.

Overall, the results of this study indicate a significant negative relationship between peer social support and the level of quarter-life crisis. The higher the perceived social support, the lower the likelihood of students experiencing a quarter-life crisis. This finding aligns with Cohen and Wills' (MAHENDRA, 2022) buffering hypothesis, which states that social support acts as a psychological buffer, helping individuals cope with the negative impacts of stress and life pressures.

This research has several unique characteristics that distinguish it from previous studies. First, it focuses on individuals in their final year of college in Medan, who are undergoing a crucial transition to professional life. This context provides strong local relevance and deepens understanding of the psychological stress experienced at this stage.

Second, this study specifically examines the role of social support from peers as the sole independent variable. Unlike other studies that cover multiple forms of support (such as from family or partners), this study narrows its focus to horizontal relationships among peers, which are more often a source of emotional and practical support on campus.

Another unique feature lies in the combination of quantitative methods with qualitative elements in the form of narrative quotations from two respondents. This approach not only presents statistical data but also provides a direct picture of how social support is actually experienced. Utilizing respondents' personal experiences enriches the emotional dimension and strengthens the interpretation of the results (Dewi, 2023).

By highlighting the socially and emotionally relevant quarter-life crisis, particularly for individuals who are preparing their final assignments, this research is expected to become a reference in developing psychological interventions or peer mentoring programs in higher education environments (Firmiana, 2019).

CONCLUSION

Based on the results of a study conducted on 158 final-year students in Medan City, it can be concluded that there is a significant influence between peer social support and quarter-life crisis. This study used a simple linear regression analysis method to test the hypothesis and determine how much influence the independent variable (peer social support) has on the dependent variable (quarter-life crisis). The results of the analysis showed a significance value of 0.000 (<0.05), so the alternative hypothesis (H_1) was accepted. This means that there is a real influence of peer social support on the quarter-life crisis of final-year students. The coefficient of determination (R Square) of 0.221 indicates that 22.1% of the variation in quarter-life crisis can be explained by peer social support. In other words, the higher the level of social support students receive from their peers, the lower the level of quarter-life crisis they experience. Conversely, low levels of social support have the potential to worsen the crisis. The Adjusted R Square value of 0.216 strengthens the model's consistency even with corrections for the number of variables used.

The results of the regression coefficient analysis show that the direction of the influence is negative, with the regression equation Y = 77.247 – 0.672X. This means that every one percent increase in A unit of social support will reduce the quarter-life crisis score by 0.672 points. This indicates that peer social support plays a significant protective role against the

psychological stress experienced by students during the transition from academia to the workplace.

Overall, this study confirms that students with strong social networks, particularly those from peers, are better able to cope with the anxiety, confusion, and stress that arise in the final stages of college. Therefore, it is crucial for educational institutions to foster a supportive and inclusive social environment to help students navigate this critical period with greater mental and emotional health.

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