INTERNATIONAL CONFERENCE PROCEEDINGS

Building Relationships in Higher Education

The Role of Self-Confidence, Adaptability, and Family Support in University Students' Socialization



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Why Socialization Matters



More than the number of friends

Starting conversations, cooperating, joining activities, maintaining relationships, and staying open to the social environment.



A time of transition

Learning patterns, independence, and friendships all change at once.



Positive relationships

Opens access to support, information, and a sense of belonging.



Sense of belonging

Linked to motivation, enjoyment of learning, and persistence in study.

Three Factors, One Question

X1 Self-Confidence

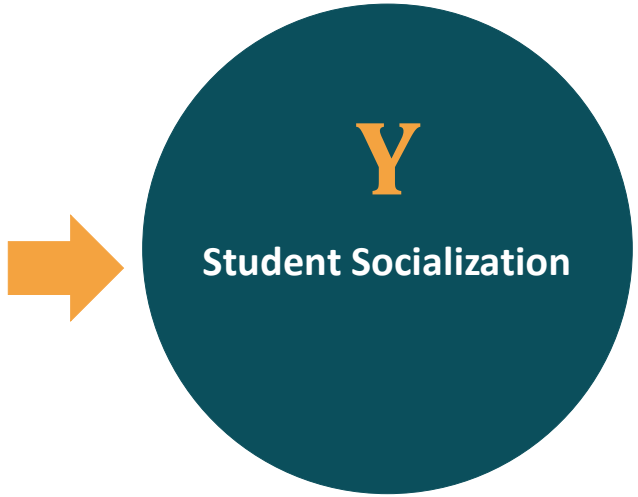
Believing in one's own ability to interact

X2 Adaptability

Able to adjust to new situations

X3 Family Support

Care and help from family members



Objective: to test the effect of all three partially (t-test) and simultaneously (F-test).

Research Method

108
active university student respondents

40
questionnaire items

1 – 5
five-point Likert scale

3 + 1
three independent variables, one dependent

Design and data collection

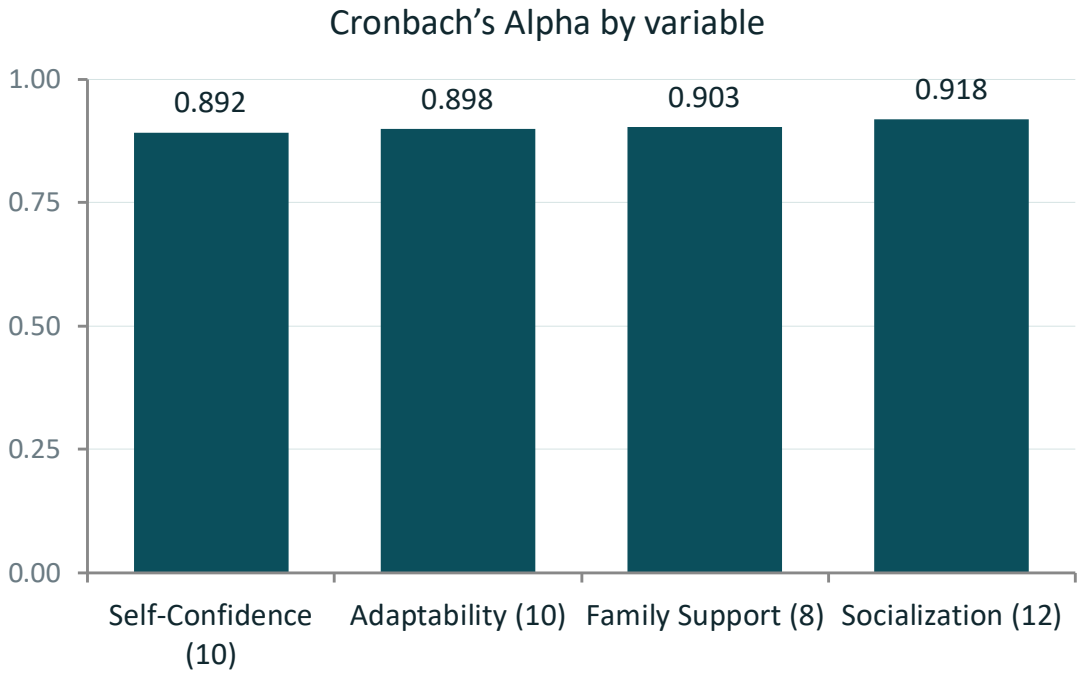
- Quantitative, associative design
- Purposive sampling
- Online questionnaire

Multiple linear regression model

$$Y = \alpha + \beta 1X1 + \beta 2X2 + \beta 3X3 + e$$

t-test, F-test, and coefficient of determination

A Consistent Instrument



0.892 – 0.918

range of Cronbach's Alpha

High internal consistency across all four scales

Regression Assumption Tests

Residual normality

Kolmogorov–Smirnov = 0.096; Sig. 0.016

Not met (Sig. < 0.05)

Multicollinearity

Tolerance 0.503–0.562; VIF 1.781–1.990

No problem

Heteroscedasticity

Self-confidence 0.302; adaptability 0.894; family support 0.112

No symptoms found

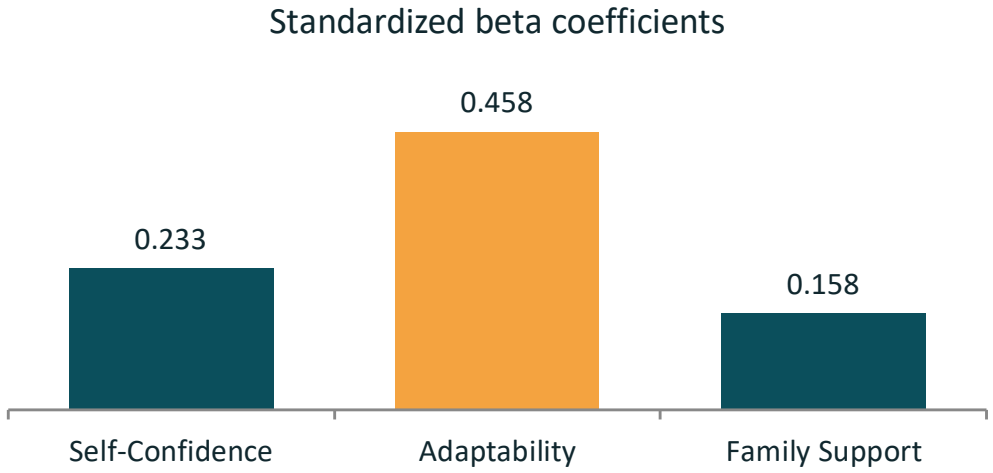
Autocorrelation

Durbin–Watson = 2.241

Requires comparison with critical dL–dU values

Regression Equation

$$Y = 8.219 + 0.277X1 + 0.551X2 + 0.217X3$$



All three coefficients are positive

Adaptability is strongest, beta 0.458

Partial Tests: Who Has an Effect?



Self-Confidence

p = 0.009

B = 0.277 | t = 2.654

Significant



Adaptability

p < 0.001

B = 0.551 | t = 5.092

Significant, strongest



Family Support

p = 0.092

B = 0.217 | t = 1.701

Not significant

Family support remains beneficial; its direct effect simply has not been proven in this model.

Simultaneous Effect

F = 42.453

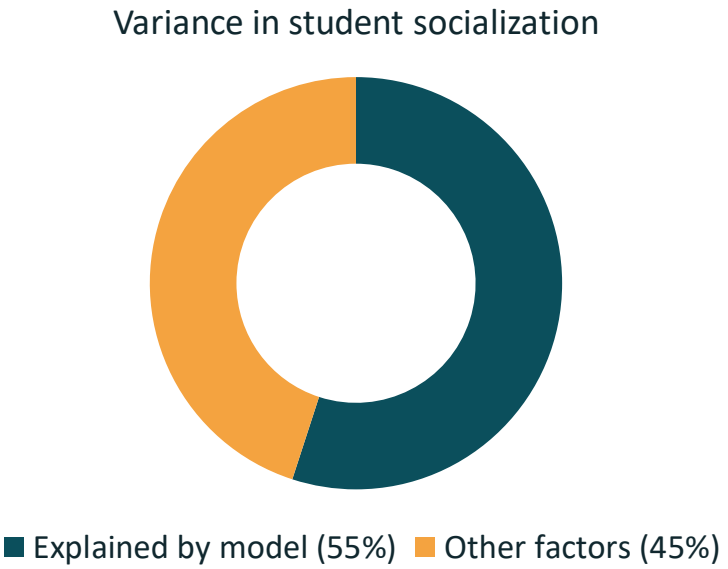
p < 0.001, significant model

R = 0.742

relatively strong combined relationship

R^2 = 0.550

Adjusted R^2 = 0.538



Other factors worth studying: communication skills, organizational experience, peer support.

Research Limitations

1. Purposive sampling limits generalization to all students
2. Questionnaire data rely on perceptions and may carry response bias
3. Residual normality not met (Sig. 0.016); interpret with caution
4. Item-level validity results unavailable; DW bounds not reported
5. Associative design cannot prove cause and effect

Conclusion

Self-confidence and adaptability have a significant positive effect

Adaptability stands out most, beta 0.458

Family support has no proven direct effect

Together they explain 55% of socialization variance

Suggestions for future research: use a more diverse sample; break down forms of family support and test its indirect effects; add peer support, communication skills, and organizational involvement.

Key References

Chaudhry et al. (2024)
Family support and psychological well-being

Holliman et al. (2022)
Adaptability and student well-being

Pedler et al. (2022)
Sense of belonging at university

Rehman et al. (2023)
Social connectedness and self-esteem

Bandura (1997)
Self-efficacy and belief in personal capability

Yang et al. (2021)
Social activity and self-efficacy

Thank You

We welcome feedback and questions from the proceedings committee.



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