International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulfindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Effect Of Family And Peer Social Support On Anxiety Levels Among Mtsn 1 Kerinci Adolescents

Maya Eka Fitria[1*]
[1]Faculty of Psychology and Health, Padang State University (UNP), Indonesia
Herman Nirwana[2]
[2]Faculty of Psychology and Health, Padang State University (UNP), Indonesia

Corresponding Author: *mayaekafitria@student.unp.ac.id*

Abstract

This study aims to identify and analyze the influence of social support from family and peers on the anxiety levels of adolescents aged 15-17 years at MTsN 1 Kerinci. The research method used is a quantitative approach with a descriptive research design. The sample consists of 40 students selected using a purposive sampling technique. Data collection was conducted using the Perceived Social Support from Family Scale (PSS-Fa) developed by Procidano and Heller (1983), the Perceived Social Support from Friends Scale (PSS-Fr), and the Zung Self-Rating Anxiety Scale (SAS) to measure anxiety. Data analysis included tests for normality, linearity, homogeneity, and hypothesis testing with a one-sample t-test. The results showed that adolescents at MTsN 1 Kerinci have significant levels of social support from family and peers, as well as statistically significant levels of anxiety. However, there was no significant linear relationship between social support and anxiety levels. This indicates that other factors may have a greater influence on adolescent anxiety beyond social support

Keywords: Adolescents, Anxiety, Family, Peers, Social Support.

INTRODUCTION

Adolescence is a critical developmental stage characterized by significant psychological, biological, cognitive, and social changes. During this period, rapid physical maturation, identity formation, academic demands, and changing interpersonal relationships may increase vulnerability to psychological distress, particularly anxiety. Anxiety is characterized by persistent feelings of worry, fear, and apprehension that may interfere with daily functioning, academic

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

performance, social interactions, and overall psychological well-being. Therefore, identifying protective factors that support adolescents' emotional adjustment is essential.

Social support, particularly from family and peers, plays an important role in protecting adolescents against anxiety. Family support provides emotional security, affection, guidance, and acceptance, helping adolescents develop confidence and effective coping strategies. Meanwhile, peer support offers companionship, social acceptance, and opportunities to share emotional experiences. Fitzpatrick et al. (2024) highlighted the importance of family and friend support in understanding psychological distress among adolescents. Similarly, Buli et al. (2026) demonstrated the relevance of family and peer relationships in shaping developmental trajectories of anxiety and depressive symptoms. These findings suggest that supportive family and peer environments are important social resources for maintaining adolescent psychological well-being.

In Indonesia, adolescent mental health remains a significant public health concern. The 2018 Indonesian Basic Health Research (Riskesdas) reported an increase in the prevalence of mental-emotional disorders among individuals aged 15 years and above, from 6.0% in 2013 to 9.8% in 2018 (Ministry of Health of the Republic of Indonesia 2019). Furthermore, the Indonesia–National Adolescent Mental Health Survey (I-NAMHS) found that 34.9% of adolescents aged 10–17 years experienced mental health problems, while 5.5% met the criteria for a mental disorder within the previous 12 months. Anxiety disorders represented the most prevalent category, affecting approximately 3.7% of adolescents (Chen et al., 2025; Wahdi et al., 2023). In addition, Erawati et al., (2026) examined the influence of family support and sociodemographic factors on anxiety levels among young people in Semarang, highlighting the relevance of family-related factors in understanding anxiety within the Indonesian context.

Despite these findings, research examining family and peer support simultaneously in relation to adolescent anxiety remains limited, particularly among students in Islamic junior secondary schools (Madrasah Tsanawiyah). Students in these institutions experience social interactions shaped by family relationships, peer dynamics, school environments, and religious values. Moreover, empirical evidence concerning these relationships in regional settings such as Kerinci remains relatively limited. This gap highlights the need to investigate how family and peer support are associated with anxiety among adolescents in specific educational contexts.

Understanding these relationships is important for developing appropriate school-based mental health interventions, strengthening family engagement, and promoting supportive peer

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

environments. Therefore, this study aims to examine the effects of family and peer social support on anxiety levels among adolescents at MTsN 1 Kerinci. The findings are expected to contribute to the understanding of social factors associated with adolescent anxiety and provide practical insights for strengthening social support systems and promoting psychological well-being in Islamic educational settings.

METHOD

Research Design and Participants

This study employed a quantitative descriptive research design with an ex-post facto approach to examine the relationship between family social support, peer social support, and anxiety levels among adolescents. The study population consisted of students aged 15–17 years enrolled at MTsN 1 Kerinci. Participants were selected using purposive sampling based on the inclusion criterion of being between 15 and 17 years old. A total of 40 students participated in the study.

Research Instruments

Data were collected using three standardized instruments. Family social support was measured using the Perceived Social Support from Family Scale (PSS-Fa), developed by Procidano and Heller (1983). Peer social support was assessed using the Perceived Social Support from Friends Scale (PSS-Fr), adapted by Sari and Dewi (2020). Meanwhile, anxiety levels were measured using the Zung Self-Rating Anxiety Scale (SAS), developed by William W. K. Zung in 1971. These instruments were used to assess students' perceived support from family and peers, as well as their levels of anxiety.

Data Collection and Analysis

The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were employed to determine the minimum, maximum, mean, and standard deviation of each research variable. Before hypothesis testing, assumption tests were conducted, including normality, linearity, and homogeneity tests, to assess the suitability of the data for parametric analysis.

The normality of the data was examined using the One-Sample Kolmogorov–Smirnov test, with a significance level of 0.05. Linearity tests were performed to determine whether the

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

relationships between family social support and anxiety, as well as peer social support and anxiety, followed a linear pattern. Homogeneity was assessed using Levene's test to examine the equality of variances.

Hypothesis testing was conducted using the one-sample t-test, with a significance threshold of 0.05. Statistical results with a p-value below 0.05 were considered statistically significant. All statistical analyses were performed to evaluate the observed scores of family social support, peer social support, and anxiety among the participants.

RESULT

Descriptive Statistical Analysis

Descriptive statistical analysis was performed to examine the distribution of family social support, peer social support, and anxiety scores among the 40 participants. The results are presented in Table 1.

Table 1. Descriptive Statistics of Research Variables

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Family social support	40	44	69	57.65	5.722
Peer social support	40	50	67	58.50	4.273
Anxiety	40	53	68	60.35	3.853

As presented in Table 1, peer social support had a slightly higher mean score (58.50) than family social support (57.65). Anxiety recorded the highest mean score (60.35). Regarding score variability, family social support showed the largest standard deviation (5.722), whereas anxiety had the smallest (3.853), indicating greater variation in family support scores and relatively more consistent anxiety scores among participants.

Assumption Testing

Normality, linearity, and homogeneity tests were conducted before further statistical analysis. The results are summarized in Table 2.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

Table 2. Results of Statistical Assumption Tests

Test	Variable/Relationship	Statistical Value	Sig.	Interpretation
Normality (Kolmogorov–Smirnov)	Unstandardized residual	0.092	0.200	Normal distribution
Linearity	Family support–Anxiety	0.847*	0.633*	No significant deviation from linearity
Linearity	Peer support–Anxiety	0.639*	0.799*	No significant deviation from linearity
Homogeneity (Levene's test)	Residual for anxiety	1.456	0.221	No significant variance difference

As shown in Table 2, the Kolmogorov–Smirnov test yielded a significance value of 0.200, indicating that the residual data were normally distributed. The deviation-from-linearity significance values for family support and peer support were 0.633 and 0.799, respectively, both exceeding 0.05. These findings indicate that no significant deviation from linearity was detected. Furthermore, Levene's test produced a significance value of 0.221, suggesting no statistically significant differences in the tested variances.

One-Sample t-Test Results

A one-sample t-test was conducted to examine whether the mean scores of family social support, peer social support, and anxiety differed significantly from zero. The results are presented in Table 3.

Table 3. Results of the One-Sample t-Test (Test Value = 0)

Variables	Mean	t	df	Sig. (2-tailed)	95% CI Lower	95% CI Upper
Family social support	57.65	63.716	39	<0.001	55.82	59.48
Peer social support	58.50	86.592	39	<0.001	57.13	59.87
Anxiety	60.35	99.052	39	<0.001	59.12	61.58

As presented in Table 3, all three variables demonstrated statistically significant mean differences from zero ($p < 0.001$). Family social support had a mean score of 57.65, peer social support had a mean of 58.50, and anxiety had a mean of 60.35. The confidence intervals for all

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

variables were entirely above zero, confirming that their observed mean scores were significantly greater than the specified test value.

Summary of Research Findings

Overall, the descriptive findings indicate that adolescents at MTsN 1 Kerinci reported varying levels of family and peer social support, alongside measurable anxiety scores. Peer social support showed a slightly higher average than family social support, while anxiety recorded the highest mean score. The assumption tests indicated normally distributed residuals and no significant deviation from linearity. However, the one-sample t-test only confirmed that the mean scores differed significantly from zero. Therefore, further association or regression analysis is required to establish whether family and peer social support are significantly related to or predict adolescent anxiety.

DISCUSSION

Family and Peer Social Support among Adolescents

The findings indicate that adolescents at MTsN 1 Kerinci reported relatively comparable levels of family and peer social support, although peer support had a slightly higher mean score (58.50) than family support (57.65). This finding may reflect the increasing importance of peer relationships during adolescence, when individuals gradually expand their social interactions and seek greater acceptance, companionship, and emotional validation outside the family environment. In school settings, frequent interactions with friends provide opportunities for sharing experiences and receiving immediate emotional support. Nevertheless, the relatively small difference between the two mean scores suggests that family relationships remain an important source of social support during this developmental stage.

These findings are consistent with Fitzpatrick et al., (2024), who examined the relationship between family and friend support and psychological distress among adolescents. Similarly, Tomini et al., (2026) identified family and peer support as important independent correlates of mental health indicators among Albanian adolescents aged 11–15 years. Their findings reinforce the importance of considering both sources of support when examining adolescent psychological well-being. Thus, the slightly higher peer support score in the present study should not be interpreted as indicating that peer relationships are necessarily more influential than family

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

relationships. Rather, both sources represent complementary social resources that may contribute to adolescents' emotional adjustment.

Anxiety Levels and the Role of Social Support

Anxiety recorded the highest mean score among the three variables (60.35), with the smallest standard deviation (3.853), indicating relatively consistent anxiety scores among participants. This finding suggests that anxiety is an important psychological concern among students at MTsN 1 Kerinci, despite the presence of perceived support from family and peers. However, the descriptive results alone cannot establish whether the observed anxiety levels fall within a mild, moderate, or severe category, as such classification requires validated scoring thresholds for the Zung Self-Rating Anxiety Scale.

Previous research has generally identified social support as an important protective resource against psychological distress. Fitzpatrick et al., (2024) highlighted the relevance of family and friend support in relation to adolescent psychological distress, while Tomini et al., (2026) demonstrated that both sources of support independently correlate with mental health indicators. However, the availability of social support does not necessarily mean that adolescents are free from anxiety. Its effectiveness may depend on the quality of relationships, the adolescents' perceptions of available assistance, and whether the support adequately addresses their specific emotional needs.

Gao & Liu (2025) provide further insight into this issue by examining the mediating roles of emotional stability and social support in the relationship between family functioning and adolescent academic anxiety. Their findings highlight that the relationship between family environments and anxiety may involve additional psychological mechanisms rather than operating exclusively through direct effects. Similarly, Li et al., (2025) emphasized the mediating role of academic buoyancy in the relationship between perceived social support and test anxiety. These studies suggest that social support may contribute to anxiety management through adolescents' ability to adapt to academic challenges and maintain emotional stability.

Importantly, the present study's linearity tests did not identify significant deviations from linearity; however, they do not establish whether family and peer support have statistically significant relationships with anxiety. Therefore, the observed coexistence of social support and anxiety should be interpreted descriptively rather than as evidence that social support is ineffective in reducing anxiety.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

Other Factors Associated with Adolescent Anxiety

The relatively elevated mean anxiety score observed in this study may reflect the multifactorial nature of adolescent psychological development. Academic demands, emotional regulation difficulties, identity formation, and social expectations can contribute to anxiety during this transitional period. Academic pressure, in particular, may become a substantial source of psychological distress when students face examinations, performance expectations, and concerns about their academic future.

Pontes et al., (2024) demonstrated the relevance of academic stress, perceived social support, and self-management in understanding anxiety among students. Their findings indicate that the relationship between social support and anxiety should also be considered alongside students' capacity to manage academic demands. Furthermore, Gao & Liu (2025) emphasized the relevance of emotional stability and social support in understanding adolescent academic anxiety. These perspectives suggest that the presence of supportive relationships may need to be accompanied by adequate emotional and academic coping resources.

Beyond academic pressures, identity development represents another potential source of psychological vulnerability. Adolescents are increasingly required to establish personal values, develop self-confidence, and negotiate social expectations. Qibtiya et al., (2025), in their discussion of adolescent identity insecurity, highlighted the complexity of factors influencing adolescents' self-concept and psychological development. In addition, stressful life experiences and negative emotional responses may contribute to psychological difficulties, as examined by He et al., (2025). Although these studies do not directly establish the causes of anxiety among students at MTsN 1 Kerinci, they provide relevant perspectives for understanding why adolescent anxiety may persist despite the availability of family and peer support.

The broader Indonesian context also reinforces the need to consider multiple protective and risk factors. Sarfika et al., (2026) examined predictors and protective factors associated with mental health outcomes among Indonesian adolescents, providing a relevant national perspective on the importance of adolescents' social and environmental conditions. Consequently, interventions addressing adolescent anxiety should consider not only interpersonal support but also academic, emotional, and developmental needs.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

Practical Implications

The findings highlight the importance of strengthening both family and peer support as components of adolescent mental health promotion. Schools can facilitate supportive peer environments through peer-counseling activities, group discussions, and collaborative learning programs that encourage empathy and positive interpersonal relationships. At the family level, improving parent–adolescent communication and emotional involvement may help students feel more secure when dealing with academic and personal challenges.

Furthermore, school-based mental health initiatives should incorporate stress-management education, emotional regulation strategies, and accessible counseling services. Academic support programs may also help students develop effective study management and coping skills, particularly when facing examination-related pressures. These approaches are consistent with the perspectives presented by Pui Yung Chyu & Chen (2024) and Fadillah (2025), which emphasize the relevance of social support and individual coping resources in understanding student anxiety.

Study Limitations and Future Research

Several limitations should be acknowledged when interpreting these findings. First, the relatively small sample size of 40 students from a single educational institution limits the generalizability of the results to other adolescent populations. Second, the cross-sectional design does not allow conclusions regarding causal relationships or changes in social support and anxiety over time. Third, the use of self-report instruments may introduce response bias, as participants' answers may be influenced by personal perceptions and willingness to disclose emotional experiences.

Furthermore, the statistical analysis was primarily descriptive and included one-sample t-tests, which only examined whether the mean scores differed from zero. Consequently, these analyses cannot establish the direct relationships or predictive effects of family and peer support on anxiety. Future research should employ correlation or multiple regression analyses with larger and more diverse samples to examine these relationships more comprehensively. Additional variables, including academic stress, emotional stability, coping strategies, and identity development, may also be incorporated to provide a more comprehensive understanding of the factors associated with adolescent anxiety.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

CONCLUSION

This study analyzes the influence of social support from family and peers on the level of anxiety in adolescents aged 15-17 years in MTsN 1 Kerinci. Using a descriptive quantitative approach with *an ex-post facto* design, this study involved 40 students as a sample selected through *purposive sampling techniques*. Data were collected using three main instruments, namely *the Perceived Social Support from Family Scale* (PSS-Fa), *the Perceived Social Support from Friends Scale* (PSS-Fr), and *the Zung Self-Rating Anxiety Scale* (SAS) to measure anxiety levels.

The results of data analysis through *the one-sample t-test* showed that adolescents in MTsN 1 Kerinci had a statistically significant level of family social support, peer support, and anxiety levels. Descriptively, peer support has a slightly higher average score than family support, while anxiety levels are somewhere in between. However, the linearity test showed that there was no significant linear relationship between social support and anxiety levels in the respondents.

The conclusions of this study confirm that the availability of significant social support does not automatically lower adolescent anxiety levels linearly. This indicates that other factors outside of social support, such as academic pressure, hormonal changes, self-identity development, and social media exposure, may have a greater influence on the level of anxiety of adolescents in MTsN 1 Kerinci.

REFERENCES

Buli, B. G., Larm, P., Nilsson, K. W., Åslund, C., & Giannotta, F. (2026). The impact of family and peer relationships on developmental trajectories of depressive and anxiety symptoms among young people: a person-oriented approach. Child and Adolescent Psychiatry and Mental Health, 20(1), 37. https://doi.org/10.1186/s13034-026-01033-4

Chen, H., Wang, Q., Zhu, J., Zhu, Y., Yang, F., Hui, J., Tang, X., & Zhang, T. (2025). Protective and risk factors of anxiety in children and adolescents during COVID-19: A systematic review and three level meta-analysis. Journal of Affective Disorders, 374, 408–432. https://doi.org/https://doi.org/10.1016/j.jad.2025.01.029

Erawati, M., Sudarmiati, S., Naviati, E., Siregar, A. A., & Yaniarsi, A. N. (2026). Influence of family support and sociodemographic factors on anxiety levels among young people in Semarang, Indonesia. Nursing Children and Young People. https://doi.org/10.7748/ncyp.2026.e1581

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

Fadillah, D. (2025). Unveiling the psychological impact of social media on adolescents in Indonesia: Implications for research and practice. Asian Journal of Psychiatry, 107, 104463. https://doi.org/https://doi.org/10.1016/j.ajp.2025.104463

Fitzpatrick, M. M., Anderson, A. M., Browning, C., & Ford, J. L. (2024). Relationship Between Family and Friend Support and Psychological Distress in Adolescents. Journal of Pediatric Health Care, 38(6), 804–811. https://doi.org/10.1016/j.pedhc.2024.06.016

Gao, M., & Liu, W. (2025). Exploring Family Functioning and Adolescent Academic Anxiety: Emotional Stability and Social Support as Mediators. Psychology Research and Behavior Management, 18, 1111–1124. https://doi.org/10.2147/PRBM.S508537

He, J., Chen, Z., Shen, Y., Tian, Y., Li, Y., & Ou, J. (2025). The mediating roles of stressful life events and negative affect in the relationship between childhood maltreatment and non-suicidal self-injury among clinical adolescents. European Journal of Psychotraumatology, 16(1).

Indonesia, M. of H. of the R. of. (2019). Laporan Nasional Riskesdas 2018. Badan Penelitian dan Pengembangan Kesehatan.

Li, D., Ahmad, N. A., & Roslan, S. (2025). Perceived Social Support from Parents, Teachers, and Friends as Predictors of Test Anxiety in Chinese Final-Year High School Students: The Mediating Role of Academic Buoyancy. In Behavioral Sciences (Vol. 15, Issue 4, p. 449). https://doi.org/10.3390/bs15040449

Pontes, A., Coelho, V., Peixoto, C., Meira, L., & Azevedo, H. (2024). Academic Stress and Anxiety among Portuguese Students: The Role of Perceived Social Support and Self-Management. In Education Sciences (Vol. 14, Issue 2, p. 119). https://doi.org/10.3390/educsci14020119

Pui Yung Chyu, E., & Chen, J. (2024). Mediating effects of different sources of perceived social support on the association between academic stress and mental distress in Hong Kong. Children and Youth Services Review, 163, 107808. https://doi.org/https://doi.org/10.1016/j.childyouth.2024.107808

Qibtiya, F. N., Mubarak, N. T., & Setiyowati, N. (2025). THE FRAGILE SELF: UNRAVELING THE COMPLEX WEB OF FACTORS DRIVING ADOLESCENT IDENTITY INSECURITY. Proceeding of International Conference on Social Science and Humanity, 2(3 SE-IC-PEHES), 746–766. https://doi.org/10.61796/icossh.v2i3.108

Sarfika, Rika, Saifudin, I Made Moh. Yanuar, Wicaksana, Anggi Lukman, Malini, Hema, Wenny, Bunga Permata, Rahayuningsih, Atih, Wijaya, Nindy Eka, Putri, Dewi Eka, & Abdullah, Khatijah Lim. (2026). Predictors and Protective Factors of Mental Health

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

Outcomes Among Indonesian Adolescents: An SCT-Based Multi-Center Study. International Journal of Social Psychiatry, 72(3), 582–593. https://doi.org/10.1177/00207640251372672

Tomini, E., Qirjako, G., Çumashi, R., Hala, R., & Burazeri, G. (2026). Family support and peer support as strong independent correlates of mental health indices among Albanian adolescents aged 11–15 years. European Journal of Public Health, 36(2), ckag021. https://doi.org/10.1093/eurpub/ckag021

Wahdi, A. E., Wilopo, S. A., & Erskine, H. E. (2023). 122. The Prevalence of Adolescent Mental Disorders in Indonesia: An Analysis of Indonesia – National Mental Health Survey (I-NAMHS). Journal of Adolescent Health, 72(3), S70. https://doi.org/10.1016/j.jadohealth.2022.11.143

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License