Volume 4 Number 2 (2026)
July-December 2026
Page:3831-3838

Journal of Creative Power and Ambition (JCPA)
https://edujavare.com/index.php/jcpa
E-ISSN: 3031-4054
DOI: 10.70610/jcpa.2182

# The Effect of Makeup Use on Female Students' Self-Confidence at Universitas Negeri Manado

Christy A. Lumintang[1], Deetje Josephine Solang[2], Mike Angelina Kelly Lovihan[3]
[123] Universitas Negeri Manado, Indonesia
Email: christygriez@gmail.com; deetjesolang@unima.ac.id; mikeangelina@unima.ac.id; * WhatsApp:

**Article history** Submitted: 2026/10/17; Revised: 2026/10/21; Accepted: 2026/10/26

**Abstract**

This study examined whether makeup use significantly affects the self-confidence of female students in the 2023 cohort of the Faculty of Education and Psychology at Universitas Negeri Manado. A quantitative correlational approach was used with 80 female students selected from a population of 578 students. Data were collected through Likert-type questionnaires and analyzed using descriptive statistics, simple linear regression, and correlations for five makeup dimensions. The regression result was not statistically significant ($B = -0.144$, $t = -0.815$, $p = .417$), and makeup use explained only 0.8% of the variance in self-confidence ($R^2 = .008$). Correlations for skincare, base makeup, eye makeup, lip makeup, and blush/bronzer/highlighter were all weak, negative, and nonsignificant ($p > .05$). The findings indicate that makeup use was not a significant predictor of self-confidence in this sample. Self-confidence may be associated with broader psychological and social factors, including self-acceptance, perceived competence, social experience, and environmental support. The results should be interpreted within the limits of the sample and self-report design.

**Keywords** Female Students; Makeup Use; Self-Confidence; University Students

**© 2026 by the authors**. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, https://creativecommons.org/licenses/by-sa/4.0/.

## INTRODUCTION

Makeup is commonly used to enhance appearance, express personal style, and support comfort in social situations. For female university students, appearance may be particularly salient because early adulthood involves identity development, expanding social relationships, and adjustment to academic and social expectations (Santrock, 2020). Cosmetics can also function as a form of impression management: individuals may use them to shape how they present themselves and how they anticipate being perceived by others (Cash & Cash, 1982). However, the

psychological meaning of makeup is not uniform, and the relationship between cosmetic use and confidence may depend on personal motives, social settings, and individual differences.

Self-confidence is broader than satisfaction with physical appearance. In university life, it may be reflected in students' willingness to communicate, participate in academic activities, interact with peers, and remain composed in challenging situations. Psychological accounts connect confidence with self-concept, perceived competence, self-acceptance, and beliefs about one's capacity to act effectively (Ghufron & Risnawita, 2017; Nevid, 2021). Bandura's (1997) account of self-efficacy similarly emphasizes beliefs about one's ability to organize and perform actions, suggesting that confidence cannot be reduced to outward appearance alone. Rosenberg (1965) also distinguishes global self-esteem from evaluations of particular characteristics, a distinction relevant when considering whether makeup use corresponds with broader confidence.

Prior research presents mixed findings. Cash and Cash (1982) reported that some female college students described themselves as more confident and sociable when wearing their customary cosmetics, suggesting that makeup can have situational psychological benefits. Research on makeup and self-presentation has also considered cosmetics as a means of managing impressions and perceived attractiveness. In contrast, the effects may not generalize to all individuals or contexts, because confidence can arise from several sources and may remain relatively independent of appearance-related routines (Solang & Kapahang, 2021). Research by Angelita et al. (2023) and Wulandari et al. (2023) has reported positive associations or perceived improvements in confidence, providing a useful point of comparison for the present study.

Appearance-related experiences also occur within wider social and media environments. Social comparison theory proposes that individuals evaluate themselves partly by comparing their attributes with those of others (Festinger, 1954). Contemporary social media can make idealized appearance images highly visible and may encourage appearance comparisons. Fardouly and Vartanian (2016) reviewed evidence linking social media use with body-image concerns, while Hendrickse et al. (2017) found that Instagram photo activities could relate to body-image concerns through appearance comparison. In an experiment with college women, Engeln et al. (2020) found that Instagram use was associated with more appearance comparison and lower body satisfaction than the control activity. McComb and Mills (2021) likewise reported that upward comparison with idealized

Instagram images could lower confidence and increase appearance dissatisfaction. These studies do not directly establish that makeup affects self-confidence, but they show why appearance-related confidence should be examined in context.

Body image and self-evaluation are therefore important related concepts. Cash and Pruzinsky (2002) describe body image as a multidimensional psychological experience rather than a simple judgment of physical features. Fredrickson and Roberts (1997), through objectification theory, explain how persistent attention to appearance and external evaluation may shape women's experiences of their bodies. Recent work also indicates that social-media use, upward comparison, self-esteem, and appearance anxiety may be interrelated among college students (Shang & Bao, 2025). These perspectives support a cautious expectation: makeup may make some users feel more prepared or comfortable, but it should not automatically be assumed to increase global confidence for every user.

The present study addresses this issue among female students in the 2023 cohort of the Faculty of Education and Psychology at Universitas Negeri Manado. The research question is whether makeup use significantly predicts students' self-confidence and whether the individual dimensions of makeup use—skincare, base makeup, eye makeup, lip makeup, and blush/bronzer/highlighter—are associated with confidence. The study contributes context-specific evidence to a field in which prior findings vary across samples and measures. Because the design is correlational, the analysis tests statistical association and prediction rather than establishing a causal effect.

## METHOD

This study used a quantitative correlational design to examine whether makeup use predicted self-confidence. A quantitative approach is appropriate when constructs are operationalized as scores and the researcher seeks to examine patterns of association using statistical procedures (Sugiyono, 2022). The study population consisted of 578 students in the 2023 cohort of the Faculty of Education and Psychology at Universitas Negeri Manado. The sample comprised 80 female students, consistent with the study's focus on female students' makeup use and self-confidence.

Data were collected through Likert-type questionnaires. Makeup use was represented by five dimensions: skincare, base makeup, eye makeup, lip makeup, and blush/bronzer/highlighter. Self-confidence was measured using items reflecting adequacy in one's actions, perceived acceptance by the surrounding environment, and calmness of attitude, following the conceptual framework described in the thesis.

Questionnaire-based measures enable standardized scoring across respondents, although self-report responses may be affected by recall, social desirability, and individual interpretation of items.

The data were analyzed using IBM SPSS Statistics version 27. Descriptive statistics were used to summarize scores and category distributions. Assumption testing was conducted before the main model; the reported deviation-from-linearity significance value was .150, supporting use of a linear model. Simple linear regression was then used to estimate whether the overall makeup-use score predicted self-confidence. Pearson correlations were examined for each makeup dimension, and the thesis also reports Spearman's rho as a comparison because total scores did not meet the Shapiro–Wilk normality criterion. The significance threshold was set at $p < .05$. The interpretation remains limited to the study sample and its correlational, self-report design; regression in this design does not establish causality.

## FINDINGS AND DISCUSSION

The analysis included 80 respondents. Descriptive results showed a mean makeup-use score of 87.42 (SD = 34.48) and a mean self-confidence score of 120.17 (SD = 53.91). Makeup-use categories were distributed as follows: 28 respondents (35.0%) were in the moderate category, 27 (33.8%) in the low category, and 25 (31.3%) in the high category. For self-confidence, 27 respondents (33.8%) were classified as high, 27 (33.8%) as moderate, and 26 (32.5%) as low. The near-balanced distribution across categories shows variation in both constructs but does not, by itself, demonstrate that greater makeup use corresponds with greater confidence.

The simple linear regression did not show a statistically significant effect of makeup use on self-confidence, $t = -0.815$, $p = .417$. The model explained approximately 0.8% of the variance in self-confidence ($R^2 = .008$; adjusted $R^2 = -.004$), and the overall model test was $F = 0.665$, $p = .417$. The estimated regression coefficient was negative ($B = -0.144$), but the association was small and not statistically significant. Because p exceeded the .05 threshold, the null hypothesis was not rejected. The appropriate interpretation is that the study did not find evidence that makeup-use scores significantly predicted confidence in this sample; this does not prove that makeup can never affect confidence in other circumstances.

The dimension-level correlations were also weak, negative, and nonsignificant. Skincare was associated with self-confidence at $r = -.068$ ($p = .552$), base makeup at $r = -.059$ ($p = .604$), eye makeup at $r = -.170$ ($p = .131$), lip makeup at $r = -.092$ ($p = .416$), and blush/bronzer/highlighter at $r = -.060$ ($p = .599$). None of the p-values was below .05. Eye makeup had the largest absolute correlation, but the magnitude remained

small and statistically nonsignificant. The thesis reports that the Spearman analysis led to the same general conclusion, strengthening the consistency of the overall interpretation across the reported association tests.

These results suggest that makeup use should not be treated as a primary determinant of self-confidence. Makeup may help some students feel prepared or comfortable with their appearance, which is compatible with earlier findings that some cosmetics users report feeling more confident in particular situations (Cash & Cash, 1982). However, a situational feeling of attractiveness or readiness is not identical to broad confidence in one's abilities, social interactions, or capacity to manage challenges. Self-evaluation involves wider psychological processes, including self-concept, self-esteem, perceived competence, and acceptance (Rosenberg, 1965; Ghufron & Risnawita, 2017; Nevid, 2021). The present results are therefore consistent with a multidimensional understanding of confidence rather than a simple appearance-based explanation.

The findings differ from studies reporting positive associations between makeup and confidence, including Angelita et al. (2023) and Wulandari et al. (2023). Several factors may account for the difference: the studies may involve different participant groups, operational definitions, measurement instruments, social contexts, and reasons for using makeup. A participant who uses cosmetics for enjoyment or self-expression may experience them differently from someone who feels pressure to meet a beauty standard. Research on cosmetics has long suggested that use patterns and psychosocial correlates vary between individuals (Cash & Cash, 1982). Consequently, the current nonsignificant result should be read as sample-specific evidence rather than a universal claim about all makeup users.

The wider literature also cautions against equating appearance management with psychological well-being. Social media and idealized images may encourage comparison and influence body satisfaction, but these mechanisms are distinct from the direct effect of makeup use measured in this thesis (Fardouly & Vartanian, 2016; Hendrickse et al., 2017; Engeln et al., 2020; McComb & Mills, 2021). Shang and Bao (2025) further connect self-esteem and appearance anxiety with social-media use and upward comparison. These studies provide context for understanding why confidence may be shaped by broader social processes, while they do not override the present study's direct statistical findings.

The very small $R^2$ value indicates that the overall makeup-use score accounted for little of the observed variation in self-confidence. Other variables not modeled in this study may be relevant, including self-acceptance, body image, academic and

interpersonal experiences, perceived social support, and self-efficacy. Bandura (1997) emphasizes the importance of perceived capability in guiding behavior, while Cash and Pruzinsky (2002) describe body image as a complex psychological construct. These perspectives suggest that future models should include theoretically justified variables rather than assume that one appearance-related behavior can explain a broad psychological outcome.

Several limitations should be considered. First, the sample consisted of 80 female students from one faculty and cohort, which limits generalization to other universities, age groups, or cultural contexts. Second, both variables were measured using self-report questionnaires, which may introduce response bias. Third, the correlational design cannot establish temporal order or causality. Fourth, the five makeup dimensions may overlap in participants' routines, making their independent associations difficult to distinguish. Future studies could recruit larger and more diverse samples, conduct longitudinal or experimental designs where appropriate, and add qualitative interviews about why students use makeup. Researchers may also examine self-esteem, self-efficacy, body image, social comparison, and perceived social support as additional variables.

## CONCLUSION

This study examined whether makeup use significantly affects the self-confidence of female students in the 2023 cohort of the Faculty of Education and Psychology at Universitas Negeri Manado. The simple linear regression showed no statistically significant effect ($B = -0.144$, $t = -0.815$, $p = .417$), and makeup use accounted for only 0.8% of the variance in self-confidence ($R^2 = .008$). None of the five makeup dimensions had a statistically significant correlation with self-confidence. Thus, the study does not support the conclusion that more frequent makeup use leads to greater self-confidence among the respondents.

The findings indicate that self-confidence should be understood more broadly than appearance management and may also relate to self-acceptance, perceived ability, social experience, and support from the surrounding environment. Students are encouraged to develop confidence through recognizing their abilities and cultivating self-acceptance rather than relying on makeup as its sole basis. Universities may support confidence through academic and extracurricular activities that strengthen communication and participation. Future research should use broader samples and investigate additional psychological and social factors.

## REFERENCES

Angelita, P., Okatini, M., & Silfi, N. S. (2023). Hubungan intensitas penggunaan

tata rias wajah Korean look dengan tingkat kepercayaan diri mahasiswi. Jurnal Adijaya Multidisiplin, 1(3), 490–496. https://e-journal.naureendigition.com/index.php/jam/article/view/555

Annisa, C., Sutja, A., & Amanah, S. (2023). Hubungan body image dengan kepercayaan diri remaja putri pada kelas X SMAN 11 Kota Jambi. Innovative: Journal of Social Science Research, 3(3), 7812–7824. https://doi.org/10.31004/innovative.v3i3.3053

Fardouly, J., & Vartanian, L. R. (2016). Social media and body image concerns: Current research and future directions. Current Opinion in Psychology, 9, 1–5. https://doi.org/10.1016/j.copsyc.2015.09.005

Ghufron, M. N., & Risnawita, R. S. (2017). Teori-teori psikologi. Ar-Ruzz Media.

Nevid, J. S. (2021). Essentials of psychology: Concepts and applications (6th ed.). Cengage Learning.

Santrock, J. W. (2020). Life-span development (18th ed.). McGraw-Hill Education.

Solang, D. J. K., & Kapahang, G. L. (2021). Kepercayaan diri pada perempuan dewasa awal pengguna make-up. Psychopedia Jurnal Psikologi Universitas Buana Perjuangan Karawang, 2(3), 108–115. https://doi.org/10.53682/pj.v2i3.3535

Sugiyono. (2022). Metode penelitian kuantitatif, kualitatif, dan R&D. Alfabeta.

Wilbert, A. N., & Effendy, N. (2023). Pengaruh intensitas penggunaan kosmetik terhadap kepercayaan diri pada wanita pekerja frontliner di Kota Surabaya. Experientia: Jurnal Psikologi Indonesia, 11(1), 70–87. https://doi.org/10.33508/exp.v11i1.4482

Wulandari, W., Yosefany, Y. I., & Prima, P. (2023). Dampak penggunaan make up terhadap peningkatan kepercayaan diri mahasiswi. Jurnal Konseling Pendidikan Islam. https://jurnalalkhairat.org/ojs/index.php/jkpi/article/view/

Bandura, A. (1997). Self-efficacy: The exercise of control. W. H. Freeman.

Cash, T. F., & Cash, D. W. (1982). Women's use of cosmetics: Psychosocial correlates and consequences. International Journal of Cosmetic Science, 4(1), 1–14. https://doi.org/10.1111/j.1467-2494.1982.tb00295.x

Cash, T. F., & Pruzinsky, T. (Eds.). (2002). Body image: A handbook of theory, research, and clinical practice. Guilford Press.

Engeln, R., Loach, R., Imundo, M. N., & Zola, A. (2020). Compared to Facebook, Instagram use causes more appearance comparison and lower body satisfaction in college women. Body Image, 34, 38–45. https://doi.org/10.1016/j.bodyim.2020.04.007

Festinger, L. (1954). A theory of social comparison processes. Human Relations, 7(2), 117–140. https://doi.org/10.1177/001872675400700202

Fredrickson, B. L., & Roberts, T.-A. (1997). Objectification theory: Toward understanding women's lived experiences and mental health risks. Psychology of Women Quarterly, 21(2), 173–206. https://doi.org/10.1111/j.1471-6402.1997.tb00108.x

Hendrickse, J., Arpan, L. M., Clayton, R. B., & Ridgway, J. L. (2017). Instagram and college women's body image: Investigating the roles of appearance-related comparisons and intrasexual competition. Computers in Human Behavior, 74, 92–100. https://doi.org/10.1016/j.chb.2017.04.027

McComb, S. E., & Mills, J. S. (2021). Young women's body image following upward comparison to Instagram models: The role of physical appearance perfectionism and cognitive emotion regulation. Body Image, 38, 49–62. https://doi.org/10.1016/j.bodyim.2021.03.012

Rosenberg, M. (1965). Society and the adolescent self-image. Princeton University Press.

Shang, A., & Bao, H. (2025). Self-esteem and appearance anxiety among Chinese college students: The roles of social media use and upward social comparison. Frontiers in Psychology, 16, Article 1562711. https://doi.org/10.3389/fpsyg.2025.1562711