

Student Resilience Concerning Discrepancies Between Academic Expectations And Reality At Selected Universities

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Abstract

The disparity between students' initial expectations and the realities of college life may cause emotional stress, academic perplexity, and psychological adaptation problems. The complex reality of campus life often does not meet the idealistic image many students have of their academic accomplishments, the learning environment, and social interactions when they arrive at university. This state makes understanding academic resilience vital as the process of students adapting to the challenges of higher education. The purpose of this research is to analyze student resilience in the context of the gap between expectations of study and the reality of the university experience. This study combines a qualitative technique using a narrative inquiry research design. The participants were recruited purposively, consisting of three students from Sungai Penuh, Jambi, who continued their studies beyond their home region and had faced a mismatch between academic expectations and reality on campus. Data were acquired via in-depth semi-structured interviews and analyzed using thematic-reflective analysis. The research results demonstrate that the mismatch of expectations causes a phase of emotional disorientation characterized by disappointment, academic pressure, and a drop in self-confidence. However, individuals gradually built resilience through cognitive reframing, coping techniques, social support, emotional regulation, and reinterpretation of their academic experiences. This paper views academic resilience as a dynamic and ongoing adaptive process, rather than merely the ability to withstand pressure. This research underlines the necessity of psychological counseling services, counseling, and social assistance in higher education for students to acquire better skills in academic adaptation.

Keywords: academic resilience; students; academic expectations; psychological adaptability; narrative inquiry

Pendahuluan

Higher education institutions are frequently perceived as venues of intellectual and personal development for students who enter the transitional stage of adulthood. Many students start their studies with expectations of support. Students also have more to say about their meaning-making process, learning environment, strong academic connections, and the opportunity to attain optimal academic achievement. However, the reality of higher education is not always consistent with those aspirations. Alfiyan et al. (2021) and Komariah et al. (2024) reveal that first-year students often face psychological pressure from the discrepancy between expectations and the reality of campus life (Alfiyan et al. 2021; Komariah et al. 2025). Several other findings are in accordance with these results, explaining that academic experiences that do not fulfill expectations might alter the processes of students' adaptation and perceptions of their study continuity (Idris et al. 2021; Zařková, Seberíni, and Tokovská 2025).

The mismatch between anticipations and academic actuality suggests a mismatch between the utopian picture of college life and real student realities. Some variables, including students' learning motivation, emotional weariness, and the ability to adapt to the ever-changing academic demands, deteriorate. Several research studies have shown that academic pressure is associated with higher psychological stress, particularly when the learning system is perceived by students as not meeting their initial expectations (Mostafa et al. 2023; Riyadi and Selian 2026; Samudra and Matulesy 2021). Furthermore, Tarigan et al. (2025) and Wulandari and Istiani (2021) indicate that not all students are able to adapt to academic pressure because of the difference in resilience capacity (Tarigan et al. 2025; Wulandari and Istiani 2021). This situation illustrates that academic strain is not only related to the load of studying but also to the students' ability to face the changes and uncertainties during higher education.

Psychological studies describe academic resilience as the ability of the individual to tolerate and adapt to academic strain. This idea refers to the students' ability to retain psychological function, establish adaptive methods, and restore self-stability despite encountering academic hurdles. Muhlisa & Aeni (2021) and Puteri & Syafrina (2022) say that academic resilience is vital to help students face failures and pressures of higher education (Muhlisa and Aeni 2021; Puteri and Syafrina 2022). Research by Eva et al. (2021) and Ramadianto et al. (2022) also reveals that students with high resilience are likely to be better capable of sustaining mental health and responding to academic challenges (Eva et al. 2021; Ramadianto et al. 2022). However, there is also more to be said about how students develop resilience in the face of the gap between expectation and academic reality.

The study of resilience in academics has been established in several higher education settings, and resilience is often seen as a crucial aspect for the mental health of students. Most of the prior study has been centered on the correlation

between resilience and academic stress, social support, and students' adaptation. Yuliawati et al. (2024) and Sabila et al. (2025) state that individual psychological experiences are directly tied to the meaning-making process of life experiences that are contextual in character (Sabila, Casmini, and Anwar 2025; Yuliawati, Rasyida, and Wardhani 2024). Meanwhile, Primasari et al. (2022) and Findyartini et al. (2021) showed that the research of academic resilience in Indonesia is still dominated by quantitative approaches that focus on the correlations between psychological variables (Findyartini et al. 2021; Primasari et al. 2022) (Primasari et al. 2022; Findyartini et al. 2021). These findings suggest that academic resilience research has advanced broadly; however, it continues to focus on the quantification of factors and generalization of student experiences.

A study on academic resilience is still in its infancy. There is relatively little study on students' subjective perception of the gap between expectations and academic realities. The prevailing quantitative method has not yet been able to adequately explain how students understand academic pressure, how they create coping strategies, and how they maintain their personal psychological functioning. The answers to academic pressure for Indonesian students are not necessarily in terms of individual coping but also in social support, self-reflection, and contextually oriented emotional experiences. Akbar and Aisyawati (2021) state that social support is vital in helping students retain psychological stability in the face of academic pressure (Akbar and Aisyawati 2021). Thus, a more interpretative approach is needed to understand the dynamics of student resilience based on lived experiences.

In contrast, this study provides a distinct viewpoint on defining academic resilience as a psychological adaptation process developed by students' emotional, social, and cognitive experiences and self-interpretation, not only the ability to bear pressure. However, this research does not specifically create a normative Islamic psychology framework but sees spiritual experience as one of the human resources that arise contextually in the adaptation process of students. This approach was used to understand participants' experiences through their real narratives rather than theoretical creations external to their experiences. Moreover, this study uses a qualitative narrative methodology to examine how students confront the dissonance between expectations and academic realities. It is hoped that eventually this research will contribute to a more contextual understanding of the dynamics of student resilience in Indonesian higher education.

This research is valuable because academic stress among students today is not only related to attaining grades but also to their ability to sustain psychological stability in the face of the increasingly complicated demands of higher education. Octasya and Munawaroh (2024) mentioned that academic pressure is a factor that leads to stress, anxiety, and psychological weariness for students of various universities (Octasya and Munawaroh 2021). Moreover,

Setiawati et al. (2021) state that flexibility and resilience are crucial elements that help the individual face high-pressure situations (Setiawati et al. 2021). Under such situations, higher education institutions need not only an efficient academic structure but also a mentoring method that would assist students in acquiring healthy adaptability abilities. Ironically, universities often promote the concept of "self-development" but fail to offer a space for psychological recuperation when students start to break down. Therefore, this study intends to investigate the students' experiences in creating resilience to help develop more contextual and adaptive student counseling and guidance services.

Metode

The research design of this study is qualitative with a narrative inquiry technique to explore students' interpretations of their academic experiences when encountering a mismatch of their initial expectations and the reality of college life. The narrative approach is adopted to comprehend how people make sense of, and produce and reproduce, their life experiences through personal tales (Clandinin and Connelly 2000; Crossley 2000). The participants were selected using purposive sampling, based on the following criteria: (1) students from Sungai Penuh, Jambi, who pursued higher education away from their home region; (2) had experienced a mismatch between academic expectations and the reality of university life; and (3) were willing to participate in an in-depth interview regarding their academic and emotional experiences. The research subjects in this study are 3 people, namely RM (Mathematics Education, 5th semester), ARK (Guidance and Counseling, 5th semester), and AHR (Visual Communication Design, 9th semester). All participant names are anonymized using pseudonyms to ensure data confidentiality. The number of participants was based on the nature of narrative inquiry, which valued the depth of tales and variety of interpretations more than the quantity of the participants. Data collection was stopped when the participants' stories began to demonstrate repetitive patterns of experiences of academic failure, adaptive processes, and resilience development.

Data were gathered by conducting in-depth semi-structured interviews and observations during the process of research engagement (Sugiyono 2020). The interviews explored the participants' experiences of the gaps between academic aspirations and the reality of university life, including emotional responses, ways of coping, social support, and the process of academic adaptation. The interviews were done face-to-face, by phone calls, or over WhatsApp according to the conditions of the participants. Data were collected between August and October 2025, and each interview lasted about 25–35 minutes per participant. All interviews were taped with the consent of the participants and were transcribed verbatim for the purpose of data analysis.

The data were analyzed thematically-reflectively following an adaptation of the interactive model of Miles, Huberman, and Saldana (Miles, Huberman, and Saldana 2020). The researcher read the transcripts several times, open-coded the narratives linked to emotional experience, coping methods, social support, and the process of building academic resilience, and then clustered the codes into categories and primary topics of the study. The analysis approach was iterative, comparing tales between participants to uncover recurring patterns of experience while keeping the individuality of each participant's experience. The emergent themes are then discussed using the broaden-and-build theory to understand how positive emotions help in the development of psychological resources and academic resilience in students. To improve the credibility of the research, the researcher used triangulation by comparing the narratives of the participants, by using observation notes, and by reflecting on the data analysis process. The researcher also recognizes that a background in education and counseling could potentially influence the interpretation of data, so continuous reflection and interpretative discussion are used to maintain the closeness of meaning with the experiences of the participants.

Hasil dan Pembahasan

Result

Tugade and Fredrickson (2007): This study uses the "broaden-and-build" theory to investigate how students develop resilience in response to the gap between academic expectations and reality. Positive emotions broaden cognitive, emotional, and behavioral responses, allowing students to re-evaluate stress, assess learning strategies, and approach problems with a more open attitude. These findings highlight several key areas: the initial emotional reactions to failing to meet academic expectations, the role of positive emotions in overcoming challenges, cognitive transformation following academic failure, the increase in social support, the enhancement of self-esteem, the development of creativity in problem-solving, and the ability to recover from academic challenges.

Emotional Disruption Following Academic Expectation-Reality Discrepancy

The discrepancy between initial expectations and the reality of college life elicited a strong emotional response from the participants. At the beginning of entering the world of college, the participants had an ideal image of the learning environment, academic system, relationships with lecturers, and academic achievements they wanted to attain. However, the reality they face shows a more complex situation and demands a process of adaptation that is not straightforward.

AHR expressed that he imagined college would be like his previous school days and hoped to achieve excellent academic results consistently. However, he actually faced academic pressure and campus rules that did not match his previous

expectations. A similar experience was shared by ARK, who admitted to feeling disappointed when his academic results did not meet the expectations he had built since the beginning of his studies. Meanwhile, RM highlighted the differences in learning culture, lecturer character, and academic environment, which he felt were far from what he had imagined before.

AHR: *"At first I thought college would be like school... I thought my grades would be excellent..."*

ARK: *"I thought I would receive an A, but I got a B and a B⁻."*

RM: *"I was hoping for professors on campus that students could interact with..."*

These findings indicate that the main pressure experienced by the participants does not solely stem from academic demands but also from the collapse of the ideal expectations they had previously built regarding college life. When the academic reality does not meet expectations, participants begin to experience emotional confusion, a decline in self-confidence, and discomfort with themselves and their academic environment.

The emotional responses that emerged in each participant showed varying intensities. AHR and ARK tend to show stronger emotional disappointment, while RM displays a relatively calmer response despite still feeling shocked by the academic reality faced.

AHR: *"I'm not pleased with myself..."*

ARK: *"I'm somewhat disappointed, because it's not what I was expecting."*

RM: *"I don't feel anything. I'm simply a bit surprised."*

Although they had different emotional responses, all participants showed a similar pattern of experience, namely the emergence of an emotional disorientation phase at the beginning of the academic adaptation process. This phase became the starting point for the formation of reflection and self-adjustment processes when participants began to realize that academic success could no longer be achieved solely through initial expectations but required changes in thinking, learning strategies, and the ability to cope with pressure more adaptively.

Cognitive Reframing and Academic Adaptation

After experiencing disappointment and the mismatch between expectations and academic reality, participants began to show efforts toward self-adjustment through changes in thinking patterns and strategies for coping with academic pressure. This process did not happen instantly but developed gradually as the participants' understanding of the demands of the academic environment they faced increased.

AHR explained that he started to understand that he couldn't approach college life with the same mindset he had in school. He began to try to accept the academic conditions he faced and to adjust to a more independent learning rhythm. ARK also demonstrated a similar process by reducing overly idealistic expectations about academic results and concentrating more on the ongoing

learning process. Meanwhile, RM began to understand that each campus environment has a different learning culture and teaching style, so students need to be more flexible in adapting.

AHR: *“I’m starting to try to adjust because college and high school are obviously different.”*

ARK: *“Maybe I had too high expectations at the start.”*

RM: *“The teaching style is different for every professor, so we have to adjust as well.”*

The change in thinking shows a process of cognitive reframing, which is when participants begin to reinterpret previously disappointing academic experiences as part of the adjustment process. At this stage, participants no longer fully focus on failures or mismatched expectations but begin to develop a more realistic perspective on academic life.

In addition to changes in thinking, participants also began to develop adaptation strategies in their academic activities. Some participants tried to reorganize their study habits and build academic discipline, and DiscoveryARK also demonstrated a similar transformation by beginning to acknowledge that the learning process doesn't always equate to flawless academic outcomes. They explored ways to meet the demands of their studies while coping with emotional pressure.

ARK: *“Right now, I’m trying to learn little by little, without forcing myself too much.”*

AHR: *“I’m beginning to learn how to manage my time better.”*

RM: *“I’m just trying to take things as they come and adjust slowly.”*

These findings indicate that the process of academic resilience does not emerge suddenly after students experience pressure but rather develops through a change in perspective on experiences and the ability to adapt to the academic realities they face. In this context, negative experiences do not entirely result in setbacks but also encourage the emergence of cognitive flexibility and adaptive abilities that help participants thrive in a new academic environment.

Development of Psychological and Social Resources

As the academic adaptation process unfolds, participants begin to develop various psychological and social resources that help them cope with the pressures of university life. These resources not only manifest in the form of the ability to manage emotions and maintain learning motivation but also through social support, stress-relief activities, and efforts to maintain psychological balance during academic life.

AHR explained that he started trying to manage emotional pressure by seeking activities that made his mind calmer, such as listening to music and taking breaks when he felt mentally exhausted. ARK also showed similar efforts by reducing pressure on himself and trying to go through the academic process more

gradually. Meanwhile, RM emphasizes the importance of adjusting slowly and not imposing high academic expectations on himself.

AHR: *"Sometimes I listen to music so I don't overthink."*

ARK: *"I try not to pressure myself too much."*

RM: *"I just try to adapt slowly and stay calm."*

The strategies used by the participants indicate that the process of academic resilience involves the ability to regulate emotions and manage psychological pressure gradually. Participants began to learn to recognize their emotional limits, reduce excessive pressure on themselves, and develop certain ways to maintain psychological stability when facing academic demands.

In addition to internal psychological resources, social support also plays an important role in helping participants cope with academic pressure. The presence of friends, supportive social relationships, and a comfortable friendship environment helps participants feel they are not facing academic pressure alone.

ARK: *"My friends are a tremendous help because we can share our stories."*

AHR: *"Sometimes talking to my friends makes me feel better."*

RM: *"Having friends around makes things easier."*

The social support received by participants not only serves as a place to share experiences but also helps reduce emotional pressure and strengthen academic adaptation abilities. In certain conditions, social relationships become a reflective space that helps participants reinterpret their academic experiences in a more positive and realistic way.

Some participants also showed efforts in personal meaning-making and simple spiritual approaches when facing academic pressure, such as trying to be patient, accepting the process they are going through, and believing that every experience has certain lessons. Although it did not emerge as a dominant theme, this aspect indicates that the process of academic adaptation also involves efforts to maintain inner peace and emotional stability on a personal level.

Meaning-Making and Personal Growth

The experience of facing the discrepancy between academic expectations and reality not only generates emotional pressure but also encourages participants to reflect on themselves and the life experiences they undergo during their studies. As time went by, the participants began to view those difficult experiences not merely as failures but as part of the learning and self-development process.

AHR expressed that the academic experience that did not meet expectations made him start to understand that college life does not always go ideally as previously imagined. That experience encouraged him to be more realistic in viewing his abilities and academic demands. ARK also underwent a similar transformation by beginning to acknowledge that the learning process doesn't always equate to flawless academic outcomes. Meanwhile, RM views the adaptation experience in the campus environment as a process that helps him understand how to confront various characters and new situations.

AHR: *"Maybe college teaches me not to expect everything to go perfectly."*

ARK: *"I learned that grades are not everything."*

RM: *"I think this experience taught me how to handle different situations."*

The reflections that emerged from the participants indicate a process of meaning-making, which is the effort to reinterpret negative experiences as part of personal development. At this stage, academic experiences that were previously perceived as pressure begin to be interpreted more constructively through increased self-understanding, acceptance of limitations, and a change in the perspective on academic success.

These changes also indicate personal growth that develops during the academic adaptation process. Participants began to show a more flexible attitude, more calm in facing pressure, and more ability to accept the dynamics of college life that do not always meet expectations.

ARK: *"Now I'm trying to enjoy the process more."*

AHR: *"I think I'm more mentally tough now."*

RM: *"I've gotten used to it all over the years."*

These findings indicate that academic resilience is not only related to the ability to withstand pressure but also involves the transformation of how individuals understand themselves and the experiences they face. In this context, negative experiences actually become reflective spaces that help participants develop new meanings, build emotional maturity, and strengthen their adaptive capacities in academic life.

Resilience as an Ongoing Adaptive Process

The research results indicate that participants do not experience academic resilience as an instant or linear process. Although the participants began to adapt to the academic pressures they faced, they continued to experience various emotional and academic challenges throughout their college journey. Thus, resilience does not manifest as a fully stable condition but rather develops dynamically in response to the changing experiences and academic situations faced by the participants.

AHR expressed that he still occasionally feels pressure and self-doubt despite having started to understand the rhythm of college life. ARK also stated that the adaptation process he is undergoing does not always proceed consistently because there are certain situations that reintroduce academic pressure and anxiety about learning outcomes. Meanwhile, RM views that the ability to adapt takes time and cannot be achieved directly in a short period.

AHR: *"Sometimes I still feel overwhelmed."*

ARK: *"There are moments when I still feel pressured."*

RM: *"Adaptation takes time."*

That experience demonstrates that academic resilience is an adaptive process that evolves and is shaped by the dynamics of individual experiences. Participants are not completely free from academic pressure, but they are

beginning to have better abilities in facing, managing, and interpreting that pressure compared to the early stages of their studies.

In addition, the participants also began to show a more realistic future orientation toward their academic journey. They are no longer fully focused on the ideal expectations they want to achieve but are starting to view difficult experiences as part of the learning and self-development process.

ARK: *“I want to just become better little by little right now.”*

AHR: *“The thing is to keep learning.”*

RM: *“The thing is not to give up too quickly.”*

These findings show that academic resilience develops through a continuous adjustment process, not merely the ability to return to the original state after experiencing pressure. In this context, participants demonstrated changes in thinking patterns, increased psychological flexibility, and the ability to rebuild academic hopes and goals more realistically. Thus, academic resilience can be understood as an ongoing adaptive development process as students face the dynamics of college life.

Discussion

The research indicates that a gap between students' expectations and the reality of university life is a major source of emotional tension. The strain is not just related to the academic expectations but also seems to occur due to the collapse of the idealistic picture of campus life previously created by the participants. Octasya & Munawaroh (2021) and Kristiyani (2021) explain that the discrepancy between expectation and reality can cause psychological stress and decrease students' academic satisfaction (Kristiyani 2021; Octasya and Munawaroh 2021). Permatasari et al. (2025) found that the academic mismatch often impacts the emotional stability of students from outside the town (Permatasari et al. 2025). In this study, participants were disappointed since the reality of university life did not align with the personal expectations that they developed before entering higher education (HE). Thus, academic pressure in the context of this study should be considered a psychological experience that is subjective in nature and related to the individual's meaning-making process of academic experiences.

The results of the research indicate that academic resilience among participants does not develop in an instant recovery process, but rather gradually through the adjustment of their thinking to the academic reality they are facing. Participants began to temper overly idealistic expectations, accept some restrictions, and adopt a more realistic outlook on the college process. Academic resilience is associated with the ability of individuals to maintain psychological and academic functions when faced with educational pressures (Safitri and Nugraha 2021; Salsabila and Widayarsi 2021). However, Richardson (2002) points out that resilience increases through a process of psychological reintegration after an individual experiences disruption or imbalance in his life

(Fauk et al. 2023; Malsya et al. 2025). This study's outcomes indicate that individuals develop resilience through a process of reflection and reorganization of their thoughts about unpleasant academic situations. Therefore, academic resilience is better understood as a dynamic adaptive process rather than an inherent personal feature.

The adaptation process exhibited by the participants suggests the existence of psychological mechanisms consistent with the broaden-and-build theory in the face of scholastic pressure. At first, participants felt stressed, confused, and like they had failed, but over time they became more flexible in their thinking and more open to the academic challenges they faced. Positive emotions facilitate individuals expanding their mentality and gaining new psychological resources (Fredrickson 2001; Najmudin and Sunyoto 2026). Positive emotions also play a critical role in psychological healing after individuals experience life stressors (Fredrickson 2004; Nickerson et al. 2022). Positive emotions in this study do not come as instant happiness but develop via self-acceptance, adjustment of expectations, and the ability to grasp situations more realistically. These conditions suggest that positive emotions are psychological mechanisms that assist students in developing adaptive resources in the face of academic pressure.

In addition, this research reveals that academic resilience is formed through the development of psychological and social resources in the process of adaptation and not only through the changes in the patterns of thinking. Some coping mechanisms started being developed to maintain emotional balance, such as lowering self-imposed pressure, finding things that help quiet the mind, and trying to go through the academic process more slowly. Coping, according to Sarfika et al. (2023) and Lazarus & Folkman (1984), is defined as an individual's cognitive and behavioral effort to manage stress that is perceived to exceed their capacity (Lazarus and Folkman 1984; Sarfika et al. 2023). Meanwhile, resilience, according to Khairiyah & Dariyo (2026) and Wibowo & Paramita (2021), develops through an adaptation process that is supported by both the internal and external resources of the individual (Khairiyyah and Dariyo 2026; Wibowo and Paramita 2021). Under this study, coping methods do not fully remove the academic strain but help the participants sustain psychological functioning under tough conditions. Therefore, this study constructs academic resilience as an interaction between individual competencies and adaptation to the academic environment.

The current study also demonstrates the importance of social support in helping individuals cope with academic pressure and emotional stability. Peers can provide a forum for sharing experiences and emotional support and can lessen feelings of isolation when attending classes in a new location. According to Akbar and Aisyawati (2021), social support is important in improving students' ability to cope with academic pressure (Akbar and Aisyawati 2021). Other findings also show that supportive social relationships can strengthen the development of

academic resilience in migrant students (Sahirah and Oktaviana 2025; Said, Rahmawati, and Supraba 2021). In this study, social support does not always directly resolve academic challenges but more often works as an emotional space that allows individuals to feel understood and welcomed. Thus, supporting social ties is one of the main protective variables in the process of academic adaptation among students.

The experience of being under academic pressure also prompts the participants to focus on themselves and how they interpret academic accomplishment. As time went by, the participants may see that success is not necessarily in the sense of getting excellent grades or satisfying all the initial expectations of college life. As Wulandari & Istiani (2021) and Findyartini et al. (2021) state, academic resilience is related to a person's ability to survive and adapt to academic situations under high pressure (Findyartini et al. 2021; Wulandari and Istiani 2021). According to Cowden et al. (2025) and Faridah et al. (2025), resilience is built through a person's ability to discover meaning in difficult life experiences (Cowden et al. 2025; Faridah et al. 2025). In fact, the unsatisfactory academic experiences in this study create a reflective place for individuals to gain emotional maturity and a more realistic view of themselves. Thus, academic pressure does not necessarily lead to psychological maladaptation but can also promote the creation of meaning and personal growth for students.

This study has limitations in the narrative character of participants' experiences and the social context that underpins them. The stories told by the participants do not fully reflect the academic experiences as they happened at the time but rather a reconstruction of experiences affected by recollection, reflection, and the psychological states of the participants at the time of the interviews. All participants also have similar cultural settings and migratory experiences. The dynamics of resilience that develop may alter based on the social features or academic circumstances of the students involved in the research. This study also contains additional detail about the adaptation process that has occurred in comparison to the period of psychological crises experienced at the beginning of the participants' scholastic experience. Thus, future study may focus on the trajectories of academic resilience throughout time to better understand and contextualize changes in students' emotional experience.

Penutup

The study finds that when students' expectations before college do not match reality, students may experience emotional stress, perplexity, and lowered self-confidence. But not all of these encounters lead to maladaptive conditions. The research results suggest that students can gradually form a self-adjustment process through changes in thinking patterns, the formation of coping strategies, social support, and the reinterpretation of academic events they face.

This study also reveals that academic resilience is not a one-time or fixed process but a dynamic process that evolves via reflection, adaptation, and the creation of psychological and social resources during university life. In this regard, challenging academic experiences can be a place for personal development that allows students to acquire psychological flexibility and a more realistic view of their academic processes, rather than just a source of pressure.

The results of this study highlight the relevance of psychological and social support from a practical perspective to allow students to be able to deal with academic pressure and adjust to the university environment. Hence, higher education institutions are expected to emphasize students' academic accomplishments and focus on the reinforcement of mentorship, counseling, and social support services that can increase students' academic resilience more adaptively and sustainably.

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