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The Effect of Self-Efficacy and Social Support on Academic Adjustment through Academic Resilience

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Abstract

Academic adjustment is a crucial determinant of undergraduate success, particularly during the transition to higher education, where students often face increased academic demands and psychological pressures. This study aims to examine the effects of self-efficacy and social support on academic adjustment, with academic resilience as a mediating variable among first-year undergraduate students. A quantitative correlational design with path analysis was employed, involving 285 university students. Data were collected using standardized questionnaires and analyzed using SPSS 26 and Mplus 8.4. The findings reveal that self-efficacy and social support significantly influence academic adjustment both directly and indirectly through academic resilience. Academic resilience was found to play a significant mediating role in strengthening students' ability to adapt to academic demands. The results indicate that students with higher self-efficacy and stronger social support tend to demonstrate better academic adjustment, supported by greater resilience in facing academic challenges. In conclusion, academic adjustment is shaped by the interplay of internal and external factors through psychological resilience mechanisms. These findings imply that universities should develop intervention programs focusing on enhancing self-efficacy, strengthening social support systems, and fostering academic resilience to improve student adaptation and reduce dropout risk.

Keywords

Academic Adjustment, Academic Resilience, Self-Efficacy, Social Support, Undergraduate Students.

1. Introduction

Higher education holds a strategic role in preparing excellent and competitive human resources. Undergraduate (S1) students, particularly during their initial higher education experience, are required to adapt to a more independent learning system, higher academic demands, and greater learning responsibilities (Dyson & Renk, 2006). This transitional phase renders students vulnerable to academic pressure and adaptation difficulties. Various phenomena indicate that students frequently experience anxiety, fear of failure, panic when facing high workloads, and self-doubt regarding their capabilities (Rozali, 2015). This inability to adapt triggers academic stress, diminished motivation, and low learning engagement, which in the long run potentially increases the risk of college dropouts in Indonesian higher education (Rachmawati et al., 2021; Defitri et al., 2025).

Academic adjustment is understood as the students' adaptation process toward the academic demands and learning environments in higher education (Anderson et al., 2016). This process is influenced by internal factors such as self-efficacy, an individual's belief in organizing and executing actions to meet academic demands (Solberg et al., 1993; Bandura, 1997). Students with high self-efficacy tend to be more confident and resilient when facing learning difficulties (Puspita et al., 2024). Additionally, external factors like social support, which includes the availability of emotional, informational, and instrumental assistance from family, peers, and lecturers, play a critical role (Sujiarto et al., 2022; Aziz et al., 2024). Students who receive adequate social support demonstrate significantly better academic adjustment capabilities (Mariam et al., 2021; Aloka, 2023).

Although self-efficacy and social support play vital roles, the relationship between these two factors and academic adjustment is not always direct. This underscores a significant research gap in the current literature; a specific explanatory psychological mechanism (mediator) is required to bridge how these internal and external factors transform their impacts on the student adaptation process (Talsma et al., 2018). The concept of academic resilience, defined as a student's capacity to maintain or restore positive academic functioning when facing difficulties or setbacks, emerges as a crucial explanatory variable (Haktanir et al., 2021; Demir, 2023). Resilient students are better equipped to utilize social support effectively and maintain self-belief during academic pressure (Fang et al., 2020; Ye et al., 2021).

The novelty of this study lies in testing a comprehensive structural model that positions academic resilience as a partial or full mediator to integrate self-efficacy and social support simultaneously toward academic adjustment. This particular area remains largely explored in an integrative manner within the context of state Islamic university students in Indonesia. Therefore, this study aims to empirically examine the effects of self-efficacy and social support on academic adjustment, with academic resilience operating as a mediating variable among students at public universities is important to conduct this study.

The theoretical contribution of this study is to enrich the educational psychology literature and the dynamics of institutional adaptation in Indonesia by confirming a path analysis model. In practice, the findings are expected to offer substantial insights for campus counseling services in designing holistic orientation programs and psychological interventions such as self-efficacy workshops, peer support group establishment, and resilience training to mitigate dropout rates and support the academic success of first-year students.

2. Literature Review and Hypothesis Development

2.1. Self-Efficacy, Social Support, and Academic Resilience

The developmental process of academic resilience is fundamentally determined by the interplay between internal psychological assets and external environmental resources. In this context, self-efficacy represents the primary internal cognitive mechanism, reflecting an individual's confidence in organizing and executing actions to handle stressful academic events (Solberg et al., 1993; Bandura, 1997; Brown et al., 2019). When undergraduate students face rigorous workloads, high self-efficacy reduces cognitive appraisals of threat and increases task persistence. Academic resilience itself is characterized by a student's capacity to preserve or restore positive academic functioning and maintain high motivation despite encountering academic setbacks or stressful transitions (Cassidy, 2016). Students who possess high self-efficacy tend to look at academic stressors as challenge-oriented rather than barrier-oriented, thereby actively triggering positive emotional responses and adaptive problem-solving that directly bolster their resilience levels (Greco et al., 2022).

Simultaneously, social support operates as an indispensable external protective factor that shapes academic resilience through socioeconomic, emotional, and institutional buffering mechanisms. Social support refers to a student's cognitive perception of receiving adequate emotional care, functional assistance, and constructive information from their immediate social ecology, including family, academic peers, and lecturers (Taylor, 2012). During the challenging transition to higher education, the presence of these supportive dimensions prevents students from experiencing emotional burnout or psychological distress. A comprehensive social support network provides a secure foundation that validates the student's coping efforts and enhances their capacity to bounce back after experiencing academic failure (Friedlander et al., 2007; Sari & Zaini, 2024). Both a strong sense of personal efficacy and the presence of accessible social support systems work in tandem to optimize the development of academic resilience.

H1: Self-efficacy has a significant effect on academic resilience.
H2: Social support has a significant effect on academic resilience.

2.2. Academic Resilience and Academic Adjustment

The psychological capacity of a student to adapt to the multifaceted demands of a university environment is heavily contingent upon their level of academic resilience. Academic resilience reflects an individual's capacity to maintain academic engagement, exercise positive cognitive reflection, and utilize adaptive help-seeking behavior when confronting rigorous demands and setbacks (Cassidy, 2016). On the other hand, academic adjustment serves as the primary outcome variable that indicates a student's success in managing the academic, social, behavioral, and emotional demands of higher education (Schneiders, 1960; Baker & Siryk, 1984). Without a baseline level of resilience, students are highly prone to experiencing chronic academic stress, severe anxiety, and a rapid decline in motivation, which directly compromises their overall ability to integrate successfully into the academic culture (Credé & Niehorster, 2011).

In the face of rigorous university transitions, resilient students actively utilize constructive coping mechanisms to maintain their academic lifestyle, maximize motivation, and meet performance standards. These students do not treat academic obstacles or initial failures as fixed limitations, but rather as temporary setbacks that can be overcome through hard work and strategic adaptation (Anderson et al., 2016). This mindset allows them to realign their behaviors with institutional expectations, experience high levels of learning satisfaction, and prevent academic burnout (Salami, 2011; Ye et al., 2021). Thus, academic resilience acts as a critical

psychological engine that directly sustains the behavioral, motivational, and emotional adjustments required to navigate higher education environments.

H3: Academic resilience has a significant effect on academic adjustment.

2.3. Self-Efficacy, Social Support, and Academic Adjustment

The successful execution of academic adjustment among first-year university students is heavily governed by their core self-beliefs and environmental resources. Self-efficacy, which encapsulates a student's confidence in handling academic assignments, managing time, and navigating complex social spaces, directly dictates their behavioral adjustments in the classroom (Solberg et al., 1993; Bandura, 1997). Students who report robust self-efficacy beliefs naturally possess the confidence needed to set ambitious goals, maintain motivation, and execute self-regulated learning strategies. This proactive stance minimizes the anxiety typically associated with higher education workloads, fostering smoother transitions across academic lifestyles, motivation, and performance indicators (Talsma et al., 2018; Sabela et al., 2022).

Concurrently, social support stands out as a fundamental external asset that alleviates the stressful nature of institutional transitions. Social support acts as an external buffer by providing students with emotional comfort, instrumental aid, and valuable academic information from family, peers, and institutional networks. When students transition into unfamiliar university settings, the presence of a strong support network lowers their stress levels and enhances their feelings of belonging and institutional attachment (Friedlander et al., 2007; Taylor, 2012). This psychological safety net enables students to focus their energy on academic achievement and social integration, thereby reducing the risk of dropout (Rozali, 2015; Sari & Zaini, 2024). Therefore, self-efficacy and social support operate as distinct, powerful predictors that facilitate comprehensive academic adjustment.

H4: Self-efficacy has a significant effect on academic adjustment.
H5: Social support has a significant effect on academic adjustment.

2.4. Academic Resilience as a Mediating Variable

The structural pathways linking self-efficacy and social support to academic adjustment can be deeply understood by examining the mediating role of academic resilience. While studies by Bandura (1997) and Hayat et al. (2021) show that self-efficacy provides internal confidence and social support supplies external resources, these factors must be actively transformed into functional coping behaviors to generate successful academic adjustment. Academic resilience serves as this central mediating mechanism, capturing how internal and external resources are synthesized to help students persevere, manage negative emotions, and seek help constructively (Cassidy, 2016; Melaku et al., 2025). High self-efficacy and strong social support systems do not merely facilitate adjustment on their own; they do so by building a robust foundation of academic resilience that empowers students to manage stress and stay engaged when challenges arise (Talsma et al., 2018; Ye et al., 2021).

When first-year students encounter rigorous workloads or social isolation, academic resilience acts as the psychological bridge that translates their beliefs and support into successful adaptation. Students with high self-efficacy and rich social support are better equipped to remain resilient, transforming potential vulnerabilities into adaptive actions like refined study habits, higher motivation, and stronger institutional attachment (Anderson et al., 2016). This mediated pathway explains why some students adjust successfully to university life while others

experience burnout and choose to drop out (Credé & Niehorster, 2011; Defitri et al., 2025). Evaluating academic resilience as a mediator clarifies the complex psychological processes through which internal self-beliefs and external social environments jointly facilitate student adjustment (Sari & Zaini, 2024).

H6: Academic resilience mediates the effect of self-efficacy on academic adjustment.
H7: Academic resilience mediates the effect of social support on academic adjustment.

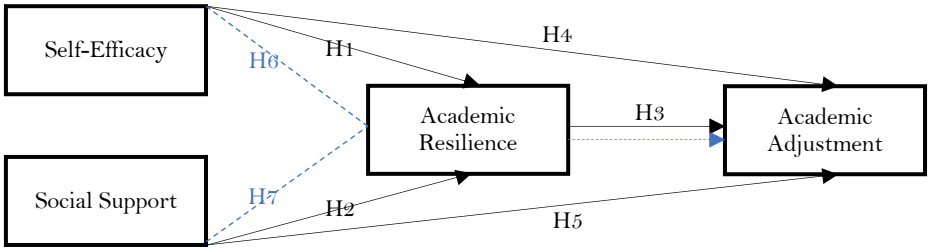

Figure 1. Conceptual Framework

Figure 1 proposes that self-efficacy and social support are important factors influencing students' academic resilience and academic adjustment. Students with higher self-efficacy are expected to demonstrate greater confidence in managing academic challenges, thereby enhancing their academic resilience (H1). Similarly, adequate social support is anticipated to strengthen students' ability to cope with academic demands (H2). Academic resilience, in turn, is expected to positively contribute to academic adjustment by enabling students to adapt effectively to academic environments and challenges (H3). Furthermore, self-efficacy and social support are hypothesized to have direct effects on academic adjustment (H4-H5), while academic resilience is proposed to function as a mediating mechanism through which both self-efficacy and social support influence academic adjustment (H6-H7).

3. Methods

This quantitative study utilizes a correlational design with a path analysis approach to simultaneously test the structural model concerning the effects of self-efficacy and social support on academic adjustment via academic resilience. The research population comprises all first-year undergraduate (S1) students at Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta who are undergoing a critical transitional phase. Sampling was executed via a purposive sampling technique based on specific inclusion criteria: active students in the 2025/2026 academic year, enrolled in their first or second semester, aged 18–22 years old, and willing to provide written informed consent. Referencing Roscoe's guidelines for multivariate analysis, an acceptable sample size must be at least ten times the number of estimated variables. Given the inclusion of four primary variables, the minimum required sample is 40 respondents; however, the researcher collected data substantially exceeding this threshold to enhance statistical power.

The structural framework of this study involves academic adjustment as the dependent variable, self-efficacy and social support as the independent variables, and academic resilience operating as the mediator variable. Academic adjustment is operationally measured across the dimensions of academic lifestyle, achievement, and motivation, adapting the Academic Adjustment Scale (AAS) by Anderson et al. (2016). Self-efficacy is operationalized as students' beliefs in task completion, social interaction, and role adaptation, evaluated using the Self-Efficacy Scale (SES) adapted by Mahmood (2017) through general and social self-efficacy dimensions.

Social support assesses the perceived availability of emotional, appraisal, instrumental, and informational assistance using an instrument adapted from Sarafino and Smith's (2011) framework. Meanwhile, academic resilience, serving as the psychological bridging mechanism, is measured via the Academic Resilience Scale (ARS-30) by Cassidy (2016), which captures perseverance, reflecting, and adaptive help-seeking, and negative affect and emotional response.

Data collection was conducted online utilizing structured questionnaires hosted on Google Forms and distributed through student social media networks and communication groups. All instruments employ a four-point Likert scale model, ranging from strongly disagree/does not fit at all to strongly agree/fits well. Prior psychometric evaluations indicate that the AAS demonstrates good reliability with a Cronbach's Alpha of 0.76–0.86, while the ARS-30 exhibits a reliability coefficient of 0.90. The data collection process strictly adhered to research ethics protocols, including the provision of a debriefing statement, formal informed consent confirmation, response bias controls, and guaranteed confidentiality, along with secure digital data storage.

The data analysis technique utilizes SPSS version 26.0 software for descriptive statistics, alongside Mplus version 8.4 for path analysis and causal model hypothesis testing. The final stage of the analysis involves assessing the structural goodness of fit using Maximum Likelihood estimation against established indices thresholds: CFI > 0.95, TLI > 0.90, RMSEA < 0.06, and SRMR < 0.08. Upon establishing a well-fitting model, path coefficient significance testing is executed to evaluate both the direct and indirect effects of the independent variables on the dependent variable through the mediator. This comprehensive sequence of procedures is systematically designed to ensure valid and reliable empirical conclusions.

4. Results

This section presents the empirical findings through descriptive-statistical and inferential analyses, utilizing data harvested from 285 first-year undergraduate students at Universitas Islam Negeri Syarif Hidayatullah Jakarta. Statistical computations were executed utilizing SPSS 26.0 and Mplus 8.4 software. The findings are elucidated comprehensively to provide a transparent understanding of the analytical procedures and the empirical justification undergirding the conclusions.

The final analytical sample comprised 285 respondents who strictly met the predetermined inclusion criteria. Demographically, the sample was predominantly female (62.1%) and fell within the 18–20 age bracket (78.2%). In terms of institutional distribution, the largest proportion of participants was affiliated with the Faculty of Social Sciences and Humanities (41.4%), with first-semester students representing the majority of the cohort (54.7%). Furthermore, a significant majority of the respondents originated from regions outside of Jakarta (67.7%) and resided in either university dormitories or off-campus boarding houses (58.6%).

Table 1. Distribution of Respondent Characteristics

Characteristics	Category	Frequency	Percentage (%)
Gender	Male	108	37.9
	Female	177	62.1
Age	18–20 years	223	78.2
	21–22 years	62	21.8
Semester	1st Semester	156	54.7
	2nd Semester	129	45.3
Region of Origin	Jakarta & surrounding areas	92	32.3
	Outside Jakarta	193	67.7

The descriptive data compiled in Table 1 delineate the demographic composition of the study's sample (N = 285). Gender distribution reveals a noticeably higher proportion of female participants (62.1%) relative to their male counterparts (37.9%). Age-wise stratification indicates that late adolescence represents the definitive majority, with 78.2% of the cohort falling within the 18–20 age bracket, while the remaining 21.8% spans between 21 and 22 years of age. In terms of academic matriculation, first-semester students constitute more than half of the sample (54.7%), followed closely by second-semester students at 45.3%. Geographically, a substantial majority of the respondents migrated from regions outside of Jakarta (67.7%), whereas less than one-third (32.3%) originated from the capital city and its surrounding metropolitan area. These patterns demonstrate that the current sample is systematically characterized by young, initial-year undergraduates reflecting a wide range of regional backgrounds.

Table 2. Descriptive Statistics of Research Variable

Variable	N	Min	Max	Mean	SD	Category
Self-Efficacy	285	45	96	72.34	8.76	High
Social Support	285	52	98	75.12	10.23	High
Academic Resilience	285	48	95	70.89	9.45	Moderate–High
Academic Adjustment	285	41	92	68.45	9.87	Moderate–High

The empirical breakdown compiled in Table 2 encapsulates the descriptive parameters for the primary constructs evaluated across the sample (N = 285). The structural data reveal that self-efficacy exhibits a prominent mean score of 72.34 (SD = 8.76), placing it firmly within the high tier. Social support displays a comparable trajectory, registering a high-level mean score of 75.12 (SD = 10.23). Concurrently, the latent metrics for academic resilience yield an average score of 70.89 (SD = 9.45), a value indicative of a moderate-to-high classification. Aligning with this pattern, academic adjustment demonstrates a mean score of 68.45 (SD = 9.87), which is likewise categorized within the moderate-to-high range. Taken together, these descriptive configurations signify that the surveyed undergraduates are systematically characterized by robust internal self-beliefs and extensive external support networks, which operate alongside well-developed capacities for academic resilience and institutional adjustment.

Table 3. Reliability Test

Variable	Cronbach Alpha	Interpretation
Academic Adjustment	0.87	Reliable
Self-Efficacy	0.89	Reliable
Social Support	0.91	Reliable
Academic Resilience	0.90	Reliable

Table 3 displays the findings of the reliability assessment for all research tools utilized in this study. The values of Cronbach's Alpha for academic adjustment (0.87), self-efficacy (0.89), social support (0.91), and academic resilience (0.90) demonstrate a strong level of internal consistency among all variables. As all coefficients surpass the minimum threshold of 0.70, every instrument is deemed reliable for assessing the intended constructs. These findings validate that the research tools are reliable and appropriate for additional statistical examination.

Table 4. Goodness of Fit (GoF)

Fit Index	Value	Recommended Cut-off	Interpretation
CFI	0.968	≥ 0.90	Good Fit
TLI	0.952	≥ 0.90	Good Fit
RMSEA	0.048	≤ 0.08	Good Fit
SRMR	0.039	≤ 0.08	Good Fit

The structural diagnostics compiled in Table 4 outline the Goodness of Fit (GoF) parameters calculated for the hypothesized causal framework. The empirical results demonstrate that all observed fit criteria systematically satisfy their respective psychometric benchmarks. Both the Comparative Fit Index (CFI = 0.968) and the Tucker-Lewis Index (TLI = 0.952) comfortably surpass the standard minimum threshold of 0.90, while the Root Mean Square Error of Approximation (RMSEA = 0.048) and the Standardized Root Mean Square Residual (SRMR = 0.039) remain safely below the conservative maximum limit of 0.08. These favorable index configurations indicate that the proposed structural path model achieves a robust overall fit with the empirical data, thereby confirming the statistical validity of the model and justifying its application for subsequent parameter interpretation and hypothesis testing.

Table 5. Direct Effect Test

Path	β	SE	p-value	Description
Self-Efficacy → Academic Resilience	0.412	0.052	< 0.001	Significant
Social Support → Academic Resilience	0.387	0.049	< 0.001	Significant
Academic Resilience → Academic Adjustment	0.534	0.045	< 0.001	Significant
Self-Efficacy → Academic Adjustment	0.218	0.061	0.002	Significant
Social Support → Academic Adjustment	0.245	0.058	< 0.001	Significant

The parameter estimations detailed in Table 5 summarize the structural path coefficients calculated for the hypothesized causal framework, confirming that all postulated relationships are statistically significant. Self-efficacy exerts a robust, positive direct effect on academic resilience ($\beta = 0.412$, $p < 0.001$), a trajectory mirrored by social support ($\beta = 0.387$, $p < 0.001$). Academic resilience manifests as a powerful predictor that significantly dictates academic adjustment ($\beta = 0.534$, $p < 0.001$). Beyond these indirect pathways, both self-efficacy ($\beta = 0.218$, $p = 0.002$) and social support ($\beta = 0.245$, $p < 0.001$) retain significant direct effects on the primary outcome variable of academic adjustment. Taken together, these structural configurations demonstrate that heightened levels of internal self-beliefs and external environmental resources systematically facilitate superior academic adjustment, operating through dual mechanisms of direct contribution and indirect mediation via academic resilience.

Table 6. Indirect Effect Test

Path	β	p-value	Description
Self-Efficacy → Academic Resilience → Academic Adjustment	0.220	< 0.001	Significant Partial Mediation
Social Support → Academic Resilience → Academic Adjustment	0.207	< 0.001	Significant Partial Mediation

Table 6 presents the results of the indirect effect analysis, showing that academic resilience significantly mediates the relationship between both self-efficacy and social support on academic adjustment. The indirect effect of self-efficacy on academic

adjustment through academic resilience is significant ($\beta = 0.220$, $p < 0.001$), indicating partial mediation. Similarly, social support also has a significant indirect effect on academic adjustment through academic resilience ($\beta = 0.207$, $p < 0.001$), which also reflects partial mediation. These findings suggest that academic resilience plays an important mediating role in explaining how self-efficacy and social support contribute to students' academic adjustment.

5. Discussion

The empirical findings of this study demonstrate that self-efficacy and social support play a pivotal role in enhancing students' academic adjustment, utilizing academic resilience as a key psychological bridging mechanism. This outcome substantiates the theoretical perspective that undergraduate adaptation within higher education institutions is an interactive product of internal psychological assets and external environmental resources. Self-efficacy, as an internal locus of personal capability beliefs, and social support, functioning as an external environmental resource, jointly cultivate a student's capacity to conform successfully to rigorous institutional demands. This structural pattern aligns with the landmark study by Friedlander et al. (2007), which asserted that psychological attributes and surrounding social ecologies constitute critical, foundational predictors of student academic adjustment.

Self-efficacy is proven to be a vital determinant in constructing students' academic resilience. Rooted in the social cognitive framework, an individual's cognitive appraisal of their own capabilities fundamentally dictates their cognitive processing, motivational trajectories, and behavioral endurance when facing adversity (Bandura, 1997). Undergraduates exhibiting high self-efficacy demonstrate superior persistence, manage complex academic challenges more effectively, and resist learned helplessness following initial institutional setbacks. This robust cognitive stance directly fortifies academic resilience, establishing a crucial prerequisite for successful adaptation (Romano et al., 2021). These configurations strongly resonate with the findings of Sabela et al. (2022), which indicated that robust self-efficacy significantly fosters students' capacity to navigate academic stress and heightens overall educational adaptation.

Beyond internal cognitive constructs, social support emerges as an indispensable external asset that elevates academic resilience among first-year undergraduates. Functional support systems originating from family dynamics, peer networks, and institutional campus environments supply essential emotional comfort, informational guidance, instrumental aid, and appraisal validation that buffer students against transitional anxiety. This multidimensional social support network does not merely generate a sense of psychological safety; it actively enhances students' proactive coping strategies during highly demanding academic situations. This dynamic reinforces the empirical conclusions of Rozali (2015) as well as Sari and Zaini (2024), which demonstrated that expansive social support structures significantly optimize students' adaptive capacities and institutional adjustment.

Within this structural framework, academic resilience operates as a robust mediating variable that bridges the operational impacts of self-efficacy and social support on subsequent academic adjustment. This latent construct reflects a student's capacity to persevere, bounce back from academic failures, and constructively regulate negative affective responses when confronted with scholastic pressures. This adaptive capacity is behavioralized through sustained perseverance, cognitive reflection, and adaptive, intentional help-seeking behaviors. The validation of this pathway corroborates Cassidy's (2016) conceptualization of academic resilience as a definitive factor for sustaining positive academic functioning amidst adversity, and echoes Ye et al. (2021) regarding its role as an essential psychological vehicle governing undergraduate adaptation.

In conclusion, the overarching results of this investigation confirm that academic adjustment is the product of a highly complex, synchronous interaction between internal psychological resources, external environments, and mediating cognitive mechanisms. Self-efficacy and social support facilitate adjustment not only via direct structural pathways but also indirectly by upgrading the baseline of student academic resilience. These collective insights are highly consistent with the contemporary literature, including Cassidy (2016) and Sari and Zaini (2024), which illustrates that the confluence of personal traits and environmental buffers systematically predicts successful student integration. Therefore, fostering self-efficacy, expanding social support networks, and systematically engineering academic resilience programs constitute imperative initiatives for maximizing student retention and academic success within higher education.

6. Conclusion

This study reveals that self-efficacy and social support exert significant positive effects on students' academic adjustment, operating both directly and indirectly through academic resilience as a mediating mechanism. These findings imply that higher self-efficacy and robust social support systematically enhance an undergraduate's capacity to conform to higher education demands, positioning academic resilience as a critical psychological bridge that translates internal beliefs and external resources into successful adaptation. These insights provide a strategic foundation for universities to design holistic student development programs, such as self-efficacy workshops, peer support groups, and targeted counseling services, which are essential for optimizing institutional adjustment and reducing dropout rates.

However, several limitations temper these conclusions, notably the utilization of a cross-sectional design that restricts causal inferences, reliance on online self-reports susceptible to response bias, and a single-institution sample that limits broader generalizability across diverse academic contexts. Furthermore, potential moderating variables such as gender and socioeconomic background were not integrated into the structural model. Future research should adopt longitudinal designs to capture developmental dynamics over time, expand sampling across multiple universities, and incorporate additional explanatory variables such as grit, mindset, or institutional support frameworks to deepen the understanding of undergraduate adaptation.

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