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Mindfulness and Self-Efficacy in Predicting Academic Resilience among College Students

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ABSTRACT

Academic resilience, mindfulness, and self-efficacy are important constructs in the field of guidance and counseling, yet their relationships remain underexplored. This study examined the predictive roles of mindfulness and self-efficacy on academic resilience among college students during the 2020–2021 academic year. A descriptive–correlational research design was employed, involving 363 students from a state college in the Philippines who were aged 18 years and above. Data were gathered using the Mindfulness Attention Awareness Scale (MAAS), the General Self-Efficacy Scale (GSE), and the Academic Resilience Scale (ARS-30). Findings revealed that mindfulness significantly predicted academic resilience, indicating that higher levels of mindfulness are associated with greater academic resilience. In contrast, self-efficacy did not significantly predict academic resilience, suggesting that it does not directly contribute to resilience within this sample. These findings underscore the importance of fostering mindfulness to enhance students' academic resilience and inform counseling interventions.

Keywords: Guidance and counseling, Descriptive–correlational design, Mindfulness Attention Awareness Scale (MAAS), General Self-Efficacy Scale (GSE), Academic Resilience Scale (ARS-30).

INTRODUCTION

Academic resilience, mindfulness, and self-efficacy are important constructs in the field of guidance and counseling, yet their relationships remain underexplored. The study investigated the relationship between mindfulness and self-efficacy in predicting academic resilience. Resilience is defined as the ability to "sustain psychological stability in the face of stress" (Combes et al., 2007, p.20) and is associated with alleviating stress, promoting adaptation, and developing effective coping skills (Ahern et al. 2006; Richardson, et al. 1990). It is crucial for maintaining optimal functioning, physical health, and psychological well-being despite challenging circumstances (Ryff & Singer, 2003). Resilience can be strengthened by developing protective factors (Reivich & Shatte, 2002). One of the specific types of resilience is academic resilience. "Academic Resilience refers to a students' capacity to overcome acute or chronic adversities that are seen as major assaults on educational processes" Martin & Marsh (2009). Academic resilience is a dynamic developmental process that involves the student's internal and external protective factors that contribute to effective adjustment, academic competence and academic success (Luthar et al., 2000).

On the other hand, mindfulness has been described as "the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment (Kabat-Zinn 2003, p.144). According to Thompson et al. (2011) mindfulness is associated with resilience, and Greason & Cashwell (2009) research found evidence of an association between mindfulness and self-efficacy.

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These studies suggest that mindfulness and self-efficacy show potential to be protective factors to strengthening resilience (Hamill, 2003). Nevertheless, there is currently a dearth of studies demonstrating the predictive power of self-efficacy and mindfulness on resilience. Therefore, the purpose of this study is to examine the connection between mindfulness and self-efficacy as well as any possible implications to resilience. In particular, the specific objectives of this study are: (1) identify respondent profiles in terms of age, sex, and year level; (2) determine the relationship between mindfulness and self-efficacy; (3) examine whether mindfulness and self-efficacy predict academic resilience; and (4) develop policy recommendations supporting the holistic development and well-being of college students.

RELATED RESEARCH

In any educational setting, several factors such as mindfulness, self-regulation, school engagement, and resilience may force students to push themselves in order to continue studying and improve their academic performance. According to the study conducted by Mahama et al. (2024), academic resilience is greatly enhanced by self-regulated learning. Being mindful of their learning environment and receiving support from significant figures such as teachers are key factors in promoting resilience. Another important component is academic engagement, helping students navigate stressful academic events and enhance their resilience.

Firth, et al., (2019) investigated the mediating effects of mindfulness on self-efficacy, academic performance and ability to cope with pain. The results indicate that self-efficacy had a positive effect on well-being factors (study 1 & 3) and in the experiment (study 2). According to a study on university students by Vidal-Meliá et al. (2022), students' mindfulness was positively related to their resilience, and that in turn resilience predicted better academic performance. Moreover, their structural equation model showed that resilience mediated the effect of mindfulness on academic performance. Similarly, Mohan and Verma (2020) found that self-regulated learning strategies (such as meta-cognitive regulation and peer learning) were positively correlated with dimensions of academic resilience (such as self-belief and persistence.

Salsabila and Midyasari (2021) sought to explore the connection between mindfulness and academic resilience, with self-compassion serving as a mediating factor, involving one hundred thirty-one underprivileged college students in Indonesia. The findings support the hypothesis that self-compassion completely mediates the link between academic resilience and mindfulness among the participants. Academic anxiety is one of the challenges faced by students which can have negative impacts on their academic performance. Sujada (2022) examines the direct effects of mindfulness, self-compassion, and resilience on academic anxiety, as well as the mediating role of resilience in these relationships. Using the Academic Anxiety Scale (AAS), Five Facet Mindfulness Questionnaire (FFMQ), Self-Compassion Scale (SCS), and Brief Resilience Scale (BRS), it was found out that there were significant negative effects of mindfulness, self-compassion, and resilience on academic anxiety.

Mindfulness-based interventions (MBIs) have proven to be effective in increasing students' resiliency. For example, Zenner et al. (2014) found that mindfulness programs in schools yielded medium effects for resilience. More recently, Mettler et al. (2023) proved that the use of MBPs is positively related to mental resilience and emotional well-being in students. Freligh and Debb et al. (2019) examined the relationship between mindfulness and resiliency, using the Five Facet Mindfulness Questionnaire (FFMQ) and Brief Resilience Scale (BRS), with African American undergraduate students at a Historically Black University. The findings demonstrated that resilience could function as a stress buffer and the current study also implies a relationship between mindfulness and increased resilience.

Kalaivani (2021) states that the ability of a student to effectively manage academic setbacks, anxiety, and study pressure is known as academic resilience. If adequate steps are not taken to help overcome these problems, it will create pressure and stress among students. This may lead to poor academic performance and an increased dropout rate. One of the key components of college students' academic achievement is their sense of self-efficacy. Cuerdo Cebu (2023) makes the case that in order to improve academic performance in the classroom, school instructors, counselors, and administrators should put in place programs that increase or improve college students' self-efficacy throughout the Philippines.

The predictive value of academic self-efficacy in relation to resilience is more nuanced. Some studies have reported significant relationships between self-efficacy and academic resilience (Cassidy, 2015), suggesting that students' belief in his or her own ability can resist major setbacks. For instance, Liu et al. (2022) found in a broad sample of language learners that the two points of mindfulness and resilience were closely related; but it was only mindfulness which provided a for integration or adaptive activities, and not self-efficacy. Similarly, a study which incorporates both variables into multivariate models—such as that of Ariyani & Surawan (2025)—sometimes finds that mindfulness continues to be a significant predictor of academic resilience after controlling for common variance between them, while self-efficacy is not. This suggests that mindful awareness and adaptive attention to

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the present moment may equip students with flexible, context-sensitive coping mechanisms, whereas self-efficacy may only reflect general expectancy or confidence, not always resulting in resilient behaviors in the face of specific academic stressors.

Overall, although the reviewed literature and studies provided a comprehensive understanding of the roles of mindfulness and self-efficacy in enhancing academic resilience among students, the unique predictive relationship between these two variables and resilience in the context of college students remained unclear. Therefore, this study aimed to examine how mindfulness and self-efficacy together predict academic resilience, providing practical insights for educators and counselors to support students' coping strategies, well-being, and academic performance.

CONCEPTUAL FRAMEWORK

The Conceptual framework showed the connection of the relationship between mindfulness and self- efficacy in predicting academic resilience of college students in Camarines Sur Polytechnic Colleges. The inputs were utilized as bases for the conduct of the study, the process provided insights and guidance to gather important data determining the relationship of mindfulness and self-efficacy in predicting academic resilience, and the output served to guide the CSPC community to properly implement the policy recommendations (Figure 1).

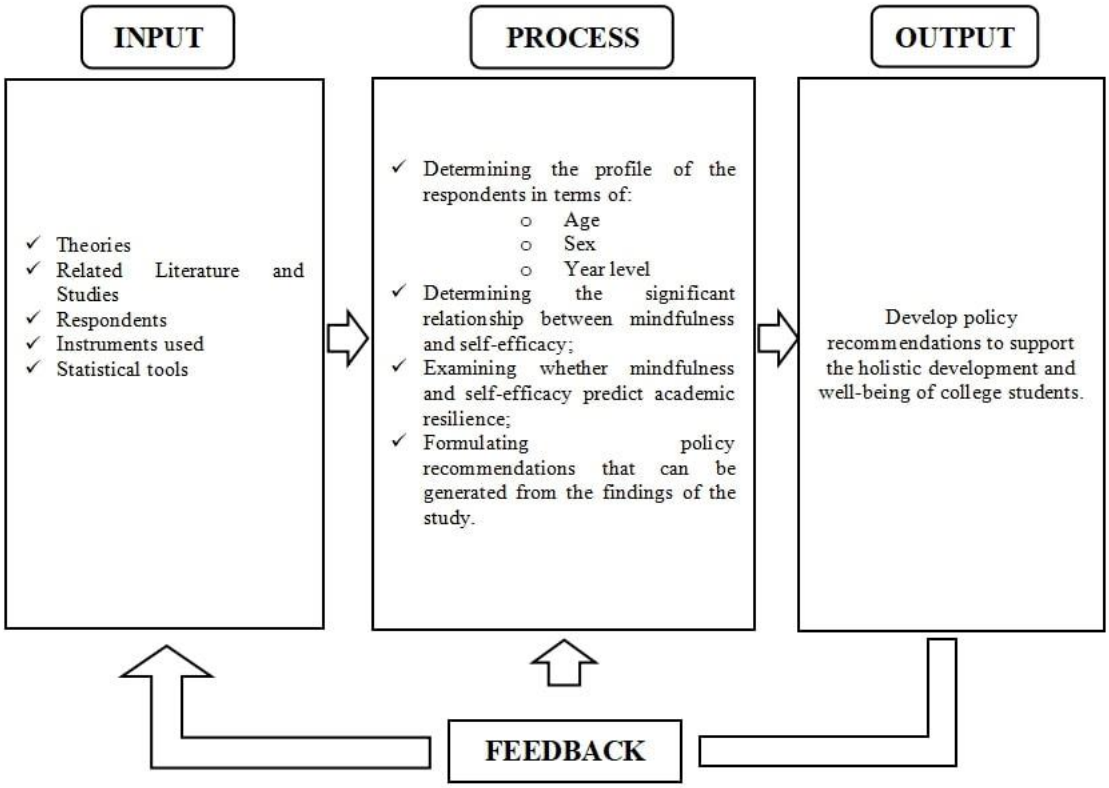

Figure 1. Conceptual framework (the authors' own creation).

The Conceptual Framework of this study is considered important because it provides valuable information with regard to the relationship between mindfulness and self-efficacy in predicting academic resilience of college students. It also serves as a researcher's guide, concept, ideas, and the main thrust of the study. The framework was divided in three parts, the input, process, and the output.

Input. The following were taken as inputs of the study: Theories, related literature and studies, respondents, instruments used and statistical tools.

Process. Determining the profile of the respondents in terms of age, sex, and year level. Determining the significant relationship between mindfulness and self-efficacy. Examining whether mindfulness and self-efficacy predict academic resilience. Formulating policy recommendations that can be generated from the findings of the study.

Output. Policy recommendations to guide the institution in enhancing the student mindfulness, self-efficacy, and academic resilience to support the holistic development and well-being of college students

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THEORETICAL FRAMEWORK

The theoretical framework of this study was anchored on Psychosocial Theory, Hierarchy of Needs Theory, Social learning Theory, Expectancy Theory and Reinforcement Theory. The paradigm has relevant connections with the present study in the relationship of mindfulness, and self-efficacy in predicting academic resilience of college students in the Camarines Sur Polytechnic Colleges. (Figure 2).

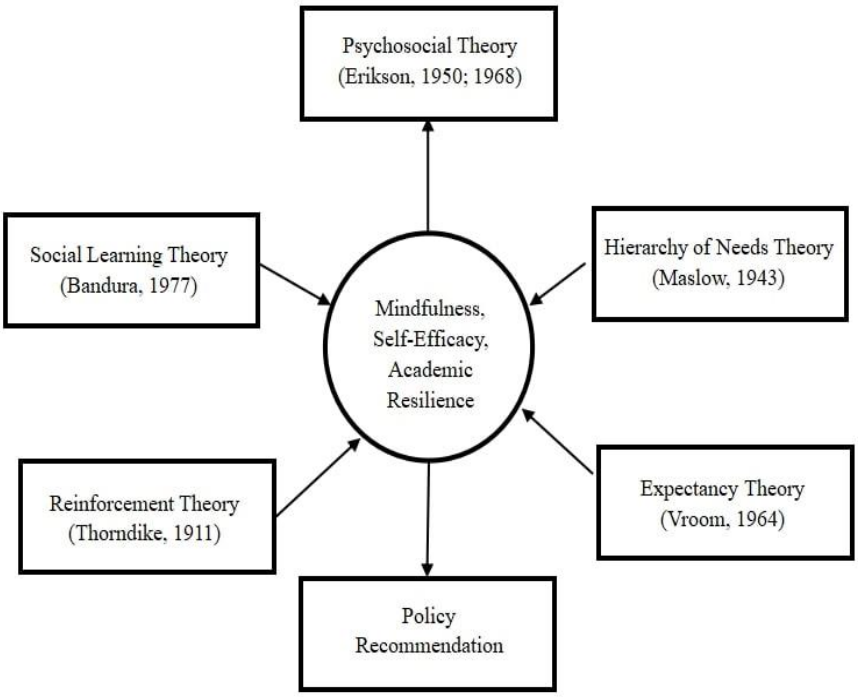

Figure 2. Theoretical framework.

Psychosocial Theory, (Erikson, 1950; 1968). Erikson maintained that personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood. During each stage, the person experiences a psychosocial crisis which could have a positive or negative outcome for personality development. These crises are of a psychosocial nature because they involve psychological needs of the individual (i.e., psycho) conflicting with the needs of society (i.e., social). According to the theory, successful completion of each stage results in a healthy personality and the acquisition of basic virtues. Basic virtues are characteristic strengths which the ego can use to resolve subsequent crises. Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore a more unhealthy personality and sense of self. These stages, however, can be resolved successfully at a later time.

Hierarchy of Needs, (Maslow, 1943). This is a theory in psychology proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in *Psychological Review*. Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human developmental psychology, some of which focus on describing the stages of growth in humans. Maslow used the terms "physiological", "safety", "belonging and love", "esteem", "self-actualization", and "self-transcendence" to describe the pattern that human motivations generally move through. The goal of Maslow's Theory is to attain the sixth level or stage: self-actualization.

The Social Learning Theory of Albert Bandura (1977) best explains the concept of Self-efficacy. Bandura stated that the degree to which the standards of others can affect one's own behavior can be elucidated as far as social learning theory is concerned. Perceptions of others are similar to the self- efficacy source of indirect experiences. People must judge their own abilities in connection to others by making associations with a representative gathering, for instance, companions and other students. Companions, when compared with individuals, are believed to be more compelling in light of the fact that they are more comparative on a few relative

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extents. For example, age, educational level, and financial status and their practices might be flawed, in any case, due to review forms that reproduce data uniquely in contrast to how it was initially watched and encoded.

Expectancy Theory, (Vroom, 1964). Expectancy theory is about the mental processes regarding choice, or choosing. It explains the processes that an individual undergoes to make choices. In the study of organizational behavior, expectancy theory is a motivation theory first proposed by Victor Vroom of the Yale School of Management. This theory emphasizes the needs for organizations to relate rewards directly to performance and to ensure that the rewards deserved and wanted by the recipients. This theory proposes that an individual will behave or act in a certain way because they are motivated to select a specific behavior over others due to what they expect the result of that selected behavior will be.

Reinforcement Theory, Thorndike (1911). Thorndike was a psychologist who developed the law of effect, which states that behavioral responses to stimuli that are followed by a satisfactory response will be strengthened, but responses that are followed by discomfort will be weakened. Essentially, behaviors that are rewarded are often repeated, and those behaviors that are not rewarded are less likely to occur in the future. This law of effect was later translated into a theory of employee motivation known as reinforcement theory. This theory aims at achieving the desired level of motivation among the employees by means of reinforcement, punishment and extinction. Reinforcement approach, which can be both positive and negative, is used to reinforce the desired behavior.

Researcher's Theory. Analyzing the relationship between mindfulness and self- efficacy in predicting academic resilience will lead to the formulation of policy recommendation to support the holistic development and well-being of college students.

RESEARCH METHODOLOGY

This study employed descriptive-correlational methodologies to assess the relationship between participants' profiles and their perceived effectiveness of self-efficacy and mindfulness in relation to academic resilience. Random sampling was availed in the choice of Camarines Sur Polytechnic Colleges (CSPC) in Nabua, Camarines Sur and College students. Using the Slovin's Formula for sampling among the whole population, three hundred sixty-three (363) students were considered the respondents of this study.

At the outset of the study, permission was sought and obtained from the Vice-President for Academic Affairs and Deans of Colleges before any data were collected to obtain cooperation from administrative office including department Chairs as a way of ensuring university approval/support. Later, permission to use the standardized instruments required for the study was specifically requested by the researcher and granted by the original author. Questionnaires and standard testing were administered to the participants systematically for collecting data. When the tests are completed, the experimenter immediately collected all completed instruments to prevent data loss. The obtained information was then carefully tabulated and organized to enable detailed study. The researcher then performed an examination and interpretation of the data to answer the research goals.

The researcher compiled and organized the collected data into tables and applied statistical methods to analyze the findings. This process included both descriptive and inferential statistics, such as frequency counts and weighted means, which facilitated a thorough analysis and interpretation that addressed the specific research questions posed in the study. Spearman's rho, ANOVA, and Multiple Regression. Taken together, these analysis procedures supported a strong examination of the data that served to describe data in depth and also test theoretical expectations proposed by the study. The results were then discussed in relation to the research purpose, adequately answering the research questions and improving the generalizability of study correlation.

The Questionnaire was the main instrument used to collecting primary data in this study and key tool was used to collect first-hand, empirical knowledge from the participants. The instrument was made to be comprehensive and divided into two sections for clarity and good data management. PART ONE: Demographics (demographic information related to respondent). Demographics were gathered about the respondents on four main questions Name (which recommended to be answers as an optional answer, for anonymity reason and candid response), age, sex, and year level. It is important to be aware of this demographic analysis as it provides valuable information useful for comparison purposes and for studying possible correlations between the participant profiles and the variables evaluated. The second part of the questionnaire was designed to measure salient psychological variables for this study (self-efficacy, mindfulness and academic resilience).

To verify the reliability and validity of the measurements, well-established standard instruments known in psychological measurement were used by the researcher. Respondents' mindfulness levels were evaluated using the Mindfulness Attention Awareness Scale (MAAS), which was adapted from the work of Brown et al. (2003). The trait MAAS consists of 15 items aimed at measuring a fundamental aspect of mindfulness: a receptive mental state that allows for an attentive observation of present-moment experiences, informed by a heightened awareness of

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current happenings. To determine the participants' self-efficacy, the researchers used a General Self-Efficacy scale which was adapted from Schwarz, R., & Jerusalem, M. (1995). General self-efficacy involves the way people judge their own ability to perform new or difficult tasks and deal with misfortune. People with a high score at this tend to be confident in their ability to organize and execute activities necessary for future challenges. They also are more likely see difficult problems as opportunities for mastery rather consider them insurmountable obstacles. The Academic Resilience Scale (ARS-30) adapted from Cassidy, S. (2016) was used to assess respondents' academic resilience. The Academic Resilience Scale (ARS-30) is a 30-item measure of processes as opposed to outcomes of resilience. It provides a quantification of academic resilience by assessing the particular cognitive, emotional and behavioural adjustments that students make in order to deal with academic adversity.

FINDINGS AND DISCUSSION

Profile of Respondents

Table 1 . Profile of Respondents in terms of Age.

Age	Frequency	Percent
Valid 18	50	13.8
19	141	38.8
20	133	36.6
21	31	8.5
22	3	.8
23	4	1.1
24	1	.3
TOTAL	363	100.0

Table 1 illustrates the demographic profile of the respondents according to age, wherein, majority of them ages from 18 to 21 years old, whereas: ages 18 year-old respondents has a frequency count of 50 with a percentage of 13.8; ages 19 year-old respondents has a frequency count of 141 with a percentage of 38.8; ages 20 year-old respondents has a frequency count of 133 with a percentage of 36.6 and; ages 21-year old respondents has a frequency count of 31 with a percentage of 8.5. Meanwhile, there were only 3 respondents that ages 22 years old, 4 respondents that ages 23 years old and 1 respondent that ages 24 years old. The total respondents in this study were 363.

Table 2. Profile of Respondents in terms of Sex.

Sex	**Frequency**	**Percent**
Male	96	26.4
Female	267	73.6
TOTAL	363	100.0

Table 2 shows the demographic profile of the respondents in terms of sex. Results showed that 267 or 73.6 percent of them were female and 96 or 26.4 of them were male.

Table 3. Profile of Respondents in terms of Year level.

Year level	Frequency	Percent
First year	61	16.8
Second year	144	39.7
Third year	123	33.9
Fourth year	35	9.6
TOTAL	363	100.0

The Table 3 shows the demographic profile of the respondents according to year level, wherein, most of them were 2nd year college with a frequency count of 144 and with a percentage of 39.7, 123 of them were 3rd year college and has a percentage of 33.9, 61 of them were 1st year and has a percentage of 16.8 and 35 of them were 4th year college with a percentage of 9.6.

Table 4. Relationship between Mindfulness and Self-efficacy.

			Mindfulness	Self-efficacy
Spearman's rho	Mindfulness	Correlation Coefficient	1.000	.124*
		Sig. (2-tailed)	.	.018
		N	363	363

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	Self-efficacy	Correlation Coefficient	.124*	1.000
		Sig. (2-tailed)	.018	.
		N	363	363

Note: *. Correlation is significant at the 0.05 level (2-tailed).

Table 4 illustrates the correlation coefficient between mindfulness and self-efficacy. The data revealed a weak, positive relationship between mindfulness and self-efficacy with a correlation coefficient of 0.124. However, with a significance level (p-value) of 0.18, this correlation is not statistically significant. This means that while there may be some degree of association between these two variables, it is not strong enough to confidently assert that changes in mindfulness lead to changes in self-efficacy. The lack of statistical significance means that further research is required into the relationship between mindfulness and self-efficacy. Possibly other factors come into play which affect both mindfulness and self-efficacy or it could be that there are other human populations where the correlations would be stronger.

Table 5. Regression Model Summary for Predictors of Academic Resilience.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.220[a]	.048	.046	.42577
2	.079[a]	.006	.003	.43509

Note: Predictors: (Constant), Mindfulness, Self-efficacy.
Dependent Variable: ACADEMIC RESILIENCE.

The results in Table 5 (Model 1) indicate that by itself mindfulness explains almost 4.8% of the variation in academic resilience, with stable predictive capacity as reflected by the adjusted R^2.

Table 6. Regression Coefficients of Mindfulness and Self-Efficacy on Academic Resilience.

Coefficients[a]						
Model	**Predictor**	**Unstandardized Coefficients**		**Standardized Coefficients Beta**	**t**	**Sig.**
		B	**Std. Error**			
1	(Constant)	3.812	.110		34.644	<.001
	Mindfulness	.127	.030	.220	4.281	<.001
2	(Constant)	4.071	.136		29.857	<.001
	SELF EFFICACY	.071	.047	.079	1.501	.134

Note: a. Dependent Variable: ACADEMIC RESILIENCE.

As indicated in Table 6, mindfulness emerged as a noteworthy predictor of academic resilience, exhibiting an unstandardized coefficient of B = .127 (SE = .030) and a standardized coefficient of $\beta = .220$. The findings were statistically significant ($t = 4.281$, $p < .001$), suggesting that increased mindfulness scores correlate with enhanced levels of academic resilience.

DISCUSSION

Based on the research materials, practical observations, and survey results presented, it is evident that despite the generally high academic resilience observed among college students, several challenges affect their ability to consistently cope with academic stress.

First, the moderate level of self-efficacy indicates that while students are motivated, some lack full confidence in their abilities to handle demanding academic tasks, which may lead to hesitation or avoidance in challenging situations. Research suggests that a mindful and accepting orientation toward experience is associated with greater psychological resilience following trauma (Thompson, Arnkoff, & Glass, 2011). In the academic context, this suggests that cultivating mindfulness (and acceptance) may likewise help students sustain and recover their engagement, motivation and performance when facing demanding tasks or academic stressors. Furthermore, according to Greason and Cashwell (2009), greater dispositional mindfulness was significantly associated with higher counseling self-efficacy among graduate counseling students, and this association was in part mediated by improved attention. These studies offer an indication that, amongst people who have faced adversity but remained resilient and hopeful in the face of life's challenges, mindfulness and self-efficacy are potential protective factors (Hamill, 2003). Vidal-Meliá et al. (2022) found that students' mindfulness was positively related to their resilience, and that in turn resilience predicted better academic performance. Moreover, their structural equation model showed that resilience mediated the effect of mindfulness on academic performance. Conversely, Firth et al. (2019) explored the mediating role of mindfulness between self-efficacy with academic performance and coping pain based on 92 university students in a three-stage research project. Their results showed that self- efficacy was associated positively with well-being dimensions and academic achievement in all studies. Nevertheless,

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mindfulness on self-efficacy showed a less clear picture. The findings indicated that both of the mindfulness interventions used in this study were associated with improvements in well-being and reduced levels of stress, both over the short and long term (studies 1-2) but at the same time it may erode confidence in one's ability to achieve something depending on one's situation and set (self-efficacy).

Second, although mindfulness is a significant predictor of resilience, students may struggle to maintain consistent mindful practices amidst heavy workloads, social distractions, and the pressures of academic performance. For example, Zhang et al. (2024) reported that mindfulness exerted a strong mediating effect on the relation between basic psychological needs and success in university studies as contrasted with academic self-efficacy, which failed to show such mediation This is also consistent with our finding that mindfulness had a stronger impact on academic resilience than self- efficacy. This finding supports the current study's observation that mindfulness has a stronger predictive relationship with academic resilience than does self-efficacy. Previous studies, such as the study by Supervía et al. (2022), who encountered that self-efficacy acts as a mediator of resilience and academic performance in adolescence, being emphasized its centrality in developing healthy habits and motivation. Furthermore, studies of academic performance, specifically in math, suggest self-efficacy is a strong predictor of performance and key in reaching an even level among students: despite the fact it is not closely embedded into resilience per se (Yang et al., 2024). These results reported now imply that mindfulness rather than self-efficacy is a more robust predictor of academic resilience and even equal in this response as resilience itself.

Third, the weak correlation between mindfulness and self-efficacy suggests that interventions targeting only one aspect may be insufficient, highlighting the need for comprehensive programs that simultaneously enhance self-awareness, coping strategies, and confidence. Additionally, demographic factors such as year level and age differences may create variations in resilience and coping strategies, presenting challenges in designing uniform interventions. These factors collectively underscore the complexity of fostering academic resilience in higher education settings. For example, Liu et al. (2022) demonstrated in a large sample of language learners that both mindfulness and resilience were significantly interrelated, but the unique predictive value of mindfulness for engagement and adaptive functioning was more robust than that of self-efficacy.

On the other hand, self-efficacy was not a significant predictor of academic resilience in this study, with an unstandardized coefficient of $B = .071$ ($SE = .047$) and a standardized coefficient of $\beta = .079$. The result was not statistically significant ($t = 1.501$, $p = .134$), suggesting that self-efficacy does not directly predict academic resilience among the students sampled. And though self-efficacy is highly regarded to promote confidence and motivation (Bandura, 1997), a direct effect on resilience seems less clear Moreover, analogous multivariate models have not found support for unique contributions of self-efficacy to resilience in when mindfulness is controlled for- thus suggesting that mindfulness may have a path-specific or stronger explanatory power for why some students persist through adversity (Boyd & Alexander, 2022) has failed to detect significant contributions of self-efficacy to resilience when mindfulness is included, indicating that mindfulness may have a unique or stronger explanatory power for why some students persist through adversity. In total, these results highlight mindfulness as a more relevant factor than self-efficacy when it comes to fostering academic resilience. Other studies that control for both variables in multivariate analyses (e.g., Ariyani & Surawan, 2025) also find evidence of mindfulness positively predicting academic resilience but self-efficacy not doing so after controlling mutual variance.

IMPLICATIONS

This study highlights that mindfulness plays a crucial role in enhancing academic resilience among college students, suggesting that institutions should incorporate mindfulness-based programs to strengthen coping skills and stress management. While self-efficacy alone may not directly predict resilience, fostering students' confidence and goal-setting remains important for motivation and academic engagement. The weak correlation between mindfulness and self-efficacy emphasizes the need for multifaceted interventions that address multiple psychosocial factors simultaneously. Additionally, the study underscores the need for policy development, collaborative efforts with mental health providers, and future research exploring other potential predictors such as emotional intelligence, social support, and coping mechanisms. These steps collectively emphasize a holistic approach to student development, promoting both psychological well-being and academic success.

CONCLUSION

This study revealed that college students exhibit high academic resilience and moderate self-efficacy, with mindfulness emerging as a significant predictor of their ability to cope with academic challenges. Although self-efficacy alone did not directly predict resilience, it remains an important factor for motivation and goal-directed behavior. The weak correlation between mindfulness and self-efficacy highlights the need for multifaceted

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interventions that address both psychological awareness and confidence. Overall, promoting mindfulness through curriculum integration, supportive policies, and targeted interventions can enhance resilience, well-being, and academic performance, underscoring the value of holistic approaches in higher education.

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