



Social Support from Academic Supervisor as a Driver of Academic Resilience: The Mediating Roles of Growth Mindset and Academic Self-Efficacy Among Students Who are Behind in Their Studies

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ABSTRACT

Academic resilience is an essential psychological capacity that enables students to cope effectively with academic challenges, particularly those who experience delays in completing their studies. This study aimed to examine the direct and indirect relationships among supervisor social support, growth mindset, academic self-efficacy, and academic resilience among university students experiencing delayed study completion. A quantitative explanatory research design was employed involving 199 students from the Faculty of Sport Sciences, Universitas Negeri Padang, Indonesia. Data were collected using the Academic Resilience Scale (ARS-24), Academic Self-Efficacy Scale, Growth Mindset Scale, and Social Support Scale and analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM). The results showed that academic self-efficacy ($\beta = 0.303, p < .001$), growth mindset ($\beta = 0.448, p < .001$), and supervisor social support ($\beta = 0.167, p = .011$) had significant positive effects on academic resilience. Supervisor social support also had significant positive effects on growth mindset ($\beta = 0.818, p < .001$) and academic self-efficacy ($\beta = 0.460, p < .001$). Furthermore, growth mindset and academic self-efficacy significantly mediated the relationship between supervisor social support and academic resilience. The proposed structural model explained 76.7% of the variance in academic resilience, indicating substantial explanatory power. These findings underscore the importance of integrating internal psychological resources and external social support in promoting students' academic resilience. The study provides empirical evidence for an integrated model of academic resilience and suggests that universities should strengthen academic supervision, counseling services, and psychological support programs that enhance growth mindset, academic self-efficacy, and supportive supervisor–student relationships to facilitate timely study completion.

ARTICLE INFO:

Received
June 09, 2026

Revised
June 15, 2026

Accepted
July 09, 2026

KEYWORDS:

Academic Resilience, Academic Self-Efficacy, Delayed Graduation Students, Growth Mindset, Supervisor Social Support

INTRODUCTION

Higher education requires students to develop academic competencies and produce scholarly work. According to the Regulation of the Indonesian Minister of Education and Culture (Permendikbud) No. 49 of 2014 concerning the National Standards for Higher Education (SNPT), undergraduate (Bachelor's) and Diploma IV students are required to complete a minimum of 144 Semester Credit Units (SKS) within a maximum study period of four years (eight semesters). In addition, students must conduct scientific research and complete a thesis as a mandatory requirement for obtaining a bachelor's degree (Sari & Indrawati, 2016).

In practice, many students experience delays in completing their final projects. According to data from the Indonesian Ministry of Research and Technology, the average time to graduation in 2022 was 5.8 years (Alfath et al., 2025). This indicates that many students require more time than

How to cite	Abidiya, M. H., & Hariko, R. (2026). Social Support from Academic Supervisor as a Driver of Academic Resilience: The Mediating Roles of Growth Mindset and Academic Self-Efficacy Among Students Who are Behind in Their Studies. <i>Grief and Trauma</i> , 4(1), 76–90. https://doi.org/10.59388/gt.v4i1.928
Homepage	https://journal.scidacplus.com/index.php/gt/
Published by	ScidacPlus https://creativecommons.org/licenses/by-sa/4.0/

expected to complete their studies. Several factors contribute to these delays, including difficulties in selecting a thesis topic, limited time for writing, and repeated revisions during the supervision process (Alfa & Purwaningtyas, 2021). These challenges may lead to psychological distress, including tension, anxiety, and academic stress (Cahyani & Akmal, 2017). Furthermore, prolonged academic difficulties can trigger various negative emotional responses that increase the risk of stress and even depression (Hasmi et al., 2023; Pratiwi & Kumalasari, 2021). To cope effectively with these academic challenges, students need adequate psychological resilience. In the educational psychology literature, this capacity is referred to as academic resilience (Martin & Marsh, 2006).

Academic resilience is a key factor that enables students to cope effectively with academic stress and adversity. A study by Setiawati et al. (2023) reported that 43.4% of students who were writing their theses exhibited low levels of academic resilience (Noviana et al., 2023). Similar findings have also been reported in other countries. For instance, university students in South Africa were found to demonstrate low levels of academic resilience (Setlogelo & Nyoni, 2024). Low academic resilience makes it more difficult for students to adapt to academic pressures and demands (Saufi et al., 2022; Setlogelo & Nyoni, 2024). In contrast, other studies have reported that students generally exhibit moderate to high levels of academic resilience (Hasibuan & Astuti, 2024; Khadijah & Khasanah, 2021; Pratami & Winarti, 2024). These inconsistent findings suggest that the level of academic resilience among university students remains inconclusive and warrants further investigation.

Academic resilience refers to an individual's ability to cope effectively with academic demands and challenges. According to Andrew (2004), academic resilience is the capacity to overcome stress or difficulties that are perceived as significant threats to students' academic development. Students with high levels of academic resilience are better able to adapt and perform effectively when faced with demanding academic situations (Andrews & Wilding, 2004; Martin & Marsh, 2009). Meanwhile, Cassidy (2016) defines academic resilience as an individual's cognitive, affective, and behavioral responses to academic adversity. These dimensions include self-reflection and adaptive help-seeking (cognitive), emotional responses and the management of negative emotions (affective), and perseverance in overcoming academic challenges (behavioral) (Pratiwi & Kumalasari, 2021). Beyond helping students cope with academic difficulties, academic resilience also plays an important role in maintaining their psychological well-being (Hunsu et al., 2023).

Previous studies have shown that academic resilience is influenced by a combination of internal and external factors. Internal factors are associated with how individuals perceive their own abilities, regulate their emotions, and develop adaptive ways of thinking when facing challenges (Ihza et al., 2026). These factors include self-efficacy and a growth mindset, both of which have been identified as important psychological resources for fostering academic resilience (Aurellia et al., 2024; Martin & Marsh, 2006a). In contrast, external factors refer to support derived from the social environment, including social support and socioeconomic status, which can enhance students' sense of security, self-confidence, and motivation (Reivich, 2002; Sandoval-Hernández & Białowolski, 2016). Taken together, the existing literature suggests that self-efficacy, social support, and a growth mindset are key determinants of academic resilience.

The first factor associated with academic resilience is self-efficacy (Cassidy, 2016; Martin & Marsh, 2006). In general, self-efficacy refers to an individual's belief in their capability to organize and execute the actions required to achieve desired outcomes (Bandura, 1999). Within the educational context, this construct is commonly referred to as academic self-efficacy (Zimmerman, 2000). Academic self-efficacy reflects students' beliefs in their ability to organize, regulate, and successfully perform academic tasks to achieve their educational goals (Zimmerman, 1995). Previous studies have consistently demonstrated that academic self-efficacy is a significant positive predictor of academic resilience (Annisa et al., 2024; Bagdžiūnienė et al., 2025; Kalaivani, 2021). Students with higher levels of academic self-efficacy are more likely to employ effective learning strategies, manage their time efficiently, and persist when encountering academic challenges (Chemers et al., 2001;

Schunk, 1989). Furthermore, academic self-efficacy functions as a protective psychological resource by reducing the negative impact of academic stress and strengthening students' confidence in their ability to overcome academic difficulties (Al-Abyadh & Abdel Azeem, 2022a; Fikhri et al., 2026).

Another important factor associated with academic resilience is a growth mindset. A growth mindset refers to the belief that an individual's abilities and intelligence can be developed through sustained effort, effective learning strategies, and persistence (Dweck, 2006; Dweck & Yeager, 2019). Individuals with a growth mindset believe that their capabilities are not fixed but can be improved through continuous learning and experience. According to Aurellia et al. (2024), a growth mindset enables individuals to cope more effectively with stressful situations. Rather than perceiving challenges as obstacles, they view them as opportunities for learning, improvement, and personal growth. Previous studies have consistently reported a significant positive relationship between a growth mindset and academic resilience (Prayudy et al., 2025; Putri & Priyatama, 2024). These findings suggest that students with a stronger growth mindset are better prepared to adapt to academic challenges and persist in the face of setbacks (Brooks et al., 2012; Yeager & Dweck, 2012).

The third factor associated with academic resilience is social support, an external resource that plays a crucial role in strengthening students' ability to cope with academic challenges (Ihza & Hambali, 2026; Shodiq & Faruq, 2022; Yu et al., 2026). Social support refers to the emotional, informational, or practical assistance that individuals perceive or receive from others (Wang et al., 2014). According to Cobb (1976), social support can be categorized into three forms: emotional support, appraisal (evaluative) support, and instrumental and informational support. For students completing their final projects, support from academic supervisors is particularly important for maintaining psychological well-being (Batubara et al., 2022). A study by Da'wi and Nisa (2021) found that limited access to academic supervisors and difficulties in obtaining relevant references are among the major sources of stress experienced by students. Furthermore, Batubara et al. (2022) reported that social support from academic supervisors contributes more strongly to the psychological well-being of students writing their theses than support received from parents.

In addition to their direct associations with academic resilience, these three factors are also closely interrelated. Previous studies have demonstrated that social support positively influences students' academic self-efficacy (Al-Abyadh & Abdel Azeem, 2022b; Chen et al., 2025; Sahertian et al., 2024). Likewise, a positive relationship has been consistently reported between a growth mindset and academic self-efficacy (Cherewick et al., 2023; Irpansah et al., 2025). These findings suggest that academic self-efficacy may function as an important mediating mechanism through which social support and a growth mindset contribute to the development of academic resilience.

Aim and Hypothesis

This study aims to analyze the relationships among social support from academic supervisors, academic self-efficacy, growth mindset, and academic resilience in students who are behind in completing their studies. Specifically, this study examines the direct relationship mechanisms and the mediating roles among these variables to gain a more comprehensive understanding of the factors influencing students' academic resilience. The analysis was conducted using Partial Least Squares–Structural Equation Modeling (PLS-SEM), which is considered appropriate for testing complex relationships among variables and producing a robust evidence-based model. The findings of this study are expected to provide an empirical basis for the development of intervention strategies that support students' academic well-being, thereby strengthening academic advising and counseling services at universities. Based on the discussion, the research hypotheses are presented in Figure 1.

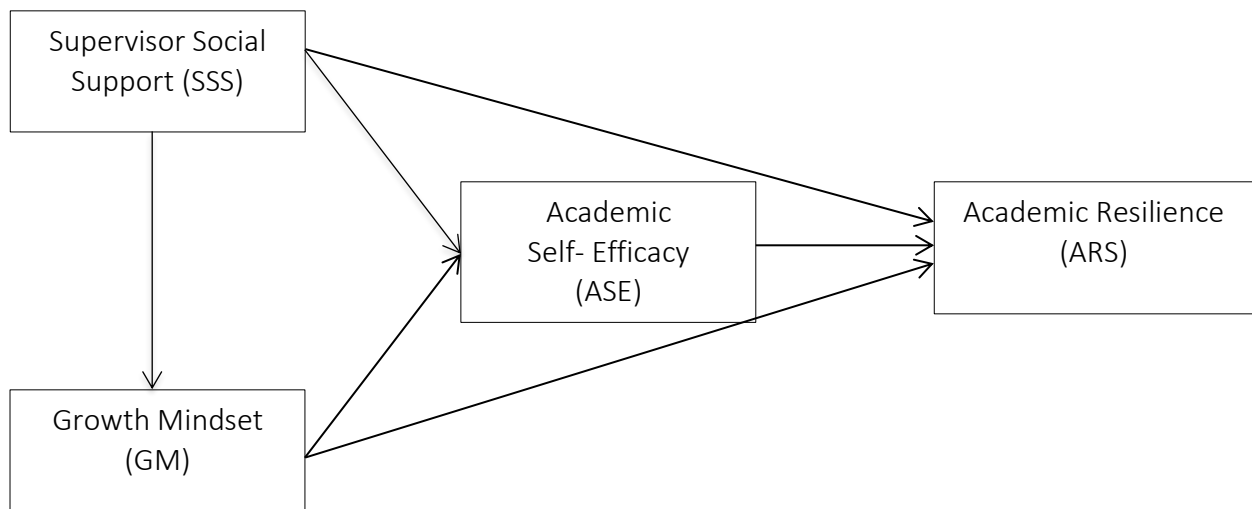


Figure 1. Hypothesis Model

METHODS

Design

This study employs a quantitative explanatory design to examine the direct, moderating, and mediating relationships among academic self-efficacy, social support from academic supervisors, growth mindset, and academic resilience among students who are behind in completing their studies. The explanatory design was chosen because it is suitable for analyzing complex causal relationships and testing theoretical models that involve multiple predictor variables simultaneously. Data analysis was conducted using Partial Least Squares–Structural Equation Modeling (PLS-SEM), which enables testing of the strength of latent relationships among variables (Hair et al., 2019). This approach was chosen to produce an evidence-based empirical model as the foundation for developing educational technology to support the early detection of academic stress among college students.

Participant and Procedure

The participants in this study were undergraduate students from the Faculty of Sports Science at Universitas Negeri Padang who enrolled between 2019 and 2021. A total sampling technique was employed, in which all students who met the inclusion criteria—namely, those who had experienced delays in completing their studies—were invited to participate. The final sample consisted of 199 students. The demographic characteristics of the participants are presented in Table 1.

Table 1 summarizes the demographic characteristics of the participants by gender, age, year of admission, and department. The majority of participants were male (76.9%), aged 23 years (45.2%),

Table 1. Respondent Demographics

Variable	Category	n	%	
Gender	Male	153	76.9	
	Female	46	23.1	
Age (years)	21	3	1.5	
	22	13	6.5	
	23	90	45.2	
	24	63	31.7	
	25	27	13.6	
Year of Admission	26	3	1.5	
	2019	7	3.5	
	2020	52	26.1	
Department	2021	140	70.4	
	Physical Education, Health, and Recreation		49	24.6
		Sports Coaching Education	89	44.7
Sports Science		61	30.7	

and enrolled in 2021 (70.4%). In terms of department, the largest proportion of participants came from the Sports Coaching Education program (44.7%), followed by Sports Science (30.7%) and Physical Education, Health, and Recreation (24.6%).

Instruments

These research instruments were developed to measure four main constructs: academic resilience, academic self-efficacy, growth mindset, and social support from an academic supervisor. All instruments use a five-point Likert scale with responses ranging from 1 (strongly disagree) to 5 (strongly agree).

Table 2. Overview of Research Instrument

Instrument	Variable	Dimensions/Indicators	Number of Items	References
Academic Resilience Scale (ARS-24)	Academic Resilience	1. Perseverance 2. Reflecting and Adaptive Help-Seeking 3. Negative Affect and Emotional Response	24	Dewi Kumalasari et al. (2020)
Academic Self-Efficacy Scale	Academic Self-Efficacy	1. Efficacy in performing academic tasks 2. Efficacy in managing study time 3. Efficacy in dealing with academic difficulties	9	Hemade et al. (2025)
Growth Mindset Scale	Growth Mindset	1. Belief in the malleability of abilities through effort 2. Learning goal orientation 3. Mastery-oriented strategies	6	Sigmundsson & Haga (2024)
Social Support Scale	Social Support	1. Emotional support 2. Sense of social connectedness 3. Instrumental and informational support	6	Saleem et al. (2022)

Table 2 presents an overview of the research instruments used to measure the study variables, including academic resilience, academic self-efficacy, growth mindset, and social support. The table summarizes the instrument used for each construct, its dimensions or indicators, the number of items, and the corresponding references from which the instruments were adapted.

Table 3. Reliability and Convergent Validity of the Research Instruments

Construct	Cronbach's α	rho_A	Composite Reliability (CR)	Average Variance Extracted (AVE)
Academic Resilience (ARS)	0.870	0.906	0.921	0.796
Academic Self-Efficacy (ASE)	0.891	0.892	0.932	0.821
Growth Mindset (GM)	0.887	0.888	0.930	0.816
Social Support (SS)	0.936	0.936	0.959	0.886

Table 3 presents the results of the reliability and convergent validity assessment of the research instruments. As shown in the table, all constructs achieved Cronbach's α , rho_A, Composite Reliability (CR), and Average Variance Extracted (AVE) values that exceeded the recommended thresholds. Specifically, Cronbach's α and Composite Reliability values for all constructs were greater than 0.70, while the AVE values exceeded the minimum criterion of 0.50 (Ringle & Sarstedt, 2021). These findings indicate that the measurement instruments demonstrate satisfactory internal consistency reliability and adequate convergent validity. Therefore, all constructs were considered reliable and valid for subsequent data analysis.

Data Analysis

Data were collected using a structured questionnaire. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine the direct, mediating, and

moderating relationships among the study variables. PLS-SEM was selected because it is well suited for analyzing complex models involving multiple latent constructs and structural relationships. The analysis consisted of two stages. First, the measurement model (outer model) was evaluated to assess the reliability and validity of the constructs. Second, the structural model (inner model) was assessed to test the proposed hypotheses. Model fit was evaluated using the Standardized Root Mean Square Residual (SRMR), while the Normed Fit Index (NFI) was used as an additional model fit indicator.

Table 4. Model Fit Assessment

Fit Index	Saturated Model	Estimated Model	Recommended Value	Interpretation
SRMR	0.053	0.072	< 0.08	Acceptable model fit
NFI	0.887	0.865	> 0.80	Acceptable model fit

Table 4 presents the results of the model fit assessment. The SRMR values were 0.053 for the saturated model and 0.072 for the estimated model, both of which are below the recommended threshold of 0.08, indicating an acceptable model fit. In addition, the NFI values were 0.887 and 0.865 for the saturated and estimated models, respectively, suggesting an adequate level of model fit. Overall, these findings indicate that the proposed structural model demonstrates satisfactory fit and is appropriate for subsequent hypothesis testing.

RESULT AND DISCUSSION

Results

The first step in analyzing the research results is to visualize the structural model using PLS-SEM. This visualization provides an overview of the direction of relationships among the variables in the model, thereby facilitating the interpretation of direct and mediating relationships among the variables under examination.

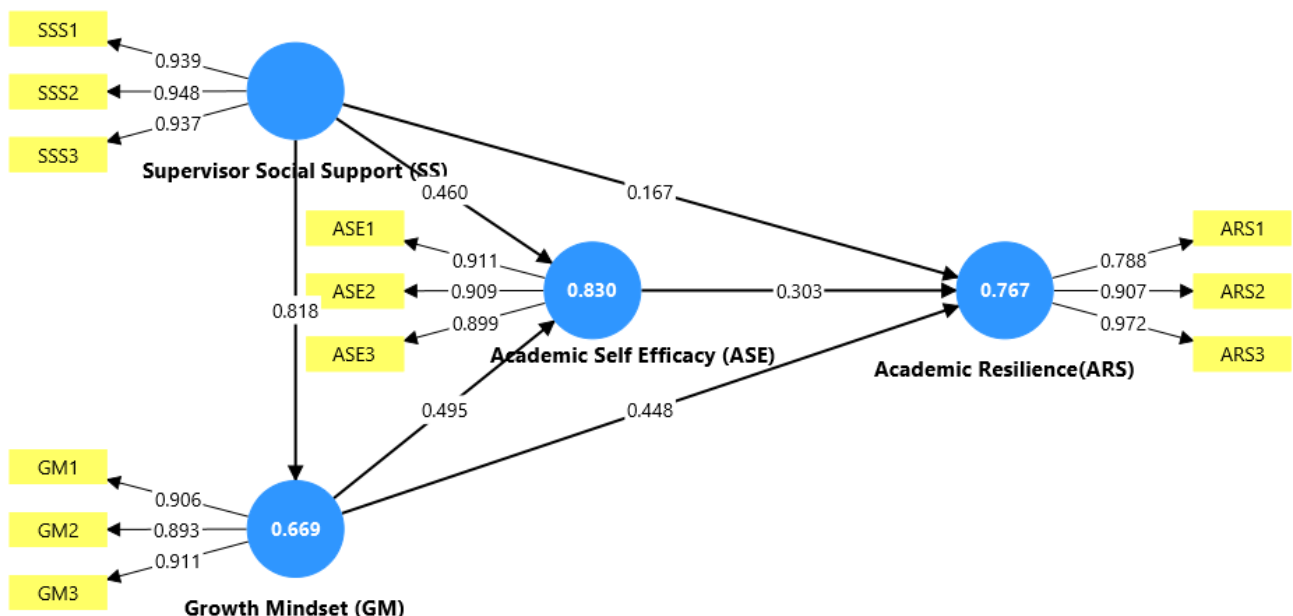


Figure 2. Results of Conceptual Framework Evaluation

Figure 2 presents the estimated structural model, illustrating the hypothesized relationships among social support, growth mindset, academic self-efficacy, and academic resilience. The directional arrows represent the proposed relationships among the latent constructs. Following the estimation of the structural model, the measurement model (outer model) was evaluated to assess the reliability and validity of the constructs.

The first step in this evaluation was assessing convergent validity by examining the outer loadings of each indicator. The results of the convergent validity assessment are presented in Table 5.

Table 5. Outer Loadings of the Measurement Model

Indicator	Academic Resilience (ARS)	Academic Self-Efficacy (ASE)	Growth Mindset (GM)	Supervisor Social Support (SS)
ARS1	0.788	—	—	—
ARS2	0.907	—	—	—
ARS3	0.972	—	—	—
ASE1	—	0.911	—	—
ASE2	—	0.909	—	—
ASE3	—	0.899	—	—
GM1	—	—	0.906	—
GM2	—	—	0.893	—
GM3	—	—	0.911	—
SS1	—	—	—	0.939
SS2	—	—	—	0.948
SS3	—	—	—	0.937

Table 5 presents the outer loadings of the measurement model. All indicators exhibited standardized loadings above the recommended threshold of 0.70, indicating satisfactory indicator reliability (Ringle & Sarstedt, 2021). Specifically, the outer loadings for the Academic Resilience (ARS) construct ranged from 0.788 to 0.972, while those for Academic Self-Efficacy (ASE) ranged from 0.899 to 0.911. The Growth Mindset (GM) construct showed outer loadings ranging from 0.893 to 0.911, whereas the Supervisor Social Support (SS) construct ranged from 0.937 to 0.948. These findings indicate that all measurement indicators adequately represent their respective latent constructs and satisfy the recommended criteria for convergent validity. Therefore, all indicators were retained for subsequent structural model analysis.

Following the assessment of convergent validity, discriminant validity was evaluated to determine whether each construct was empirically distinct from the other constructs in the model. In this study, discriminant validity was assessed using the Fornell–Larcker criterion, which compares the square root of the Average Variance Extracted (AVE) for each construct with the correlations among the latent constructs (Afthanorhan et al., 2021). The results of the discriminant validity assessment are presented in Table 6.

Table 6. Discriminant Validity Assessment Using the Fornell–Larcker Criterion

Construct	ARS	ASE	GM	SS
Academic Resilience (ARS)	0.892			
Academic Self-Efficacy (ASE)	0.838	0.906		
Growth Mindset (GM)	0.849	0.872	0.903	
Supervisor Social Support (SS)	0.796	0.865	0.818	0.941

Table 6 presents the results of the discriminant validity assessment using the Fornell–Larcker criterion. As shown in the table, the square root of the Average Variance Extracted (√AVE) for each construct is greater than its correlations with the other constructs. Specifically, the diagonal values for Academic Resilience (0.892), Academic Self-Efficacy (0.906), Growth Mindset (0.903), and Supervisor Social Support (0.941) all exceed the corresponding inter-construct correlations. These findings indicate that each construct demonstrates adequate discriminant validity and is empirically distinct from the other constructs. Therefore, the measurement model satisfies the recommended discriminant validity criteria and is appropriate for subsequent structural model evaluation.

Following the evaluation of the measurement model, the structural model was assessed by testing the proposed hypotheses. The structural model evaluation involved examining the path coefficients (β), t-values, and p-values obtained through the bootstrapping procedure. A total of eleven hypotheses, including direct and indirect (mediating) effects, were tested. The results are presented in Table 7.

Table 7. Results of Hypothesis Testing

Hypothesis	Structural Path	β	Mean	SD	t	p	Decision
H1	Academic Self-Efficacy → Academic Resilience	0.303	0.300	0.089	3.385	<0.001	Supported
H2	Growth Mindset → Academic Resilience	0.448	0.446	0.077	5.840	<0.001	Supported
H3	Growth Mindset → Academic Self-Efficacy	0.495	0.492	0.058	8.553	<0.001	Supported
H4	Social Support → Academic Resilience	0.167	0.170	0.073	2.278	0.011	Supported
H5	Social Support → Academic Self-Efficacy	0.460	0.462	0.054	8.454	<0.001	Supported
H6	Social Support → Growth Mindset	0.818	0.816	0.038	21.399	<0.001	Supported
H7	Growth Mindset → Academic Self-Efficacy → Academic Resilience	0.150	0.147	0.047	3.199	0.001	Supported
H8	Social Support → Growth Mindset → Academic Resilience	0.366	0.363	0.065	5.654	<0.001	Supported
H9	Social Support → Growth Mindset → Academic Self-Efficacy → Academic Resilience	0.123	0.120	0.039	3.168	0.001	Supported
H10	Social Support → Academic Self-Efficacy → Academic Resilience	0.139	0.139	0.046	3.054	0.001	Supported
H11	Social Support → Growth Mindset → Academic Self-Efficacy	0.405	0.401	0.051	7.922	<0.001	Supported

Table 7 presents the results of the structural model analysis. All eleven proposed hypotheses were supported, as each structural path was statistically significant ($p < 0.05$). Among the direct effects, Growth Mindset had the strongest positive effect on Academic Resilience ($\beta = 0.448$, $p < 0.001$), followed by Academic Self-Efficacy ($\beta = 0.303$, $p < 0.001$) and Social Support ($\beta = 0.167$, $p = 0.011$). Furthermore, Social Support had a substantial positive effect on Growth Mindset ($\beta = 0.818$, $p < 0.001$) and Academic Self-Efficacy ($\beta = 0.460$, $p < 0.001$), while Growth Mindset also positively influenced Academic Self-Efficacy ($\beta = 0.495$, $p < 0.001$).

The indirect effect analysis further demonstrated that Academic Self-Efficacy and Growth Mindset functioned as significant mediators in the relationship between Social Support and Academic Resilience. Specifically, Growth Mindset mediated the relationship between Social Support and Academic Resilience ($\beta = 0.366$, $p < 0.001$), Academic Self-Efficacy mediated the relationship between Social Support and Academic Resilience ($\beta = 0.139$, $p = 0.001$), and the sequential mediation pathway through Growth Mindset and Academic Self-Efficacy was also statistically significant ($\beta = 0.123$, $p = 0.001$). These findings suggest that students' academic resilience is strengthened not only through direct support from academic supervisors but also indirectly through the enhancement of growth mindset and academic self-efficacy.

The coefficient of determination (R^2) was evaluated to assess the explanatory power of the structural model. The R^2 value indicates the proportion of variance in each endogenous construct that is explained by its predictor variables. Higher R^2 values reflect greater explanatory power of the proposed model. The results are presented in Table 8.

Table 8. Coefficient of Determination (R^2)

Endogenous Construct	R^2	Adjusted R^2
Academic Resilience (ARS)	0.767	0.764
Academic Self-Efficacy (ASE)	0.749	0.748
Growth Mindset (GM)	0.669	0.667

Table 8 presents the coefficients of determination (R^2) for the endogenous constructs. The results indicate that the proposed structural model has substantial explanatory power. Specifically, Social Support, Growth Mindset, and Academic Self-Efficacy jointly explained 76.7% of the variance in Academic Resilience ($R^2 = 0.767$). Furthermore, Social Support and Growth Mindset explained 74.9% of the variance in Academic Self-Efficacy ($R^2 = 0.749$), while Social Support accounted for 66.9% of the variance in Growth Mindset ($R^2 = 0.669$). These findings suggest that the proposed model explains a substantial proportion of the variance in the endogenous constructs, although the remaining variance may be attributed to other factors not included in the present study.

Discussion

The findings of this study demonstrate that the academic resilience of students who experience delays in completing their studies is shaped by the combined influence of internal and external factors. Specifically, academic self-efficacy and growth mindset emerged as important internal psychological resources, while supervisor social support functioned as a significant external resource that strengthened students' ability to cope with academic challenges. These findings are consistent with the theoretical framework of academic resilience proposed by Martin and Marsh (2006), which conceptualizes academic resilience as an individual's capacity to effectively adapt, persist, and recover when confronted with academic adversity. For students who require a longer period to complete their studies, this capacity is particularly important because they often encounter multiple academic and psychological challenges, including pressure to complete their final projects, repeated revisions, concerns about prolonged study duration, and expectations from both their families and the academic environment. The present findings suggest that students' ability to remain resilient in the face of these challenges is not determined by a single factor but by the interaction of personal psychological resources and supportive environmental conditions.

Specifically, the findings revealed that academic self-efficacy has a positive and significant effect on academic resilience. This result suggests that students who have greater confidence in their ability to successfully perform academic tasks are better equipped to cope with academic pressures and are more likely to persist when encountering difficulties during their studies. From the perspective of Bandura's Social Cognitive Theory (Bandura, 1997), self-efficacy serves as a key cognitive mechanism that shapes how individuals perceive challenges, regulate their emotions, and determine their behavioral responses. Students with high academic self-efficacy are more likely to approach academic demands as manageable, develop effective learning strategies, maintain persistence in the face of setbacks, and successfully manage the challenges associated with completing their final projects. Consequently, confidence in one's academic capabilities enhances students' capacity to adapt to adversity, thereby fostering greater academic resilience.

The present findings are consistent with previous studies demonstrating that academic self-efficacy is positively associated with academic resilience among university students (Annisa et al., 2024; Bagdžiūnienė et al., 2025; Kalaivani, 2021). Students with high academic self-efficacy are generally more capable of managing academic stress, sustaining their learning motivation, and persisting toward their academic goals despite encountering various challenges. In contrast, students with lower levels of academic self-efficacy are more likely to experience academic anxiety, reduced motivation, and difficulties in coping with the demands of completing their final projects. These findings reinforce the view that academic self-efficacy is not merely a belief in one's academic

capabilities but also functions as an important psychological resource that protects students from the adverse effects of academic stress and enhances their capacity to remain resilient in the face of academic adversity.

In addition to academic self-efficacy, the findings revealed that a growth mindset has a positive and significant effect on academic resilience. This suggests that students who believe their abilities can be developed through effort and continuous learning are more likely to interpret academic challenges as opportunities for improvement rather than as insurmountable obstacles. According to Dweck's Growth Mindset Theory, individuals who view intelligence and abilities as malleable are better equipped to respond adaptively to failure, criticism, and academic setbacks (Dweck, 2006; Dweck & Yeager, 2019). Consequently, students with a stronger growth mindset are more likely to maintain persistence, employ adaptive learning strategies, and recover from academic difficulties. Rather than perceiving setbacks as evidence of fixed limitations, they regard them as valuable learning experiences that can be overcome through sustained effort, effective strategies, and continuous self-improvement.

The present findings further support previous research demonstrating that a growth mindset is positively associated with psychological resilience and academic adaptability (Prayudy et al., 2025; Putri & Priyatama, 2024). Students with a growth mindset are more likely to exhibit intrinsic motivation, persistence, and determination when facing academic challenges, enabling them to sustain their efforts despite repeated setbacks. In the context of students who experience delays in completing their studies, this adaptive mindset encourages them to perceive prolonged study duration, thesis revisions, and other academic obstacles as temporary and manageable rather than as indications of personal failure. Consequently, they are more likely to maintain optimism, continue investing effort, and remain committed to achieving their academic goals. These findings suggest that a growth mindset functions as an important cognitive resource that promotes academic resilience by fostering adaptive interpretations of academic adversity and encouraging sustained engagement in the learning process.

Another important finding of this study is that supervisor social support has a positive and significant effect on academic resilience, academic self-efficacy, and growth mindset. These findings highlight the pivotal role of academic supervisors in helping students cope with the academic and psychological challenges associated with prolonged study completion. According to Social Support Theory (Cobb, 1976), support from significant others provides individuals with a sense of being valued, cared for, and assisted, thereby enhancing psychological security and strengthening their capacity to cope with stressful situations. Within the context of higher education, academic supervisors provide not only academic guidance throughout the research process but also emotional encouragement, constructive feedback, and motivational support that foster students' confidence and persistence. Consequently, students who perceive higher levels of supervisor support are more likely to develop stronger academic self-efficacy, adopt a more adaptive growth mindset, and demonstrate greater resilience when facing academic difficulties. Conversely, limited communication or inadequate support from academic supervisors may increase students' vulnerability to stress, anxiety, and declining academic motivation. These findings underscore the importance of the student-supervisor relationship as a critical interpersonal resource that facilitates successful study completion and strengthens students' psychological capacity to overcome academic adversity.

Furthermore, the findings revealed that growth mindset and academic self-efficacy significantly mediated the relationship between supervisor social support and academic resilience. This suggests that the influence of supervisor support on students' academic resilience operates not only through direct effects but also through important internal psychological mechanisms. Supportive interactions with academic supervisors enhance students' confidence in their academic abilities while fostering the belief that academic challenges can be overcome through sustained effort, effective learning strategies, and continuous improvement. These findings indicate that academic resilience develops

through a dynamic interplay between external and internal resources. Specifically, supervisor social support serves as an external resource that strengthens students' academic self-efficacy and promotes the development of a growth mindset, both of which contribute to greater academic resilience. Therefore, the findings highlight that students' ability to cope with academic adversity depends not only on their individual psychological characteristics but also on the quality of support they receive from their academic environment.

The coefficient of determination (R^2) further demonstrates the strong explanatory power of the proposed structural model. Supervisor social support, growth mindset, and academic self-efficacy together explained a substantial proportion of the variance in academic resilience, indicating that these variables represent key determinants of students' ability to cope with academic challenges. Likewise, the model explained a considerable proportion of the variance in academic self-efficacy and growth mindset, suggesting that the proposed relationships provide a comprehensive explanation of the psychological processes underlying academic resilience. Nevertheless, a proportion of the variance remained unexplained, indicating that other factors—such as emotional regulation, coping strategies, intrinsic motivation, psychological well-being, and family support—may also contribute to students' academic resilience. Future studies are encouraged to incorporate these variables to develop a more comprehensive model of academic resilience.

Overall, this study contributes to the academic resilience literature by proposing and empirically validating an integrated model that incorporates both internal and external psychological factors. The findings confirm that the academic resilience of students who experience delays in completing their studies is shaped not only by personal resources, such as academic self-efficacy and growth mindset, but also by supervisor social support as a critical environmental resource. A key contribution of this study lies in demonstrating the mediating roles of growth mindset and academic self-efficacy in explaining how supervisor social support enhances academic resilience. Furthermore, by employing the PLS-SEM approach, this study provides empirical evidence of the complex structural relationships among these variables within a population of students experiencing delayed study completion, thereby extending existing theoretical models of academic resilience in higher education.

Implication

The findings of this study have several practical implications for higher education institutions. First, universities should strengthen both academic and psychological support services for senior students, particularly those experiencing delays in completing their studies. Academic supervisors should establish supportive and responsive communication, provide timely and constructive feedback, and encourage students to develop greater academic self-efficacy and a growth mindset when facing academic challenges. In addition, university guidance and counseling services can design and implement evidence-based intervention programs aimed at enhancing students' academic self-efficacy, fostering a growth mindset, and strengthening academic resilience. Such programs may include individual counseling, psychoeducational workshops, mentoring initiatives, and resilience-training activities tailored to the needs of students at risk of prolonged study completion. By integrating these academic and psychological support systems, universities can help students not only complete their studies successfully but also develop the psychological resources necessary to cope effectively with the challenges of higher education.

Limitation and Recommendation

This study has several limitations that should be acknowledged. First, the cross-sectional research design limits the ability to establish causal relationships among the study variables, as the data were collected at a single point in time. Second, the participants were drawn exclusively from the Faculty of Sports Science at Universitas Negeri Padang and consisted only of students who

experienced delays in completing their studies. Consequently, the generalizability of the findings to students from other faculties, universities, or cultural contexts may be limited. Third, all data were collected using self-report questionnaires, which may have introduced common method bias and social desirability bias, potentially affecting the accuracy of participants' responses. Finally, this study focused on supervisor social support, growth mindset, and academic self-efficacy as predictors of academic resilience. Although these variables explained a substantial proportion of the variance in academic resilience, other potentially important factors, such as emotional regulation, coping strategies, achievement motivation, psychological well-being, family support, and peer support, were not included in the proposed model. Therefore, future research is encouraged to employ longitudinal or experimental designs, recruit more diverse samples from different educational settings, and incorporate additional psychological and contextual variables to develop a more comprehensive understanding of the factors that promote academic resilience among university students.

CONCLUSION

This study demonstrates that supervisor social support, growth mindset, and academic self-efficacy are key determinants of academic resilience among students who experience delays in completing their studies. The findings reveal that both growth mindset and academic self-efficacy have significant positive effects on academic resilience. In addition, supervisor social support not only exerts a direct positive effect on academic resilience but also indirectly enhances resilience by strengthening students' growth mindset and academic self-efficacy. The significant mediating roles of growth mindset and academic self-efficacy indicate that academic resilience develops through the interaction between internal psychological resources and external academic support. These findings emphasize that strengthening students' academic resilience requires not only the development of individual psychological capacities but also the creation of a supportive academic environment through effective supervisory relationships. Overall, this study contributes to the academic resilience literature by providing empirical evidence for an integrated model that explains how internal and external factors jointly promote academic resilience among university students experiencing delayed study completion.

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