

New Predictors of Future Expectations in Peruvian University Students: A Study Conducted in Post-Pandemic Times

Nuevos predictores de las expectativas de futuro en estudiantes universitarios peruanos: estudio realizado en post-pandemia

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Abstract

The health crisis had negative repercussions on the university experience. Therefore, the aim was to determine if satisfaction with studies, academic self-efficacy, and emotional intelligence predict future expectations in Peruvian university students. Predictive study involving 1650 university students of both sexes, aged between 18 and 42, selected through intentional non-probabilistic sampling. Participants were recruited from private and state universities in the three regions of Peru (Coast, Highlands, and Jungle). Among the faculties they belong to are business sciences, health, engineering, social sciences, humanities, and others. Data were collected through four scales with adequate psychometric properties, and data analysis involved modeling through structural equations. The model showed a good fit to the data: $\chi^2 = 471.743$, $p < .001$, $df = 183$, $CFI = .994$, $TLI = .993$, $RMSEA = .056$, $SRMR = .020$. These results support hypotheses, indicating that satisfaction with studies has a positive effect on future expectations ($\beta = .30$, $p < .001$), as does emotional intelligence ($\beta = .27$, $p < .001$) and academic self-efficacy ($\beta = .29$, $p < .001$). Satisfaction with studies, academic self-efficacy, and emotional intelligence predict the future expectations of Peruvian university students. These results have implications for the administrative body responsible for the well-being of the university population in Peru.

Keywords: satisfaction with studies, academic self-efficacy, emotional intelligence, future expectations, university students, Peru.

Resumen

La crisis sanitaria repercutió negativamente en la experiencia universitaria. Por ello, el objetivo fue determinar si la satisfacción con los estudios, la autoeficacia académica y la inteligencia emocional predicen las expectativas futuras en estudiantes universitarios peruanos. Estudio predictivo en el que participaron 1650 estudiantes universitarios de ambos sexos, con edades comprendidas entre 18 y 42 años, seleccionados mediante muestreo no probabilístico intencional. Los participantes fueron reclutados en universidades privadas y estatales de las tres regiones del Perú (Costa, Sierra y Selva). Entre las facultades a las que pertenecen se encuentran ciencias empresariales, salud, ingeniería, ciencias sociales, humanidades, entre otras. Los datos se recogieron a través de cuatro escalas con adecuadas propiedades psicométricas, y el análisis de los datos implicó la modelización a través de ecuaciones estructurales. El modelo mostró un buen ajuste a los datos: $\chi^2 = 471,743$, $p < .001$, $df = 183$, $CFI = .994$, $TLI = .993$, $RMSEA = .056$, $SRMR = .020$. Estos resultados apoyan las hipótesis, indicando que la satisfacción con los estudios tiene un efecto positivo sobre las expectativas futuras ($\beta = .30$, $p < .001$), al igual que la inteligencia emocional ($\beta = .27$, $p < .001$) y la autoeficacia académica ($\beta = .29$, $p < .001$). La satisfacción con los estudios, la autoeficacia académica y la inteligencia emocional predicen las expectativas futuras de los estudiantes universitarios peruanos. Estos resultados tienen implicancias para la administración responsable del bienestar de la población universitaria en Perú.

Palabras clave: satisfacción con los estudios, autoeficacia académica, inteligencia emocional, expectativas de futuro, estudiantes universitarios, Perú.

INTRODUCTION

The university stage represents a critical period in students' lives, marked by fundamental decisions that shape their future in various domains: academic, personal, and social (Alm et al., 2019). During this time, personal and professional goals are formed, setting the path toward adulthood and underscoring the importance of adequate preparation and differentiated training (Sánchez-Sandoval & Verdugo, 2016). Recent challenges, such as the COVID-19 pandemic, have tested the resilience and adaptability of young people, significantly altering their plans and expectations (De Oliveira et al., 2020). In this context, future expectations represent what individuals anticipate will happen at a specific time, and these expectations are essential for life planning and goal-setting. Future expectations play a decisive role in regulating behaviors and lifestyles, guiding future actions and decisions (Sánchez-Sandoval & Verdugo, 2016).

Theoretically, future expectations can be understood through three main perspectives. The first, the Future Time Perspective (FTP), proposes a motivational approach that connects the present with an anticipated future, where mental images of desired events serve as catalysts for motivation toward activities related to those goals (Herrera, 2019). The second, Future Orientation (FO), focuses on how individuals construct mental images of their future, influenced by their hopes and fears, which in turn affects their present behavior (Burger, 2023). The third perspective, that of possible selves (PS), suggests that individuals tend to form representations of what they hope or fear to become in the future. These representations act as determinants of future behavior and decisions (Küçükkelepçe et al., 2023).

Considering these perspectives, the authors of this study found it appropriate to review the literature to identify variables that could explain future expectations in a post-pandemic educational context. Much of the existing literature does not consider the repercussions introduced by the COVID-19 pandemic. Thus, emphasis was placed on variables that played a prominent role in addressing the challenges of adapting to changes in the educational experience. These variables not only impact academic performance but also influence long-term motivation and persistence in professional development (Herrera, 2019), as

well as commitment and persistence in academic training (Ferrao & Almeida, 2021).

Predictors of Future Expectations

First, satisfaction with studies, defined as a student's subjective self-assessment of achieving their academic goals and expectations, encapsulates both the enjoyment of educational experiences and their impact on academic retention and success at the university level (Karabatak et al., 2020; Merino-Soto et al., 2017). Numerous authors emphasize that this variable is linked to students' sense of well-being when their academic expectations are met through institutional efforts to address their educational needs (Mamani-Benito et al., 2023).

Recent studies indicate that satisfaction with studies is positively associated with students' future expectations and career goals. For example, satisfaction in theoretical courses is linked to positive future expectations, while practical courses may show an inverse relationship, suggesting that practical components in education might require specific approaches to enhance student satisfaction (Ye et al., 2022; Manzano-Sánchez et al., 2021). Additionally, the promotion of satisfaction in meeting basic psychological needs has been tied to higher professional expectations, highlighting the importance of psychological well-being in academic motivation and performance (Garcia-Garcia & Carrizales-Berlanga, 2021). Though limited in number, studies suggest that students who report higher satisfaction often have more optimistic views of their personal and professional futures, underscoring the predictive value of this variable on future expectations (Mamani-Benito et al., 2023).

Second, academic self-efficacy, recognized as a fundamental belief in one's capacity to organize and execute necessary actions to manage challenging academic situations (Borzone, 2017), plays a crucial role in fostering positive experiences within the educational environment. It is considered a robust predictor of academic success, as students with high self-efficacy tend to set more ambitious goals and persist through challenges, strengthening their commitment to studies and personal development (Honicke et al., 2023).

Research further supports the relationship between academic self-efficacy and future expectations, with studies indicating that self-efficacy

may have predictive power over academic and social outcomes. For example, a study with adolescents who overcame bone cancer found that their future expectations were positively associated with social self-efficacy, highlighting the transfer of self-efficacy from clinical to academic contexts (Smorti, 2015). Similarly, studies with adolescent students in Turkey revealed a significant association between self-efficacy and future expectations, suggesting that academic self-efficacy may serve as a key motivator for achieving academic goals (Atabey, 2020). Thus, academic self-efficacy not only influences current academic achievement but also prepares students for future educational and professional challenges (Trautner & Schwinger, 2020).

Third, emotional intelligence (EI), defined as the ability to identify, process, and regulate emotions, enhances interaction with the environment and helps manage daily challenges (Merino et al., 2016). EI not only facilitates social and academic adaptation but is also indicative of greater life satisfaction and optimism about the future, which can positively influence students' future expectations (Fernández-Abascal & Martín-Díaz, 2015; Glassie & Schutte, 2024).

Although limited, research on the relationship between emotional intelligence and future expectations suggests that EI may predict long-term life perspectives. For instance, studies with university students in the United States have shown that effective emotional management not only aids in navigating academic challenges but also influences future outlooks. The ability to manage emotions in the present may predispose individuals toward optimistic or pessimistic future expectations, with implications for both adaptive and maladaptive functioning (Marroquin et al., 2016; Carlson et al., 2023). Additionally, in an international context, a study with students in Korea found that managing negative emotions through methods such as music listening can significantly shape future expectations (Park & Suh, 2023).

Justification

Future expectations are crucial for successfully navigating adolescence and transitioning into adulthood. Given the importance of this variable, it is essential to identify the predictive factors

associated with it, especially in a context where future expectations have been significantly impacted by the COVID-19 pandemic. The existing literature suggests that multiple variables play a vital role in fostering positive expectations, including satisfaction with studies, academic self-efficacy, and emotional intelligence. However, it is insufficient to assume that a single variable can determine these expectations in isolation. Therefore, there is a clear need to develop predictive models that integrate various factors, particularly in a post-pandemic context. Despite the emotional impact, university students are expected to continue their professional training. Many students, however, still face unresolved challenges such as losing an academic term, lacking hands-on professional experience, losing a loved one, or facing financial crises due to parental job losses, among other ongoing difficulties.

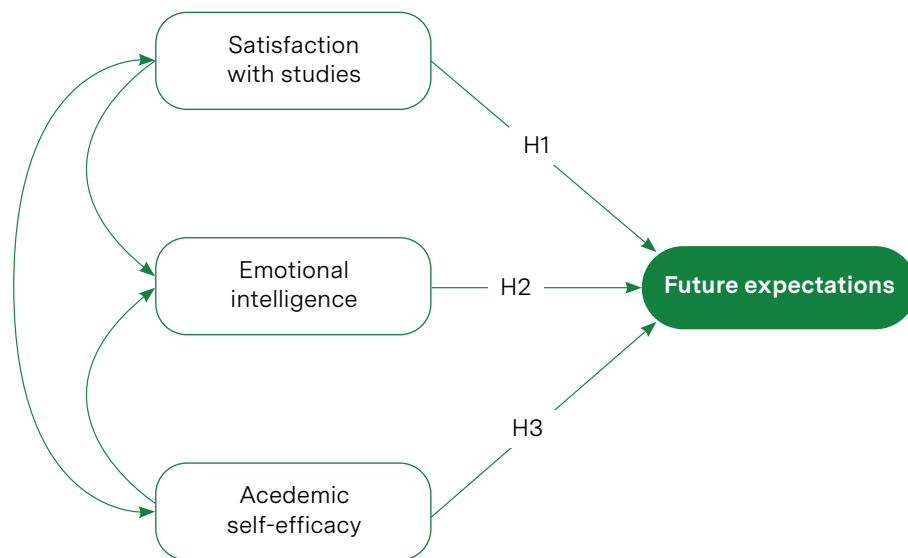
This study aims to address this gap by offering new insights that could be critical for decision-making in higher education administration. For example, the findings may support strategies to improve and restore the university experience for students who have been disadvantaged due to lack of access to laboratories or training centers essential for their professional development. Furthermore, strengthening students' confidence in their practical skills, which may not have been fully developed due to these conditions, is a priority. Finally, it highlights the importance of providing support from mental health specialists to help students manage and regulate negative emotions, particularly for those who have been directly affected by health, financial, or family issues.

Hypothesis

Based on the above, the following hypotheses are presented:

- H1: Satisfaction with studies has a positive effect on future expectations in Peruvian university students in post-pandemic times.
- H2: Emotional intelligence has a positive effect on future expectations in Peruvian university students in post-pandemic times.
- H3: Academic self-efficacy has a positive effect on future expectations in Peruvian university students in post-pandemic times.

Figure 1
Hypothesized Model



1.4 Objective

The primary objective was to determine whether satisfaction with studies, academic self-efficacy, and emotional intelligence predict future expectations among Peruvian university students.

MATERIAL AND METHOD

Design and Participants:

A predictive and cross-sectional study was conducted (Ato et al., 2013), using an intentional non-probabilistic sampling method. Inclusion criteria required participants to be duly enrolled students, in regular status (taking a full course load) and complete the questionnaire in its entirety. Those who did not accept the informed consent were excluded. A total of 1650 students participated voluntarily, of which 56.8% were female, aged between 18 and 42 years (Mean=21.88, Standard Deviation=3.46). Participants came from the three main regions of Peru: Highlands (77.3%), Jungle (5.6%), and Coast (17%). Students were recruited from private (75.5%) and state universities (24.5%), belonging to various faculties, including business sciences (42%), health sciences (12.5%), engineering (19.3%), social sciences (12.5%), humanities (5.8%), and other fields (7.8%).

Instruments:

Measurement instruments were selected based on technical criteria, such as previous studies that used these tools or studies that analyzed their psychometric properties in a Peruvian population similar to that of the present research. For instance, the future expectations scale proved valuable in a prior study conducted with university students in southern Peru (Mamani-Benito et al., 2023), while the satisfaction with studies scale was specifically designed for university students in the Peruvian context (Merino-Soto et al., 2017). The academic self-efficacy scale has been validated in the Peruvian context (Chávez, 2022), and the Wong-Law Emotional Intelligence Scale has also been validated in Peru (Merino et al., 2016). Details of each are provided below:

Future Expectations Scale: Developed by Sánchez-Sandoval and Verdugo (2016). Evaluates future expectations, composed of 14 items, distributed across four dimensions (economic-labor expectations, academic expectations, personal well-being expectations, and family expectations), with five Likert-type response options ranging from 1 = “I am sure it will not happen” to 5 = “I am sure it will happen.”

Brief Satisfaction with Studies Scale (BSSS; Merino-Soto et al., 2017), assesses student satisfaction with studying methods, academic performance, and overall satisfaction with

studies. Consists of three items distributed on a Likert scale with five response alternatives ranging from 5 (strongly disagree) to 1 (strongly agree).

Academic Self-Efficacy Scale: Worked with the version by Chávez (2022). This scale consists of 10 items distributed in a single factor. It describes four response options using the Likert measurement scale (never= 0, sometimes= 1, quite often= 2, and always= 3).

Wong-Law Emotional Intelligence Scale (Merino et al., 2016). Composed of 4 factors and 16 items. It employs an ordinal response format of 7 points (from 1 = completely disagree to 7 = completely agree). The 4 subscales or factors are (a) appraisal and expression of own emotions, (b) appraisal and recognition of emotions in others, (c) regulation of own emotions, and (d) use of emotion to facilitate performance.

Procedures:

Given that a large portion of the university population was still attending online classes and familiar with virtual academic resources, data collection was conducted online. An online form (Google Forms) was made available from November 12 to December 10, 2023. The survey link was shared via social media platforms like Facebook (announcements and ads) and WhatsApp groups (contacts within academic groups). In the first section of the form, participants were informed about the study's purpose and provided with an informed consent statement, requesting their voluntary participation. It was emphasized that participation was strictly anonymous.

Statistical Analysis:

Data analysis was conducted in stages using R software, version 4.0.5, with the "lavaan" package (Rosseel, 2012). First, the structure of the instruments was analyzed through confirmatory factor analysis (CFA). The WLSMV estimator was used as it is considered the most suitable for

ordinal scales (Lei & Wu, 2012). Second, the MLM estimator was chosen to confirm the predictive model, given that it is appropriate for numerical variables and robust against inferential normality deviations (Muthén & Muthén, 2017). Model fit was evaluated using indicators of comparative fit index (CFI), Tucker-Lewis index (TLI), root mean square error of approximation (RMSEA), and standardized root mean square residual (SRMR). For CFI and TLI, values > .90 were considered acceptable (Bentler, 1990), while for RMSEA and SRMR, values < .080 were the threshold (MacCallum et al., 1996; Browne & Cudeck, 1992).

Ethical Considerations:

The study was approved by the ethics committee of Universidad Peruana Unión (2024-CEEPG-00049). At the beginning of data collection, a summary of the research project was presented, outlining potential risks and/or benefits, emphasizing voluntary participation and confidentiality. Before completing the questionnaire, participants were required to provide consent to participate in the study. All participants were over 18 years old, considered adults under Peruvian law.

RESULTS AND DISCUSSION

Results:

Table 1 presents indicators of the study variables' behavior, showing the mean (M) and standard deviation (SD) scores, which indicate the average score and the degree of dispersion relative to the mean. Skewness and kurtosis values were also observed, all within the +/- 1.5 range, indicating data normality. The correlation matrix shows values between .55 and .66, indicating moderate and statistically significant associations. Lastly, the internal consistency level, according to Cronbach's alpha coefficient, ranged from .91 to .97, indicating very good reliability.

Tabla 1

Descriptive statistics, internal consistencies, and correlations among study variables

Variables	M	SD	A	K	[FE]	[SS]	[AS]	[EI]
1. Future Expectations [FE]	11.97	2.54	-.91	.82	1			
2. Satisfaction with Studies [SS]	11.25	2.98	-.90	.36	.55**	1		
3. Academic Self-Efficacy [AS]	30.37	6.53	-.44	-.09	.56**	.59**	1	
4. Emotional Intelligence [EI]	61.27	15.16	-1.08	.80	.58**	.63**	.66**	1

Note: M=mean, SD=standard deviation, A=skewness, K=kurtosis, α =Cronbach's alpha, ** statistical significance < .01

Table 2 presents the results of the internal consistency analysis of the instruments. In this case, values above .90 are observed for the four factors of the emotional intelligence scale, indicating excellent reliability. For the factors related to the future expectations variable, the

values range between .77 and .90, which are indicative of acceptable to very good reliability. Finally, excellent reliability values were obtained for the self-efficacy and study satisfaction scales ($\alpha > .90$).

Tabla 2

Internal Consistency of the Instruments

Variables and dimensions	N° items	α
Emotional intelligence		
Appraisal and expression of own emotions	4	.932
Appraisal and recognition of emotions in others	4	.936
Regulation of own emotions	4	.941
Use of emotion to facilitate performance	4	.945
Future expectations		
Economic / labor expectations	5	.902
Academic expectations	3	.831
Personal well-being expectation	3	.781
Family expectations	3	.776
Satisfaction whit studies	3	.912
Academic Self-Efficacy	10	.943

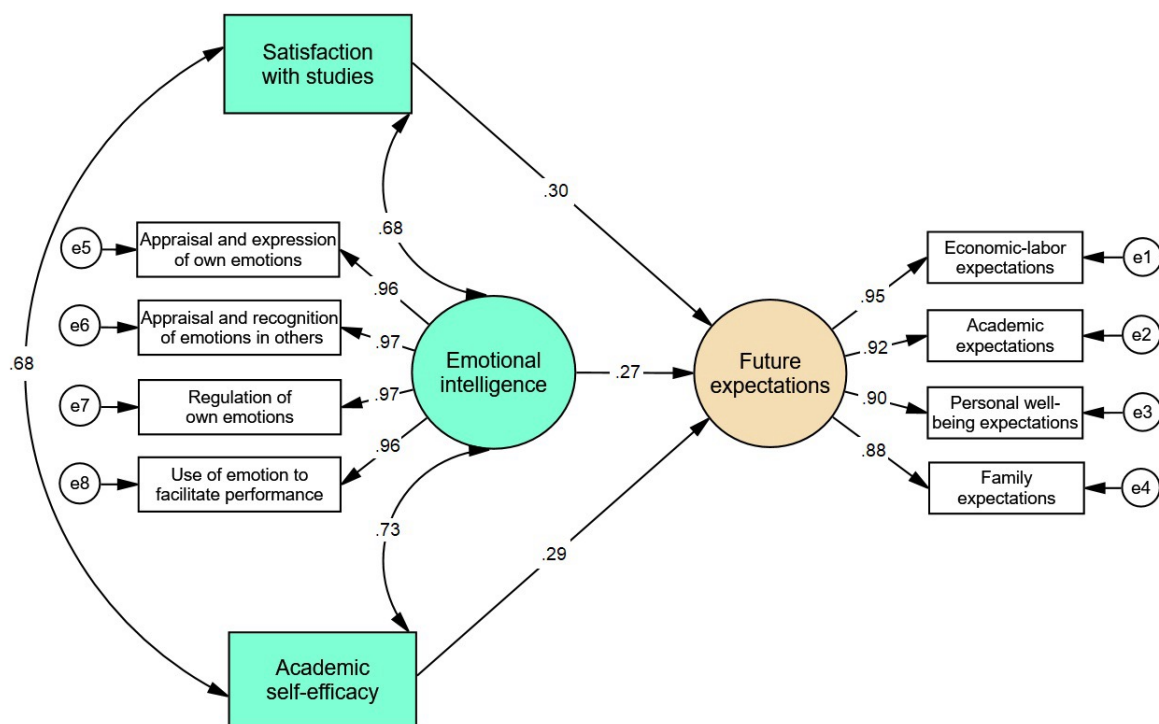
Note: α = Cronbach's Alpha coefficient.

First, the internal structure of each instrument was analyzed, confirming construct validity through confirmatory factor analysis. The unidimensional three-item structure of the satisfaction with studies scale demonstrated an adequate fit ($\chi^2 = 138.283$, $p < .001$, $df = 6$, $CFI = .901$, $TLI = .917$, $RMSEA = .080$, $SRMR = .075$). Similarly, the original four-factor structure of the emotional intelligence scale ($\chi^2 = 509.190$, $p < .001$, $df = 38$, $CFI = .987$, $TLI = .984$, $RMSEA = .050$, $SRMR = .041$), the unidimensional ten-item structure of the academic self-efficacy scale ($\chi^2 = 268.953$, $p < .001$, $df = 35$, $CFI = .980$, $TLI = .975$, $RMSEA = .064$, $SRMR = .020$), and the four-factor structure of the future expectations scale ($\chi^2 = 625.719$, $p < .001$, $df = 68$, $CFI = .946$, $TLI = .928$, $RMSEA = .080$, $SRMR = .069$) all demonstrated adequate fit.

Once the validity of the internal structure of the applied scales was confirmed, the predictive model was analyzed, showing a good fit to the data: $\chi^2 = 471.743$, $p < .001$, $df = 183$, $CFI = .994$, $TLI = .993$, $RMSEA = .056$, $SRMR = .020$. These results support hypotheses H1, H2, and H3, indicating that satisfaction with studies has a positive effect on future expectations ($\beta = .30$, $p < .001$), as does emotional intelligence ($\beta = .27$, $p < .001$) and academic self-efficacy ($\beta = .29$, $p < .001$). Collectively, these results explained 56% of the variance in future expectations. The standardized solution is illustrated in Figure 2

Figure 2

Results of the predictive structural model. Standardized estimated parameters are shown.



DISCUSSION

The COVID-19 pandemic represented a harsh and regrettable period for many university students, who, in addition to dealing with disruptions in their mental health, have had to face the uncertainty of their real future expectations (Fakkel et al.,

2023). However, with the rollout of vaccines, the decrease in COVID-19 deaths, the return to in-person classes, and other factors appearing in a post-global crisis scenario, a new chapter opens where it is necessary to understand the new predictors of future expectations. In this context, the objective was to determine whether satisfaction with studies, academic self-efficacy,

and emotional intelligence predict future expectations in Peruvian university students in post-pandemic times.

Firstly, regarding H1, it has been verified that satisfaction with studies in university students has a positive effect on their future expectations. Various studies indicate that perceived well-being when meeting academic expectations and needs strengthens students' beliefs and feelings about their future careers, which also influences planning and establishing new academic and professional goals (Alm et al., 2019; Manzano-Sánchez et al., 2021). Additionally, during the COVID-19 pandemic, students' commitment to e-learning and its effectiveness, moderated by computer self-efficacy, contributed to learning satisfaction, reaffirming the relationship between educational satisfaction and future expectations in a disrupted learning context (Aldosari et al., 2022). Similarly, the expectation to adapt learning forms, such as online learning, reflects a clear link between how current educational experiences shape future intentions and expectations (Illescas et al., 2023). Furthermore, satisfaction is linked to university support and clarity in reasons for participating in academic programs, positively affecting student satisfaction, and potentially translating into an optimistic perception of their future careers (Nugraha et al., 2020). Satisfaction of basic psychological needs like autonomy, competence, and relatedness in the educational environment leads to higher levels of intrinsic motivation and, therefore, greater academic satisfaction, correlating positively with a more optimistic view of the future (Malu & Reddy, 2016; Prado-Botana et al., 2023). Moreover, integration into the academic community not only reduces university dropout rates but also enhances students' perspective on their future opportunities, providing crucial resources for success in later career stages (Bourdieu, 2018). Interestingly, an inverse effect has been observed in studies reporting that expectations were positively and negatively related to satisfaction depending on the type of course, theoretical, or practical (Ye et al., 2022).

As for H2, it has been established that emotional intelligence has a positive effect on future expectations. Studies conducted in various contexts have shown that the ability to manage emotions significantly influences how individuals perceive and project their long-term goals. For instance, a study with young people in the United States demonstrated that future outlooks

were predicted by emotional state, highlighting that adequate emotional management can predict optimistic or pessimistic expectations of the future (Marroquin et al., 2016). Along the same lines, classical research has emphasized that emotional intelligence skills are highly valued by recruiters and potential employers, often being deemed more important than job-related technical skills (Fajaryati et al., 2020). Moreover, many university students attribute their academic and personal achievements to emotional management, especially in challenging situations such as those faced by medical students (Carlson et al., 2023). Resilience, facilitated by emotional intelligence, has been shown to be associated with better academic outcomes and greater life satisfaction, both predictors of optimistic future expectations (Rao et al., 2024). Emotional intelligence also enhances self-efficacy and intrinsic motivation, which are directly related to academic engagement and performance, leading students to have more positive expectations about their future. Individuals with high emotional intelligence tend to handle stress and adversities better, which is crucial in demanding environments like university (Chang & Tsai, 2022). This effective emotional management facilitates greater focus and persistence in academic tasks, elements associated with future success expectations (Glassie & Schutte, 2024). Additionally, the ability to regulate emotions can help students form and maintain satisfying interpersonal relationships, which is a significant predictor of perceived social support and strengthens positive future expectations (Fiori & Vesely-Maillefer, 2018).

Regarding H3, it has been confirmed that academic self-efficacy has a positive effect on future expectations, suggesting that students' evaluative judgments about their own capabilities can strengthen their beliefs and feelings about the reasonable possibility of meeting the goals set for their professional future. Studies such as those by Doménech-Betoret et al. (2017) and Atabey (2020) have shown that future expectations and value beliefs are fundamental to understanding why some people succeed while others struggle or abandon their studies. Additionally, self-efficacy not only motivates future academic goal achievement but also regulates motivation and the adaptation process to higher education, which could have implications in future professional scenarios (Matteucci & Soncini, 2021; Priesack & Alcock, 2015; Schöber

et al., 2018). Furthermore, self-efficacy influences the management of stress and anxiety related to studies; students with high self-efficacy often experience less exam anxiety, which improves their performance and strengthens their belief in their future capabilities (Lizarte et al., 2024). Additionally, academic self-efficacy enables students to establish and cultivate productive relationships with peers and professors, who are often sources of academic and emotional support, crucial for long-term success (Basileo et al., 2024). Students who perceive themselves as academically capable tend to have a clearer focus on their future careers and make more informed and strategic decisions regarding their professional trajectories (Savugathali et al., 2025). Moreover, recent studies indicate that academic self-efficacy mediates the relationship between perceived school support and online learning outcomes, enhancing future expectations by feeling capable of handling emerging educational challenges (Chen & Huang, 2023).

Implications

The findings of this study highlight the importance of satisfaction with studies, academic self-efficacy, and emotional intelligence as key elements to enhance future expectations in university students. In professional practice, especially in educational administration, these results suggest that interventions and policies should focus on improving these psychoeducational aspects. Universities should consider programs that strengthen academic self-efficacy and emotional intelligence, such as study skills and emotional management workshops. Additionally, it should be ensured that learning environments are emotionally supportive and academically stimulating to maximize student satisfaction. Likewise, the results advocate for the integration of teaching strategies that prioritize both emotional and academic development. Policymakers could consider implementing curricular standards that include emotional and social competencies, complementing traditional academic skills. This could also involve investment in technological resources that support emotional teaching and learning, as well as training teachers in these areas. On the other hand, these findings contribute to existing literature by validating and expanding

self-efficacy and future expectation theories in the post-pandemic context, suggesting that emotional well-being plays a crucial role in shaping students' future life expectations. Future research could explore how these variables interact with each other in different cultural and educational contexts, and how these findings can be generalized to other student populations.

Limitations

Despite the interesting results, this research also has some limitations. First, although the sample size was relatively large compared to other studies, the sampling applied does not allow generalizing the results to the entire Peruvian university population. Therefore, it is necessary that future research decides to apply probabilistic sampling. Second, since participation was voluntary, some participants may have had a motivation to convey their own experiences, so it is recognized that there are differences between the data collection method, which in this case was virtual and not in-person. Third, being a cross-sectional study, the variables were assessed at a single point in time, so it is also important to develop longitudinal studies; therefore, experimental and follow-up methods should be considered so that variable measurements are more objective and precise.

CONCLUSIONS

Despite the limitations, this research is relevant as it expands the theoretical understanding of the new predictors of future expectations in a post-pandemic context. In this regard, it is concluded that satisfaction with studies, academic self-efficacy, and emotional intelligence are predictors of future expectations in Peruvian university students in a post-pandemic scenario. Thus, institutions of higher education should contribute by developing strategies to improve the conditions of the university experience, strengthen beliefs regarding students' confidence in their capabilities, and accompany mental health specialists in the development of the capacity to handle and manage emotions adequately, especially negative ones.

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