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## **Redefining Academic Success and Well-Being among Palestinian University Students**

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### **Abstract**

This phenomenological study investigates the lived experiences, psychological well-being, and academic transformations of higher education students confronting prolonged socio-political hardships in Palestine. To capture the human dimension of educational endurance, a purposive sample of 20 university students ( $N = 20$ ) was engaged through 10 individual semi-structured interviews and 10 focus group participants. Using Braun and Clarke's reflexive thematic analysis, three core themes emerged, well-being disruption under structural strain, the active cultivation of collective resilience pathways, and the fundamental redefinition of academic success as a mechanism of survival. The study provides an evidence-based foundation for precision-targeted university mental health interventions and flexible support structures, proving that student achievement under crisis extends beyond traditional GPA metrics to encompass collective endurance and academic survival.

**Keywords:** Academic Success, Student Well-Being, Palestinian Higher Education, Phenomenological Study, Focus Groups, Collective Resilience