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Interpersonal Communication in Facing Quarter Life Crisis Among Psychology Students at Mercu Buana University Yogyakarta

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Abstract

Quarter Life Crisis (QLC) is a psychological phenomenon commonly experienced by students during the transition phase to young adulthood, characterized by confusion, anxiety, and social pressure that affect mental well-being. This study aims to understand the role of interpersonal communication in helping psychology students at Mercu Buana University Yogyakarta (UMBY) from the 2023 cohort cope with QLC. The study employs a descriptive qualitative approach using the phenomenological method, involving six informants selected through purposive sampling. Data were collected through in-depth interviews, nonverbal observation, and documentation, then analyzed using data reduction and thematic techniques. The results of the study indicate that the five principles of interpersonal communication according to DeVito openness, empathy, support, positive attitude, and equality play a crucial role in helping students manage their emotions, reduce anxiety, and enhance resilience and self-confidence. A supportive, non-judgmental, and equitable communication environment is key to creating psychological safety. This study recommends that universities, faculty, and student organizations foster a culture of open and empathetic communication to support students' mental health in facing the challenges of QLC.

Keywords: Interpersonal Communication, Quarter Life Crisis, Student Psychology, Joseph DeVito

INTRODUCTION

Interpersonal communication is basically a process of exchanging a message from two or more individuals with each other who give each other both verbal and nonverbal effects. Interpersonal communication is generally face-to-face communication carried out by two people, with each person involved in the communication influencing the perception of their communication partner (Anggraini et al., 2022). Nowadays, interpersonal communication is the main foundation in building daily relationships, whether in families, friendships, or academic environments. The quality of interaction, openness and understanding between individuals is greatly influenced by the effectiveness of interpersonal communication. Interpersonal communication is not only a means of exchanging information in college students, but also an important means of obtaining emotional support, self-validation, and also a means of finding solutions to problems faced, especially when entering the transition to young adulthood.

Interpersonal communication goes beyond being a means of support, revealing that friendly and empathetic communication can reduce stress, improve emotional health, and

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provide more clarity about life choices. With open communication, students can easily express thoughts and even feelings that have been pent up for a long time, so that they get a validation and motivation that makes them able to rise from their times of crisis. (Nurjannah et al., 2024) emphasised that sharing experiences with the closest people is a way to deal with Quarter Life Crisis. Research (Angeling, 2024) suggests that sharing life problems with trusted people will help students find solutions and get the emotional support they need.

College students are at an age that is included in a crucial developmental phase in life, precisely the transition period from late adolescence to young adulthood. The move from late adolescence to adulthood usually occurs in the age range of 18 to 25 years, which is an important period during one's maturation process. During this phase, sometimes the journey of life causes a person to start making various important decisions in life, for example, a person begins to be faced with determining the direction of their future career, interpersonal relationships, financial independence, and the search for self-identity. However, during this period, one often faces demands and pressure from parents, which often leads to uncertainty, anxiety, and confusion.

This condition is usually referred to as the Quarter Life Crisis phenomenon, which is an emotional crisis usually experienced by young adults. According to (Robinson, 2019), developed a theory, namely the Quarter Life Crisis theory, which can be understood through four stages: feeling trapped (a situation where a person feels trapped in a situation that does not match expectations), separation (having a sense of desire to avoid demands or pressure from the environment), exploration (which is the stage where a person seeks his identity through various life choices), and rebuilding (which is the process of rebuilding a life path based on previous experiences). All these stages of the theory's development suggest that Quarter Life Crisis is not just an emotional issue. It is a complex psychological transition that requires strong adaptability and sufficient environmental support.

College students are the age group of emerging adulthood or developing adults who are vulnerable to Quarter Life Crisis. (Arnett, 2000) created the term ‘emerging adulthood’ to describe the developmental phase that occurs between the ages of 18 and 25, or the transition period between adolescence and adulthood. Students of the Faculty of Psychology, Universitas Mercu Buana Yogyakarta (UMBY) batch 2023 are included in this age group. Research (Afifah Ulva Zein et al., 2023) also tells that most Psychology students often experience Quarter Life Crisis even though it is still at a moderate level, confused about making important decisions, and the many pressures that require everyone to be financially and emotionally independent. Such conditions greatly affect the learning process, social relationships and even affect mental health.

In dealing with Quarter Life Crisis issues, the key to dealing with the problem is interpersonal communication. Interpersonal communication can provide support to manage students' emotions, overcome anxiety, and increase social support. A study by (Suprayogi & Santoso, 2024) found that social support and emotional maturity are two components that are very influential in reducing the level of Quarter Life Crisis, especially in the early stages of young adulthood. Students can open up, share experiences, and exchange thoughts and information with those closest to them such as friends, family, or teachers, by communicating effectively with others. In research (Ahmaria, 2023) also shows that if interpersonal communication is open and empathic it can help someone to get out of the Quarter Life Crisis phase. Not only that, (Rani Hartati Tarigan & Elfi Yanti Ritonga, 2024) revealed that

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supportive and empathic communication can reduce stress, strengthen emotional health, and help provide clearer life choices.

Interpersonal communication theory according to (DeVito 2019) interpersonal communication is defined as the process of exchanging messages between two or more individuals who influence each other verbally or nonverbally. Devito defines five principles, namely openness, empathy, supportiveness, positiveness, and equality. Openness in interpersonal communication is a situation where there is honesty and transparency in conveying the content of feelings, thoughts and personal experiences to others. Openness helps people to better understand others, thus allowing them to convey their problems and help find a solution. Not only that, openness helps students get validation and emotional support, which is very important in experiencing pressure or crisis in life problems.

Furthermore, empathy is a skill in understanding and feeling what is experienced or happening to other people from their point of view. With empathy, communication will become easier to understand and feel warm, so that people who are in communication feel more valued and feel that problems are not faced alone. (Kafadar, 2022) in his research said that there was a moderate and significant positive correlation between the level of empathy and interpersonal communication skills, meaning that empathy is an important foundation in creating emotional support, a sense of being valued, and the ability to find solutions together. Supportiveness is very important in interpersonal communication, students' confidence in speaking and facing life's challenges can be increased with a supportive perspective built through encouragement, motivation, and a sense of security. Positiveness, positive communication is reflected in the optimistic attitude, appreciation, and enthusiasm that arise when interacting, which can create a pleasant environment, build, and strengthen relationships between individuals.

The final principle, openness, emphasises that when communicating, everyone should be treated fairly and equally. In this way, no one will feel dominated or ignored, thus creating a harmonious and respectful relationship. The main key in communication is openness, where one is encouraged to communicate honestly with others. When interpersonal communication occurs, students basically open themselves to be able to establish good relationships with other friends (Nurasyah, 2020). With openness, students get validation, emotional support, and also solutions to the problems they face. In addition, the empathy and positive attitude shown through interpersonal communication also help create a comfortable and safe atmosphere for students to express themselves. Through the application of Joseph Devito's interpersonal communication principles, students are expected to be able to build healthier relationships, foster self-confidence.

Not only that, interpersonal communication is a key in maintaining the mentality of students who often face pressures such as social, academic, and personal pressures. People who have positive peers or family can reduce the risk of depression, increase self-confidence, and increase resilience. In research (Chairunnisa et al., 2024) found that students can find opportunities to open up and maintain psychological balance by participating in interpersonal communication with others. Not only that, research (Aisah et al., 2023) also states that balanced intrapersonal and interpersonal communication can help a person better understand himself and his environment.

However, there are still many UMBY students in the faculty of psychology, who have little understanding of how effective interpersonal communication is used to communicate with others. This shows that more in-depth research is needed to find out the benefits of interpersonal

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communication for students in dealing with Quarter Life Crisis. The results of this study are expected to provide concrete advice on how students, lecturers, and campus parties can create a supportive communication environment by understanding its forms, processes, and effects. Therefore, this study examines how interpersonal communication plays a role in helping students of the Faculty of Psychology UMBY class of 2023 when facing Quarter Life Crisis. It is hoped that this research will also help students make better ways to communicate.

Students of the Faculty of Psychology, Universitas Mercu Buana Yogyakarta (UMBY) were chosen as the subject of the study due to several important factors. First, students of the Faculty of Psychology UMBY class of 2023 are in the phase of emergaing adulthood where this age range experiences Quarter Life Crisis. Second, the Faculty of Psychology UMBY has long been one of the leading psychology education institutions in Indonesia, with A accreditation and an extensive alumni network, and has a strong commitment to the development of community-based psychology science and the psychological well-being of the community. Third, due to UMBY's diverse and ever-changing academic environment, previous research at UMBY has shown how important emotion regulation, self-efficacy, and student adjustment are in dealing with academic and social pressures. Therefore, research on the role of interpersonal communication in dealing with Quarter Life Crisis needs to be conducted on students of the Faculty of Psychology UMBY.

RESEARCH METHOD

This research was conducted using qualitative research methods with the aim of gaining a deeper understanding of the subjective experiences of UMBY Psychology students class of 2023 when facing Quarter Life Crisis. According to (Sugiyono, 1967) Qualitative research focuses on the conditions of natural objects, researchers use the main tools of data collected in combination (triangulation), research findings are more important than generalisation. The qualitative method was chosen to facilitate the process of collecting data and speed up the data collection process and produce in-depth, accurate, and relevant findings according to the experience of the research subject. This descriptive qualitative method was chosen because it is considered more capable of providing a detailed description of the role of interpersonal communication as an effort to help students face Quarter Life Crisis.

In this study, the author uses a phenomenological approach as a tool to help understand the meaning of the experiences of the Faculty of Psychology UMBY class of 2023 students when facing Quarter Life Crisis, using interpersonal communication. The selection of subjects was taken through purposive sampling, choosing students experiencing confusion about the direction of life, social pressure, or anxiety about the future to be the criteria in this study. The techniques used for data collection are semi-structured interviews, nonverbal observation, and documentation. The research instrument used to collect data is in the form of extracting in-depth experiences from informants, as well as observation and interview notes as guidelines, to strengthen the results of the study.

RESULTS AND DISCUSSION

In this section, six students of the Faculty of Psychology, Universitas Mercu Buana Yogyakarta were interviewed and analysed. The focus of this study is how interpersonal communication helps students deal with Quarter Life Crisis. To gain a better understanding of

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the data, descriptions are given and qualitative analysis methods are used. This helped to uncover certain patterns and make conclusions about the main issues of the study.

Openness in Interpersonal Communication Among Students

Openness is an important aspect of interpersonal communication, especially in the context of dealing with Quarter Life Crisis (QLC). Students who are in the transition period towards adulthood tend to experience high emotional pressure due to uncertainty about the future, self-identity, and social demands. In this situation, openness becomes a bridge to build emotional support and find solutions to the confusion they are experiencing.

The concept of openness is also supported in the theory of self-disclosure from (Devito, 2013) regarding self-disclosure, expressing openness can help a person to understand and be understood by others. In the context of students, self-disclosure is not only about sharing personal stories but also serves as a mechanism to reduce psychological stress through supportive interpersonal relationships. Self-disclosure fosters empathy and deep connections with others, which are essential needs during the midlife crisis. This statement is supported by research findings (Afifah Ulva Zein et al., 2023) in the journal Self-disclosure and Quarter-life Crisis in Psychology Students, which show that the higher the level of self-disclosure, the lower the level of QLC experienced by students. Thus, self-disclosure plays a crucial role in efforts to recover and stabilise emotions during the QLC period.

Several sources showed varying degrees of openness. Najwa stated that she was a person who found it difficult to open up. However, when she had friends she could trust and did not feel judged, she felt more comfortable sharing her problems. This statement is in line with research conducted by Altman and Taylor in their theory of Social Penetration, which states that openness develops as the level of trust and security in interpersonal relationships increases. Thus, openness is greatly influenced by an emotionally safe communication environment.

Najwa

"It's very difficult. I'm the type of person who prefers to keep problems to myself."

On the other hand, Nayla displays a more open attitude. However, this openness is accompanied by selectivity in terms of who she confides in. Nayla feels comfortable when her conversation partner is willing to listen without judging, but feels uncomfortable when receiving demeaning responses. This reflects the principle of Uncertainty Reduction Theory, where people tend to open up when they feel that the interaction will reduce anxiety and provide emotional certainty.

Nayla

"I am an open person, even to the point of oversharing."

Gita and Desynta apply a more selective approach in terms of openness. Both tend to keep their problems to themselves until they reach a breaking point, only then opening up to people they truly trust. This statement is further supported by (Ramadhon & Hapsari, 2023) who state that openness during QLC is often influenced by past experiences and perceptions

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of others' responses. If students perceive their relationships as supportive and non-judgmental, only then can the process of self-disclosure occur.

Gita

"I am very selective in choosing who I can talk to."

Meanwhile, Adi, as a male informant, showed openness in an indirect way. He was more comfortable expressing himself through casual activities such as interacting on social media or playing games. This is interesting because it broadens the definition of openness beyond verbal communication to include nonverbal expressions and digital media. In this context, the openness demonstrated by Adi is also mentioned in the study (Ratnasari et al., 2023) on students' coping strategies for addressing QLC, which involves channelling emotions through activities that provide a sense of comfort and control, rather than solely through direct conversation.

Adi

"It's difficult for me. I tend to shut myself off because I don't want to discuss things that confuse me."

Based on the overall data, students openness when facing QLC greatly depends on past experiences, the context of the relationship, and their perception of the other party. When communication takes place in a supportive atmosphere, without judgement, and with mutual respect, openness can grow and become an important foundation in strengthening students' mental and emotional well-being. This is also supported by (Ferani Amira Salsabila et al., 2023) which found that students who have the ability to communicate openly both verbally and through alternative coping approaches have a better ability to manage stress caused by QLC constructively.

So openness is not something absolute or uniform in every individual. As indicated by the sources, the process of openness is personal, depending on how much students feel accepted, safe, and not judged in an interpersonal relationship. Therefore, the importance of the campus environment, peers, and social media as spaces that support healthy communication is crucial so that students can navigate this critical phase in a healthier way psychologically.

Empathy in Interpersonal Communication Among Students

Empathy is a skill to feel and understand other people's emotions deeply, and respond emotionally with care and sensitivity. In the context of interpersonal communication in university students, especially those experiencing Quarter Life Crisis (QLC), empathy plays an important role. QLC is usually accompanied by existential anxiety, confusion about life direction, and pressure from the social environment. At this point, empathy serves as an emotional bridge to ease the psychological burden of students.

Empathy allows students to feel that they are not alone in their problems. When surrounded by people who not only listen, but also understand them emotionally, they will feel safe and valued. This finding is in line with the results of research (Muhammad Kusasi, 2014) showing a significant positive contribution of empathy and interpersonal communication to the quality of life of individuals, especially adolescents and students. Thus, the presence of

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individuals who have empathy around students can help students in dealing with emotional crises.

Desynta, one of the informants, revealed that empathy from those closest to her meant a lot in getting through difficult times. This statement shows that students feel psychologically stronger when their emotions are recognised and valued. Research by (Annisa Khairani, n.d.) also proved that empathy plays an important role in shaping students' interpersonal communication skills, which are essential for their social and emotional relationships.

Desynta

"The greatest empathy I felt came from my closest friends. Their empathy comes in the form of listening to my story patiently, accompanying me, and giving enlightening advice."

Nayla, another informant, highlighted the importance of empathy from parents and friends. She felt emotionally supported when people tried to understand her feelings. Nayla's experience is in line with research findings (Pertama Henerges & Tiatri, 2024), which state that empathy, although sometimes present in subtle forms, plays a crucial role in building healthy interpersonal relationships. When a person feels heard without being judged, a safe space is created that encourages more open and healthy self-expression.

Nayla

"It feels good and relieving, I feel that I am not alone and that someone cares."

Gita also shared her experience, saying that she only opens up to people she truly trusts. This emphasises that a strong indicator that makes students feel safe to share is when the person they are talking to shows empathy. In the realm of communication psychology, this is known as empathetic listening, which involves active listening with the intention to understand, rather than simply respond.

Gita

"She always listens without judgement, and gives constructive advice. It makes me feel more valued and confident to face problems."

Meanwhile, Anas emphasised the importance of empathy from parents. Research by (Muhammad Kusasi, 2014) supports this experience, where empathy from family members helps shape the psychological stability of adolescents and university students. It is not just motivation, but also an emotional presence that understands individual fears and anxieties.

Anas

"I feel very relieved and grateful. It feels like a burden is lifted when there are people who try to understand what I am feeling."

Overall, empathy has proven to be crucial in supporting students facing QLC. Through emotional understanding and genuine presence, empathy helps build trust, which is crucial to overcoming the challenges of this crisis. Students who feel empathy tend to feel more empowered in making decisions, have inner peace, and are more enthusiastic about the future.

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In interpersonal communication, empathy is not just a technique, but a holistic presence: listening without judgement, making space for valid feelings, and offering a strengthening emotional closeness.

Supportiveness in Interpersonal Communication Among Students

One of the characteristics of healthy and meaningful interpersonal communication is the presence of supportiveness. Support in this communication is not always in the form of concrete solutions, but can come in the form of emotional presence, open discussion space, consistent attention, or validation of individual feelings. In the context of students who are facing a Quarter Life Crisis (QLC), interpersonal support is a key element that can help individuals maintain emotional stability and increase their adaptive ability to various life pressures.

Najwa asserted that support from parents and friends made her feel less alone in facing life crises. This suggests that forms of support such as validation and motivation can provide a sense of security and become a significant psychological crutch. Research by (Widaad et al., 2023) supports this, stating that social support has a significant negative relationship with anxiety in emerging adult students. In other words, the higher the level of support received, the lower the anxiety felt by the individual.

Najwa

"The most instrumental are my parents and closest friends. From my parents, I get motivation and reinforcement not to give up easily"

Adi, in his narrative, highlighted the importance of support in the form of discussion spaces and information from family and friends. This finding reinforces that support in the form of two-way communication and open information provision can help students make important decisions at crucial phases of their lives.

Adi

"The most important role is family, especially parents who provide a space for discussion. Friends and siblings also help by providing information about majors or campuses."

Nayla showed how the physical and emotional presence of her friends had a huge impact on her mental health. This kind of tangible action shows that support is not just verbal advice, but also active involvement in one's life. This is in line with a study (Zhao et al., 2023) which found that students who received direct support from peers tended to experience a significant reduction in anxiety.

Nayla

"The most meaningful support for me is when a friend is willing to accompany me and take me out of that condition, for example travelling or just hanging out."

Gita added that the most helpful form of support is simple but sincere and consistent communication. This reflects that in interpersonal communication, forms of support do not have to be complex. What is more important is the authenticity of intention and continuity of

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attention. Research (Trisnadewi, 2024) supports this by stating that social support significantly predicts students' academic stress levels, where ongoing support is able to suppress the psychological pressure felt.

Gita

"The presence of friends who can chat casually is very helpful in reducing anxiety."

interpersonal communication was shown to play a central role in helping students deal with Quarter Life Crisis. Whether it is motivation from parents, an open discussion space, emotional support from friends, or just a relaxing small talk, all these forms of support have a direct impact on students' emotional stability and ability to cope with life changes. When individuals feel supported, valued, and not judged, their mental state tends to be stronger and more positive. Therefore, building supportive interpersonal communication patterns is not only socially beneficial, but also a significant form of psychological intervention in the lives of university students.

Positivity in Interpersonal Communication Among Students

A positive attitude in interpersonal communication is a very important element in maintaining emotional balance and building psychological strength, especially for students who are experiencing a Quarter Life Crisis (QLC). Communication that is full of optimism, acceptance, and empathy encourages students to see the situation in a more constructive and hopeful way under circumstances of uncertainty and emotional distress. Strong, non-judgemental responses demonstrate this positive attitude. For example, Najwa said that although she faced difficulties in being open, she felt better when she received positive and supportive responses. This is in line with research findings by (Gempito et al., 2023) which showed that positive attitudes in interpersonal communication can reduce psychological distress and build resilience in university students.

Najwa

"Generally, they respond positively and do not judge. They usually say, take it easy, it will pass, or everyone has experienced it too."

Adi, who is usually less verbally expressive, also benefited from the supportive social atmosphere. This indicates that even if students do not always take an active role in expressing their feelings, they can still feel the positive influence of a supportive communication environment. Research by (Yang et al., 2022) proved that optimism in communication is highly correlated with improved mental health and learning independence of college students in times of crisis.

Adi

"There's something positive and encouraging about it, it really helps take the pressure off."

Desynta also emphasised the importance of non-judgmental attitudes from those around her. This kind of response creates a feeling of safety in communication and helps strengthen the student's identity. This is in line with the results of a study by (Mukherjee, 2017) which

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states that positive communication not only improves mood, but also strengthens social connectedness between individuals.

Desynta

"They listen without judgement and give me space to express my feelings. They also often give me encouragement."

Gita and Nayla felt the same effect. They stated that talking to friends who have an optimistic attitude made them feel more relieved and able to see problems from a different perspective.

Gita

"Positive communication often helps me see problems from a new and lighter perspective."

In general, constructive attitudes in interpersonal communication proved to be a very important protective element in dealing with psychological stress such as QLC. Students who receive positive support, recognition, and non-judgemental responses from their social environment are better equipped to deal with life's challenges and changes. Positive communication not only generates a sense of security, but also fuels motivation and hope to move forward. This confirms the important role of a supportive communication environment in maintaining students' mental wellbeing.

Equality in Interpersonal Communication Among Students

Equality in interpersonal communication emphasises the significance of fair and equal treatment, where there is neither dominance nor imbalance in the relationship. This principle is the basis for the formation of respectful and transparent relationships, especially for students who are experiencing Quarter Life Crisis (QLC). Students who feel treated equally in communication will tend to be more confident to convey their feelings and thoughts, because they feel respected and not criticised.

Nayla stated that she felt equally treated when communicating with her friends, especially when they were willing to listen without passing judgement. This shows that balanced communication results in a safe and inclusive emotional atmosphere. In line with this, Anas also revealed that equality in communication made him feel more comfortable.

Nayla

"I feel valued and treated equally, especially with my close friends who are loyal listeners."

Anas

"I always feel valued and treated equally in communication with those closest to me."

This finding is in line with research (Fatmasari & Nur'Aini, 2023) which shows that the effectiveness of equal interpersonal communication can reduce emotional exhaustion and increase emotional connectedness between students. In QLC situations, an environment that supports equality allows students to express their feelings without fear of being ignored or judged negatively. However, not all students' experiences reflected idealised equality in

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communication. For example, Najwa felt that in some situations she seemed to be the only serious party in the communication. This expression shows the existence of inequality in interaction, which makes individuals tend to close themselves and be more cautious in establishing interpersonal communication.

Najwa

"Sometimes there are moments where I feel like I'm the only one who takes the story seriously, or it feels like I'm the only one who needs support."

Desynta also experienced an imbalance in her communication with friends who were less responsive. She then chooses to be more selective in determining who she can communicate with. This kind of imbalance in communication can lead to feelings of disrespect, which in turn inhibits openness and weakens trust. The study by (Eganov et al., 2020) confirms that effective interpersonal communication can only be created when both parties recognise each other's right to speak, listen, and respond in equal measure. When communication is hierarchical or unequal, the relationship will tend to be unhealthy and create psychological tension.

Overall, equity in interpersonal communication is a key element that enables university students to cope with QLC in a more emotionally healthy way. A fair and balanced communication environment helps students feel valued, less alone and more confident in navigating the transitional phase of their lives. When communication operates in an atmosphere of equality, the process of giving and receiving support is more effective and mutually reinforcing, providing an important foundation for students' psychological well-being.

CONCLUTION

This study confirms that interpersonal communication plays an important role in helping students at the Faculty of Psychology, Mercu Buana University Yogyakarta (UMBY) overcome Quarter Life Crisis (QLC). The findings of the study indicate that the application of interpersonal communication principles such as openness, empathy, support, positive attitude, and equality not only helps students in managing emotional stress, anxiety, and life uncertainties but also contributes to strengthening mental resilience and enhancing adaptability during the transition period towards adulthood.

The implications of this study suggest that healthy interpersonal communication is not only an individual need, but also an important foundation for creating a supportive, safe, and empowering campus environment. Students who are trained in open and empathetic communication tend to be better prepared to handle psychological challenges, make mature life decisions, and build positive social relationships. This contributes to improved collective mental well-being in the academic environment.

Based on these findings, this study recommends that students actively develop interpersonal communication skills through training, mentoring, or activities that encourage self-reflection and openness. Campus authorities and faculty members are encouraged to provide safe and welcoming discussion spaces where students can express themselves without fear of judgement. Additionally, families play a crucial role in fostering warm and supportive communication at home to ensure students feel emotionally supported. Furthermore, ongoing

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education about the importance of interpersonal communication and understanding of the Quarter Life Crisis (QLC) needs to be developed to better prepare students to navigate this transitional phase in a healthy, adaptive, and productive manner. Thus, interpersonal communication is not only a tool for interaction but also an effective psychosocial strategy to enhance the quality of life for students as they navigate the dynamics and pressures of young adulthood.

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