

**Predicting Adjustment to University: Self-compassion, Coping styles, Resilience, and
Imposter phenomenon**

Emily Heinrich

*This thesis is submitted in partial fulfilment of the requirements for the Honours degree
of the Bachelor of Psychological Sciences (Honours)*

School of Psychology
Faculty of Health and Medical Sciences
University of Adelaide
September 2020

Word Count: 9243

Contents

| | |
|---|-------------------------------------|
| Declaration..... | 6 |
| Abstract..... | Error! Bookmark not defined. |
| CHAPTER 1 - Introduction | 8 |
| 1.1. Overview: the importance of adjustment to university | 8 |
| 1.2. Measuring Adjustment to University | 9 |
| 1.3. Review of the Literature: Coping strategies and Resilience | 10 |
| 1.4. The Addition of Self-Compassion..... | 11 |
| 1.5. The Addition of Imposter-Phenomenon..... | 13 |
| 1.6. Fear COVID-19's impact on students' adjustment to university | 14 |
| 1.7 Current Study | 15 |
| 1.8. Aims and hypotheses..... | 16 |
| CHAPTER 2 - Method Section | 19 |
| 2.1. Participants | 19 |
| 2.2. Measures..... | 19 |
| 2.3. Demographic information. | 19 |
| 2.4. Connor-Davidson Resiliency Scale (RISC-10)..... | 19 |
| 2.5. Self-Compassion Scale (SCS)..... | 20 |
| 2.6. Brief COPE. | 21 |
| 2.7. Clance Imposter Phenomenon Scale (CIPS)..... | 21 |
| 2.8. COVID 19 Questions. | 22 |
| 2.9. Student adaption to college questionnaire (SACQ). | 22 |
| 2.10. Procedure | 23 |
| 2.11. Data analysis..... | 24 |

| | |
|--|----|
| CHAPTER 3 - Results Section | 25 |
| 3.1. Data screening and quality control..... | 25 |
| Aim 1: Examining the nature of the relationship between self-compassion and academic, social, and personal/emotional adjustment to university..... | 25 |
| Aim 2: Examining the nature of the relationship between imposter phenomenon and academic, social, and personal/emotional adjustment to university. | 26 |
| Aim 3: Examining the predictor variables contributions to the three dimensions of adjustment | 29 |
| Aim 3a: the association between coping strategies, resilience, self-compassion, and imposter phenomenon with academic adjustment (Model A). | 30 |
| Aim 3b: The association between coping strategies, resilience, self-compassion, and imposter phenomenon with social adjustment (Model B). | 31 |
| Aim 3c: The association between coping strategies, resilience, self-compassion, and imposter phenomenon with personal/emotional adjustment (Model C). | 32 |
| Aim 4: To explore the relationship between fear of COVID-19 with academic, social, and personal/emotional adjustment to university..... | 33 |
| CHAPTER 4 - Discussion | 34 |
| 4.1. Overview | 34 |
| 4.2. Summary of findings | 35 |
| 4.3. Limitations and Methodological Considerations | 40 |
| 4.4. Significance and Implications for Future Research | 42 |
| 4.5. Conclusion..... | 44 |
| References | 46 |
| Appendix A: Explanatory Information | 51 |
| Appendix B: Collection of Demographic Data | 54 |
| Appendix C: Survey | 55 |
| Appendix D: Summary Statement | 41 |
| Appendix E: Recruitment Material..... | 42 |
| Appendix F: Boxplots..... | 43 |

List of Tables

| | |
|--|-----------|
| <i>Table 1: Descriptive Statistics and Correlation Coefficient for study variables (N=251).....</i> | <i>28</i> |
| <i>Table 2. Model A: Multiple Regression of Coping Strategies, Resilience, Self-compassion, and Imposter Phenomenon on Academic Adjustment (N = 251).....</i> | <i>29</i> |
| <i>Table 3. Model B: Multiple Regression of Coping Strategies, Resilience, Self-compassion, and Imposter Phenomenon on Social Adjustment (N = 251).....</i> | <i>30</i> |
| <i>Table 4. Model C: Multiple Regression of Coping Strategies, Resilience, Self-compassion, and Imposter Phenomenon on Personal/Emotional Adjustment (N = 251)</i> | <i>31</i> |

Abstract

Attaining a university degree is an achievement for which many Australians strive. However, the transition to university for many students is challenging as they must learn to adjust to new academic demands and social niches, all the while managing their outside work and life pressures. Most research in this area is based on well-known constructs such as coping strategies and resilience and is focused on the American college system. The current study examined previously well explored constructs such as coping strategies and resilience, with the addition of two relatively new constructs in relation to adjustment to university: self-compassion and imposter phenomenon. Students coping strategies, resilience, self-compassion, and experiences with imposter phenomenon were examined during their first semester of university in order to see how well they adjusted. Participants consisted of 251 first year psychology students at the University of Adelaide. The Connor-Davidson Resiliency Scale (RISC-10), Brief-COPE, Self-Compassion Scale (SCS), Clance Imposter Phenomenon (CIPS) and Student Adaption to College Questionnaire (SACQ) were administered online. Standard multiple regression analysis was conducted to examine associations between predictor and outcome variables. The results indicated that coping strategies, resilience, self-compassion, and imposter phenomenon in university students have a significant role in adjustment to university and its sub-dimensions. Results also revealed that students who endorsed imposter phenomenon had greater difficulty adjusting in some of the sub-dimensions. Overall, the current study draws attention to the importance of variables such as self-compassion and imposter phenomenon in providing a broader understanding of student adjustment to university.

Declaration

This thesis contains no material which has been accepted for the award of any other degree of diploma in any University, and, to the best of my knowledge, this thesis contains no material previously published except where due reference is made. I give permission for the digital version of this thesis to be made available on the web, via the University of Adelaide's digital thesis repository, the Library Search and through web search engines, unless permission has been granted by the School to restrict access for a period of time.

Signature:

September, 2020

Contribution Statement

In writing this thesis, my supervisor and I collaborated to generate research questions of interest and reviewed my methodology. I conducted the literature search and completed the ethics application. I designed the Qualtrics survey, and my supervisor created the COVID-19 scale for the survey. I was responsible for all the participation and recruitment and data collection, data analysis and thesis write-up.

Introduction

1.1. Overview: the importance of adjustment to university

Attaining a university degree is an achievement that many Australians strive. Beginning university is an important transition for many young people and often marks a crucial period for growth of character, identity, and exploration (Hope, Koestner, & Milyavskaya, 2014). In portrayals of the American college system, the college experience is a time of excessive partying, drinking, and love interests. What is often excluded from this portrayal is how it is a strenuous time for young people where they must keep up to date on their academic readings, assignment due dates and search for new social niches (Hope, Koestner, & Milyavskaya, 2014). Subsequently, transitioning into university is marked by a series of complex challenges in social, academic, and personal/emotional adjustment (Chen, 2016). The university/college transition itself has shown to be related to a decline in mental health in students. Previous studies have shown that emerging adults have experienced a significant loss in psychosocial well-being during their transition into university/college, and that this effect has lasted as well as a first full year (Cox, 2018). A better understanding of students' adjustment to university is of great importance, not only for the students themselves, but the institutions. Previous research in this area emphasises a number of undesired outcomes that can arise from maladjustment to university, such as anxiety, depression, over emotionality, failure, drop-out and for some students, homesickness (Rahat, & Ilhan, 2016). Studies in the area of student adjustment to university/college typically focus on variables such as coping styles/strategies, resilience, mental health, personality, social supports, and GPA (Lefkowitz, 2003). Furthermore, previous studies have outlined the need to expand upon the constructs that have been previously been

explored in relation to adjustment (Chen, 2016). Thereby, the current study aimed to expand upon the scope of independent variables that have previously shown to have a relationship with university adjustment but have not been explored to a great extent in the literature. These variables include self-compassion, and imposter phenomenon. The current research will hopes to add value to published works and support the literature. These are among the most commonly studied variables alongside university adjustment and have proven to be predictors of first year adjustment (Leftkowitz, 2003, Leong et al. 1997, Chen, 2016, Rahat, 2016, Silvers, 2006). In general, it is important to reveal the variables that will best help or hinder students during their transition into university which may later extend into the workforce. Thereby, universities can potentially identify vulnerable students and provide support to those who have greater difficulty with transitioning into university (Chen, 2016).

1.2. Measuring Adjustment to University

Traditionally, successful adjustment to university/college has been measured by looking at academic performance (Chen, 2016). However, it has been found that academic performance alone explained less than half of the variance for students who were not adjusting well and by extension, were choosing to drop out of university altogether. On the other hand, other dimensions such as social and personal/emotional adjustment have been shown to be equally as important in measuring college success (Chen, 2016). As a result, many researchers looking into university/college adjustment focus on three areas of adjustment: academic, social, and personal/emotional.

Firstly, academic adjustment measures how well a student is handling the educational demands of the university's curriculum (Chen, 2016). It encompasses motivation for being in university/college and doing university/college work, and satisfaction with the academic

university/college environment generally (Baker, 2002). Social adjustment looks at how well a student has integrated into university/college social life and how they have developed their interpersonal relationships by forming new social networks. Social adjustment also relates to students' adjustment after relocation and living on campus. Lastly, personal/emotional adjustment examines psychological and physical well-being of the student (Baker, 2002). In terms of personal/emotional adjustment psychological and physical symptoms of distress often manifest as students question their relationships, direction in life, and self-worth as they transition into university (Chen, 2016). Students' ability to adjust to university has serious behavioural, mental, and financial outcomes for students and universities, thereby it is of great importance that one can predict and identify students with potential adjustment problems to help them succeed and complete their desired degree.

For the purpose of this study successful adjustment to university is viewed as a multifaceted construct, and is defined as responding to academic requirements, willingness to be socially engaged with other students, and maintain good health and well-being during the university year (Lefkowitz, 2003).

1.3. Review of the Literature: Coping strategies and Resilience

Psychologists have long been interested in identifying individual differences in predictors of adjustment (Lefkowitz, 2003). A number of variables have been linked to successful adjustment to university. Coping strategies and resilience are some of the popular ideas in the psychological literature and have been well explored and identified as important determinants of successful adjustment to university (Chen, 2016, Rahat, & Ilhan, 2015).

Coping strategies are defined as behavioural and cognitive efforts to manage situations that have been appraised as stressful (Cohen, Ben-Zur, & Rosenfeld, 2008). The majority of the

literature classifies coping strategies as either problem focused (dealing with the problem directly) or emotion focused (handling the negative emotional and physiological outcomes generated by the problem) (Chen, 2016). A study by Leong, Bonz, and Zachar (1997) found that academic and personal/emotional adjustment were all related to coping strategies. In particular, active coping was predictive of academic and personal/emotional adjustment and emotion focused coping was negatively related to personal/emotional adjustment. A number of studies have acknowledged the positive contribution resilience plays in face of stressful situations (Rahat & Ilhan, 2015). Resilience is considered one's capacity to recover in the face of difficult situations (Rahat & Ilhan, 2015). Studies have demonstrated that higher levels of resilience have been associated with complete mental health in first year students (Chung, 2016). This is an important factor to consider for students' personal/emotional adjustment. Thus, resilience characteristics play an important role in mediating adjustment to university (Rahat & Ilhan, 2015).

1.4. The Addition of Self-Compassion

Another construct that has been studied in university samples most commonly in relation to well-being, is self-compassion. Self-compassion has become a popular idea in the psychological literature and involves being caring and compassionate to oneself in times of difficulty (Wei, Liao, Ku, Tsun-Yao & Shaffer, 2011). Neff (2003) defined and empirically tested the construct of self-compassion and postulated that it consists of three components: 1) extending kindness to oneself rather than harsh self-criticism and judgement; 2) Having a sense of common humanity, where individuals view their own experiences as a part of the larger human experience rather than separating and isolating themselves; and 3) being mindful of your painful thoughts and feelings in "balanced awareness" rather than over-identifying with them. Self-compassion can be viewed as an emotional regulation strategy in

which the individual holds negative feelings in awareness with kindness and a sense of common humanity (Wei, Liao, Ku, Tsun-Yao & Shaffer, 2011). In this sense, self-compassion is a mediator between negative and positive feelings and can help ameliorate negative feelings into positive ones (Wei, Liao, Ku, Tsun-Yao & Shaffer, 2011). In a study exploring the effects of a self-compassion intervention on female university students, Smeets and colleagues (2014) found that self-compassionate students not only had less fear of failure in general but were much more likely to try again when they failed. Furthermore, self-compassion has shown to moderate students' reactions to academic and social difficulties in the transition from high school to university (Smeets, Neff, Alberts, & Peters, 2014). Smeets et al. (2014) implemented a 3-week self-compassion group intervention aimed at female college students that was designed to help students manage the challenges of university life in a more self-compassionate way. Fifty-two students were randomly assigned to either the intervention designed to teach them self-compassion (n=27) or the control group (n=25). They found that the self-compassion intervention led to significantly greater increases in self-compassion, mindfulness, optimism, and self-efficacy as well as significantly greater decreases in rumination in comparison to the active control group. It has been suggested that self-compassion may serve as an ability to self-soothe and is an important protective factor for first year students who may experience shame and frustration when faced with disappointment, failure, or thwarted goal pursuit (Hope, Koestner, & Milyavskaya, 2014). While many previous studies have established the positive benefits of self-compassion, it is still unknown whether it may be able to help students in the context of adjustment to university. Further exploration of this construct may provide some important insights into how to assist students in adjusting to their first year of university.

1.5. The Addition of Imposter-Phenomenon

The term ‘imposter phenomenon’ (IP) was coined in 1978 by researchers Clance and Imes who described it as an internal experience of “intellectual phoniness” and the inability to internally attribute personal achievement. Since then it has attracted the attention of clinicians and researchers and is a fascination to many pop psychology enthusiasts. While a certain amount of self-doubt is normal, researchers have found that individuals experiencing IP have heightened emotional and cognitive anxiety concerning their ability to take credit for their successes (Hutchins, 2015). Harvey and Katz (1985) delineated three specific characteristics for imposter phenomenon in order to distinguish it from other related personality dimensions such as defensive pessimism. These qualities include; (a) a sense of having fooled others into overestimating their abilities, (b) a fear of being exposed as a fraud, (c) the attribution of one’s success to a factor other than intelligence, skills or ability (Harvey, Katz, 1985). It is important to note that the attribution of success to external factors alone, should not necessarily be seen as pathological, as many studies have shown that expectations for personal control function as a part of Western culture (Lefkowitz, 2003). An individual can only be characterized clinically as “Imposter” if in addition to externally attributing success, they also feel fraudulent and are fearful of being exposed (Lefkowitz, 2003).

Previous empirical research by Lefkowitz (2003) has indicated a relationship between IP and full-scale adjustment and social college adjustment. These studies have also indicated that the college/university environment is particularly challenging for individuals who experience IP (Lefkowitz, 2003). Common effects of sustained IP thoughts include increased bouts of depression and anxiety, psychological distress, and low self-confidence (Hutchins, 2015). Thereby the persistence of IP also adversely affects job wellbeing, satisfaction, and performance (Hutchins, 2015). Hence, it is imperative that students who are experiencing

high levels of IP are given the appropriate support. Since then, there has been little research into the role IP plays in student adjustment to university. If it is found that students with high levels of IP tend to use maladaptive coping strategies and lack resilience and self-compassion, as well as suffering in certain adjustment domains perhaps it should be a focus of university counsellors to provide them with assistance in the initial transition into university and adjustment during their first year at university.

1.6. Fear COVID-19's impact on students' adjustment to university

The World Health Organisation announced the COVID-19 outbreak a Public Health Emergency of International Concern (PHEIC) on the 30th of January (Australian Government Department of Health). The COVID-19 pandemic restrictions took place soon after this, meaning psychology students from the University of Adelaide had around 2 weeks on campus before restrictions took place. Due to these restrictions many students did not have the opportunity to settle into university life or even get to familiarise themselves with the University. In light of the current coronavirus pandemic, the academic world needed to rethink how they organised lectures which had previously been conducted on-campus. Knowing that this would have some impact on student adjustment to university, fear of COVID-19 questions were included to see how this would interplay with the various adjustment domains. These questions were based on fear of COVID-19 in relation to students' study, work, and home life.

There had already been an emphasis and movement toward online learning, recorded lectures are supplementary and are becoming the norm for university-based graduate degree courses (Tretter, et. al. 2020). Hence, the transition into remote online learning is not too much of a stretch for many young university students. Research by Tretter et. al. (2020) in the area of online educational forums and the future of virtual learning, argues that

attitudinal barriers such as nostalgia for the classroom and the personal preferences of students who might still prefer the printed page, may be a barrier to implementing online learning. These components may have affected students' academic adjustment. The importance of gaining social connections should also not be underestimated. Previous studies have emphasised the importance of social support during both the transition into university and adjusting to university life (Silvers, 2006). More on-campus time means that students have the opportunity develop friendships, which has been shown to provide cognitive stimulation, material support, social comparison, information, and emotional support (Silvers, 2006).

Campus-based social support has also been linked with greater mental health in first year students (Chung, 2016). There is limited data concerning the mental health consequences of home confinement or social isolation that have been imposed by societal-level threats, although recent studies have suggested that home confinement has an initial impact on students' mental health which weakens four weeks later (Husky, Kovess-Masfety, & Swendsen, 2020). It has been suggested that university students may be a particularly vulnerable population for mental health problems due to the challenges commonly associated with transitions into adulthood, and the frequent economic difficulties they face (Husky, Kovess-Masfety, & Swendsen, 2020).

1.7 Current Study

The current study aims to investigate the importance of imposter phenomenon and self-compassion in regard to first year adjustment to university. While many studies have examined constructs such as coping strategies and resilience in relation to adjustment to university, few studies have studied self-compassion and imposter phenomenon in this context.

Given the research literature on coping strategies and resilience as contributors to adjustment to university/college, it was considered important to include these variables in the investigation. The current study hopes to expand upon what we already know about these well explored constructs and how they interplay with new concepts like self-compassion and imposter phenomenon and how they relate to adjustment. As the exploration of self-compassion and imposter phenomenon are relatively new concepts in relation to adjustment to university, findings from this study may prompt further research in this area. The benefits of these findings are expected to help provide a greater conceptual understanding of these concepts and identification of the important factors that effect first year adjustment.

1.8. Aims and hypotheses

The current study has three main aims:

1) To examine the nature of the relationship between self-compassion and the three domains of adjustment. The aforementioned literature found that imposter phenomenon was significantly and negatively associated with all types of adjustment (Lefkowitz, 2003). Thereby, it was hypothesised that individuals with higher scores in self-compassion will score higher in all three domains of adjustment: academic, social, and personal/emotional adjustment.

To examine the relationship between imposter phenomenon and the three domains of adjustment. Although, self-compassion has not been studied in relation to first year adjustment to university it has previously been positively linked with a number of favourable health outcomes, including life satisfaction and social connectedness, and has been negatively related to maladaptive health outcomes such as anxiety, depression and

rumination (Martin, 2015). For these reasons it was hypothesised that individuals with higher scores in imposter phenomenon will have lower scores in all three domains of adjustment: academic, social and personal/emotional adjustment

2) Examine coping strategies, resilience, self-compassion, and imposter phenomenon in relation to academic, social, and personal/emotional adjustment of first year university students in order to explore the impact of university adjustment together and in relation to one another. While many studies have examined the above-mentioned variables in relation to adjustment to university, they tend to examine these variables separately. Very few studies comprehensively examine these variables together. Chen (2016) and Mooney, Sherman, and Lo Presto (1991) found that a larger proportion of variance in university adjustment scores could be found when studying variables collectively opposed to singularly. As one might expect, university adjustment is the product of not just a single variable, but a number of interrelated conditions (Chen, 2016). Taking this into account, it was hypothesised that coping strategies, resilience, self-compassion, and imposter phenomenon together are better predictors of academic, social, personal/emotional than each variable separately. These hypotheses were separated into three parts:

3a) The association between coping strategies, resilience, self-compassion, and imposter phenomenon with academic adjustment is greater than each individual scale.

3b) The association between coping strategies, resilience, self-compassion, and imposter phenomenon and social adjustment is greater than each individual scale.

3c) The association between coping strategies, resilience, self-compassion, and imposter phenomenon and personal/emotional adjustment is greater than each individual scale.

An additional exploratory aim was to examine the relationship between fear of COVID-19 and the three domains of adjustment. It was hypothesised that individuals

with higher fear of COVID-19 scores will have lower scores in all three domains of adjustment: academic, social, and personal/emotional adjustment.

Method Section

2.1. Participants

Participants of this study were first year psychology students enrolled at the University of Adelaide. Students were recruited using an online *Research Participation System* (RPS) where they had access to a number of online studies and were able to enroll in the online survey. Participants included 252 students aged between 17 and 61 years, including 185 women (73.31%), 66 men (26.29%), and 1 student who identified as ‘other’ (0.40%). The mean age was 21 years (SD =6.64). As an incentive to completing the survey, students were rewarded 0.5% course credit. Inclusion criteria for recruitment required that students be English-Speaking and were age 17 and above.

2.2. Measures.

Participants completed a web-based, self-report survey that comprised of a battery 5 standard measures: psychological resilience, coping strategies, self-compassion, imposter phenomenon and adjustment to university questions, as well as demographic questions. Questions were adapted where necessary to Australian conditions e.g. ‘college’ opposed to ‘university’. Overall, 155 items were included in the survey.

2.3. Demographic information.

Standard demographic information was obtained from all participants. This was limited to age and gender.

2.4. Connor-Davidson Resiliency Scale (RISC-10).

The Connor-Davidson Resilience Scale (CD-RISC 10) (Campbell-Sills & Stein, 2007) is a 10-item questionnaire that measures the ability to cope with adversity. Participants responded to the survey by rating their experiences using a 5-point Likert scale, ranging from 0 “not at all true” to 4 “true nearly all the time”. Higher scores indicated greater resilience and subsequent coping with adversity. The items addressed various resiliency skills such as the ability to see the humorous side of problems and ability to adapt to changes. The CD-RISC 10 has previously demonstrated good psychometric properties in university student populations, reaching a Cronbach alpha of around .87 (Hartley et. al. 2012), and more recently a Cronbach alpha of .88 in a study at the University of Adelaide (Chung, 2016). The Cronbach alpha in the current sample is .86.

2.5. Self-Compassion Scale (SCS).

The Self-Compassion Scale (SCS) is a 26-item scale that was developed by Neff et. al. 2003. Each participant is given a self-compassion score that is calculated by averaging the three positive facets of self-compassion; self-kindness, common humanity and mindfulness as well as the negative reverse facets of the scale; self-judgement, isolation and over-identification (Neff & Beretvas, 2013). Participants were asked to rate themselves on a 5-point Likert scale ranging from 1=*almost never*, 5=*almost always* on 26 items related to “*how I act towards myself in difficult times*”. In previous literature the SCS demonstrated good psychometric properties in a study with college freshman, achieving a Cronbach alpha of .80 between the items (Hope, Koestner, & Milyavskya, 2014). However, the current study achieved a Cronbach alpha of 0.71.

2.6. Brief COPE.

The Brief COPE (Brief COPE; Carver, 1997) is an abbreviated version of the larger 60-item, 15- scale, full COPE inventory. In contrast, the brief COPE has 28 items and 14 scales (two items per scale). The Brief COPE takes the form of a self-report Likert scale questionnaire that requires participants to rate how frequently they use various coping strategies, both adaptive and maladaptive, in stressful life situations (Chen, 2016). The brief COPE can be separated into seven factors: support seeking, positive coping, denial, religion, self-blame, humour, and substance use (Chen, 2016). Participants were asked to rate themselves from “I haven’t been doing this at all” (1) to “I’ve been doing this a lot lately” (4). Higher scores indicate higher levels of maladaptive coping such as denial and behaviour disengagement (Siembor, Robinson-Wood, Li, & Sanchez, 2017). The Brief COPE has been found to have good psychometric properties such as high validity and reliability (Chen, 2016). Reliability analysis found Cronbach alpha levels ranging from .50 to .90 (Siembor, Robinson-Wood, Li, & Sanchez, 2017). The Cronbach alpha for the current study was 0.81.

2.7. Clance Imposter Phenomenon Scale (CIPS).

CIPS is a self-report 20-item Likert scale questionnaire which is used to determine the degree to which participants experience imposter feelings. The items aim to capture various feelings related to conflict around success and a sense of being an “imposter”. For example, “sometimes I feel or believe that my success in life or in my job has been a result of some kind of error” (Lefkowitz, 2003). Participants responded to items by rating their experiences on a 5-point Likert scale ranging from ‘not at all true’ (1) to ‘very true’ (5). The CIPS was chosen for this study due to its previous use with college age students in studies such as Cozzarelli & Major (1990); King & Cooley (1995); Worcel & Norem (1995) and Lefkowitz

(2003), with reported Cronbach alphas ranging from .85 to .89. Consistent with previous psychometric studies, the Cronbach alpha for this study was strong ($\alpha=.92$)

2.8. COVID 19 Questions.

Additionally, the students were also asked some questions about how they have been affected by the recent pandemic COVID-19. The survey included 5 items that looked at how students were affected academically, and how their work/accommodation/home life had been affected. For these questions, participants responded to items by rating their experiences from 'no effect' (1) to 'extreme effect' (10). Lastly, they were asked how fearful they were about the COVID-19 pandemic. For example, 'No fear' (1) to 'Extreme fear' (10). The Cronbach alpha for the current study is 0.52. The internal consistency for this measure is poor. This could be due to how COVID-19 restrictions changed from mid-April when the study was first put online for students to access, and June 19 when the study was completed, and restrictions had been loosened.

2.9. Student adaption to college questionnaire (SACQ).

The Student Adaption to College Questionnaire (SACQ) is a 67-item self-report questionnaire designed to measure academic, personal/emotional, social adjustment and attachment to the institution (Chen, 2016). A higher score on each subscale indicates better self-assessed adjustment to college. The Cronbach alpha for the SACQ ranges from .77 to .91 for the four subscales and .92 to .95 for the full scale, indicating that it is sufficiently reliable. The SACQ also demonstrates good construct validity as there has shown to be significant positive correlations between its subscales and related constructs such as GPA, academic

motivation, depression, loneliness, involvement in social activities, and contact with on campus psychological services (Beyers & Goossens, 2002). Cronbach alpha for the full scale SACQ measure was 0.85.

2.10. Procedure

The study was approved by the *Human Research Ethics Subcommittee* in the school of Psychology at the *University of Adelaide* (Approval Number: 20/21). All first-year psychology students had access to the online survey through the *Research Participation System* (RPS), where they could enroll in a number of honours and master's projects and were able to read a brief description of the study before signing up (see Appendix E). The online survey was designed through an external site known as *Qualtrics*; a web-based application for building, distributing, and analysing online surveys. First-year psychology students could access the survey through the RPS system via a URL to *Qualtrics*. After confirming their eligibility for the survey, students were required to read the study's aims and the implications of the research, were informed that their responses would remain confidential and anonymous and were given the option to withdraw from the study at any time without penalty (see Appendix A). The survey had a duration of 20-30 minutes and could be completed at any time. Upon completion of the survey students were rewarded 0.5% course credit. The survey remained available on the RPS system from 14/4/20 to the 19/6/20. There were three cases of missing data. In the first instance two students only filled in their demographic information and the third student only filled in 10 questions.

Students were allocated research participation system codes that were comprised of five digits. They were also asked to provide their student ID number as a backup in case their RPS code was lost so they could be easily credited (see Appendix B). Students were also given the option to

receive their published results at the conclusion of the thesis grading and academic year (see Appendix D). Sensitive information was non-identifiable with individual participants in the results of this study.

2.11. Data analysis

All survey data were analysed using a statistical package on R Studio version 4.0.2. To start with, descriptive analyses (correlational analyses) was performed on the COVID-19 data and Brief-COPE and SACQ measures. Means and standard deviations were examined in order to provide a general description of how the COVID-19 data were interacting with these measures.

In accordance with Aim 1 and Aim 2, frequencies and descriptive statistics were computed for self-compassion, imposter phenomenon and three domains of the SACQ scale. The relationship between SACQ scores and self-compassion, and imposter phenomenon characteristics were examined using correlational analyses (Pearson's r for continuous variables). For Aim 3, multiple linear regression analysis was conducted to examine the unique contribution of resilience, coping strategies, self-compassion and imposter phenomenon in predicting adjustment to university and its dimensions (e.g. academic adjustment, social adjustment, personal/emotional adjustment). The decision was made to exclude fear of COVID 19 from the multiple linear regression models due to its insignificant contribution, as well as being insignificant values in the correlational analysis. Despite being insignificant at a bivariate level, it was decided that the COVID-19 data still had research value and should be examined due to its likely influence over the other predictor variables. As a result, Aim 4 was created to examine the relationship between fear of COVID-19 and each of the adjustment scales. Exploratory analyses was conducted on the COVID-19 data looking at fear of COVID-19 and the three domains of adjustment.

Results Section

3.1. Data screening and quality control

Data were analysed using R Studio version 4.0.2. Prior to analysis, data was screened for missing values, outliers, and invalid values (e.g. 'nineteen' was changed to 19). A total of 251 respondents participated in the study, with 20 cases of missing data. One participant was also removed since they were underage (16 years). All cases of missing data were removed apart from three cases where participants completed 26 questions. This included all of the resilience scale items and the majority of the Brief COPE scale items. In accordance with Nunnally (1978) who recommends a Cronbach alpha of around 0.70 or higher, the internal consistency was reported as acceptable for all psychometric measures except for the COVID-19 measure that had an internal consistency of approximately 0.5. Additionally, Cronbach alpha can often be misleading when calculated on scales with only a small number of items, with scales that have higher numbers of items having higher coefficients (Cortina, 1993). This may have contributed to the low internal consistency of the COVID-19 scale.

Aim 1: Examining the nature of the relationship between self-compassion and academic, social, and personal/emotional adjustment to university.

Aim 1 was to examine the correlation between self-compassion with academic, social, and personal/emotional adjustment to university. Hypothesis 1 predicted a positive correlation between self-compassion and academic, social, and personal/emotional adjustment to university, keeping all other variables constant. In addressing this aim, a Pearson's correlation test was conducted to examine the relationship between the independent

variable self-compassion and the SACQ domains. Findings are reported in Table 1.

Descriptive analysis was performed prior to analysis. Assumptions related to the study design were all met. A visual inspection of box plots identified the presence of fourteen outliers in the independent variables (see Appendix F): IP (zero), self-compassion (three), coping strategies (six), resilience (two) and COVID-19 (three). Further, there were four outliers in the dependent variables- academic adjustment (three), social adjustment (one), personal/emotional (zero). Outliers were left without intervention. The Shapiro-Wilk statistic indicated that the assumption of normality was violated for academic and social adjustment, but not for personal/emotional adjustment. The rejection of normality in academic and social adjustment maybe caused by large sampling bias as Shapiro-Wilk tests tend to be statistically significant with large samples. However, prior inspection of the box plots indicated a relatively normal distribution.

Results demonstrated statistically significant negative correlations between self-compassion and academic adjustment, ($r(247)=-0.28, p<.001$), personal/emotional adjustment ($r(247)=-0.26, p<.001$), and social adjustment ($r(86)=-0.24, p=0.02$). These findings do not support Hypothesis 1, predicting that self-compassion would have strong positive correlation with academic, social, and personal/emotional adjustment to university.

Aim 2: Examining the nature of the relationship between imposter phenomenon and academic, social, and personal/emotional adjustment to university.

Aim 2 was to examine the correlation between imposter phenomenon and academic, social, and personal/emotional adjustment to university. Hypothesis 2 predicted a negative correlation between imposter phenomenon and academic, social, and personal/emotional

adjustment to university, when controlling for resilience, coping strategies, age and gender. In addressing this aim, a Pearson's correlation test was conducted to examine the relationship between the independent variable self-compassion and the SACQ domains. Findings are reported in Table 1. Results revealed a statistically non-significant negative correlation between imposter phenomenon and social adjustment ($r(86) = -0.03, p = 0.72$). The results also showed a statistically significant, negative correlation between imposter phenomenon and academic adjustment ($r(247) = -0.25, p < .001$), and imposter phenomenon and personal/emotional adjustment ($r(247) = -0.49, p < .001$). These findings support Hypothesis 2, predicting that imposter phenomenon would be negatively correlated with the SACQ domains. Even though some variables were not significant at the bi-variate level they were included in the multiple linear regression models due to their hypothesised relationships to the dependent variables.

Table 1

Descriptive Statistics and Correlation Coefficient for study variables (N=251)

| Variable | M | Min | Max | SD | Avg. Self-compassion | Avg. Imposter Phenomenon | Avg. Coping Strategies | Avg. Resilience | Avg. COVID-19 |
|------------------------------------|------|-----|-----|------|----------------------|--------------------------|------------------------|-----------------|---------------|
| Avg. Academic Adjustment | 4.13 | 1 | 10 | 0.64 | -0.29** | -0.25** | -0.19** | 0.005 | -0.02 |
| Avg. Social Adjustment | 5.04 | 1 | 10 | 0.99 | -0.25* | -0.04 | -0.38** | -0.05 | -0.06 |
| Avg. Personal/Emotional Adjustment | 4.85 | 1 | 10 | 1.42 | -0.26** | -0.5** | -0.32** | 0.37** | -0.14* |

Note. N= Sample Size; M = Mean; Min = Minimum; Max = Maximum; SD = Standard Deviation

** $P < 0.01$

* $P < 0.05$

Aim 3: Examining the predictor variables contributions to the three dimensions of adjustment

Aim 3 was to determine the extent to which coping strategies, resilience, self-compassion, and imposter phenomenon uniquely predict the three dimensions of adjustment to university; academic, social, and personal/emotional adjustment. Although coping strategies and resilience have been studied extensively in previous academic literature, they were incorporated in this analysis as a means of comparison and support for the previous literature. Hypothesis 3 predicted that coping strategies, resilience, self-compassion, and imposter phenomenon together are better predictors of academic, social, personal/emotional than each variable separately.

Multiple linear regression was performed in order to examine each independent variable's contribution to the different domains of adjustment to university. All assumptions for multiple linear regression were met.

Table 2

Model A: Multiple Regression of Coping Strategies, Resilience, Self-Compassion, and Imposter Phenomenon on Academic Adjustment (N = 251)

| Variable | B | SE B | β | p |
|---------------------|-------|------|---------|-------|
| Coping Strategies | -0.04 | 0.13 | -0.02 | 0.750 |
| Resilience | -0.06 | 0.07 | -0.06 | 0.384 |
| Self-Compassion | -0.31 | 0.12 | -0.20 | 0.011 |
| Imposter Phenomenon | -0.14 | 0.06 | -0.17 | 0.020 |

Aim 3a: the association between coping strategies, resilience, self-compassion, and imposter phenomenon with academic adjustment (Model A).

Aim 3a was to examine the association between coping strategies, resilience, self-compassion, and imposter phenomenon and academic adjustment. It was hypothesised that the association between coping strategies, resilience, self-compassion, and imposter phenomenon with academic adjustment is greater than each individual scale. Model A demonstrates the association between predictor variables coping strategies, resilience, self-compassion, and imposter phenomenon with academic adjustment. Model A was statistically significant ($F(4,244)=7.209, p<.001$) and accounted for 9.1% of the total variance in university academic adjustment. Imposter phenomenon and self-compassion were shown to significantly contribute to academic adjustment. However, coping strategies and resilience were not statistically significant in the prediction of academic adjustment. While the overall model for academic adjustment was significant, variables coping strategies and resilience were not statistically significant. This can be seen in Table 2. These results do not support the hypothesis that the predictor variables better account for academic adjustment together than they do alone.

Table 3

Model B: Multiple Regression of Coping Strategies, Resilience, Self-Compassion, and Imposter Phenomenon on Social Adjustment (N = 251)

| Predictor | B | SE B | β | p |
|---------------------|-------|------|---------|-------|
| Coping Strategies | -1.05 | 0.32 | -0.43 | 0.002 |
| Resilience | 0.01 | 0.17 | 0.01 | 0.958 |
| Self-Compassion | -0.18 | 0.29 | -0.09 | 0.535 |
| Imposter Phenomenon | 0.26 | 0.16 | 0.21 | 0.099 |

Aim 3b: The association between coping strategies, resilience, self-compassion, and imposter phenomenon with social adjustment (Model B).

Aim 3b was to examine the associated between coping strategies, resilience, self-compassion, and imposter phenomenon and social adjustment (Model B). It was hypothesised that the association between coping strategies, resilience, self-compassion, and imposter phenomenon and social adjustment is greater than each individual scale. Model B examines social adjustment with predictor variables coping strategies, resilience, self-compassion, and imposter phenomenon. This can be seen in Table 3. Model B was found to be significant ($F(4, 83)=4.506, p= 0.002$), and accounted for 13.9% of the total variance in social adjustment to university. Coping Strategies was the only parameter shown to statistically significantly contribute to social adjustment (see Table 3). Resilience, Self-compassion, and Imposter Phenomenon did not significantly contribute to social adjustment model. These results do not support the hypothesis that the predictor variables better account for social adjustment together than they do alone.

Table 4

Model C: Multiple Regression of Coping Strategies, Resilience, Self-Compassion, and Imposter Phenomenon on Personal/Emotional Adjustment (N = 251)

| Predictor | B | SE B | β | p |
|---------------------|-------|------|---------|--------|
| Coping Strategies | -0.81 | 0.24 | -0.21 | 0.001 |
| Resilience | 0.61 | 0.13 | 0.26 | <0.001 |
| Self-Compassion | 0.02 | 0.23 | 0.01 | 0.919 |
| Imposter Phenomenon | -0.60 | 0.11 | -0.34 | <0.001 |

Aim 3c: The association between coping strategies, resilience, self-compassion, and imposter phenomenon with personal/emotional adjustment (Model C).

Aim 3c was to examine the association between coping strategies, resilience, self-compassion, and imposter phenomenon and social adjustment. It was hypothesised that the association between coping strategies, resilience, self-compassion, and imposter phenomenon and personal/emotional adjustment is greater than each individual scale. Model C examines personal/emotional adjustment with predictor variables coping strategies, resilience, self-compassion, and imposter phenomenon. This can be seen in Table 4. Model C was found to be significant ($F(4, 244)=30.26, p <.001$), and accounted for 32.1% of the total variance in the personal/emotional domain of university adjustment. Imposter phenomenon, resilience, and coping strategies were shown to significantly contribute to personal/emotional adjustment (see Table 4). However, self-compassion was not statistically significant in the prediction of personal/emotional adjustment. These results do not support the hypothesis that the predictor variables better account for emotional/personal adjustment together than they do alone.

Based on these results, Hypothesis 3 was supported with the exception of social adjustment. The combination of independent variables contributed to a greater explanation in adjustment together than they did separately for the academic and personal/emotional domains. However, for social adjustment it was found that coping strategies independently was a better predictor of social adjustment than the combination of all scales. For instance, in Model A, self-compassion and imposter phenomenon were significant and better predictors of academic adjustment than coping strategies and resilience. This was also seen in Model C, where imposter phenomenon was a better predictor of personal/emotional adjustment alone than when included in a model alongside the other independent variables. This was not demonstrated in Model B with coping strategies. However, it is important to

consider that coping strategies had a series of missing values where participants had provided incomplete responses to the scale. This may have had some impact of the model's integrity. There were additional benefits for considering multiple variables together when predicting university adjustment in all domains as combining the predictor variables for each of these models resulted in a greater explanation of variance.

Aim 4: To explore the relationship between fear of COVID-19 with academic, social, and personal/emotional adjustment to university.

Aim 4 was an additional exploratory aim to examine the relationship between fear of COVID-19 and the three domains of adjustment. Hypothesis 4 predicted negative correlations between fear of COVID-19 and all three domains of adjustment: academic, social, and personal/emotional adjustment. In addressing this aim, a Pearson's correlation test was conducted to examine the relationship between the fear of COVID-19 and the SACQ domains. Findings are reported in Table 1.

It was found that there was a negative and non-significant relationship between COVID-19 and academic adjustment ($r(247)=-0.02$, $p=0.72$) and social adjustment ($r(247)=-0.06$, $p=0.56$). It was found that there was statistically significant negative relationship between fear of COVID-19 and personal/emotional adjustment ($r(247)=-0.14$, $p=0.03$). These findings support hypothesis 4 that COVID-19 would be negatively correlated with the adjustment domains.

Discussion

4.1. Overview

The primary goal of the research was to explore how self-compassion and imposter phenomenon would impact first year university students' adjustment to university in three separate domains: academic, social, and personal/emotional. Given the existing literature on resilience and coping strategies on university adjustment, these variables were also included in the study. What was not anticipated was that there would be another extraneous factor at play; the recent events of the COVID-19 pandemic. Thereby, it also became necessary to explore how COVID-19 impacted the other variables of interest. Investigating the way in which self-compassion and imposter phenomenon, relatively new constructs in first year adjustment to university, provided valuable insight. First, in relation to aim 1 it was found that self-compassion was negatively correlated with all three domains of adjustment. In relation to aim 2, it was found that imposter phenomenon was also negatively correlated with the three domains of adjustment. This was also the case for the fear of COVID-19 scores and the three adjustment domains, which supported aim 4. Contrary to predictions for aim 3, self-compassion and imposter phenomenon were both revealed to be significant and better predictors of academic adjustment, than coping strategies and resilience, which were found to be insignificant. Third, contrary to predictions, imposter phenomenon was revealed to be a significant and better predictor of personal/emotional adjustment alone than when included in a model with the other predictor variables. For instance, self-compassion and fear of COVID-19 was shown to be non-significant predictors of personal/emotional adjustment. Finally, it was also

unexpected that coping strategies was the only significant predictor of social adjustment. The results of the current study contribute to current understandings of the association between the self-compassion, imposter phenomenon, resilience, and coping strategies and the three most common domains of adjustment to university. This highlights the importance of the new additions of self-compassion and imposter phenomenon to studying student adjustment.

4.2. Summary of findings

The first aim of this study was to examine the correlation between self-compassion and the three domains of adjustment. Multiple studies have found positive associations between self-compassion and many current markers of psychological well-being such as self-acceptance, life satisfaction, social connectedness, self-esteem, mindfulness, personal growth, happiness and optimism (Iskender, 2009). It has also demonstrated negative associations with neuroticism, self-criticism, rumination, and neurotic perfectionism (Iskender, 2009; Smeets, Neff, Alberts, & Peters, 2014; Hope, Koestner, & Milyavskaya, 2014). Based on findings such as these, it was hypothesised that students with high levels of self-compassion would have higher scores in all areas of adjustment. Hypothesis 1 proposed that the relationship between self-compassion and all three domains of adjustment would be positive in nature. These findings were not supported.

These findings are not consistent with what might be expected from previous literature on self-compassion. Previous findings have shown that self-compassion has helped to moderate student's reactions to academic and social difficulties in the transition from high school to university (Smeets, Neff, Alberts, & Peters, 2014). Studies have also shown that students with high levels of self-compassion tend to have less fear of failure and are more

likely to try again when faced with failure (Smeets, Neff, Alberts, & Peters, 2014). For these reasons it is unexpected that self-compassion is negatively associated with academic adjustment ($r(247)=-0.28, p<.001$). This might be explained by a study by Iskender (2009) that found that self-compassion was positively associated with mastery of goals and negatively associated with performance goals, which was mediated by the lesser fear of failure and the greater perceived competence of self-compassionate individuals. This might suggest that self-compassion doesn't affect performance in the short term, but may affect individuals long-term goals. It was also unexpected that self-compassion was negatively associated with both social adjustment ($r(86)=-0.24, p=0.02$) and personal/emotional adjustment ($r(247)=-0.26, p<.001$). Multiple studies have demonstrated the positive associations between self-compassion and psychological markers of well-being which is a key component of the personal/emotional adjustment dimension. It is possible that when answering the questions relating to self-compassion, individual answers were influenced by their current situations that resulted from isolation and confinement. Although the relationship between self-compassion and fear of COVID-19 was not explored, there may have been an unknown relationship between these two constructs. Many students responded to the survey during the time when restrictions were in place and people were warned to self-isolate. Although there is limited data on confinement and social isolation that have been imposed by societal-level threats, recent studies in 2020 have suggested that home confinement has an initial impact on mental health (Husky, Kovess-Masfety, & Swendsen, 2020). This may also account for the negative association between self-compassion and social adjustment. The absence of on-campus time meant that students did not have the opportunity to develop friendships, which have been shown to provide material support, social comparison, information, and emotional support (Silvers, 2006).

The second aim was to examine the correlation between imposter phenomenon and the three main domains of adjustment. Previous studies have emphasised how the college/university environment is particularly challenging for individuals who experience imposter phenomenon. These studies have demonstrated significant and negative associations between imposter phenomenon and all three domains of adjustment (Lefkowitz, 2003). Hypothesis 2 proposed that there would be a negative relationship between imposter phenomenon and the three domains of adjustment. These findings were supported. The findings revealed a statistically significant, negative correlation between imposter phenomenon and academic adjustment ($r(247)=-0.25, p<.001$), and imposter phenomenon and personal/emotional adjustment ($r(247)=-0.49, p<.001$), and a negative but statistically non-significant correlation between imposter phenomenon and social adjustment ($r(86), =-0.03, p=0.72$). This is consistent with previous literature that has found imposter phenomenon to be negatively associated with full scale adjustment, which includes academic and personal/emotional adjustment as well as 'attachment to institution', as well as social adjustment (Lefkowitz, 2003).

The third aim of this study was to examine coping strategies, resilience, self-compassion, and imposter phenomenon in relation to academic, social, and personal/emotional adjustment of first year university students, in order to explore the impact of these predictor variables on adjustment together and in relation to one another. Thereby, it was hypothesised that coping strategies, resilience, self-compassion, and imposter phenomenon are better predictors of academic, social, personal/emotional adjustment together than they are separately.

Hypothesis 3 was separated into three subheadings: Academic (3a), Social (3b), and Personal/Emotional (3c). Hypothesis 3a examined the association between coping strategies, resilience, self-compassion, and imposter phenomenon with academic adjustment is greater

than each individual scale. Hypothesis 3a was partially supported by the results. While the overall model for academic adjustment was significant, it only accounted for 9.1% of the total variability in the academic adjustment domain. This may suggest that these four predictive variables are not sufficient to accurately predict academic adjustment. The low coefficient indicates that the four predictor variables alone are not sufficient to accurately predict academic adjustment. Self-compassion and imposter phenomenon were both shown to be significant, and together in a model with resilience and coping strategies accounted for greater variance in academic adjustment than each variable individually. Self-compassion and imposter phenomenon were also found to be significant predictors of academic adjustment when controlling for resilience and coping strategies. In other words, both self-compassion and imposter phenomenon provide additional predictive power beyond what resilience and coping strategies have already provided. The results for the multiple linear regression were mixed. Consistent with the literature, imposter phenomenon significantly predicted academic adjustment. Although the literature is limited in the area of self-compassion and academic adjustment to university, studies have demonstrated how self-compassionate students' have less fear of failure and are much more likely to try again after failing (Smeets, Neff, Alberts, & Peters, 2014).

Hypothesis 3b examined the association between coping strategies, resilience, self-compassion, and imposter phenomenon and social adjustment is greater than each individual scale. Hypothesis 3b was supported, as all the variables accounted for greater variance together than individually. Model B accounted for 13.9% of the total variance in the social domain of adjustment to university. However, it is importance to also consider that coping strategies was the only significant variable and by itself explained 13.8% of the variance in the social adjustment domain. This finding is consistent with other studies that have shown that coping strategies are related to social adjustment (Chen, 2016). A possible explanation

for the positive impact coping strategies has on social adjustment is that it is a by-product of other variables such as social support, which has shown have a strong relationship with social adjustment (Chen, 2016). Neither self-compassion or imposter phenomenon were significant unique predictors in this model. In other words, while the correlation between self-compassion and social adjustment was found to be highly significant, self-compassion and imposter phenomenon were not found to significantly predict social adjustment in first year university students in the multiple linear regression model. This is inconsistent with findings from previous studies. Previous studies have shown that students with high levels of imposter phenomenon tend to use maladaptive coping strategies, lack resilience and self-compassion, and suffer in various adjustment domains (Lefkowitz, 2003). This is understandable, given that individuals with high levels of imposter phenomenon tend to have a fear of being exposed as a fraud by those around them and this would likely impact their social adjustment. Perhaps one explanation for why imposter phenomenon was not shown to be a significant predictor of social adjustment is that individuals may separate/detach their imposter feelings related to their academic lives, from their interactions. Again, it is likely that the social adjustment domain has been affected by the COVID-19 pandemic. Questions such as “I feel that I fit in well as part of the college/university environment” and “I’m very involved with social activities in college/university” were likely impacted.

Finally, hypothesis 3c examined the association between coping strategies, resilience, self-compassion, and imposter phenomenon and personal/emotional adjustment is greater than each individual scale. Hypothesis 3c was supported as all predictor variables together accounted for greater variance in personal/emotional adjustment than each variable individually. The overall model for personal/emotional adjustment was significant and accounted for 32.1% of the total variability in the personal/emotional domain of university adjustment. Additionally, all predictor variables apart from self-compassion were found to

significantly predict personal/emotional adjustment. It was unexpected that self-compassion would be insignificant. There is a growing body of evidence that supports the benefits of self-compassion for subjective well-being. Consistently studies have shown a negative relationship between self-compassion and psychological symptoms like stress, depression and anxiety (Lopez, et. al., 2015). It might be important to consider that currently the Self-Compassion Scale (SCS) is the only self-report instrument to measure self-compassion and is widely used despite the limited evidence for the scale's psychometric properties (Lopez, et. al, 2015). Lopez et. al. (2015) study did not justify the common use of the SCS total score as an overall indicator of self-compassion and emphasised the importance of making a distinction between self-compassion and self-criticism. It has been argued that it is theoretically more accurate to separate the SCS's positive and negative items since their content measures two different processes, being self-compassion and self-criticism, rather than one construct of self-compassion (Lopez et. al, 2015). Gilbert et al. (2011) argued that self-compassion is distinct from self-criticism and is related to different physiological systems, and thereby, should not be measured as one. It is possible that self-compassion and self-criticism were not well distinguished which affected its predictive role in personal/emotional adjustment.

4.3. Strengths, Weaknesses and Methodological Considerations

Limitations and methodological considerations should be taken into account when interpreting these results. Firstly, participants were recruited via a convenience sample made up of first year psychology students. This may have affected the external validity and reliability of outcomes. It is also important to consider that the sample was only from a single university population. If future researchers are interested in exploring self-compassion and imposter phenomenon in student samples, they may want to increase the diversity of the

student groups by exploring whether self-compassion and imposter phenomenon differ by year of study, course, or degree. Although there is a number of limitations in the current study, a key strength of this research is the use of a large sample size and well-validated instruments to assess the main variables in this study.

Another limitation was that this study relied exclusively on self-reported measurements which leaves the data vulnerable to potential social desirability bias. Since self-report measures rely on the participant answering the questions truthfully it is possible that participants may have tailored their responses in order to present a more desirable image of themselves or simply outright fabricated their results. The survey was accessible online, and students were able to complete it in their own time in their own space. Thereby, it was not possible to monitor students while they were completing the study in a controlled setting.

There are methodological considerations to make when assessing the measures that were used in the current study. Firstly, realising that the COVID pandemic would affect first year university student's adjustment a fear of COVID-19 scale was created. However, with the rapid development of the pandemic conditions and restrictions we were unable to create prototype questions. This may have also resulted in the scale having such a low internal consistency of 0.52. This understandable given the rapidly changing and evolving pandemic restrictions. At the time the COVID-19 scale was created mid-April, COVID-19 restrictions were more strict. Individuals were encouraged to stay indoors, and most individuals were beginning to work from home. This explains some of the extremes found in the raw data, that were observed during the beginning of the pandemic. When restrictions loosened many of the scores became less extreme. It was also the case that a lot of the questions in the scales for adjustment to university would have been affected by isolation due to the pandemic. For instance, this may be especially prominent in the social and personal/emotional domains of

adjustment where students were asked questions such as “I am very involved with the social activities in university” or “I am meeting many new people, and making as many friends as I would like at university” for the social domain. It is likely that it also occurred in the personal/emotional domains as well with questions such as “I worry about my university expenses a lot” and “I’m experiencing a lot of difficulty coping with the stresses imposed upon me in university”. There is no doubt that students’ adjustment was affected by the pandemic, and we were unable to capture the full extent to which the pandemic affected adjustment due to the lack of validity of the COVID-19 scale. It is important to mention that the Brief-COPE scale was missing the item “I’ve been thinking hard about what steps to take”. A Cronbach Alpha test was performed to check the internal consistency to validate the credibility of the scale. The Cronbach Alpha was 0.81 which is an acceptable level of internal consistency. However, missing this item would have undoubtedly skewed the reliability of the Brief-COPE scale. This can be improved in future studies.

While this study included four predictor variables that have been found to be predictive of university/college adjustment, there are many other variables that may also be relevant to university adjustment.

4.4. Significance and Implications for Future Research

Future studies that are interested in exploring self-compassion and imposter phenomenon may want to expand upon student samples to increase the diversity of student groups. This might be achieved by examining self-compassion and imposter phenomenon and how this might differ by course and year of university. Given the significant gender discrepancy in psychology courses where the majority are female, future research might be interested in exploring these constructs in relation to gender in a broader population. By exploring the relationship between self-compassion, imposter phenomenon, and the three

domains of adjustment, our findings revealed some promising outcomes for future research in the area of self-compassion and IP in first year student adjustment to university. In addition, while a vast majority of the students were in their early 20's. There was also a number of mature age students who participated in this study. This study utilised a large range of age groups (17-61, M=21). However, this was not the primary focus of this research. Future research could explore the difference between students who have transitioned straight from high school and mature age students to explore the role of age and how it may influence a student's self-compassion and experiences with imposter phenomenon. Endorsement of imposter-phenomenon and self-compassion were found to be significantly associated with academic adjustment, while only imposter-phenomenon is significantly associated with personal/emotional, and neither are associated with social adjustment. As these two constructs are relatively new in the literature, these findings are inconsistent with current studies that indicate IP is predictive of social adjustment. However, previous findings also indicated that IP was significantly related to full scale adjustment, which has been demonstrated to an extent in this study.

Our current findings indicate that exploring IP and adjustment should be held to greater importance in current research. Studies have shown that sustained IP thoughts lead to bouts of depression and anxiety and loss of self-esteem. It has also been shown that the persistence of IP adversely affects job wellbeing, satisfaction, and performance in the workplace (Hutchins, 2015). Thereby, it is of great importance that we continue to research IP into the future and give students who are struggling with IP the support they need while they are in university so they are well-prepared for the workplace. Given the recent circumstances it would be beneficial to also examine self-compassion and adjustment further. Self-compassion was shown to be predictive of academic adjustment, but not social or personal/emotional adjustment. The current study was unable to establish the true extent of

fear of COVID-19 on the adjustment to university domains due to the low internal consistency of the scale that was created. In order to establish whether COVID-19 affected the results of this study, the study should be replicated and repeated in another cohort of students in a regular university year. A study that tests the predictive ability between these two groups in a clinical population would also further provide insight into research on adjustment to university.

Expanding upon the scope of variables that are used to examine the domains of adjustment to university should be a focus for future studies. The inclusion of high school GPA, academic motivations, perfectionism, and task management strategies may improve the predictive power of the academic adjustment domain (Chen, 2016). It is also possible that living arrangements (e.g. home vs. out of home) could have improved the predictive power for the social adjustment domain.

Finally, the current study should be replicated because this will establish a greater body of evidence for the importance of self-compassion and imposter phenomenon in student's adjustment. Many of the results in the current study contradicted what has been shown in other studies that have looked at self-compassion and imposter phenomenon. It would be good to replicate this study on another first year cohort who hasn't had to isolate due to the pandemic. In an effort to generalise results, future research should seek to explore imposter-phenomenon and self-compassion cross-culturally and by socio-economic status.

4.5. Conclusion

The findings in the current study have important theoretical and practical implications for continued research into the areas of self-compassion and imposter phenomenon. The findings demonstrate how imposter-phenomenon and self-compassion predict various forms

of adjustment. As self-compassion and imposter phenomenon are a new area of research in regard to student adjustment to university, these findings aim to provide a good starting point for how these constructs can be predictive of the various domains of adjustment. The current study proposes that more studies should examine IP in university populations, provided there may be some benefit for students who endorse IP to be directed toward student counsellors for extra support.

As more and more students decide to go to university, there is an increasing need to accommodate first year students and help them adjust in a time that is often marked increases in stress and mental health problems. Thus, the importance of understanding a wide range of constructs that contribute to adjustment is paramount and should be a focus for future studies. There were additional benefits for considering multiple variables together when predicting university adjustment as combining the predictor variables for each model resulted in a greater explanation of variance. Self-compassion and IP had unique predictive power on the academic adjustment regression model and should be considered together when predicting for academic adjustment. Consistent with previous literature, coping strategies was found to be predictive of social adjustment and should be considered together when accounting for social adjustment. Finally, imposter-phenomenon, resilience and coping strategies should be considered together when predicting personal/emotional adjustment. Future studies should endeavour to expand upon the scope of independent variables by examining other known variables related to student adjustment.

References

- Australian Government Department of Health, Communicable Diseases Intelligence. (2020). COVID-19, Australia: Epidemiology Report 5: Reporting week ending 19:00 AEDT 29 February 2020. Retrieved from [https://www1.health.gov.au/internet/main/publishing.nsf/Content/1D03BCB527F40C8BCA258503000302EB/\\$File/covid_19_au_epi_report_5_reporting_week_ending_1900_aedt_29_29_feb_2020.pdf](https://www1.health.gov.au/internet/main/publishing.nsf/Content/1D03BCB527F40C8BCA258503000302EB/$File/covid_19_au_epi_report_5_reporting_week_ending_1900_aedt_29_29_feb_2020.pdf)
- Baker, R. (2002). Research with the student adaption to college questionnaire (SACQ). Clark University, Posted by Robert Shilkret Mount Holyoke College (2002).
- Beyers, W., & Goossens, L. (2002). Concurrent and Predictive Validity of the Student Adaption to College Questionnaire in a Sample of European Freshman Students. *Educational and Psychological Measurement, 62*(3), 527-538. doi:10.1177/00164402062003009
- Campbell-Sills, L., & Stein, M. (2007). Psychometric analysis and refinement of the Connor-Davidson Resilience Scale (CD-RISC): Validation of a 10-item measure of resilience, *Journal of Traumatic Stress, 20*(6), 1019-1028. doi: 10.1002/jts.20271
- Carver, C. (1997). You want to measure coping but your protocol's too long: Consider the Brief COPE. *International Journal of Behavioural Medicine, 4*(1), 92-100. doi:10.1207/s15327558ijbm0401_6
- Chen, J., & Kaufman, J. (2016). Multidimensional Approach to Predicting Freshman College Adjustment, [*ProQuest Dissertations Publishing*]. <http://search.proquest.com/docview/1826828529/>
- Chung, E. (2016). Resilience, complete mental health and academic achievement in

traditional and non-traditional first year psychology students.

Clance, P., & Imes, S. (1978). The imposter phenomenon in high achieving women:

Dynamics and therapeutic intervention. *Psychotherapy: Theory, Research & Practice*, 15(1), 241-247. doi: 10.1037/h0086006

Cohen, M., Ben-Zur, H., & Rosenfeld, M. (2008). Sense of Coherence, Coping Strategies, and Test Anxiety as Predictors of Test Performance Among College Students.

International Journal of Stress Management, 15(3), 289-303. doi:10.1037/1072-5245.15.3.289

Cortina, J. (1993). What is Coefficient Alpha? An examination of Theory and Applications.

Journal of Applied Psychology, 78(1), 98-104. doi:10.1037/0021-9010.78.1.98

Cox, C., Weiner, E., & Khlodadoust, M. (2019). Prior Exposure to College and

Adjustment to College for First Year Students, [*ProQuest Dissertations Publishing*]. <http://search.proquest.com/docview/2317708265/>

Cozzarelli, C., & Major, B. (1990). Exploring the validity of the imposter

phenomenon. *Journal of Social and Clinical Psychology*, 9(4), 401-417.

doi:10.1521/jscp.1990.9.4.401

Gilbert, P., Mcewan, K., Matos, M., & Rivis, A. (2011). Fears of compassion:

Development of three self-report measures. *Psychology and Psychotherapy: Theory, Research and Practice*, 84(3), 239-255.

doi:10.1348/147608310X526511

Hartley, M. (2012). Assessing and Promoting Resilience: An Additional Tool to Address the

Increasing Number of College Students with Psychological Problems. *Journal of*

College Counselling, 15(1), 37-51. doi: 10.1002/j.2161-1882.2012.00004.x

Harvey, J., & Katz, C. (1985). *If I'm so successful, why do I feel like a fake?* New York: St Martin's Press.

Husky, M., Kovess-Masfety, V., & Swendsen, J. (2020). Stress and anxiety among university students in France during Covid-19 mandatory confinement. *Comprehensive Psychiatry*, 102, 152191. doi: 10.1016/j.comppsy.2020.152191

Hutchins, H. (2015). Outing the Imposter: A Study Exploring Imposter Phenomenon among Higher Education Faculty. *New Horizons in Adult Education and Human Development*, 27(2), 3-12. doi:10.1002/nha3.20098

Hope, N., Koestner, R., & Milyavskaya, M. (2014). The Role of Self-Compassion in Goal Pursuit and Well-Being Among University Freshmen, *Self and Identity*, 13(5), 579-593, doi: 10.1080/15298868.2014.889032

Iskender, M. (2009). THE RELATIONSHIP BETWEEN SELF-COMPASSION, SELF-EFFICACY, AND CONTROL BELIEF ABOUT LEARNING IN TURKISH STUDENTS. *Social Behavior and Personality*, 37(5), &11-720. doi:10.2224/sbp.2009.37.5.711

King, J., & Cooley, E. (1995). Achievement Orientation and the Impostor Phenomenon among College Students. *Contemporary Educational Psychology*, 20(3), 304- 312. doi:10.1006/ceps.1995.1019

Lefkowitz, E., & Yeh, C. (2003). Predicting adjustment to college*: A model of personality, coping strategies and college adjustment, [ProQuest Dissertations Publishing], <http://search.proquest.com/docview/305339405/>

Leong, F., Bonz, M., & Zachar, P. (1997). Coping styles as predictors of college adjustment among freshmen, *Counselling Psychology Quarterly*, 10(2), 211-220, doi:10.1080/09515079708254173

- López, A., Sanderman, R., Smink, A., Zhang, Y., van Sonderen, E., Ranchor, A., Schroevers, M., & Wicherts, J. (2015). A Reconsideration of the Self-Compassion Scale's Total Score: Self-Compassion versus Self-Criticism. *PLoS ONE*, *10*(7), e0132940. doi:10.1371/0132940
- Mooney, S., Sherman, M., & Presto, C. (1991). Academic Locus of Control, Self-Esteem, and Perceived Distance From Home as Predictors of College Adjustment. *Journal of Counselling & Development*, *69*(5), 445-448. doi: 10.1002/j.1556-6676.1991.tb0152.x
- Neff, K. (2003). The Development and Validation of a Scale to Measure Self-Compassion. *Self and Identity*, *2*(3), 223-250. doi: 10.1080/15298860309027
- Neff, K., & Beretvas, S. (2013). The Role of Self-Compassion in Romantic Relationships. *Self and Identity*, *12*(1), 78-98. doi: 10.1080/15298868.2011.639548
- Nunnally, J. (1978). *Psychometric theory* (2nd ed.). New York: McGraw-Hill.
- Rahat, E., & Ilhan, T. (2016). Coping Styles, Social Support, Relational Self-Construal, and Resilience in Predicting Students' Adjustment to University Life. *Kuram Ve Uygulamada Egitim Bilimleri*, *16*(1), 187-208, doi: 10.12738/etp.2016.1.0058
- Siembor, B., Robinson-Wood, T., Li, C., & Sanchez, W. (2017). *Exploring the Effectiveness of a Mindfulness Training App for Managing Stress in a University Student Population: A Pilot Study* [ProQuest Dissertations Publishing].
<http://search.proquest.com/docview/2035384529/>
- Silvers, S., & Pittman, L. (2006). *Perceived social support, coping strategies, and depression during the transition to college* [ProQuest Dissertations Publishing].
<http://search.proquest.com/docview/305296964/>
- Smeets, E., Neff, K., Alberts, H., & Peters, M. (2014). Meeting Suffering With

Kindness: Effects of a Brief Self-Compassion Intervention for Female College Students. *Journal of Clinical Psychology*, 70(9), 794-807, doi:10.1002/jclp.22076

Tretter, J., Windram, J., Faulkner, T., Hudgens, M., Sendzikaite, S., Blom, N., Hanseus, K., Loomba, R., McMahon, C., Zheleva, B., Kumar, R., Jacobs, J., Oechslin, E., Webb, G., Redington, A., Paediatric Cardiology, & Amsterdam Cardiovascular Sciences. (2020). Heart University: a new online educational forum in paediatric and adult Congenital care. The future of virtual learning in a post-pandemic world? *Cardiology in the Young*, 30(4), 560-567. doi: 10.1017/S1047951120000852

Wei, M., Liao, K., Ku, T., & Shaffer, P. (2011). Attachment, self-compassion, empathy, and subjective well-being among college students and community adults. *Journal of Personality*, 79(1), 191-221, doi: 10.1111/j.1467-6494.2010.00677.x

Worcel, S., & Norem, J. (1995). The imposter phenomenon: Implications for academic and social adjustment among college women. Manuscript submitted for publication, Wellesley College.

Appendix A: Explanatory Information

Dear Participant,

You are invited to participate in the research project described below.

What is the project about?

This study aims to improve upon the understanding of psychological resilience, coping strategies, self-compassion, imposter phenomenon and first year adjustment to university. Successful adjustment to university is of great importance due to the high rate of attrition in the beginning of a student's degrees. Having a better understanding of the possible mechanisms at play may enable us to better support students in their first year at university.

Who is undertaking the project?

This study is run by Emily Heinrich and will form the basis for the degree of Psychological Sciences Honours at the University of Adelaide, under the supervision of Prof Deborah Turnbull (School of Psychology).

Why am I being invited to participate?

Psychology 1A English speaking students who are 18 years and above are invited to participate in this study.

What am I being invited to do?

You are being invited to complete an online survey that can be found on the Research Central Website of the school of psychology. The survey will be asking questions based on self-compassion, coping strategies, resilience and experiences with imposter phenomenon and adjustment to university. The survey will also ask a few questions on how you have been affected by the recent COVID-19 pandemic. You can choose to complete this survey at any time at your convenience between the 13th of April and the 1st of July.

How much time will my involvement in the project take?

The online survey will take up to 20-30 minutes to complete. You can choose to complete the survey at any time at your convenience. It would be appreciated if the survey can be completed in one session.

Participation in this study involves answering each question for which there are no right or wrong answers. At the conclusion of the study you will receive half an hours' worth of course credit (i.e. 0.5 credits) for your first year Psychology 1A course.

Are there any risks associated with participating in this project?

There are no appreciable risks with participation. However if you feel distressed by the contents of the survey you can visit student support

<https://www.adelaide.edu.au/counselling/register-for-counselling-support/counselling-registration-form>. If you are experiencing intense emotional distress, you can call Student Life Counselling Support on 08 8313 5663. If you are in need of after hour support, you can reach out to Lifeline at 131 114. They are a 24-hour phone counselling support line that is free and confidential.

What are the potential benefits of the research project?

You may benefit from the study as they learn about interesting concepts that they are likely to encounter often in their psychology studies. Participants will be given 0.5 credits for participating in this online survey.

Can I withdraw from the project?

Participation in this project is completely voluntary. If you agree to participate you can withdraw from the study at any time before the completion and submission of the survey. However, course credit will only be provided upon completion of the survey. If you choose to withdraw before completing the survey you will not receive credit.

What will happen to my information?

Participants privacy and confidentiality will be upheld in the following ways: no student/participant names are to be collected. Participation is anonymous and students will only be identified by their unique identity number (RPS number).

Information will be presented in the form of an honours thesis that will be presented at the end of the year. No individuals' participants will be identified in this paper or publication.

Students will be given the option to provide their email address at the end of the survey if they would like to have access to their results. At the conclusion of the year students may have access to the paper in the University of Adelaide Library. Provided the paper is up to standard, results may be used for future research. Student information and project records will be safely and securely stored. Only academic staff and students will be able to access the records. The records will be kept for up to 5 years from date of publication.

Your information will only be used as described above and it will only be disclosed according to the consent provided, except as required by law.

Who do I contact if I have questions about the project?

If you have any questions about this study, you can contact Emily Heinrich (Honours Psychology Student) at [REDACTED]. This project is being supervised by Prof Deborah Turnbull (MPsych(Clin) PhD) who you can contact at Deborah.turnbull.adelaide.edu.au

What if I have a complaint or any concerns?

The study has been approved by the Human Research Ethics Committee at the University of Adelaide (approval number 20/21). This research project will be conducted according to the NHMRC National Statement on Ethical Conduct in Human Research 2007 (Updated 2018). If you have questions or problems associated with the practical aspects of your participation in the project, or wish to raise a concern or complaint about the project, then you should consult the Principal Investigator. If you wish to speak with an independent person regarding concerns or a complaint, the University's policy on research involving human participants, or your rights as a participant, please contact the Human Research Ethics Committee's Secretariat on:

Phone: +61 8 8313 6028

Email: hrec@adelaide.edu.au

Post: Level 4, Rundle Mall Plaza, 50 Rundle Mall, ADELAIDE SA 5000

Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

Yours sincerely,

Emily Heinrich (Bachelor of Psychological Sciences) and Prof Deborah Turnbull (MPsych(Clin) PhD)

Appendix B: Collection of Demographic Data

If you are a first year Psychology 1A or 1B student, please enter your 5-digit Research Participation System ID

What is your University Student ID (e.g. a1234567)

Are you:

- Male
- Female
- Other

What is your age (in years)?

Appendix C: Survey

I am able to adapt when changes occur

Not true at all

Rarely true

Sometimes true

Often true

True nearly all the
time

I can deal with whatever comes my way

Not true at all

Rarely true

Sometimes true

Often true

True nearly all the
time

I try to see the humorous side of things when I am faced with problems

Not true at all

Rarely true

Sometimes true

Often true

True nearly all the
time

Having to cope with stress can make me stronger.

Not true at all

Rarely true

Sometimes true

Often true

True nearly all the time

I tend to bounce back after illness, injury, or other hardships.

Not true at all

Rarely true

Sometimes true

Often true

True nearly all the time

I believe I can achieve my goals, even if there are obstacles.

Not true at all

Rarely true

Sometimes true

Often true

True nearly all the time

Under pressure, I stay focused and think clearly.

Not true at all

Rarely true

Sometimes true

Often true

True nearly all the time

I am not easily discouraged by failure.

Not true at all

Rarely true

Sometimes true

Often true

True nearly all the time

I think of myself as a strong person when dealing with life's challenges and difficulties.

Not true at all

Rarely true

Sometimes true

Often true

True nearly all the time

I am able to handle unpleasant or painful feelings like sadness, fear, and anger.

Not true at all

Rarely true

Sometimes true

Often true

True nearly all the time

I've been turning to work or other activities to take my mind off things.

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been concentrating my efforts on doing something about the situation I'm in.

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been saying to myself "this isn't real".

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been using alcohol or drugs to make myself feel better.

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been getting emotional support from others.

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been giving up trying to deal with it.

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been taking action to try and make the situation better.

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been refusing to believe that it has happened.

I haven't been doing
this at all

I've been doing this a
little bit

I've been doing this a
medium amount

I've been doing this a
lot



I've been saying things to let my unpleasant feelings escape.

I haven't been doing
this at all

I've been doing this a
little bit

I've been doing this a
medium amount

I've been doing this a
lot



I've been getting help and advice from other people.

I haven't been doing
this at all

I've been doing this a
little bit

I've been doing this a
medium amount

I've been doing this a
lot



I've been using alcohol or other drugs to help me get through it.

I haven't been doing
this at all

I've been doing this a
little bit

I've been doing this a
medium amount

I've been doing this a
lot



I've been trying to see it in a different light, to make it seem more positive.

I haven't been doing
this at all

I've been doing this a
little bit

I've been doing this a
medium amount

I've been doing this a
lot



I've been criticizing myself.

I haven't been doing
this at all

I've been doing this a
little bit

I've been doing this a
medium amount

I've been doing this a
lot



I've been trying to come up with a strategy about what to do.

I haven't been doing
this at all

I've been doing this a
little bit

I've been doing this a
medium amount

I've been doing this a
lot



I've been getting comfort and understanding from someone.

I haven't been doing
this at all

I've been doing this a
little bit

I've been doing this a
medium amount

I've been doing this a
lot



I've been giving up the attempt to cope.

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been looking for something good in what is happening.

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been making jokes about it.

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been doing something to think about it less, such as going to the movies, watching TV, reading, daydreaming, sleeping, or shopping.

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been accepting the reality of the fact that it has happened.

I haven't been doing this at all

I've been doing this a little but

I've been doing this a medium amount

I've been doing this a lot

I've been expressing negative feelings

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been trying to find comfort in my religion or spiritual beliefs.

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been trying to get advice or help from other people about what to do.

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been learning to live with it.

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been blaming myself for things that happened.

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been praying or meditating

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

I've been making fun of the situation.

I haven't been doing this at all

I've been doing this a little bit

I've been doing this a medium amount

I've been doing this a lot

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1)

2

3

4

Almost always (5)

I'm disapproving and judgemental about my own flaws and inadequacies.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost
never (1)

2

3

4

Almost
always (5)

Almost never (1) 2 3 4 Almost always (5)

When I am feeling down I tend to obsess and fixate on everything that's wrong.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

When things are going badly for me, I see the difficulties as part of life that everyone goes through

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

When I think about my inadequacies, it tends to make me feel more separate and cut off from the rest of the world

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

I try to be loving towards myself when I'm feeling emotional pain.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

Almost never (1) 2 3 4 Almost always (5)

When I fail at something important to me I become consumed by feelings of inadequacy.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

When I'm down and out, I remind myself that there are lots of other people in the world feeling the way I am.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

When times are really difficult, I tend to be tough on myself.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

When something upsets me I try to keep my emotions in balance.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

Almost never (1) 2 3 4 Almost always (5)

When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

I'm intolerant and impatient towards those aspects of my personality I don't like.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

When I'm going through a very hard time, I give myself the caring tenderness I need.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

When I'm feeling down, I tend to feel like most other people are probably happier than I am.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

Almost never (1) 2 3 4 Almost always (5)

When something painful happens I try to take a balanced view on the situation.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

I try to see my failings as a part of the human condition.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

When I see aspects of myself that I don't like, I get down on myself.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

When I fail at something important to me I try to keep things in perspective.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

easier time of it.

Almost never (1)

When I'm really struggling, I tend to feel like other people must be having an

2

3

4

Almost always (5)



Almost never (1) 2 3 4 Almost always (5)

I'm kind to myself when I'm experiencing suffering.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

When something upsets me I get carried away with my feelings.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

I can be a bit cold-hearted towards myself when I'm experiencing suffering.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Almost never (1) 2 3 4 Almost always (5)

When I'm feeling down I try to approach my feelings with curiosity and openness.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

inadequacies.

Almost never (1)

I'm tolerant of my own flaws and

2

3

4

Almost always (5)



| | Almost never (1) | 2 | 3 | 4 | Almost always (5) |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| When something painful happens I tend to blow the incident out of proportion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Almost never (1) | 2 | 3 | 4 | Almost always (5) |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| When I fail at something that's important to me, I tend to feel alone in my failure. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Almost never (1) | 2 | 3 | 4 | Almost always (5) |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I try to be understanding and patient towards those aspects of my personality I don't like. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Not true at all | Rarely | Sometimes | Often | Very true |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I have often succeeded on a test or task even though I was afraid that I would not do well before I undertook the task | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Not true at all | Rarely | Sometimes | Often | Very true |
|--|--------------------|--------|-----------|-------|-----------|
|--|--------------------|--------|-----------|-------|-----------|

Not true at all Rarely Sometimes Often Very true

I can give the impression that I'm more competent than I really am.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Not true at all Rarely Sometimes Often Very true

I avoid evaluations if possible and have a dread of others evaluating me.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Not true at all Rarely Sometimes Often Very true

When people praise me for something I've accomplished, I'm afraid I won't be able to live up to their expectations of me in the future.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Not true at all Rarely Sometimes Often Very true

I sometimes think I obtained my present position or gained my present success because I happened to be in the right place at the right time or knew the right people.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Not true at all Rarely Sometimes Often Very true

| | Not true at all | Rarely | Sometimes | Often | Very true |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I'm afraid people important to me may find out that i'm not as capable as they think I am. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Not true at all | Rarely | Sometimes | Often | Very true |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I tend to remember the incidents in which I have not done my best more than those times I have done my best. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Not true at all | Rarely | Sometimes | Often | Very true |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I rarely do a project or task as well as I'd like to do it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Not true at all | Rarely | Sometimes | Often | Very true |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Sometimes I feel or believe that my success in my life or in my job has been a result of some kind of error. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Not true at all | Rarely | Sometimes | Often | Very true |
|--|-----------------|--------|-----------|-------|-----------|
|--|-----------------|--------|-----------|-------|-----------|

Not true at all Rarely Sometimes Often Very true

It's hard for me to accept compliments or praise about my intelligence or accomplishments.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Not true at all Rarely Sometimes Often Very true

At times, I feel my success has been due to some kind of luck.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Not true at all Rarely Sometimes Often Very true

I'm disappointed at times in my present accomplishments and think I should have accomplished much more.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Not true at all Rarely Sometimes Often Very true

Sometimes I'm afraid others will discover how much knowledge or ability I really lack.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Not true at all Rarely Sometimes Often Very true

Not true at all Rarely Sometimes Often Very true

I'm often afraid that I may fail at a new assignment or undertaking even though I generally do well at what I attempt.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Not true at all Rarely Sometimes Often Very true

When I've succeeded at something and received recognition for my accomplishments, I have doubts that I can keep repeating that success.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Not true at all Rarely Sometimes Often Very true

If I received a great deal of praise and recognition for something I've accomplished, I tend to discount the importance of what I've done.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Not true at all Rarely Sometimes Often Very true

I often compare my ability to those around me and think they may be more intelligent than I am.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the

stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I am finding academic work at university difficult. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| Lately I have been feeling blue and moody a lot. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I am very involved with social activities in my university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|------------------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I am adjusting well to university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I have not been functioning well in examinations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I have felt tired much of the time lately. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| Being on my own, taking responsibility for myself, has not been easy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I am satisfied with the level at which I am performing academically. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I have had informal, personal contacts with university professors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I am pleased now about my decision to go to university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I am pleased now with my decision to go to this university in particular. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I'm not working as hard as I should at my course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I have several close ties at university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| My academic goals and purposes are well defined. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I haven't been able to control my emotions very well lately. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I'm not really smart enough for the academic work I am expected to be doing now. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| Lonesomeness for home is a source of difficulty for me now. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| Getting a university degree is very important to me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|-----------------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| My appetite has been good lately. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I haven't been very efficient in the use of my study time lately. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I enjoy living in university housing (please omit if you do not live in any university housing) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|-------------------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I enjoy writing papers for courses. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I have been having a lot of headaches lately. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I really haven't had much motivation for studying lately. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I feel that I have enough social skills to get along well in a university setting. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I have been getting angry too easily lately. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| Recently I have had trouble concentrating when I try to study. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|------------------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I haven't been sleeping very well. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the

stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I'm not doing well enough academically for the amount of work I put in. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I am having difficulty feeling at ease with other people at university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I am satisfied with the quality or caliber of courses available at university | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|-----------------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I am attending classes regularly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| Sometimes my thinking gets muddled up too easily. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I am satisfied with the extent to which I am participating in social activities at university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I expect to stay at this university for my bachelor degree. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I haven't been mixing too well with the opposite sex lately. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I worry a lot about my university expenses. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I am enjoying my academic work at university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I have been feeling lonely a lot at university lately. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I am having a lot of trouble getting started on homework assignments. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I feel I have good control over my life situation at university. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I am satisfied with my program of courses for this semester. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|------------------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I have been in good health lately. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I feel I am very different from other students at university in ways that I don't like. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I find myself giving considerable thought to taking time off university and finishing later. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I am very satisfied with the professors I have now in my courses. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| I have some good friends or acquaintances at University with whom I can talk about any problems I may have. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please read each statement carefully before answering. To the right of each item, indicate how often you behave in the stated manner, using the following scale.

| | Applies very closely to me (1) | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Doesn't apply at all to me (9) |
|--|--|---|---|---|---|---|---|---|---|
|--|--|---|---|---|---|---|---|---|---|

Appendix D: Summary Statement

If you would like to have access to the results of this study, please write in your email below:

Thank you for participating in this survey!

Appendix E: Recruitment Material




THE UNIVERSITY
of ADELAIDE



🏠 [My Studies](#) [All Studies](#) [Add New Study](#)

Study Information

| | |
|---------------------|---|
| Study Name | Predicting adjustment to university: compassion, coping styles, resilience and imposter phenomenon |
| Study Type |  <p>Online External Study This study is an online study located on another website. Participants are not given access to the Study URL until after they sign up for the study.</p> |
| Study Status | <p>Visible to participants : Approved</p> <p>Active study : Appears on list of available studies</p> <p>Online (web) study : Administered outside the system</p> |
| Duration | 20 minutes |
| Credits | 0.5 Credits |

| | |
|---------------------------------|--|
| Description | This study aims to improve upon the understanding of psychological resilience, coping strategies, self-compassion, imposter phenomenon and first year adjustment to university. Successful adjustment to university is of great importance due to the high rate of attrition in the beginning of a student's degrees. Having a better understanding of the possible mechanisms at play may enable us to better support students in their first year at university. |
| Eligibility Requirements | Psychology 1A or Psychology 1B English speaking students who are 17 years and above. |

Appendix F: Boxplots

