



(RESEARCH ARTICLE)



## Mediating role of imposter syndrome between academic adaptability and academic resilience in outstation students

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### Abstract

Seeking higher education outside one's station is not an easy task, placing significant psychological demands like adaptability and resilience ensuring a successful adjustment. However, understanding the internal mechanism shaping this process remains limited. This study investigated whether imposter syndrome mediates the relationship between academic adaptability and academic resilience among outstation graduate students. A quantitative cross-sectional design was employed, data were collected from 180 Indian college students through standardized self-report measures assessing academic adaptability, imposter phenomenon and academic resilience. Correlational analysis and mediation testing using the PROCESS macro (model 4) were conducted to examine the hypothesized relationships.

Findings revealed a significant positive association between academic adaptability and academic resilience, underscoring the protective role of adaptability in helping students navigate transitional challenges. However, imposter syndrome was neither significantly related to adaptability or resilience, nor did it mediate their relationship – suggesting that it may operate independently or through alternative psychological pathways in this population.

These findings carry meaningful implications for student support, highlighting the need for institutional programs that actively strengthen adaptability skills among outstation students. Future research is encouraged to explore other potential mediators such as self-efficacy, sense of belonging, social comparison or peer relationship.

**Keywords:** Academic Adaptability; Imposter Syndrome; Academic Resilience; Outstation Students; Mediation Analysis

### 1. Introduction

The transition to higher education is a challenging experience that requires students to adapt to the new environment while managing social and academia's expectations [1]. This process is particularly taxing for an outstation student, as they are required to navigate cultural differences, language barriers, making them more susceptible to feeling 'lost in translation' [2]. Although personal resources such as academic adaptability and resilience are established predictors of success, these transitioning's are often 'high-risk' windows for the emergence of imposter syndrome. [3] This phenomenon, characterized by accomplished individuals attributing their success to luck or deceit rather than their own competence, is particularly prevalent in academic settings marked by continuous evaluation and high expectations. [4]

Being a personality trait, IP impacts both sexes from various professions, including students at college, professors, medical students, marketing managers, physician assistants, and physicians. Such people exhibit behaviors that can be termed as failure-avoiding ones like lack of adequate self-protection, self-handicapping, negligence, impostor issues, and defensive pessimism. [5] So, figuring out how Imposter syndrome feeling gets in the way of adjusting to new

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environment and sticking with college long term is a key to student's well being across different school or college settings.

The concept of Academic Adaptability (AA) can be defined as person's capacity for adjusting and this surviving and ideally thriving despite the environmental changes or in particular case of outstation students refers to their ability to adjust to new and likely unfamiliar environment in their host nation/ states. [6] Resilience, on other hand, is described as "the behavioural tendency of individual to adapt to a changing environment and the ability to recover from stressful situations" [7]

Academic Adaptability is consistently positioned as primary protective factor that favours the academic outcome. Adaptability at the beginning of the school year was found to positively predict school engagement and self-regulated learning in a longitudinal study of teenagers during the COVID 19 transition, which indirectly favoured higher academic achievement. [8] students who demonstrated adaptability tend to view unfamiliar or new situations as chances for personal development rather than perceiving them as sources of stress or danger. This 'building effect' implies that flexibility and openness to change strengthen a student's capacity to respond positively to challenges that comes with transitioning into higher education. [8] empirical evidence across diverse cultures supports this predictive power. For e.g. In Kenyan secondary school, AA was a significant positive predictor of achievement ( $r=.56$ ) with behavioural adaptability demonstrating strongest correlation. [9]

While adaptability addresses novelty and uncertainty, the variable called 'academic resilience' (AR) is the capacity to maintain success despite chronic adversity or major setbacks, anxiety or study pressure. [10] according to theoretical framework such as the adaptability-buoyancy-resilience cycle, failing to the 'novelty' of higher education can result in low level risk, which eventually erodes the capacity to long term resilience. [11]

A critical psychological barrier in their cycle is IP i.e. Imposter syndrome – "inability to internalize one's own academic success, attributing any success to external factors such as luck or networking as the fear of not being to repeat the successful outcomes and fear of being exposed as a 'fraud'." [12] The relationship between these variables is complicated.

Transition period, such as moving away from home as an outstation student, are high risk windows for emergence of IP. Students who can't smoothly adapt to these transitions may experience intensified 'outsider' feelings, triggering the imposter phenomenon. [3] When the IP takes hold, it begins to work against student's ability to bounce back from setbacks. Studies conducted in Sweden and Saudi Arabia both found a meaningful inverse relationship between resilience and imposter feeling with correlation values of  $r= -.412$  and  $r=-.220$  respectively. Put simplify, the more frequently a student experiences imposter feelings, the more their inner strength and capacity to recover from failure becomes worn down with times, making it harder to push through challenges with confidence. [3], [13] Students with high adaptability generally tackle challenges directly, while those who experience IP tend to resort to unhelpful coping mechanisms such as excessive preparation/withdrawal, ultimately undermines their ability to recover and grow from difficult experience. [14]

Despite the growing body of literature on academic success, notable gaps remain in understanding the psychological trajectory of outstation students in India. While the negative association between IP and academic outcomes are well established, it's role as a 'mediating mechanism' particularly in attenuating the protective effects of academic adaptability on long term resilience remains underexplored [12]. Furthermore, existing research is largely confined to undergraduate medical or Stem students' population drawn from limited regional samples, thereby overlooking the distinct challenges faced by graduate students navigating the diverse cultural and academia context. Moreover, these variable – AA, AR and IP - have been rarely been examined within an integrated mediation framework among the Indian graduate outstation students.

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## 2. Theoretical framework

### 2.1. Martin's adaptability- Buoyancy- resilience framework (primary theory)

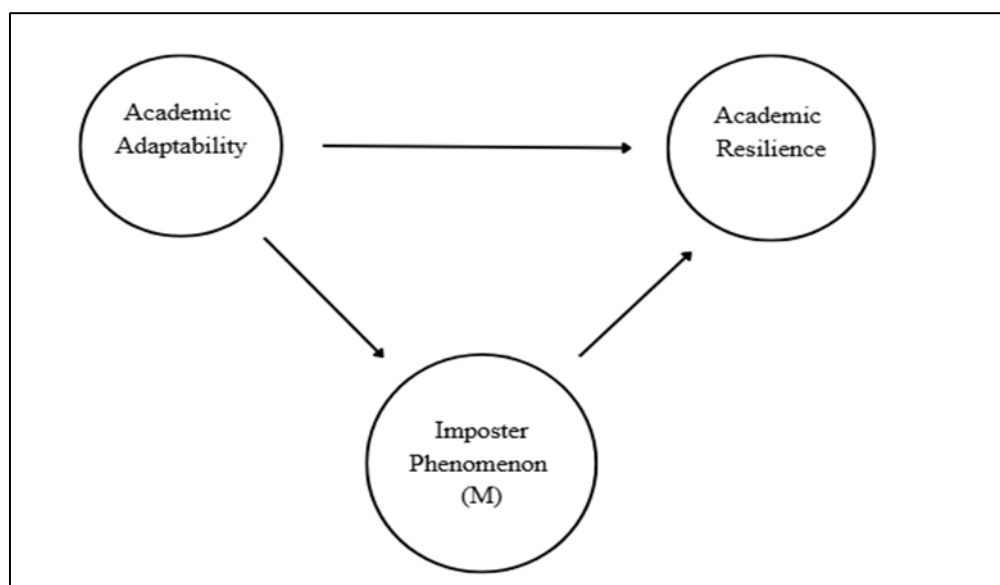
Martin's adaptability- Buoyancy- resilience framework hierarchical and cyclical model explains how the students navigate different levels of challenges in academia, ranging from sudden novelty to chronic failure. The framework is particularly well suited for studying the outstation students, as it differentiates between the psychological demands of the initial transition and those of long-term academic persistence. The framework rests on the three core constructs. [11] Academic adaptability serves as the first line of human defense referring to the student's capacity to regulate their thoughts/ behavior and emotions in response to uncertainty and changes. [15] Martin conceptualizes ability as a tripartite regulatory process encompassing cognitive adjustments, whereby students revise their expectations,

behavioral adjustments, whereby they minimize negative affect in unfamiliar situations. Academic buoyancy is the second construct refers to the capacity to handle every day, low level academic setbacks. [15] Academic resilience represents the ability to sustain performance in the face of chronic adversity. [11]

Martin further proposes an Adaptability -Buoyancy – Resilience cycle, in which a deficit in one construct follows into other. [11] A student who fails to adapt experiences heightened low level academia risk which diminishes the buoyancy following which downfall of resilience turning into a self-reinforcing maladaptive cycle. Within the context of the current study '*Mediating Role of Imposter Syndrome Between Academic Adaptability and Academic Resilience in Outstation students.*' the framework can be applied to examine the mediating role of the Imposter Phenomenon in the relationship between academic adaptability and academic resilience among the outstation college students.

## 2.2. Lazarus & Folkman's Transitional Model of Stress & Coping

Lazarus & Folkman's Transitional Model of Stress & Coping explains why imposter syndrome (IP) serves as a important psychological barrier that disrupts the relationship between AA and AR. [13]The model centers on 'cognitive appraisal' the process through which a student can interpret academic stressors and their ability to manage them. [16] While AA enables a student to behaviorally and emotionally adjust to the 'novelty' of an environment [16], IP creates a 'distorted appraisal' where the student fails to internalize these successful adjustments, instead attributing them to outer factor i.e. luck or timing [17]. This cognitive distortion can lead to maladaptive coping mechanism such as avoidance or over preparation which will drain the students' psychological resources. By hijacking the appraisal process, IP prevents the initial 'building effect; of adaptability from translating into the stable, internal reservoir required for academic resilience, effectively weakening the student's capacity to make a comeback. [8]



**Figure 1** Pictorial representation of mediating role of imposter syndrome between academic adaptability and academic resilience

## 2.3. Statement of the Problem

Adapting to new learning environments presents substantial academic and psychological hurdles for outstation students. Despite the fact that academic resilience and academic adaptation have been examined independently, it is still unknown if impostor syndrome accounts for the correlation between the two. Therefore, the current study investigates whether academic adaptation and academic resilience are mediated by impostor syndrome.

### *Aim of the study*

To examine whether imposter syndrome mediates the relationship between Academic Adaptability and Academic Resilience among the outstation college students

### *Objective of the study*

- To assess the relationship between academic adaptability and academic resilience.

- To assess the relationship between academic adaptability and imposter syndrome
- To assess the relationship imposter syndrome and academic resilience
- To test whether imposter syndrome mediated the relationship between academic adaptability and academic resilience.

### *Hypothesis*

- **H1.** Academic adaptability will be significantly related to academic resilience.
- **H2.** Academic adaptability will be significantly related to imposter syndrome.
- **H3.** Impostor syndrome will be significantly related to academic resilience.
- **H4.** Imposter syndrome will significantly mediate the relationship between academic adaptability and academic resilience

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## **3. Materials and methods**

### **3.1. Research Design**

The study adopted the quantitative correlation approach, non-experimental, correlational design, data was gathered cross sectionally at one time point. Since the study did not involve any variable manipulation, a correlational design was considered appropriate. The goal was not to establish the cause and effect but rather to understand the relationship and influence of three psychological constructs - Academic adaptability, imposter syndrome and academic resilience. To explore this, a mediation model was used. Simply put, academic adaptability was expected to affect academic resilience not just directly, but also indirectly — through imposter syndrome. This framework helped uncover the underlying psychological processes that shape how students navigate and succeed in demanding academic environments.

### **3.2. Operational Definitions**

To ensure precision and consistency across the study, the key variables were defined operationally which are stated as followed:

#### *3.2.1. Academic Adaptability (AA)*

Academic Adaptability refers to a student's capacity to successfully adjust to new academic demands, including managing coursework, adapting to unfamiliar educational structures and organizing time effectively. In the present study, it is operationally defined as the total score on the 9-item academic adaptability scale (Martin, Nejad, Colmar and Liem, 2012) [18], with higher scores denoting greater adaptability.

#### *3.2.2. Imposter syndrome (IPS)*

Imposter syndrome (IPS) refers to a psychological pattern characterized by persistent self-doubt, fear of being exposed as incompetent and tendency to attribute success to luck rather than ability. It is operationally defined as the total score on the 20-itemed Clance Imposter phenomenon scale [19], where the higher scores imply stronger imposter feeling.

#### *3.2.3. Academic Resilience (AR)*

The ability to effectively navigate academic challenges & setbacks while sustaining motivation and commitment towards educational goals. Here, it is operationally defined as the total score on the 30-itemed academic resilience scale (ARS-30: Cassidy 2016) [20], a self-report instrument that evaluates the adaptive cognitive, emotional and behavioural responses to scholastic difficulties. Greater the student scores in ARS 30 greater is their levels of academic resilience.

#### *3.2.4. Outstation student*

individuals who pursuing their higher studies in a city or state away from their hometown or permanent residence, requiring them to relocate geographically for academic pursuits

### **3.3. Participant Details**

A total of 180 Indian college students between the ages of 18 & 25 participated in the study, comprising 127 females (70.6%) and 53 males (29.4%). Among them, 127 participants (70.6%) were outstation students who had relocated for their undergraduate or postgraduate studies, while 53(29.4%) were local students living in their hometown.

The sample was drawn from institutions across Karnataka, Maharashtra, Rajasthan, Tamil Nadu, Kerala, Gujarat and Delhi. Data collection followed a hybrid model, utilizing both google forms for online distribution and paper-pencil questionnaires for offline administration, thereby ensuring broad geographical reach and accessibility.

### 3.4. Sample

The study utilized a convenience sampling method, wherein participants who are readily accessible and voluntarily willing to participate were selected. Given the time constraints, geography and resources, non-probability sampling was considered the most feasible approach for this study.

### 3.5. The Measurements/ Instruments

data were collected using 3 standardized self-report instruments assessing the variables of interests. All scales were administered in English and demonstrated high internal consistency in the current sample ( $\alpha > .85$  for each).

#### 3.5.1. academic adaptability scale (Martin et.al., 2012).

AA was assessed using the 9- itemed Academic Adaptability Scale, rated on a 7-point Likert scale (1 = *not at all true* to 7= *very true*). The scale measures adaptive functioning across goal orientation learning, learning flexibility and stress response with higher scores reflecting greater adaptability. It demonstrates strong reliability (Cronbach's  $\alpha = .82-.89$ ; test-retest  $r > .75$ ) and construct validity supported by positive correlations with academic achievement ( $r = .45-.65$ ).

#### 3.5.2. Clance Impostor Phenomenon scale (CIPS; Clance, 1985)

Imposter syndrome was measured using the 20 item CIPs, rated on a 5- pointer Likert scale (1= *not at all true* to 5=*always true*), with total scores ranging from 40 to 100. Scores about 60 indicates pronounced imposter feelings. This scale demonstrates strong reliability (Cronbach's  $\alpha = .86-.91$ ; test-retest  $r = .80$ ) and has been validated among student crowd (Nanda, 2021).

#### 3.5.3. Academic resilience scale -30 (ARS - 30; Cassidy, 2016)

AR was measured using 30 itemed scale, rated on 5- pointer Likert scale (1=*strongly disagree* to 5= *strongly agree*). The scale demonstrates excellent reliability (Cronbach's  $\alpha = .89-.94$ ; test-retest  $r = .82$ ) & strong validity through factor analysis and significant correlations with GPA and coping efficacy ( $r = .55-.72$ ).

### Procedure

To examine the relationships between Academic adaptability, imposter syndrome and academic resilience among Indian outstation students' data were collected through a cross-sectional survey design across online and in person modes ensuring accessibility and ensured broader participation. participations were voluntary and informed consent was obtained prior data collection. Participants were briefed about the purpose of study, confidentiality of responses and their rights to withdraw at any point. Data were gathered using standardized self-report measures along with necessary demographic information. All the responses were collected anonymously with no identifying information.

Responses from paper-based questionnaires were coded and entered into SPSS, while online responses were directly exported. The data were screened for completeness and accuracy prior analysis. Descriptive statistics, Pearson's correlation and mediation analysis using PROCESS macro (model 4; Hayes, 2022) were conducted to examine the hypothesized relationship among the variables.

### 3.6. Data Analysis

Data were analyzed using IBM SPSS statistics (version 26). Both descriptive and inferential statistical techniques were employed to investigate the study variables and hypothesis testing. Under descriptive statistics means and standard deviations were computed to summarize the central tendencies and distributions. Assumptions of normality were assessed using skewness, kurtosis and normality tests (Kolmogorov-Smirnov and Shapiro-wilk). Data were screened for the missing values, outliers and entry errors prior the analysis confirming the suitability for the parametric tests.

Pearson's correlation analysis was conducted to examine the relationship among the variables. To test the mediating role of IPS, mediation analysis was performed using PROCESS macro (model 4; Hayes, 2022). A bootstrapping procedure with 5000 resamples was used to estimate indirect effects and general 95% confidence intervals. All the analysis were conducted at a significance level of  $p < 0.05$ .

### 3.7. Research Ethics

The study adhered to the ethical principles of psychologists and code of conduct (APA,2017). Informed consent was secured from all the participants, who were briefed about the purpose of the study, voluntary participation and their right to withdraw at any stage. Participants confidentiality and anonymity were maintained with no identifying information collected. The study involved minimal risk as data were obtained through noninvasive self-report measures. No deception was used and participants were provided with researcher contact details for further clarification. Data were secured and used solely for academic purposes. All findings were reported honestly with no fabrication or falsification and sources were appropriately cited in accordance with academic standards,

## 4. Results and Discussion

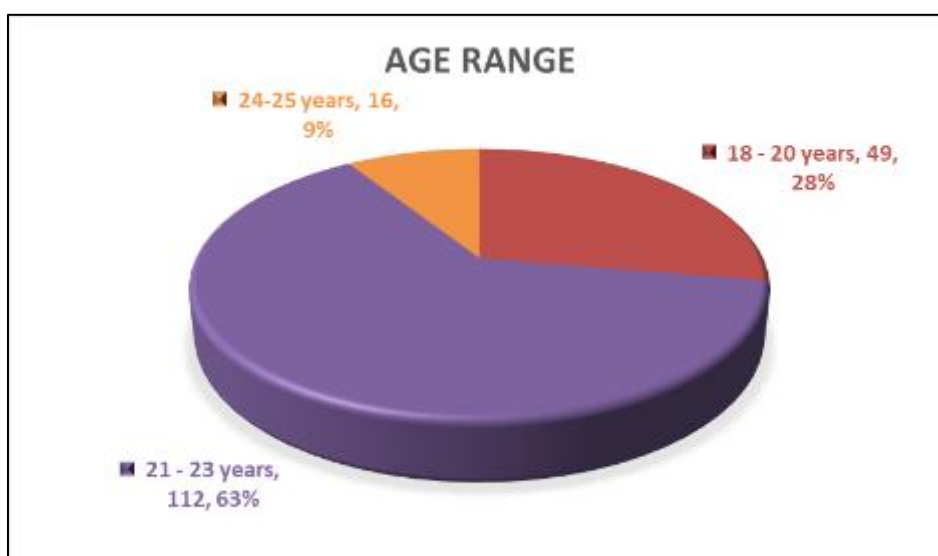
### 4.1. Overview

The current study explored the correlations between academic adaptability, imposter syndrome, and academic resilience among college students from India and also analyzed the mediator effect of imposter syndrome on the link between academic adaptability and academic resilience. Data for this study were obtained from 180 college students through self-report inventories. All statistical analysis was done using IBM SPSS Statistics. For the purpose of descriptive analysis of the data, descriptive statistics were generated; for correlation analysis, Pearson correlation was performed. Although normality tests were significant, skewness and kurtosis statistics revealed an almost normally distributed data, which allowed the use of parametric methods for the analysis of the data. The findings will be presented in the subsequent sections.

**Table 1** Socio demographic details of the participants (N=180)

	Category	Frequency (N)	Percentage (%)
Age Range (18-25 years)	female	127	70.6%
	Male	53	29.4%
Residential status	Outstation students	127	70.6%
	Local students	53	29.4%

Table 1 presents the sociodemographic characteristics of the participants. The sample consisted of 180 college students aged between 18 and 25 years. Of these, 127 participant (70.6%) were female and 53 (29.4%) were male. With respect to residential status, 127 participants (70.6%) were outstation students who had relocated for higher education, while 53 (29.4%) were local students residing in their hometown.



**Figure 1** Representation of age

**Table 2** Results of the descriptive statistics

variable	Mean	SD	Minimum	Maximum	skewness	Kurtosis
Academic Adaptability	32.81	5.65	11	45	-0.315	0.660
Imposter syndrome	64.13	13.18	32	128	0.658	2.544
Academic Resilience	78.54	12.77	42	125	0.863	1.397

Table 2. presents the descriptive statistics for the study variables. Academic adaptability had a mean of 32.8 (SD= 5.65) indicating moderate levels within the sample. IMP showed a mean of 64.13 (SD = 13.18), suggesting relatively elevated imposter experiences. Academic resilience had a mean of 78.54 (SD = 12.77) reflecting generally adequate resilience levels. Skewness and kurtosis values for all variables fell within acceptable limits ( $\pm 2$ ), indicating approximate normality and supporting the use of parametric analyses.

**Table 3** Results from test of normality.

Variable	Kolmogorov Smirnov	p	Shapiro-Wilk	p
Academic Adaptability	0.091	0.001	0.977	0.005
Imposter syndrome	0.089	0.001	0.968	0.000
Academic resilience	0.110	0.000	0.952	0.000

Table 3 presents the results of normality tests. Both Kolmogorov- Smirnov and Shapiro-Wilk tests were significant ( $p < .05$ ), suggesting deviations from normality. However, given the adequate sample size ( $N = 180$ ) and acceptable skewness and kurtosis values, the assumption of normality was considered sufficiently met. Therefore, parametric analyses were deemed appropriate.

**Table 4** Results from correlation analysis

Variables	r	p	interpretation
AA-IP	-0.105	0.160	Not significant
AA-AR	-0.275	0.000	Significant ( $p < .01$ )
IP-AR	0.032	0.670	Not significant

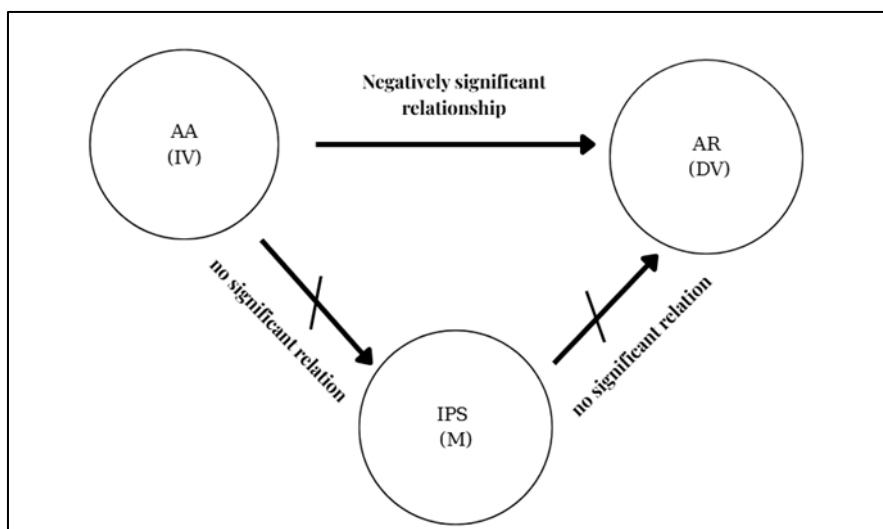
**Note.** Here AA = Academic adaptability, IP= imposter syndrome, AR= academic resilience

Table 4 presents the results of Pearson's correlation analysis. A significant negative relationship was observed between academic adaptability and academic resilience ( $r = -.275, p < .01$ ), indicating that higher adaptability was associated with lower resilience in the sample. The relationship between academic adaptability & imposter syndrome was negative but not statistically significant ( $r = -.105, p = .0160$ ). Similarly, imposter syndrome was significantly related to academic resilience ( $r = .032, p = .670$ ). These findings indicate that imposter syndrome didn't show meaningful association with either variable.

**Table 5** Results of mediation analysis: imposter syndrome as mediator between academic adaptability and academic resilience (N=180)

path	B	SE	t	p	95% CI
Path A [aa→cip]	-0.245	0.174	-1.41	0.160	(-0.588,0.098)
Path B [cip→ar]	0.003	0.070	0.04	0.966	(-0.136,0.142)
Direct effect (c') [aa →ar]	-0.621	0.164	-3.780	0.000	(-0.944, -0.297)
Indirect effect (a × b)	-0.001	0.023	-	-	(-0.058, 0.043)

Table 5 represents the mediation analysis that was conducted using PROCESS macro (model 4, Hayes, 2022) to examine the mediating role of imposter syndrome in the relationship between academic adaptability and academic resilience. Academic adaptability did not significantly predict imposter syndrome ( $B = -0.245, p = .160$ ) & imposter syndrome didn't significantly predict academic resilience ( $B = 0.003, p = .966$ ). However, academic adaptability had a significant direct negative effect on academic resilience ( $B = -0.621, p < .0001$ ). The bootstrapped indirect effect was not significant, as the 95% confidence interval (-0.058 to 0.043) included zero. These results indicate IP didn't mediate the relationship between AA and AR.



**Note.** Solid lines indicate significant paths ( $p < .001$ ); dashed line indicated non-significant paths ( $p > .05$ ). paths coefficients are unstandardized ( $B$  values). PROCESS model 4 analysis (Hayes, 2022) showed a significant direct negative effect of AA on AR ( $c' = -0.621, p < .001$ ) but non-significant mediation pathways through IPS (path a:  $B = -0.245, p = .160$ ; path b:  $B = 0.003, p = .966$ ). the indirect effect was non-significant (95% Ci [-.058, .043] includes zero.)

**Figure 2** Diagrammatic representation of the research findings

**Academic Adaptability & Academic Resilience:** Academic Adaptability was negatively correlated with Academic Resilience, which was not expected theoretically. This finding suggests a more complex relationship, as Martin's Adaptability–Buoyancy–Resilience framework conceptualizes adaptability as a precursor to resilience. Frequent adaptations are required to meet the continuous demands of academics and environmental changes, particularly for outstation students. This may lead to adjustment fatigue and thus reduce the long-term resilience. Thus, adaptability in this context may reflect reactive adjustment to ongoing stressors, rather than the development of enduring coping capacity.

**Academic Adjustment and Impostor Syndrome:** No significant relationship was observed between Impostor Syndrome and Academic Adaptability. This would imply that from the vantage point of the Transactional Model of Stress and Coping, there may be no direct influence of behavioural and emotional adjustment (adaptability) on cognitive appraisals associated with self-doubt. Results indicate that students can successfully cope with academic demands while holding internalized impostor beliefs, suggesting that such beliefs do not necessarily buffer against maladaptive self-perceptions.

**Impostor Syndrome and Academic Resilience:** Academic Resilience was not significantly associated with Impostor Syndrome. From the point of view of stress and coping this could suggest that negative self-appraisals do not necessarily lead to impaired coping outcomes. Students may have self-doubts, but they may have effective coping mechanisms. Therefore, resilience may operate without cognitions associated with impostorsim.

**Analysis of Mediation:** The mediation model was not supported as Impostor Syndrome did not significantly mediate the link between Academic Adaptability and Academic Resilience. While theoretical models suggest that cognitive appraisals may influence coping outcomes, the current findings indicate that impostor-related cognitions are not a key mechanism linking adaptability with resilience in the present sample. Instead, Academic Adaptability appears to have a direct impact on resilience and is not affected by impostor experiences.

## 4.2. Theoretical implication

Overall, the results show a clear connection between resilience and adaptation, albeit in an unexpected way, which is somewhat consistent with Martin's paradigm. The absence of mediation, however, points to little evidence in Favor of Lazarus and Folkman's theory that cognitive assessment plays a role in understanding this link. This suggests that resilience among out-of-town students may be better explained by other processes, such as coping resources or contextual stresses.

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## 5. Conclusion

The current study investigated the mediating function of impostor syndrome among out-of-town students as well as the connections between academic adaptability, academic resilience, and the impostor phenomenon. Academic Adaptability and Academic Resilience were shown to be significantly correlated, however neither Academic Adaptability nor Impostor Phenomenon were found to be significantly correlated with Academic Resilience. According to mediation analysis, this link was not significantly mediated by the impostor phenomenon. Beyond impostor-related thoughts, academic adaptability was demonstrated to be a direct predictor of academic resilience.

### *Implications*

- **Theoretical Implications**

The findings provide evidence for the distinction between adaptability and resilience as distinct but related constructs and challenge assumptions of the universal effects of impostor syndrome. The lack of mediation implies that it is necessary to re-examine the cognitive appraisal processes and to explore other explanatory pathways such as self-efficacy and social support.

- **Practical Implications of the Study**

Academic adaptability should be prioritized through skill-based programs as it is a direct contributor to resilience. Institutions should expand their assessment paradigms to move beyond impostor syndrome and build support systems that cater to the transitional needs of outstation students.

### *Limitation*

The study's dependence on self-report measures, which may introduce response biases, and its cross-sectional design, which limits causal inference, are its main limitations. Generalizability is limited by the use of a convenience sample from a single institution, and the results may have been impacted by the gender disparity. Furthermore, pertinent contextual factors like academic background and social support were not taken into account.

### *Directions for Future Research*

To test causality and to observe over time, future research is recommended to use longitudinal design. Future research may need to have more samples in many different universities and areas, so that to enhance the generalization of the research. It may also need to explore more mediators and moderators. For instance, self-efficacy and social support could be included in future research. Mixed methods approach with qualitative analysis would be helpful to explore students' experiences in depth.

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## Compliance with ethical standards

### *Acknowledgments*

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### *Disclosure of conflict of interest*

The author declares that there is no conflict of interest related to this study

### *Statement of ethical approval*

Ethical norms were followed in conducting this investigation. Prior to data collection, all participants gave their informed consent, and answer confidentiality was upheld.

### *Statement of informed consent*

Informed consent was obtained from all individual participants included in the study.

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