UC Riverside

UCR Honors Capstones 2023-2024

Title

ESCAPISM IN HIGHER EDUCATION: AN EXPLORATORY STUDY

Permalink

https://escholarship.org/uc/item/4k81w9h4

Author

Zurita, Hernan

Publication Date

2024-07-24

ESCAPISM IN HIGHER EDUCATION: AN EXPLORATORY STUDY

By

Hernan Zurita

A capstone project submitted for Graduation with University Honors

November 23, 2023

University Honors
University of California, Riverside

APPROVED

Dr. Wesley Sims
Graduate School of Education

Dr. Richard Cardullo, Howards H Hays Jr. Chair
University Honors

Abstract

The topic of escapism can be described as a self-regulatory process in which Stenseng and Rise (2012) define in the context of engaging with an activity as providing a means to cope with "emotional distress by repressing acknowledgment of the stressors causing the stressful situation" (p. 19). Arguably, any activity that allows us to postpone tasks and responsibilities related to our goals is sufficient for being categorized as one of two dimensions of engagement, those being the promotion and suppression motive. However, the concept of escapism and the two underlying dimensions have yet to be explored in an academic setting, in particular its possible influence on academic performance. Thus, inquiry into the topic of escapism and its relevance in higher education.

The purpose of this study was to identify whether sponsorship of either of the dimensions of escapism (i.e., self-promotion-based motives, self-suppression-based motives) were related to distinct outcomes on academic achievement (i.e., GPA). The escapism scale was back translated by Stenseng & Rise and then corrected by the researcher for grammar/punctuation, thus measures of well-being and psychosocial factors were implemented into the procedures to replicate initial correlations as evidence of validity of this adapted scale. This study collected data related to emotional regulation, personality traits, attachment style, and expectations of success that were not previously collected to assess for further psychometric properties of the Escapism scale. In short, this study was exploratory in nature and primarily concerned with academic achievement as an outcome variable.

The adapted version of the Escapism scale used in this study replicated previous significant correlations to life-satisfaction in place of well-being. Ultimately, through multiple-linear regression, it was found that neither dimension of the escapism model was significantly

related to academic achievement. However, further significant findings related to academic

achievement are noted, and implications discussed.

Acknowledgments

Table of Contents

Introduction

A contributing factor that students face, and some consider to be a barrier to their academic performance is stress (Frazier & Gabriel, 2018, p. 562). Instead of tackling the problems head on, these students sponsor strategies centered around avoidance as a means to avert negative emotions (Urdan & Midgley, 2001, p. 115). These strategies can take the form of delaying practice or effort, lack of engagement, procrastination, excess or loss of sleep, and drug or alcohol use. Although the strategy may vary, what remains constant is the prerequisite of the maladaptive behavior occurring while or prior to the achievement activity. The behavior does not occur after the achievement activity, which undermines performance as measured by GPA (Yildirim & Demir, 2019).

This relates to the two-dimensional model of escapism in which Stenseng and Rise (2012) theorized activities being pursued through a promotion or suppression-based motive (p. 22). The promotion-based motive is orientated towards success and prioritizes nurturance of the self and is often structured or carried out with a clear objective when commencing the activity. A few examples include: practicing the guitar for thirty minutes every other day, training with weights in the setting of a gym to increase strength or hypertrophy, drafting and storyboarding narrative work to produce a visual project, meditating at a certain part of the day or visiting points of interest associated with a hobby. On the other hand, the suppression-based motive is orientated towards the suppression of "negative outcomes related to a potential failure" and can be considered a passive method of engagement. Hours of content viewed across various social media platforms come to pass instead of allocating effort and attention towards an assignment. Instead of planning content for a social media platform as a content creator to promote positive affect, a much less productive interaction with the activity occurs to inhibit negative affect.

The Current Study

This study aims to assess and categorize a participant's orientation of engagement to their academic performance. Specifically, if participants with the suppression-based motive of engagement have a lower grade point average than those who engage with their activity through the promotion-based motive. If the expected results of there being a negative correlation between **self-suppression** and **GPA** come to be, then that would suggest and support the thought of participants with a lower GPA not having the healthiest relationship with activities they engage in. So much so, that it is affecting their performance in an academic setting in part due to poor psychological adjustment when attempting to avoid negative thoughts and emotions.

This study can inform targeted promotion-approach intervention if the null-hypothesis is rejected to facilitate improved academic achievement for the sub-group of students who are in most need of support due to poor method of engagement with activity when attempting to self-regulate. As an adapted version of the Escapism scale was used, previous measures related to well-being were implemented into the procedures to replicate initial correlations as evidence of validity of this adapted scale.

This study was exploratory in nature, as data related to emotional regulation, dimensions of adult attachment, Big Five personality traits, and loneliness were collected to assess for further psychometric properties of the Escapism scale and identify variables that affect academic achievement in the context of higher education.

Methodology

Participants

Sixty-six participants completed the study. Data for thirteen participants were removed from the data set due to not having completed an academic quarter or listing multiple activities in

the escapism free-response or listing of activities that did not refer to a specific action were excluded (e.g., "have some fun" and "find job?") to follow the same procedures that were done for the development of the Escapism scale (Stenseng et al., 2012). Thus, 53 participants were included in the current report after data were de-identified with 38 (71.7%) females, 13 (24.5%) males, 1(1.9%) nonbinary, and 1 (1.9%) preferred not to say.

Regarding participants' area college and/or professional school, 39 (73.6%) were CHASS, 6 (11.3%) were CNAS, 2 (3.8%) were BCOE, 1 (1.9%) was School of Business, and 5 (9.4%) were School of Education. For class level, the respondents were 29 (54.7%) seniors, 17 (32.1%) were juniors, and 6 (11.3%) were sophomores. As for occupation status of the respondents, 2 (3.8%) were employed full-time (30 hours or more), 28 (52.8%) were employed part-time, 7 (13.2%) self-reported volunteering for an organization or program, and 15 (28.3%) reported not applicable.

Procedures

Undergraduate students recruited for this study were sought through use of flyers via on-campus bulletin board postings, virtual and in-class announcements, direct email, and word of mouth solicitations. After the questionnaire was prepared, it was uploaded and available to complete via Google Forms. Participants were informed of their right to withdraw from the study at any point and for any reason, including the destruction of their data after participation was completed if requested. Except in the case their data had already been analyzed (anonymized and identifiers removed) and results published. It was noted that the survey was only available in English, and that anyone could request to be entered into the drawing by contacting the researcher through email regardless of the status of their participation (e.g., withdrawal, incomplete, completed, no participation at all). The consent form included information about the

distribution of gift cards (50 Starbucks Gift Cards, valued at $25 dollars each; 5 Amazon Gift Cards, valued at $50 each) commencing once data collection activities were complete and to be distributed via email at the end of the Fall quarter of 2023. Students were eligible to participate in the study if they met the following criteria: 1) enrolled as a student at UCR, 2) must have completed at least 1 academic quarter, 3) be 18 years of age or older.

Consent was obtained through Google Forms, which included a description of the study, associated risks & benefits, and estimated amount of time to completion (45 minutes). Following completion of the written consent process, participants were asked to complete a series of measurements related to well-being, self-regulation, *escape* motives related to their activity of choice and demographic information (e.g., gender, cumulative grade-point average, class rank) that included select- and open-response options. All materials are available on the Open Science Framework (https://osf.io/8u37y/). All procedures of this study were reviewed and approved by the author's Institutional Review Board (HS #22-109).

Measures

Escapism Scale (The Escapism Scale, English version; Stenseng, Rise, & Kraft, 2012)

The Escapism scale consists of two subscales (11 items total) rated on a 5-point Likert scale that measure one's orientation toward promotion-based engagement with an activity to promote positive affect or suppression-based engagement with an activity to suppress negative affect. The measure was found to be reliable and valid (Stenseng et al., 2012) with Cronbach's alpha values being $\alpha = .94$ for self-suppression and $\alpha = .81$ for the self-expansion subscale. The scale also includes a free response item that asks, "What is your favorite activity," but was adapted to fit the context of an academic setting to "When breaking apart from tasks and responsibilities related to your primary role as a student, what do you typically find yourself

doing? If more than one activity comes to mind, please select a single activity you most frequently engage in or the one you spend the most amount of time on." Additionally, some items were reworded or corrected to address spelling and/or grammar due to the translated scale having some mistakes, the scale was originally developed in the Norwegian language.

Adult Attachment Scale (Revised Close Relationships Version; Collins, 1996)

The Adult Attachment Scale (revised close relationships version) consists of 3 subscales that measure 3 dimensions of attachment, each composed of 6 items (Collins, 1996) on a 5-point Likert scale. The Close subscale ($\alpha = .82$) measures the extent in which a person is comfortable with closeness and intimacy. The Depend subscale ($\alpha = .80$) measures the extent to which a person feels that they can depend on others to be available when needed, and the Anxiety subscale ($\alpha = .83$) measures the extent to which a person is concerned about being rejected or abandoned.

Satisfaction with Life Scale (SWLS; Diener et al., 1985)

The Satisfaction with Life Scale is a 5-item instrument ($\alpha = .87$) that has gone through various validation studies (Pavot et al., 1991) that have shown the measure to be high in internal consistency and test-retest reliability. It measures global cognitive judgement (e.g., I am satisfied with my life. If I could live my life over, I would change almost nothing) of subjective well-being on a 7-point Likert scale (Diener et al., 1985).

Motivational Diagnostic Test (MDT expectancy subscale; Steel et al., 2011)

The Motivational Diagnostic Test is a measure with the 3 factors of expectancy, value, and impulsivity used to find which of the three mechanisms contribute to a person's procrastination (Steel et al., 2011). Only the subscale of expectancy was included and collected for in this study which measures a person's low expectations of success (e.g., I am persistent and

resourceful, Whatever problems come my way, I will eventually rise above them). The reliability of the measure is high with a Cronbach's alpha value of α = .83 for the expectancy subscale.

Difficulties in Emotion Regulation Scale (DERS-18; Victor, S.E., & Klonsky, E.D., 2016)

The DERS-18 is an instrument that measures emotion regulation problems (Gratz & Roemer, 2004) on 6 subscales. The awareness subscale (α = .77) measures lack of emotional awareness or inattention to emotional responses (e.g., When I'm upset, I acknowledge my emotions), the clarity subscale (α = .83) measures lack of emotional clarity (e.g., I am confused about how I feel), the goals subscale (α = .90) measures difficulties engaging in goal-directed behavior due to experiencing negative emotions (e.g., When I'm upset, I have difficulty focusing on other things), the impulse subscale (α = .90) measures difficulties suppressing externalizing behaviors (e.g., When I'm upset, I have difficulty controlling my behaviors), the nonacceptance subscale (α = .88) measures tendency to have negative secondary or unaccepting reactions to own distress (e.g., When I'm upset, I feel ashamed with myself for feeling that way), and the strategies subscale (α = .85) measures tendency to believe that that a person does not have much influence on the extent in which they are affected by their emotions (e.g., When I'm upset, I believe that I will remain that way for a long time) (Victor & Klonsky, 2016). For the current study, only the clarity and goals subscales were included in analyses.

UCLA Revised Loneliness Scale (UCLA 3-Item Loneliness Scale; Hughes et al., 2004)

The UCLA 3-Item Loneliness Scale (α = .72) is used to assess loneliness (e.g., How often do you feel isolated from others?) in large surveys where there are a lot of items being used and has been shown to have good internal consistency (Hughes et al., 2004).

Big Five Inventory (Conscientiousness & Neuroticism Subscale; John & Srivastava, 1999)

The Big Five Inventory is used to measure 5 dimensions of personality but for this study, data was collected only for the conscientiousness ($\alpha = .90$ for males, $\alpha = .92$ for females) and neuroticism ($\alpha = .83$ for males, $\alpha = .74$) subscales (Alansari, 2016). Neuroticism measures one's tendency toward negative feelings (e.g., Worries a lot, Gets nervous easily) while conscientiousness measures their tendency to be organized, responsible, and adhere to rules and norms.

The Attention Control Scale (ACS- attention shifting subscale; Derryberry & Reed, 2002)

The attention shifting subscale ($\alpha = .63$) was used for this study, and measures "the capacity to intentionally shift the attentional focus to desired channels, thereby avoiding unintentional focusing on particular channels" on a 4-point Likert scale (Olafsson et al., 2011)

Interpersonal Emotion Regulation Questionnaire (IERQ; Hofmann et al., 2016)

The IERQ is a 20-item measure with the 4 factors of enhancing positive affect, perspective taking, soothing, and social modeling. Each factor contains 5 items with Cronbach alpha values of $\alpha = .90$, $\alpha = .91$, $\alpha = .94$, and $\alpha = .93$ respectively. The enhancing positive affect subscale measures intentions to enhance positive feelings (e.g., I like being around others when I'm excited to share my joy), the perspective taking subscale measures how likely a person is to adopt the perspective of another in the context of better regulating emotions (e.g., When I am upset, others make me feel better by making me realize that things could be a lot worse), the soothing subscale measures the extent in which a person soothes themselves through others (e.g., I look to others for comfort when I feel upset), and social modeling measures the extent in which a person seeks to model or regulate their behavior through observation of others (e.g., If I'm upset, I like knowing what other people would do if they were in my situation.)

Demographic Questionnaire

Towards the end of the survey, participants were asked to report about their class level, college and/or professional school, specific major, cumulative GPA, gender identity, and occupation status (i.e., employed full-time working more than 30 hours per week, employed part-time, volunteer for an organization or program, or not applicable).

Data Analysis

Data was cleaned and scored on Microsoft Excel version 16.55 (Microsoft Corporation, 2021). All data analyses were performed using SPSS® 28 (the significance level was .05).

Multiple linear regression analysis was conducted to address the primary question of whether sponsorship of either dimension of the Escapism model was related to distinct outcomes in the context of academic achievement. To validate the adapted version of the Escapism scale used in this study with previous correlation of well-being (i.e., life satisfaction) and assess for further psychometric properties that had not been explored, bivariate correlations between well-being and other measures to both dimensions of the escapism model were conducted to test for associations. Lastly, multiple linear regression analysis was again conducted to assess for predictors of academic achievement from measures collected.

<div align="center">

Results

</div>

Associations between collected measures and the dimensions of Escapism

Pearson's bivariate correlation analysis between collected measures (e.g., life satisfaction, adult attachment factors, and Big Five personality traits) was conducted for replication and to explore additional psychometric properties of the Escapism scale (Stenseng, 2012) – significant results are outlined below.

(See Table 1., for all bivariate correlations among study variables)

Life Satisfaction

Similar to Stenseng's findings (2012) of the self-suppression being negatively related to subjective well-being, satisfaction with life was significantly correlated with suppression-based method of engagement to activity ($r = -.398$, $p = .003$) which supports the validity of this adapted sub-scale by replication.

UCLA Loneliness

The measure of loneliness was significantly correlated with the suppression sub-scale of the Escapism model ($r = .323$, $p = .018$), such that the higher participants scored in loneliness the more likely they were to sponsor the suppression-based motive of engagement with their activity. Similarly, it was previously found that depression vulnerability was linked to the suppression sub-scale ($r = .34$, $p < .01$) (Stenseng, 2012). There was a negative correlation between the measurement of loneliness with the promotion sub-scale of the Escapism model ($r = -.196$, $p = .160$), albeit not significant.

Difficulties in Emotion Regulation

The subscale of the DERS-18 measuring participants' lack of emotional clarity was significantly correlated with the suppression sub-scale of the Escapism model ($r = .387$, $p = .004$), such that the more participants related to statements like "I have no idea how I am feeling," the more likely they sponsored suppressive-based motives of engagement with their activity. There was a negative correlation between the measurement of emotional clarity with the promotion sub-scale of the Escapism model ($r = -.117$, $p = .403$), albeit not significant.

The subscale measuring "lack of ability to engage in goal-directed activities during negative emotions" was significantly correlated with the suppression sub-scale of the Escapism model ($r = .419$, $p = .002$) (Victor & Klonsky, 2016), such that the more participants' related to "When I'm upset, I have difficulty focusing on other things," the more they reported sponsorship

of suppression-based motives of engagement. Also, there was a significant correlation between the same measure and the promotion sub-scale of the Escapism model ($r = -.301$, $p = .028$), such that participants who were higher in promotion-based method of engagement with their activity reported being less likely to have negative emotions obstruct in goal-directed behavior, which Stenseng & Rise (2012) found to be the case in one of their numerous studies which considered general negative affect and two different time points.

Dimensions of Adult Attachment

Using dimensions of the Revised Adult Attachment Scale (Collins, 1996) it was found that dependent ($r = -.364$, $p = .007$), closeness ($r = -.367$, $p = .007$), and anxiety ($r = .680$, $p < .001$) were significantly correlated with the suppression sub-scale of the Escapism model, such that participants reporting being less comfortable being close with others and less certain of others being there for them reported higher in the suppression sub-scale of the Escapism model. The correlation between the dimension of anxiety as it pertains to adult attachment and the suppression sub-scale was positive. As for correlations between the promotion sub-scale and the three dimensions of attachment, none were significant.

Interpersonal Emotion Regulation Questionnaire

The social modeling factor of the IERQ was significantly correlated with the suppression sub-scale of the Escapism model ($r = .431$, $p = .001$), such that participants who reported higher in using others' experiences as a reference point to regulate their emotions also reported higher in the suppression sub-scale of the Escapism scale. All remaining factors of the IERQ (i.e., perspective taking, enhancing positive affect, soothing) were not significantly correlated to either dimension of the Escapism model.

Big Five Inventory (Conscientiousness & Neuroticism subscale)

Neuroticism was significantly correlated with the suppression sub-scale ($r = .642$, $p <$ .001) and self-promotion sub-scale ($r = -.295$, $p = .032$), such that participants higher in the measure of neuroticism also reported higher in the suppression sub-scale of Escapism while participants reporting lower in neuroticism scored higher in the promotion sub-scale of Escapism.

The correlation between conscientiousness and promotion sub-scale was significantly positive ($r = .458$, $p < .001$), while the correlation between conscientiousness and self-suppression subscale was negative ($r = -.213$, $p = .125$), although not significant.

The Dimensions of Escapism and Academic Achievement

A multiple regression model (forced-entry method) analysis indicated that neither dimension (i.e., promotion, suppression) of engagement to activity of participant were significantly related to academic achievement, as measured by GPA (F = .704, p = .500). Additionally, a second multiple regression model analysis which featured adapted items of the escapism scale for this study similarly had neither the promotion subscale of engagement nor suppression subscale of engagement significantly related to academic achievement (F =. .611, p = .547.

Associations Between Collected Measures and Academic Achievement

Pearson's bivariate correlation analysis between collected measures (e.g., escapism, Big Five personality traits, and emotional intelligence) with cumulative GPA was conducted to replicate previous correlations in the literature of academic achievement and explore other possible correlations for further analysis – significant results are outlined below.

Big Five Personality Traits

Neuroticism was not significantly correlated with cumulative GPA. Conscientiousness was significantly correlated with academic achievement ($r = .309$, $p = .024$), such that the higher participants scored in conscientiousness the higher their cumulative GPA was.

Interpersonal Emotion Regulation Questionnaire

The soothing factor of the IERQ was significantly correlated with cumulative GPA ($r = .280$, $p = .042$), such that participants reporting higher in ability to look for comfort and sympathy from others also reported higher GPAs. All remaining factors of the IERQ (i.e., perspective taking, enhancing positive affect, social modeling) were not significantly correlated to cumulative GPA.

Difficulties in Emotional Regulation

Difficulties in emotional regulation related to negative emotions inhibiting goal directed behavior was not significantly correlated with cumulative GPA. Difficulties in emotional regulation related to emotional clarity was significantly correlated with academic achievement ($r = -.540$, $p < .001$), such that the more participants related to statements like "I have difficulty making sense out of my feelings," the lower their cumulative GPA was.

Exploratory Analysis of Collected Measures for Predictor(s) of Academic Achievement

Stepwise multiple regression analysis that included all measures apart from demographic information was used to determine which variables best predicted academic achievement (i.e., GPA). A total of two variables were selected, emotional clarity (partial $R^2 = .292$) and soothing sub-scale from the IERQ (partial $R^2 = .053$). These two variables collectively accounted for 38.1% of the total variance in cumulative GPA (adjusted $R^2 = .356$, $p < .001$). In this model, emotional clarity demonstrated a negative standardized coefficient ($\beta = -.550$, $p < .001$), indicating that higher scores in emotional clarity (e.g., I have no idea how I am feeling) were

associated with lower cumulative GPA. In contrast, the soothing factor of the IERQ exhibited a positive standardized coefficient ($\beta = .298$, $p = .010$), suggesting that higher scores in this factor were linked with higher cumulative GPA scores. These findings explain the predictive value of difficulties in emotion regulation (i.e., lack of emotional clarity) and interpersonal relationships (i.e., looking for comfort in others) on cumulative GPA within this sample.

Discussion

Regarding novel psychometric properties of the Escapism model, it was found that loneliness, lack of emotional clarity, obstruction of goal-directed behavior when experiencing negative emotions and being uncomfortable with closeness, were all positively correlated with the suppression sub-scale. Additionally, the association of anxiety experienced (e.g., When I show my feelings for others, I'm afraid they will not feel the same about me) and neuroticism to suppression expands on the previous finding of this dimension being related to "poor psychological adjustment" in Stenseng's study (2012) when associations were found between the suppression dimension & depression vulnerability, emotion suppression, and self-control. Puzzlingly, the social modeling factor (e.g., If I'm upset, I like knowing what other people would do if they were in my situation) was positively correlated with suppression. This might be explained by the hypothesis of individuals experiencing more negative affect looking to others with greater frequency to regulate their emotions than those who experience less (Hofmann et.al., 2016).

Although it was previously found that self-suppression was affected by negative affect it was found that self-promotion wasn't and, in this study, it was found that there is a negative correlation between obstruction of promotion-based motives and goal-directed behavior when experiencing negative. There being a strong correlation between conscientiousness and self-

promotion-based method of engagement can be explored in a future study with the inclusion of mindfulness interventions for individuals with a dominantly suppressive approach to alleviate dependence of their activity to promote increased well-being. Unexpectedly, neither dimension of the escapism model was associated with academic achievement (i.e., GPA) which could be in part due to other factors such as academic self-efficacy, access to resources, family support, and study habits all contributing to achievement in an academic setting.

For measures associated with academic achievement, only two were significant. First, the finding of correlation between conscientiousness and cumulative GPA was in accordance with the literature of the Big Five conscientiousness trait consistently being associated with higher academic achievement in both high school and university (Conrad & Patry, 2012). Second, the more significant finding of emotional clarity (e.g., I have difficulty making sense out of my feelings) as a facet of emotion dysregulation and cumulative GPA is adjacent to previous findings of anxiety, depression, low self-efficacy, and low personal interest as a learning pattern (e.g., I do these studies because I like to learn and to study," to emotion dysregulation. Drawing from the stepwise mediation model of emotional clarity along and together with the soothing factor of the IERQ suggests that individuals who lack emotional clarity are less reliant on themselves and often refer to others to regulate or understand their experiences.

Limitations and Future Directions

The sample size was limited and featured a disproportionate number of participants based on gender which prevented appropriate output analysis by grouping. Also, CNAS and BCOE students who participated in the study were in the minority as the sample consisted mostly of CHASS students. Other studies could explore unique associations of variables and predictors on academic achievement as time to degree varies amongst majors which could play a role in types

of activities students choose to partake in due to different affordances in amounts of leisure perceived to have. Lastly, research on escapism has featured associations with substance abuse (Jouhki & Oksanen, 2022) but there were no such examples in this data set. Emails were initially provided as a method of contact if a participant were selected for a gift card draw which may not have controlled for social desirability bias in the free-response item of the scale asking about what activity the participant engages in most frequently when not engaging in tasks related to their role of student.

Tables and Figures

Table 1.

Bivariate Correlations among Study Variables

		What is your Cumulative GPA:	Suppression_Raw	Promotion_Raw	life_Satisfaction_Raw	UCLA_lonliness_Raw	attention_Control_raw	motiDiag_Expectancy_raw	DERS_Clarity_Raw	DERS_Goals_Raw	AdultAttach_depend_Raw	AdultAttach_close_Raw	AdultAttach_anxiety_Raw	IERQ_socialModeling_Raw	IERQ_perspectiveTaking_Raw	IERQ_enhancngPositiveAffect_Raw	IERQ_soothing_Raw	BFI_Conscientiousness_Raw	BFI_Neuroticism_Raw
What is your Cumulative GPA:	Pearson Correlation	1	-.100	.159	.152	-.153	-.128	.101	-.540**	-.238	.232	.068	-.055	.108	.047	.182	.280*	.309*	.072
	Sig. (2-tailed)		.478	.256	.276	.275	.360	.473	<.001	.087	.094	.627	.695	.443	.739	.192	.042	.024	.607
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
Suppression_Raw	Pearson Correlation	-.100	1	-.351**	-.398**	.323*	-.051	-.140	.387**	.419**	-.364**	-.367**	.680**	.431**	.145	-.035	.050	-.213	.642**
	Sig. (2-tailed)	.478		.010	.003	.018	.719	.317	.004	.002	.007	.007	<.001	.001	.300	.805	.724	.125	<.001
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
Promotion_Raw	Pearson Correlation	.159	-.351**	1	.258	-.196	.248	.216	-.117	-.301*	.108	.172	-.129	.011	.214	.229	.021	.458**	-.295*
	Sig. (2-tailed)	.256	.010		.062	.160	.073	.121	.403	.028	.441	.219	.356	.939	.124	.098	.883	<.001	.032
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
life_Satisfaction_Raw	Pearson Correlation	.152	-.398**	.258	1	-.519**	-.045	.533**	-.420**	-.482**	.515**	.461**	-.552**	-.056	.025	.054	-.029	.410**	-.563**
	Sig. (2-tailed)	.276	.003	.062		<.001	.750	<.001	.002	<.001	<.001	<.001	<.001	.688	.859	.704	.837	.002	<.001
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
UCLA_lonliness_Raw	Pearson Correlation	-.153	.323*	-.196	-.519**	1	-.260	-.307*	.400**	.436**	-.437**	-.458**	.497**	-.007	-.030	-.088	.084	-.365**	.519**
	Sig. (2-tailed)	.275	.018	.160	<.001		.060	.025	.003	.001	.001	<.001	<.001	.958	.832	.530	.551	.007	<.001
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
attention_Control_raw	Pearson Correlation	-.128	-.051	.248	-.045	-.260	1	-.070	.019	-.164	-.213	-.139	.004	.079	.271*	-.160	-.206	.184	-.224
	Sig. (2-tailed)	.360	.719	.073	.750	.060		.617	.895	.241	.125	.321	.977	.572	.049	.252	.138	.187	.107
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
motiDiag_Expectancy_raw	Pearson Correlation	.101	-.140	.216	.533**	-.307*	-.070	1	-.181	-.431**	.341*	.402**	-.376**	.065	.002	.394**	.015	.628**	-.263
	Sig. (2-tailed)	.473	.317	.121	<.001	.025	.617		.194	.001	.012	.003	.006	.645	.988	.003	.917	<.001	.057
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
DERS_Clarity_Raw	Pearson Correlation	-.540**	.387**	-.117	-.420**	.400**	.019	-.181	1	.430**	-.409**	-.317*	.475**	-.009	.163	-.047	.033	-.338*	.355**
	Sig. (2-tailed)	<.001	.004	.403	.002	.003	.895	.194		.001	.002	.021	<.001	.951	.244	.736	.815	.013	.009
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
DERS_Goals_Raw	Pearson Correlation	-.238	.419**	-.301*	-.482**	.436**	-.164	-.431**	.430**	1	-.468**	-.330*	.616**	.043	-.001	-.059	.174	-.500**	.504**
	Sig. (2-tailed)	.087	.002	.028	<.001	.001	.241	.001	.001		<.001	.016	<.001	.758	.992	.673	.211	<.001	<.001
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
AdultAttach_depend_Raw	Pearson Correlation	.232	-.364**	.108	.515**	-.437**	-.213	.341*	-.409**	-.468**	1	.588**	-.614**	-.159	-.125	.276*	.092	.183	-.464**
	Sig. (2-tailed)	.094	.007	.441	<.001	.001	.125	.012	.002	<.001		<.001	<.001	.257	.372	.045	.514	.189	<.001
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
AdultAttach_close_Raw	Pearson Correlation	.068	-.367**	.172	.461**	-.458**	-.139	.402**	-.317*	-.330*	.588**	1	-.525**	.011	-.036	.289*	.095	.318*	-.334*
	Sig. (2-tailed)	.627	.007	.219	<.001	<.001	.321	.003	.021	.016	<.001		<.001	.936	.800	.036	.497	.020	.014
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
AdultAttach_anxiety_Raw	Pearson Correlation	-.055	.680**	-.129	-.552**	.497**	.004	-.376**	.475**	.616**	-.614**	-.525**	1	.247	.046	.022	.225	-.326*	.739**
	Sig. (2-tailed)	.695	<.001	.356	<.001	<.001	.977	.006	<.001	<.001	<.001	<.001		.075	.743	.876	.105	.017	<.001
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
IERQ_socialModeling_Raw	Pearson Correlation	.108	.431**	.011	-.056	-.007	.079	.065	-.009	.043	-.159	.011	.247	1	.538**	.162	.448**	.094	.287*
	Sig. (2-tailed)	.443	.001	.939	.688	.958	.572	.645	.951	.758	.257	.936	.075		<.001	.246	<.001	.505	.037
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
IERQ_perspectiveTaking_Raw	Pearson Correlation	.047	.145	.214	.025	-.030	.271*	.002	.163	-.001	-.125	-.036	.046	.538**	1	.127	.109	.107	-.030
	Sig. (2-tailed)	.739	.300	.124	.859	.832	.049	.988	.244	.992	.372	.800	.743	<.001		.367	.437	.447	.833
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
IERQ_enhancngPositiveAffect_Raw	Pearson Correlation	.182	-.035	.229	.054	-.088	-.160	.394**	-.047	-.059	.276*	.289*	.022	.162	.127	1	.361**	.233	.138
	Sig. (2-tailed)	.192	.805	.098	.704	.530	.252	.003	.736	.673	.045	.036	.876	.246	.367		.008	.093	.326
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
IERQ_soothing_Raw	Pearson Correlation	.280*	.050	.021	-.029	.084	-.206	.015	.033	.174	.092	.095	.225	.448**	.109	.361**	1	.035	.293*
	Sig. (2-tailed)	.042	.724	.883	.837	.551	.138	.917	.815	.211	.514	.497	.105	<.001	.437	.008		.806	.033
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
BFI_Conscientiousness_Raw	Pearson Correlation	.309*	-.213	.458**	.410**	-.365**	.184	.628**	-.338*	-.500**	.183	.318*	-.326*	.094	.107	.233	.035	1	-.156
	Sig. (2-tailed)	.024	.125	<.001	.002	.007	.187	<.001	.013	<.001	.189	.020	.017	.505	.447	.093	.806		.265
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
BFI_Neuroticism_Raw	Pearson Correlation	.072	.642**	-.295*	-.563**	.519**	-.224	-.263	.355**	.504**	-.464**	-.334*	.739**	.287*	-.030	.138	.293*	-.156	1
	Sig. (2-tailed)	.607	<.001	.032	<.001	<.001	.107	.057	.009	<.001	<.001	.014	<.001	.037	.833	.326	.033	.265	
	N	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

<div align="center">**References**</div>

Alansari, B. (2016). The Big Five Inventory (BFI): Reliability and validity of its Arabic

    translation in non-clinical sample. *European Psychiatry, 33*(1) 209-210.

    https://doi:10.1016/j.eurpsy.2016.01.500

Collins, N.L. (1996). Working models of attachment: Implications for explanation, emotion,

    and behavior. *Journal of Personality and Social Psychology, 71*, 810-832.

Conrad, N., Patry, M.W. (2012) Conscientiousness and Academic Performance: A

    Mediational Analysis. *International Journal for the Scholarship of Teaching and*

    Learning, 6(1), 1-14

Derryberry, D., & Reed, M.A. (2002). Anxiety-related attentional biases and their regulation

    by attentional control. *Journal of Abnormal Psychology*, *111*(2), 225-236.

Diener, E., Emmons, R, A., Larsen, R.J., & Griffin, S. (1985). The Satisfaction with Life

    Scale. Journal of Personality Assessment, 49, 71-75.

    https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/SATISFACTION

    -SatisfactionWithLife.pdf

Frazier, P., Gabriel, A., Merians, A., & Lust, K. (2019). Understanding stress as an

    impediment to academic performance. *Journal of American College Health, 67*(6),

    562-570. https://doi.org/1080/07448481.2018.1499649

Gratz, K.L., & Roemer, L. (2004). Multidimensional assessment of emotion regulation and

    dysregulation: Development, factor structure, and initial validation of the difficulties

    in emotion regulation scale. *Journal of Psychopathology and Behavioral Assessment*,

    26(1), 41-54.

Hofmann, S.G., Carpenter, J.K., & Curtiss, J. (2016). Interpersonal Emotion Regulation

Questionnaire (IERQ): Scale Development and Psychometric Characteristics.

Cognitive Therapy and Research, *40*(3), 341-56.

Hughs, M.E., Waite, L.J., Hawkley, L.C., and Cacioppo, J.T. (2004). A Short Scale for

Measuring Loneliness in Large Surveys: Results from two population-based studies.

Research on Ageing. 26(6) 655-672.

John, O.P., & Srivastava. S. (1999). The Big-Five Trait Taxonomy: History, Measurement,

and Theoretical Perspectives. *Handbook of personality: Theory and research, in

press.*

Jouhki, H*.,* & Oksanen, A. (2022) To Get High or to Get Out? Examining the Link between

Addictive Behaviors and Escapism. *Substance Use & Misuse. 57*(2) 202-211.

Microsoft Corporation. (2018). Microsoft Excel. Retrieved from

https://office.microsoft.com/excel

Olafsson, R.P., Smari, J., Gudmundsdottir, F., Olafsdottir, G., Hardardottir, H.L., &

Einarsson, S.M. (2011). Self-reported attentional control with Attentional Control

Scale: Factor structure and relationship with symptoms of anxiety and depression.

Journal of Anxiety Disorders, 25(6), 777-782.

Pavot, W.G., Diener, E., Colvin, C.R., & Sandvik, E. (1991). Further validation of the

Satisfaction with Life Scale: Evidence for the cross-method convergence of well-

being measures. Journal of Personality Assessment, 57, 149-161.

Steel, P., Svartdal F., Thundiyil T., Brothen T. (2018). Examining procrastination across

multiple goal stages: a longitudinal study of temporal motivation theory. Front

Psychology, 9. https://doi.org/10.3389/fp-syg.2018.00327

Stenseng, F., Rise, J., & Kraft, P. (2012). Activity Engagement as Escape from Self: The role of Self-Suppression and Self-Expansion. *Leisure Sciences, 34*(1), 19-38. https://doi.org/10.1080/01490400.2012.633849

Urdan, T., & Midgley, C. (2001). Academic Self-Handicapping: What We Know, What More There is to Learn. *Educational Psychology Review, 14*, 115-138. https://doi.org/10.1023/A:1009061303214

Victor, S.E., & Klonsky, E.D. (2016). Validation of a brief version of the Difficulties in Emotion Regulation Scale (DERS-18) in five samples. *Journal of Psychopathology and Behavioral Assessment, in press*.

Yildrim, F.B., & Demir, A. (2019). Self-Handicapping Among University Students: The Role of Procrastination, Test Anxiety, Self-Esteem, and Self-Compassion. *Psychological Reports. 0*(0) 1-19.