

Cognitive Flexibility Mediating the Link Between Perfectionism and Impostor Feelings Among Female Undergraduate Students

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E d i t o r	R e v i e w e r s
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1. Round 1

1.1. Reviewer 1

Reviewer:

The opening line “Perfectionism and impostor feelings represent two pervasive psychological constructs...” is clear, but the novelty of the study in the Canadian context is not immediately established. You could briefly justify why focusing on Canadian female undergraduates adds value beyond existing literature.

The reference to “societal expectations of competence and gender-related performance pressures” would be stronger with supporting empirical or cross-cultural evidence, perhaps referencing Canadian or North American data to localize the argument.

The concluding line “Given these theoretical and empirical insights...” nicely sets up the study purpose, but a clear hypothesis statement is missing. Explicitly state the hypothesized directions (e.g., “It was hypothesized that cognitive flexibility would mediate the positive relationship between perfectionism and impostor feelings.”)

While stratified random sampling is mentioned, there is no description of strata (e.g., by major, university type, or academic year). Please specify how stratification was operationalized to ensure representativeness.

The authors suggest “collectivist societies such as Canada...”—this is factually inaccurate, as Canada is typically characterized as an individualistic society. Please correct or rephrase to maintain cultural accuracy.

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

The statement “Perfectionism, while occasionally conceptualized as a driver of achievement...” could clarify which dimension (adaptive vs. maladaptive) was primarily examined in this study, since FMPS captures both.

When mentioning that “enhancing cognitive flexibility through mindfulness and reappraisal techniques has been associated with reduced self-doubt...”, please specify the nature of these interventions and whether they were empirically validated among university populations, as this strengthens the argument for practical relevance.

The indirect effect of $\beta = 0.13$ is small yet significant. Consider discussing practical significance and possibly report bootstrapped confidence intervals, which are standard for mediation testing.

The sentence “Within the Canadian context, where academic excellence is highly emphasized...” assumes cultural homogeneity. You might consider acknowledging diversity among Canadian institutions and students, which could moderate the perfectionism–impostor dynamic.

The statement “Cognitive flexibility enables reappraisal of success...” would benefit from explicitly linking this to cognitive-behavioral theory or emotion regulation frameworks to strengthen conceptual integration.

Authors revised the manuscript and uploaded the document.

2. Revised

Editor’s decision: Accepted.

Editor in Chief’s decision: Accepted.