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**Title**

Helping out or hanging out: the features of involvement and how it relates to university adjustment /  
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**Abstract**

This study examined the nature of students' out-of-class involvements with a view to identifying the kinds of involvement that are most conducive to positive adjustment to university. Students from five Canadian universities completed questionnaires in November of their first-year at university assessing the quality of their out-of-class involvements and the extent to which such activities were structured (i.e., supervised, performed regularly, had a goal or purpose). Measures of adjustment to university were administered in November and March of their first-year. Results indicated that the amount of structure present in out-of-class activities was positively related to university adjustment. Activity quality was found to mediate the relationship between activity structure and university adjustment; it seems that activities that are highly structured are related to more positive outcomes because they tend to provide participants with a high-quality experience. Results are discussed in terms of the transition to university, and first-year transition intervention programs. (HRK / Abstract übernommen) Tieu, Thanh.Thanh, E-Mail: thanhthanhtieu@gmail.com