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Self Concept as the Predictor of Imposter Phenomenon among the Students of Himachal Pradesh University

By Ajay Kumar

Himachal Pradesh University,

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The impostor phenomenon (IP), a term psychologists Dr. Pauline Clance and Dr. Suzanne Imes coined in 1978, describes a collection of behavioral characteristics some individuals routinely exhibit in every aspect of their lives (Clance & Imes, 1978, Cusack, Hughes, & Nuhu, 2013, Hutchins, 2015). Clance (1985) created the Clance Impostor Phenomenon Scale (CIPS) to measure three primary characteristics including an individual's fear of evaluation, fear of not being able to repeat his or her success, and fear of being less capable than others. While the CIPS has been used in multiple studies of individual populations to measure these characteristics, little research exists on the effects of the Impostor Phenomenon in the workplace.

I. Background

The background section begins by explaining the Impostor Phenomenon and providing context about how it affects individuals both personally and professionally. A description of the initial focus on women in early studies and the Impostor Phenomenon precedes information regarding gender and familial differences. A comparison of the Impostor Phenomenon as a combination of behavioral characteristics versus a psychological experience introduces contrasting perspectives of how the Impostor Phenomenon affects individuals.

II. Impostorism

Though the Impostor Phenomenon term appeared in 1978, it was not until 1987 that anyone asked why awareness of the construct should matter (Clance & O'Toole, 1987). The ability to appreciate one's own successes and strengths is commonly noted as a limitation of those identified with the Impostor Phenomenon. For instance, an inclination to decline career advancement opportunities because of the IP's behavioral characteristics prevents individuals from achieving their personal dreams (Clance & O'Toole, 1987).

Likewise, impostors face difficulty reaching their full potential because of their internalized sense of fear and self doubt (Kumar & Jagacinski, 2006). These feelings can often lead impostors to believe they must work harder than others to avoid detection, which creates a negative cycle of other destructive behaviors (Parkman & Beard, 2008). Scholars have considered the effects of impostorism within specific professions. Hutchins (2015) described the obstacles higher education faculty members dealing with impostorism face, including their constant fear of being discovered as frauds. These psychological barriers to success negatively impact the faculty members' ability to experience personal satisfaction and affect overall job performance (Hutchins, 2015). Similarly, physician assistants experiencing feelings of impostorism find themselves questioning themselves and attribute their success to luck or charm (Mattie, Gietzen, Davis, & Prata, 2008; Prata & Gietzen, 2007). Like others who battle the IP, these physician assistants also believe they have successfully deceived others about their ability to achieve at such a high level of competence (Prata & Gietzen, 2007). This collection of personal characteristics and negative outcomes demonstrates the early foundations of the IP construct.

III. Objectives of the Study

1. To study the self-concept as the predictor of imposter phenomenon among the male and female students of Himachal Pradesh University.
2. To study the self-concept as the predictor of imposter phenomenon among the science and non-science students of Himachal Pradesh University.

Author: Ph.D. Research Scholar, Department of Education, Himachal Pradesh University, Shimla. e-mail: ajayresearchshimla@gmail.com

a) Hypothesis of the study

1. Self-concept will be the strong predictor of Imposter Phenomenon among male students as compared to female students.
2. Self-concept will be the strong predictor of Imposter Phenomenon among science and non-science students.

b) Delimitations of the study

The present study was delimited only to the students of Himachal Pradesh University, Shimla.

c) Sample

Random sampling was used for the study. Himachal Pradesh University is comprised of different faculties. A list of students of science and non-science stream was prepared. Researcher took the sample of 632 students for the study randomly, which was consisted of 360 male and 316 female.

IV. Methodology

In order to accomplish the objectives of the present study the Descriptive method of research was used.

a) Statistical Technique used

For the present study percentage method and ANOVA (2x2x2) was used to analyze the data.

b) Tools used

1) The Imposter Phenomenon Scale of Clance (1985) is adopted by the investigator with her prior permission and standardized according to the current problem of the study.
2) A Questionnaire to measure the self-concept constructed and standardized by the investigator himself.

V. Conclusion

On the basis of analysis and interpretation of the data the following conclusion may be laid down.

a) Imposter Phenomenon of students in relation to their gender, stream and Self-Concept

In order to study the main effects of gender, stream and self-concept on imposter phenomenon of students along with their interactional effect, statistical technique of analysis of variance (2x2x2 factorial design involving two levels of gender i.e. male & female, stream i.e. science & non-science and self-concept i.e. high self-concept & low self-concept) was applied on the means of imposter phenomenon. The mean scores of students are given in table 1.1.

Table-1.1: Effect of Gender, Stream and Self-Concept on Imposter Phenomenon

	Measures	Male		Female		Combined Mean
		Science	Non Science	Science	Non Science	
High Self Concept	Means	84.09	85.74	84.81	87.14	82.09
	SD	11.98	11.66	11.89	12.93	
Low Self Concept	Means	78.63	79.90	79.28	82.76	83.50
	SD	12.11	9.47	13.50	9.85	
Total Mean		81.36	82.82	82.04	84.95	

Table 1.1 Showing the Mean Scores of Imposter Phenomenon of Students for different Levels

From table 1.1 it can be seen that the total mean of high and low self concept of male science students is 81.36 percent and 82.04 percent of female science students, which is higher than that of male students. Thus self concept is little bit strong predictor of imposter phenomenon among female science students as compared to male science students. In case of total mean of high and low self concept of male non-science students is 82.82 percent and 84.95 percent of female non-science students, which is higher than that of male students. This shows that self concept is the strong predictor of imposter phenomenon among female science students as compared to male science students.

Combined mean of male science and non science students is 82.09 percent and 83.50 percent of female, which is higher than that of male students of both streams. This shows that self concept is the strong predictor of imposter phenomenon in female science and non science students as compared to male science and non science students.

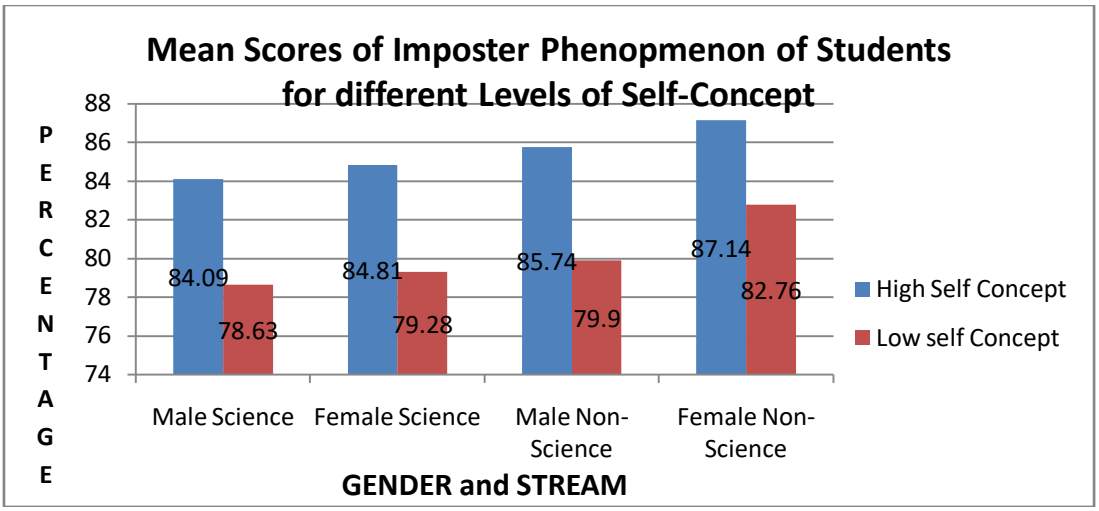

Figure 1.1: Showing the Mean Scores of Imposter Phenomenon of Students for different Levels of Self-Concept

Summary of results is given in table no 1.2

Table-1.2: Summary of Analysis of Variance

Source of variation	Sum of Squares	Df	F
Gender	288.906	1	2.1
Stream	810	1	5.89**
Self Concept	4389.025	1	31.91**
Gender*Stream	68.906	1	.51
Gender*Self Concept	12.656	1	.09
Stream* Self Concept	11.025	1	.080
Gender*Stream*Self Concept	16.256	1	.12
Error	86929.625	632	
Total	4482914.0		

**at 0.05 level of significance

VI. Main Effects

a) Gender

The computed value of 'F' for the main effect of gender on imposter phenomenon of students, irrespective of their self-concept, for df 1 and 632, came out to be 2.1, which is less than the table value (3.85) even at 0.05 level of significance. Hence, the hypothesis no. 1 i.e. self-concept will be the strong predictor of Imposter Phenomenon among the male students as compared to female students was rejected.

b) Stream

The computed value of 'F' for the main effect of stream on imposter phenomenon of students, irrespective of their self-concept, for df 1 and 632, came out to be 5.89, which is significant at 0.05 level of significance. Hence, the hypothesis no. 2 i.e. self-concept will be the strong predictor of Imposter Phenomenon among the science and non-science students was accepted.

c) Self Concept

The computed value of 'F' for the main effect of self concept on imposter phenomenon of students, irrespective of their self-concept, for df 1 and 632, came out to be 31.90, which is highly significant at 0.05 level of significance. This showed that self-concept of male Science, male non-science, female science and female non-science were the more predictors of imposter phenomenon.

VII. Interactional Effect

*a) Gender*Stream*

The computed value of 'F' for the interactional effect of gender and stream on imposter phenomenon of students, for df 1 and 632, came out to be 0.50, which is not significant at 0.05 level of significance. Hence, "Gender and stream do not interact significantly with regard to imposter phenomenon of students" was rejected. It may be said that the differences in the

means of imposter phenomenon scores of boys and girls are not same for different levels of stream i.e. science and non-science. It may be interpreted that gender and stream do not interact significantly on imposter phenomenon.

*b) Gender*Self-Concept*

The computed value of 'F' for the interactional effect of gender and self-concept on emotional adjustment of students, for df 1 and 632, came out to be 0.09, which is not significant even at 0.05 level of significance. Thus Gender and self-concept do not interact significantly with regard to imposter phenomenon of students. It may be said that the differences in the means of imposter phenomenon scores of boys and girls are not same for different levels of self-concept i.e. high and low. It may be interpreted that gender and self-concept do not interact significantly on imposter phenomenon.

*c) Stream*Self-Concept*

The computed value of 'F' for the interactional effect of gender and self-concept on emotional adjustment of students, for df 1 and 632, came out to be 0.80, which is not significant even at 0.05 level of significance. Thus stream and self-concept do not interact significantly with regard to imposter phenomenon of students. It may be said that the differences in the means of imposter phenomenon scores of science and non-science are not same for different levels of self-concept i.e. high and low. It may be interpreted that stream and self-concept do not interact significantly on imposter phenomenon.

*d) Gender*Stream*Self-Concept*

The computed value of 'F' for the interactional effect of gender and self-concept on emotional adjustment of students, for df 1 and 632, came out to be 0.12, which is not significant even at 0.05 level of significance. Thus gender, stream and self-concept do not interact significantly with regard to imposter phenomenon of students. It may be said that the differences in the means scores of gender, stream and self-concept are not same for different levels of imposter phenomenon. It may be interpreted that gender, stream and self-concept do not interact significantly on imposter phenomenon.

VIII. Conclusion

On the basis of analysis of data and interpretation of results, following conclusions were drawn

1. Self concept is the strong predictor of imposter phenomenon among female students as compared to male students. Further, total mean of high and low self concept of male students is lower than that of female students. This shows that self concept is the little bit stronger predictor of imposter phenomenon among female students as compared to male students.
2. Self concept is the strong predictor of imposter phenomenon among non-science students as compared to science students. Further, total mean of high and low self concept of non-science students is higher than that of science students. This shows that self concept is the stronger predictor of imposter phenomenon among non-science students as compared to science students.
3. Gender and stream do not interact significantly on imposter phenomenon. There was also no significant difference between gender & self-concept and stream & self-concept.
4. It may be revealed from the study that, there was no significant difference between gender, stream and self-concept.

a) Suggestion for the further study

The present study was delimited to only certain aspects of Imposter Phenomenon on the students of Himachal Pradesh University. Similar study should be undertaken on the students and teachers of the other universities of Himachal Pradesh in public sector or private sector also. Students and teachers of schools may also be included in the study.

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