

# 1 Self Concept as the Predictor of Imposter Phenomenon among 2 the Students of Himachal Pradesh University

3 Ajay Kumar

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## 6 **Abstract**

7 The objective of the present research was to study the self-concept as the predictor of imposter  
8 phenomenon among the male and female students of Himachal Pradesh University. The other  
9 objective was to study the self-concept as the predictor of imposter phenomenon among the  
10 science and non-science students of Himachal Pradesh University. The results showed that self  
11 concept is the strong predictor of imposter phenomenon among female students as compared  
12 to male students. Further, the results showed that self concept is the stronger predictor of  
13 imposter phenomenon among non-science students as compared to science students.

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15 **Index terms**— imposter phenomenon, self-concept. Imposter Phenomenon  
16 imposter phenomenon, self-concept. Imposter Phenomenon.

17 The imposter phenomenon (IP), a term psychologists Dr. Pauline Clance and Dr. Suzanne Imes coined in  
18 1978, describes a collection of behavioral characteristics some individuals routinely exhibit in every aspect of their  
19 lives (Clance & Imes, 1978 ?? Cusack, Hughes, & Nuhu, 2013 ?? Hutchins, 2015). Clance (1985) created the  
20 Clance Impostor Phenomenon Scale (CIPS) to measure three primary characteristics including an individual's  
21 fear of evaluation, fear of not being able to repeat his or her success, and fear of being less capable than others.  
22 While the CIPS has been used in multiple studies of individual populations to measure these characteristics,  
23 little research exists on the effects of the Impostor Phenomenon in the workplace.

## 24 **1 I. Background**

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

## 30 **2 II. Impostorism**

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

36 Likewise, impostors face difficulty reaching their full potential because of their internalized sense of fear and self  
37 doubt ??Kumar & Jagacinski, 2006). These feelings can often lead impostors to believe they must work harder  
38 than others to avoid detection, which creates a negative cycle of other destructive behaviors (Parkman & ??eard,  
39 2008). Scholars have considered the effects of impostorism within specific professions. Hutchins (2015) described  
40 the obstacles higher education faculty members dealing with impostorism face, including their constant fear of  
41 being discovered as frauds. These psychological barriers to success negatively impact the faculty members' ability  
42 to experience personal satisfaction and affect overall job performance ??Hutchins, 2015). Similarly, physician  
43 assistants experiencing feelings of impostorism find themselves questioning themselves and attribute their success

## 11 VI. MAIN EFFECTS A) GENDER

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44 to luck or charm (Mattie, Gietzen, Davis, & Prata, 2008; Prata & Gietzen, 2007). Like others who battle the IP,  
45 these physician assistants also believe they have successfully deceived others about their ability to achieve at such  
46 a high level of competence ??Prata & Gietzen, 2007). This collection of personal characteristics and negative  
47 outcomes demonstrates the early foundations of the IP construct.

### 48 3 III. Objectives of the Study

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

52 a) Hypothesis of the study 1. Self-concept will be the strong predictor of Imposter Phenomenon among male  
53 students as compared to female students. 2. Self-concept will be the strong predictor of Imposter Phenomenon  
54 among science and non-science students.

### 55 4 b) Delimitations of the study

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

### 57 5 c) Sample

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

### 61 6 IV. Methodology

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

### 63 7 a) Statistical Technique used

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

### 65 8 b) Tools used

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

### 69 9 V. Conclusion

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

### 71 10 a) Imposter Phenomenon of students in relation to their 72 gender, stream and Self-Concept

73 In order to study the main effects of gender, stream and self-concept on imposter phenomenon of students along  
74 with their interactional effect, statistical technique of analysis of variance (2x2x2 factorial design involving two  
75 levels of gender i.e. male & female, stream i.e. science & non-science and self-concept i.e. high self-concept &  
76 low self-concept) was applied on the means of imposter phenomenon. The mean scores of students are given in  
77 table 1.1. From table 1.1 it can be seen that the total mean of high and low self concept of male science students  
78 is 81.36 percent and 82.04 percent of female science students, which is higher than that of male students. Thus  
79 self concept is little bit strong predictor of imposter phenomenon among female science students as compared to  
80 male science students. In case of total mean of high and low self concept of male non-science students is 82.82  
81 percent and 84.95 percent of female non-science students, which is higher than that of male students. This shows  
82 that self concept is the strong predictor of imposter phenomenon among female science students as compared to  
83 male science students.

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

### 88 11 VI. Main Effects a) Gender

89 The computed value of 'F' for the main effect of gender on imposter phenomenon of students, irrespective of their  
90 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  
91 significance. Hence, the hypothesis no. 1 i.e. self-concept will be the strong predictor of Imposter Phenomenon  
92 among the male students as compared to female students was rejected.

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## 93 **12 b) Stream**

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

## 98 **13 c) Self Concept**

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

## 103 **14 VII. Interactional Effect a) Gender\*Stream**

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

## 108 **15 b) Gender\*Self-Concept**

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

## 115 **16 c) Stream\*Self-Concept**

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

## 122 **17 d) Gender\*Stream\*Self-Concept**

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

## 129 **18 VIII. Conclusion**

130 On the basis of analysis of data and interpretation of results, following conclusions were drawn 1. Self concept  
131 is the strong predictor of imposter phenomenon among female students as compared to male students. Further,  
132 total mean of high and low self concept of male students is lower than that of female students. This shows that  
133 self concept is the little bit stronger predictor of imposter phenomenon among female students as compared to  
134 male students. 2. Self concept is the strong predictor of imposter phenomenon among non-science students as  
135 compared to science students. Further, total mean of high and low self concept of non-science students is higher  
136 than that of science students. This shows that self concept is the stronger predictor of imposter phenomenon  
137 among nonscience students as compared to science students. 3. Gender and stream do not interact significantly  
138 on imposter phenomenon. There was also no significant difference between gender & selfconcept and stream  
139 & self-concept. 4. It may be revealed from the study that, there was no significant difference between gender,  
140 stream and self-concept.

## 141 **19 a) Suggestion for the further study**

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

<sup>146</sup> **20 Bibliography**

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

Table 1.1

Figure 1: Table - 1

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		

[Note: \*\*at 0.05 level of significance]

Figure 2: Table - 1

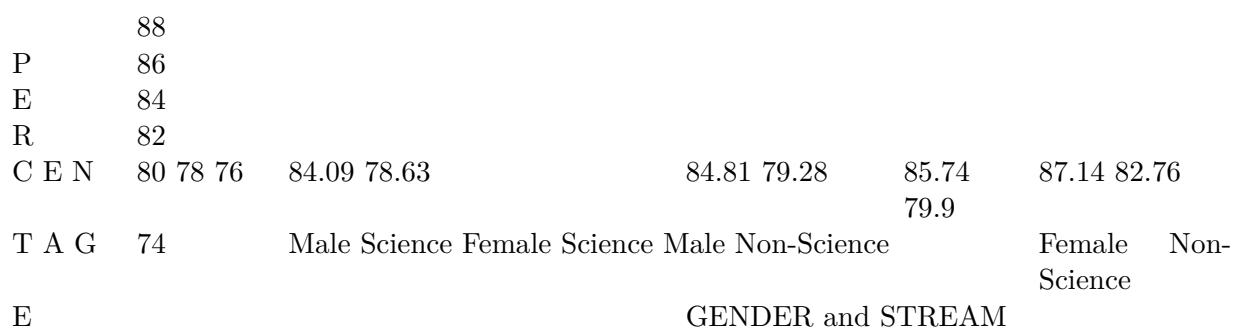


Figure 3: Mean Scores of Imposter Phenomenon of Students for different Levels of Self-Concept means



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