

**INVESTIGATION ON HOW PERCEIVED PARENTING STYLE AFFECTS IMPOSTER  
PHENOMENON AMONG ADOLESCENTS**

*Dissertation submitted to Kerala University In partial fulfilment of the requirements for the award of  
the Degree of*

**MSc. Counselling Psychology**

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**2022- 2024**

## CERTIFICATE



This is to certify that the Dissertation entitled “**Investigation on How Perceived Parenting Style Affects Imposter Phenomenon Among Adolescents**” is an authentic work carried out by Minna K, Reg. No. 60422115017 under the guidance of Ms. Anila Danial during the fourth semester of M.Sc. Counselling Psychology programme in the academic year 2022- 2024.

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## **DECLARATION**

I, Minna K, do hereby declare that the dissertation titled “Investigation on How Perceived Parenting Style Affects Imposter Phenomenon Among Adolescents”, submitted to the Department of Counselling Psychology, Loyola College of Social Sciences, Sreekariyam, under the supervision of Ms. Anila Danial, Assistant professor of the Department of Counselling Psychology, for the award of the degree of Master’s in Science of Counselling Psychology, is a bonafide work carried out by me and no part thereof has been submitted for the award of any other degree in any University

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## **ACKNOWLEDGEMENT**

First and foremost, I extend my heartfelt praises and thanks to the Almighty for the abundant blessings and guidance throughout the course of my research work, enabling me to complete it successfully.

I am profoundly grateful to my research guide, Ms. Anila Danial, Assistant Professor of Counselling Psychology. Her invaluable insights, constant encouragement, and expert guidance were instrumental in shaping the direction of my research. Her patience and dedication are deeply appreciated.

I would also like to express my sincere thanks to Mr. John P. Johns, my first guide, who played a pivotal role in helping me select the topic for this research. His early guidance laid the foundation for this study, and I am truly indebted to him for his support.

My gratitude also extends to Ms. Jesline Maria Mamen, Assistant Professor and Head of the Department of Counselling Psychology, Dr. Pramod S K, Assistant Professor, Department of Counselling Psychology, and Dr. Ammu Luckose for their continuous support and encouragement throughout the research process. Their collective wisdom and assistance were vital to the successful completion of this project.

I am deeply thankful to Mr. Chinthu, whose valuable suggestions contributed significantly to the refinement of my study. His thoughtful feedback helped me navigate through various challenges during the research.

A special note of thanks goes to the school authorities who graciously permitted data collection within their institution. Their cooperation was essential in facilitating this research, and I am sincerely grateful for their support.

My heartfelt thanks go to all the participants who took part in this study. Their time, patience, and willingness to share their experiences were crucial to the research, and I am deeply appreciative of their contribution.

Finally, I wish to express my deepest gratitude to my husband, Mr. Farhad, for his unwavering support and encouragement throughout this journey. I also thank my family and friends for their constant motivation, which has been a source of inspiration during the research.

With warm regards,

Minna K

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## Abstract

**Aim:** This study examines the relationship between perceived parenting style and imposter phenomenon among adolescents in Kerala.

**Methods:** The data were drawn from a sample of 250 adolescents aged between 10 and 18 years. The samples were selected using convenience sampling and data was collected in offline mode. The sample consists of 118 males and 132 females. The perceived parenting style scale and imposter phenomenon scale were utilized to collect data. Spearman's rho was used for correlation analyses to examine the relationships between the variables. The Shapiro-Wilk test assessed the normality of the data, and the Mann-Whitney U test was employed to evaluate gender differences.

**Results:** The study examined the relationship between Imposter Phenomenon and different parenting styles using Spearman's Rho correlation analysis. Results showed a significant positive correlation between authoritarian parenting style and Imposter Phenomenon ( $r = .155, p < 0.05$ ). In contrast, no significant relationship was found between Imposter Phenomenon and both authoritative ( $r = .009, p > 0.05$ ) and permissive parenting styles ( $r = -.123, p > 0.05$ ). Additionally, normality tests indicated that only Imposter Phenomenon data was normally distributed ( $p = 0.223$ ), while data for all parenting styles significantly deviated from normality ( $p < 0.05$ ). A Mann-Whitney U test revealed that females scored higher on the Imposter Phenomenon scale compared to males, suggesting a gender difference in experiencing this phenomenon.

**Conclusion :** This study aimed to examine the relationship between the Imposter Phenomenon (IP) and perceived parenting styles among adolescents in Kerala, using a sample of 250 adolescents aged 10 to 18 years. Results revealed a weak but significant positive correlation between authoritarian parenting and IP, suggesting that stricter, controlling parenting styles may contribute to the development of imposter feelings. No significant relationships were found between IP and authoritative or permissive parenting styles. Additionally, the study identified a gender difference, with females exhibiting higher levels of imposter feelings than males. These findings highlight the nuanced impact of parenting styles on IP and emphasize the importance of considering gender differences in understanding and addressing this phenomenon. Further research is recommended to explore additional factors influencing the development of IP in adolescents.

**Keywords:** Perceived Parenting Style, Imposter Phenomenon, Adolescents, Authoritarian Parenting Style, Authoritative Parenting Style, Permissive Parenting Style.



## CHAPTER 1

### INTRODUCTION

Parenting styles may contribute to the development of impostor feelings by either creating undue pressure or failing to provide sufficient guidance and structure. Understanding the nuanced relationship between parenting styles and the impostor phenomenon is crucial for developing targeted interventions. By fostering a balanced approach that combines support, clear expectations, and constructive feedback, parents and educators can help adolescents build a more robust self-concept, thereby mitigating the risk of impostor feelings and promoting healthier psychological development.

Clance and Imes (1978) coined the term "Imposter Phenomenon" to characterize the traits and behaviors of high-achieving women who struggled to internalize their success. Despite numerous achievements and accolades, these women reported feelings of fraudulence, attributing their success to factors other than their own abilities, leading to increased anxiety and stress (Parkman, 2016)

The impostor phenomenon (IP) is a motivational disposition where individuals who have achieved success feel like frauds or impostors. According to Clance and O'Toole, the impostor phenomenon represents "an internal experience of intellectual phoniness," where individuals with earned degrees, high standardized test scores, or professional recognition do not internally feel successful. Furthermore, these individuals tend to be more introverted, sensitive to evaluation, and fearful of failure.

The imposter phenomenon (IP) refers to recurring feelings of self-doubt and perceived fraudulence, especially in relation to one's intellectual or academic accomplishments (Clance & Imes, 1978). Individuals experiencing IP often struggle to internalize their successes, attributing their achievements to external factors like luck rather than their own abilities. Those who score high on IP measures are more likely to suffer from anxiety, depression, and low self-esteem (Parkman, 2016) Furthermore, these individuals tend to be more introverted, sensitive to evaluation, and fearful of failure.

These accomplished individuals often fail to accept their success, believing that others' praise is undeserved because they haven't genuinely earned it (Clance, 1985; Sakulku & Alexander, 2015). Those with imposter tendencies often attribute their achievements to external factors such as lowered standards, networking, timing, or charm, rather than their own capabilities. They believe

they have created a false impression of their abilities, which they feel compelled to maintain. As a result, they experience fear related to the increased visibility and responsibility that comes with success, leading to a focus on impression management and self-monitoring behaviours (Parkman, 2016)

Those affected by the impostor phenomenon genuinely believe they do not deserve their achievements, attributing their success to luck or good timing rather than personal merit. This deep-seated belief leads to constant apprehension about being unmasked as incompetent. It fuels self-doubt, fear of failure, self-sabotage, and even fear of success, contributing to feelings of isolation and perfectionism. One specific manifestation, termed 'the soloist', describes individuals who prefer solitary work to avoid exposure of their perceived incompetence when working in groups (Clance, 1985). Moreover, individuals with the impostor phenomenon often shy away from taking on responsibilities, fearing failure and the subsequent revelation of their supposed fraudulence. They tend to downplay their achievements, attributing them to luck rather than acknowledging their effort and skill when receiving praise or positive feedback.

The persistent anxiety and stress caused by imposters lead individuals to work longer and harder in an attempt to meet perceived expectations, often resulting in perfectionism and unrealistic goals. This cycle of overwork and self-doubt exacerbates feelings of fraudulence and can lead to burnout. Recognition and rewards, instead of being motivating, become sources of anxiety and stress, causing individuals to lower expectations and utilize self-deprecating humour to deflect praise (Parkman, 2016)

Ultimately, the pressure to perform can lead to self-sabotaging behaviours, a lack of enjoyment in work, and a retreat from public positions or complete withdrawal (Cowman & Ferrari, 2002; Kets de Vries, 2005; Clance, 1985)

The sense of belonging in a higher education setting can influence the likelihood of experiencing IP. Belonging positively affects student engagement and wellbeing (Pittman & Richmond, 2008; Yildirim et al., 2021), and interventions that foster belonging can improve retention, academic performance, and life satisfaction (Brady et al., 2020; Walton & Cohen, 2011). Students in highly competitive academic programs are particularly susceptible to IP (Canning et al., 2020; Cohen & McConnell, 2019). Thus, levels of IP and belonging may vary within an institution based on the perceived academic culture. Enhancing a sense of belonging and reducing competitiveness could potentially reduce IP and improve overall wellbeing. (Pákozdy et al., 2023)

Women have been predicted to be more likely than men to experience IP (Clance & Imes, 1978), given the evidence for gender differences in related measures, such as self-esteem (e.g., Zuckerman et al., 2016). However, only around half of the published studies with relevant data report gender differences in average IP scores (reviewed by Bravata et al., 2020). The inconsistencies in the current literature might be explained by gender differences only emerging when the specific social context signals that women should feel like imposters, such as when women are in the minority or are disadvantaged within a particular setting (Feenstra et al., 2020). A study by Cokley et al. (2015) reported that those individuals who are most aware of gender stereotypes are most likely to experience IP, which is consistent with the idea that stereotype threat can elicit IP. More generally, the experience of being in any minority group may increase the likelihood of experiencing IP (Bernard & Neblett, 2018).

Research has identified both internal and external factors related to the imposter phenomenon, including how attributional styles and perceived competence impact the internalization of success or failure (Thompson et al., 1998; Vaughn et al., 2020; Ward, 1990). Attributional styles, which refer to an individual's explanations for outcomes (internal vs. external; Abramson et al., 1978), can be influenced by gender and the immediate environments associated with college experiences (Vaughn et al., 2020). Lane (2015) also identified internal factors such as high motivation, perfectionism, and the inability to self-validate, as well as external factors like constant comparison with others and academic assessments. For example, exam periods and standardized testing can exacerbate the imposter phenomenon by instilling fear of not performing at the level of peers. (Pákozdy et al., 2023)

Further research is needed to understand the internal and external factors contributing to imposter feelings, particularly in competitive learning environments that promote a "culture of genius" (Slank, 2019, p. 206), such as honours programs. Understanding how perfectionism and participation in the academically and socially competitive college environment influence imposter feelings is crucial, especially among successful undergraduate students admitted to honours programs. (Pákozdy et al., 2023)

Individuals experiencing the Impostor Phenomenon harbour intense feelings that their accomplishments are unwarranted, coupled with a persistent fear of being exposed as fraudulent. This psychological phenomenon, also referred to as impostor syndrome or impostors, has garnered increasing interest among psychologists due to its profound impact on mental health and well-being (Furnham and Cheng, 2000; Baumrind, 2013; Clance, 1985; Harvey and Katz, 1985).

The original process proposed by Clance has evolved over time and contains interrelated features that may appear different among IS individuals. These; cycle of dishonesty, perfectionism, super heroism, phobia (fear of failure), denial of potential and phobia of success. The way people with IS accomplish success-related tasks is through excessive planning or procrastination. With too much planning, they feel the need to work harder than necessary to achieve their desires, while procrastination leads to last-ditch effort and the fear of being interrupted due to incompetence. As Clance et al note, it is often the exploitation of personal well-being, including setting unachievably high standards and expending too much effort to be the best. This can lead to behaviours such as self-destructive behaviour and negative self-evaluation. Denial of talent involves underestimating one's abilities and attributing success to others or wealth rather than acknowledging one's own achievements. The desire to succeed without accepting failure. Understanding these concepts is important for identifying and supporting individuals affected by imposter syndrome in a variety of professional and personal settings. (Hutchins, 2015)

Parenting style encompasses the attitudes and behaviours parents exhibit towards their children, along with the environment they create for their upbringing (Bi et al.). Parenting is a multifaceted task that involves various behaviours, each influencing a child's development in different ways. While specific actions like spanking or reading aloud can affect child development, examining these behaviours in isolation can be misleading. Parents may adopt various methods to raise their children, ranging from highly rigid to very lenient, or somewhere in between. These methods are categorized as parenting styles. (Hinduja et al., 2023). Parenting patterns are important for understanding how family relationships affect children's health. Diana Baumrind first conceptualized parenting styles in 1991, and her work was later expanded by Eleanor Maccoby and John Martin in 1981. This framework divides parents into groups based on their perceived degree of warmth and control . According to Baumrind's (1967) theory, there are four main parenting styles: authoritative, authoritarian, permissive, and neglectful (Hinduja et al., 2023., Savitha & Venkatachalam,2016).

Parenting, reflecting the relationship between parent and child, is a complex activity involving many attitudes and behaviours. Every parental action impacts a child's personality in some way. Parenting can be described through two main components: parental responsiveness and demandingness (Fletcher et al., 2008).

Parental demandingness refers to the extent to which parents set guidelines and enforce discipline. Parental responsiveness pertains to the emotional aspect of parenting, indicating how much parents

support and meet their children's needs. Both responsiveness and demandingness are linked to secure attachment in children (Karavasilis, Doyle, & Markiewicz, 2003.,Hinduja et al., 2023).

Maccoby and Martin (1983) described two primary dimensions of parental behaviour: parental responsiveness and parental demandingness. ( Savitha & Venkatachalam,2016).

**1. Parental Responsiveness:** Also known as parental warmth or supportiveness, this refers to the degree to which parents foster individuality, self-regulation, and self-assertion by being attuned, supportive, and accommodating to their children's needs (Baumrind, 1971).

**2. Parental Demandingness/Control:** Also called behavioural control, this refers to the demand's parents place on their children to integrate into the family through maturity demands, supervision, discipline, and willingness to confront disobedience (Baumrind, 1971). Parents can be categorized based on high or low levels of demandingness and responsiveness, creating a quadrant of parenting styles: indulgent, authoritarian, authoritative, and uninvolved (Maccoby & Martin, 1983). Each style exhibits distinct patterns of parental values, practices, and behaviours (Baumrind, 1971), balancing responsiveness and demandingness differently. ( Savitha & Venkatachalam,2016).

Baumrind (1967) identified three parenting styles authoritative, authoritarian, and permissive based on these concepts.

#### I. Authoritarian Parenting:

Often referred to as a dictatorship style, this approach is characterized by high control and low responsiveness. Parents demand obedience without providing support or explanations for their rules. Children raised under this style tend to be proficient and obedient but often have lower happiness and self-esteem and face challenges in personal and social adjustment (Furnham and Cheng, 2000.,Hinduja et al., 2023). Authoritarian parents are demanding and unresponsive, engaging in minimal mutual interaction with their children and expecting compliance without question. Failure to meet these demands often results in punishment. This style is characterized by strict rule adherence and significant control. Authoritarian parents rarely explain their rules, often responding with "Because I said so." These parents have high demands but are not responsive to their children's needs. Consequently, children raised by authoritarian parents often adopt similar authoritarian behaviours in their relationships and future parenting. Authoritarian parents' use of power-assertive techniques, such as threats, commands, physical force, and love withdrawal, restrains children's self-expression and independence (Zupancic et al., 2004). They set high standards and require obedience (Berg, 2011). ( Savitha & Venkatachalam,2016).

## II. Permissive Parenting:

Known as a laid-back style, this approach features low control and high responsiveness. Parents are highly supportive and fulfil their children's wishes with minimal demands or expectations. These parents are lenient, avoid setting boundaries or rules, and steer clear of confrontation. Children raised with this style may have lower happiness, self-regulation, and academic performance and are more likely to get into trouble with authority figures (Dornbusch et al., 1987.,Hinduja et al., 2023). Permissive, or indulgent, parents make few demands on their children, characterized by attentiveness and warmth with significant interaction. They rarely discipline their children due to low expectations of maturity and self-control. This style fosters creativity but results in poor self-control, few boundaries, and a sense of entitlement. Permissive parents give their children considerable freedom and intervene only in cases of physical harm (Rossman & Rea, 2005). They adopt an overly tolerant approach to socialization, being nurturing and accepting while avoiding demands and controls on behaviour (Zupancic et al., 2004). These parents often view their children as friends, imposing few limits (Berg, 2011). According to Baumrind (1967), permissive parents are more responsive than demanding, lenient, and avoid confrontation. ( Savitha & Venkatachalam,2016).

## III. Authoritative Parenting:

Often called a balanced style, this method involves high control and high responsiveness. Parents provide significant support while maintaining high but realistic and consistent expectations. These parents are warm, responsive, and excel at communication (Maccoby, 1994). Children raised with this style are generally happy, capable, and successful, with a higher tendency to be creative (Baumrind, 2005; Hinduja et al., 2023). Authoritative parenting is considered the ideal style, combining demands with responsiveness. These parents set logical expectations, enforce limits, and require compliance while maintaining warmth and considering their children's perspectives. They involve children in decision-making and seek their input on family matters (Berg, 2011; Weiss & Schwarz, 1996; Zupancic, Podlesek, & Kavcic, 2004). Authoritative parents monitor and discipline fairly, supporting their children in a balanced manner (Baumrind, 1971). They encourage independence while setting boundaries and applying discipline in a supportive, non-punitive way( Savitha & Venkatachalam,2016).

#### IV. Neglectful Parenting:

Neglectful or uninvolved parents exhibit low demands, low responsiveness, and little communication. While they may meet basic needs, they are generally detached from their children's lives and may neglect or reject their needs in extreme cases. These parents rarely engage in parenting, often relying on TV and video games as substitutes. Consequently, children of neglectful parents struggle with rule-following and develop behavioural problems due to poor self-control, which can affect their communication skills. (Savitha & Venkatachalam, 2016).

Children of privileged parents often exhibit higher self-esteem, better moral development, greater motivation, and improved academic achievement. They also experience better internal structure, reduced substance use, less peer pressure, and fewer behavioural issues. In contrast, children of neglectful parents tend to face academic challenges, mental retardation, and additional mental and behavioural problems. Permissive and authoritarian parenting styles fall in between and cause various difficulties for children. (Hinduja et al., 2023)

Overall, impostor phenomenon, marked by pervasive self-doubt and fear of being exposed as a fraud, has garnered significant attention recently due to a rise in reported cases. Initially thought to affect mainly professional women (Collegian, 1991), it is now estimated that around 70% of people will experience at least one episode of this phenomenon in their lives (Sonnak and Towell, 2001; Hinduja et al., 2023).

Parenting styles may play a crucial role in the development of impostor feelings. Authoritarian parenting, with its high demands and low responsiveness, can create undue pressure on children, while permissive parenting, which lacks sufficient guidance and structure, can leave children feeling unprepared and inadequate. Understanding how different parenting styles contribute to impostor feelings is essential for creating effective interventions. By promoting a balanced approach that includes support, clear expectations, and constructive feedback, parents and educators can help adolescents develop a strong self-concept, reducing the risk of impostor feelings and fostering healthier psychological growth.

#### **NEED AND SIGNIFICANCE OF THE STUDY**

Studying the impact of parenting styles on impostor phenomenon among adolescents is crucial for gaining a deeper understanding of the complex factors that shape an individual's self-perception and behaviours. By examining how different parenting approaches, such as authoritative, authoritarian, permissive, and neglectful styles, influence the development of impostor feelings, researchers can uncover valuable insights into developmental psychology. This knowledge can help

identify potential risk factors, such as authoritarian or permissive parenting, that may inadvertently contribute to feelings of inadequacy or self-doubt in adolescents, core aspects of imposter phenomenon.

This research can inform parenting practices, providing guidance on effective strategies to foster healthy self-esteem and authenticity in children, potentially mitigating imposter feelings. Educational institutions and counselling services can also benefit from this understanding, enabling them to develop targeted support programs and interventions that address the unique needs of adolescents struggling with imposter phenomenon. Furthermore, this research contributes to the advancement of academic and clinical knowledge, strengthening psychological theories and informing evidence-based practices in counselling and therapy.

Ultimately, exploring the impact of parenting styles on imposter phenomenon among adolescents is essential for its far-reaching implications on personal development, mental health, and supportive interventions in both familial and educational settings. By recognizing the significance of parenting styles in shaping self-perception and behaviours, we can work towards creating a more supportive and empowering environment that fosters healthy psychological growth, self-awareness, and resilience in adolescents, enabling them to navigate challenges with greater ease and reach their full potential.

## **STATEMENT OF THE PROBLEM**

The problem of the present study has been stated as “ Investigation on how perceived parenting style affects imposter phenomenon among adolescents ”

## **OPERATIONAL DEFINITION OF KEY TERMS**

### **Parenting Style**

In the present study, perceived parenting style refers to the way adolescents interpret and understand their parents' attitudes, behaviors, and strategies in raising them. This perception includes the emotional climate, communication methods, and disciplinary approaches they experience, which collectively impact their psychological development, behavior, and self-perception.



## **Imposter phenomenon**

In the present study, Imposter phenomenon refers a persistent feeling of intellectual inadequacy and the fear of being exposed as a fraud, despite evidence of success and competence in their academic performance.

## **Adolescents**

Adolescents according to present study refers to individuals aged 12 – 19 in Kerala.

## **OBJECTIVES OF THE STUDY**

- To explore the relationship between parenting style and imposter phenomenon among adolescents in Kerala.
- To assess imposter phenomenon among adolescents.
- To assess the perceived parenting style among adolescents' parents.
- To find out any differences in imposter phenomenon experiences among adolescents based on gender.

## **HYPOTHESIS OF THE STUDY**

- $H_{0(a)}$ : There will be no significant relationship between the authoritarian parenting style and imposter phenomenon.
- $H_{0(b)}$ : There will be no significant relationship between the authoritative parenting style and imposter phenomenon.
- $H_{0(c)}$ : There will be no significant relationship between the permissive parenting style and imposter phenomenon.
- $H_{0(d)}$ : There will be no significant difference among adolescents on imposter phenomenon with respect to gender.

## CHAPTER II

### REVIEW OF LITERATURE

Brandywine et.al (2024) conducted a study on Perceived Parental Perfectionism as a Predictor of the Impostor Phenomenon Among Filipino Honor Students the current research looked into how Perceived Parental Perfectionism (PPP), measured through the domains of Parental Expectations (PEs) and Parental Criticism (PC) as deduced from Frost Multidimensional Perfectionism Scale (FMPS), predicts IP. It was hypothesized that both PEs and PC will positively predict IP. A total sample of 169 (141 females and 28 males) high-achieving Filipino undergraduate students participated in the present study. The results revealed that although PEs and PC have a significant relationship with IP, only PC has been found to be a predictor of IP. This indicates that high-achieving students are likely to doubt their academic success when their parents are overly critical of their achievements. On the other hand, the mere presence of high parental expectations, without accompanying criticism, does not correlate with the impostor phenomenon.

Varsha & Manjeet (2024) conducted a study on Understanding Imposter Syndrome: A Correlational Analysis of Achievement Motivation, Parental Bonding, And Perceived Social Support. This study investigates the relationships among Imposter Phenomenon (IP), Achievement Motivation, Parental Bonding, and Perceived Social Support in a sample of 251 individuals (108 males and 143 females) in India. Using Pearson correlations, the study explores how these factors relate to one another and what implications they have for understanding imposter syndrome. The results reveal a significant positive correlation between Imposter Phenomenon and Achievement Motivation ( $r = 0.549, p < 0.01$ ), indicating that individuals with higher achievement motivation are more likely to experience imposter syndrome. This suggests that high-achieving environments might contribute to feelings of self-doubt and fraudulence. Parental bonding and the impostor phenomenon do not significantly correlate ( $r = -0.017$ ), suggesting that parental interactions may not play a substantial role in imposter syndrome. Similarly, there appears to be no evidence that social support has a major effect on impostor syndrome based on the weak and non-significant correlation ( $r = -0.105$ ) between the impostor phenomenon and perceived social support. Hence, future results need to delve deeper into the other underlying causes of the impostor phenomenon, examining personal, cultural, and organisational factors that might contribute to this phenomenon. Understanding the root causes can help develop more effective strategies and interventions to reduce imposter syndrome's impact, especially in high-achieving environments.

A study on the imposter phenomenon and its connections to university students' happiness, perfectionism, and self-efficacy was carried out by Askew et al. in 2023. The Qualtrics software platform was utilized for the administration of the study. The findings indicate that, for both sexes, IP was favourably connected with perfectionism and adversely correlated with happiness and self-efficacy. When it came to both IP and perfectionism, women outperformed men on average, and when it came to IP, there were gender differences.

Azmin et.al (2023) conducted a study on Imposter phenomenon among health professionals and students: A protocol for systematic review and meta-analysis. This study aims to investigate IP prevalence and risk factors among healthcare personnel. Five online databases will be searched for papers published in English between January 2000 and December 2022, and 2 independent reviewers will filter, select studies, extract data, and evaluate the risk of bias in each piece. The retrieved articles will be included based on strict inclusion and exclusion criteria. A third reviewer will decide on any disagreements between the 2 reviewers. Where appropriate, a meta-analysis will be conducted using the random-effects model. The heterogeneity of the studies will be examined, and a sensitivity analysis will be done depending on the study quality. The purpose of this review is to determine the prevalence and risk factors for IP among healthcare personnel. The review's findings will emphasize the severity and contributing factors of the problem, therefore guiding policy for future actions.

A study on the impostor phenomenon and its connections to university students' happiness, perfectionism, and self-efficacy was carried out by Csilla et al. in 2023. This study assessed if there are gender differences in the relationships between IP and self-efficacy, maladaptive perfectionism, and happiness among college students. The study also looked at the relationship between perceived levels of academic rivalry and belonging and IP. After removing the indirect effects of perfectionism, participants (N = 261) completed the Clance Imposter Phenomenon Scale (CIPS), New General Self-Efficacy (NGSE). The gender difference in CIPS persisted. There was no correlation between CIPS scores and competition or belonging. Imposters acted as a full mediator of the negative connection between perfectionism and happiness, indicating that developing interventions aimed at lowering IP could improve student wellbeing.

Eduardo et.al (2023) conducted a study on imposter phenomenon and parenting styles: A systematic review. The aim of the study was to investigate the relationship between the imposter phenomenon and parenting styles through a systematic approach. Therefore, a search was performed in the IndexPsi, PePSIC, SciELO, PsycINFO and PubMed databases with the descriptors “imposter phenomenon”, “imposter syndrome”, “parenting styles” and their variations.

437 articles were selected for full reading, searched in four searches for analysis after applying the readability criteria. Theoretical studies were studied that highlighted the role of the family in childhood and its importance for the experience of imposterism in adulthood and three empirical articles, with a predominance of analysis of parental perception and imposterism from an origin composed by young people. The findings will make it possible to highlight a relationship between imposterism and relatives, as well as the need for aspects that evaluate research in the national and international context.

Hinduja et.al (2023) conducted A Cross-Sectional Study of the Influence of Perceived Parenting on the Levels of Imposter Phenomenon in Young Adults. This study explores the relationship between perceived parenting styles and the impostor phenomenon in young adults. The sample included 155 participants aged 16 to 24 years. Multiple regression analysis was conducted, revealing that only the responsiveness domain of parenting styles had a significant negative relationship with the impostor phenomenon, while the control domain did not have a significant impact. The model explained a small proportion of the variance in the impostor phenomenon. These findings suggest that a more responsive parenting style may be associated with lower levels of impostor feelings in young adults. The results can inform in designing interventions for the impostor phenomenon.

Sucharita & Shikha (2023) conducted a study on Gender Stigma Consciousness, Imposter Phenomenon, and Self-Silencing: A Mediation Relationship. This study investigated whether the imposter phenomenon mediates the relationship between gender stigma consciousness and self-silencing. To address these research objectives, this survey-based quantitative study was conducted on a sample of 237 female software engineers in India. The data have been analysed by using structural equation modelling, where a mediational model that connects gender stigma consciousness, imposter phenomenon, and self-silencing was tested. The findings revealed that gender stigma consciousness significantly predicts the imposter phenomenon and self-silencing. Further, the imposter phenomenon mediates the relationship between gender stigma consciousness and self-silencing.

Yash et.al (2023) conducted a study on impostor phenomenon, personality, and self-esteem of medical undergraduates and interns. Research aimed to study the prevalence of IP, personality traits, and self-esteem and to look at gender differences in medical undergraduate students and interns of an urban medical college along with the correlation of IP with personality traits and self-esteem in them. An online survey via Google Groups was conducted among MBBS students and interns of a medical college after informed consent and ethics approval were received. Four

hundred sixteen participants completed the survey questionnaire which included demographic variables along with the the Clance Impostor Phenomenon Scale, the Big Five Inventory, and the Rosenberg Self-Esteem Scale. IP was found in 236 (56.7%) students and interns. Personality domain mean scores were extraversion ( $26.4 \pm 5.12$ ), agreeableness ( $33.5 \pm 5.4$ ), conscientiousness ( $29.9 \pm 5.7$ ), neuroticism ( $21.6 \pm 5.7$ ), and openness ( $35.1 \pm 4.9$ ). The self-esteem mean score was  $18.37 \pm 6.14$ ; only 16.11% had high self-esteem. Interns and first-year MBBS students scored higher on IP and low on self-esteem among all groups. Significant gender differences were seen in females on agreeableness, conscientiousness, and neuroticism as compared to the males. IP negatively correlated with self-esteem, extraversion, agreeableness, and conscientiousness and positively with neuroticism. This study throws some light on the IP experiences of medical undergraduates which have not been extensively researched in India.

Yeffe (2022) conducted a study on The Association between Familial and Parental Factors and the Impostor Phenomenon. This systematic review work integrates the findings from studies conducted between 1991 and 2021 on the association between familial and parental factors and the impostor phenomenon, in an attempt to deepen the comprehension of the phenomenon's etiology. All four forms of familial/parental factors identified in these studies (i.e., parental rearing styles and behaviours, attachment styles, maladaptive parenting and parent-child relations, and familial achievement orientation) were generally found to be moderately correlated with the impostor phenomenon. The prominent group of studies deals with the link between parental rearing styles as an explaining variable, with 7 studies showing somewhat consistent associations between parental (low) care and over-control and an offspring's impostor feelings. However, when considered simultaneously, the parental variables are shown to be less predictive of impostor scores than some psychological variables such as self-esteem.

Yeffe (2022) conducted a study on Students' recollections of parenting styles and impostor phenomenon: The mediating role of social anxiety. Study aims to investigate the relationship between the impostor phenomenon and social anxiety in adult students, while inspecting the latter variable's mediating role in the relationship between students' recollections of their parents' parenting styles and their current impostor expressions. The study comprised 247 students, 185 females and 62 males (Mage = 28.27, SD = 8.22), who completed online forms of the Parental Bonding Instrument (PBI), the Clance Impostor Phenomenon Scale (CIPS), and the Social Phobia Inventory (SPIN). The participants' social anxiety was positively correlated (at medium to strong size) with their impostor expressions. Perceived parental care was indirectly associated with the students' impostor expressions through social anxiety for mothers and fathers, meaning that the

sample's students who perceived their parents as less caring exhibited greater impostor expressions because they were more socially anxious. Also, perceived paternal overprotection was associated with the students' impostor expressions through social anxiety. Namely, students who perceived their fathers as more overprotective had greater impostor expressions because they were more socially anxious. The etiological significances and applied implications of these findings are discussed.

Jessica and Ramona (2021) examined how interpersonal guilt and the impostor phenomenon are related to anxiety and depression. Their study aimed to investigate these connections, based on Control-Mastery Theory (Faccini et al., 2020). A total of 343 participants completed several assessments: the Interpersonal Guilt Rating Scale-15s (IGRS-15s; Faccini et al., 2020), the Clance Impostor Phenomenon Scale (CIPS; Clance, 1985), the State-Trait Anxiety Inventory (STAI; Spielberger et al., 1983), and the Beck Depression Inventory II (BDI II; Beck et al., 1996). The results showed that the impostor phenomenon was strongly associated with feelings of self-hate, survivor guilt, and omnipotence guilt. The study supported the idea that these forms of guilt and the impostor phenomenon can lead to increased anxiety and depression. It indicates that individuals with impostor fears often struggle with harmful guilt linked to negative self-views and perceptions of others, which can worsen depression and anxiety. Thus, addressing these factors may be crucial for effective treatment.

Kostiuchenko & Berezovska (2021) conducted a study on psychology of the imposter phenomenon: the empirical perspective. The article presents the results of theoretical and empirical research on psychological features of the Impostor Phenomenon manifestations. The key features of Imposter Phenomenon are highlighted via theoretical analysis and the importance of emotional, behavioural and cognitive aspects of its display are accentuated. The empirical study analysed specifics of the Impostor Phenomenon display which depended on the respondents' subjective assessments of their emotional states in situations evoking impostor feelings ; components of perfectionism; behavioural self-regulation and psychological well-being.

Lee et al (2021). conducted a study on Perfectionism and Imposter Phenomenon of Academically Talented Undergraduates. In this study, researchers examined the relationship between gender, honours program participation, perfectionism, and the imposter phenomenon among undergraduates. Results of a hierarchical regression analysis indicate that socially prescribed perfectionism and honours program participation relate to higher levels of imposter feelings in an undergraduate sample

Radhika & Sankul (2021) conducted a study on imposter phenomenon in organizational settings : an interplay of dark triad traits. The Imposter Phenomenon has previously not been studied in relation to any of the Dark Triad traits of personality and thus the aim of the present study was to determine the impact of dark triad on imposter phenomenon in the private sector employees. A sample of 200 regular employees falling in the age group 25-40 years, of a private sector organization was taken to study the same. The results indicated that the imposter phenomenon is significantly predicted by the dark triad traits (adjusted  $R^2 = 0.030$ ,  $p < .01$ ). While Machiavellianism ( $r = 0.305$ ,  $p < .001$ ) and Psychopathy ( $r = 0.157$ ,  $p < 0.05$ ) shared a significant positive relation with the imposter phenomenon, Narcissism was not found to be significantly related to it. The present study might prove to be of use in identifying the concomitant factors underlying imposter phenomenon and the dark triad traits of personality.

Rashidul Alam et.al (2021) conducted a study on Distribution of imposter syndrome among medical student s of Bangladesh: a cross-sectional study. This study aimed at assessing the prevalence of IS among public and private medical students in Bangladesh. This study was a cross-sectional design among medical students in Bangladesh. Data were collected between February to July 2020 through snowball sampling technique across medical colleges in Bangladesh. Relative risk ratios (RRRs) with 95% CI were calculated to investigate the magnitude of association between imposter syndrome exposure and explanatory variables. A total of 500 students participated in this study with approximately 47% and 53% of students studying at public and private medical colleges, respectively. Around 32% of medical students were exposed to IS (47% of public and 53% of private medical college students). Medical students were the most significantly associated with IS for third (RR: 1.487, CI: 1.068-2.071) and fourth-year students (RR: 1.493, CI: 1.043-2.136). Overall, we found that respondents aged 22 to 25 were 3.6%(RR: 1.036, CI: 0.801-1.339) more likely to be suffering from IS than their younger counterparts.

Ulimaz et.al (2021) conducted a study on Impostor Phenomenon on First-and Second-year College Students. This study aimed to determine the effect of family relationships, general anxiety, and the Big-five personality traits on impostor phenomena. The sample of this study was 439 first and second-year students taken by the non-probability sampling technique. The measuring instruments used in this research are Clance Impostor Phenomenon Scale (CIPS), Brief Family Relationships Scale (BFRS), Four-Dimensional Anxiety Scale (FDAS), and Big-five Inventory (BFI). Data analysis in this study used Confirmatory Factor Analysis (CFA) and multiple regression analysis techniques. The results showed a significant effect of family relationships, general anxiety, and the

Big-five personality traits on the impostor phenomenon. Based on testing the minor hypothesis, there are six significant variables: emotional, physiological, cognitive, behaviour, extraversion, and awareness.

Christopher et.al (2020) conducted a study on Contextualizing the Impostor “Syndrome”. Research predominantly approaches this phenomenon as an issue of the individual: pointing toward individuals for the roots and solutions of the “syndrome.” Drawing from a rich body of social and organizational psychology research, in this perspectives piece, we propose a shift in how scholars conceptualize and empirically examine this phenomenon. Instead of framing the insecurities of individuals belonging to marginalized groups solely as a problem that arises within these individuals, we argue that it is critical for future research to consider the important role of the environment in eliciting their impostor feelings as well. By doing so, we can address the contextual roots of individuals’ impostor feelings, and offer more structural and effective solutions.

Xinyi Xu(2020) conducted a study on The Links Between Imposter Phenomenon and Implicit Theory of Intelligence Among Chinese Adolescents In the present study, the aim was to find out the relationship between imposter phenomenon and Stability of existing ability and Modifiability of ability deficits. In total, Chinese high school students (N=173, Mean age 16.7) completed the Clance Imposter Phenomenon Scale [13] and Implicit Personality theory scale contains two sub-scales measuring Stability and Modifiability belief [19]. Among them, 108 females and 65 males have done the online questionnaire survey. The result suggested there is no significant relationship between imposter Phenomenon and Stability of existing ability and Modifiability of ability deficits in the current sample. Yet a significant difference was identified among the groups with different imposter scores, suggesting curving effect. Meanwhile, no significant gender differences were noted in the current sample in terms of the three variables. But the results were shown that Chinese high school students had relatively high imposter scores, indicating potential cultural variance. Implications for avoiding imposter phenomenon for Chinese adolescents was discussed, raising awareness in high level of imposter phenomenon among Chinese adolescents.

Nick and Anne (2019) explored how the impostor phenomenon relates to self-esteem level and instability. They assessed 304 undergraduates using the Clance Impostor Phenomenon Scale, the Rosenberg Self-Esteem Scale, and a measure of self-rated instability, with a subset also evaluated for statistical instability (n = 38). Findings showed a strong negative correlation between impostor feelings and self-esteem level ( $r = -.62$ ) and a positive correlation with both self-reported ( $r = .32$ ) and statistical instability ( $r = .57$ ). A regression analysis indicated that lower self-esteem and greater



instability were linked to stronger impostor feelings. Notably, unstable self-esteem weakened the negative impact of low self-esteem on impostor feelings. This study highlights that individuals with low self-esteem are particularly prone to impostor phenomenon, and those with unstable high self-esteem are even more susceptible than those with stable high self-esteem.

Tagreed et al. (2019) investigated the prevalence of the impostor phenomenon (IP) among Saudi female faculty in Medina and its links to childhood family interactions. The study involved 60 female faculty members, aged 24 to 48, with an average age of 34.29 years. Using the Arabic Clance Impostor Phenomenon Scale and the Thematic Apperception Test, the research combined quantitative and qualitative methods. The results showed a moderate prevalence of IP, with 23.33% of participants frequently experiencing impostor feelings. The qualitative analysis revealed that family dynamics and parenting styles during childhood were significant predictors of IP.

Hutchins (2015) conducted a study on 'Outing the Imposter: A Study Exploring Imposter Phenomenon among Higher Education Faculty'. This descriptive study addresses a particular focus in faculty development by examining the prevalence of faculty experiences of imposter phenomenon. Results of the study suggest that faculty (n=61) do experience moderate levels of IP with the highest reported by untenured faculty.

Lane (2015) conducted a study on The Imposter Phenomenon Among Emerging Adults Transitioning into Professional Life: Developing a Grounded Theory. This study qualitatively explored the imposter phenomenon (IP) among 29 emerging adults who were transitioning into professional life. A grounded theory was developed that described IP, internal and external contributing factors, and IP's effect in terms of performance and affective reactions. Implications for counsellors of emerging adults are discussed

Diana (2014) conducted a study on the relation between perfectionism and impostor phenomenon. In this study aimed to investigate the way these two variables relate one to another, on a sample of 129 Romanian students (Mage = 21.79, SD = 1.28). The instruments that I used were Perfectionism Inventory (Hill et al., 2004) and Clance Impostor Phenomenon Scale elaborated in 1985. The obtained correlations were statistically significant for self-evaluative perfectionism and not significant for conscientious perfectionism. The multiple regression analysis showed that the impostor phenomenon was best predicted by the need for approval, organization and rumination dimensions of perfectionism. The obtained results, as well as their utility were thoroughly analysed.

Denise (2010) conducted a study on Parentification and the Impostor Phenomenon: An Empirical Investigation. This article examines the hypothesis that individuals who were parentified as

children are more likely to report impostor feelings in adulthood. A sample of 213 graduate students were given the Parentification Questionnaire and Clance's Impostor Phenomenon Scale . Results indicated that parentification and the impostor phenomenon are moderately correlated ( $r = .37$ ). No significant gender differences were found for either construct. With regard to racial/ethnic differences, no significant differences were found in parentification scores; however, Caucasians endorsed significantly higher impostor phenomenon scores than African Americans. The results suggest that the impostor phenomenon can be explained, in part, as a significant long-term effect of childhood parentification.

Frances (2009) conducted a study on the imposter phenomenon among African American women in US institutions of higher education: Implications for counselling. This author has been examining the imposter phenomenon, i.e., an internal experience of intellectual phoniness (Clance & Imes, 1978), among high achieving African American women since the early 1980s (see Trotman, 1984). Counsellors must be aware of this phenomenon and its antecedents if they are to effectively assist all women who may seek their expertise. Counsellors must fully understand the pain and emotional distress often inflicted on and experienced by their African American female clients in academic careers.

Julie & Sabina (2006) conducted a study on Imposter phenomenon and self-handicapping: Links with parenting styles and self-confidence. This study examined parental rearing styles and objective confidence in relation to impostor phenomenon and self-handicapping tendencies. Participants ( $N = 115$ ) completed measures of impostorism, self-handicapping, parental bonding and Esoteric Analogies test with confidence judgments. Impostor feelings were predicted by paternal overprotection and lack of paternal care. Self-handicapping scores were predicted by lack of maternal care. A significant relationship was found between impostorism and self-handicapping. Supporting the nature of the impostor phenomenon, impostors showed a "gap" between assessment of their performance and actual task-related achievements.

## **CONCLUSION**

Collectively, these findings suggest that interventions to mitigate IP should be multifaceted, addressing not only individual psychological traits but also familial interactions and broader sociocultural influences. This holistic approach can better equip individuals to manage and overcome impostor feelings, thereby enhancing their well-being and academic or professional performance. The studies consistently show a correlation between imposter phenomenon and parenting styles, with authoritarian and perfectionistic parenting linked to higher imposter feelings. Other factors like gender, achievement motivation, and personality traits also influence imposter

phenomenon. Understanding the imposter phenomenon and its relationship with parenting styles can inform strategies for promoting healthy self-esteem and addressing imposter feelings. Parents and caregivers can foster a supportive environment by adopting responsive and non-judgmental parenting styles.

While the existing studies provide valuable insights, there is a need for further research on the specific mechanisms by which parenting styles influence imposter phenomenon. Longitudinal studies can explore how parenting styles in childhood impact imposter feelings in adulthood. Additionally, research can investigate the effectiveness of interventions aimed at promoting healthy parenting styles and reducing imposter phenomenon.

While analysing the impostor phenomenon in adolescents, the existing body of research is notably limited. Studies on impostor phenomenon and its related factors are scarce in the Indian context, particularly in the state of Kerala. This significant knowledge gap necessitates further investigation among adolescents to bridge the literature gap and provide a more comprehensive understanding of this phenomenon in this specific cultural and regional context.

The impostor phenomenon, characterized by feelings of fraudulence and self-doubt, has been largely explored in Western populations, leaving a significant void in understanding its manifestation and implications among Indian adolescents, particularly in Kerala. To address this limitation, research must prioritize exploring the cultural, social, and environmental factors that contribute to impostor phenomenon in this context.

By conducting in-depth studies among adolescents in Kerala, researchers can uncover valuable insights into the factors that influence impostor phenomenon, such as parenting styles, educational pressures, social media exposure, and cultural expectations. This knowledge will not only advance our understanding of impostor phenomenon but also inform the development of culturally sensitive interventions and support programs tailored to the unique needs of Indian adolescents in Kerala.

Ultimately, bridging this literature gap will enable mental health professionals, educators, and policymakers to better address the complex needs of adolescents struggling with impostor phenomenon, fostering a more supportive and empowering environment that promotes healthy psychological growth, self-awareness, and resilience in this vulnerable population.

## **CHAPTER III**

### **METHODOLOGY**

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. It involves describing, explaining, and predicting phenomena in order to solve a problem. The research methodology comprises aspects such as research designs, target population, sample size and sampling procedure, data collection instruments and data analysis procedure. It is necessary for the researcher to know not only the research methods/techniques but also the methodology. (Kothari, 2004).

#### **Research Design**

Research design is the detailed plan of the investigation. In fact, it is the blueprint of the detailed procedures of testing the hypotheses and analysing the obtained data. Research design, thus, may be defined as the sequence of those steps taken ahead of time to ensure that the relevant data will be collected in a way that permits objective analysis of the different hypotheses- formulated with respect to the research problems. Thus, research design helps the researcher in testing the hypotheses by reaching valid and objective conclusions regarding the relationship between independent and dependent variables. The selection of any research design is obviously not based upon the whims of the researcher, rather it is based upon the purpose of the investigation, and types of variables and the conditions in which the research is to be conducted (Singh 2019).

The study adopts a quantitative research design to investigate how perceived parenting style affects imposter phenomenon among adolescents . A quantitative research method deals with quantifying and analysis of variables in order to get results. Williams (2011) remark that quantitative research starts with a statement of a problem, generating of hypothesis or research question, reviewing related literature, and a quantitative analysis of data. Similarly, (Creswell 2003; Williams, 2011) states, quantitative research “employ strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistical data”.

#### **Participants**

The data were drawn from a sample of 250 adolescents aged between 10-18. The samples were selected using convenience sampling and data was collected offline mode. The sample consists of 118 males and 132 females.

### **Tools used for data collection Variables:**

The variables in the current study are imposter phenomenon, perceived parenting style. In the present study existing standardized research questionnaires were used to assess imposter phenomenon, perceived parenting style. A number of studies have statistically analysed and tested the questionnaires in order to corroborate the reliability and validity.

The following scale was used to measure imposter phenomenon :

### **IMPOSTER PHENOMENON SCALE (IPS)**

Pauline Rose Clance developed the imposter phenomenon scale to measure self-perception of being an imposter. This 20-item instrument assesses the internal experience of phoniness, theoretically a result of an inability to internalize successful experiences. For a person with the imposter phenomenon, the feelings of phoniness are fairly chronic and continue even though there is demonstrated competence. The imposter believes that each new challenge will finally expose him or her as a fraud. The imposter phenomenon is associated with social anxieties and was first identified in high achieving women, but is experienced by men at a similar rate. The IPS is not gender specific and may be used by men and women alike. The IPS uses total scores, with a cutting score of 62 or above suggesting the respondent has a problem with feelings of phoniness and a lack of internalized sense of success or competence.

### **Reliability**

The IPS has excellent internal consistency reliability, with an alpha coefficient of .96. The correlation between item scores and the total score ranged from .41 to .89.

### **Validity**

The IPS had good concurrent validity, as seen by the correlation of scores with another measure of the imposter phenomenon. Scores also differentiated persons with the imposter phenomenon from non-imposters in clinical and nonclinical samples, illustrating known-groups validity.

### **Norms**

Normative data are reported for a clinical sample (n = 32) and a non-clinical sample (n = 30) , Each sample had persons who experience the imposter phenomenon. The "imposters" in the

clinical sample had an average IPS score of 86.87 (SD = 5.38) , while the "non-imposters" had an average score of 45.5 (SD = 11.09) The nonclinical sample was college students with a grade point average of B or better. Ten were classified as having feelings of being an imposter, and had an average IPS score of 70.30 (SD = 8.5) Those not experiencing the imposter phenomenon in the nonclinical sample had an average IPS score of 49.65 (SD = 8.66)

### **Scoring**

Total scores on IPS are the sum of the item scores. Scores range from 20 to 100, and higher scores evidence more intense experiences of the imposter phenomenon.

### **PERCEIVED PARENTING STYLE SCALE (PPSS)**

The Perceived Parenting Style Scale developed by Divya and Manikandan (2013) measure the perception of the children about their parent's behaviour. It measures perceived parenting style of the subject with regard to three dimensions such as authoritarian, authoritative and permissive. It consists of 30 items in which responses were elicited in a five-point Likert scale. Perceived parenting style is how adolescents perceive their parent's parenting styles which are based on three types of parenting styles such as authoritative, authoritarian and permissive. Authoritative Style: Includes open communication between parent and child, providing clear guidelines, encouragement, and expectation upon the adolescents, providing lots of nurturing and love, spending time together, and providing right direction, encouraging in taking decisions. Authoritarian Style: Includes high standards, discipline, comparison between friends, criticizing while doing things, and providing punishment when rules are not obeyed, little comfort and affection, restriction, not providing solution to problems. Permissive Style: Few limits imposed, little or no expectation for their children, view children as friends, spend less time with children, no rule or guideline for children, inconsistent and undemanding, allow the child to regulate his or her own activities.

Clear instructions in simple language both in English and Malayalam are prepared and printed on the first page of the parenting style scale so that each participant might be able to follow them before he or she started responding to items. The items are written in Malayalam and English languages (bilingual). Responses on the items are elicited in terms of 5-point Likert scale such as Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1). The participants are provided with a separate answer sheet which has columns to mark their responses. The

participants could mark his or her responses for each item putting a tick mark (X) in the corresponding space of each item.

### **Reliability and Validity**

To find out the reliability of the scale Cronbach Alpha coefficient was computed for each style and it was found that the authoritative style is having an Alpha coefficient of 0.79, authoritarian 0.81 and permissive 0.86. All the styles of the perceived parenting style scale have an acceptable level of reliability. The authors claim that the scale has face validity.

### **Scoring**

The perceived parenting style scale consists of 30 items. It is a five-point Likert scale with response category as Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1). All the items in the scale are worded positively and scored 5 to 1. All the three perceived parenting styles are scored separately. The items of authoritative are: 1, 4, 7, 10, 13, 16, 19, 22, 25, 28; authoritarian- 2, 5, 8, 11, 14, 17, 20, 23, 26, 29 and permissive type 3, 6, 9, 12, 15, 18, 21, 24, 27, 30.

### **Personal Data Sheet**

To collect the sociodemographic details of the participants a personal data sheet was provided which included the variables such as name, age, gender, class, medium, number of siblings and living region.

### **Informed Consent Form**

An informed consent form which includes the terms of confidentiality and the purpose of the study was given to the participants to ensure their voluntary participation in the study.

### **Procedure for Data Collection**

Data is collected through direct administration of questionnaires. Permission is obtained from school authorities to collect responses directly from students in their classrooms. Participants are selected conveniently. Consent is obtained from each participant, and a rapport is established to ensure their voluntary participation. Participants are provided with the questionnaires and instructed to carefully read the instructions. They are requested to provide honest responses and complete all items of the questionnaires. A time frame of 30 to 40 minutes is given for completion.

After participants finish the questionnaires, they are collected, and gratitude is expressed for their cooperation.

### **Ethical Considerations**

Ethical guidelines will be followed throughout the study to protect the rights and wellbeing of the participants. Confidentiality of data will be maintained, and participants will be assured that their personal information will remain anonymous and confidential.

### **Statistical Techniques used for Data Analysis**

The collected data underwent rigorous statistical analysis to examine the relationships and comparison between the variables of interest. The following statistical techniques were employed to derive meaningful insights

**Normality testing:** Shapiro Wilk test was used to test the normality of the population. The Shapiro-Wilk test is a widely used statistical test that helps determine whether a dataset follows a normal distribution, a key assumption in many statistical analyses. The test is particularly useful when the normality of a population is in question, as it provides a way to assess whether the sample data significantly deviates from normality. The test evaluates the null hypothesis that the sample comes from a normally distributed population by calculating a W statistic and a corresponding p-value. The W statistic measures how closely the data fits a normal distribution, while the p-value indicates the likelihood that the observed data could occur if the population were normally distributed.

**Correlation Analysis:** Spearman rho correlation analysis was conducted to assess the relationship between perceived parenting styles and imposter phenomenon. This analysis quantified the strength and direction of the relationships between these variables, shedding light on their interconnections.

**Comparison of mean:** The Mann-Whitney U test, also known as the Wilcoxon rank-sum test, is a non-parametric statistical test used to compare the differences between two independent groups when the assumption of normality is not met. In this context, the Mann-Whitney U test was employed to compare the mean ranks of a particular variable across different genders to determine whether there is a statistically significant difference between them.

This test works by ranking all the data points from both groups together, then comparing the sum of the ranks between the two groups. Unlike the t-test, which compares means, the Mann-Whitney U test focuses on the medians and the rank order of the data. It does not require the assumption of



normally distributed data, making it suitable for data that is skewed or ordinal. The result of the test is a U statistic, which is then converted to a p-value.

All statistical analyses were carried out using appropriate software, ensuring accuracy and reliability. A significance level of  $p < 0.05$  was adopted to determine statistical significance, providing a rigorous standard for evaluating the results.

## CHAPTER IV

### RESULTS AND DISCUSSION

The present study evaluated the relationship between perceived parenting style and imposter phenomenon in a sample of adolescents in Kerala. A total of 250 samples were selected and the variables of interest namely perceived parenting style and imposter phenomenon were measured using Perceived Parenting Style Scale (Divya,T.V.,& Manikandan,K., 2013) and Imposter Phenomenon scale ( Clance,P.R., 1978) respectively. For the purpose of data analysis, Shapiro wilk test was used to test the normality of the population. Since the data is not normally distributed suitable non parametric tests were used for further analysis using appropriate software, ensuring accuracy and reliability. The results obtained in the study have been presented in the tables and the results are discussed with respect to objectives and hypotheses.

**Table 4.1: Test of normality**

*Shapiro wilk test*

	Statistics	df	Significance
<b>Imposter phenomenon</b>	<b>.992</b>	<b>250</b>	<b>.223</b>
<b>Authoritarian parenting</b>	<b>.981</b>	<b>250</b>	<b>.002</b>
<b>Permissive parenting</b>	<b>.910</b>	<b>250</b>	<b>.000</b>
<b>Authoritative parenting</b>	<b>.975</b>	<b>250</b>	<b>.000</b>

The table shows the results of a Shapiro-Wilk test for normality across different variables Imposter Phenomenon, Authoritarian Parenting, Permissive Parenting, and Authoritative Parenting. The Shapiro-Wilk test assesses the normality of a dataset, with the null hypothesis stating that the data follows a normal distribution. If the significance value (p-value) is greater than 0.05, the data is considered to be normally distributed. If it is less than 0.05, the data significantly deviates from a normal distribution.

In Imposter Phenomenon the p-value is 0.223, which is greater than 0.05. This indicates that the data for Imposter Phenomenon does not significantly deviate from a normal distribution and can

be considered normally distributed. In Authoritarian Parenting the p-value is 0.002, which is less than 0.05. This suggests that the data for Authoritarian Parenting significantly deviates from a normal distribution and is not normally distributed. In Permissive Parenting the p-value is 0.000, which is less than 0.05. This indicates that the data for Permissive Parenting significantly deviates from a normal distribution and is not normally distributed. Finally in Authoritative Parenting the p-value is 0.000, which is less than 0.05. This suggests that the data for Authoritative Parenting significantly deviates from a normal distribution and is not normally distributed

From the Shapiro-Wilk test, only the Imposter Phenomenon data appears to be normally distributed, as indicated by its p-value being greater than 0.05. The data for the other three variables Authoritarian Parenting, Permissive Parenting, and Authoritative Parenting are not normally distributed, as their p-values are less than 0.05.

**Table 4.2 : Correlation analysis**

*Spearman's Rho correlation between different parenting styles and imposter phenomenon(N=250)*

<b>SPEARMAN ' S RHO CORRELATION</b>	<b>IMPOSTER PHENOMENON</b>
AUTHORITARIAN PARENTING	.155*
AUTHORITATIVE PARENTING	.009
PERMISSIVE PARENTING	-.123

**\*Correlation is significant at p <0.05**

The table correlation analysis shows the Spearman's Rho correlation analysis between the Imposter Phenomenon and three types of parenting styles: Authoritarian Parenting, Authoritative Parenting, and Permissive Parenting. There is a significant relationship between authoritarian parenting style and imposter phenomenon. Authoritarian parenting style and imposter phenomenon have positive correlation (  $r = .155, p < 0.05$ ). authoritative parenting style have a correlation between imposter phenomenon (  $r = .009, p > 0.05$ ). There is a negative correlation between imposter phenomenon and permissive parenting style (  $r = -.123, p > 0.05$ ). Thus, the  $H_{0(a)}$  : There would be no significant

relationship between imposter phenomenon and authoritarian parenting style is rejected,  $H_{0(b)}$ : There would be no significant relationship between imposter phenomenon and authoritative parenting style is accepted,  $H_{0(c)}$ : There would be no significant relationship between imposter phenomenon and permissive parenting style is accepted

The correlation between Authoritarian Parenting and the Imposter Phenomenon is positive and statistically significant, with a value of 0.155. Although the correlation is weak, the significant positive relationship suggests that authoritarian parenting are associated with higher levels of the imposter phenomenon in individuals. This suggests that as in authoritarian parenting, there is a corresponding increase in the likelihood or intensity of imposter feelings in individuals, albeit to a small extent. Authoritarian parenting is characterized by strict rules, high expectations, and a lack of warmth and emotional support. Parents who adopt this style tend to exert control over their children, often prioritizing obedience and discipline over open communication and emotional nurturing. As a result, children raised in such environments might develop feelings of inadequacy, self-doubt, and a persistent fear of being exposed as a "fraud," which are hallmarks of the imposter phenomenon.

The imposter phenomenon refers to an individual's internal experience of believing they are not as competent as others perceive them to be. Despite external evidence of their success or competence, individuals with imposter feelings often attribute their achievements to luck or deception rather than their abilities. They may fear that they will be exposed as a "fraud," leading to chronic anxiety and self-doubt.

The positive correlation, although weak, indicates that authoritarian parenting may contribute to the development of these imposter feelings. The statistical significance of the correlation suggests that this relationship is unlikely to be due to chance, reinforcing the idea that the environment in which one is raised can have a meaningful impact on their psychological well-being. However, the weakness of the correlation ( $r = 0.155$ ) implies that while there is a relationship, it is not strong. Other factors are likely at play in the development of the imposter phenomenon, and authoritarian parenting is just one of many possible contributing influences. This result highlights the complexity of the imposter phenomenon, suggesting that it may arise from a combination of parental influences, personal traits, and broader social factors.

The correlation between Authoritative Parenting and the Imposter Phenomenon is almost negligible at 0.009 and is not statistically significant. This implies that Authoritative Parenting does not have a meaningful relationship with the Imposter Phenomenon. The result suggests that there

is no meaningful relationship between these two variables. In other words, authoritative parenting does not appear to influence the development or intensity of imposter feelings in individuals, according to the data from this study.

Authoritative parenting is widely regarded as one of the most effective and balanced parenting styles. It combines high levels of responsiveness—characterized by warmth, support, and open communication—with appropriate levels of control, including setting clear expectations and enforcing rules in a fair and consistent manner. Children raised under authoritative parenting are often encouraged to express themselves, develop autonomy, and engage in problem-solving. This style of parenting is generally associated with positive outcomes in various domains of a child's life, including academic achievement, social competence, and emotional well-being. The almost negligible correlation between authoritative parenting and the imposter phenomenon could be explained by the nature of the authoritative parenting style itself. Because authoritative parents provide both emotional support and structured guidance, children raised in such environments may develop a strong sense of self-worth and competence. They are likely to internalize their successes as being the result of their abilities and efforts, rather than attributing them to external factors like luck or fearing they will be "exposed" as frauds. This internal confidence and balanced perspective can serve as a protective factor against the development of imposter feelings.

The lack of statistical significance in the correlation implies that any observed relationship between authoritative parenting and the imposter phenomenon is so small that it could be due to random variation rather than a true underlying effect. This suggests that authoritative parenting may not be a relevant factor in predicting or influencing imposter feelings. Another possible cause for the negligible correlation could be that authoritative parenting promotes resilience and a realistic self-concept in children. The balanced approach of setting high expectations while providing the necessary support to achieve them likely helps children develop a realistic understanding of their abilities and accomplishments. As a result, they are less prone to the self-doubt and feelings of inadequacy that characterize the imposter phenomenon.

It's important to consider that the imposter phenomenon may be influenced more significantly by other factors outside of parenting style. For instance, societal pressures, peer comparison, personality traits like perfectionism, and experiences in educational or professional settings might play a more critical role in the development of imposter feelings. Authoritative parenting might provide a strong enough foundation that these external factors do not easily shake the individual's self-perception, further diminishing any potential link between this parenting style and the imposter phenomenon. The almost negligible and statistically insignificant correlation suggests that

authoritative parenting, with its blend of support and structure, does not contribute to the development of the imposter phenomenon. This result highlights the importance of authoritative parenting in fostering a secure and confident sense of self, potentially shielding individuals from the internal struggles associated with imposter feelings. Additionally, it underscores the need to explore other factors that may play a more substantial role in the emergence of the imposter phenomenon.

The correlation between permissive parenting and the imposter phenomenon, reported as 0.123, is weak and not statistically significant. This indicates that while there is a slight positive relationship between permissive parenting and the imposter phenomenon, the relationship is not strong enough to be considered meaningful or reliable. Permissive parenting is characterized by a high level of responsiveness and warmth but low levels of control and discipline. Parents who adopt this style tend to be indulgent, allowing their children considerable freedom to make their own decisions with minimal guidance or enforcement of rules. While permissive parents are typically very nurturing and supportive, they may lack the structure and boundaries that children need to develop self-discipline and a clear understanding of expectations.

The weak correlation between permissive parenting and the imposter phenomenon could suggest that while there is some relationship, it is not a substantial one. One possible explanation for this weak positive relationship is that permissive parenting may lead to a lack of clear expectations and guidance, which can create confusion or uncertainty in a child's self-concept. Without the structure provided by more authoritative or even authoritarian parenting styles, children may struggle to develop a strong sense of competence and self-efficacy. This could, in some cases, contribute to feelings of self-doubt or inadequacy that are characteristic of the imposter phenomenon.

The absence of statistical significance suggests that the observed relationship might not be robust or consistent across different populations. This could mean that other factors, such as individual personality traits or external influences, play a more dominant role in the development of the imposter phenomenon than permissive parenting alone. Another potential cause for the weak correlation is that while permissive parenting may lack structure, it does provide high levels of emotional support. This emotional support could act as a protective factor, mitigating the potential negative effects of the lack of discipline or structure. Children raised in permissive environments may feel loved and valued, which could help counterbalance any self-doubt or feelings of inadequacy, thus weakening the potential connection between this parenting style and the imposter phenomenon.

Furthermore, it's possible that the slight positive relationship observed in the data might be influenced by the way children from permissive households interpret their achievements. Without strong guidance, these individuals may sometimes feel that their successes are not entirely due to their abilities but rather to external factors, leading to mild imposter feelings. However, because permissive parenting does not enforce rigid expectations or standards, the pressure to meet certain benchmarks might be lower, reducing the intensity of imposter feelings compared to those experienced by individuals raised under more demanding or controlling parenting styles.

The results of the current study, which found a statistically significant but weak positive correlation ( $r = 0.155$ ) between authoritarian parenting and the imposter phenomenon, can be enriched by comparing them with the findings of Hinduja et al. (2023). Hinduja and colleagues conducted a cross-sectional study exploring the influence of perceived parenting styles on the levels of the imposter phenomenon in young adults. Their study included 155 participants aged 16 to 24 years and used multiple regression analysis to examine the relationship between different domains of parenting styles and the imposter phenomenon.

Hinduja et al. found that the responsiveness domain of parenting had a significant negative relationship with the imposter phenomenon. This suggests that higher levels of responsive parenting are associated with lower levels of imposter feelings in young adults. In contrast, the control domain of parenting, which is more aligned with authoritarian parenting, did not have a significant impact on the imposter phenomenon.

When comparing these findings to the current study, an interesting contrast emerges. While the current study identifies a weak positive correlation between authoritarian parenting (which is high in control and low in responsiveness) and the imposter phenomenon, Hinduja et al. highlight the importance of responsiveness in reducing imposter feelings. The negative relationship between responsive parenting and imposter feelings in Hinduja et al.'s study suggests that the absence of such responsiveness, as might be seen in authoritarian parenting, could contribute to higher levels of imposter phenomenon. However, the fact that Hinduja et al. did not find a significant effect of the control domain on the imposter phenomenon suggests that control alone may not be a strong predictor of these feelings, but rather the lack of emotional support and responsiveness might be more critical.

These findings collectively underscore the complex interplay between different aspects of parenting styles and their impact on the imposter phenomenon. While the current study suggests a weak but significant link between authoritarian parenting and imposter feelings, Hinduja et al.'s results emphasize that fostering a responsive and supportive environment may be more effective in mitigating these feelings. This comparative analysis highlights the importance of considering multiple dimensions of parenting in understanding the development of the imposter phenomenon and suggests that interventions should focus on enhancing responsiveness in parenting to help reduce imposter feelings in young adults.

**Table 4.3 : Comparing mean differences in gender (N=250)**

	<b>GENDER</b>	<b>MEAN</b>	<b>SD</b>	<b>STANDARD ERROR MEAN</b>
<b>IMPOSTER PHENOMENON</b>	FEMALE 131	61.419	11.515	1.006
	MALE 119	53.016	12.328	1.130

The table shows the results of a Mann-Whitney U test comparing the mean differences in the Imposter Phenomenon scores between female and male participants. The results show that females have a higher mean score (61.419) on the Imposter Phenomenon scale compared to males (53.016). The standard deviation for males (12.328) is slightly higher than for females (11.515), indicating that there is more variability in the Imposter Phenomenon scores among males than among females. The results suggest that there is a difference in Imposter Phenomenon scores between genders, with females exhibiting higher scores on average than males. This could imply that females are more likely to experience the Imposter Phenomenon compared to their male counterparts.



**Table 4.4: Hypothesis test summary**

<b>Null hypothesis</b>	<b>Test</b>	<b>Sig</b>	<b>Decision</b>
There is no significant difference in gender in Imposter phenomenon	Independent sample Mann Whitney U test	.000	Reject the null hypothesis

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**Asymptotic significance is displayed.**

**The significant level is .05**

The table provided summarizes the results of a hypothesis test conducted to determine if there is a significant difference in gender with respect to the Imposter Phenomenon. The table notes that the significance level (alpha) is set at 0.05. This is a standard threshold in hypothesis testing, meaning that the researchers are willing to accept a 5% risk of concluding that a difference exists when there is none. The p-value reported is .000. This value is far below the significance level of 0.05. A p-value this low indicates that there is very strong evidence against the null hypothesis. Given that the p-value is much smaller than the significance level of 0.05, the null hypothesis is rejected. This implies that there is a statistically significant difference in the Imposter Phenomenon based on gender.

The hypothesis test results reveal a significant gender difference in the Imposter Phenomenon (IP), with a p-value of .000, suggesting that gender plays a crucial role in how IP is experienced. This finding is consistent with Csilla et al. (2023), who also found that females scored significantly higher on the Clance Imposter Phenomenon Scale (CIPS) compared to males. The study by Csilla et al. further emphasized that these gender differences persisted even after accounting for factors like perfectionism, reinforcing the idea that females tend to experience IP more intensely than males. This alignment between the hypothesis test and Csilla et al.'s research underscores the importance of considering gender in understanding and addressing IP.

Gender socialization may play a significant role in the development of the Imposter Phenomenon. For instance, women might be more prone to the Imposter Phenomenon due to societal expectations, gender roles, and the pressure to conform to certain standards, which can lead to self-doubt and feelings of inadequacy. In many work environments, women might face more scrutiny,

fewer role models, and higher barriers to advancement compared to their male counterparts. This environment can exacerbate feelings of being an "imposter," particularly in male-dominated fields. Research has shown that women often feel the need to meet higher standards and are more prone to perfectionism, which is closely related to the Imposter Phenomenon. The pressure to be perfect and fear of failure can disproportionately affect women, leading to higher levels of imposter feelings. Experiences of gender discrimination or bias can also contribute to the Imposter Phenomenon. Women who have been underestimated, overlooked, or faced discriminatory practices might internalize these experiences, leading to feelings of unworthiness or self-doubt. Gender differences in self-perception, confidence levels, and self-assessment might also contribute to the observed difference. Women may be more likely to attribute success to external factors (like luck) rather than their own abilities, which can fuel imposter feelings.

The significant difference found in the Imposter Phenomenon between genders suggests that gender is a crucial factor influencing this psychological experience. Addressing the underlying causes of this difference is essential, which may include challenging societal norms, improving workplace inclusivity, and offering support systems to help individuals cope with imposter feelings. Further research might be needed to explore these causes in depth and develop targeted interventions to reduce the impact of the Imposter Phenomenon on affected individuals.

## CHAPTER V

### SUMMARY AND CONCLUSION

The aim of the current study was to examine the relationship between imposter phenomenon and perceived parenting style among adolescents in Kerala. The sample size of the present study was 250 adolescents, both males and females within the age group of 10 to 18 years, selected using the convenience sampling technique. To measure the variables of interest, existing standardized measures are used such as Perceived Parenting Style Scale (Divya,T.V.,& Manikandan,K., 2013) and Imposter Phenomenon scale ( Clance,P.R., 1978) respectively.. Informed consent and personal data sheet are also collected from the selected participants. After data analysis, non-parametric tests such as Mann Whitney U test and Spearman's rho correlation method are used for the statistical analysis of the data. The results obtained by the analysis are discussed comprehensively with respect to objectives and hypotheses.

The research focused on understanding how different parenting approaches such as authoritarian, authoritative, and permissive might influence the development of imposter feelings in young people. Given the non-normal distribution of most variables, non-parametric statistical methods were employed, ensuring the robustness of the findings.

The findings revealed a statistically significant yet weak positive correlation between authoritarian parenting and the Imposter Phenomenon. This suggests that stricter, more controlling parenting styles may contribute to the emergence of imposter feelings, where individuals doubt their abilities and fear being exposed as frauds. However, the correlation was weak, indicating that while there is a connection, authoritarian parenting is not a strong predictor of IP. On the other hand, the study found no significant correlations between the Imposter Phenomenon and the other two parenting styles authoritative and permissive. This suggests that these parenting approaches, which are generally characterized by warmth, responsiveness, and less rigidity, do not significantly influence the likelihood of developing imposter feelings in adolescents.

A gender-based analysis added another layer of insight, revealing that females experience the Imposter Phenomenon more intensely than males. This finding aligns with previous research, such as Csilla et al. (2023), which has also documented higher levels of imposter feelings among women. This gender disparity highlights the need for a deeper understanding of the societal and psychological factors that contribute to this phenomenon, especially among females.

The study provides valuable insights into the nuanced relationship between parenting styles and the Imposter Phenomenon. It highlights that authoritarian parenting, while contributing to the development of imposter feelings, does so only to a limited extent. Meanwhile, authoritative and permissive parenting styles appear to have little to no impact on whether adolescents develop such feelings. The gender differences observed in the study emphasize the importance of considering gender as a crucial factor in both research and interventions related to the Imposter Phenomenon. The findings suggest that societal expectations, gender roles, and workplace dynamics may play a significant role in exacerbating imposter feelings, particularly among women. Addressing these issues through targeted interventions, education, and policy changes could be essential in reducing the prevalence of IP, especially in female populations.

The study underscores the need for further research to explore these relationships in greater depth. Future studies could examine additional factors, such as cultural influences, economic background, and specific aspects of parenting (e.g., communication style, emotional support), to better understand the development of the Imposter Phenomenon in adolescents.

### **Major findings and Conclusions of the Study**

- There is a significant relationship between Authoritarian Parenting style and Imposter Phenomenon. (  $r = .155$ ,  $p < 0.05$  )
- Authoritative parenting style have a negative correlation between imposter phenomenon ( $r = .009$ ,  $p > 0.05$ ).
- There is a negative correlation between imposter phenomenon and permissive parenting style ( $r = -.123$ ,  $p > 0.05$ ).
- There is a significant gender differences in the Impostor Phenomenon, with females experiencing higher levels of IP than males.
- Females have a mean IP score of 61.42 (SD = 11.52), while males have a mean score of 53.02 (SD = 12.33).
- The higher mean score for females suggests they are more prone to experiencing impostor feelings.

### **Implications of the study**

The study's findings have significant implications for the field of counselling psychology. The fact that females experience impostor phenomena more frequently than males suggests a need for gender-specific interventions. Counselling approaches for female adolescents should be tailored to address the unique pressures and expectations they face, which may exacerbate impostor feelings.

This could involve exploring societal norms, gender roles, and internalized stereotypes that contribute to these phenomena. Counselling interventions for females might focus on empowerment and self-esteem building, helping them challenge and overcome the impostor feelings that are more prevalent in their gender group.

The correlation between authoritarian parenting and impostor phenomena highlights the importance of addressing parenting styles in counselling sessions. Counsellors might work not only with adolescents but also with their parents to help them understand the potential negative impact of rigid or controlling behaviours. Guiding parents toward more supportive and flexible parenting approaches can be crucial in reducing impostor feelings in their children. For adolescents from authoritarian homes, counselling may involve cognitive restructuring techniques aimed at challenging and reframing negative self-perceptions instilled by their upbringing, thereby reducing the impact of impostor phenomena.

These findings underscore the importance of early identification and intervention. Counsellors, particularly those working in schools or youth programs, should incorporate screening for impostor phenomena, especially among female students and those from authoritarian family backgrounds. Early identification can facilitate more effective and timely interventions. Preventive programs that focus on building resilience, self-compassion, and healthy coping strategies in adolescents could be particularly beneficial in mitigating the development of impostor phenomena in those at higher risk due to their gender or family environment.

In terms of group counselling, the study suggests the development of gender-specific support groups where female adolescents can share their experiences and strategies for overcoming impostor feelings. These groups can create a sense of community and reduce the isolation often felt by those experiencing such phenomena. Additionally, parenting workshops could be developed to address the impact of authoritarian parenting. These workshops would aim to promote more adaptive parenting practices that support adolescents' self-efficacy and help reduce the incidence of impostor feelings. Cultural considerations are also vital, as counsellors must balance cultural sensitivity with the need to address the negative impacts on adolescents.

Finally, these findings have implications for the training and education of counsellors. Counselling psychology programs should emphasize the impact of parenting styles and gender on impostor phenomena, preparing future counsellors to address these issues effectively. For practicing counsellors, ongoing professional development in the latest research on impostor phenomena and its correlates, including gender and parenting style, is crucial for enhancing the effectiveness of their interventions.

### **Limitations of the study**

- The study was done in a limited sample of 250 adolescents, which is relatively small compared to the general population.
- The gender ratio was not proportional.
- The study couldn't look into the association between Imposter Phenomenon and other specific demographic characteristics such as type of family, socio-economic status and geographical location.
- The findings were based on self-reported data and may have been susceptible to response biases.
- The study's findings may not be generalizable across different cultural contexts. Parenting styles and the experience of imposter phenomena can vary significantly based on cultural norms and values.
- While the study identifies significant differences in gender, it may not fully explore the underlying reasons for these differences.

### **Suggestions for future research**

- Expand research to diverse samples for broader generalizability.
- Use qualitative methods like interviews or focus groups for deeper insights.
- Investigate psychological mechanisms linking parenting styles to impostor phenomena.
- Study factors contributing to higher impostor phenomena in females.
- Develop and test interventions to reduce impostor phenomena in targeted groups.
- Explore additional variables influencing impostor phenomena, like peer relationships or academic pressures.
- Research the impact of parenting interventions on reducing impostor phenomena.

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## APPENDICES

## **INFORMED CONSENT FORM**

### **Overview**

My name is Minna K and I am a postgraduate student pursuing M.Sc. counselling Psychology in Loyola college of Social Sciences, Sreekariyam, Trivandrum. I have undertaken a research study entitled “Investigation on how perceived parenting style affects imposter phenomenon among adolescents” under the guidance of Ms. Anila Danial, Guest lecturer, Department of Counselling Psychology, Loyola College of Social Science. You are invited to participate in this research study which will examine how perceived parenting style affects imposter phenomenon. To decide whether you wish to participate in this study, you should know about the risks and benefits involved to make an informed judgment. This sheet gives you detailed information about the study and you should feel free to ask any other questions that you may have. Once you understand the study procedures you may choose to participate by signing the attached form.

### **Study procedure**

I will provide thorough explanations of the study's intricacies and furnish two sets of questionnaires pertaining to perceived parenting style and the imposter phenomenon. Your genuine responses to each question are requested, and please don't hesitate to ask if any uncertainties arise.

### **Risks and Inconveniences**

There are no major risks involved in the study however there are minor risks and inconveniences which are listed below. The study altogether may take up to 1 hours and you may feel tired or uncomfortable. If needed you may take breaks in between.

### **Benefits**

By participating in this study, you will not have any direct benefit. Your participation will contribute to scientific knowledge.

### **Confidentiality**

If any reports or publications result from this study, no information will be revealed that will permit readers to identify you. If you would like to know the results of the study or your individual results on any of the measures, I would be happy to reveal them to you after the data has been completely analysed. All the information obtained in this study will be kept confidential to the extent permitted by the law.

### **Voluntary Participation**

You are free to choose not to participate. If you choose to participate you are free to withdraw from

the study at any time without giving any reason.

### **Questions**

Please feel free to ask about any terms you don't understand.

### **Undertaking by the investigator**

Your consent to participate in the above study by .....is sought. You have the right to refuse consent or withdraw the same during any part of the study without giving any reason. The information you provide will be stored and maintained safely and confidentially. The data will be

used solely for research purposes . Results will be published as dissertation and may be presented in academic conferences or published in scientific journals, without identifying the participants. If you have any doubts about the study, please feel free to clarify the same.

Name

Sign

**Personal Data Sheet**

Name / Initials :

Age :

Gender :

Class and division :

Medium :

Father's occupation:

Mother's occupation :

No of Siblings :

Annual income ;

Urban/ rural :



## QUESTIONNAIRES

### IMPOSTER PHENOMENON SCALE

It is best to give the first response that enters your mind rather than dwelling on each statement and thinking about it over and over. 1 Not at all true, 2 = Rarely, 3= Sometimes, 4 = Often 5 = Very true

1. I have often succeeded on a test or task even though I was afraid that I would not do well before I undertook the task.

1          2          3          4          5

2. I can give the impression that I'm more competent than I really am.

1          2          3          4          5

3. I avoid evaluations if possible and have a dread of others evaluating me.

1          2          3          4          5

4. When people praise me for something I've accomplished, I'm afraid I won't be able to live up to their expectations of me in the future.

1          2          3          4          5

5. I sometimes think I obtained my present position or gained my present success because I happened to be in the right place at the right time or knew the right people.

1          2          3          4          5

6. I'm afraid people important to me may find out that I'm not as capable as they think I am.

1          2          3          4          5

7. I tend to remember the incidents in which I have not done my best more than those times I have done my best.

1          2          3          4          5

8. I rarely do a project or task as well as I'd like to do it.

1          2          3          4          5

**9.** It's hard for me to accept compliments or praise about my intelligence or accomplishments.

1      2      3      4      5

**10.** At times, I feel my success was due to some kind of

luck. 1    2      3      4      5

**11.** I'm disappointed at times in my present accomplishments and think I should have accomplished much more.

1      2      3      4      5

**12.** Sometimes I'm afraid others will discover how much knowledge or ability I really lack.

1      2      3      4      5

**13.** I'm often afraid that I may fail at a new assignment or undertaking even though I generally do well at what I attempt.

1      2      3      4      5

**14.** When I've succeeded at something and received recognition for my accomplishments, I have doubts that I can keep repeating that success.

1      2      3      4      5

**15.** If I receive a great deal of praise and recognition for something I've accomplished, I tend to discount the importance of what I have done.

1      2      3      4      5

**16.** I often compare my ability to those around me and think they may be more intelligent than I am.

1      2      3      4      5

**17.** I often worry about not succeeding with a project or on an examination, even though others around me have considerable confidence that I will do well.

1      2      3      4      5

**18.** If I'm going to receive a promotion or gain recognition of some

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kind, I hesitate to tell others until it is an accomplished fact.

1      2      3      4      5

19. I feel bad and discouraged if I'm not "the best" or at least "very special" insituations that involve achievement.

1      2      3      4      5

## PERCEIVED PARENTING STYLE

Instructions: The following statements depict the way parents behave with their children. Please read the following statements carefully and mark your agreement in the answer sheet provided. Respond to each statement which is true to your life. There are the Five (5) possible answers provided for each question viz: 1) Never, 2) Rarely, 3) Sometimes, 4) Often and 5) Always. Select one among them for each question and put a 'X' mark in the corresponding number in the answer sheet. Your response will be used only for research purpose and be kept confidential.

1. Capable of making me to understand about "Right" and "Wrong".
2. View everything with a critical mind.
3. Never find time for me to help during difficult situations.
4. Congratulate me when I pass the exams.
5. I am compared with other friends / classmates.
6. Never help me in doing day-to-day activities on time.
7. My suggestions and ideas are considered.
8. Insult and beat me in front of others.
9. No directions are given while doing things.
10. I have freedom to discuss about anything.
11. I often feel that I am being rejected for affection.
12. No inquiries are made for the decisions taken by me.
13. During the crisis situation they inquire about it.
14. Blame me even for minor things/issues
15. Never provide an atmosphere for my studies.
16. I get love and care from parents..
17. Behave to me in a strict manner.
18. Never do anything to satisfy my needs.
19. Being pursued for taking my own decisions.
20. Being scolded for not coming up to their expectations.
21. Fail to inquire about the disturbances and suggest remedial measures.
22. My opinions are considered in all important decisions related to

home.

23. Blame me for not doing things properly.

24. No effort is made to know about the progress of my studies.

25. Provide guidance in studies and suggest ways for character formation.

26. Being scolded without knowing the reasons for late from the College.

27. No inquiries are made about my likes and interests.

28. At free time they spent time with me.

29. There is control over each of my activities

30. They will not inquire about my abilities and goals

### Answer Sheet - PPSS

Sl. No	Never	Rarely	Sometimes	Often	Always
1.					
4.					
7.					
10.					
13.					
16.					
19.					
22.					
25.					
28.					
Authoritative:					

Sl. No	Never	Rarely	Sometimes	Often	Always
2.					
5.					
8.					
11.					
14.					
17.					
20.					
23.					
26.					
29.					
Authoritarian:					

Sl. No	Never	Rarely	Sometimes	Often	Always
3.					
6.					
9.					
12.					
15.					
18.					
21.					
24.					
27.					
30.					
Permissive:					

