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A Study To Assess The Imposter Syndrome Among Adolescence At Selected Higher Educational Institution, Puducherry.

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ABSTRACT

Imposter syndrome (IS) is a behavioural health issue characterized by high achievers doubting their own intelligence, abilities, or accomplishments. Those experience this phenomenon feel they don't deserve luck or self-success, even when there is evidence of their skill from the outside. A descriptive cross-sectional research design was adapted for this study sample size 200, Art and Science 100 students and technical education 100 students in the age group between 18-21 years. The data were assessed using the Clance Impostor Phenomenon Scale. The study finding reveals that the unpaired 't' values was t=0.227 shows that statistically significant between Arts &Science and Technical education. The 'p' value was p=0.662 it shows that statistically Non-significant between Arts & Science and Technical education respectively.to association between Arts and Science selected demographic variables, father's occupation were having highly statistical association at $p<0.01$. Also father's education and family income was statistically significant at $p<0.05$, and technical education selected demographic variables, mother's occupation was having statistically significant association at $p<0.05$ level.

INTRODUCTION

In 1978, psychologists Pauline Clance and Suzanne Imesw made the initial discovery of imposter syndrome. From the outset, it was seen that individuals displaying this feeling of "intellectual phoniness" also demonstrated excellent social abilities. The psychological pattern known as the "impostor phenomenon" is when someone continuously fears being discovered as a fraud and questions their own accomplishments. Successful young people who experience imposter syndrome may feel doubtful, afraid, or anxious. One of the main things standing in their way of success is this phenomena, which prevents them from moving

forward. As "an internal experience of intellectual phonies than those who feel like frauds despite achieving great heights in academic or professional domains," IP was defined by Clance.

STATEMENT OF THE PROBLEM

A Study To Assess The Imposter Syndrome Among Adolescence At Selected Higher Educational Institution, Puducherry.

OBJECTIVES

- To assess the level of imposter syndrome among adolescence.
- To compare the level of imposter syndrome among adolescence between arts and science and technical education.
- To associate the level of imposter syndrome among adolescence at with their selected demographic variable.

DESCRIPTION OF DATA COLLECTION INSTRUMENTS:

Section A: The demographic data it consists of 15 items seeking an information such as Age, Gender, Religion, Residence, Father's Education, Father's Occupation, Mother's Education, Mother's Occupation, Marital status, Type of family, Family income per month, Number of Siblings, Course, Year of Studying, Family History of Psychiatric Illness.

Section B: Standardized questionnaires Clance impostor phenomenon scale used to assess the imposter syndrome. It consists of 20 questions.

SCORING INTERPRETATION

Level of impostor syndrome	**Score interpretation**
Few impostor experiences	Less than 40
Moderate impostor experiences	41 – 60
Frequent impostor experiences	61 – 80
Intense impostor experiences	More than 81

Table 4.4: Comparison of level of imposter syndrome between arts & science and technical education among adolescence.

Group	**Mean**	**Standard deviation**	**Mean Difference**	**T value**	**P value**
Arts and Science	55.96	6.29	0.19	0.227	**0.62**
Technical education	56.15	5.54			

shows that, the mean score of the level of imposter syndrome between Arts and science students 55.96 ± 6.26 and technical education students 56.15 ± 5.54. 't' test value was t= 0.227

and 'p' value = 0.62 it shows that there is no significant relationship were found in between Arts & Science and Technical education among adolescence.

Table 4.5: Association between Arts and Science among adolescence with their selected demographic variable.

The table 4.4 Depicts that the association between father's occupation, father's education and family income per month among arts and science adolescence was found statistically significant p value is $p<0.01$, $p<0.05$level

Table 4.6: Association Between Technical Education Among Adolescence With Their Selected Demographic Variable.

Table 4.5 shows that there is an significant association between arts and science among adolescence mother's occupation was having significant association at $p<0.05$.

DISCUSSION

The first objective of the present study was to assess the level of imposter syndrome among adolescence:

Out of 200 samples, In Arts and Science 2 (2%) had few impostor experiences,77 (77%) had moderately impostor experiences, 21(21%) had frequent impostor experiences regarding impostor syndrome, while analyzing the technical education, 75 (75%) had moderately impostor experiences, 25(25%) frequent impostor experience towards imposter syndrome.

The second objective was to comparison of level of imposter syndrome between arts and science and technical education among adolescence:

The mean Arts and Science score was 55.96 with standard deviation 6.29 and technical education was 56±5.54. Association between Arts and Science and technical education, found non-significant ($t=0.227$, $p=0.62$). this study reveals that the nearing of moderate frequent comparison between arts and science and technical education among adolescence.

The third objective was to associate the level of imposter syndrome among adolescence at with their selected demographic variable.

The data reveals that there was significant association between Arts and Science among adolescence with the father's occupation reveals that the chi square value was 16.63 at $p<0.01$ which was highly statistically significant, father's education reveals that chi square value was 13.5 at $p<0.05$, and family income reveals that the chi square value was 19.78 at $p<0.05$ which was significant. The data reveals that with regard to association between the technical education selected demographic variable such as mother's occupation found that significant association and the p- value was $p<0.05$.

MAJOR STUDY FINDINGS:

The study finding reveal that out of 200 samples 2(2%) had few impostor experiences, 77(77%) had moderate impostor experiences and 21 (21%) had frequent impostor experiences regarding impostor syndrome. While analyzing technical education, 75(75%) Moderate impostor experience and 25 (25%) had frequent impostor experiences regarding imposter syndrome.

- The mean score of level imposter syndrome between Arts and Science was 55.96± 6.26 and technical education students 56.15 ± 5.54. And the 't' test value t=0.227 it shows that statistically significant, the 'p' value was 0.62 it depicts there is no significant between Arts & Science and Technical education among adolescence.
- With regard to association between Arts and Science selected demographic variables, father's occupation was having highly statistical association at $p<0.01$. Also, father's education and family income were statistically significant at $p<0.05$. With regard to association between technical education and selected demographic variables, mother's occupation it shows significant association at $p<0.05$.

CONCLUSION OF THE STUDY:

Thus the study findings clearly reveal that the Arts & Science and Technical education among adolescence regarding impostor syndrome is on the rise except for outreach programmers to create the awareness and instill a positive behavior regarding imposter syndrome.

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