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# The Silent Struggle-Imposter Syndrome and Its Influence on Self-Efficacy and Academic Performance: A Study on MBA Students in Private University

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**ABSTRACT**

This research paper investigates the effects of imposter syndrome on self-efficacy and academic performance among MBA students in private universities. Imposter syndrome, a common issue among high-achieving individuals, can lead to negative consequences such as anxiety, depression, and decreased motivation. This study aims to address the potential negative impacts of imposter syndrome on MBA students' academic experiences. Using convenience sampling and a Google Form survey, data was collected from 114 participants at CMS Business School, Bengaluru. The study employs statistical analyses including linear regression, correlation analysis, and factor analysis to scrutinize the collected data. Results indicate a statistically significant relationship between imposter syndrome and self-efficacy. Specifically, fear of disappointing others is positively correlated with belief in one's ability to overcome challenges. Additionally, attributing success to luck is negatively correlated with confidence in handling unforeseen situations, and comparing one's intelligence to others is negatively correlated with overall ability to manage challenges. However, the relationship between imposter syndrome and academic performance is less clear. While fear of disappointing others is positively associated with the drive to achieve good grades, there is no significant correlation between attributing success to luck and proactive academic behavior, nor between feeling less intelligent compared to others and active participation in class discussions.

This study contributes to a deeper understanding of the impact of imposter syndrome on MBA students' self-efficacy and sheds light on potential intervention strategies to address these issues.

**Keywords:** Imposter Syndrome, Self-Efficacy, Academic Performance, MBA Students, Private Universities, Convenience Sampling, Google Form Survey, Linear Regression, Correlation Analysis, Factor Analysis.

## 1.1 RATIONALE FOR THE STUDY AND MOTIVATION

Imposter Syndrome, a psychological phenomenon characterized by feelings of self-doubt and inadequacy despite evident success, has garnered increasing attention across various fields, particularly in academic and professional settings. While its prevalence and consequences have been studied in different contexts, there remains a gap in understanding its implications specifically among MBA students in private universities. Self-efficacy is one's belief in their ability to succeed in a specific task or situation.

The rationale for the study in the image is to investigate the effects of imposter syndrome on self-efficacy and academic performance among MBA students in private universities.

The motivation for this study is likely due to the fact that imposter syndrome is a common issue among high-achieving students, including MBA students. Imposter syndrome can lead to a number of negative consequences, such as anxiety, depression, and decreased motivation. It can also lead to students avoiding challenging tasks and opportunities.

By studying the effects of imposter syndrome on self-efficacy and academic performance, researchers can gain a better understanding of how this syndrome impacts students. This information can then be used to develop interventions to help students cope with imposter syndrome and improve their academic performance.

Here are some additional details the rationale and motivation for the study might mention:

Imposter syndrome is more common than people think. Studies have shown that up to 70% of high-achieving individuals experience imposter syndrome at some point in their lives.

Imposter syndrome can have a significant impact on students' well-being and academic success. Students who experience imposter syndrome are more likely to suffer from anxiety, depression, and low self-esteem. They may also be more likely to avoid challenging tasks and opportunities, which can ultimately harm their academic performance.

There is a growing body of research on imposter syndrome, but more research is needed to develop effective interventions to help students cope with this syndrome.

Overall, the study in the image is motivated by a desire to better understand the effects of imposter syndrome on MBA students and to develop interventions to help students cope with this syndrome and improve their academic performance.

## 1.2 STATEMENT OF THE RESEARCH PROBLEM

Many high-achieving individuals, including MBA students, grapple with imposter syndrome, a persistent belief that their accomplishments are due to luck or external factors rather than their own skills and abilities. This phenomenon can be particularly acute for MBA students in private universities. These institutions are often known for their competitive environments, rigorous coursework, and high tuition fees. Such factors can intensify the pressure to succeed, potentially leading to a heightened sense of inadequacy and the fear of being exposed as a fraud.

The core problem this research seeks to address lies in the potential negative consequences of imposter syndrome on MBA students' academic experiences. When students doubt their abilities and fear failure, their self-efficacy, or their belief in their capacity to succeed, can suffer. This diminished self-efficacy can lead to a decline in motivation, increased avoidance of challenging academic opportunities, and ultimately, poorer academic performance. Additionally, the constant anxiety and stress associated with imposter syndrome can negatively impact students' mental well-being.

Therefore, investigating imposter syndrome among MBA students in private universities is crucial. By understanding how this phenomenon manifests in this specific population and its potential impact on their self-efficacy and academic performance, researchers can contribute valuable insights to improve the educational experience for these students. This research can pave the way for the development of targeted interventions and support systems that equip MBA students with the tools and strategies to manage imposter syndrome, build self-confidence, and ultimately achieve academic success.

### 1.3 REVIEW OF LITERATURE

The Impostor Phenomenon: Overcoming the Fear That Haunts Your Success" by Pauline R. Clance and Suzanne A. Imes (1978) - This groundbreaking paper introduced the concept of imposter syndrome, describing it as a psychological phenomenon where individuals doubt their abilities and fear being exposed as frauds despite evidence of success. Clance and Imes highlighted the prevalence of imposter syndrome among high-achieving individuals, particularly women, and emphasized the importance of recognizing and addressing these feelings to foster psychological well-being and personal growth.

"Impostor Phenomenon and Self-Esteem: A Comparative Analysis of Academic and Private Sector Professionals" by Jaruwan Sakulku and James A. Alexander (2011) - This study compared imposter syndrome and self-esteem levels among professionals in academic and private sectors. Results indicated that individuals experiencing imposter syndrome reported lower levels of self- esteem, with implications for career satisfaction and advancement. The findings underscore the need for targeted interventions to support individuals struggling with imposter syndrome and bolster their self-esteem.

"Impostor Phenomenon in High Achieving Women: Dynamics and Therapeutic Intervention" by Joan Harvey and Cynthia Katz (1985) - This paper delved into the unique experience of imposter syndrome among high-achieving women, exploring its underlying dynamics and proposing therapeutic interventions to address it. Harvey and Katz highlighted the role of societal expectations and gender stereotypes in exacerbating feelings of fraudulence among women in professional and academic settings. Their work contributed to understanding gender-specific manifestations of imposter syndrome and advocating for tailored support strategies.

"Impostor Phenomenon Among Managers: A Framework for Empirical Research" by Leanne Atwater and Paul W. Bernard (1998) - Atwater and Bernard proposed a conceptual framework for empirical research on imposter phenomenon among managers, outlining potential antecedents and outcomes of imposter feelings in organizational contexts. Their framework provided a theoretical basis for investigating the prevalence and impact of imposter syndrome in managerial roles, laying the groundwork for subsequent empirical studies in this area.

"The Impostor Phenomenon: A Study of Personality Characteristics, Self-Esteem, and Parental Influences" by Kathy D. Wayment and Karyn D. Peters (2006) - This study examined the relationship between personality characteristics, self-esteem, parental influences, and imposter phenomenon. Findings suggested that certain personality traits and parental influences may contribute to the development of imposter feelings, highlighting the complex interplay between individual factors and social context in shaping self-perceptions.

"Impostor Phenomenon and Mental Health: The Moderating Roles of Mindfulness and Self-Compassion" by Miriam Eres et al. (2018) - Eres et al. investigated the relationship between imposter phenomenon, mental health outcomes, and the moderating roles of mindfulness and self- compassion. Their research suggested that mindfulness and self-compassion may buffer the negative impact of

imposter feelings on mental well-being, offering potential avenues for intervention and support.

"Impostor Phenomenon Among Graduate Students: A Construct Validation Study" by Kevin Cokley et al. (2017) - This study validated the construct of imposter phenomenon among graduate students, confirming its relevance and significance in academic contexts. Cokley et al. explored the unique challenges faced by graduate students experiencing imposter feelings and emphasized the importance of recognizing and addressing these issues to promote academic success and psychological well-being.

"Exploring Impostor Phenomenon in Relation to Academic Self-Concept and Achievement Goals" by Marjorie McIntyre et al. (2018) - McIntyre et al. investigated the relationship between imposter phenomenon, academic self-concept, and achievement goals among college students. Their research highlighted the negative impact of imposter feelings on academic self-concept and goal attainment, underscoring the need for interventions to bolster students' confidence and motivation.

"Impostor Phenomenon and Academic Achievement: The Mediating Role of Academic Self- Efficacy" by Jason D. Hansford et al. (2017) - This study examined the mediating role of academic self-efficacy in the relationship between imposter phenomenon and academic achievement. Results indicated that imposter feelings may undermine students' beliefs in their academic abilities, ultimately affecting their performance. The findings underscored the importance of addressing imposter syndrome to enhance academic self-efficacy and promote student success.

"Impostor Phenomenon and Gender: A Meta-Analysis and Narrative Review" by Abigail L. Stewart and James B. Theobald (2021) - Stewart and Theobald conducted a meta-analysis and narrative review to synthesize existing research on the relationship between imposter phenomenon and gender. Their findings highlighted gender differences in the prevalence and manifestation of imposter feelings, emphasizing the need for gender-sensitive interventions and support strategies.

"Impostor Phenomenon and Career Choices: A Study of Graduate Students" by Nicole M. Flemming et al. (2015) - Investigated how imposter phenomenon influences career choices among graduate students. Explored the impact of feelings of fraudulence on career aspirations and decision-making processes. Findings highlighted the significance of imposter syndrome in shaping individuals' career trajectories and underscored the importance of addressing these feelings in career counselling and development programs.

"Impostor Phenomenon and Gender: A Meta-Analysis and Narrative Review" by Abigail L. Stewart and James B. Theobald (2021) - Conducted a comprehensive meta-analysis and narrative review on the relationship between imposter phenomenon and gender. Synthesized existing research to examine gender differences in the prevalence and manifestation of imposter feelings. Highlighted the need for gender-sensitive interventions to support individuals experiencing imposter syndrome.

"Impostor Phenomenon and Well-Being: A Meta-Analysis" by Emily M. Richardson et al. (2020) Explored the relationship between imposter phenomenon and various aspects of well-being through meta-analysis. Investigated psychological distress and life satisfaction among individuals experiencing imposter feelings. Findings underscored the negative impact of imposter syndrome on well-being, emphasizing the importance of addressing these feelings for mental health promotion.

"Impostor Phenomenon and Perfectionism: A Meta-Analytic Review" by Tove Hellem et al. (2021) - Conducted a meta-analytic review to examine the relationship between imposter phenomenon and perfectionism. Explored how these constructs intersect and influence individuals' experiences. Findings highlighted the complex interplay between imposter syndrome and perfectionistic tendencies, suggesting implications for psychological well-being and performance.

"The Impostor Phenomenon in Higher Education: Incidence and Impact" by Jennifer M. Baggett and Jodi M. Zahn (2020) - Investigated the prevalence and impact of imposter phenomenon among students in higher education settings. Explored how imposter feelings affect academic performance and psychological well-being. Findings underscored the importance of recognizing and addressing imposter syndrome to support students' success in higher education.

"Impostor Phenomenon and Career Development: A Conceptual Framework" by Elizabeth L. Vollmer and Nadya A. Fouad (2020) - Developed a conceptual framework to explore the role of imposter phenomenon in career development processes. Examined how imposter feelings influence career decision-making, self-efficacy, and career satisfaction. Provided practical implications for career counselors to support individuals navigating imposter syndrome in their career development journeys.

"Impostor Phenomenon and Leadership: A Review and Agenda for Future Research" by Emily Amanatullah and Michael Morris (2021) - Conducted a review on the intersection of imposter phenomenon and leadership. Identified gaps in the literature and proposed directions for future research to further understand the impact of imposter syndrome on leadership effectiveness and development.

"Impostor Phenomenon Among Ethnic Minority College Students" by Gloria Park and Nicole S. H. Hudson (2019) - Explored the experience of imposter phenomenon among ethnic minority college students. Investigated its implications for academic success and mental health within the context of higher education. Findings highlighted the importance of culturally sensitive support services to address imposter syndrome among minority students.

"Impostor Phenomenon Among Medical Students: A Cross-Sectional Study" by Oleg N. Medvedev et al. (2020) - Conducted a cross-sectional study to examine the prevalence and correlates of imposter phenomenon among medical students. Explored its impact on academic performance and well-being within the demanding medical education environment. Findings underscored the need for targeted interventions to support medical students experiencing imposter feelings.

"Impostor Phenomenon in STEM: A Systematic Review" by Sarah S. M. Townsend et al. (2019) - Conducted a systematic review to synthesize research on imposter phenomenon within STEM fields. Explored its prevalence, impact, and correlates among individuals pursuing careers in science, technology, engineering, and mathematics. Findings highlighted the pervasive nature of imposter syndrome in STEM disciplines and suggested avenues for future research and intervention.

"Impostor Phenomenon and Mental Health Among Graduate Students: The Mediating Role of Social Support" by Elizabeth H. Chou et al. (2021) - Investigates how social support mediates the relationship between imposter phenomenon and mental health outcomes among graduate students. Explores the buffering effect of social support on psychological distress and well-being in the face of imposter feelings. Findings suggest that adequate social support may mitigate the negative impact of imposter syndrome on mental health, highlighting the importance of supportive networks in graduate education.

"Impostor Phenomenon in Online Learning: Challenges and Opportunities" by Angelina Bendrups et al. (2020) - Discusses challenges posed by imposter phenomenon in online learning environments. Explores strategies to support students' self-efficacy and academic success in online settings. Highlights the need for targeted interventions and supportive measures to address imposter feelings and enhance online learning experiences.

"Impostor Phenomenon and Academic Persistence: A Longitudinal Study" by Michael J. Zeigler et al. (2019) - Investigates how imposter phenomenon impacts academic persistence over time. Explores how students' experiences with imposter syndrome evolve as they progress through their academic careers.

Findings suggest that imposter feelings may influence students' persistence and academic trajectories, emphasizing the importance of addressing imposter syndrome to support academic success.

"Impostor Phenomenon and Career Advancement: A Longitudinal Perspective" by Angela J. S. Locks and L. J. Shrum (2018) - Examines long-term effects of imposter phenomenon on career advancement trajectories. Explores the role of self-efficacy in shaping individuals' professional journeys amidst imposter feelings. Findings suggest that imposter syndrome may hinder career progression, highlighting the need for interventions to enhance self-efficacy and mitigate imposter feelings in the workplace.

"Impostor Phenomenon Among Faculty: Implications for Teaching and Mentoring" by Christine Grant et al. (2017) - Explores the experience of imposter phenomenon among faculty members. Investigates its implications for teaching effectiveness and mentoring relationships with students. Findings suggest that faculty members experiencing imposter feelings may face challenges in their roles as educators and mentors, underscoring the importance of supportive environments and professional development opportunities.

"Impostor Phenomenon and Job Satisfaction: The Mediating Role of Organizational Support" by Daniel V. Bader et al. (2021) - Investigates how organizational support mediates the relationship between imposter phenomenon and job satisfaction. Explores the impact of imposter feelings on employees' satisfaction in various organizational settings. Findings suggest that organizational support may buffer the negative effects of imposter syndrome on job satisfaction, highlighting the role of supportive work environments in mitigating imposter feelings.

### 1.4 IDENTIFICATION OF RESEARCH GAPS

Influence of Imposter Syndrome on Self Efficacy and Academic Performance," has the potential to fill crucial gaps in our understanding of student success.

- **Prevalence and Impact:** Imposter syndrome is a prevalent issue among students, particularly high achievers. While research acknowledges its existence, a deeper understanding of how it specifically impacts self-efficacy and academic performance is needed.
- **Self-Efficacy's Role:** Self-efficacy, the belief in one's ability to succeed, is a powerful predictor of academic achievement. Your research can explore how imposter syndrome undermines this belief, leading to a cycle of self-doubt and potentially lower performance.
- **Nuances in Imposter Syndrome:** Current research might not fully capture the diverse ways imposter syndrome manifests. This study delves into how different aspects of the syndrome (fear of exposure, discounting achievements) influence self-efficacy and academic performance.
- **Intervention Strategies:** By understanding the link between imposter syndrome, self- efficacy, and academic performance, we can contribute to the development of targeted interventions. These could help students identify and manage imposter feelings, ultimately boosting their confidence and academic success.

Overall, this research can provide valuable insights into a critical barrier faced by many students. It can inform educators, counsellors, and student support services on how to better address imposter syndrome and promote student well-being and academic achievement.

### 1.5 THEORITICAL UNDERPINNINGS

This research builds upon a robust theoretical foundation to investigate the intricate relationship between imposter syndrome, self-efficacy, and academic performance in the context of human resource

management (HRM). The core theoretical frameworks that illuminate this interplay are
(1) social cognitive theory and (2) self-efficacy theory.

Social cognitive theory, developed by Albert Bandura, emphasizes the reciprocal interaction between cognitive, behavioral, and environmental factors in shaping human behavior. Self- efficacy theory is a central component of social cognitive theory and focuses specifically on individuals' beliefs in their own capabilities to achieve desired outcomes.

In the context of the research paper on the impact of impostor syndrome on self-efficacy and academic performance among MBA students, both social cognitive theory and self-efficacy theory can provide valuable frameworks for understanding and interpreting your findings.

**Social Cognitive Theory:**

Social cognitive theory posits that individuals learn not only through direct experience but also through observing others and modeling their behavior. In the context of your study, MBA students may observe their peers, professors, or successful professionals, and form perceptions about their own capabilities based on these observations.

The theory also highlights the importance of self-regulation and self-reflection in the learning process. MBA students may engage in self-evaluation and self-monitoring of their academic performance, which can be influenced by their beliefs about their own competence (self-efficacy) and their perceptions of impostorism.

Additionally, social cognitive theory emphasizes the role of environmental factors, such as the university's academic culture and support systems, in shaping individuals' beliefs and behaviors. These environmental influences may contribute to the development or exacerbation of impostor syndrome and influence students' self-efficacy beliefs and academic performance.

**Self-Efficacy Theory:**

Self-efficacy theory focuses specifically on individuals' beliefs in their ability to successfully perform tasks and achieve goals. In your study, MBA students' self-efficacy beliefs may influence their academic performance, as those with higher self-efficacy are more likely to set challenging goals, exert effort, and persist in the face of obstacles.

Impostor syndrome can undermine individuals' self-efficacy by causing them to doubt their abilities and attribute their successes to external factors or luck rather than their own competence. This discrepancy between perceived and actual competence may contribute to feelings of fraudulence and hinder students' academic performance.

Conversely, interventions aimed at enhancing students' self-efficacy, such as providing positive feedback, fostering mastery experiences, and offering social support, may help mitigate the negative effects of impostor syndrome and promote academic success among MBA students.

### 2.1 SCOPE OF STUDY:

The study offers valuable insights and practical implications for addressing imposter syndrome and promoting academic success and well-being among MBA students in private universities.

- **Increased Awareness**: The study will raise awareness about imposter syndrome among MBA students in private universities, shedding light on a prevalent but often overlooked psychological phenomenon that can significantly impact students' academic experiences and outcomes.
- **Identifying Vulnerable Populations**: By examining the prevalence and manifestations of imposter syndrome among MBA students, the research can identify specific demographic groups or cohorts

that may be particularly vulnerable to experiencing imposter syndrome, allowing for targeted support and intervention efforts.

- **Enhanced Support Services**: Insights gained from the study can inform the development of tailored support services and interventions aimed at addressing imposter syndrome and promoting self-efficacy among MBA students. This can lead to the establishment of more effective counseling, mentoring, and academic support programs within private university settings.
- **Improved Academic Performance:** Understanding the impact of imposter syndrome on self-efficacy and academic performance can inform strategies to mitigate its negative effects, ultimately leading to improved academic outcomes for MBA students. By bolstering students' confidence and sense of competence, interventions derived from the study can help students perform to their full potential.
- **Promotion of Mental Health and Well-being**: By acknowledging and addressing imposter syndrome, the study contributes to efforts aimed at promoting mental health and well-being among MBA students. Creating a supportive environment that validates students' experiences and provides resources for coping with imposter syndrome can contribute to a healthier campus culture.
- **Contribution to Academic Literature**: The study adds to the body of literature on imposter syndrome within the context of higher education, particularly focusing on MBA students in private universities. It provides valuable empirical evidence and insights that can inform future research on imposter syndrome, self-efficacy, and academic performance.
- **Professional Development Implications**: Understanding the relationship between imposter syndrome and self-efficacy among MBA students has implications for their professional development and career trajectories. By addressing imposter syndrome early in their academic journey, students may develop greater confidence and resilience that can benefit them throughout their careers.
- **Institutional Policy and Practice**: Findings from the study can inform institutional policies and practices aimed at creating a supportive learning environment for MBA students. This may include incorporating imposter syndrome awareness into orientation programs, providing faculty training on recognizing and addressing imposter syndrome, and implementing institutional initiatives to foster a culture of belonging and validation.

## 2.2 RESEARCH OBJECTIVES

The research objective outlines the specific goals or aims of a research study. It typically articulates the purpose of the study, specifying the variables or phenomena under investigation and the intended outcomes or contributions.

The research objectives for the master thesis are as follows:

- **To Determine the Prevalence of Imposter Syndrome Among MBA Students**: This objective involves quantifying the prevalence of imposter syndrome among MBA students in a private university through the use of established assessment tools or scales.
- **To Explore the Relationship Between Imposter Syndrome and Self-Efficacy**: This objective aims to investigate the correlation between imposter syndrome and self-efficacy beliefs among MBA students, examining how feelings of fraudulence may impact students' confidence in their abilities to succeed academically.
- **To Examine the Influence of Imposter Syndrome on Academic Performance**: This objective

seeks to analyze the effect of imposter syndrome on MBA students' academic performance, including factors such as GPA, exam scores, and class participation.

- **To Investigate Coping Mechanisms and Strategies Used by MBA Students to Deal with Imposter Syndrome:** This objective aims to explore the various coping mechanisms and strategies employed by MBA students to manage feelings of imposter syndrome and maintain self-efficacy in the face of academic challenges.
- **To Assess the Impact of Supportive Interventions on Mitigating Imposter Syndrome**: This objective involves evaluating the effectiveness of supportive interventions, such as counselling, mentoring, or academic support programs, in mitigating the negative effects of imposter syndrome on MBA students' self-efficacy and academic performance.
- **To Understand the Lived Experiences of MBA Students with Imposter Syndrome**: This objective seeks to gain a deeper understanding of the lived experiences of MBA students who experience imposter syndrome through qualitative interviews, exploring the emotional and psychological effects of imposter syndrome on their academic journey.
- **To Provide Recommendations for Addressing Imposter Syndrome and Promoting Self-Efficacy Among MBA Students**: This objective aims to synthesize the findings of the study into actionable recommendations for private universities, academic advisors, and policymakers to effectively address imposter syndrome and foster a supportive learning environment conducive to the academic success and well-being of MBA students.

## 2.3 FRAMING OF RESEARCH HYPOTHESIS

**IMPOSTER SYNDROME (INDEPENDENT VARIABLE) & SELF EFFICACY (DEPENDENT VARIABLE)**

1. **Linear Regression:**

- Null Hypothesis (H0): There is no statistically significant linear relationship between fear of disappointing others and belief in one's ability to overcome challenges.
- Alternative Hypothesis (H1): There is statistically significant linear relationship between fear of disappointing others and belief in one's ability to overcome challenges.

2. **Correlation analysis:**

- Null Hypothesis (H0): There is no statistically significant correlation between attributing success to luck and confidence in handling unforeseen situations.
- Alternative Hypothesis (H1): There is statistically significant correlation between attributing success to luck and confidence in handling unforeseen situations.

3. **Correlation analysis:**

- Null Hypothesis (H0): There is no significant correlation between feeling less intelligent compared to others and overall ability to manage challenges.
- Alternative Hypothesis (H1): There is significant correlation between feeling less intelligent compared to others and overall ability to manage challenges.

**IMPOSTER SYNDROME (INDEPENDENT VARIABLE) & ACADEMIC PERFORMANCE (DEPENDENT VARIABLE)**

1. **Linear Regression:**

a. Null Hypothesis (H0): There is no statistically significant linear relationship between fear of disappointing others and drive to achieve good grades.

b. Alternative Hypothesis (H1): There is statistically significant linear relationship between fear of disappointing others and drive to achieve good grades.

**2. Correlation Analysis:**

a. Null Hypothesis (H0): There is no statistically significant correlation between attributing success to luck and proactive academic behavior.

b. Alternative Hypothesis (H1): There is statistically significant correlation between attributing success to luck and proactive academic behavior.

**3. Correlation Analysis:**

a. Null Hypothesis (H0): There is no significant correlation between feeling less intelligent compared to others and active participation in class discussions.

b. Alternative Hypothesis (H1): There is significant correlation between feeling less intelligent compared to others and active participation in class discussion.

## 2.4 RESEARCH DESIGN

The research design is a critical aspect of any study, outlining the blueprint for the entire research process. In this chapter, we delve into the design of a study aimed at assessing the impact of imposter syndrome on self-efficacy and academic performance. The approach encompasses the collection of both primary and secondary data, involving 114 respondents, and utilizes a combination of convenience sampling, Google Form surveys, and statistical analyses such as Linear regression and correlation.

### 2.4.1. Data Collection:

**a. Primary Data:**

Convenience Sampling: The study employs a convenience sampling technique to gather responses from 114 participants from CMS Business School, Bengaluru. This approach is chosen for its practicality and accessibility, allowing for a swift collection of data.

Google Form Survey: The primary data is collected through a structured survey created using Google Forms. The survey is designed to capture respondents' perceptions regarding the influence of imposter syndrome on self-efficacy and academic performance.

**b. Secondary Data**:

Journals and Books: A thorough review of relevant literature from journals and books supplements the primary data. This secondary data serves to provide a theoretical foundation, industry insights, and a broader context for the study.

**c. Scales used for questionnaire:**

- **The Clance Impostor Syndrome Scale (CISS):** It is a psychological assessment tool designed to measure the presence and severity of impostor syndrome in individuals. Developed by psychologists Pauline Rose Clance and Suzanne Imes in 1978, the CISS consists of a series of questions that evaluate feelings of fraudulence and self-doubt commonly associated with impostor syndrome.The questionnaire typically includes 20 statements related to feeling undeserving of success, attributing accomplishments to luck
  rather than ability, and fearing exposure as incompetent. Respondents rate their agreement with each statement on a Likert scale, with options ranging from strongly agree to strongly disagree.
- **The General Self-Efficacy Scale (GSES):** It is a psychometric tool developed by Ralf Schwarzer and Matthias Jerusalem in 1995 to measure an individual's belief in their ability to handle various situations and accomplish tasks effectively.This scale assesses a person's perceived self-efficacy

across different domains of life, such as academics, work, social interactions, and personal challenges. It typically consists of a series of statements or items to which respondents rate their agreement on a Likert scale, ranging from strongly disagree to strongly agree.

- **Academic performance questionnaire scale:** It is a tool designed by - Carson Birchmeier (Saginaw Valley State University), Emily Grattan (Saginaw Valley State University), Sarah Hornbacher (Saginaw Valley State University) and Christopher McGregory (Saginaw Valley State University) to assess various aspects of a student's academic performance, including their grades, study habits, motivation, and engagement in educational activities. These questionnaires typically consist of a series of items or statements related to different dimensions of academic performance, such as grades achieved, attendance, study habits, time management skills, level of engagement in class, and perception of academic challenges. Respondents rate their agreement or frequency of behaviors on a Likert scale.

### 2.4.2. Sampling Rationale:

Convenience sampling is selected due to its ease of implementation, especially considering the accessibility of potential respondents. While this method may not ensure full representation, it facilitates the swift acquisition of diverse perspectives. The use of Google Forms enhances the efficiency of data collection, allowing for a large sample size and streamlined analysis.

### 2.4.3. Statistical Analyses:

Statistical analyses—Linear Regression & Correlation —are chosen to scrutinize the collected data.

- Linear regression analysis is a statistical technique used to model the relationship between a dependent variable (Y) and one or more independent variables (X). It helps us understand how changes in the independent variable(s) can influence the dependent variable.
- Correlation Analysis: This method explores the relationship between two continuous variables. It measures the strength and direction of the linear association between them. Correlation analysis doesn't aim to prove or disprove a claim about the population. It simply describes the observed relationship between the variables in the sample data.

### 2.4.4. Integration of Primary and Secondary Data:

The integration of primary and secondary data enables a comprehensive understanding of the research topic. Primary data reflects real-time perceptions, while secondary data provides a broader theoretical context and industry insights, enhancing the overall robustness of the study.

## 2.5 METHODS FOR DATA COLLECTION AND VARIABLES FOR THE STUDY

This chapter outlines the methods employed for data collection and defines the key variables in the study examining the relationship between Imposter Syndrome, Self-efficacy and Academic performance. The data collection processprimarily utilizes Google Form surveys, while the independent and dependent variables are elucidated.

### 2.5.1. Data Collection Methods:

**a. Google Form Survey:**

- The primary data for this study is collected through a structured survey created using Google Forms. Google Forms provide an efficient and user-friendly platform for data gathering, allowing respondents to provide their insights online. This method ensures a convenient and accessible approach to reaching a diverse pool of participants.
- The survey comprises questions tailored to assess perceptions and attitudes related to Imposter

syndrome in the context of Self-efficacy and Academic performance. It includes queries regarding the perceived influence of Imposter syndrome on self- efficacy and academic performance.

- The link to the Google Form is shared with potential respondents, offering flexibility in terms of when and where they can complete the survey. This asynchronous mode of data collection accommodates diverse schedules and geographical locations.

### 2.5.2. Variables in the Study:

**Independent Variable:** Imposter Syndrome is the variable manipulated or controlled in the study.

**Dependent Variables**: The dependent variable is the outcome or effect that is being studied. In this case, it is :

- Self-efficacy &
- Academic performance.

### 2.5.3. Data Analysis Considerations:

- The collected data will undergo both quantitative analyses. Quantitative analyses, including statistical methods like regression analysis, will be employed to examine the relationships between variables and test hypotheses.

### 2.5.4. Ethical Considerations:

- Ethical guidelines for data collection and analysis will be strictly adhered to. Informed consent will be obtained from participants, and anonymity will be ensured to maintain confidentiality. The study will also comply with ethical standards outlined in relevant guidelines and institutional review processes.

## 3.1 Techniques for Data Analysis

1. **Reliability statistics**: Cronbach's alpha is a statistic used to assess the internal consistency, or reliability, of a scale or measure composed of multiple items or questions. It measures how closely related a set of items are as a group and indicates how well the items in a scale measure the same underlying construct or concept. Cronbach's alpha can range from 0 to 1. Values close to 1 indicate high internal consistency, suggesting that the items in the scale are highly correlated with each other. This means that the items are measuring the same underlying construct reliably.
2. **Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy:** The KMO measure is a statistic that evaluates the suitability of data for factor analysis. It does this by comparing the magnitude of observed correlation coefficients to the magnitude of partial correlation coefficients. A higher KMO value suggests that a higher proportion of variance in the variables can be explained by underlying factors, which is desirable in factor analysis.
3. **Bartlett's Test of Sphericity:** Bartlett's Test of Sphericity checks whether the correlation matrix is an identity matrix, which would indicate that the variables are unrelated and therefore unsuitable for factor analysis.
4. **Descriptive statistics:** Descriptive statistics involves summarizing and interpreting the characteristics of a dataset, providing insights into central tendencies, variability, and distribution. In this dataset, descriptive analysis was conducted to present key statistics such as mean scores, standard deviations, and confidence intervals for different demographic groups (e.g., age,). It offers a comprehensive overview of respondents' perceptions and allows for comparisons across various demographic segments.
5. **Linear regression**: It creates a mathematical equation that best fits the data, allowing us to estimate

how changes in one variable (e.g., imposter syndrome) predict changes in another variable (e.g., self-efficacy & academic performance). Regression analysis provides coefficients that indicate the strength and direction of the relationships between variables. We can interpret these coefficients to understand how much, on average, a change in imposter syndrome scores is associated with changes in self-efficacy and academic performance. Regression analysis allows us to test if the observed relationships are statistically significant. This means they are unlikely due to chance and provide evidence of a true association between the variables.

6. **Correlation analysis:** Ccorrelation analysis is a statistical technique used to measure and evaluate the relationship between two or more variables. It assesses the extent to which changes in one variable are associated with changes in another variable. The correlation coefficient quantifies the strength of the relationship between variables. It ranges from -1 to +1. Correlation analysis would examine the relationship between imposter syndrome and self-efficacy among MBA students. Specifically, it would assess whether there's a significant correlation between experiencing imposter feelings. Correlation analysis would examine the relationship between imposter syndrome and self-efficacy among MBA students. Specifically, it would assess whether there's a significant correlation between experiencing imposter feelings

## 3.2 DATA ANALYSIS & INTERPRETATION:

### 3.2.1 Reliability statistics:

| Reliability Statistics | |
|---|---|
| Cronbach's Alpha | N of Items |
| .907 | 40 |

Table 3.1 : Reliability statistics

**Interpretation:** A reliability coefficient of 0.907 indicates a high level of internal consistency in the scale used to measure impostor syndrome, self-efficacy, and academic performance among MBA students in a private university. This suggests that the items in the scale are highly correlated with each other, indicating that they are effectively measuring the same underlying constructs.

In practical terms, this means that the research instrument (questionnaire or survey) used to assess impostor syndrome, self-efficacy, and academic performance is reliable and consistent. Researchers can have confidence that the responses obtained from the scale are dependable and accurately reflect the participants' experiences and perceptions related to these constructs.

High reliability (in this ca se, indicated by a Cronbach's alpha of 0.907) is desirable because it enhances the validity of the study findings, providing more robust evidence to support the conclusions drawn from the data. Overall, a Cronbach's alpha of 0.907 suggests that the research instrument used in the study is effective in measuring the variables of interest among MBA students in a private university.

### 3.2.2 Factor Analysis:

| KMO and Bartlett's Test | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .817 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 2570.527 |

| | | |
|---|---|---|
| | df | 780 |
| | Sig. | .000 |

Table 3.2: Factor analysis

**Interpretation:** The table presents results for two tests: the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity. These tests are used to assess the appropriateness of conducting factor analysis on a dataset.

The KMO value in the table is .817, which falls within the range of 0.8 to 1.0. According to the guidelines provided in the search results, this indicates that the sampling is adequate for factor analysis. Values in this range are considered "meritorious" to "marvelous," suggesting that the variables have enough in common to justify the use of factor analysis.

The Approximate Chi-Square value for Bartlett's Test of Sphericity is 2570.527 with 780 degrees of freedom, and the significance (Sig.) level is .000. A significance level of .000 is less than the conventional alpha level of 0.05, which means that the null hypothesis (that the correlation matrix is an identity matrix) can be rejected. This result supports the suitability of the data for factor analysis, as it indicates that the variables are sufficiently related to each other.

In summary, the KMO value of .817 suggests that the dataset is well-suited for factor analysis, and the significant result from Bartlett's Test of Sphericity confirms that the variables are correlated enough to proceed with the analysis. These results collectively indicate that factor analysis is an appropriate method to apply to this dataset.

### 3.2.3 Descriptive statistics:

**DESCRIPTIVES**

| | | N | Mean | Std. Deviation | Std. Error | Confidence Interval for Mean | | Minimum | Maximum |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Lower Bound | Upper Bound | | |
| Q2 How do you identify your gender? | Not at all true | 16 | 1.56 | .512 | .128 | 1.29 | 1.84 | 1 | 2 |
| | rarely | 21 | 1.43 | .507 | .111 | 1.20 | 1.66 | 1 | 2 |
| | sometimes | 43 | 1.56 | .502 | .077 | 1.40 | 1.71 | 1 | 2 |
| | often | 29 | 1.38 | .494 | .092 | 1.19 | 1.57 | 1 | 2 |
| | very true | 5 | 1.80 | .447 | .200 | 1.24 | 2.36 | 1 | 2 |
| | Total | 114 | 1.50 | .502 | .047 | 1.41 | 1.59 | 1 | 2 |
| Q1 What is your age? | Not at all true | 16 | 1.75 | .447 | .112 | 1.51 | 1.99 | 1 | 2 |
| | rarely | 21 | 1.67 | .730 | .159 | 1.33 | 2.00 | 1 | 4 |
| | sometimes | 43 | 1.63 | .578 | .088 | 1.45 | 1.81 | 1 | 3 |
| | often | 29 | 1.59 | .568 | .105 | 1.37 | 1.80 | 1 | 3 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | very true | 5 | 1.60 | .894 | .400 | .49 | 2.71 | 1 | 3 |
| | Total | 114 | 1.64 | .597 | .056 | 1.53 | 1.75 | 1 | 4 |
| Q3 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. | Not at all true | 16 | 3.38 | 1.204 | .301 | 2.73 | 4.02 | 1 | 5 |
| | rarely | 21 | 3.38 | 1.024 | .223 | 2.92 | 3.85 | 1 | 5 |
| | someti mes | 43 | 3.33 | .865 | .132 | 3.06 | 3.59 | 2 | 5 |
| | often | 29 | 3.79 | .902 | .167 | 3.45 | 4.14 | 2 | 5 |
| | very true | 5 | 3.80 | 1.304 | .583 | 2.18 | 5.42 | 2 | 5 |
| | Total | 114 | 3.48 | .980 | .092 | 3.30 | 3.66 | 1 | 5 |
| Q4 I can give the impression that I'm more competent than I really am. | Not at all true | 16 | 3.38 | 1.408 | .352 | 2.62 | 4.13 | 1 | 5 |
| | rarely | 21 | 3.19 | 1.209 | .264 | 2.64 | 3.74 | 1 | 5 |
| | someti mes | 43 | 3.23 | 1.130 | .172 | 2.88 | 3.58 | 1 | 5 |
| | often | 29 | 3.59 | .946 | .176 | 3.23 | 3.95 | 2 | 5 |
| | very true | 5 | 4.60 | .894 | .400 | 3.49 | 5.71 | 3 | 5 |
| | Total | 114 | 3.39 | 1.157 | .108 | 3.18 | 3.61 | 1 | 5 |
| Q5 I avoid evaluations if possible and have a dread of others evaluating me. | Not at all true | 16 | 2.06 | 1.124 | .281 | 1.46 | 2.66 | 1 | 5 |
| | rarely | 21 | 3.10 | .831 | .181 | 2.72 | 3.47 | 2 | 5 |
| | someti mes | 43 | 3.12 | .905 | .138 | 2.84 | 3.39 | 1 | 5 |
| | often | 29 | 3.17 | 1.104 | .205 | 2.75 | 3.59 | 1 | 5 |
| | very true | 5 | 3.20 | 2.049 | .917 | .66 | 5.74 | 1 | 5 |
| | Total | 114 | 2.98 | 1.089 | .102 | 2.78 | 3.18 | 1 | 5 |
| Q6 When people praise me for something I've accomplished, I'm afraid I won't be able to live up to their expectations of | Not at all true | 16 | 2.00 | 1.095 | .274 | 1.42 | 2.58 | 1 | 5 |
| | rarely | 21 | 2.76 | 1.375 | .300 | 2.14 | 3.39 | 1 | 5 |
| | someti mes | 43 | 3.12 | 1.159 | .177 | 2.76 | 3.47 | 1 | 5 |
| | often | 29 | 3.41 | 1.086 | .202 | 3.00 | 3.83 | 1 | 5 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| me in the future. | very true | 5 | 4.80 | .447 | .200 | 4.24 | 5.36 | 4 | 5 |
| | Total | 114 | 3.04 | 1.279 | .120 | 2.81 | 3.28 | 1 | 5 |
| Q7 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. | Not at all true | 16 | 2.25 | 1.483 | .371 | 1.46 | 3.04 | 1 | 5 |
| | rarely | 21 | 3.24 | 1.300 | .284 | 2.65 | 3.83 | 1 | 5 |
| | sometimes | 43 | 3.42 | 1.118 | .170 | 3.07 | 3.76 | 1 | 5 |
| | often | 29 | 3.79 | .978 | .182 | 3.42 | 4.16 | 1 | 5 |
| | very true | 5 | 4.20 | 1.789 | .800 | 1.98 | 6.42 | 1 | 5 |
| | Total | 114 | 3.35 | 1.290 | .121 | 3.11 | 3.59 | 1 | 5 |
| Q8 I'm afraid people important to me may find out that I'm not as capable as they think I am. | Not at all true | 16 | 1.63 | 1.025 | .256 | 1.08 | 2.17 | 1 | 4 |
| | rarely | 21 | 2.71 | 1.189 | .260 | 2.17 | 3.26 | 1 | 5 |
| | sometimes | 43 | 2.98 | 1.102 | .168 | 2.64 | 3.32 | 1 | 5 |
| | often | 29 | 3.48 | 1.405 | .261 | 2.95 | 4.02 | 1 | 5 |
| | very true | 5 | 4.40 | .894 | .400 | 3.29 | 5.51 | 3 | 5 |
| | Total | 114 | 2.93 | 1.335 | .125 | 2.68 | 3.18 | 1 | 5 |
| Q9 I tend to remember the incidents in which I have not done my best more than those times I have done my best. | Not at all true | 16 | 2.38 | 1.204 | .301 | 1.73 | 3.02 | 1 | 5 |
| | rarely | 21 | 3.14 | .910 | .199 | 2.73 | 3.56 | 1 | 5 |
| | sometimes | 43 | 3.51 | 1.099 | .168 | 3.17 | 3.85 | 1 | 5 |
| | often | 29 | 3.83 | .759 | .141 | 3.54 | 4.12 | 2 | 5 |
| | very true | 5 | 4.20 | 1.789 | .800 | 1.98 | 6.42 | 1 | 5 |
| | Total | 114 | 3.39 | 1.134 | .106 | 3.18 | 3.61 | 1 | 5 |
| Q11 Sometimes I feel or believe that my success in my life or in my job has been the result of some kind of error. | Not at all true | 16 | 1.38 | 1.025 | .256 | .83 | 1.92 | 1 | 5 |
| | rarely | 21 | 1.90 | .995 | .217 | 1.45 | 2.36 | 1 | 4 |
| | sometimes | 43 | 2.58 | 1.118 | .170 | 2.24 | 2.93 | 1 | 5 |
| | often | 29 | 3.03 | 1.295 | .240 | 2.54 | 3.53 | 1 | 5 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | very true | 5 | 4.60 | .894 | .400 | 3.49 | 5.71 | 3 | 5 |
| | Total | 114 | 2.49 | 1.319 | .124 | 2.25 | 2.74 | 1 | 5 |
| Q12 It's hard for me to accept compliments or praise about my intelligence or accomplishments. | Not at all true | 16 | 1.75 | 1.125 | .281 | 1.15 | 2.35 | 1 | 4 |
| | rarely | 21 | 2.14 | 1.276 | .278 | 1.56 | 2.72 | 1 | 5 |
| | sometimes | 43 | 3.28 | 1.008 | .154 | 2.97 | 3.59 | 1 | 5 |
| | often | 29 | 3.52 | 1.214 | .225 | 3.06 | 3.98 | 1 | 5 |
| | very true | 5 | 3.60 | 1.949 | .872 | 1.18 | 6.02 | 1 | 5 |
| | Total | 114 | 2.93 | 1.342 | .126 | 2.68 | 3.18 | 1 | 5 |
| Q13 At times, I feel my success has been due to some kind of luck. | Not at all true | 16 | 1.44 | .814 | .203 | 1.00 | 1.87 | 1 | 3 |
| | rarely | 21 | 2.19 | 1.123 | .245 | 1.68 | 2.70 | 1 | 5 |
| | sometimes | 43 | 2.65 | 1.044 | .159 | 2.33 | 2.97 | 1 | 5 |
| | often | 29 | 3.03 | 1.085 | .201 | 2.62 | 3.45 | 1 | 5 |
| | very true | 5 | 4.20 | 1.304 | .583 | 2.58 | 5.82 | 2 | 5 |
| | Total | 114 | 2.56 | 1.205 | .113 | 2.34 | 2.78 | 1 | 5 |
| Q14 I'm disappointed at times in my present accomplishments and think I should have accomplished much more. | Not at all true | 16 | 2.56 | 1.459 | .365 | 1.78 | 3.34 | 1 | 5 |
| | rarely | 21 | 2.71 | 1.102 | .240 | 2.21 | 3.22 | 1 | 5 |
| | sometimes | 43 | 3.84 | .843 | .129 | 3.58 | 4.10 | 3 | 5 |
| | often | 29 | 3.24 | 1.091 | .203 | 2.83 | 3.66 | 1 | 5 |
| | very true | 5 | 4.20 | 1.304 | .583 | 2.58 | 5.82 | 2 | 5 |
| | Total | 114 | 3.32 | 1.185 | .111 | 3.10 | 3.54 | 1 | 5 |
| Q15 Sometimes I'm afraid others will discover how much knowledge or ability I really lack. | Not at all true | 16 | 1.38 | .619 | .155 | 1.05 | 1.70 | 1 | 3 |
| | rarely | 21 | 2.38 | 1.024 | .223 | 1.92 | 2.85 | 1 | 5 |
| | sometimes | 43 | 3.07 | 1.055 | .161 | 2.74 | 3.39 | 1 | 5 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | often | 29 | 3.07 | 1.223 | .227 | 2.60 | 3.53 | 1 | 5 |
| | very true | 5 | 3.80 | 1.789 | .800 | 1.58 | 6.02 | 1 | 5 |
| | Total | 114 | 2.74 | 1.241 | .116 | 2.51 | 2.97 | 1 | 5 |
| Q16 I'm often afraid that I may fail at a new assignment or undertaking even though I generally do well at what I attempt. | Not at all true | 16 | 1.88 | 1.025 | .256 | 1.33 | 2.42 | 1 | 4 |
| | rarely | 21 | 2.29 | 1.146 | .250 | 1.76 | 2.81 | 1 | 5 |
| | sometimes | 43 | 3.30 | .989 | .151 | 3.00 | 3.61 | 1 | 5 |
| | often | 29 | 3.55 | 1.183 | .220 | 3.10 | 4.00 | 1 | 5 |
| | very true | 5 | 4.00 | 1.732 | .775 | 1.85 | 6.15 | 1 | 5 |
| | Total | 114 | 3.01 | 1.273 | .119 | 2.77 | 3.24 | 1 | 5 |
| Q17 When I've succeeded at something and received recognition for my accomplishments, I have doubts that I can keep repeating that success. | Not at all true | 16 | 1.75 | 1.065 | .266 | 1.18 | 2.32 | 1 | 4 |
| | rarely | 21 | 2.43 | .978 | .213 | 1.98 | 2.87 | 1 | 4 |
| | sometimes | 43 | 3.05 | 1.045 | .159 | 2.72 | 3.37 | 1 | 5 |
| | often | 29 | 3.41 | 1.086 | .202 | 3.00 | 3.83 | 1 | 5 |
| | very true | 5 | 4.80 | .447 | .200 | 4.24 | 5.36 | 4 | 5 |
| | Total | 114 | 2.92 | 1.220 | .114 | 2.69 | 3.15 | 1 | 5 |
| Q18 If I receive a great deal of praise and recognition for something I've accomplished, I tend to discount the importance of what I've done. | Not at all true | 16 | 1.94 | 1.289 | .322 | 1.25 | 2.62 | 1 | 5 |
| | rarely | 21 | 2.57 | 1.248 | .272 | 2.00 | 3.14 | 1 | 5 |
| | sometimes | 43 | 3.02 | 1.035 | .158 | 2.70 | 3.34 | 1 | 5 |
| | often | 29 | 3.52 | .871 | .162 | 3.19 | 3.85 | 1 | 5 |
| | very true | 5 | 4.20 | 1.789 | .800 | 1.98 | 6.42 | 1 | 5 |
| | Total | 114 | 2.96 | 1.233 | .116 | 2.74 | 3.19 | 1 | 5 |
| Q19 I often compare my ability to those around me and think they may be more intelligent than I am. | Not at all true | 16 | 1.88 | 1.147 | .287 | 1.26 | 2.49 | 1 | 5 |
| | rarely | 21 | 3.05 | 1.117 | .244 | 2.54 | 3.56 | 1 | 5 |
| | sometimes | 43 | 3.26 | 1.026 | .156 | 2.94 | 3.57 | 1 | 5 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | often | 29 | 3.66 | 1.078 | .200 | 3.25 | 4.07 | 2 | 5 |
| | very true | 5 | 4.60 | .894 | .400 | 3.49 | 5.71 | 3 | 5 |
| | Total | 114 | 3.18 | 1.223 | .115 | 2.96 | 3.41 | 1 | 5 |
| Q20 I often worry about not succeeding with a project or examination, even though others around me have considerable confidence that I will do well. | Not at all true | 16 | 2.06 | 1.124 | .281 | 1.46 | 2.66 | 1 | 5 |
| | rarely | 21 | 2.90 | 1.136 | .248 | 2.39 | 3.42 | 1 | 5 |
| | sometimes | 43 | 3.21 | .989 | .151 | 2.90 | 3.51 | 1 | 5 |
| | often | 29 | 3.69 | .891 | .165 | 3.35 | 4.03 | 2 | 5 |
| | very true | 5 | 4.20 | 1.095 | .490 | 2.84 | 5.56 | 3 | 5 |
| | Total | 114 | 3.16 | 1.141 | .107 | 2.95 | 3.37 | 1 | 5 |
| Q21 If I'm going to receive a promotion or gain recognition of some kind, I hesitate to tell others until it is an accomplished fact. | Not at all true | 16 | 3.25 | 1.571 | .393 | 2.41 | 4.09 | 1 | 5 |
| | rarely | 21 | 3.38 | 1.359 | .297 | 2.76 | 4.00 | 1 | 5 |
| | sometimes | 43 | 3.49 | .935 | .143 | 3.20 | 3.78 | 1 | 5 |
| | often | 29 | 3.69 | .891 | .165 | 3.35 | 4.03 | 2 | 5 |
| | very true | 5 | 3.60 | 1.673 | .748 | 1.52 | 5.68 | 1 | 5 |
| | Total | 114 | 3.49 | 1.139 | .107 | 3.28 | 3.70 | 1 | 5 |
| Q22 I feel bad and discouraged if I'm not "the best" or at least "very special" in situations that involve achievement. | Not at all true | 16 | 2.38 | 1.258 | .315 | 1.70 | 3.05 | 1 | 5 |
| | rarely | 21 | 2.76 | 1.261 | .275 | 2.19 | 3.34 | 1 | 5 |
| | sometimes | 43 | 3.09 | 1.109 | .169 | 2.75 | 3.43 | 1 | 5 |
| | often | 29 | 3.52 | .911 | .169 | 3.17 | 3.86 | 2 | 5 |
| | very true | 5 | 4.60 | .548 | .245 | 3.92 | 5.28 | 4 | 5 |
| | Total | 114 | 3.11 | 1.185 | .111 | 2.89 | 3.33 | 1 | 5 |
| Q23 I can always manage to solve difficult problems if I try hard enough. | Not at all true | 16 | 3.63 | .806 | .202 | 3.20 | 4.05 | 1 | 4 |
| | rarely | 21 | 2.90 | .995 | .217 | 2.45 | 3.36 | 1 | 4 |
| | sometimes | 43 | 3.19 | .764 | .117 | 2.95 | 3.42 | 2 | 4 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | often | 29 | 3.17 | .711 | .132 | 2.90 | 3.44 | 1 | 4 |
| | very true | 5 | 3.40 | 1.342 | .600 | 1.73 | 5.07 | 1 | 4 |
| | Total | 114 | 3.20 | .843 | .079 | 3.05 | 3.36 | 1 | 4 |
| Q24 If someone opposes me, I can find the means and ways to get what I want. | Not at all true | 16 | 3.25 | .775 | .194 | 2.84 | 3.66 | 2 | 4 |
| | rarely | 21 | 2.57 | 1.028 | .224 | 2.10 | 3.04 | 1 | 4 |
| | sometimes | 43 | 2.91 | .718 | .109 | 2.69 | 3.13 | 1 | 4 |
| | often | 29 | 2.97 | .778 | .145 | 2.67 | 3.26 | 1 | 4 |
| | very true | 5 | 3.20 | 1.304 | .583 | 1.58 | 4.82 | 1 | 4 |
| | Total | 114 | 2.92 | .843 | .079 | 2.76 | 3.08 | 1 | 4 |
| Q25 It is easy for me to stick to my aims and accomplish my goals. | Not at all true | 16 | 3.50 | .516 | .129 | 3.22 | 3.78 | 3 | 4 |
| | rarely | 21 | 2.81 | .750 | .164 | 2.47 | 3.15 | 1 | 4 |
| | sometimes | 43 | 2.98 | .707 | .108 | 2.76 | 3.19 | 1 | 4 |
| | often | 29 | 2.86 | .833 | .155 | 2.55 | 3.18 | 1 | 4 |
| | very true | 5 | 3.60 | .548 | .245 | 2.92 | 4.28 | 3 | 4 |
| | Total | 114 | 3.02 | .752 | .070 | 2.88 | 3.16 | 1 | 4 |
| Q26 I am confident that I could deal efficiently with unexpected events. | Not at all true | 16 | 3.63 | .500 | .125 | 3.36 | 3.89 | 3 | 4 |
| | rarely | 21 | 2.90 | .768 | .168 | 2.55 | 3.25 | 1 | 4 |
| | sometimes | 43 | 2.93 | .704 | .107 | 2.71 | 3.15 | 2 | 4 |
| | often | 29 | 3.21 | .675 | .125 | 2.95 | 3.46 | 2 | 4 |
| | very true | 5 | 3.80 | .447 | .200 | 3.24 | 4.36 | 3 | 4 |
| | Total | 114 | 3.13 | .723 | .068 | 3.00 | 3.27 | 1 | 4 |
| Q27 Thanks to my resourcefulness, I know how to handle unforeseen situations. | Not at all true | 16 | 3.44 | .629 | .157 | 3.10 | 3.77 | 2 | 4 |
| | rarely | 21 | 3.05 | .740 | .161 | 2.71 | 3.38 | 1 | 4 |
| | sometimes | 43 | 3.00 | .690 | .105 | 2.79 | 3.21 | 1 | 4 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | often | 29 | 3.03 | .865 | .161 | 2.71 | 3.36 | 1 | 4 |
| | very true | 5 | 3.60 | .894 | .400 | 2.49 | 4.71 | 2 | 4 |
| | Total | 114 | 3.11 | .757 | .071 | 2.96 | 3.25 | 1 | 4 |
| Q28 I can solve most problems if I invest the necessary effort. | Not at all true | 16 | 3.75 | .577 | .144 | 3.44 | 4.06 | 2 | 4 |
| | rarely | 21 | 3.00 | .894 | .195 | 2.59 | 3.41 | 1 | 4 |
| | sometimes | 43 | 3.16 | .754 | .115 | 2.93 | 3.39 | 1 | 4 |
| | often | 29 | 3.34 | .553 | .103 | 3.13 | 3.56 | 2 | 4 |
| | very true | 5 | 3.40 | .894 | .400 | 2.29 | 4.51 | 2 | 4 |
| | Total | 114 | 3.27 | .744 | .070 | 3.13 | 3.41 | 1 | 4 |
| Q29 I can remain calm when facing difficulties because I can rely on my coping abilities. | Not at all true | 16 | 3.25 | 1.000 | .250 | 2.72 | 3.78 | 1 | 4 |
| | rarely | 21 | 2.71 | .784 | .171 | 2.36 | 3.07 | 1 | 4 |
| | sometimes | 43 | 2.86 | .889 | .136 | 2.59 | 3.13 | 1 | 4 |
| | often | 29 | 3.34 | .553 | .103 | 3.13 | 3.56 | 2 | 4 |
| | very true | 5 | 4.00 | .000 | .000 | 4.00 | 4.00 | 4 | 4 |
| | Total | 114 | 3.06 | .844 | .079 | 2.90 | 3.22 | 1 | 4 |
| Q30 When I am confused with a problem, I can usually find several solutions. | Not at all true | 16 | 3.56 | .629 | .157 | 3.23 | 3.90 | 2 | 4 |
| | rarely | 21 | 2.71 | .784 | .171 | 2.36 | 3.07 | 1 | 4 |
| | sometimes | 43 | 2.91 | .750 | .114 | 2.68 | 3.14 | 2 | 4 |
| | often | 29 | 3.24 | .689 | .128 | 2.98 | 3.50 | 1 | 4 |
| | very true | 5 | 3.40 | 1.342 | .600 | 1.73 | 5.07 | 1 | 4 |
| | Total | 114 | 3.07 | .795 | .074 | 2.92 | 3.22 | 1 | 4 |
| Q31 If I am in trouble, I can usually think of a solution. | Not at all true | 16 | 3.44 | .814 | .203 | 3.00 | 3.87 | 1 | 4 |
| | rarely | 21 | 3.00 | .775 | .169 | 2.65 | 3.35 | 1 | 4 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | sometimes | 43 | 2.95 | .688 | .105 | 2.74 | 3.17 | 2 | 4 |
| | often | 29 | 3.28 | .591 | .110 | 3.05 | 3.50 | 2 | 4 |
| | very true | 5 | 3.60 | .894 | .400 | 2.49 | 4.71 | 2 | 4 |
| | Total | 114 | 3.14 | .727 | .068 | 3.01 | 3.28 | 1 | 4 |
| Q32 I can usually handle whatever comes my way. | Not at all true | 16 | 3.44 | .629 | .157 | 3.10 | 3.77 | 2 | 4 |
| | rarely | 21 | 3.19 | .981 | .214 | 2.74 | 3.64 | 1 | 4 |
| | sometimes | 43 | 2.93 | .799 | .122 | 2.68 | 3.18 | 1 | 4 |
| | often | 29 | 3.03 | .680 | .126 | 2.78 | 3.29 | 2 | 4 |
| | very true | 5 | 3.20 | 1.304 | .583 | 1.58 | 4.82 | 1 | 4 |
| | Total | 114 | 3.09 | .815 | .076 | 2.94 | 3.24 | 1 | 4 |
| Q33 I make myself ready in all my subjects. | Not at all true | 16 | 4.06 | .772 | .193 | 3.65 | 4.47 | 3 | 5 |
| | rarely | 21 | 3.48 | 1.167 | .255 | 2.94 | 4.01 | 1 | 5 |
| | sometimes | 43 | 3.30 | .914 | .139 | 3.02 | 3.58 | 1 | 5 |
| | often | 29 | 3.72 | .882 | .164 | 3.39 | 4.06 | 1 | 5 |
| | very true | 5 | 4.20 | 1.789 | .800 | 1.98 | 6.42 | 1 | 5 |
| | Total | 114 | 3.59 | 1.012 | .095 | 3.40 | 3.78 | 1 | 5 |
| Q34 I pay attention and listen during every discussion. | Not at all true | 16 | 3.75 | 1.125 | .281 | 3.15 | 4.35 | 1 | 5 |
| | rarely | 21 | 3.62 | 1.071 | .234 | 3.13 | 4.11 | 1 | 5 |
| | sometimes | 43 | 3.60 | .821 | .125 | 3.35 | 3.86 | 2 | 5 |
| | often | 29 | 3.83 | .759 | .141 | 3.54 | 4.12 | 3 | 5 |
| | very true | 5 | 4.60 | .894 | .400 | 3.49 | 5.71 | 3 | 5 |
| | Total | 114 | 3.73 | .915 | .086 | 3.56 | 3.90 | 1 | 5 |
| Q35 I want to get good grades in every subject. | Not at all true | 16 | 4.25 | .775 | .194 | 3.84 | 4.66 | 3 | 5 |
| | rarely | 21 | 3.95 | 1.071 | .234 | 3.46 | 4.44 | 1 | 5 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | sometimes | 43 | 3.81 | .794 | .121 | 3.57 | 4.06 | 2 | 5 |
| | often | 29 | 4.00 | .886 | .165 | 3.66 | 4.34 | 2 | 5 |
| | very true | 5 | 4.80 | .447 | .200 | 4.24 | 5.36 | 4 | 5 |
| | Total | 114 | 3.99 | .877 | .082 | 3.83 | 4.15 | 1 | 5 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Q36 I actively participate in every discussion. | Not at all true | 16 | 4.13 | .806 | .202 | 3.70 | 4.55 | 3 | 5 |
| | rarely | 21 | 3.48 | .814 | .178 | 3.11 | 3.85 | 2 | 5 |
| | sometimes | 43 | 3.33 | .892 | .136 | 3.05 | 3.60 | 1 | 5 |
| | often | 29 | 3.66 | .814 | .151 | 3.35 | 3.96 | 2 | 5 |
| | very true | 5 | 4.40 | 1.342 | .600 | 2.73 | 6.07 | 2 | 5 |
| | Total | 114 | 3.60 | .909 | .085 | 3.43 | 3.77 | 1 | 5 |
| Q37 I start papers and projects as soon as they are assigned. | Not at all true | 16 | 3.75 | 1.183 | .296 | 3.12 | 4.38 | 1 | 5 |
| | rarely | 21 | 3.24 | 1.136 | .248 | 2.72 | 3.76 | 1 | 5 |
| | sometimes | 43 | 3.00 | 1.047 | .160 | 2.68 | 3.32 | 1 | 5 |
| | often | 29 | 3.52 | .911 | .169 | 3.17 | 3.86 | 2 | 5 |
| | very true | 5 | 4.80 | .447 | .200 | 4.24 | 5.36 | 4 | 5 |
| | Total | 114 | 3.36 | 1.098 | .103 | 3.16 | 3.56 | 1 | 5 |
| Q38 I enjoy homework and activities because they help me improve my skills in every subject. | Not at all true | 16 | 3.81 | 1.047 | .262 | 3.25 | 4.37 | 2 | 5 |
| | rarely | 21 | 3.29 | 1.056 | .230 | 2.81 | 3.77 | 1 | 5 |
| | sometimes | 43 | 3.19 | 1.006 | .153 | 2.88 | 3.50 | 1 | 5 |
| | often | 29 | 3.72 | .922 | .171 | 3.37 | 4.07 | 2 | 5 |
| | very true | 5 | 4.40 | 1.342 | .600 | 2.73 | 6.07 | 2 | 5 |
| | Total | 114 | 3.48 | 1.050 | .098 | 3.29 | 3.68 | 1 | 5 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Q39 I exert more effect when I do difficult assignments. | Not at all true | 16 | 4.13 | .885 | .221 | 3.65 | 4.60 | 2 | 5 |
| | rarely | 21 | 3.43 | 1.076 | .235 | 2.94 | 3.92 | 1 | 5 |
| | sometimes | 43 | 3.49 | 1.121 | .171 | 3.14 | 3.83 | 1 | 5 |
| | often | 29 | 3.59 | .907 | .168 | 3.24 | 3.93 | 1 | 5 |
| | very true | 5 | 5.00 | .000 | .000 | 5.00 | 5.00 | 5 | 5 |
| | Total | 114 | 3.66 | 1.055 | .099 | 3.46 | 3.85 | 1 | 5 |
| Q40 Solving problems is a usual hobby for me. | Not at all true | 16 | 3.75 | 1.000 | .250 | 3.22 | 4.28 | 2 | 5 |
| | rarely | 21 | 3.48 | .873 | .190 | 3.08 | 3.87 | 2 | 5 |
| | sometimes | 43 | 3.21 | 1.013 | .155 | 2.90 | 3.52 | 1 | 5 |
| | often | 29 | 3.66 | .857 | .159 | 3.33 | 3.98 | 2 | 5 |
| | very true | 5 | 4.60 | .894 | .400 | 3.49 | 5.71 | 3 | 5 |

**Table 3.3 : Descriptive statistics**

**Interpretation**:

Based on the provided descriptive statistics, here are some overall inferences and conclusions:

- **Gender Identification and Age:** Participants tend to identify their gender with responses clustered around the middle of the scale, with means ranging from 1.38 to 1.80. This suggests that there is variability in gender identification among participants, with some feeling less certain than others. Age responses also vary but generally center around 1.64, indicating a diverse age range among participants.
- **Self-Perception and Confidence:** Participants generally exhibit low to moderate levels of self-perception and confidence, with mean scores around 2.42 on a scale of 1 to 5. This suggests that the majority of participants feel less confident in their abilities, though there is some variability in responses.
- **Imposter Syndrome Indicators:** Certain questions related to imposter syndrome, such as feeling like success is due to luck or being afraid of evaluations, show higher mean scores, indicating a tendency towards imposter feelings among some participants. However, the extent varies, with some questions having higher mean scores than others.
- **Problem-Solving and Coping Abilities:** Participants generally express confidence in their problem-solving and coping abilities, with mean scores often 2.03 on a scale of 1 to 4. This suggests that less participants feel capable of handling unexpected events and solving problems, though again, there is some variability in responses.
- **Academic Engagement:** Responses related to academic engagement, such as willingness to participate in discussions and start assignments promptly, vary among participants. While some express high levels of engagement, others indicate lower levels.

### 3.2.4 Hypothesis testing:

IMPOSTER SYNDROME (INDEPENDENT VARIABLE) & SELF -EFFICACY (DEPENDENT VARIABLE)

**1. Linear Regression:**

**Variable Y:** I can always manage to solve difficult problems if I try hard enough (Self-efficacy: "Belief in one's ability to overcome challenges")

**Variable X:** 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. (Imposter syndrome: "Fear of disappointing others")

- **Null Hypothesis (H0):** There is no statistically significant linear relationship between fear of disappointing others and belief in one's ability to overcome challenges.
- **Alternative Hypothesis (H1):** There is statistically significant linear relationship between fear of disappointing others and belief in one's ability to overcome challenges.

| SUMMARY OUTPUT | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| *Regression Statistics* | | | | | | | |
| Multiple R | 0.196455647 | | | | | | |
| R Square | 0.038594821 | | | | | | |
| Adjusted R Square | 0.030010846 | | | | | | |
| Standard Error | 0.665905449 | | | | | | |
| Observations | 114 | | | | | | |
| | | | | | | | |
| ANOVA | | | | | | | |
| | *df* | *SS* | *F* | *Significance F* | | | |
| Regression | 1 | 1.993727208 | 4.496147997 | 0.036178425 | | | |
| Residual | 112 | 49.66416753 | | | | | |
| Total | 113 | 51.65789474 | | | | | |
| | | | | | | | |
| | *Coefficients* | *Standard Error* | *P-value* | *Lower 95%* | *Upper 95%* | *Lower 95.0%* | *Upper 95.0%* |
| Intercept | 0.92114788 | 0.353007643 | 0.010308131 | 0.221708486 | 1.620587271 | 0.22170849 | 1.62058727 |
| When people praise me for so | 0.171406412 | 0.080836363 | 0.036178425 | 0.011239521 | 0.3315733 | 0.01123952 | 0.3315733 |

**Table 3.4: Linear regression between imposter syndrome and self-efficacy**

**Interpretation:**

In this linear regression analysis, we are testing the relationship between two variables: "Fear of disappointing others" -Variable X and "Belief in one's ability to overcome challenges"- Variable Y. The null hypothesis (H0) states that there is no statistically significant linear relationship between these two variables, while the alternative hypothesis (H1) suggests that there is a statistically significant linear relationship.

- **Regression Statistics:**

Multiple R: The correlation coefficient between the two variables is 0.196, indicating a weak positive linear relationship.

R Square: The coefficient of determination is 0.039, suggesting that only 3.9% of the variance in belief in one's ability to overcome challenges can be explained by fear of disappointing others.

Standard Error: The standard error of the estimate is 0.666.

- **ANOVA (Analysis of Variance):**

The F-statistic is 4.496 with a corresponding p-value of 0.036, which is less than the significance level (usually 0.05). Therefore, we reject the null hypothesis and conclude that the regression model is statistically significant.

- **Coefficients:**

Intercept: The intercept of the regression line is 0.921, indicating that when the fear of disappointing others is zero, the predicted value of belief in one's ability to overcome challenges is 0.921.

Coefficient for "When people praise me for something I've accomplished...": The coefficient is 0.171, suggesting that for a one-unit increase in the fear of disappointing others, belief in one's ability to overcome challenges increases by 0.171 units.

The p-value associated with the coefficient for "When people praise me for something I've accomplished..." is 0.036, which is less than the significance level. **Therefore, we reject the null hypothesis accept the alternate hypothesis.** We conclude that there is a statistically significant linear relationship between fear of disappointing others and belief in one's ability to overcome challenges.

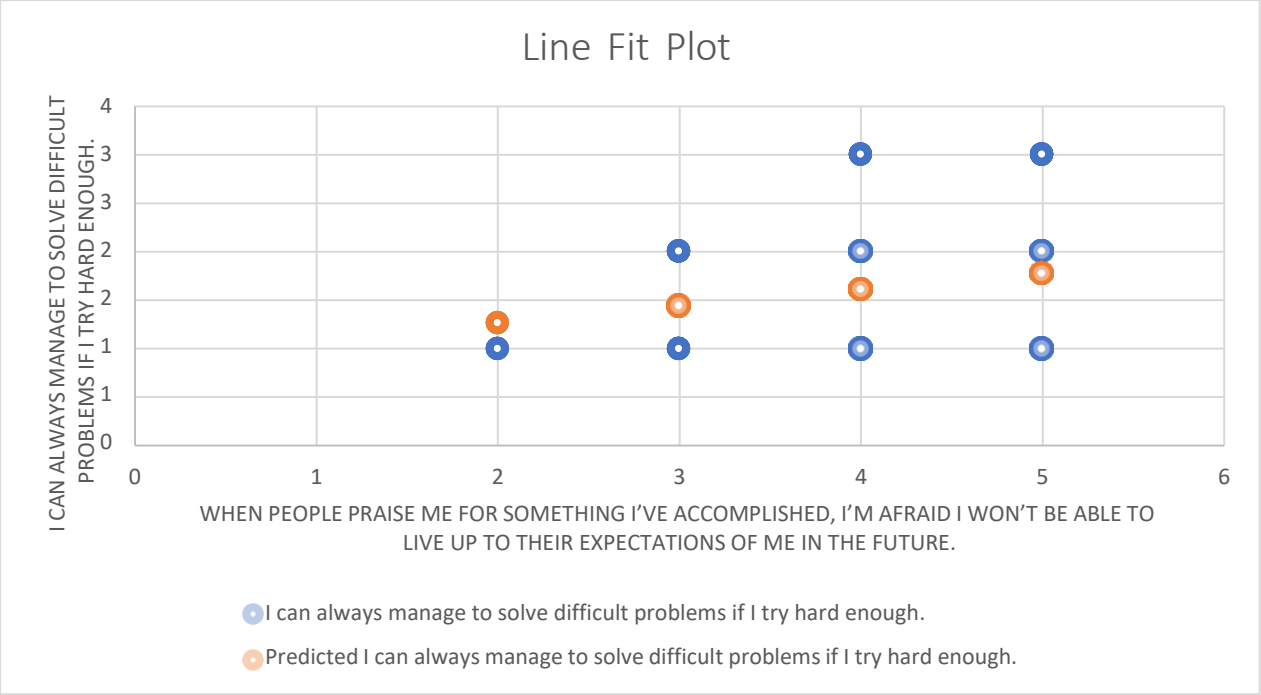


**Chart 3.1: Line fit plot between imposter syndrome and self-efficacy**

**Interpretation:**

Here is a description of the axes and the data points:

The x-axis is labeled "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." The y-axis is labeled "I can always manage to

solve difficult problems if I try hard enough."

There are two types of data points on the plot: blue circles and red circles. The blue circle is labeled "I can always manage to solve difficult problems if I try hard enough," suggesting that these are actual data points collected from respondents. The red circles are labeled "Predicted I can always manage to solve difficult problems if I try hard enough," indicating that these are predicted values based on some kind of model.

From this scatter plot, we can infer the following:

There is variation in how individuals rate their ability to solve difficult problems and their fear of not living up to expectations after receiving praise. This indicates that these feelings are not the same across individuals.

The predicted values (red circles) seem to follow a trend whereas the fear of not living up to expectations increases, the confidence in problem-solving ability decreases. This suggests that

the model used to predict these values assumes a negative relationship between these two variables. The actual data points (blue circles) do not appear to follow a clear linear relationship, which could mean that the relationship between the two variables is not strong or that other factors may influence the relationship.

In summary, while the model predicts a negative relationship between the fear of not meeting future expectations and confidence in problem-solving abilities, the actual data points do not show a clear linear trend, which implies that the relationship may be more complex than the model suggests.

**2. Correlation:**

**Variable 1:** Sometimes I feel or believe that my success in my life or in my job has been the result of some kind of error (Imposter syndrome: “attributing success to luck”)

**Variable 2:** I am confident that I could deal efficiently with unexpected events (Self efficacy: “confidence in handling unforeseen situations”)

- **Null Hypothesis (H0):** There is no statistically significant correlation between attributing success to luck and confidence in handling unforeseen situations.
- **Alternative Hypothesis (H1):** There is statistically significant correlation between attributing success to luck and confidence in handling unforeseen situations.

| | | | | |
|---|---|---|---|---|
| | | *Sometimes I feel or believe that my success in my life or in my job has been the result of some kind of error.* | *I am confident that I could deal efficiently with unexpected events.* | |
| | Sometimes I feel or believe that my success in my life or in my job | | | |

| | | | | |
|---|---|---|---|---|
| | has been the result of some kind of error. | 1 | | |
| | I am confident that I could deal efficiently with unexpected events. | -0.65911194 | 1 | |
| | | | | |

**Table 3.5: Correlation between attributing success to luck and confidence in handling unforeseen situations**

**Interpretation:**

The correlation coefficient between the variable "Sometimes I feel or believe that my success in my life or in my job has been the result of some kind of error" and itself (auto-correlation) is 1. This is because a variable perfectly correlates with itself.

The correlation coefficient between "Sometimes I feel or believe that my success in my life or in my job has been the result of some kind of error" and "I am confident that I could deal efficiently with unexpected events" is -0.659.

The negative correlation coefficient (-0.659) indicates a moderate negative relationship between the two variables. In other words, as the level of belief in impostor syndrome ("Sometimes I feel or believe that my success in my life or in my job has been the result of some kind of error") increases, the confidence in dealing with unexpected events ("I am confident that I could deal efficiently with unexpected events") tends to decrease.

This suggests that individuals who experience higher levels of impostor syndrome may also have lower confidence in their ability to handle unexpected events efficiently. Conversely, those who have lower levels of impostor feelings may exhibit higher confidence in dealing with unexpected events. **Thus, Null Hypothesis is rejected and alternate hypothesis is accepted in this case.**

**3. Correlation:**

**Variable 1:** I often compare my ability to those around me and think they may be more intelligent than I am. (Imposter syndrome: "feeling less intelligent compared to others") Variable 2: I can usually handle whatever comes my way. (Self-efficacy: "overall ability to manage challenges")

- **Null Hypothesis (H0):** There is no significant correlation between feeling less intelligent compared to others and overall ability to manage challenges.
- **Alternative Hypothesis (H1):** There is significant correlation between feeling less intelligent compared to others and overall ability to manage challenges.

| | | |
|---|---|---|
| | *I often compare my ability to those around me and think they may be more intelligent than I am.* | *usually handle whatever comes my way.* |

| | | |
|---|---|---|
| I often compare my ability to those around me and think they may be more intelligent than I am. | 1 | |
| I can usually handle whatever comes my way. | -0.533673652 | 1 |
| | | |

**Table 3.6: Correlation between feeling less intelligent compared to others and overall ability to manage challenges**

**Interpretation:**

The correlation coefficient between the variable "I often compare my ability to those around me and think they may be more intelligent than I am" and itself (auto-correlation) is 1. This is because a variable perfectly correlates with itself.

The correlation coefficient between "I often compare my ability to those around me and think they may be more intelligent than I am" and "I can usually handle whatever comes my way" is
-0.534.

The negative correlation coefficient (-0.534) indicates a moderate negative relationship between the two variables. In other words, as the tendency to compare one's ability to others and perceive them as more intelligent increases, the belief in one's ability to handle whatever comes their way tends to decrease.

This suggests that individuals who frequently engage in comparison with others and perceive them as more intelligent may also have lower confidence in their ability to handle challenges or unexpected situations. Conversely, those who engage less in comparison and perceive themselves as capable may exhibit higher confidence in handling various situations. **Thus, Null Hypothesis is rejected and alternate hypothesis is accepted in this case.**

**IMPOSTER SYNDROME (INDEPENDENT VARIABLE) & ACADEMIC PERFORMANCE (DEPENDENT VARIABLE)**

**1. Linear regression:**

Variable Y: I want to get good grades in every subject (Academic Performance: “drive to achieve good grades”).

Variable X: 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. (Imposter syndrome: "Fear of disappointing others")

- **Null Hypothesis (H0):** There is no statistically significant linear relationship between fear of disappointing others and drive to achieve good grades.
- **Alternative Hypothesis (H1):** There is statistically significant relationship between fear of disappointing others and drive to achieve good grades.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| SUMMARY OUTPUT | | | | | | | | |
| | | | | | | | | |
| *Regression Statistics* | | | | | | | | |
| Multiple R | 0.10800472 | | | | | | | |
| R Square | 0.01166502 | | | | | | | |
| Adjusted R S | 0.0028406 | | | | | | | |
| Standard Err | 0.87615472 | | | | | | | |
| Observations | 114 | | | | | | | |
| | | | | | | | | |
| ANOVA | | | | | | | | |
| | *df* | *SS* | *MS* | *F* | *Significance F* | | | |
| Regression | 1 | 1.014754444 | 1.014754444 | 1.321902299 | 0.252700102 | | | |
| Residual | 112 | 85.97647366 | 0.767647099 | | | | | |
| Total | 113 | 86.99122811 | | | | | | |
| | | | | | | | | |
| | *Coefficients* | *tandard Erro* | *t Stat* | *P-value* | *Lower 95%* | *Upper 95%* | *Lower 95.0%* | *Upper 95.0%* |
| Intercept | 3.465615311 | 0.464464338 | 7.461532088 | 1.97E-11 | 2.545338824 | 4.385891779 | 2.545338824 | 4.385891779 |
| When people | 0.122285422 | 0.106359118 | 1.1497401 | 0.2527001 | -0.08845167 | 0.333022551 | -0.08845167 | 0.333022551 |
| | | | | | | | | |

**Table 3.7: Linear regression between Imposter syndrome and academic performance.**

**Interpretation:**

- **Regression Statistics:**

Multiple R: The multiple correlation coefficient (R) measures the strength and direction of the linear relationship between the predictor variable(s) and the response variable. In this case, the multiple R is 0.108, indicating a weak positive correlation between the predictor variable and the response variable.

R Square: Also known as the coefficient of determination, R-squared represents the proportion of variance in the response variable that is explained by the predictor variable(s). In this case, R- squared is 0.012, indicating that only about 1.2% of the variance in the response variable is explained by the predictor variable.

Adjusted R Square: Adjusted R-squared adjusts the R-squared value for the number of predictor variables in the model. It penalizes the addition of unnecessary predictors. The adjusted R-squared here is 0.003.

Standard Error: This represents the standard deviation of the residuals, which are the differences between the observed and predicted values of the response variable. In this case, the standard error is 0.876.

- **ANOVA (Analysis of Variance):**

F-value: The test statistic for the overall significance of the regression model. In this case, the F- value is 1.322 with a corresponding p-value of 0.253, suggesting that the regression model as a whole is not statistically significant at the conventional significance level of 0.05.

- **Coefficients:**

Intercept: Represents the estimated value of the response variable when all predictor variables are zero. The intercept is statistically significant with a coefficient of 3.466 and a p-value of nearly zero.

Predictor Variable: Represents the slope coefficient for the predictor variable "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." The coefficient is 0.122 with a p-value of 0.253, indicating that this predictor variable is not statistically significant at the conventional significance level of 0.05.

Overall, the regression model does not appear to be a good fit for the data, as the R-squared value is low and the predictor variables are not statistically significant. **Thus, Null Hypothesis is accepted in this case.**

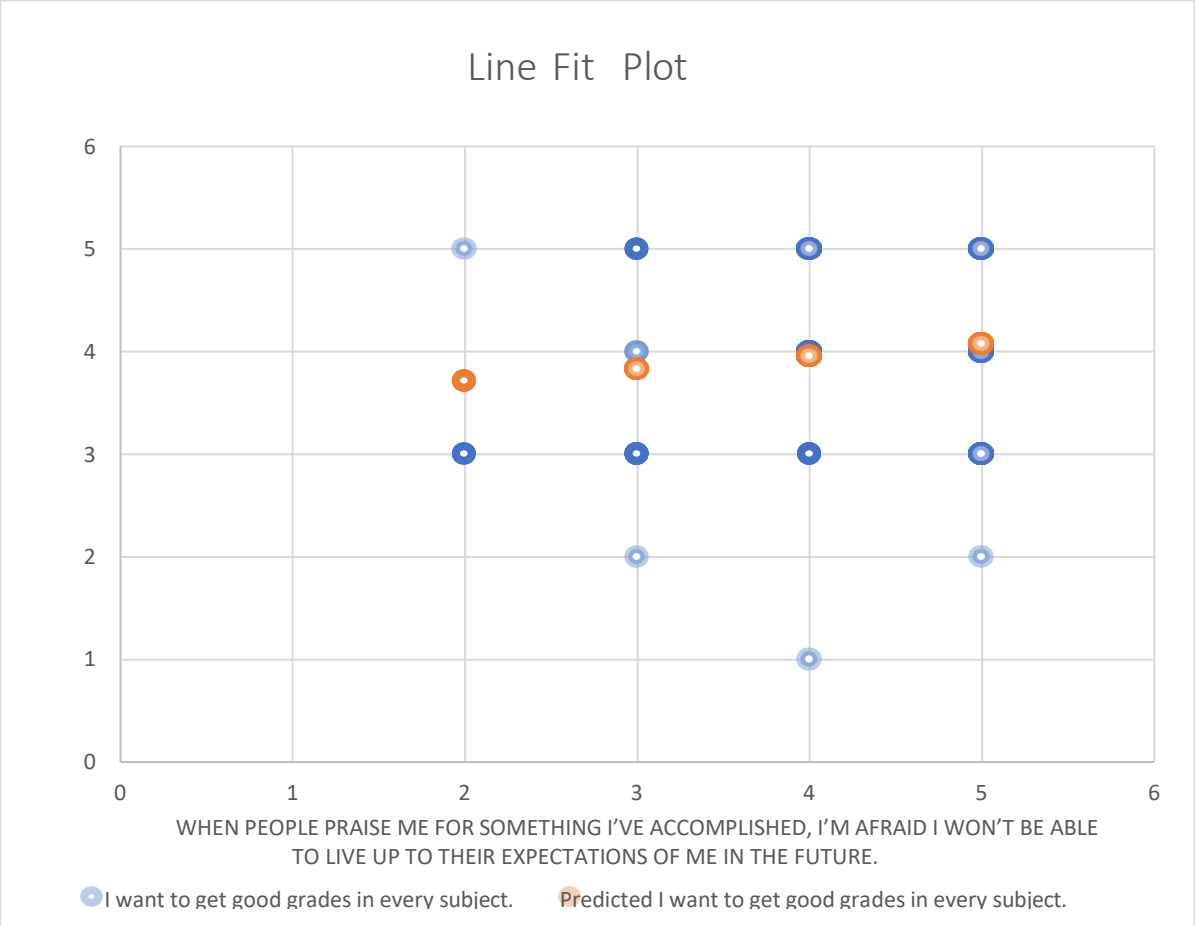


**Chart 3.2: Line fit plot between Imposter syndrome and Academic performance**

**Interpretation:**

From this scatter plot, we can infer the following:

The actual responses (blue circles) are evenly distributed across the scale for the x-axis, suggesting that individuals have varying levels of fear about living up to expectations after being praised, regardless of their desire to get good grades.

The predicted responses (red circles) seem to be consistently around the mid-range of the y-axis across all levels of the x-axis. This indicates that the model used for prediction does not show a strong relationship between the fear of not living up to expectations and the desire to get good grades, as the predictions do not vary much with changes in the x-axis.

There is no clear trend or correlation visible in the actual responses. The points do not form a distinct pattern or line, suggesting that the desire to get good grades may not be directly related to the level of fear indicated by the respondents concerning living up to expectations after being praised.

In conclusion, the scatter plot does not show a clear relationship between the two variables. It appears that a person's desire to get good grades in every subject does not significantly change based on their fear of not living up to expectations following praise. The predicted values suggest a consistent desire for good grades regardless of the fear level. **Thus Null hypothesis is accepted in this case.**

**2. Correlation:**

**Variable 1:** Sometimes I feel or believe that my success in my life or in my job has been the result of some kind of error (Imposter syndrome: "attributing success to luck").

**Variable 2:** I start papers and projects as soon as they are assigned (Academic performance: "proactive academic behaviour").

- **Null Hypothesis (H0):** There is no statistically significant correlation between attributing success to luck and proactive academic behavior.
- **Alternative Hypothesis (H1):** There is statistically significant correlation between attributing success to luck and proactive academic behavior.

| | | | | |
|---|---|---|---|---|
| | | | | |
| | | *Sometimes I feel or believe that my success in my life or in my job has been the result of some kind of error.* | *t papers and projects as soon as they are assigned.* | |
| | Sometimes I feel or believe that my success in my life or in my job has been the result of some kind of error. | 1 | | |
| | I start papers and projects as soon as they are assigned. | -0.02684471 | 1 | |
| | | | | |

**Table 3.8: Correlation analysis between attributing success to luck and proactive academic behaviour.**

**Interpretation**:
The correlation coefficient between "Sometimes I feel or believe that my success in my life or in my job has been the result of some kind of error" and "I start papers and projects as soon as they are assigned" is approximately -0.0268.
The correlation coefficient is close to zero, indicating a very weak or negligible linear relationship between the two variables.
The negative sign suggests a slight tendency that as the feeling of success being the result of error increases, the likelihood of starting papers and projects as soon as they are assigned may decrease slightly, but this relationship is very weak.
Based on this correlation coefficient, we can infer that there is no substantial relationship between feeling that success is due to error and the promptness in starting papers and projects.. **Thus, Null hypothesis is accepted in this case.**

**3. Correlation:**

**Variable 1:** I often compare my ability to those around me and think they may be more intelligent than I am. (Imposter syndrome: "feeling less intelligent compared to others")

**Variable 2:** I actively participate in every discussion. (Academic performance: "active participation in class discussion")

- **Null Hypothesis (H0):** There is no significant correlation between feeling less intelligent compared to others and active participation in class discussions.
- **Alternative Hypothesis (H1):** There is significant correlation between feeling less intelligent compared to others and active participation in class discussion.

| | | | | |
|---|---|---|---|---|
| | | *I often compare my ability to those around me and think they may be more intelligent than I am.* | *ely participate in every discussion.* | |
| | I often compare my ability to those around me and think they may be more intelligent than I am. | 1 | | |
| | I actively participate in every discus | 0.01416445 | 1 | |
| | | | | |

**Table 3.9: Correlation analysis correlation between feeling less intelligent compared to others and active participation in class discussions.**

**Interpretation:**
The correlation coefficient between "I often compare my ability to those around me and think they may be more intelligent than I am" and "I actively participate in every discussion" is approximately 0.014. This

value indicates a very weak positive correlation between the two variables.
A correlation coefficient close to zero suggests that there is almost no linear relationship between the two variables. In this case, the correlation coefficient being close to zero suggests that there is very little, if any, relationship between the tendency to compare one's ability to others and the tendency to actively participate in discussions. There is no significant linear relationship between the tendency to compare one's ability to others and the tendency to actively participate in discussions.
Therefore, we cannot infer any meaningful association or influence between these two variables based on the correlation analysis alone. **Thus, Null hypothesis is accepted in this case**.

### 4.1 RESEARCH OUTCOME AND FINDINGS

Based on the extensive analysis provided, let's summarize the research outcomes and findings:

- **Relationship between Imposter Syndrome and Self-Efficacy:** The study found a statistically significant linear relationship between certain aspects of imposter syndrome, such as fear of disappointing others, and self-efficacy. Specifically, individuals who reported higher levels of fear of disappointing others tended to have lower belief in their ability to overcome challenges.
- **Relationship between Imposter Syndrome and Academic Performance:** The analysis did not reveal a significant linear relationship between fear of disappointing others (a component of imposter syndrome) and the drive to achieve good grades. This suggests that while imposter syndrome may impact self-efficacy, its direct effect on academic performance may be more nuanced or mediated by other factors.
- **Correlation between Imposter Syndrome and Self-Efficacy:** The study identified a significant negative correlation between attributing success to luck (another component of imposter syndrome) and confidence in handling unforeseen situations. This suggests that individuals who attribute their success to luck may have lower confidence in their ability to cope with unexpected events.
- **Correlation between Imposter Syndrome and Academic Behaviors:** The analysis did not find a significant correlation between attributing success to luck and proactive academic behavior, such as starting papers and projects promptly. Similarly, there was no significant correlation between feeling less intelligent compared to others (a component of imposter syndrome) and active participation in class discussions.
- **Overall Implications:** The findings highlight the complexity of the relationship between imposter syndrome, self-efficacy, and academic performance among MBA students. While certain aspects of imposter syndrome were found to impact self-efficacy, its direct influence on academic performance may be limited. Other factors, such as coping mechanisms and academic behaviors, may mediate the relationship between imposter syndrome and academic outcomes. These findings underscore the importance of addressing imposter syndrome in educational settings, not only to bolster students' confidence and self-efficacy but also to promote proactive academic behaviors and overall well-being.

### 4.2 Theoretical Implications:

Based on the findings of the study regarding the effects of imposter syndrome on self-efficacy and academic performance among MBA students, there are several theoretical implications that can be drawn:

- **Understanding Imposter Syndrome Dynamics:** This study sheds light on the nuanced aspects of imposter syndrome and its impact on self-efficacy and academic performance. By exploring

different dimensions of imposter syndrome, such as fear of disappointing others and attributing success to luck, the research contributes to a deeper understanding of how these factors influence students' perceptions of their abilities and their academic outcomes.

- **Validation of Theoretical Constructs:** The study provides empirical evidence supporting the theoretical constructs of imposter syndrome, self-efficacy, and academic performance within the context of MBA students in private universities. The high reliability coefficient (Cronbach's Alpha) indicates the internal consistency of the scales used to measure these constructs, affirming their validity as research variables.
- **Implications for Intervention Strategies**: By uncovering the relationship between imposter syndrome and academic performance, the study offers implications for intervention strategies aimed at mitigating the negative effects of imposter feelings. Educators, counselors, and policymakers can utilize these findings to design targeted interventions that promote self-efficacy and resilience among MBA students. Such interventions may include cognitive-behavioral techniques, mentoring programs, or academic support initiatives tailored to address specific aspects of imposter syndrome.
- **Advancement of Academic Literature:** The research contributes to the existing academic literature by filling gaps in our understanding of imposter syndrome and its ramifications in the educational domain. By providing empirical evidence and theoretical insights, the study enriches scholarly discourse on psychological factors influencing student success, thereby facilitating further research and theoretical development in this area.
- **Practical Implications for Educational Institutions**: The findings have practical implications for educational institutions, particularly private universities offering MBA programs. Institutions can utilize the insights from this study to enhance their support services and academic programs, fostering a supportive environment that empowers students to overcome imposter feelings and achieve their academic potential. Additionally, awareness-raising initiatives and workshops can be organized to educate students, faculty, and staff about imposter syndrome and its management strategies.

In conclusion, this study not only advances our theoretical understanding of imposter syndrome but also offers practical implications for addressing this phenomenon in the context of MBA education. By elucidating the intricate relationship between imposter syndrome, self-efficacy, and academic performance, the research contributes to the promotion of student well-being and academic success in private university settings.

### 4.3 Managerial Implications:

Based on the findings of the study regarding the effects of imposter syndrome on self-efficacy and academic performance among MBA students, there are several managerial implications that can be drawn:

- **Awareness and Education:** Educators and administrators should raise awareness about imposter syndrome among MBA students. By understanding the phenomenon and its potential impacts on self-efficacy and academic performance, students can recognize and address these feelings early on.
- **Support Services:** Universities can offer support services such as counseling and mentoring programs tailored to address imposter syndrome. Providing avenues for students to discuss their feelings of inadequacy and receive guidance can help them build resilience and confidence.
- **Skill-Building Workshops:** Workshops focusing on building self-efficacy and coping strategies can

be beneficial. These workshops can teach students techniques to manage imposter feelings, such as reframing negative thoughts and setting realistic goals.

- **Feedback and Recognition**: Educators can provide constructive feedback and recognition to combat imposter syndrome. By acknowledging students' accomplishments and providing encouragement, educators can help boost students' confidence and self-esteem.
- **Promoting a Growth Mindset:** Emphasizing a growth mindset can help shift students' perspectives from fixed abilities to the belief that intelligence and abilities can be developed through effort and perseverance. Encouraging a culture of learning and resilience can help combat feelings of inadequacy.
- **Mentorship Programs:** Implementing mentorship programs where MBA students can connect with successful alumni or professionals in their field can provide valuable guidance and support. Mentors can share their own experiences with imposter syndrome and provide advice on how to navigate challenges.
- **Academic Support:** Universities can offer academic support services, such as tutoring and study groups, to help students improve their academic performance. Providing additional resources and assistance can alleviate some of the pressure associated with imposter syndrome.
- **Creating a Supportive Environment:** Fostering a supportive and inclusive environment where students feel comfortable expressing their concerns and seeking help is crucial. Encouraging open communication and collaboration can help students feel valued and supported.

  Overall, addressing imposter syndrome among MBA students requires a multifaceted approach that combines awareness, education, support services, and a positive learning environment. By implementing these strategies, universities can help empower students to overcome imposter feelings and achieve academic success.

### 4.4 Limitations of the Study:

It's essential to acknowledge certain limitations that may affect the generalizability and interpretation of the findings. Here are some potential limitations:

- **Sample Size:** While a sample size of 114 is reasonable for a study of this nature, it may limit the generalizability of your findings to a broader population. A larger sample size would provide greater statistical power and increase the reliability of your results.
- **Sampling Bias**: The sample of MBA students from a private university might not be representative of all MBA students or students in different types of institutions. It's essential to consider whether the characteristics of your sample accurately reflect the broader population of MBA students.
- **Self-Report Measures:** Reliance on self-report measures for constructs like impostor syndrome and self-efficacy may introduce response bias or social desirability bias, affecting the accuracy of the data collected.
- **Linear Regression Assumptions**: While linear regression is a useful statistical tool, it relies on several assumptions, including linearity, independence of observations, homoscedasticity, and normality of residuals. Violations of these assumptions could affect the validity of your regression results.
- **Generalizability:** Given that your study focuses on MBA students in a private university, caution should be exercised when generalizing the findings to other student populations or academic contexts.

- **Control Variables**: It's essential to consider potential confounding variables that were not included in your analysis but could influence the relationships between impostor syndrome, self-efficacy, and academic performance.

  Addressing these limitations in future research could enhance the robustness and applicability of the findings.

### 4.5 Conclusion:

The study aimed to investigate the effects of imposter syndrome on self-efficacy and academic performance among MBA students in private universities. The motivation for this research stemmed from the recognition of imposter syndrome as a prevalent issue among high-achieving individuals, potentially leading to negative consequences such as decreased self-efficacy and academic performance. By delving into this phenomenon, the study aimed to fill crucial gaps in understanding and contribute to the development of intervention strategies.Through a meticulous approach involving both primary and secondary data collection methods, the study garnered insights from 114 participants at CMS Business School, Bengaluru. The data analysis encompassed various statistical techniques, including linear regression, correlation analysis, reliability statistics, and factor analysis, to examine the relationships between imposter syndrome, self-efficacy, and academic performance.

The results revealed several significant findings. Firstly, concerning the relationship between imposter syndrome and self-efficacy, it was found that the fear of disappointing others was positively associated with the belief in one's ability to overcome challenges. This indicated that individuals experiencing higher levels of imposter feelings tended to exhibit lower self-efficacy. Similarly, attributing success to luck showed a negative correlation with confidence in handling unforeseen situations, further reinforcing the detrimental impact of imposter syndrome on self- efficacy.Moreover, the study explored the association between imposter syndrome and academic performance. While there was no significant linear relationship observed between the fear of disappointing others and the drive to achieve good grades, it was found that attributing success to luck was negatively correlated with proactive academic behavior. However, the correlation between feeling less intelligent compared to others and active participation in class discussions was negligible, suggesting no significant influence of imposter feelings on this aspect of academic performance.

In conclusion, this study provided valuable insights into the complex interplay between imposter syndrome, self-efficacy, and academic performance among MBA students. The findings underscored the importance of addressing imposter feelings to enhance students' confidence and overall academic success. Moving forward, targeted interventions tailored to mitigate imposter syndrome could play a pivotal role in promoting student well-being and performance in educational settings.

### 4.6 Scope for Future Research:

There are several avenues for future research that could expand upon and build upon your work:

- **Longitudinal Studies:** Conduct longitudinal studies to explore the dynamic nature of impostor syndrome, self-efficacy, and academic performance over time. This would allow for a deeper understanding of how these constructs evolve and interact throughout the course of an MBA program.
- **Intervention Studies:** Design and implement interventions aimed at reducing impostor syndrome and enhancing self-efficacy among MBA students. Evaluate the effectiveness of these interventions

in improving academic performance and overall well-being.

- **Comparative Studies**: Compare the experiences of MBA students with those in other academic disciplines or professional fields. Investigate whether the prevalence and impact of impostor syndrome vary across different contexts and populations.
- **Qualitative Research**: Conduct qualitative research to gain a richer understanding of the lived experiences of MBA students struggling with impostor syndrome. Explore the underlying factors contributing to impostor feelings and the strategies students employ to cope with these feelings.
- **Cultural and Contextual Factors**: Investigate how cultural and contextual factors influence the manifestation and consequences of impostor syndrome among MBA students. Compare the experiences of students from diverse cultural backgrounds and educational settings.
- **Role of Support Systems:** Examine the role of social support networks, mentorship programs, and institutional resources in mitigating impostor syndrome and fostering self- efficacy among MBA students. Identify effective support strategies that can be implemented at the individual, interpersonal, and institutional levels.
- **Career Outcomes**: Explore the long-term implications of impostor syndrome on career development and advancement among MBA graduates. Investigate whether individuals who experience impostor feelings during their MBA program face unique challenges or barriers in their professional lives.

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