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AMRENDRA KUMAR SINGH,  
Northern Border University (Saudi Arabia)  
e-mail: amar.jnu@gmail.com, ORCID 0000-0002-7350-3333

## WHAT IMPOSTORS PHENOMENON AND FEAR OF SUCCESS TALK ABOUT INDIAN SCHOOL EDUCATION?: AN EMPIRICAL STUDY

The present paper traces the status of impostors in school education in India. Impostor syndrome describes psychological phenomenon when person cannot ascribe his/her achievements to his/her efforts. Moreover, the paper assesses the level of fear of success among the adolescents which creates undue pressure on the students to excel and compete with their peers. The sole objective of the school educational system has turned out to be job oriented as the numbers of quality educational institutions are very less which ensures better career prospects for the students. A group of  $n = 140$  high school students were chosen for the current study. The variables like, family background, gender, educational level, age etc do have relationships with impostor phenomenon and fear of success. The results of the study justifies the scenario wherein high achievement in comprehensive examinations is directly proportionate to fear of success as the high achievers demonstrated different values than the low achievers. The results also indicate that the students with fear of success have equal ability to achieve academically as well as in non-academic tasks. Moreover, the impostors show direct relationship with fear of success. The study proposes the need of more intervention programs and an educational policies which ensures multi-dimensional counseling programs to meet all the attributes of success/ performance fearing individuals.

**Key words:** Impostor phenomenon; fear of success; school education; India; Regression analysis.

### 1. Introduction

The situation is alarming; there is a heavy competition for students, poor infrastructure (Barnshaw & Dunietz, 2015) strong scrutiny and pressure by the central government agencies on the educational set ups to deliver and bring out the best outcome have left the educational institutions build pressure not only on their staff but also on the students (Howard, 2015). This pressure is somewhere enhanced because of consumerism in educational institutions where the parents expect a lot from intuitions to do everything possible to meet up the demands of the market which must ultimately lead to a better career prospects for their wards (Potter, 2011, Woodson, 2015). This has lead to mushrooming of private tuition classes and academies all over India to meet up the parents' expectation. Consequently, the students are overly packed up and burdened with peer as well as social pressure to achieve more; and there is no limit to this 'more' because getting admission into the best academic higher educational institutions is the only goal for all. Anxiety as a disorder is seen in about 8% of children and adolescents worldwide (Bernstein & Borchardt, 1991). There is a still larger percentage of children and adolescents in whom anxiety goes undiagnosed owing to the internalized nature of the symptoms (Tomb & Hunter, 2004). Anxiety has substantial negative effects on children's social, emotional and academic success (Essau, Conradt, & Petermann, 2000). Depression is becoming the most common mental health problem suffering college students these days (Arehart-Treichel, 2002) - caused by poor social problem-solving, cognitive distortions and family conflict (Becker-Weidman, Reinecke, Jacobs, Martinovich, Silva, & March, 2009) as well as with alienation from parents and peers, helpless attribution style, gender, and perceived criticism

from teachers (Smith, Calam, & Bolton, 2009). Mental health problems among children and adolescents are frequent in India as well (Narang, 1994; Verma, & Singh, 1998).

Psychiatrists have expressed concern at the emergence of education as a serious source of stress for school-going children - causing high incidence of deaths by suicide (D'Mello, 1997). It has been observed in India that adolescents do report the psychiatrists with school-related depression, exams phobia, high level of anxiety, physical ailments, mood swings, low level of enthusiasm in learning activities and other extra-curricular participations which result in their frequent refusal to attend regular school and unfinished school works (Edwards, 2015). Fear of school failure is reinforced by both the teachers and the parents, causing children lose interest in studies (Verma, & Gupta, 1990; Shah, 1991). Similar situations have been observed in East Asian countries where such cases are termed as 'high school senior symptoms' or 'entrance examination symptoms' to specify mental health issues among students (Lee, & Larson, 2000). The self-worth of students in the Indian society is mostly determined by good academic performance, and not by vocational and/or other individual qualities (Varma, 1998). Indian parents report removing their TV cable connections and vastly cutting down on their own social lives in order to monitor their children's homework (The Tribune 1999, March 8). Because of academic stress and failure in examination, every day 6.23 Indian students commit suicide (NCRB, 2008) - raising questions regarding the effects of the school system on the wellbeing of young people. Ganesh and Magdalin (2007) found that Indian children from non-disrupted families have higher academic stress than children from disrupted families.

Given the said background, the purpose of this study

was to evaluate the case of Imposter Phenomenon and Fear of Success among the of 9<sup>th</sup> and 10<sup>th</sup> graders Indian students' as well its association with various psycho-social factors and its effects on mental health.

### **1.1 Statement of the Problem**

Will I score desired marks or will I get admission to my preferred course? Will I fulfil my parents' dreams? - These are the worries of students in school education in India. And when they don't fulfil these aspirations, often they do feel shame and guilt which has resulted in disastrous consequences in the recent past. "Misguided parents are the heart of the problem", said P V Sankaranarayanan (*Sneha*, Chennai, India based NGO). It's the hothouse teaching approach that has caused an immense burden of the students to outperform others to get better opportunities. The data suggests a grim picture of southern India than the Northern region but there were many cases registered in the recent parts just after the high school and senior secondary results were announced. Since the scores in national board exams often determine the chances of getting admissions in top colleges and subsequent employment opportunities, students are often pressurized at home to succeed and when they don't, suicide becomes a only way out. In 2013 alone, 2,471 suicides were attributed to "failure in examination" (According to Health Ministry, Government of India).

Greater expectations and academic pressure have caused pressure on the learners that has led to significant rise in the suicidal cases in India, especially because of failing in their academic performance to excel in their lives for better future prospects. Changing the social dynamics, especially in the urban set ups in India has witnessed a change in lifestyle and the aspirations of the parents have also shifted from their children to their own demands that fail to provide enough moral support which result in such cases. In last three years over 16000 students have committed suicide due to fear of success in their academic pursuits (According to Health Ministry, Government of India). Recent reports suggest that in 2016, 2,413 students committed suicide that amounts to 25 percent of total suicide cases. India tops the list of countries in suicide cases for youths aged 15 - 29 years due to societal pressures to outperform in their professional lives (Lancet report, 2012 as published in *Business Standard*, 2018).

In the present study, the phenomenon of Fear of Success and Imposters is explored at the school level. An attempt will also be made to explain the various factors cause this and the necessary steps taken in this direction by the school administration.

### **1.2 Objective of the study**

The following are the broad objectives of the present study:

1. To study the occurrence of imposter phenomenon among the 9<sup>th</sup> and 10<sup>th</sup> school students.
2. To study the occurrence of imposter phenomenon among male & female students.
3. To study the association of demographic factors to imposter phenomenon.
4. To study the difference between male and female students regarding the learning abilities.
5. To study the difference between male and female regarding the fear of success.
6. To study the difference between male and females regarding imposter phenomenon.

### **1.3 Research Questions**

The present dissertation aims to answer the following questions:

- a. What are the characteristics of families of students that are most at risk Fear of success/ Imposter Phenomenon?
- b. What are the community factors that influence fear of success/imposter phenomenon?
- c. What are the characteristics of students that are most at risk of the fear of success/imposter phenomenon?
- d. What is the status of fear of success among the students?

### **1.4 The Indian Education System**

The Indian school education system leaves a little space for recreation and socialization for the learners as the system demands long hours of systematic study so as to achieve the maximum in their regular courses. Since the educational set up is mainly text book oriented, it requires the learners to compete with their peers to excel in their career prospects.

Two major school education boards namely, all Indian boards like; CBSE (Central Board of Secondary Education), the CICSE (Council for the Indian School Certificate Examinations) the National Open School and the state education boards in all states to maintain the diverse and dynamic fabric of their ethnic identities. Due to the dearth of quality institutions to accommodate the expanding populace of children, entrants do face aptitude tests right from the primary education to the university education to be promoted to the next level of to get admission to the top level institutions. Subsequently the teachers have the pressure to complete the prescribed comprehensive syllabus, rather than focussing on learners' learning in an actual sense of the term.

Board examinations at the national as well as the state levels are conducted at 10<sup>th</sup> grade which determines the future of specialised education for the learners, such as commerce, arts, science. These board exams serve as crucial points in the life of learners after their schools. Their respective achievement in these exams decides whether the learners can get the specialisation of their choice. Since science and technology are considered to be the streams where job opportunities are higher in private as well as public sectors, business, humanities and social sciences are less preferred by the students for grade 11, even the parents show similar trends for their wards. Moreover, because of the economic status attached to these norms, not technical courses are seen less demanding and less luxurious. The choice attached to stream of study is often considered irrevocable; since the switching of stream of not entertained or encouraged well in India, unlike western educational set ups. So this factor leads to immense pressure on the learners to score as much as possible to ascertain their desired seats in the best institutions.

The 12<sup>th</sup> grade and high school life end with the second board examination which further becomes the deciding factor in getting admission to the high ranking colleges or universities so as to further pursue higher education in their specialization (engineering/medical/other professional courses). That too doesn't come easy as apart from their high their scores, they again take an entrance exams for their institution of their choice because of the high number of learners than the availability of the seats. This builds pressure on the learners and causes a lot of anxiety in them which affects them so greatly that many find it difficult to perform to their real potential.

## 2. Imposter Phenomenon & Fear of Success

Impostor Phenomenon refers to an "internal experience of intellectual phoniness" (Matthews & Clance, 1985) in individuals who are highly successful but unable to internalise their success (Bernard, Dollinger, & Ramaniah, 2002; Clance & Imes, 1978). Clance believed that the Impostor Phenomenon is not "a pathological disease that is inherently self-damaging or self-destructive" (Clance, 1985), rather, it interferes with the psychological well-being of a person. A high level of Impostor Phenomenon limits the acceptance of success as an outcome of one's own ability and influences feelings of self-doubt and anxiety.

Clance (1985) suggests that Impostor phenomenon starts when a task is assigned to achieve such as school work for the students. Students with impostor traits show symptoms of anxiety (Clance & Imes, 1978; Chrisman et al., 1995; Thompson et al., 2000), and thus they react to this by over preparation or preparing something in rage. Once the task is over there is a sense of relief, but that doesn't persist for long. Even if they get very positive feedback for their achievement they tend to feel low and never accept their ability as an instrument for their success (Casselmann, 1991). Over prepared imposters gives credit to their hard work for any achievement and those who procrastinate initially perceive luck as the crucial factor for their success. Clance (1985) found that imposters also have strong belief that hard work doesn't reflect true ability. Self doubt, luck and other related factors for success reinforced impostor cycle so anxiety increased in the due process. This leads to overworking becomes the only resort to success but that doesn't conform to the produced work of reasonable quality (Clance, 1985). Impostors find difficulties in breaking this cycle as they fear that breaking this cycle would lead to failure. However, the high achievers impostors are also assess low their achievement or performance (Want & kleitman, 2006) and they always find gap between their actual effort and the idea of standards of success which has nothing to do with the reality of it. Because of that they tend to feel being fraud as the success doesn't seem to them achievable with their efforts.

Kolligian & Sternberg (1991) proposed it as *perceived fraudulence* which has both cognitive and affective elements and should never be mistaken as emotional disorder (Leary, Patton, Orlando, & Funk, 2000). Since it is mostly misinterpreted as personality disorder or mental illness, as the term itself suggests that, but more recently it has been termed as social behaviour in which people conceal their weaknesses (Kets de Vries, 2005). It has been clinically observed that certain family situations in early childhood often reinforce the phenomenon in their adolescence and adulthood. Clance (1985) identified four broad characteristics of a family which lead to such cases: comparison between members, too much importance is given to intellectual abilities, ability and success is governed by family and other resources and lack of positive reinforcement. Various studies do find relationship between the impostors and their family background and structure (Bussotti, 1990; Moos & Moos, 1986).

### Fear of Success

O'Connell and Perez (1982) studied fear of success in high school and college students. The results of their study indicated that students who have an external locus of control exhibit high levels of fear of success and gender was not associated with fear of success. The results of the present study supported those reported by O'Connell and Perez. Individuals who exhibited external locus of control had higher levels of fear of success and the

difference between fear of success scores for males and females was not statistically significant.

In the study conducted by Zuckerman and Allison (1976) to explore fear of success in a group of college students, the results indicated that female college students had higher levels of fear of success than male college students 43 and individuals who displayed an external locus of control had a higher level of fear of success.

## 3. Methods & Methodology

**3.1 Subjects:** The research group that was included in the present study comprised 140 ninth and tenth graders of a private school in Faridabad who were about to take their graduation high school exam (CBSE exam). The age of the participants was ranging from 14 to 15 years old ( $M_{age} = 14.21$  years;  $SD = .40$ ). There were 70 females and 70 males; 70 of them were studying humanities while the rest of them were part of the science class.

The reason for choosing this category of participants was to use a sample that was less studied regarding the impostor phenomenon (Caselman et al., 2006), as well as to measure the irrational beliefs and impostor phenomenon cognitions and feelings, in a moment when there were high chances for an objective stressor to contribute to the activation or increase of such tendencies.

This last rationale is generally concordant with the underling theory of the cognitive model that explains a person's emotional, behavioral and physiology problems and manifestations, as being caused mainly by the way they interpret their experienced internal and external events. More precisely, I presumed that the coming final exam, as an important stage in one's life, could be a common factor that facilitates the activation of some dysfunctional cognition that could further lead to a diversity of psychological manifestations which, in some cases, could even necessitate a specialized intervention. However, I mention that this hypothesis is based on common sense and personal observations, so it's not scientifically supported. Moreover, my intention was only to enhance the control of my research group, by including this particular factor (the students' year of study) on the list of the possible intermediate variables that could, hypothetically speaking, influence the obtained results.

Other such variables that I took into account when I constituted the research group were: age (ranging from 14 to 15 years old), gender (the balance between the number of boys and girls), high school study program (the balance between humanities versus science specializations).

Thus, I restrained the level of my sample's representativeness to the population of the last grade high school students, coming from the urban zone. The level of representativeness was low considering the small sample size, the fact that it does not reflect the Indian population's demographic proportions, and the fact that all participants were volunteers from the same institution.

### 3.2 Measurement

Instruments: Two instruments were employed to collect data. They were the following:

1. Clance Impostor Phenomenon Scale (CIPS)
2. Fear of Success Scale (FOSS)

The present study is an attempt to understand why imposters demonstrate this pattern of success striving in spite of their chronic insecurities.

*The Clance Impostor Phenomenon Scale (CIPS; Clance, 1985).* The CIPS is a 20 item self-report survey

designed to measure the extent to which the respondent has thoughts and feelings that are characteristic of the imposter phenomenon (Appendix A). The items assess various imposter patterns, including: attributing of success to external or temporal causes, disregarding positive feedback, feeling like one has deceived others into overestimating oneself, feeling less capable than one's peers, fear of evaluation and failure, and the desire to be special (Langford & Clance, 1993).

**Fear of Success Scale (FOSS).** The Fear of Success Scale (FOSS) was developed by Zuckerman and Allison (1976) to investigate individual differences in the motive to avoid success. The 27 items describe the benefits, cost, and attitude of being successful. The scale is a 27 item instrument utilizing a 7-point Likert-type scale (Appendix B). A response of 1 would signify least agreeable and a response of 7 would signify most agreeable to each item. Sixteen of the statements are worded in such a way that agreement would signify high fear of success. Agreement with the remaining 11 items indicates low fear of success and disagreement demonstrates high fear of success. The 11 items are then reversed. The responses to the 27 items on the instrument are then summed and this becomes the individual's final score. Possible scores on the scale ranged from 27 to 189. An elevated score would indicate high fear of success and a low score would reflect the respondent's low fear of success.

The fear of success means scores in the first group were 111.3 for females and 106.7 for males. The second group had mean values of 107.2 for females and 101.4 for males. In the third group females had a mean score of 109.4 and males had a mean value of 103.5. The standard deviation scores on the FOSS varied between 13.5 to 15.0 among the sample groups. The higher scores among female students indicated that fear of success was higher for females than males.

**3.3 Data Collection Procedure**

The evaluation procedure took place in class, during school hours, in the presence of the teacher and the examiner who maintained a proper quiet environment so that the students could concentrate optimally on the task.

There were four testing subgroups correspondent to

four different classes of students, and each subgroup was exposed to the same oral and written standardized instructing. Primarily, the students were given some basic details regarding the research work that was conducted, in order for them to take an informed decision regarding their option to participate to the study. Moreover, they were assured that their data would remain confidential and that their engagement in the study would not imply any kind of risks or harmful consequences for themselves or others. Subsequently, they received a paper copy of each of the two scales and answered the questions individually, without time limit. The whole testing procedure lasted about 15-20 minutes for each class.

**3.4 Demographics**

This study contained a demographics section where participants reported their age, sex, race/ethnicity, socio-economic status, and year in school. To comply with Bandura's (1986) specification that an individual's perception of her achievement is more important than the achievement itself, the participants rated their satisfaction with their items constituted in the relevant questionnaires.

**4. Results**

**4.1 Imposter Phenomenon:** The responses of 140 students are summarized in Table 1. 30% of the male students were found with strong IP character whereas for female students it is 29%. 66% of the male students were having moderate IP character whereas for female students it is 67%. Overall distribution of IP character was found to be higher in females than male students. Both grade 9 and grade 10 students were having the same tendency towards the Imposter Phenomena. Students with joint family structure were found to be more prone to Imposter phenomena. 80% of students with joint family structure were found to be 'STRONGLY IMPOSTER' whereas 63% of student with nuclear family structure were found to be 'STRONGLY IMPOSTER'. Learning ability of students also affects the tendency of a student towards Imposter Phenomena. Meritorious students were found to be more prone to Imposter phenomena than non-meritorious students. 62% of the merit students were 'STRONGLY IMPOSTER' whereas only 93% of the non-merit students were 'MODERATE IMPOSTER'.

**Table no.1**

Character	No. of Students	Gender		Age		Family Structure		Learning Ability	
		M	F	14	15	Nuclear	Joint Family	Merit	Below Merit
Strongly Imposter	41	21	20	22	19	41	0	41	0
Moderate Imposter	93	46	47	43	50	69	24	24	69
Not Impostor	6	3	3	1	5	0	6	1	5
Total	140	70	70	66	74	110	30	66	74

The impact of Imposter phenomena was uniform among both grade 9 and grade 10 students. The impact of Imposter phenomena was uniform among both age groups. The students with joint family structure were more prone to Imposter phenomena. It may be due to high societal pressure to score good marks in examinations. Similarly meritorious students were found to be more inclined towards the imposter phenomena as compared to non-meritorious students. It may be due to high fear of success among meritorious students.

Statistical test and inferences:

Test number 1:

The imposter phenomenon was analyzed gender wise. Graphically it was found that the imposter pheno-

menon was more dominant among female students as compared to male students. It was required to check whether the imposter phenomenon is gender specific or not. The data was summarized gender wise with male students score were tabulated separately from female students. The ANOVA (Analysis of variance) test was done using Microsoft excel inbuilt programs at 5% significance level.

*H(0) : There is no significant difference between the mean score of male students and female students i.e. both male and female students are equally prone to Imposter phenomena*

The results of the ANOVA test are as under:

Table no.2

SUMMARY						
Groups	Count	Sum	Average	variance		
Male Score	70	4203	60.04286	42.30248		
Female Score	70	4251	60.72857	40.43251		
ANOVA						
Source of variation	SS	Df	MS	F	P-value	F crit
Between Groups	16.45714286	1	16.45714	0.397828	0.529256	3.909729
Within Groups	5708.714286	138	41.36749			
Total	5725.171429	139				

Since  $F(=0.397828) < F \text{ crit}(=3.91)$  and p-Value is more than 0.05, hence we reject the null hypothesis.

The imposter phenomenon is not significantly statistically different among male and female students.

Test 2:

The imposter phenomenon was analyzed family structure wise. Graphically it was found that the imposter phenomenon was more dominant among students with joint family as compared to students with nuclear family.

It is required to check whether the family structure affects the imposter phenomena or not. The ANNOVA (Analysis of variance) test was done using Microsoft excel inbuilt programs at 5% significance level.

*H(0) : There is no significant difference between the mean score of students having nuclear or joint family structure i.e. students with nuclear or joint family, are equally prone to Imposter phenomena.*

The results of the ANOVA test are as under:

Table no.3

SUMMARY						
Groups	Count	Sum	Average	variance		
Joint Family Score	45	2461	54.68889	25.85556		
Nuclear family Score	110	6885	62.59091	27.69349		
ANOVA						
Source of variation	SS	Df	MS	F	P-value	F crit
Between Groups	1994.113	1	1994.113	73.40761	1.07E-14	3.902957
Within Groups	4156.235	153	27.16494			
Total	6150.348	154				

Since the F value i.e.  $73.40761 < F \text{ crit i.e. } 3.909729$  and p-value is less than 0.05, hence we have sufficient evidence to reject the null hypothesis. The imposter phenomenon is significantly statistically different among students with nuclear and joint family structure.

Test 3:

The imposter phenomenon was analyzed age wise. Graphically it was found that the imposter phenomenon was equally dominant among students of grade 9 and grade 10.

The ANOVA (Analysis of variance) test was done using Microsoft excel inbuilt programs at 5% significance level.

*H(0) : There is no significant difference between the mean score of grade 9 (Age 14yrs) and grade 10 (Age 15yrs) students i.e. students of grade 9 (Age 14yrs) and grade 10 (Age 15yrs), are equally prone to Imposter phenomena.*

The results of the ANOVA test are as under:

Table no.4

SUMMARY						
Groups	Count	Sum	Average	variance		
Score (Age 14)	66	4004	60.66667	35.54872		
Score (Age 15)	74	4450	60.13514	46.80341		
ANOVA						
Source of variation	SS	Df	MS	F	P-value	F crit
Between Groups	9.856113	1	9.856113	0.237484	0.626803	3.909729
Within Groups	5727.315	138	41.50228			
Total	5737.171	139				

Since the F value i.e.  $0.237484 < F \text{ crit i.e. } 3.909729$  and p-value is more than 0.05, hence we have insufficient evidence to reject the null hypothesis. Students of grade 9 and grade 10 are equally prone to imposter phenomena. The correlation analysis was done between imposter phenomena, family income and percent marks obtained by students.

Table no. 5

ATTRIBUTES		
Character	Family Income	Percent Marks
Impostor Phenomenon	0.6633	0.7519

It was found that Imposter phenomena and family income of students were negatively correlated. The coefficient of correlation is -0.6633. It indicate that student with lower family income were more prone to imposter phenomena that students with higher family income. Moreover, Imposter phenomena and percent marks obtained by students were negatively correlated. The coefficient of correlation is 0.7519. It indicate that student with higher marks were more prone to imposter phenomena than students with lower marks. It may be due to higher fear of success among students scoring good marks.

To establish cause and effect relationship, linear regression analysis was done using Microsoft excel inbuilt regression analysis tool.

Regression analysis 1:

Since there is a strong positive correlation between imposter phenomena and percentage marks of students, hence linear regression analysis is done to fit a straight line. The results and summary output are as under:

Table no.6

Regression Analysis					
Multiple R	0.751881725				
R Square	0.565326128				
Adjusted R Square	0.562176317				
Standard Error	4.222302498				
Observation	140				
ANOVA					
	df	SS	MS	F	Sig. F
Regression	1	3199.729731	3199.729731	179.4793997	9.68265E-27
Residual	138	2460.241698	17.82783839		
Total	139	5659.971429			
	Coefficients	Std. Error	t-Stat	P-value	Lower 95%
Intercept	37.70098981	1.732550666	21.7603967	1.88549E-46	34.27521129
% Marks	0.326474479	0.024369237	13.39699219	9.68265E-27	0.278289101
			Upper 95%	Lower 95%	Upper 95%
			41.12676832	34.27521129	41.12676832
			0.374659857	0.278289101	0.374659857

The regression line calculating the mean square for given value of % marks obtained by the student is:

$$Y(\text{score}) = 37.70 + \%marks * (0.326474479) + 1.73255 \epsilon$$

Where 1.73255 is the error term representing random variation

1. The % marks scored by students lies 45% to 95%, hence  $\beta_0 = 37.70$  represents the score of students with at least 44% marks.

2. R Square i.e. coefficient of determination came out

to be 0.565 i.e. 56.5% of the variation in score of students is explained by the linear regression line.

3. Since F value > Significance F and P-value is < 0.05, hence there exist a linear relationship between scores of students (i.e. Imposter phenomena) and % marks obtained at 5% significance level.

Regression analysis 2:

Since there is a strong negative correlation between imposter phenomena and family income of students, hence linear regression analysis was done to fit a straight line. The results and summary output are as under:

Table no.7

Regression Analysis					
Multiple R	0.663349492				
R Square	0.440032548				
Adjusted R Square	0.435974813				
Standard Error	4.792354855				
Observation	140				
ANOVA					
	df	SS	MS	F	Sig. F
Regression	1	2490.571651	2490.571651	108.4428952	4.25442E-19
Residual	138	3169.399778	22.96666505		
Total	139	5659.971429			
	Coefficients	Std. Error	t-Stat	P-value	Lower 95%
Intercept	37.70098981	1.732550666	21.7603967	1.88549E-46	34.27521129
Family Income (In Lacs)	-0.42245914	0.040568052	-10.41359185	4.25442E-19	-0.502674493
			Upper 95%	Lower 95%	Upper 95%
			68.93535838	65.84039981	68.93535838
			-0.342243788	-0.502674493	-0.342243788

The regression line calculating the mean square for given value of % marks obtained by the student is:

$$Y(\text{score}) = 67.39 + \text{family income} * (-0.42245914) + \epsilon 0.7826$$

Where 0.7826 is the error term representing random variation

a. The family income of students lie between 8 lac to

45 lacs p.a., hence  $\beta_0 = 36.31$  represents the score of students with at least 8 lac income p.a.

b. R Square i.e. coefficient of determination came out to be 0.44 i.e. 44% of the variation in score of students is explained by the linear regression line.

Since F value > Significance F and P-value is < 0.05, hence there exist a linear relationship between scores of students (i.e. Imposter phenomena) and family income of students at 5% significance level.

#### 4.2 Fear of Success

The level of fear was assessed through the responses of students on a given questionnaire. The questionnaire is having total 27 questions representing different level of fear. Some questions shows high and some question shows low level of fear. To assess the level of fear among students the responses were segregated into two

categories viz. high fear of success and low fear of success. The response of each student was measured on a scale of 1 to 7 where 1 represent 'strongly disagree' and 7 represents 'strongly agree'.

##### Category 1: Questions showing high fear of success

The response of each student was recorded and represented in tabular form, shown below:

Table no.8

Character	No of Students	Gender		Age		Family St.		Learning Ability	
		M	F	14 Y	15 Y	N	JF	Merit	Below Merit
Low fear	19	11	8	10	9	14	5	7	12
High Fear	121	59	62	56	65	96	25	59	62
Total	140	70	70	66	74	110	30	66	74

Null hypotheses

*Is there a significant difference between the average score of male and female students*

Or

*Is level of fear in male students significantly different from that of female student*

Anova: Single Factor

Table no.9

SUMMARY						
Groups	Count	Sum	Average	variance		
Male Score	70	4738	67.68571429	112.9432712		
Female Score	70	4634	66.2	83.78550725		
ANOVA						
Source of variation	SS	Df	MS	F	P-value	F crit
Between Groups	77.25714286	1	77.25714286	0.785417807	0.377031054	3.909729
Within Groups	13574.28571	138	98.36438923			
Total	13651.54286	139				

Since  $F (=0.785417807) < F \text{ crit } (=3.91)$  and  $p\text{-Value}$  is more than 0.05, hence we have insufficient evidence to reject the null hypothesis. The level of fear of success is not significantly statistically different among male and female students.

##### TEST 2

To check whether level of fear of success of 14 yrs old students significantly different from those of 15 yrs old students

Null hypothesis:

*Is there a significant difference between the average score of 14yrs and 15yrs students*

Or

*Is level of fear in 14 yrs students significantly different from that of 15yrs student*

ANOVA: Single factor

Table no.10

Groups	Count	Average	variance		
Age 14 Y	66	64.36363636	112.9432712		
Age 15 Y	74	69.24324324	83.78550725		
ANOVA					
Source of variation	SS	MS	F	P-value	F crit
Between Groups	830.6485082	830.6485082	8.940834471	0.003303147	3.90972918
Within Groups	12820.89435	92.90503151			
Total	13651.54286				

Since  $F (=8.94) > F \text{ crit } (=3.91)$  and  $p\text{-Value}$  is less than 0.05, hence we reject the null hypothesis. The level of fear of success is significantly statistically different among 14 year and 15 year old students.

##### TEST 3

To check whether level of fear of success of students from nuclear family significantly different from those from joint family.

Null hypothesis:

*Is there a significant difference between the average score of students with nuclear family and joint family*

Or

*Is level of fear in students having nuclear family significantly different from that of student having joint family*

Anova: Single Factor

Table no.11

Groups	Count	Average	variance		
Nuclear	110	66.27272727	93.22768974		
Joint Family	30	69.4	112.3862069		
ANOVA					
Source of variation	SS	MS	F	P-value	F crit
Between Groups	230.5246753	230.5246753	2.370342158	0.12595	3.909729
Within Groups	13421.01818	97.25375494			
Total	13651.54286				

Since  $F (=2.37) < F \text{ crit } (=3.91)$  and p-Value is more than 0.05, hence we have insufficient evidence to reject the null hypothesis. The level of fear of success is not statistically significantly different among students from nuclear and joint family.

**TEST 4**

To check whether level of fear of success among meritorious students significantly different from those of non-meritorious students

Null hypothesis:

*Is there a significant difference between the average score of merit students and below merit Students?  
Or  
Is level of fear in meritorious students significantly different from that of below merit students?*

Anova: Single Factor

**Table no.12**

Groups	Count	Average	variance		
Merit Students	74	65.82432432	82.72213995		
Below Merit	66	68.1969697	114.0990676		
<b>ANOVA</b>					
Source of variation	SS	MS	F	P-value	F crit
Between Groups	196.387247	196.387247	2.014204879	0.158088	3.909729
Within Groups	13455.15561	97.50112761			
Total	13651.54286				

Since  $F (=2.014) < F \text{ crit } (=3.91)$  and p-Value is more than 0.05, hence we have insufficient evidence to reject the null hypothesis. The level of fear of success is not statistically significantly different among meritorious and non-meritorious students.

Category 2: Questions showing low fear of success:

The response of each student was recorded and represented in tabular form, shown below:

**Table no.13**

Character	No of Students	Gender		Age		Family St.		Learning Ability	
		M	F	14 Y	15 Y	N	JF	Merit	Below Merit
Low fear	59	31	28	20	39	43	16	24	35
High Fear	81	39	42	46	35	67	14	42	39
Total	140	70	70	66	74	110	30	66	74

The above table clearly depicts that:

1. Female students have high level of fear for success than male students
2. The level of fear for success is same for both grade 9 and grade 10 students.
3. The level of fear for success is high among students with nuclear family than those with joint family
4. Meritorious students have high level of fear for success than non-meritorious students.

Graphically it is clear that the level of fear of success among students under various categories such as gender, age, family structure and learning ability is different.

It is required to check whether this difference in the level of fear for success statistically significant or not, hence

ANOVA test was conducted using Microsoft Excel inbuilt functions.

**TEST 1**

To check, whether level of fear of success of male students significantly different from those of female students.

Null hypothesis:

*Is there a significant difference between the average score of male and female students?  
Or  
Is level of fear in male students significantly different from that of female student?*

ANOVA: Single factor

**Table no.14**

<b>SUMMARY</b>						
Groups	Count	Sum	Average	variance		
Male Score	70	3151	45.01428571	69.02877847		
Female Score	70	3169	45.27142857	63.04120083		
<b>ANOVA</b>						
Source of variation	SS	Df	MS	F	P-value	F crit
Between Groups	2.314285714	1	2.314285714	0.035046355	0.851773515	3.90972918
Within Groups	9112.828571	138	66.03498965			
Total	9115.142857	139				

Since  $F (=0.035046355) < F \text{ crit } (=3.91)$  and p-Value is more than 0.05, hence we have insufficient evidence to reject the null hypothesis. The level of fear of success is not statistically significantly different among male and female students.

**TEST 2**

To check whether level of fear of success of students from nuclear family significantly different from those from joint family

Null hypothesis:

*Is there a significant difference between the average score of students with nuclear family and joint family?  
Or  
Is level of fear in students having nuclear family significantly different from that of student having joint family?*

ANOVA: Single factor



Table no.15

SUMMARY						
Groups	Count	Sum	Average	variance		
Nuclear	110	4904	44.58181818	65.19966639		
Joint family	30	1416	47.2	63.68275862		
ANOVA						
Source of variation	SS	Df	MS	F	P-value	F crit
Between Groups	161.5792208	1	161.5792208	2.490397497	0.116832	3.909729
Within Groups	8953.563636	138	64.88089592			
Total	9115.142857	139				

Since  $F (=2.49) < F \text{ crit} (=3.91)$  and p-Value is more than 0.05, hence we have insufficient evidence to reject the null hypothesis. The level of fear of success is not statistically significantly different among students from nuclear and joint family.

### TEST 3

To check whether level of fear of success among meritorious students significantly different from those of non-meritorious students

Null hypothesis:

*Is there a significant difference between the average score of merit students and below merit Students?*

Or

*Is level of fear in meritorious students significantly different from that of below merit students?*

ANOVA: Single factor

Table no.16

Groups	Count	Average	variance		
Merit Students	74	45.16216216	63.31580896		
Below Merit	66	44.72727273	69.46293706		
ANOVA					
Source of variation	SS	MS	F	P-value	F crit
Between Groups	6.597893998	6.597893998	0.09964922	0.752728	3.909729
Within Groups	9137.144963	66.21119539			
Total	9143.742857				

Since  $F (=0.09964922) < F \text{ crit} (=3.91)$  and p-Value is more than 0.05, hence we have insufficient evidence to reject the null hypothesis. The level of fear of success is not statistically significantly different among meritorious and non-meritorious students.

The statistical test (ANOVA test) depicted the following results:

1. The level of fear of success is not significantly different among male and female students
2. The level of fear of success is significantly different among 14 year and 15 year old students
3. The level of fear of success is not significantly different
4. among students from nuclear and joint family
5. The level of fear of success is not significantly different
6. among meritorious and non-meritorious students

### Discussion

The analysis of Clance test result suggests that male students are found to exhibit strong Imposter cases than their female counterparts. That is more female students exhibit moderate imposter than their male counterparts. Overall the female students outnumbered the male students in terms of imposterism. There was no significant difference noticed towards the imposter phenomenon among the students of both 9<sup>th</sup> and 10<sup>th</sup> grades. Studies show there is a correlation between the imposter phenomenon, educational achievement and the experience of students in college, where students have been influenced by some kind of expectation that they must uphold from their parents, peers, and teachers (Clance, 1985; King & Cooley, 1995; Kumar & Jagacinski, 2006; McElwee & Yurak, 2010; Want & Klietman, 2006; Cokley et. al 2013; Peteet et. al 2014; Thompson et. al 1998, 2000; Sonnak

&Towell 2001; Castro et. al 2004; Ferrari 2005; Ferrari & Thompson 2006; Kumar and Jagacinski 2006; Gibson-Beverly & Schwartz 2008; McGregor et. al 2008; Cokley et. al 2013; Peteet et. al 2014). As a result, the imposter phenomenon has a crucial impact on student performance and achievement (Kumar & Jagacinski, 2006).

The data analysis of Imposter phenomenon show that there are other independent variables like family background and income do affect the imposters. The students from joint family background are found to be less prone to Imposterism than the students having nuclear family structure. The students from financially sound family background or so to say from the service class show more cases of imposterism than the students from business family or from the financially stable families. However, there are other social dogmas attached which expects the students worth only when they perform academically well. The other extra academic careers have not got the legitimacy or the social acceptance in the society. Though the acceptance very hard to find in the metropolis but it is still not there in other small cities. There could be possible reason that the parental expectations are more in nuclear family model and extra involvement in students' academic activity put undue pressure on the students which lead to further imposterism in the students. Now-a-days parents have become over-protective about their wards' career so they take all the measures to see them excel in all their academic fields.

The result from FOSS test would suggest that a success-fearing individual maybe characterized as perceiving consequences of his or her behavior controlled by forces outside of them such as luck, chance and fate. The results may further indicate, based on the social learning theory, that a success-fearing person may perceive a potential successful situation as like one in the past in which the

result was less than successful. The present researcher found fear of success scores significantly higher in females and supports Barnett (1992) claims. This indicated shift of fear of success in females could suggest success is increasingly becoming more socially acceptable and just as desirable for females as in males. The results of the present study indicated that chronological age is not associated with the fear of success. The youngest group of students indicated a level of fear of success almost equal to the oldest group of students. The findings suggest that an individual's level of maturity, both academically and emotionally, may be a more dominant factor than age alone. The results of the study suggest that a student's level of academic achievement has association with fear of success. Students who indicated a high level of academic achievement demonstrated significantly different scores of fearing success than students who indicated low academic achievement. The results may suggest that individuals who fear success have the equal ability to achieve scholastically as well as not to achieve scholastically.

**Conclusion & Implications:** The findings of the present study have implications for academic counsellors, faculty, and staff in helping the success-fearing student to achieve academic success. Recognizing a student who fears success may not be enough to assure that a student will have an opportunity to be successful. The present researcher suggests that it may be more productive to implement a plan of intervention that involves a strategy of individual and group counselling to focus on the multi-dimensional attributes of success-fearing individuals. Students would be assessed in regards to level of ability, self-esteem, fear of success, locus of control, and anxiety. After conducting the initial assessment, i.e. IP Test, the counsellor would begin a process to enable the student to identify the causes of their success-fearing traits and create a program for the student to come to terms with and overcome their fear of success and imposterism.

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**Амрендра Кумар Сінгх,**

*Північний прикордонний університет (Саудівська Аравія)*

*e-mail: amar.jnu@gmail.com, ORCID 0000-0002-7350-3333*

### **ЩО СИНДРОМ САМОЗВАНЦЯ І СТРАХ УСПІХУ ГОВОРИТЬ ПРО ШКІЛЬНУ ОСВІТУ В ІНДІЇ?: ЕМПІРИЧНЕ ДОСЛІДЖЕННЯ**

У статті простежується статус "самозванців" у шкільній освіті в Індії. Синдром самозванця описує психологічне явище, при якому людина не здатна приписати свої досягнення власним зусиллям. Крім того, у статті оцінюється рівень страху перед успіхами серед підлітків, що створює надмірний тиск на учнів, щоб досягти успіху та змагатися зі своїми однолітками. Єдиною метою шкільної освітньої системи виявилася орієнтація на роботу, оскільки кількість якісних навчальних закладів набагато менша, що забезпечує кращі перспективи для кар'єри учнів. Для поточного дослідження було обрано групу з n=140 старшокласників. Такі змінні, як сімейний фон, стать, рівень освіти, вік і т. д. дійсно пов'язані з феноменом самозванця та страхом успіху. Результати дослідження обґрунтовують сценарій, коли високі досягнення в комплексних іспитах прямо пропорційні страху успіху, оскільки успішні учасники демонстрували відмінні значення від неуспішних. Результати також вказують на те, що студенти, побоюючись успіху, мають однакові можливості як у навчанні, так і в позаакадемічних завданнях. Більше того, самозванці демонструють прямий зв'язок зі страхом успіху. У дослідженні вноситься пропозиція щодо необхідності більшої кількості програм втручання та освітньої політики, що забезпечують багаторівневі програми розмірного консультування, для відповідності потребам індивідів, які бояться успіху / продуктивності.

*Ключові слова: феномен самозванця; страх успіху; шкільна освіта; Індія; регресійний аналіз.*

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