

Appraise the Outcome of Nurses Led Intervention Concerning Impact of Imposter Syndrome Among School Educators

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ABSTRACT

Imposter syndrome, a term coined in the late 1970s by psychologists Pauline Clance and Suzanne Imes, refers to the persistent feeling of inadequacy and self-doubt despite evident accomplishments and success. It's a phenomenon that affects individuals across various demographics, from accomplished professionals to students and artists. At its core, imposter syndrome manifests as an internalized fear of being exposed as a fraud, despite external evidence suggesting competence. This psychological phenomenon often emerges in high-achieving individuals who struggle to internalize their accomplishments, attributing their success to luck or external factors rather than their own abilities. They may harbor a constant fear of being "found out," leading to stress, anxiety, and a pervasive sense of unworthiness. The aim of this study is to appraise the extensiveness of imposter syndrome among school educators and its impact on their self-esteem. Exploratory findings suggest that imposter syndrome is extensive among school educators, affecting both novice and experienced professionals. The observation of imposter syndrome negatively influences educators' self-esteem, leading to reduced job satisfaction, burnout, and decreased performance. Several contributing factors were identified, including high expectations, social comparison, perfectionism, and lack of recognition or support. Based on the findings, this review study highlights the need for increased awareness and support systems within educational institutions to address imposter syndrome among educators. Effective interventions, such as mentoring programs, professional development opportunities, and promoting a culture of psychological safety, can help mitigate the negative impact of imposter syndrome on self-esteem and enhance educators' overall well-being.

Keywords: Imposter Syndrome, Self-Esteem, School Educators, Educational Psychology

BACKGROUND OF THE STUDY

Imposter syndrome and self-esteem are interconnected psychological constructs that influence an individual's perception of themselves, their abilities. Self-esteem is the judgement of a person about themselves. It is influenced by various internal and external factors, such as achievements, social interactions, and personal beliefs. High self-esteem is typically associated with positive self-perception, confidence, and a sense of competence, while low self-esteem can result in self-doubt, negative self-perception, and reduced confidence in one's abilities.

1. **Self-esteem** among teachers is an important aspect of their overall well-being and job performance. Self-esteem refers to an individual's evaluation of their self-worth and value, and it can influence a teacher's attitudes, beliefs, and behaviors in the classroom. Research has shown that self-esteem can significantly impact the well-being and performance of teachers.
2. **Imposter syndrome**, also known as the imposter phenomenon, is a psychological phenomenon characterized by persistent feelings of self-doubt, fear of being exposed as a fraud, and a belief that one's accomplishments are due to luck rather than competence. Although imposter syndrome has been widely studied in various fields, including business, academia, and healthcare, recent research has also shed light on its prevalence and impact among teachers. Imposter syndrome can have significant implications for the well-being and professional performance of teachers, and understanding its prevalence, causes, and consequences is crucial for supporting teachers in their roles as educators.

REVIEW OF LITERATURE

Kaur, Singh, and Kaur (2021) examined the relationship between imposter phenomenon, self-esteem, and life satisfaction among university students in India. Results indicated a negative correlation between imposter phenomenon and self-esteem, and a positive correlation between self-esteem and life satisfaction. The study highlights the importance of addressing imposter phenomenon and improving self-esteem among university students to enhance their overall life satisfaction.

DISCUSSION

The research's objective was to examine imposter syndrome and self-esteem in schoolteachers. Pauline Clance and Suzanne Imes first used the term "imposter syndrome" (also known as "imposter phenomenon") in 1978. Despite exceptional academic or professional achievement, they described intellectual phoniness (IP) as "an internal experience of intellectual phoniness that those who feel fraudulence and worthlessness have." It is the internal experience of highly gifted people who attribute their achievements to luck, think they are incompetent, and live in constant fear of being exposed as frauds or having their accomplishment exposed as a hoax. Six traits of people who experience IP include accomplishments in school and at work despite a sense of dishonesty, attributing success to outside factors like luck, experiencing fleeting satisfaction after achieving goals, lacking confidence in oneself, being unable to acknowledge one's skills and abilities, fear of falling short of others' expectations, and a tendency towards perfection. Many employees were impacted by stress, trouble maintaining work-life balance, and inferior quality of life due to the change in the educational system around the world, especially after the pandemic. Teachers too saw a change in how they typically worked, from offline to online, the advent of new teaching methods, and many other innovative ideas. Due to these developments, researchers tried to determine how much the imposter phenomenon affects teachers in schools.

RECOMMENDATIONS

The following recommendations can be given to the school educators to reduce imposter phenomena tendencies, enhance self-esteem and adapt better emotion regulation.

- Seek professional help: Teachers should contact a therapist or counsellor who specializes in imposter syndrome, poor self-esteem, and inappropriate emotion management. Professionals can help with these issues.

- Cognitive-behavioural therapy (CBT): Replace negative thoughts and beliefs with positive and realistic ones with CBT. CBT can assist instructors improve self-esteem, self-perception, and emotion regulation.
- Build a support network: Teachers should actively seek out helpful colleagues, mentors, or peer groups to discuss their experiences and receive encouragement. Sharing challenges and getting assistance can reduce loneliness and boost confidence.
- Encourage school educators to treat themselves with respect, understanding, and acceptance. Remind them to be kind to themselves and practice self-care and self-acceptance.
- Help school educators develop adaptive coping methods to manage their emotions. Mindfulness, deep breathing, journaling, and stress-reduction activities are examples. Encourage proactive stress management and healthy emotional management.
- Recognize and praise teachers' talents, successes, and skills. Encourage them to capture student, colleague, and parent success stories. Reflecting on their accomplishments can improve their self-image.
- Professional development and learning: Encourage instructors to undertake professional development to improve their skills. Continuous learning may boost confidence and self-esteem, lowering imposter syndrome.
- Promote a supportive school culture: Administrators and school leaders should value and appreciate all teachers. Validating, respecting, and supporting school educators may reduce imposter syndrome and boost self-esteem.

CONCLUSION

The research was undertaken to understand the relationship between imposter syndrome and self-esteem among school educators. The purpose was to understand the impact of imposter syndrome on the self-esteem of school educators through literature review, which helped understand the concept of imposter phenomena and self-esteem in connection with each other. Imposter phenomena as a concept discusses the feeling of fraudulence and worthlessness whereas self-esteem is about the perception one holds about themselves which includes self-image, self-confidence, self-concept.

Various literatures were reviewed, and the literature suggests that imposter phenomena hold a negative impact on self-esteem which suggests that when imposter phenomena of an individual is high, they may have a lower self-esteem which in turn may impact their organizational commitment, and eventually lead to burnout or emotional exhaustion.

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