



# Prevalence of Impostor Phenomenon among Employees in a Higher Education Institution: Implications for Faculty Development And Workplace Well-Being

*Queenne Kimverlee C. Landingin, MAN, MSN, MAED<sup>1\*</sup>,  
Belinda A. Ramos, MD, FPAMS, MPH<sup>2</sup>,  
Princess Jhoie C. Corpuz, MAED, LPT<sup>3</sup>*

<sup>1</sup>Director, Quality Assurance

<sup>2</sup>Director, Research and Development

<sup>3</sup>Statistician, Research and Development

<sup>1, 2, 3</sup> University of La Salette, Inc., Santiago City, 3311, Philippines

\*Corresponding author:

<https://orcid.org/0000-0002-9177-855X>

[kim01079157@gmail.com](mailto:kim01079157@gmail.com), [qlandingin@uls.edu.ph](mailto:qlandingin@uls.edu.ph)

**Abstract.** Impostor phenomenon (IP) has expanded across disciplines, but many professional contexts remain under-studied, including institutions of higher education. The study aims to examine the prevalence of impostor phenomenon among employees of the University of La Salette, Inc., which will help to provide a basis for future developments of institutional interventions, mentoring, and employees development initiatives, which constitute employees' well-being and professional growth, organizational efficiency, which further aims to promote the goal of sustainable quality education. The study employed a descriptive quantitative approach to eighty-four (84) employees who responded to the Clance IP survey. The results revealed moderate impostor phenomenon (35.3%) among employees and younger ones from 1-10 years of experience, and full-time employees had moderate to frequent impostor experiences. Also, the results of the analysis found a significant difference when grouped according to their years of service (tenure). On the other hand, age, department, sex, and employment status showed no significant differences, indicating impostor feelings can affect diverse groups in the institution. Lastly, the findings show that while high impostor phenomenon is rare, many employees display moderate impostor feelings.

**Keywords:** Impostor Phenomenon, Faculty, University, Higher Education Institution, Imposter Syndrome, Sustainable Development Goals, Prevalence, Employees

## Introduction

Higher education institutions prepare the society for production of knowledge and research, and its future professionals. These institutions are beneficial in developing systems that contribute to the economy. The main drivers of these institutional goals are the faculty members, who provide high quality instruction, conduct research, and participate in

institutional and community engagement activities. Because of the obligations, faculty members ought to demonstrate a high level of competence, knowledge, and professional assurance in their fields. Nonetheless, some faculty members, in spite of being well-qualified and accomplished, feel inadequate and doubt their abilities and accomplishments.

One psychological idea that explains this experience is the impostor phenomenon. The term impostor phenomenon was first used by Clance and Imes (1978), who defines it as a psychological pattern that causes high-achieving individuals to believe that they are intellectual frauds despite evidence of their competence. People who experience impostor feelings tend to give credit for their success to luck, timing, and other people, rather than take credit for their intelligence and competence. They feel fear, which indicates that other people will discover the lies that they are fake. People with the Impostor Syndrome might not internalise their success and always question their abilities despite the receipt of positive feedback for their work (Clance & Imes, 1978; Naidu, 2020).

The impostor phenomenon has become more prominent in the psychological and organizational literature due to its impact on personal and professional functioning. Individuals who experience impostor feelings tend to feel more anxious, depressed, stressed, and burned out. All these factors can lead to lower engagement at work, job satisfaction, and career development. In addition, Bhatti and Ahmed (2019) and Swaidan and Jabbour Al Maalouf (2025) documented impostor feelings to be linked to other maladaptive behaviors, including perfectionism, procrastination, avoidance of responsibilities, and decline to pursue professional opportunities, limiting professional development and productivity.

Studies also show that the impostor phenomenon is not specific to any one type of person or job. Despite early evidence indicating that impostor feelings were more common in high-achieving women, they are now known to affect people across gender, profession, and culture (Price et al., 2024). Multiple studies have suggested that a significant percentage of people feel impostor feelings at some point in their careers (Bhatti & Ahmed, 2019). The impostor phenomenon is relevant in academic settings due to the competitive nature of higher education and the ongoing evaluation of intellectual ability in this domain. It is expected that faculty members will publish research and demonstrate effective teaching practices, mentor students, and develop the institution. As a result of those expectations, academics are often required to compare their professional records with those of their colleagues, which can generate feelings of inadequacy and self-doubt. Owens (2021) noted that academics often experience feelings of impostorism whether querying their expertise, comparing themselves to other colleagues, or in the face of pressure to publish and obtain promotion.

Studies performed in work and academic settings further suggest that impostor feelings may shape workplace confidence and effectiveness. For instance, research indicates that employees who experience higher levels of impostor feelings tend to report lower levels of job satisfaction, lower professional confidence and lower work engagement (Swaidan & Jabbour Al Maalouf, 2025). Similar studies on practitioners and students revealed impostor feelings could possibly affect psychological well-being, social relations, and self-actualization (Tasya et al., 2024).

## **Background of the Study**

Research on the impostor phenomenon has expanded across disciplines but many professional contexts remain under-studied this includes institutions of higher education. Although there is an increasing acknowledgement of impostor phenomenon in academic and professional discussions, the number of empirical studies on the subject is quite limited in

academic databases. Past literature reviews show that the earlier research on impostor phenomenon was slow, with only a handful of published papers per year. In recent years, however, work on the phenomenon has gained considerable interest (Price et al., 2024). Moreover, limited research has been conducted yet, concentrating particularly on faculty members of higher education institutes in contrast to students and other professionals. Researchers have noted that impostor phenomenon has been reported in graduate students and professionals across industries. However, there are fewer studies on how academic faculty experience and manage impostor feelings in their academic workplaces (Owens, 2021).

In this light, there are few local studies being conducted on the impostor phenomenon and as to see, that there is no empirical study has been documented yet on the impostor phenomenon of the employees of the University of La Salette in Santiago City, Philippines. The absence of institutional proof is an important research gap because these faculty members function in a space that expects them to be academically productive, professionally competent and scholarly sound. It is uncertain whether faculty at the institution experience impostor feelings and whether those feelings impact the professional identity, well-being, and job performance at work. To be able to fulfil the educational and workplace well-being purposes at the global level, it is imperative to address this gap for institutional development. The current study is in line with the United Nations Sustainable Development Goals (SDGs) comprising the following: SDG 3 – Good Health and Well-being, which promotes mental health and psychological well-being in the workplace; SDG 4 – Quality Education, which emphasizes that educators must be competent and empowered to provide inclusive quality education; and SDG 8 – Decent Work and Economic Growth, which promotes safe and supportive working environments so as to foster productivity and professional growth. Institutions of Higher Education may develop supportive actions which foster healthy academic environments and strengthen faculty professional identity through understanding psychological distress experienced by faculty members.

Thus, the present study intends to examine impostor phenomenon among employees of the University of La Salette, Inc. This study will help enrich the growing literature of impostor phenomenon within the academic community and will provide a basis for future developments of institutional interventions, mentoring and employees development initiatives which constitute employees well-being and professional growth, organizational efficiency which further aims to promote the goal of sustainable quality education.

## **Literature Review**

### Concept of IP

The impostor phenomenon (IP) refers to a psychological experience in which people feel like they are intellectual frauds despite evidence that they are not. Many individuals who experience this phenomenon tend to attribute their success to luck or effort instead of ability. This results in consistently doubting their capabilities and fearing they will be discovered as incompetent (Clance & Imes, 1978). The impostor phenomenon is described as a pervasive experience of feeling like an intellectual fraud or not being able to achieve success and can apply to both clinical and non-clinical populations. People who feel as if they are impostors tend to discount praise, point to luck for success and are very self-critical (Mak et al., 2019).

During past several years, multiple impostor phenomenon measurement instruments have been developed. One of the most widely used instruments, the Clance Impostor

Phenomenon Scale (CIPS), evaluates feelings of intellectual fraudulence, fear of evaluation, and difficulty internalising success. As per Mak et al (2019), some other measuring tools include the Harvey Impostor Scale, the Perceived Fraudulence Scale and the Leary Impostor Scale. As a result, researchers are able to study impostor feelings across diverse work and educational contexts. The impostor phenomenon has been popularly accepted in academia yet the conceptualization of this phenomenon and the measurement of its scales has received much fragmented research due to the difference in theoretical propositions and measurement methods. The need of the hour is consistent framework and methodological research. This indicates that more research is required, to further clarify the concept of impostor phenomenon and its measurement in diverse professional contexts.

### Characteristics and Types of the Impostor Phenomenon

People who experience the impostor phenomenon often display a number of psychological and behavioral signs that signify continuing self-doubt despite evidence to the contrary. According to Pauline Rose Clance and others who followed her, individuals who experience impostor feelings typically ascribe their success to something outside their control luck, chance, coincidence, timing or personal connections, rather than to their own capabilities (Clance & Imes, 1978).

Men and women are equally likely to experience the impostor effect. People who underplay their abilities tend to attribute success to chance or external factors, rather than competence or effort. Some individuals may have a constant worry of being unmasked, they fear that people will learn that they are not as competent as they seem. Moreover, they tend to minimise their own achievements by dismissing their credit as undeserved. Another well-known pattern of the impostor phenomenon is the impostor cycle, which describes how people deal with achievement-related tasks. Individuals with impostor feelings may feel anxious and doubtful when confronted with a challenging task. As a response, maybe they prepare excessively or delay too long and then put in a last-minute burst. Many people consider luck or extreme effort instead of ability when a job is done well; this serves to reinforce feelings of inadequacy as the cycle continues (Clance, 1985). Also, people who feel impostor phenomenon often have self-standards that are unrealistic. These individuals set really high standards for themselves and take any small mistake and see it as inadequacy. People tend to have such feelings all the time, even those people who're quite competent.

A researcher named Valerie Young made an important contribution to the understanding of impostor experiences by describing 5 common types of impostor phenomenon (Young, 2011) that characterize the ways impostor feelings are experienced. The first type is the Perfectionist, who sets extremely high standards and views any imperfection as failure. The second type is the Expert, who believes they must know everything about a subject before feeling competent and fears being exposed if they lack knowledge in any area. The third type is the Natural Genius, who believes that competence should come easily and may feel like a fraud when learning requires effort. The fourth type is the Soloist, who believes that asking for help indicates incompetence and therefore feels compelled to accomplish tasks independently. Finally, the Superhuman or Superperson expects to excel in multiple roles simultaneously and works excessively hard to prove their competence. Recognizing impostor phenomenon types and characteristics is crucial as they demonstrate how one can experiences impostor feelings in professional settings, including higher education institutions. The manner in which employees perform these behaviors may influence their teaching, research, and

service. Recognition of these patterns can help institutions create helpful support structures and interventions to tackle impostor experiences of educators.

### Prevalence of IP in HEI

The impostor phenomenon (IP) has gained increasing recognition as a research focus in recent years. Studies show that students and other employees working in an academic institution be subject to impostor feelings. This includes, students, early-career researchers as well as faculty. In competitive academic settings, there is pressure to appear intellectually competent, to demonstrate research productivity, and to demonstrate professional credibility (Clance & Imes, 1978; Mak et al., 2019). This pressure can lead to feelings of inadequacy and self-doubt despite achievements. Studies estimate that the impostor phenomenon is common across professions, with 70% of people having impostor feelings at least once in their career profession (Bravata et al., 2020).

It studies set in international higher education context reveals that feeling impostor is common phenomenon among various academic stage individuals. US postdoctoral scholars of science, technology, engineering and mathematics (STEM) fields exhibit moderately- to intensely impostor feelings (Chakraverty, 2020a). A study has noted many postdoctoral researchers go through feelings of failure, lack of belongingness, and perceived inadequacy throughout academic training. Career transition periods like the one from PhD to faculty position are especially challenging. Studies of underrepresented doctoral and postdoctoral scholars by the same author indicate that survivors of oppression may experience magnified impostor feelings as a result of their oppression (Chakraverty, 2020b). According to these findings, impostor phenomenon is affected by not only personalized effects but also structural and sociocultural conditions within the academic institution. Studies on faculty in universities shows this impostor phenomenon is also found in academics. In Brazil, Rocha et al. (2025) examined impostor syndrome among faculty members. They found that around half of the participating faculty members reported moderate impostor feelings. This suggests that academic professionals also commonly experience impostor experiences. According to a recent study findings, faculty members who had taught for fewer years had higher impostor scores, which means that increased professional experience may help reduce impostor scores over the years. Moreover, employees and scholars that go through impostor feelings with the reports showed generally lower levels of professional confidence, job satisfaction, and work engagement which may have implications for performance and productivity in academic institutions (Swaidan & Jabbour Al Maalouf, 2025).

According to research conducted on students in higher education, the impostor phenomenon has widespread presence in academia. Duncan et al (2023) found that more than half of the participants reported moderate to frequent impostor feelings. Psychological factors predicted impostor experiences including perfectionism, anxiety, and self-efficacy, and all this was the case during a pandemic. Other studies from other countries have reported that between 20% and 60% of students in higher education experience moderate to intense impostor tendencies. (Bravata et al., 2020; Mak et al., 2019).

A growing number of international studies examine the impostor phenomenon in academic settings. In the Philippine higher education context, however, there is limited research. Local studies are more student-population than faculty-population focus. Impostor feelings vary among university students. For instance, a study involving Filipino university students found moderate to high impostor feelings, implying students often doubt themselves despite doing well academically (Bandillon et al., 2023; Reyes, 2024). Similar investigations

revealed that the impostor phenomenon of Filipino students is connected to psychological variables including perfectionism, academic pressure, and self-efficacy (Abduhalim, 2025; Duncan et al., 2023). The results indicate that impostor experiences also occur in the higher education in the Philippines. Most studies in the Philippine context have focused on students and graduates. Moreover, data-driven studies with faculty are limited in the country. With faculty members operating in environments with high expectations for effective teaching and research productivity as well as professional leadership, the lack of research on impostor phenomenon among academic professionals represents an important gap in the literature. Recognizing the occurrence of impostor phenomenon in educators is vital because these feelings may affect professional confidence, engagement at work, and academic achievement.

Due to the limited empirical investigations of the impostor phenomenon among faculty of higher educational institutions in the Philippines, there is a need for studies that will assess whether similar occurrences exist among academic actors of specific institutions. The University of La Salette presently has no recorded study on the impostor phenomenon among employees indicative of an institutional research gap. Exploring this issue within the university may shed light on employees psychological experiences and possible challenges for the university to assist with and develop professionally. With this, studying the presence of impostor phenomenon among employees of University of La Salette is important in assessing whether this phenomenon happens at the school and how this will affect faculty confidence, well-being, and performance. According to this study's findings, evidence-based interventions, mentoring programs, and employees development programs to strengthen professional identity and facilitate a good environment may be designed.

#### *Factors influencing IP in Academic Context*

Several psychological, social and institutional factors contribute to the emergence of impostor feelings, research shows. One important consideration is the developmental stage of one's career and professional experience. According to Rocha et al. (2025) individuals experience impostor feelings at the start of their teaching careers. However, it is reported that over time they become confident about their profession. A vital element includes identity and representation in the academic world. Chakraverty (2020b) found that underrepresented minority scholars often experience impostor feelings due to a lack of belonging, stereotyping, and perceived exclusion from academia. They may foster a lack of confidence and generate psychological discomfort.

Also, some researchers claim that personality traits as well as motivational variables affect impostor experiences. As per 2023 data, on the study of Duncan et al. they found that among data science students, perfectionism, anxiety and self-efficacy were strongly correlated with impostor feelings. People who often expect more than what is realistic heighten their chances of impostor feelings. Family influences and experiences in early life have been shown to contribute to impostor phenomenon. Lastly, Jeledan (2019) studied how parenting styles, family interactions, and various experiences in childhood may develop impostor thoughts and feelings in one's later life. People who grow up in homes with excessively high parental expectations or a lack of emotional support may suffer from self-doubt.

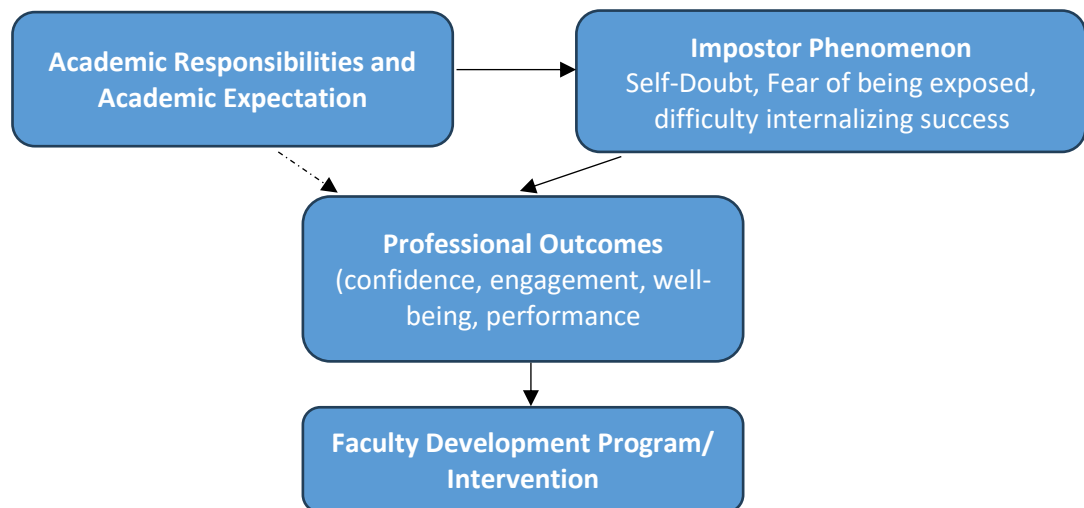
#### **Conceptual Framework**

The conceptual framework of the study is based on Impostor Phenomenon proposed by Pauline Rose Clance and Suzanne Imes (1978). As they assert, the impostor phenomenon occurs when high-achieving people do not believe they deserve the success they achieve.

Subsequently, they think the success is due to other reasons such as luck, timing and efforts. Accordingly, these people constantly doubt themselves and fear being discovered as frauds or impostors.

Clance et al (1978) explained how the impostor experience works through the impostor cycle, which explains responses to achievement-related tasks. When a person is tasked with fulfilling a certain responsibility, they may begin to feel anxious and incapable. Consequently, people either overprepare or delay completing the task. When a task is successfully completed, the person will say something like: This happened by chance or by trying too hard and never through ability. According to this attribution, the person believes that the success on this task is not being internalized and that the person feels inadequate. This was done more with reference to his future tasks. Within higher education institutions, the responsibilities of faculty include teaching, research, publication, and service to the institution, among others. These professional expectations could lead to impostor feelings, especially when faculty members engage in upward comparisons or feel their professional competence is being rated. As a result, faculty may question their abilities, feel less confident, and fear failure despite their qualifications and accomplishments.

In this study, as suggested by Clance and Imes (1978), the researchers want to study the impostor phenomenon among employees of a higher education institution. Specifically, the study aims to find the level of impostor feelings among employees. Gaining knowledge on this situation will shed light on the psychological experiences of teachers and use this knowledge to form institutional interventions that will help enhance professional confidence and wellbeing of the faculty.



*Figure 1. Conceptual Framework of IP in Higher Education Institution*

## **Methods**

### **Research Design.**

The researchers used descriptive design to assess the level of impostor phenomenon of a higher education institution's faculty members. Descriptive research is research that describes conditions or characteristics of the subject matter. According to Creswell & Creswell (2017),

descriptive research does not manipulate variables. The study design was used to determine and describe the extent of the impostor feelings among the employees

### ***Setting and Participants.***

This study was carried out at the University of La Salette, a higher learning institution conferring degrees at the undergraduate and graduate levels in various fields. The institution has employees employed as per their requirement for teaching, research, and institutional service in their department. The 84 employees (54 faculty and 30 Non-Teaching Personnel) of different academic units of the university were the participants of the study. The researchers employed a convenience sampling method, in which the faculty who happened to be present at the time of data collection and willing to participate were selected. To ensure that the respondents will be relevant to the study, they must meet the following inclusion criteria: (1) currently employed as a faculty member and staff of the University of La Salette, (2) currently teaching or holds teaching units during the academic year of the study, and (3) voluntarily willing to participate in the study.

### ***Research Instrument.***

The Clance Impostor Phenomenon Scale (CIPS), developed by Pauline Rose Clance (1986), was used for assessing impostor feelings as the tool of the study. The CIPS is a measure that's commonly used to assess the impostor phenomenon (IP). It evaluates people's beliefs about being frauds intellectually, fears of failure, and trouble internalizing success. The tool comprises of 20 items that measure different aspects associated with the impostor experience. The respondents use a five-point Likert scale to indicate the degree to which each statement applies to them, where 1 (not at all true), and 5 (very true). The total score on the scale calculates the level of impostor phenomenon experienced by the individual and higher score means greater impostor phenomenon. According to scores, as categorized by Clance (1985), fewer impostor characteristics are shown by below 40 scores while 41 to 60 scores show moderate impostor feelings. Moreover, 61 to 80 scores show frequent impostor experiences and above 80 scores show intense impostor phenomenon. Past studies have proven the Clance Impostor Phenomenon Scale to be very effective. The instrument attained a high internal consistency reliability, with a Cronbach's alpha of .96. Furthermore, validation studies conducted earlier have confirmed that the scale has construct validity for measuring impostor experiences across various populations and professional groups (Clance, 1985; Mak et al., 2019). The CIPS has been frequently used in research concerning the impostor phenomenon in educational, organizational, and professional contexts due to its proven reliability and validity.

### ***Data Gathering Procedure.***

The gathering of data for this study was done in May to July 2024. With the approval of the University of La Salette Institutional Ethics Review Committee, the researchers coordinated with the Human Resource Management Office the conduct of the survey. A quick gathering of data was carried out during the signing of final clearance in the Human Resource Management Office, with employees who fit the inclusion criteria selected as respondents. Respondents were informed of the intent of the research and voluntary participation. Respondents gave their informed consent before the survey started. Participants were administered on Clance Impostor Phenomenon Scale (CIPS) and were sufficiently allowed time to complete the instrument. After all the questionnaires were completed, they were

collected in the same manner and checked for completion. They were then organized and encoded for statistical analysis.

***Data Analysis.***

Frequency and percentage were utilized to characterize the profile of respondents and the levels of impostor phenomenon according to Clance Impostor Phenomenon Scale (CIPS).

Interpretation of scores was done according to the categories:

<b>Scale</b>	<b>Interpretation</b>
Below 40	few impostor characteristics
41-60	moderate impostor feelings
61-80	frequent impostor experiences
80 and above	intense impostor phenomenon.

The analysis of the data was conducted using non-parametric statistics as the data were found to be non-normally distributed. The Kruskal–Wallis H test was used for two groups comparisons and the combinations of more than two groups were used to determine significant differences of level of impostor phenomenon among groups. All the statistical analyses were performed using IBM SPSS Statistics with a 0.05 level of significance to indicate a statistically significant difference.

***Ethical Consideration.***

This study was reviewed and approved by the University of La Salette Research and Development Office prior to the conduct of the study as part of the ethical review. With its approval, this research complied with established ethical provisions for studies conducted on humans. All respondents voluntarily participated in the study and gave informed consent before collection of data. Participants were informed of the aims of the study, the procedures involved, and their ability to refuse/ withdraw from taking part at any time without penalty. Data collected was ensured to use solely for research purposes. The identity of the respondents was kept confidential. All the data gathered from the participants was kept confidential and stored safely.

**Results and Discussion**

**I. Demographic Profile of the Respondents**

The table 1 shows the distribution of the demographic profile among the employees of the University of La Salette. Findings show that the majority of workers are 23-27 years old (42.9%), meaning the workforce mainly comprises young professionals. Males are slightly in excess compared to females by 7%. The Non Teaching Personnel (NTP) had the highest share of employee’s 35.7% followed by CEA which has 20.2% employee’s. According to the result, the data shows that most employees have had a tenure of 1-10 years. Therefore, the employee level in the industry is mostly early to mid-stage. Besides, most employees (86.9%) are full-time; therefore, the institution mainly relies on regulars. Furthermore, Sharma and Jyoti (2019) revealed that there is a marginal prevalence of males in university gender distribution.



**Table 1.**  
*Distribution of the Employees According to Their Demographic Profile*

Age	f	%
23-27 years old	36	42.9
28-32 years old	18	21.4
33-37 years old	7	8.3
38-42 years old	3	3.6
43-47 years old	6	7.1
48-52 years old	4	4.8
53-57 years old	5	6.0
58-62 years old	2	2.4
63 years old and above	3	3.6
Sex	f	%
FEMALE	39	46.4
MALE	45	53.6
Department	f	%
COA	1	1.2
CEA	17	20.2
CBE	7	8.3
CPNPHM	5	6.0
COL	1	1.2
NTP	30	35.7
CAS	4	4.8
CCJE	6	7.1
CTE	10	11.9
CMAMP	3	3.6
Tenure	f	%
Less than 1 year	9	10.7
1-10 years	62	73.8
11-20 years	4	4.8
21-30 years	6	7.1
31 years and above	3	3.6
Employment Status	f	%
Full-Time	73	86.9
Part-Time	11	13.1

## II. Imposter Phenomenon test among employees of ULS

Table 2 below shows the findings on the imposter phenomenon test among employees of ULS. The findings reveal that specific groups are most likely to experience moderate imposter experiences and frequent imposter feelings. The group of 23–27 years old shows a greater amount of moderate imposter experiences at 21.4% followed by a frequent imposter feeling at 14.3%. This indicates that younger employees experience greater self-doubt with regards to their competence. In terms of sex, female workers show the highest moderate imposter experience (22.6%). Whereas the male workers show the highest imposter experience at a frequent level (20.2%). This indicates that both sexes have an imposter experience. Imposter experiences are commonly triggered by a workplace situation.

Across departments, the NTP records the highest moderate imposter experiences (14.3%) and frequent imposter feelings (10.7%). Moreover, CEA also shows notable frequent imposter feelings (8.3%). Thus, workplace expectation-related imposter experience and imposter feelings probably occur frequently at the workplace. Moreover, employees who served between one and 10 years experienced the highest moderate imposter experiences (32.1%) and frequent imposter feelings (27.4%). This indicates that those at the early stage of



their careers are more likely to experience the phenomenon. In a similar manner, full-time employees boast the most moderate impostor experiences (36.9%) and frequent impostor feelings (28.6%), suggesting employees with greater workload and institutional responsibilities may experience stronger impostor tendencies.

These studies align with more recent findings that the impostor phenomenon affects more early-career and younger employees. These employees are likely to feel underperformance pressure and are uncertain about their professional competence (Bravata et al., 2020). Studies reveal that the impostor phenomenon affects men and women, although the strength of the feeling can vary depending on people’s roles and expectations in the office (Gullifor et al, 2024). Additionally, it has been found that employees with shorter tenure, as well as those employed in early-career positions, tend to experience stronger impostor feelings because of the difficulties adjusting to work settings and high-performance expectations (Silverman, 2024). The current results are revealed uncommon four-year times between two literature studies which demonstrate both early-career and full-time workers are vulnerable to moderate and frequent impostor experiences.

Table 2.  
Results of the Impostor Test of Employees in Terms of Their Demographic Profile

Demographic Profile	IP Characteristics							
	Few Impostor Characteristics		Moderate IP Experiences		Frequently has Impostor Feelings		Intense IP Experiences	
Age	f	%	f	%	f	%	f	%
23-27 years old	3	3.6%	18	21.4%	12	14.3%	3	3.6%
28-32 years old	2	2.4%	8	9.5%	6	7.1%	2	2.4%
33-37 years old	3	3.6%	2	2.4%	2	2.4%	0	0.0%
38-42 years old	1	1.2%	1	1.2%	1	1.2%	0	0.0%
43-47 years old	1	1.2%	1	1.2%	3	3.6%	1	1.2%
48-52 years old	2	2.4%	2	2.4%	0	0.0%	0	0.0%
53-57 years old	2	2.4%	1	1.2%	2	2.4%	0	0.0%
58-62 years old	0	0.0%	1	1.2%	1	1.2%	0	0.0%
63 years old and above	2	2.4%	1	1.2%	0	0.0%	0	0.0%
Sex	f	%	f	%	f	%	f	%
FEMALE	8	9.5%	19	22.6%	10	11.9%	2	2.4%
MALE	8	9.5%	16	19.0%	17	20.2%	4	4.8%
Department	f	%	f	%	f	%	f	%
COA	0	0.0%	1	1.2%	0	0.0%	0	0.0%
CEA	3	3.6%	6	7.1%	7	8.3%	1	1.2%
CBE	3	3.6%	1	1.2%	3	3.6%	0	0.0%
CONPHM	1	1.2%	2	2.4%	1	1.2%	1	1.2%
COL	0	0.0%	1	1.2%	0	0.0%	0	0.0%
NTP	7	8.3%	12	14.3%	9	10.7%	2	2.4%
CAS	1	1.2%	1	1.2%	2	2.4%	0	0.0%
CCJE	0	0.0%	3	3.6%	3	3.6%	0	0.0%
CTE	1	1.2%	6	7.1%	1	1.2%	2	2.4%
CMAMP	0	0.0%	2	2.4%	1	1.2%	0	0.0%
Tenure	f	%	f	%	f	%	f	%
Less than 1 year	2	2.4%	5	6.0%	2	2.4%	0	0.0%
1-10 years	6	7.1%	27	32.1%	23	27.4%	6	7.1%
11-20 years	2	2.4%	1	1.2%	1	1.2%	0	0.0%
21-30 years	5	6.0%	1	1.2%	0	0.0%	0	0.0%
31 years and above	1	1.2%	1	1.2%	1	1.2%	0	0.0%
Employment Status	f	%	f	%	f	%	f	%
Full-Time	14	16.7%	31	36.9%	24	28.6%	4	4.8%
Part-Time	2	2.4%	4	4.8%	3	3.6%	2	2.4%



### III. Overall distribution of employees according to the impostor test

Table 3  
*Overall Distribution of the Employees According to the Impostor Test*

Category	f	%
Few Impostor Characteristics	33	32.4
Moderate IP Experiences	36	35.3
Frequently has Impostor Feelings	27	26.5
Intense IP Experiences	6	5.9

As a gleaned, table 3 revealed the overall distribution suggests that at moderate impostor phenomenon (35.3%) has more number of employees than frequently experiencing impostor phenomena (26.5%). Meanwhile, 32.4% reveal minor/few impostor traits while only 5.9% show intense IP experiences. The studies indicate that while severe impostor experiences are uncommon, a significant number of workers nevertheless experience moderate to frequent self-doubt about their capabilities and accomplishments. Studies indicate that impostor phenomenon is common among professionals at moderate levels. This finding confirms that conclusion. For instance, Canning et al. (2022) showed that many employees suffer moderate impostor feelings when faced with high workplace expectations and performances, especially in achievement-oriented professional occupations. Likewise, Vergauwe et al. (2021) reported that impostor feelings are common among working professionals, but more often at mid-levels rather than high levels. Furthermore, Bravata et al (2020) pointed out that the impostor phenomenon has been observed in many professional groups, but intense impostor experiences, while not unheard of, are rarer than moderate levels. This is because many individuals do retain confidence in their own abilities despite occasional doubts about their competence. Findings of this previous study supports the present results, suggesting that moderate impostor experiences are most commonly held by employees.



#### IV. Test of Difference in the impostor Test of Employees when grouped according to their demographi profile

##### 4.1 Age, Department and Tenure

Table 4  
*Differences in the Impostor Test of Employees when grouped according to Age, Department and Tenure*

Age		N	Mean Rank	H Test	df	p-value
Impostor Test						
	23-27 years old	36	46.21	3.373	8	0.10
	28-32 years old	18	46.33			
	33-37 years old	7	28.07			
	38-42 years old	3	30.83			
	43-47 years old	6	58.17			
	48-52 years old	4	24.38			
	53-57 years old	5	34.60			
	58-62 years old	2	55.75			
	63 years old and above	3	17.50			
Department		N	Mean Rank	H Test	df	p-value
Impostor Test						
	COA	1	28.00	5.868	9	0.75
	CEA	17	44.18			
	CBE	7	39.50			
	CPNPHM	5	45.30			
	COL	1	22.50			
	NTP	30	39.43			
	CAS	4	33.50			
	CCJE	6	59.50			
	CTE	10	43.00			
	CMAMP	3	53.83			
Tenure		N	Mean Rank	H Test	df	p-value
Impostor Test						
	Less than 1 year	9	37.78	11.172	4	0.02
	1-10 years	62	46.76			
	11-20 years	4	32.88			
	21-30 years	6	13.92			
	31 years and above	3	38.67			

Table 4 revealed the significant difference on the impostor phenomenon test when grouped according to their demographic profile. The Kruskal-Wallis H Test was used to determine whether there were any statistically significant Differences in the Impostor Test of Employees when grouped according to Age, Department and Tenure. The results indicated significant Differences in the Impostor Test of Employees when grouped according to Tenure ( $H(4) = 11.172, p=0.02$ ). And there were no significant Differences in the Impostor Test of Employees when grouped according to Age ( $H(8) = 3.373, p=0.10$ ) and Department ( $H(9) = 5.868, p=0.75$ ). Thus, the null hypothesis must be rejected at a 0.05 significance level.

According to Dunn's pairwise tests, there was very strong evidence (adjusted using the Bonferroni correction) that there are statistically significant Differences in the Impostor Test of Employees when grouped according to Tenure.

## 4.2 Pos Hoc Analysis of employees Tenure

Table 5  
Pairwise Comparisons of Tenure in Terms of Impostor Test of Employees

Sample 1-Sample 2	Mean Difference	Rank p-value	Decision
1-10 years - 21-30 years	32.841	0.002	Significant

The post hoc pairwise comparison reveals Differences in the Impostor Test of Employees when grouped according to Tenure.

## 4.3 Sex and Employment Status

Table 6  
*Differences in the Impostor Test of Employees when Grouped according to their Sex and Employment Status*

Impostor Test	Sex	N	Mean Rank	U	p-value
	Female	39	39.58	763.500	0.31
	Male	45	45.03		
Impostor Test	Employment Status	N	Mean Rank	U	p-value
	Full Time	73	41.97	362.500	0.61
	Part Time	11	46.05		

Table 6 shows the significant difference in the impostor test on age and employment status. A Mann-Whitney U Test was conducted to compare the Differences in the Impostor Test scores of Employees when grouped by sex and employment status. The test result revealed no significant difference between male and female responses/assessments regarding the Impostor Test of Employees when grouped according to their Sex and Employment Status, since the p-value was greater than the 0.05 significance level. Thus, the null hypothesis must be accepted at a 0.05 significance level.

## Conclusion and Recommendation

The conclusion has been drawn from the result of the study that the degree of impostor phenomenon among the employees of the University of La Salette that most of the employees experienced moderate impostor phenomenon. Employees that are younger, have 1-10 years of experience, and are full-time employees had moderate to frequent impostor experiences. This finding suggests that impostor feelings are more likely to occur among individuals early in their careers. The results of the analysis indicated that impostor test results varied significantly with tenure or years of service. In other words, years of service influence impostor experiences. On the other hand, age, department, sex and employment status showed no significant differences, indicating impostor feelings can affect diverse groups in the institution. The findings show that while high impostor phenomenon is rare, many employees display moderate impostor feelings.

The University of La Salette needs to improve institutional support systems for the employees' mental health, professional efficacy, and career assistance. Because tenure is so related to impostor experiences, the institution should offer targeted support, especially to early-career employees who may still find it hard to adjust to the academic environment. Tackling impostor phenomenon can provide significant benefits for employees and institutions alike. To respond to these concerns, the University of La Salette, Inc. may undertake initiatives in line with the United Nations Sustainable Development Goals (SDGs). To begin with, the University may build faculty and employee mentoring programs where seasoned faculty members mentor junior staff to help them with workplace challenges and self-confidence building. Furthermore, the institution might hold capacity-building workshops on professional confidence, mental health, and resilience, which support SDG 3: Good Health and Well-being by enhancing psychological wellbeing at work. Alongside this, the faculty development programs, research mentorships and professional trainings of the university can be strengthened which adds up to SDG 4: Quality Education by making sure the educators are confident, competent, and well-supported to deliver quality instruction. Ultimately, the organization may cultivate a workplace culture that is supportive and inclusive, recognizing employee accomplishment and allowing for professional growth, in line with SDG 8: Decent Work and Economic Growth, which advocates for safe, productive and supportive work environments. The University of La Salette, Inc. can mitigate impostor experience over employees, improve professional confidence, and create a supportive academic environment through these programs. Further, these will enhance employee compassion and institutional quality.

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All four authors have contributed to this work and completion of this study. The first author planned and conceptualized the study, interpreted the data and wrote the manuscript. The second author helped supervise the research and review for the manuscript. The statistical analysis and interpretation of data was helped by the third author. The fourth author helped collect data and write the manuscript. Each author contributed to the manuscript and is in agreement with its final version. Furthermore, they are all responsible for any aspect of the work.

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The authors affirm that the manuscript has undergone, through Grammarly, an enhancement in its grammar and clarity. Turnitin use was limited to only checking the similarity of the work. Artificial Intelligence (AI) tools for generating research content, data analysis, or interpretation were not used. The authors claim all ideas, analysis, and conclusion in this work and they are the same of own. The authors accept the whole responsibility for the manuscript.