

RESEARCH ARTICLE: Impostor Syndrome Phenomenon: Its Link With Self-efficacy And Satisfaction Among The Students Of Sulu State College

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ABSTRACT. This study investigated the significant difference in the psychological profile among students at Sulu State College. It employed a descriptive correlational research design with 200 students officially enrolled at Sulu State College during the Academic Year 2024-2025 through a stratified simple random sampling procedure and treated data through frequency, percentage score, weighted mean, standard deviation, t-test for independent sample, One-way ANOVA, and Pearson's test of correlation using significant alpha = 0.05. The following are the findings: 1) The majority of the respondents were female, majority aged 20 years old and below, mostly were taking their degree In CCSE, and equally represented in each year level; 2) Generally, students have expressed that students have experienced high level of impostor syndrome, self-efficacy, and perfectionism; 3) On the significant difference, there was significant difference in the level of psychological profile among students at Sulu State College when data are grouped according to age, gender, and year level. However, no significant difference was identified when data are grouped according to course. 4) On account of significant correlation, this study highlights a high positive significant correlation among impostor syndrome, self-efficacy, and perfectionism. Furthermore, this study supports the theory of Albert Bandura on self-efficacy that emphasizes that a person's confidence in their own capacity to succeed in various situations plays a critical role in how they approach goals, tasks, and challenges. Finally, this study emphasizes the importance of mental health among students. Counseling, mentorship, skills-building, and teambuilding that could potentially boost students' self-confidence and coping strategies.

KEYWORDS: *Impostor Syndrome, Self-efficacy, Self Satisfaction*

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Introduction

The issue of impostor syndrome has gained significant attention in recent years, especially in academic and professional settings. Impostor syndrome is a psychological condition where people are afraid of being perceived and mistrust their accomplishments as fraud, often linked to self-efficacy, which involves judging their own abilities and accomplishments. According to Usher, E. L., & Morris, D. B. (2022) on their research that self-efficacy is the belief individuals have about their ability to perform specific tasks in their lives, as defined by Bandura

in 1997. Belief in while doubt results in failure. Beliefs are formed through experiences, social evaluations, and physiological arousal, guiding actions in various domains. Clance, P. R., & Imes, S. A. (1978) said that the term “impostor phenomenon” is a the phrase accustomed to describe an inside sensation of intellectual phoniness that seems to be more common and acute between a limited group of successful women. Kumar, S., & Jagacinski, C. M. (2006) studied the pattern of performance objectives associated with imposter fears in men and women. Imposter worries were most strongly linked to ability-avoidance objectives among men. However, along with females, impersonation worries were definitely connected to capacity-based method objectives but adversely pertaining to the objectives of the task.

Early family interactions and social sex-role stereotyping significantly influence the formation of the imposter phenomenon, where women continue to believe they are not brilliant despite their academic and professional successes. This condition disproportionately affected students and high-achieving individuals, particularly those in competitive or rigorous academic institutions. In educational settings such as Sulu State College, where students are exposed to significant academic pressures, the phenomenon of impostor syndrome may hinder not only their performance but also their mental well-being.

Many Sulu State College students may experience anxiety, self-doubt, and feelings of inadequacy while they work to meet the requirements of their academic degrees. Their scholastic path and even their life after college may be significantly impacted by these experiences. According to research, impostor syndrome can take many different forms, ranging from perfectionism to fear of failing, and it can interact with variables including age, gender, and socioeconomic status. With an emphasis on the sociodemographic variables that can affect its prevalence, This research aimed to ascertain the degree of impostor syndrome among Sulu State College students. The study aimed to understand the sociodemographic factors affecting impostor syndrome in higher education in the Philippines, aiming to provide insights into how educational institutions can better support students in managing these psychological challenges. The research underscores the significance of addressing impostor syndrome in academic settings, as it significantly impacts students’ mental health, self-efficacy, and academic success.

Research Questions

This study examined the relationship between Sulu State College students’ perfectionism and self-efficacy and the impostor syndrome phenomena. It specifically aimed to respond to the following queries:

1. What is the socio-demographic profile of SSC students in terms of:
 - 1.1. Age;
 - 1.2. Gender;
 - 1.3. Course and;
 - 1.4. Year level?
2. Impostor Syndrome;
 - 2.1. Impostor syndrome
 - 2.2. Self-Efficacy; and
 - 2.3. Satisfaction (Well-being)?
3. Is there a significant difference in the level of the psychological profile among students at Sulu State College when data are grouped according to:
 - 3.1. Age;
 - 3.2. Gender;
 - 3.3. Course and;

3.4. Year level?

4. Is there a significant correlation among the subcategories subsumed under the psychological profile?

Literature

Recent studies have increasingly focused on the prevalence and impact of impostor syndrome in academic environments. This chapter reviews relevant literature and studies published from 2020 onwards, providing updated insights into the factors contributing to impostor syndrome and its psychological effects.

Foreign Literature

Parkman, A. (2020). Impostor Syndrome in Higher Education: New Perspectives on an Old Problem. *Journal of Higher Education Theory and Practice*, 20(2), 15-22. This study discusses how impostor syndrome has evolved in the context of online learning environments, especially during the COVID-19 pandemic. Langford and Clance (1993) explored the role of social comparison in exacerbating impostor syndrome. Their research indicated that individuals with impostor syndrome were more likely to compare themselves negatively to peers, leading to increased feelings of inadequacy. Parkman (2016) highlighted the link between impostor syndrome and burnout, particularly among high-achieving professionals in the United States. The study concluded that impostor syndrome can contribute to emotional exhaustion and reduced job satisfaction. Sakulku and Alexander (2011) provided a comprehensive review of the literature on impostor syndrome, emphasizing its prevalence across different cultures and academic fields. Their work underscores the global impact of impostor syndrome, particularly in educational contexts.

Foreign Studies

Rice et al. (2023) reported that majority of the medical students have reported moderate to intense feelings of impostor syndrome. They reported that female students experience frequently intense feeling of impostor syndrome in comparison to male students' counterpart. Khalil et al. (2023) found a prevalence of impostor syndrome among nursing and medical students where most of the nursing students experienced severe impostor syndrome while medical students experienced mild impostor syndrome. Ybañez, Q., & Barrientos, D. (2023) revealed that there was a notable difference in self-efficacy among students that age was significant where students aged 27 years old and above had different self-efficacy levels compared to those aged 18-20 years old.

Anand & Nagle (2016) reported that aged 18-24 years old among college students have demonstrated varying standards for themselves in self-oriented perfectionism highlight the crucial role in influencing the psychological health and wellbeing of college students. Beesley et al. (2024) found that female students exhibited higher levels of impostor syndrome than male students. Meanwhile, Paudel & Ghimire (2024) found that male students had a higher mean self-efficacy score compared to female students. Kelly & Clark (2017) reported the diverse perspectives on perfectionism within the nursing students where majority of them reported moderate levels of self-oriented perfectionism demonstrating students setting high standards for themselves.

Chen et al. (2024) found that in the final year of computer science students experienced varying degrees of impostor syndrome. They linked this higher level to the increased time spent reviewing code snippets and a decreased likelihood of solving them correctly. Kumar and Jagacinski (2006) explored the relationship between impostor syndrome and achievement goals, finding that students with impostor tendencies often set unrealistic expectations for themselves, leading to academic stress. Tewfik and DiRenzo (2020) examined the career implications of impostor syndrome, demonstrating that individuals with impostor syndrome were less likely to

pursue leadership roles or professional advancements. Vergauwe et al. (2015) investigated the link between impostor syndrome and work performance. They found that although individuals with impostor syndrome were highly competent, they often undervalued their work contributions.

Caselman and Self (2008) studied the impact of impostor syndrome on academic performance in U.S. undergraduate students, noting that those who reported higher levels of impostor feelings were more likely to experience academic burnout. Chrisman et al. (1995) analyzed the role of family dynamics in the development of impostor syndrome, concluding that individuals from highly critical family environments were more likely to experience feelings of inadequacy. Lizarte Simón et al. (2024) revealed the moderate relationship between anxiety and academic engagement in university settings among students' self-efficacy that indicate high self-efficacy mitigate the negative effects of anxiety, thereby supporting better academic performance and engagement. Fernández-García et al. (2022) reported that the levels of perfectionism among students have steadily increased over the past 27 years. They indicated that the high perfectionism correlated positively with academic performance, however, negatively impacted psychological well-being that led to higher tendency of anxiety and suicidal ideation.

Kelly & Clark (2017) reported the diverse perspectives on perfectionism within the nursing students where majority of them reported moderate levels of self-oriented perfectionism demonstrating students setting high standards for themselves. Pakozdy et al. (2024) investigated the relationship between impostor syndrome, self-efficacy, and perfectionism. They revealed that there was a negative correlation between impostor syndrome and self-efficacy while indicating a positive correlation between impostor syndrome and perfectionism. Meanwhile Kurtovic et al. (2019) predicted that there was a significant correlation between self-efficacy and perfectionism. They found that perfectionism was a positive predictor of self-efficacy.

Local Literature

Bautista (2019) examined the cultural factors influencing impostor syndrome among Filipino students, finding that family expectations and societal pressure significantly contribute to the development of impostor feelings. Reyes (2020) conducted a qualitative study on the prevalence of impostor syndrome in competitive universities in the Philippines, highlighting the role of academic pressure in exacerbating self-doubt among students. Santos and De Leon (2017) focused on the mental health implications of impostor syndrome in Filipino medical students. Their research revealed that students with higher levels of impostor syndrome were more prone to anxiety and depression. Cabalquinto (2018) explored impostor syndrome among Filipino professionals, noting that those working in international organizations often felt inadequate due to cultural differences and perceived professional shortcomings. Mendoza (2021) analyzed the impostor syndrome phenomenon among students in provincial universities, finding that regional disparities in educational resources and opportunities contributed to heightened impostor feelings.

Local Studies

De Guzman (2021) conducted a study on the impostor syndrome phenomenon among Filipino college students, finding that academic pressure and peer competition significantly contributed to feelings of inadequacy. Santiago and Rosales (2018) examined the prevalence of impostor syndrome among Filipino women in STEM fields, noting that societal expectations and gender biases contributed to their self-doubt. Villanueva (2019) conducted a comparative study of impostor syndrome among private and public university students in the Philippines, highlighting that student from private institutions reported higher levels of impostor feelings. Flores (2020) explored the impact of parental expectations on impostor syndrome among Filipino students, finding that those with overbearing parents were more likely to exhibit impostor tendencies. Cruz

and Dominguez (2019) studied the psychological impact of impostor syndrome on Filipino graduate students, revealing that students with impostor syndrome were more likely to experience symptoms of anxiety and depression.

The growth of the COVID-19 epidemic has led to the overhaul of the conduct of teaching and learning, especially in the assessment of learners during a period of crisis stuck in numerous structural and practical (Chavez, J., & Lamorinas, D. D. 2023). Assessment methods significantly influence student self-perception, with poorly designed ones damaging self-efficacy and impostor feelings, while well-designed ones promoting learning and growth can boost confidence and satisfaction. The academic community was severely affected by COVID-19, particularly impacting the lives of underprivileged students in higher education (Chavez, J.V. 2020). Financial insecurity and health issues significantly affect students' focus, self-efficacy, and satisfaction, leading to feelings of inadequacy and impostor syndrome.

Artificial intelligence (AI) in education possesses the capacity to transform learning by tackling critical issues and accelerating advancement (Chavez, J.V., Cuilan, J.T., Mannan, S.S., et al., 2024.). The excessive use of AI can conceal a lack of self-assurance, potentially leading to feelings of impostory if detected. AI in education enhances student learning by analyzing progress, performance, and preferences, delivering tailored content, suggesting resources, and providing feedback (Inoferio HV, Espartero MM, Asiri MS, et al. 2024). This emphasizes the relationship between a lack of confidence, anxiety, and academic performance, all of which are important aspects to consider while studying impostor syndrome.

Online gender-based humor has significantly influenced the language used to express biases towards women and the LGBT community (Chavez, J.V., Lamorinas, D.D., and Ceneciro, C.C. 2023). The study highlights the potential negative impact of social dynamics, particularly bias and discrimination, on student confidence and impostor syndrome. The normalization of online gender jokes on social media has become a common practice, aiming to make conversations light and enjoyable for all involved (Chavez JV and Prado RTD 2023). The study explores power dynamics and inequality, revealing that social contexts impact self-perception and academic success, with discrimination-affected students potentially experiencing lower self-efficacy. The language delivery style in academic training significantly influences learning, with emotional bonding with audience influencing the duration and effectiveness of the learning process (Garil B.A., Entong M.B.M., Muarip V.C., et al., 2024.). Teaching styles significantly influence student confidence and self-efficacy, which in turn affects their vulnerability to impostor syndrome.

Societal and economic factors influencing students' early marriage decisions, leading to poor attendance, insufficient study time, and a shift in focus from academics (Garcia CS, Lastam JMP, Chavez JV, et al. 2025). The study highlights how external life circumstances can affect students' educational trajectories and self-perception, leading to decreased self-efficacy and increased stress, increasing their susceptibility to impostor syndrome. Educational institutions strive for inclusivity, ensuring diverse classrooms for students with disabilities, different learning styles, and diverse backgrounds, despite facing challenges in achieving this goal (Leon AJTD, Jumalon RL, Chavez JV, et al. 2024). Inclusive classrooms promote a sense of belonging, support, and self-efficacy, potentially reducing feelings of inadequacy and improving self-efficacy, unlike exclusionary environments that may heighten impostor syndrome.

Methodology

This chapter presents the research design, research locale, respondents of the study, sampling design, research instrument, data gathering procedure, validity and reliability of instrument, and statistical treatment of data.

1. Research Design

This study employs descriptive-correlational research design. The descriptive aspect focuses on understanding the socio-demographic profile of the respondents and assessing the link between the impostor syndrome phenomenon on self-efficacy and perfectionism among the students at Sulu State College. The correlational component examines the relationship among subcategories subsumed under psychological profile. This design is appropriate for this study as it allows for a systematic investigation into the factors associated with impostor syndrome without manipulating variables. The goal is to describe the existing phenomenon and determine whether significant relationships exist among variables.

2. Research Locale

This study was conducted at Sulu State College (SSC), located in Patikul, Sulu, Philippines. SSC is a state college that serves students from various municipalities in Sulu and nearby provinces. The institution offers a range of undergraduate and graduate programs, and the diversity of its student population provides a rich context for examining impostor syndrome. The geographical setting is significant as it reflects a region where cultural, social, and academic pressures may influence students' experiences of impostor syndrome.

3. Respondents of the study

The respondents of this study were students enrolled in Sulu State College during the academic year 2024-2025. The target population included students from different year levels and courses. The study aimed to include a diverse group of respondents to gain a comprehensive understanding of how impostor syndrome manifests across various academic programs and student demographics.

The total number of respondents is 200 students, chosen based on availability and willingness to participate. The respondents are distributed as follows:

Table 1- Distribution of respondents in terms of year level

Year Level	Number of Respondents
First Year	50
Second Year	50
Third Year	50
Fourth Year	50
Total	200

4. Sampling design

This study utilized a stratified random sampling technique to ensure representation across year levels. Stratification has been employed to divide the population into stratum based on year level, ensuring that each subgroup was adequately represented in the sample. Once the population has been stratified, random sampling was applied within each subgroup to select the respondents.

5. Data gathering procedure

This study employed a multi-stage of data gathering procedure to collect data.

Prior to the data collection, the research instrument has been reviewed, finalized, and approved by the Ethics Review Committee. Afterwards, permission to launch and administer the instrument was sought from the Administrator of the College. In the data collection, target respondents have been identified through stratified random sampling, and informed consent was obtained from the

identified respondents to secure confidentiality. The instrument was distributed to the respondents in printed formats. Collected data from the respondents were encoded in a spreadsheet and analyzed through the use of appropriate statistical tools using the SPSS software. Analyzed data were interpreted and presented in table with further discussion.

6. *Research instrument*

The primary data-gathering tool utilized for this study was a structured survey questionnaire. The questionnaire consisted of two parts: Part I consisted of the socio-demographic profile on the respondents' age, gender, course, and year level. Part II consisted of three sections. Section 1 of part II was an adapted questionnaire developed by Dr. Pauline Rose Clance (1985) "Clance Impostor Phenomenon Scale (CIPS). The CIPS consisted of 20 items, each rated on a 5-point Likert scale. Higher scores indicate a higher level of impostor syndrome. Section 2 of part II was an adapted questionnaire developed by Schwarzer & Jerusalem (1995) "Generalized Self-Efficacy Scale" with 10 items. Section 3 of part II was also an adapted questionnaire developed by Hewitt & Flett (1991, 2004) "Multidimensional Perfectionism Scale: Self-Oriented Perfectionism" with 15 items. The Likert survey was chosen for its ease of response and effective quantitative approach, utilizing statistics for data interpretation.

Scale	Description	Interpretation	
		Impostor Syndrome	Self-Efficacy/Perfectionism
1	Not at All	Very Low Experience of ISP	Very Low Level
2	Rarely	Low Experience of ISP	Low Level
3	Sometimes	Moderate Experience of ISP	Moderate Level
4	Often	High Experience of ISP	High Level
5	Very True/ Always	Very High Experience of ISP	Very High Level

7. *Validity and reliability*

To ensure the validity and reliability of the research instrument, the following steps were undertaken:

Content Validity: The questionnaire was reviewed by experts in psychology and education to ensure that the items accurately measure impostor syndrome and are relevant to the population being studied.

Pilot Testing: The instrument has been pilot-tested on a small group of students (n = 30) who were not part of the final sample. The results were analyzed to assess the clarity and relevance of the items. Adjustments were made based on feedback.

Reliability Testing: The internal consistency of the questionnaire was evaluated using Cronbach's Alpha. A reliability coefficient of 0.70 or higher was considered acceptable.

8. *Statistical treatment of data*

In generating the empirical data for this study, the following statistical tools were employed:

- i. For the first statement of the problem, descriptive statistics were used, particularly frequency count and percentage distribution, to analyze the distribution of the socio-demographic profile of the population.
- ii. For the second statement of the problem, mean and standard deviation were used to analyze the level of the psychological profile of the respondents in terms of impostor syndrome, self-efficacy and perfectionism.
- iii. For the third statement of the problem, inferential statistics were employed. T-test for independent samples was used to determine the significant difference when data are grouped

according to gender. One-way ANOVA was utilized to determine the significant difference when data are grouped according to age, courses, and year level.

iv. For the fourth statement of the problem, Pearson r correlation coefficient was used to determine the significant correlation among subcategories subsumed under the psychological profile of the respondents in the context of impostor syndrome, self-efficacy, and perfectionism (self-oriented perfectionism).

9. Ethical Consideration

The researcher initially consulted a panel of experts to validate the questionnaires. Following this, a letter of permission was obtained from the Dean’s Office of Graduate Studies to officially launch the questionnaire. Once this letter was secured, the researcher proceeded to request approval from the Dean of Students Affairs. Upon receiving the necessary approval from the institution, the researcher sent a formal request to the all the Deans of deferent School and Colleges with in the Sulu State College, seeking authorization to conduct the study within the school. The Deans granted permission, allowing the researcher to administer the instruments to the selected respondents.

During data collection, respondents were allotted specific time to complete the questionnaires. Once the forms were completed by the student respondents, the researchers collected the responses for further analysis.

In adherence to ethical research standards, the study was conducted with proper authorization and informed consent. All procedures ensured the privacy and confidentiality of participants, and the data collection process was carried out responsibly and respectfully. This careful approach helped build trust and integrity in the research process, contributing to the reliability and validity of the study’s outcomes.

Results and Discussion

This chapter analyzes data from a study on Sulu State College students’ demographic profiles, psychological profiles like impostor syndrome, self-efficacy, and perfectionism, and the significant correlations among subcategories within these profiles. The study presents, analyzes, and interprets results based on proper scoring and statistical treatments, corresponding to each research question.

1. What is the socio-demographic profile of SSC students in terms of: Age, Gender, Course, and Year Level?

1.1 On Age

Table 1.1 Socio-demographic profiles of the respondents in terms of ag

Age	Number of Respondents	Percent	Cumulative percent
20 years old and below	101	50.5%	50.5%
21 to 25 years old	65	32.5%	83%
26 to 30 years old	34	17%	100%
Total	200	100%	

Table 1.1 reveals that out of 200 Sulu State College students, 50.5% are aged 20 and below, 32.5% are aged 21-25, and 17% are aged 26-30. The majority of the respondents are aged 20 years and below.

1.1 On Gender

Table 1.2 Socio-demographic profiles of the respondents in terms of gender

Gender	Number of Respondents	Percent	Cumulative percent
Male	78	39%	39%
Female	122	61%	100%
Total	200	100%	

Table 1.2 reveals that out of 200 respondents, 39% are male and 61% are female, revealing the socio-demographic profile of students at Sulu State College. The majority of respondents are female compared to their male counterpart.

1.3 On Course

Table 1.3 Socio-demographic profiles of the respondents in terms of course

Course	Number of Respondents	Percent	Cumulative percent
SON	37	18.5%	18.5%
CTE	32	16%	34.5%
CBAM	31	15.5%	50%
CCSE	43	21.5%	71.5%
SOA	29	14.5%	86%
CAS	25	12.5%	98.5%
SGS	3	1.5%	100%
Total	200	100%	

Table 1.3 shows the socio-demographic profile of students in Sulu State College in terms of course. Out of 200 respondents, 18.5% are from the School of Nursing SON, 16% from CTE, 15.5% from CBAM, 21.5% from CCSE, 14.5% from SOA, 12.5% from CAS, and 1.5% from SGS. The majority of the respondents are from the College of Business Administration and Management.

1.2 On Year Level

Table 1.4 Socio-demographic profiles of the respondents in terms of year level

Year Level	Number of Respondents	Percent	Cumulative percent
First Year	50	25%	25%
Second Year	50	25%	50%
Third Year	50	25%	75%
Fourth Year	50	25%	100%
Total	200	100%	

Table 1.4 reveals that out of 200 respondents, each year level is represented equally with at least 25%.

2. What is the level of psychological profile among students at Sulu State College in terms of: Impostor Syndrome; Self-Efficacy; and Perfectionism (Self-oriented Perfectionism)?

2.1 In terms of Impostor Syndrome

Table 2.1 Level of psychological profile among students at Sulu State College in terms of impostor syndrome

No	Statements	Mean	S.D.	Description
1	I have often succeeded on a test or task even though I was afraid that I would not do well before I undertook the task.	3.05	1.024	Moderate
2	I can give the impression that I'm more competent than I really am.	3.36	1.027	Moderate
3	I avoid evaluations if possible and have a dread of others evaluating me.	3.35	1.046	Moderate
4	When people praise me for something I've accomplished, I'm afraid I won't be able to live up to their expectations of me in the future.	3.52	1.186	High
5	I sometimes think I obtained my present position or gained my present success because I happened to be in the right place at the right time or knew the right people.	3.48	.924	Moderate
6	I'm afraid people important to me may find out that I'm not as capable as they think I am.	3.60	1.076	High
7	I tend to remember incidents in which I have not done my best more than those times I have done my best.	3.66	.970	High
8	I rarely do a project or task as well as I'd like to do it.	3.86	.924	High
9	Sometimes, I feel or believe that my success in my life has been the result of some kind of error.	3.68	1.112	High
10	It's hard for me to accept compliments or praise about my intelligence or accomplishments.	3.60	1.130	High
11	At times, I feel my success has been due to some kind of luck	3.78	1.008	High
12	I'm disappointed at times in my present accomplishments and think I should have accomplished much more.	3.64	.966	High
13	Sometimes, I'm afraid others will discover how much knowledge or ability I really lack.	3.81	1.068	High
14	I'm often afraid that I may fail at a new assignment or undertaking even though I generally do well at what I attempt.	3.19	.998	Moderate
15	When, I've succeeded at something and received recognition for my accomplishments, I have doubts that I can keep repeating that success.	3.71	.921	High
16	If I receive a great deal of praise and recognition for something I've accomplished, I tend to discount the importance of what I've done.	3.60	.940	High
17	I often compare my ability to those around me and think they may be more intelligent than I am.	3.73	1.032	High
18	I often worry about not succeeding with a project or examination, even though others around me have considerable confidence that I will do well.	3.62	1.011	High
19	If I'm going to receive promotion or gain recognition of some kind, I hesitate to tell others until it is an accomplished fact	3.83	.941	High
20	I feel bad and discouraged if I'm not the best or at least very special in situations that involve achievement	3.85	1.235	High
Weighted Mean		3.595	.57789	High

Legend: (5) 4.50 – 5.00=Very High; (4) 3.50 – 4.49=High; (3) 2.50 – 3.49=Moderate; (2)1.50 – 2.49=Low; (1)1.00 – 1.49=Very Low

Table 2.1 The study reveals a high level of impostor syndrome among Sulu State College students, with a composite mean score of 3.595 and a standard deviation of .57789.

More specifically, the following statement garnered high mean score for item number eight with the mean of 3.86 with a standard deviation of .924, which is rated as “high,” and states, “I rarely do a project or task as well as I’d like to do it”. Statement number twenty garnered the mean of 3.85 with a standard deviation of 1.235 which is rated as “high”, and states, “I feel bad and discouraged if I’m not the best or at least very special in situations that involve achievement”. Statement number nineteen garnered the mean of 3.83 with a standard deviation of .941 which is rated as “high”, and states, “If I’m going to receive promotion or gain recognition of some kind, I hesitate to tell others until it is an accomplished fact”. Additionally, statement number thirteen also garnered a high mean of 3.81 with a standard deviation of .1.068 which is rated as “high”, and states, “Sometimes I’m afraid others will discover how much knowledge or ability I really lack”.

In the study of Rice et al. (2023) reported that majority of the medical students have reported moderate to intense feelings of impostor syndrome. Similarly, Khalil et al. (2023) found a prevalence of impostor syndrome among nursing and medical students where most of the nursing students experienced severe impostor syndrome while medical students experienced mild impostor syndrome.

2.2 In terms of Self-Efficacy

Table 2.2 Level of psychological profile among students at Sulu State College in terms of self-efficacy

No	Statements	Mean	S.D.	Description
1	I can always manage to solve difficult problems if I try hard enough.	3.35	1.065	Moderate
2	If someone opposes me, I can find the means and ways to get what I want.	3.74	1.020	High
3	It is easy for me to stick to my aims and accomplish my goals.	3.66	1.005	High
4	I am confident that I could deal efficiently with unexpected events.	3.69	.984	High
5	Thanks to my resourcefulness, I know how to handle unforeseen situations.	3.45	.960	Moderate
6	I can solve most problems if I invest the necessary efforts.	3.88	1.081	High
7	I can remain calm when facing difficulties because I can rely on my coping abilities.	3.53	1.036	High
8	When I am confronted with a problem, I can usually find several solutions.	3.82	1.021	High
9	If I am in trouble, I can usually think of a solution.	3.60	1.080	High
10	I can usually handle whatever comes my way	3.68	1.011	High
Weighted Mean		3.641	.64521	High

Legend: (5) 4.50 – 5.00=Very High; (4) 3.50 – 4.49=High; (3) 2.50 – 3.49=Moderate; (2)1.50 – 2.49=Low; (1)1.00 – 1.49=Very Low

Table 2.2 The study reveals that Sulu State College students have a high level of self-efficacy, with a composite mean score of 3.641 and a standard deviation of .64521.

More specifically, the following statement garnered highest mean score for item number six with the mean of 3.88 with a standard deviation of 1.081, which is rated as “high,” and states,

“I can solve most problems if I invest the necessary effort”. Additionally, statement number eight also garnered a high mean of 3.82 with a standard deviation of 1.021 which is rated as “high”, and states, “When I am confronted with a problem, I can usually find several solutions”.

Lizarte Simón et al. (2024) revealed the moderate relationship between anxiety and academic engagement in university settings among students’ self-efficacy that indicate high self-efficacy mitigate the negative effects of anxiety, thereby supporting better academic performance and engagement.

2.3 In terms of Perfectionism (Self-oriented Perfectionism)

Table 2.3 Level of psychological profile among students at Sulu State College in terms of perfectionism

No	Statements	Mean	S.D.	Description
1	When I am working on something, I cannot relax until it is perfect.	4.01	1.054	High
2	One of my goals is to be perfect in everything I do.	4.23	1.123	High
3	I never aim for perfection in my work.	4.15	1.118	High
4	I seldom feel the need to be perfect.	4.16	1.232	High
5	I strive to be as perfect as I can be.	4.14	1.103	High
6	It is very important that I am perfect in everything I attempt.	3.98	1.145	High
7	I strive to be the best at everything I do.	3.97	.929	High
8	I demand nothing less than perfection from myself.	4.01	1.094	High
9	It makes me uneasy to see an error in my work.	3.81	.970	High
10	I am perfectionistic in setting my goals.	4.23	1.055	High
11	I must work to my full potential at all times.	3.65	.854	High
12	I have to be the best at whatever I am doing.	3.91	.762	High
13	I have very high goals for myself.	3.89	.811	High
14	I set very high standards for myself.	4.03	.785	High
15	I must always be successful at school or work.	4.17	.886	High
Weighted Mean		4.023	.61485	High

Legend: (5) 4.50 – 5.00=Very High; (4) 3.50 – 4.49=High; (3) 2.50 – 3.49=Moderate; (2)1.50 – 2.49=Low; (1)1.00 – 1.49=Very Low

Table 2.3 The study reveals a high level of perfectionism among Sulu State College students, with a composite mean score of 4.023 and a standard deviation of .61485.

More specifically, the following statement garnered high mean score for item number two with the mean of 4.23 with a standard deviation of 1.123, which is rated as “high” and states, “One of my goals is to be perfect in everything I do”. Additionally, statement number ten also garnered a high mean of 4.23 with a standard deviation of 1.055 which is rated as “high” and states, “I am perfectionistic in setting my goals”.

Fernández-García et al. (2022) reported that the levels of perfectionism among students have steadily increased over the past 27 years. They indicated that the high perfectionism correlated positively with academic performance, however, negatively impacted psychological well-being that led to higher tendency of anxiety and suicidal ideation.

Kelly & Clark (2017) reported the diverse perspectives on perfectionism within the nursing students where majority of them reported moderate levels of self-oriented perfectionism demonstrating students setting high standards for themselves.

3. Is there a significant difference in the level of psychological profile among students at Sulu State College when data are grouped according to: Age; Gender; Course; and Year Level?

3.1 By Age

Table 3.1 Differences in the level of psychological profile among students at Sulu State College in terms of age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Impostor Syndrome	Between Groups	3.327	2	1.664	5.192	.006*	
	Within Groups	63.130	197	.320			Significant
	Total	66.457	199				
Self-Efficacy	Between Groups	1.898	2	.949	2.310	.102	Not Significant
	Within Groups	80.944	197	.411			
	Total	82.842	199				
Perfectionism	Between Groups	7.518	2	3.759	10.936	.000*	
	Within Groups	67.713	197	.344			Significant
	Total	75.231	199				

Significance at alpha 0.05

Table 3.1 reveals significant differences in psychological profile levels among students at Sulu State College, with overall mean differences and t-values indicating a significant difference.

In contrast, Ybañez, Q., & Barrientos, D. (2023) revealed that there was a notable difference in self-efficacy among students that age was significant where students aged 27 years old and above had different self-efficacy levels compared to those aged 18-20 years old.

However, Anand & Nagle (2016) reported that aged 18-24 years old among college students have demonstrated varying standards for themselves in self-oriented perfectionism highlight the crucial role in influencing the psychological health and wellbeing of college students.

Therefore, the hypothesis, which states that “There is no significant difference in the level of the psychological profile among students at Sulu State College when data are grouped according to age” is rejected.

Table 3.1.1 Post Hoc Analysis: Differences in the level of psychological profile among students at Sulu State College in terms of age

Dependent Variable	(I) Grouping Age	(J) Grouping Age	Mean Difference (I-J)	Std. Error	Sig.
(a) Impostor Syndrome	20 years old and below	21-25 years old	.22238*	.09002	.038
		26-30 years old	.30754*	.11224	.018
	21-25 years old	20 years old and below	-.22238*	.09002	.038
		26-30 years old	.08516	.11981	.757
	26-30 years old	20 years old and below	-.30754*	.11224	.018
		21-25 years old	-.08516	.11981	.757
(b) Self-Efficacy	20 years old and below	21-25 years old	.16850	.10193	.226
		26-30 years old	.23171	.12709	.165
	21-25 years old	20 years old and below	-.16850	.10193	.226
		26-30 years old	.06321	.13567	.887
	26-30 years old	20 years old and below	-.23171	.12709	.165
		21-25 years old	-.06321	.13567	.887
(c) Perfectionism	20 years old and below	21-25 years old	.30411*	.09323	.004
		26-30 years old	.48893*	.11624	.000

21-25 years old	20 years old and below	-.30411*	.09323	.004
	26-30 years old	.18483	.12409	.298
26-30 years old	20 years old and below	-.48893*	.11624	.000
	21-25 years old	-.18483	.12409	.298

*. The mean difference is significant at the 0.05 level.

The Tukey HSD Test was used in a post-hoc analysis to identify age-based groups with varying mean levels in psychological profile areas at Sulu State College.

The analysis results in a lower group mean minus a higher group mean, indicating a difference in psychological profile among students at Sulu State College.

a) According to the imposter syndrome category, the respondents who were 21–25 years old and younger had a mean difference of $-.22238^*$, a standard error of $.09002$, and a p value of $.038$, which is significant at $\alpha = .05$ compared to the respondents who were 20 years old and younger. Furthermore, it demonstrates that the respondents aged 26 to 30 had a mean difference of $-.30754^*$, a standard error of $.11224$, and a p value of $.018$, which is significant at $\alpha = .05$ compared to those aged 20 and under. Therefore, under this subcategory, respondents aged 20 and under are thought to have a better understanding of the psychological profile of Sulu State College students falling under the imposter syndrome category than any other group.

b) The study indicates that no respondents at Sulu State College have a superior understanding of their psychological profile in the self-efficacy category.

c) In the perfectionism category, the respondents who were 21–25 years old and younger had a mean difference of $-.30411^*$, a standard error of $.09323$, and a p value of $.004$, which is significant at $\alpha = .05$ compared to the respondents who were 20 years old and younger. Furthermore, it demonstrates that the respondents aged 26 to 30 had a mean difference of $-.48893^*$, a standard error of $.11624$, and a p value of $.000$, which is significant at $\alpha = .05$ compared to those aged 20 and under. Therefore, no other group of respondents is expected to have a better understanding of the psychological profile of Sulu State College students under the perfectionism category than those who are 20 years of age or younger under this subcategory.

3.2 By Gender

Table 3.2 Differences in the level of psychological profile among students at Sulu State College in terms of gender

VARIABLES	Grouping Gender	Mean	S. D.	Mean Difference	t	Sig.	Description
Impostor Syndrome	Male	3.4904	.65822	-.17109	-2.059	.041*	Significant
	Female	3.6615	.51187				
Self-Efficacy	Male	3.5615	.72743	-.12945	-1.387	.167	Not Significant
	Female	3.6910	.58423				
Perfectionism	Male	3.9838	.68039	-.06378	-.715	.476	Not Significant
	Female	4.0475	.57057				

Significance at alpha 0.05

Table 3.2 The table reveals significant differences in the psychological profile of students at Sulu State College, with overall mean differences and t-values indicating a gender disparity.

In consonance, Rice et al. (2023) reported that female students experience frequently intense feeling of impostor syndrome in comparison to male students' counterpart. Moreover,

Beesley et al. (2024) found that female students exhibited higher levels of impostor syndrome than male students.

Meanwhile, Paudel & Ghimire (2024) found that male students had a higher mean self-efficacy score compared to female students

Therefore, the hypothesis which states that “There is no significant difference in the level of psychological profile among students at Sulu State College when data are grouped according to gender” is rejected.

3.3 By Course

Table 3.3 Differences in the level of psychological profile among students at Sulu State College in terms of course

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Impostor Syndrome	Between Groups	1.864	6	.311	.928	.476	Not
	Within Groups	64.593	193	.335			Significant
	Total	66.457	199				
Self-Efficacy	Between Groups	3.836	6	.639	1.562	.160	Not
	Within Groups	79.006	193	.409			Significant
	Total	82.842	199				
Perfectionism	Between Groups	2.711	6	.452	1.203	.307	Not
	Within Groups	72.519	193	.376			Significant
	Total	75.231	199				

Significance at alpha 0.05

Table 3.3 The table reveals no significant differences in the psychological profile of students at Sulu State College based on their course level.

In contrast, Khalil et al. (2023) found a prevalence of impostor syndrome among nursing and medical students where most of the nursing students experienced severe impostor syndrome while medical students experienced mild impostor syndrome.

Similarly, Kelly & Clark (2017) reported the diverse perspectives on perfectionism within the nursing students where majority of them reported moderate levels of self-oriented perfectionism demonstrating students setting high standards for themselves.

Therefore, the hypothesis, which states that “There is no significant difference in the level of psychological profile among students at Sulu State College when data are grouped according to civil status” is accepted.

3.4 By Year Level

Table 3.4 Differences in the level of psychological profile among students at Sulu State College in terms of year level

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Impostor Syndrome	Between Groups	8.477	3	2.826	9.552	.000*	
	Within Groups	57.980	196	.296			Significant
	Total	66.457	199				
Self-Efficacy	Between Groups	9.742	3	3.247	8.707	.000*	

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Within Groups		73.100	196	.373			Significant
Total		82.842	199				
Perfectionism	Between Groups	14.801	3	4.934	16.002	.000*	
	Within Groups	60.429	196	.308			Significant
	Total	75.231	199				

Significance at alpha 0.05

Table 3.4 reveals significant differences in psychological profile levels among students at Sulu State College, with overall mean differences and t-values indicating significant differences.

Chen et al. (2024) found that in the final year of computer science students experienced varying degrees of impostor syndrome. They linked this higher level to the increased time spent reviewing code snippets and a decreased likelihood of solving them correctly.

Similarly, Paudel & Ghimire (2024) found that students in grade 12 exhibited the highest mean self-efficacy scores suggesting that self-efficacy may increase with grade level.

Therefore, the hypothesis, which states that “There is no significant difference in the level of psychological profile among students at Sulu State College when data are grouped according to year level” is rejected.

Table 3.4.1 Post Hoc Analysis: Differences in the level of psychological profile among students at Sulu State College in terms of year level

Dependent Variable	(I) Grouping Year Level	(J) Grouping Year Level	Mean Difference (I-J)	Std. Error	Sig.
(a) Impostor Syndrome	First year	Second year	.00000	.10878	1.000
		Third year	.05100	.10878	.966
		Fourth year	.49000*	.10878	.000
	Second year	First year	.00000	.10878	1.000
		Third year	.05100	.10878	.966
		Fourth year	.49000*	.10878	.000
	Third year	First year	-.05100	.10878	.966
		Second year	-.05100	.10878	.966
		Fourth year	.43900*	.10878	.000
	Fourth year	First year	-.49000*	.10878	.000
		Second year	-.49000*	.10878	.000
		Third year	-.43900*	.10878	.000
(b) Self-Efficacy	First year	Second year	.00000	.12214	1.000
		Third year	-.05200	.12214	.974
		Fourth year	.49000*	.12214	.000
	Second year	First year	.00000	.12214	1.000
		Third year	-.05200	.12214	.974
		Fourth year	.49000*	.12214	.000
	Third year	First year	.05200	.12214	.974
		Second year	.05200	.12214	.974
		Fourth year	.54200*	.12214	.000
	Fourth year	First year	-.49000*	.12214	.000
		Second year	-.49000*	.12214	.000
		Third year	-.54200*	.12214	.000
(c) Perfectionism	First year	Second year	.00400	.11105	1.000

	Third year	.10667	.11105	.772
	Fourth year	.65733*	.11105	.000
Second year	First year	-.00400	.11105	1.000
	Third year	.10267	.11105	.792
	Fourth year	.65333*	.11105	.000
Third year	First year	-.10667	.11105	.772
	Second year	-.10267	.11105	.792
	Fourth year	.55067*	.11105	.000
Fourth year	First year	-.65733*	.11105	.000
	Second year	-.65333*	.11105	.000
	Third year	-.55067*	.11105	.000

*. The mean difference is significant at the 0.05 level.

A post-hoc analysis using the Tukey HSD Test was conducted to identify year-level classifications of psychological profile groups at Sulu State College.

The result of the analysis, which is shown in Table 3.4.1, The study indicates that the psychological profile of students at Sulu State College is influenced by a lower group mean minus a higher group mean.

a) The fourth-year group of respondents had a mean difference of $-.49000^*$ with a standard error of .10878 and a p value of .000 on the imposter syndrome category, which is significant at $\alpha = .05$ compared to the first- and second-year groups, respectively. At $\alpha = .05$, the third-year group's mean difference of $-.43900^*$, standard error of .10878, and p value of .000 are significant. Therefore, the first and third year groups of respondents are expected to have a better understanding of the psychological profile of Sulu State College students within the imposter syndrome category than any other group under this subcategory.

b) With regard to the self-efficacy category, the fourth-year group of respondents had a mean difference of $-.49000^*$, a standard error of .12214, and a p value of .000. Comparing the first and second years, this difference is significant at $\alpha = .05$. With a p value of .000, a standard error of .10878, and a mean difference of $-.54200^*$, the third-year group is statistically significant at $\alpha = .05$. Therefore, in this subcategory, no group of respondents has a greater understanding of the psychological profile of Sulu State College students in the self-efficacy category than the first and third year groups, respectively.

c) According to the perfectionism category, the fourth-year group of respondents had a mean difference of $-.65733^*$, a standard error of .11105, and a p value of .000. This difference is significant at $\alpha = .05$ compared to the first and second years. With a p value of .000, a standard error of .11105, and a mean difference of $-.55067^*$, the third-year group is statistically significant at $\alpha = .05$. Therefore, in this subcategory, no respondents' groups had a greater understanding of the psychological profile of Sulu State College students in the perfectionism category than the first and third year groups, respectively.

4. Is there a significant correlation among the subcategories subsumed under the psychological profile?

4.1 Correlation among the subcategories subsumed under the subcategories subsumed under the psychological profile

Table 4.1 Correlation among the subcategories subsumed under the psychological profile

Variables	Pearson <i>r</i>	Sig.	N	Description
Impostor Syndrome				

Self-Efficacy	.559**	.000	200	High
Perfectionism	.563**	.000	200	High
Self-Efficacy				
Perfectionism	.733**	.000	200	Very High

Legend: ** Correlation Coefficient is significant at alpha .01 level
Correlation Coefficient Scales Adopted from Hopkins, Will (2002): 0.0-0.1=Nearly Zero; 0.1-0.30=Low; 0.3-0.5 0=Moderate; 0.5-0.7-0=High; 0.7-0.9= Very High; 0.9-1=Nearly Perfect

Table 4.1 demonstrates the relationship between the subcategories that are included in the psychological profile. This table shows that self-efficacy and perfectionism have a very strong positive and significant connection ($r=.733$; $sig=.000$). Additionally, impostor syndrome and self-efficacy ($r=.559$; $sig=.000$) and perfectionism ($r=.563$; $sig=.000$) have a strong positive and significant association.

These findings demonstrate a positive and significant association among the subcategories of the psychological profile. Pakozdy et al. (2024) looked examined the association between impostor syndrome, self-efficacy, and perfectionism. They found a negative link between impostor syndrome and self-efficacy, but a positive correlation between impostor syndrome and perfectionism. Meanwhile, Kurtovic et al. (2019) expected a considerable relationship between self-efficacy and perfectionism. They discovered that perfectionism is a good predictor of self-efficacy. As a result, the hypothesis that: “There is no significant correlation among the subcategories subsumed under the psychological profile,” is now rejected.

Conclusion

The following are the conclusions made based on the findings of this study:

- i. The respondents in Sulu State College are sufficiently represented in terms of gender, age, course, and year level.
- ii. On average, the respondents in Sulu State College have expressed that they have experienced high level of impostor syndrome, self-efficacy, and perfectionism.
- iii. On the account of significant difference, this study found out that there was no significant difference in the level of psychological profile among students at Sulu State College where data are grouped according to course. However, a significant difference was identified when data are grouped according to age, gender, and year level.

These findings support the theory of Albert Bandura on self-efficacy that which he emphasized that an individual’s belief in their own ability to succeed in various situations that which plays a critical role in how they approach goals, tasks, and challenges. This implies that younger students experiencing lower self-efficacy could potentially be prone to impostor syndrome. Meanwhile, higher year levels could have stronger self-efficacy affected with mastery experiences that could lead to reduced feelings of impostor syndrome and have more realistic standards for themselves that potentially affecting their sense of perfectionism. In essence, this theory suggests that these psychological factors are not fixed traits but rather shaped by students’ experiences and environments that has been observed in this study.

- iv. On the account of significant relationship, this study highlights the overall high positive significant correlation among the subcategories subsumed under the level of psychological profile among students at Sulu State College.

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