



A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING IMPOSTER SYNDROME AMONG ADOLESCENT GIRLS IN SELECTED COLLEGE AT NAMAKKAL, DISTRICT, TAMILNADU

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ABSTRACT:

Background:

Imposter syndrome (IS) is a behavioural health phenomenon described as self-doubt of intellect, skills, or accomplishments among high-achieving individuals. **Methods:** The aim of the study is to assess the knowledge level after the structured teaching programme regarding Imposter Syndrome among adolescents at Elayampalayam Village, Namakkal. A sample of 30 adolescent girls were selected based on convenient sampling technique. The objectives of the study were to assess the knowledge level before and after the structured teaching programme on imposter syndrome. The data were collected by using semi structured interview schedule and questionnaires. **Results:** The analysis revealed that, out of 30 adolescent girls, 18(60%) had inadequate knowledge level, 12(40%) had moderate knowledge level, none of them had adequate knowledge regarding imposter syndrome before structured teaching programme & 20(67%) had adequate knowledge level, 10(33%) had moderate knowledge level, none of them had inadequate knowledge regarding imposter syndrome after structured teaching programme. There was significant relationship between level of knowledge score and selected demographic variables of adolescents such as educational status, place of residence, and source of income. **Conclusion:** The findings of the study indicate that there is a lack of sufficient knowledge about imposter syndrome, the structured teaching programme found to be effective in improving the knowledge regarding imposter syndrome among parents.

Keywords: imposter syndrome, adolescents, structured teaching programme

INTRODUCTION

Adolescence is a dynamically evolving theoretical construct informed through Physiologic, Psychosocial temporal and cultural lenses, and the physical transition marked by the onset of puberty and the termination of physical growth, cognitively as changes in the ability to think abstractly and multidimensional or socially as a period of preparation for adult roles.

Imposter syndrome (also commonly-termed imposter phenomenon, fraud syndrome, impostorism, and perceived fraudulence) was first described in 1978 by Suzanne Imes, Ph.D, and Pauline Rose Clance, Ph.D. as an observation first among successful women and other marginalized groups. Those who have it may doubt their skills, talents, or accomplishments. They may have a persistent internalized fear of being exposed as frauds. Despite external evidence of their competence, those experiencing this phenomenon do not believe they deserve their success or luck. They may think that they are deceiving others because they feel as if they are not as intelligent as they outwardly portray themselves to be.

The imposter phenomenon, on the other hand, stems from a sense of inadequacy in the environment despite objectively being competent. It is notable in that it isn't about assessing the situation but about assessing themselves. They feel more inadequate than others facing the same complex situation, such that they don't belong there at all.

Imposter syndrome can cause people to feel a sense of time running out. It's as if people have been putting on an act and they can't keep the act up much longer.

OBJECTIVES:

- ✓ To assess the level of knowledge on imposter syndrome among adolescents before the structured teaching programme.
- ✓ To assess the effectiveness of structured teaching programme on imposter syndrome among adolescents after structured teaching programme
- ✓ To find out the association between pre-test knowledge score with their selected demographic variables such as age, sex, religion, marital status, education, occupation, family income, type of family, place of residence and duration of illness.

MATERIALS AND METHODS:

Quasi experimental one group pre-testpost-test design was conducted to assess the level of knowledge regarding Imposter Syndrome among adolescents at Swamy Vivekanandha College of Pharmacy, Elayampalayam, Namakkal. The study was carried out after the approval by the Principal of Swamy Vivekanandha College of Pharmacy, Elayampalayam, Namakkal and informed consent was obtained from the adolescent girls. The study samples were selected by convenient sampling method.

Selection and Development of Tool:

Semi structured interview schedule was used as a research tool in this study to interview the adolescent girls and to assess the knowledge regarding Imposter Syndrome among adolescent girls.

The steps selected for the preparation of tool was:

- Review of related literature.
- Preparation of blue print.
- Consultation with experts

Since it was considered to be the most appropriate instrument to elicit the response from adolescent girls, the pilot study was conducted at Swamy Vivekanandha Physiotherapy College, Elayampalayam, Namakkal by obtaining permission from the concerned authority. Six adolescent girls were assessed conveniently. Pre-test was conducted with semi structured interview schedule. Structured teaching programme was conducted on the same day. Post test was conducted on the next day. The mean post test scores were higher than the mean pre test scores. The results of the study revealed that the study is feasible.

Data collection Procedure: Informed verbal consent was obtained from each subject following a detailed explanation of the objectives and protocol of the study. The adolescent girls were assured that anonymity of each individual would be maintained. After obtaining the consent from adolescent girls, Pre-test was conducted with semi structured interview schedule for adolescent girls and structured teaching programme on imposter syndrome was given on the same day individually for 20 minutes. The post test was conducted after 7 days.

REVIEW OF LITERATURE:

Ares, T.L. et.al (2018) conducted a cross sectional survey on Evaluating the prevalence of IS in early career clinical nurse specialists among clinical nurse specialists. 68 samples, were selected and the study revealed that 74.6%. Prevalence of IP was not different in CNSs who were employed vs those who were unemployed. IP was not predicted on the basis of perceived preparedness for CNS practice, experiential preparation for practice, or years of leadership experience.

Dena M. Bravata et. al (2020) conducted a Systematic Review on Prevalence, Predictors, and Treatment of Imposter Syndrome. Here, they evaluated the 62 peer-reviewed studies of 14,161 individuals with imposter syndrome published between January 1966 and May 2018 and the analysis suggests that imposter symptoms are prevalent among men and women, members of multiple ethnic groups, and are significantly associated with worsened experiences in professional settings. They suggested that Mental health professionals, educators, and employers must be educated about imposter syndrome to take steps to mitigate the psychological impact of this condition.

RESULTS:

LEVEL OF KNOWLEDGE	Pre test		Post test	
	Respondents No.	Percentage%	Respondents No.	Percentage%
Inadequate (<50%)	18	60	0	0
Moderate (<50-75%)	12	40	10	33
Adequate (>75%)	0	0	20	67
Total	30	100	30	100

Table 1: Distribution of Pre-Test Knowledge Level on Imposter Syndrome among adolescent girls before and after Structured Teaching Programme

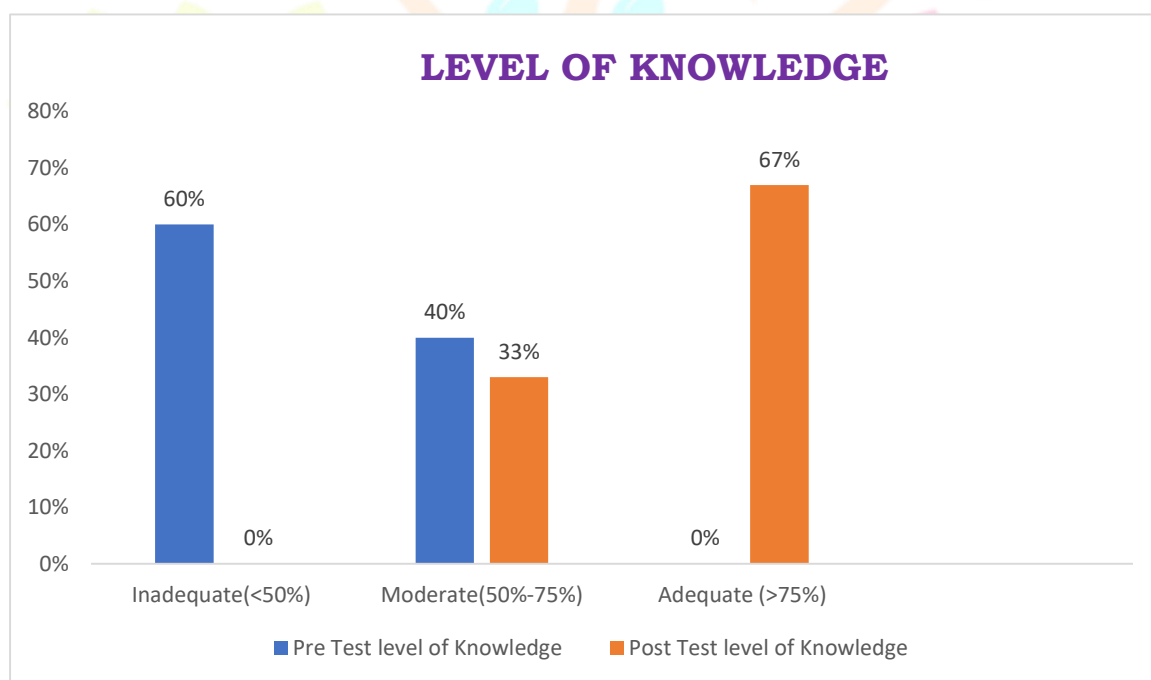


Fig 1: Distribution of Knowledge Level on Imposter Syndrome among adolescent girls before and after Structured Teaching Programme

Table 1 and **Figure 1** shows the knowledge level on Imposter Syndrome among adolescents before and after Structured Teaching Programme. Among them 18(60%) had inadequate level of knowledge, 12 (40%) had moderate level of knowledge and none of them had adequate level of knowledge regarding Imposter Syndrome among adolescents before Structured Teaching Programme. Among them 20(67%) had adequate level of knowledge, 10(33%) had moderate level of knowledge and none of them had inadequate level of knowledge regarding Imposter syndrome after structured teaching programme.

Level of Knowledge			
	Mean	SD	Paired 't' Test
Pre test	46.9	15.77	5.29
Post test	67.06	13.75	

Table 2: Mean Pre-Test and Post test Knowledge Score Regarding imposter syndrome among parents before and after structured teaching programme.

Table 2 illustrates that the pre-test knowledge level on imposter syndrome among adolescents was found to be mean score 46.9 with SD value of 15.77 and the post-test knowledge level on imposter syndrome among adolescents was found to be mean score 67.06 with mean score percentage 67.06% with SD value of 13.75.

Inferential Statistics Especially Chi Square Test to Assess the Association Between the Socio Demographic Variable and Overall Effectiveness Regarding Imposter Syndrome Among Adolescent Girls.

S.NO	DEMOGRAPHIC VARIABLES	CATEGORY	Inadequate		Moderate		X2 value
			No	%	No	%	
1.	Age	16	13	43.3%	9	30%	0.05 NS
		17	2	6.7%	3	10%	
		18	3	10%	0	0	
2.	Sex	Male	10	34%	9	30%	0.33
		Female	8	26%	3	10%	NS
3.	Religion	Hindu	14	47%	8	26.6%	0.05 NS
		Christian	2	6.7%	3	10%	
		Muslim	2	6.7%	1	3.3	
		Others	0	0	0	0	
4.	Educational status	Illiterate	4	13.3%	0	0	6.917*
		Primary school	5	16.67	4	13.33%	
		Higher secondary	6	20	7	23.3%	
		Under graduate	3	10	1	3.3%	
		Post graduate	0	0	0	0	
5.	Occupation	Unemployed	5	17	2	6.7	0.04 NS
		Labourer	8	27	4	13	
		Private employee	4	13.3	4	13	
		Government employee	1	3.3	2	6.7	
6.	Monthly income	< Rs.3000/-	10	33.33	6	20	3.24 NS
		Rs.3001/- Rs.5000	3	10	6	20	
		Rs.5001/- Rs.7000	2	6.7	1	3.3	
		> Rs.7001/-	2	6.7	0	0	
7.	Type of family	Nuclear	12	40	10	33	0.12

		Joint	5	17	3	10	NS
8.	Place of residence	Rural	11	37	7	23	5.96*
		Urban	4	13	8	27	
9.	Source of Income	Family	3	10	1	3.3	12.91*
		Friends	2	6.7	1	3.3	
		lending	6	20	2	6.7	
		Interest in Savings	8	27	7	23	

Table 3: Association of Level of Knowledge Score with their Selected Demographic Variables Regarding Imposter syndrome among adolescents.

Table 3 presents substantive summary of chi-square analysis which was used to bring out the association between the pre-test knowledge score and the selected socio-demographic variables. The analysis reveals that there was significant association found with the demographic variables of educational status, place of residence, source of income and was no significant association found with the demographic variables of age, sex, religion, occupation, monthly income and type of family.

RESULT AND DISCUSSION:

Findings of the study was presented based on the objectives.

- A) To assess the level of knowledge on imposter syndrome among adolescents before the administration of structured teaching programme.

The level of knowledge regarding imposter syndrome among adolescents was assessed by using of semi structured interview schedule. Out of 30 adolescents, 18(60%) had inadequate knowledge level, 12(40%) had moderate knowledge level, none of them had adequate knowledge regarding imposter syndrome before administering structured teaching programme & 20(67%) had adequate knowledge level, 10(33%) had moderate knowledge level, none of them had inadequate knowledge regarding imposter syndrome after administering structured teaching programme.

- B) To find out the association between the level of knowledge with their selected demographical variables.

There was significant relationship between level of knowledge score and selected demographic variables of adolescents such as educational status, place of residence, source of income & no significant relationship between level of knowledge score and selected demographic variables of parents such as age, sex, religion, occupation, monthly income, type of family.

CONCLUSION:

The present study assessed the knowledge regarding imposter syndrome among adolescents during pre-test the subjects had inadequate knowledge regarding imposter syndrome. The structured teaching programme found to be effective in improving the knowledge level. This result revealed that there was significant relationship between level of knowledge score and selected demographic variables of parents such as educational status, place of residence, source of income & no significant relationship between level of knowledge score and selected demographic variables of parents such as age, sex, religion, occupation, monthly income, type of family.

RECOMMENDATIONS ON THE STUDY:

- ❖ A comparative study can be conducted in two different courses with the similar set up to identify the differences in knowledge.
- ❖ A study can be replicated on large population; thereby findings can be generalizable to larger population.
- ❖ Mass and individual education in regional language to educate the adolescents.
- ❖ A true experimental study can be conducted with video assisted teaching programme on knowledge regarding imposter syndrome.

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