

Research Paper

A Cross-Sectional Study of the Influence of Perceived Parenting on the Levels of Impostor Phenomenon in Young Adults

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ABSTRACT

This study explores the relationship between perceived parenting styles and the impostor phenomenon in young adults. The sample included 155 participants aged 16 to 24 years. Multiple regression analysis was conducted, revealing that only the responsiveness domain of parenting styles had a significant negative relationship with the impostor phenomenon ($\beta = -0.31$, $p = 0.008$), while the control domain did not have a significant impact ($\beta = 0.21$, $p = 0.128$). The model explained a small proportion of the variance in the impostor phenomenon (adjusted R-squared = 0.032). These findings suggest that a more responsive parenting style may be associated with lower levels of impostor feelings in young adults. The results can inform in designing interventions for the impostor phenomenon.

Keywords: *Impostor Phenomenon, Perceived Parenting Styles, Family Environment*

Parenting Styles

Parenting style can be understood as the attitude and behavior of parents towards their children, along with the dynamic environment parents create for their offspring (Bi et al.). Parents tend to adopt various methods to raise their children: they could be highly rigid, laid back, or they may be somewhere in between. These behaviors are categorized as parenting styles. Many theories and definitions of parenting styles were initially theorized by Diana Baumrind (1991) and later expanded on by Eleanor Maccoby and John Martin (1981). According to Diana Baumrind, there are three parenting styles:

- **Authoritarian-** This style is often referred to as dictatorship style parenting, indicated by high control and low responsiveness. The child does not receive support from parents but is met with many their demands nonetheless. These parents expect

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and demand obedience because they are "in charge", and they do not provide any explanations for their orders.

Children who are brought up with this parenting style are often proficient in their work and obedient. They are also more likely to have lower scores in overall happiness and self-esteem and have problems with personal and social adjustment (Furnham and Cheng, 2000).

- **Permissive-** This style is often viewed as the laid-back style of parenting, indicated by low control and high responsiveness. The child receives much support from their parents and has all their wishes fulfilled while having negligible demands from parents. The parents who employ this style are lenient in their approach, do not expect their children to adhere to boundaries or rules, and avoid confrontation.

Children who are brought up with this parenting style have a higher chance of scoring low in happiness and self-regulation and having a higher tendency to get in trouble with authority. They also have lower academic performance than children raised with other parenting styles (Dornbusch et al., 1987).

- **Authoritative-** The authoritative style is often called a balanced style of parenting, indicated by high control and high responsiveness. The child receives high support from the parent while having high but realistic and consistent demands from the parents. These parents are warm, responsive and excel at communication (Macoby, 1994).

Children brought up with this parenting style are generally happy, capable, and successful⁶. They also have a higher tendency to be creative (Baumrind, 2005).

Imposter Phenomenon

Individuals with the Impostor Phenomenon experience intense feelings that their achievements are undeserved and worry that they are likely to be exposed as a fraud. This causes distress and maladaptive behavior (Furnham and Cheng, 2000; Baumrind, 2013; Clance, 1985; Harvey and Katz, 1985).

The Impostor Phenomenon, also often known as the impostor syndrome, fraud phenomenon, or Impostorism, is a growing area of interest among psychologists because it can have a significant impact on individuals' mental health and well-being. It is the overwhelming feeling and wholehearted belief that one does not deserve success. One becomes convinced that the intelligence, talent or creativity that they display is just a farce. One may also believe that their success is not due to their merit but due to good timing or good luck.

Individuals with the impostor phenomenon have an almost constant fear of being exposed as a fraud. They question themselves, "Why me? Who am I to deserve this?" These things lead to various related areas of self-doubt. It leads to individuals having a fear of failure, self-sabotage and fear of success.

The Impostor Phenomenon cannot be boiled down to having low self-confidence or having an excessive amount of humility. Individuals with the impostor phenomenon have a constant fear of facing rejection and being exposed, and they often feel extreme amounts of isolation. Another common trait of the Impostor Phenomenon is perfectionism. Individuals often set extremely high expectations and goals for themselves and subsequently feel shame and guilt when they fail. One of the five types of imposter phenomena is called 'the soloist', which describes people who prefer to work alone as they fear that their 'true incompetent selves' will be revealed to others if they ask for help or work in a group.

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Individuals with the imposter phenomenon also often tend to avoid responsibility. Their fear of failure and thereby being 'outed' as a fraud prevents them from trying in the first place. They also often deny their success and pass it off as 'easy' even if they might have spent a lot of time and effort on achieving that success. When they get appreciation or any sort of positive feedback, they wave it off by saying that they were just lucky.

Rationale

The imposter Phenomenon has become a highlighted problem recently, with an increasing number of individuals reporting symptoms. Initially, the Impostor Phenomenon was believed to only affect professional women (Kolligian, 1991). Now, it is estimated that 70% of people will experience at least one episode of this Impostor Phenomenon in their lives (Sonnak and Towell, 2001).

In this study, we aim to understand how parenting styles may affect the development of the imposter phenomenon and which parenting style could increase the child's risk of developing the imposter phenomenon. We will do so by administering two questionnaires to determine the individual's perceived parenting style and level of imposter phenomenon. Classification of parenting styles will be done using Diana Baumrind's theory of parenting styles, where she classifies parents into one of three categories of authoritative, authoritarian or permissive. We believe that understanding the cause of any problem can help one understand it better and subsequently come up with better solutions. Once we have established which parenting style increases the likelihood of developing the imposter phenomenon, clinicians can use it while providing interventions for this particular issue.

Thesis Statement

Through this cross-sectional study, we aim to investigate the relationship between perceived parenting styles and Impostor Phenomenon levels in young adults. By understanding the impact of different parenting styles on the development of Impostor Phenomenon, we hope to provide insights for clinicians to design effective interventions for this phenomenon.

Hypotheses

- H1- The responsiveness domain of perceived parenting styles has a negative relation with imposter phenomenon.
- H2- The control domain of perceived parenting styles has a positive relation with imposter phenomenon.
- H0- There is no significant relation between the domains of parenting and imposter phenomenon

REVIEW OF LITERATURE

Impostor Phenomenon

The term "Impostor Phenomenon" (impostor phenomenon) was coined in response to observations that, despite objective proof of achievement, some people felt "fake," as if they had succeeded in deceiving those around them (Topping & Kimmel, 1985). Depression, anxiety, a lack of self-confidence, and dissatisfaction at not being able to satisfy self-imposed high standards were characterised by Clance and Imes (1978). Impostors prefer to over-prepare or procrastinate when given an achievement-related assignment to avoid failure; they subsequently ascribe their accomplishment to effort or chance, respectively. Males and females in clinical and non-clinical populations report symptoms (Cozzarelli & Major, 1990).

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According to Clance and O'Toole (1987), the impostor phenomenon manifests itself as "an internal experience of intellectual malversation" in persons who do not feel successful despite their scholastic achievements and high standardised test scores, job success, and professional success. Impostors also believe that they have deceived others about their intelligence and should not reveal this information to others. People with high degrees of impostor phenomenon have significant levels of worry, fear, doubt, and psychosomatic symptoms, according to Clance and O'Toole (1987). They also show that these persons are more introverted, have a more sensitive assessment, and are more afraid of making mistakes. They discovered that sentiments of inadequacy, worth, and emotionality, similar to the impostor, impacted people's capacity to perform at their best. Despite objective evidence of accomplishment in the form of excellent academic or professional achievements, this phrase refers to the internal experience of intellectual fraudulence in individuals who have a persistent, concealed belief that they do not deserve their status or position. It is said that these individuals attribute their accomplishments to factors other than their own aptitudes, such as luck, fate, personal charm, or attractiveness, while secretly believing that they are less brilliant than others believe (Clance, 1985).

Impostor sentiments have also been linked to anxiety (Topping & Kimmel, 1985), global negative effects (Cozzarelli & Major, 1990), and shame (Cowman & Ferrari, 2002). Ives (2010) looked at how an orientation course affected the impostor phenomenon and anxiety in a group of online graduate students and discovered that such a course could reduce the impostor phenomenon over time. However, this orientation training did not bring anxiety relief (Ives, 2010). In order to diminish the negative feelings related to the impostor phenomenon and anxiety, more study into such interventions for both online and traditional graduate students is needed. Students are an important part of the higher education system, as they come from a variety of demographic and cultural backgrounds, each with its own personality features. These characteristics might be thought of as key complicating factors in academic behaviour. Recognising and comprehending these traits, as well as other elements affecting students' learning and academic success, can help to minimise academic failure and consequent psychological harm, therefore boosting the quality of training and increasing overall educational efficiency (Fakhari et al., 2003). Although the impostor phenomenon has a significant impact on college student adjustment, it is not confined to young adults, as Clance and her colleagues concentrated their initial clinical work on successful professional and academic women (Clance & Imes, 1978). In the last two decades, the concept has sparked a lot of research. This could be due to its strong face validity, as many college students and professionals claim to have experienced similar sentiments when first learning about the impostor phenomenon (Topping & Kimmel, 1985).

Impostor behaviours, according to Langford and Clance (1993), result in an individual with an unstable sense of self-worth who relies largely on the input of others to sustain their sense of self. Impostors seek techniques to mitigate the effects of evaluative circumstances due to their acute dread of failing. One such approach is self-handicapping. Other findings from studies of medical residents revealed that some of them believe they are less intelligent and capable than others believe. These residents are in emotional discomfort and do not believe they are prepared to treat patients after school. Impostor symptoms are also linked to despair and anxiety, according to their findings (Oriel, 2004). The research investigated how the impostor phenomenon as a personal demand related to emotional tiredness and job satisfaction using the conservation of resources (COR) hypothesis. Their findings imply that people with high levels of impostor phenomenon deplete vital resources needed to prevent

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psychological distress, in part as a result of their avoidant coping tactics and how their emotional weariness contributes to low job satisfaction. That is, avoidant coping partially mediated the impostor-emotional exhaustion link, while avoidant coping and emotional tiredness fully and serially mediated the impostor-job satisfaction relationship (Hutchins, Penney, and Sublett, 2018).

Perceived Parenting Styles

Parenting style is generally understood on the basis of parental demand or the control they have on their children and parent response (Wolfradt et al., 2003). Baumrind (1971) and Paulson & Sputa (1996) categorised parenting styles in four dimensions: authoritative (where the parental demand and responsiveness are high); authoritarian (where the parental demand is high but responsiveness is low); permissive (where the parental demand is low, but the responsiveness is high); and neglectful (where the parental demand and responsiveness, both, are low). The dynamics between a child experiencing the impostor phenomenon and the role of their parents have been greatly studied in the past years. Maladaptive parenting functioning, along with substance abuse and parenting styles, has been linked with the prevalence of the impostor phenomenon in adolescents and adults (Caseiman, Seif & Self, 2006; Castro, Jones & Mirsalimi, 2004; Cusack et al., 2013); however, only a handful of studies focus on the family environment, especially the parenting rearing styles or the parenting styles, and their influence on the development of impostor phenomenon.

The parenting style is directed towards achieving certain goals and values imposed by the parents through two main dimensions of behaviour: demandingness, where the parent has control and the child has little autonomy) and responsiveness, where the parent exhibits nurturing and warm behaviour (Maccoby & Martin, 1992). Parenting style has an influence on the child's socialisation skills (Khodabakhsh et al., 2014). Positive influences on children's academic success and careers are seen whose parents were stern yet nurturing, whilst those who were permissive resulted in a negative impact on their children's academic and career lives (Zahed Zahedani et al., 2016). Additionally, parents that are acceptable to the child's emotions and behaviour, through care, support, warmth and affection, have a positive influence on the child's well-being (Khaleque & Rohner, 2002); however, those who are controlling, autocratic, strict and overprotective generally create a hostile environment for their children. This may result in emotional redundancies and deficiencies in children and adults alike, creating low self-esteem, increased anxiety and depression, and a lack of sense of self (Cooklin et al., 2013; Yaffe, 2018; Pinguart & Gerke, 2019). This was further supported in the study by Francis et al. (2020), which concluded that adolescents who perceived their parents to be authoritarian exhibited lesser autonomy whilst those who perceived their parents as permissive had decreased personal growth.

In terms of the impostor phenomenon, the study conducted by Sonnak & Towell (2001) on British students suggests that those who perceived overprotectiveness and a lack of care in their parents scored higher on having impostor feelings. Although the role of parenting styles in the study was modest, parental overprotection and self-esteem were found to be pertinent factors. The influence of parenting styles on impostorism was found in Want & Kleitman's (2006) study, where the overprotection and lack of care from the paternal figure were related to high impostorism. Findings on the influence of maternal parenting have been conflicting. Whilst the study found maternal attention to be negatively associated with decreased autonomy and maternal overprotection to be negatively associated with

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confidence scores, Li et al. (2014) suggests maternal influence to be a significant factor in developing the imposter phenomenon in undergraduate and graduate American students. The study suggests the imposter phenomenon exhibited by both male and female students, due to lack of care and overprotection by mothers, whilst the same by the fathers had a significant influence only on the male students. Moreover, Castro et al. (2004) found that parental alcoholism and situations where children have to perform adult functions and forgo their own needs and wants—parentification—children are more susceptible to developing imposter feelings, even in their adulthood, leading to unhealthy and hostile family environments.

Correlation between Perceived Parenting Styles and Impostor Phenomenon

As part of the importance of family dynamics in the origin of the imposter phenomenon, researchers have paid increased attention in recent decades to characteristics of parent-child bonding and child-rearing practices. The imposter phenomenon in adolescents and adults has been connected to a variety of marital issues, including maladaptive parental behaviour, parental alcohol use, and specific parenting methods in child-rearing. (Castro, Jones, Mirsalimi, 2004). Yet, in the etiologic context of the imposter phenomenon among children and adults, there is currently too little research that deals with features of the home environment, notably parent-child relationships and parenting rearing techniques.

According to the findings of one of the most often cited studies on parenting styles and the imposter phenomenon (Sonnak & Towell, 2001), perceived parental overprotection and lack of caring are linked to higher scores of imposter feelings among British students. While the impacts of parenting methods were moderate in this study, the participants' self-esteem was a much larger predictor (negative correlation) of impostorism scores. In another study, students' imposter expressions were indirectly related to perceived parental care through social anxiety for mothers and fathers, implying that students who thought their parents were less caring exhibited more imposter expressions because they were more socially nervous. In addition, social anxiety was linked to the students' imposter expressions as a result of perceived parental overprotection. Because they were more socially uncomfortable, students who thought their fathers were overprotective displayed more imposter expressions (Yosi Yaffe, 2021). While there is a solid theoretical reason between parenting styles and the imposter phenomenon in developmental terms, more empirical evidence is needed to support this link. It is also unclear what function-specific psychological characteristics might have in mediating the association between parental variables and the imposter phenomenon.

Critical Review

Impostors are more than just a single attitude or viewpoint; they can significantly impact job performance and have been linked to anxiety and despair.

According to the papers reviewed, the imposter phenomenon is more likely to have long-term consequences than acute ones. Overestimating the effect of external factors, such as hard work or networking, on final performance is a standard process by which one becomes locked in an "impostor loop." Overpreparation becomes equated with achievement, creating a positive reinforcement cycle. This idea causes worry when adequate overpreparation is not possible, but it also fosters the personal belief that you lack aptitude and must compensate with extra effort.

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Hard effort and established professional networks are essential components of an academic's toolkit, but they can only supplement, not replace intrinsic aptitude. The impostor phenomenon is not a medical diagnosis; it has yet to appear in the American Psychiatric Association's gold-standard Diagnostic and Statistical Manual of Mental Disorders, for instance. Nevertheless, Clance and Imes demonstrated that cognitive behavioural therapy (CBT) exercises, an evidence-based psychosocial intervention commonly employed by mental health professionals, resulted in positive outcomes among their study population. CBT functions to deconstruct pathologic belief systems and dismantle negative behaviours.

The impostor phenomenon is not a recognised medical condition; it is not listed in the American Psychiatric Association's gold-standard Diagnostic and Statistical Manual of Mental Disorders. Clance and Imes, on the other hand, showed that cognitive behavioural therapy (CBT) exercises, an evidence-based psychosocial intervention often used by mental health practitioners, had favourable benefits in their study population. CBT works to eliminate harmful behaviours and destroy dysfunctional belief systems.

Additionally, parenting styles dictate the type of behaviour and strategies parents implement for child-rearing. The aforementioned review indicates that maladaptive parenting styles negatively influence children, causing many short-term and long-term issues like anxiety, unhealthy attachment styles, and low self-esteem.

On the contrary, healthy parenting styles allow for children to grow independent and have a healthier outlook on life. It helps them with academic and career success and helps them establish and maintain healthy relationships.

While there is a strong theoretical link between parenting approaches and the impostor phenomenon in terms of development, more empirical evidence is needed to back up this theory. It's also unclear what role individual psychological traits may play in mediating the link between parental influences and the impostor phenomenon.

METHODS

Participants

The sample included both males and females between the age group of 16 years to 24 years from the Indian geographical population, and a random sampling technique was used to select participants. The number of individuals who participated in the study was 155. Each participant filled a Sociodemographic form, The Scale of Parenting Style (SPS) by Abdul Gafoor K and Abidha Kurukkan and The Clance Impostor Phenomenon Scale (CIPS). The data was collected using Google Forms.

Study design

The study was a cross-sectional quantitative study to determine the impact of parenting styles on the levels of impostor phenomenon. The main variables under study were the two domains of parenting (responsiveness and control) and their individual effect on the levels of impostor phenomenon. There was a comparison to between the relation of Confounding variables could include socioeconomic status, race/ethnicity and education level.

SPS and CIPS were used to collect data. SPS has a validity coefficient of 0.80 for responsiveness and 0.76 for the control subscale. The CIPS has been tested in both clinical and non-clinical samples, with alpha coefficients ranging from 0.84 to 0.96¹⁵. A Google

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Form was created with the questionnaires used for the research. The data was collected via Google Form. The participants were chiefly recruited through convenient and snowball sampling methods. Each of the researchers sought individuals in their social circles who fit the criteria to participate in the study and asked them to further suggest a few participants.

Before administering the survey, Written Informed Consent was obtained from the participants through the form itself. All the necessary details were collected from the participants with the use of the form. The participants had the freedom to leave at any time during the entire data collection process. For participants who wanted to know their performance, the scores were reported to them through email. Later the data was analyzed statistically with the help of R. To ensure the confidentiality of the results, the participant's name was removed from the final database before data entry, and they were identified using initials.

Statistical Analysis

Quantitative data was collected and multiple regression analysis was done using the software R. Multiple regression analysis was chosen as it will help model the relationship between the dependent variable (level of imposter phenomenon) and the two independent variables (responsiveness domain and control domain) and assess their unique contribution. The beta coefficient was considered statistically significant if the p value was less than 0.05, indicating that the independent variable had a significant impact on the dependent variable, even after controlling for the other variables in the model. It is worth noting that multiple regression analysis only provides evidence of association, not causation.

RESULTS

Participants

155 was the total sample size considered. 62.6% of the sample was female and 33.5% were male. 83.9% of the participants were from a nuclear family setup and 74.8% of the participants had at least one sibling.

Main Results

Multiple regression analysis was done, keeping level of imposter phenomenon (Imposter Score) as the dependent variable and the two parenting domains, control (Control Score) and responsiveness (Responsiveness Score), as the independent variables.

Residuals:

Min	1Q	Median	3Q	Max
-30.5278	-8.5639	0.7294	8.9809	30.3476

Coefficients:

	Estimate	Standard Error	t value	Pr (> t)
Intercept	71.3738	7.1795	9.941	< 2e-16 ***
Control Score	0.2107	0.1378	1.529	0.12828
Responsiveness Score	-0.3062	0.1149	-2.664	0.00856 **

Significance codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 13.69 on 152 degrees of freedom

Multiple R-squared: 0.04501, Adjusted R-squared: 0.03244

F-statistic: 3.582 on 2 and 152 DF, p-value: 0.03021

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Outcome Data

This output provides information about the model and its coefficients. The model tested the relationship between Imposter Score (the dependent variable) and Control Score and Responsiveness Score (the independent variables). The output shows the coefficient estimates for each of these independent variables, along with their standard errors, t-values, and p-values.

The intercept estimate is 71.3738 and it is statistically significant with a p-value of $< 2e-16$. The Control Score coefficient estimate is 0.2107, but it is not statistically significant at the $\alpha = 0.05$ level (p-value = 0.12828). The Responsiveness Score coefficient estimate is -0.3062 and it is statistically significant with a p-value of 0.00856.

The multiple R-squared value is 0.04501, indicating that the independent variables explain only 4.5% of the variation in the dependent variable. The adjusted R-squared value, which takes into account the number of independent variables and the sample size, is 0.03244. The F-statistic is 3.582, with a corresponding p-value of 0.03021, indicating that the model is statistically significant overall.

The residual standard error is 13.69, which represents the amount of variation in the dependent variable that is not explained by the model. The degrees of freedom are 152, which is the sample size minus the number of independent variables.

DISCUSSION

Key results

The adjusted R-squared value of 0.032 indicates that only a small proportion of the variance in Imposter Score can be explained by the model. The F-statistic of 3.582 on 2 and 152 degrees of freedom suggests that the model as a whole is significant, with a p-value of 0.03021.

The findings from the multiple regression analysis show that there is a statistically significant relationship between the imposter score and the responsiveness score ($p = 0.00856$), but not with the control score ($p = 0.12828$). The model explains a small amount of variance in the imposter score, with an adjusted R-squared of 0.03244.

This means that as the responsiveness score increases, the imposter score tends to decrease. However, the control score does not appear to have a significant impact on the imposter score. It is important to note that the model only explains a small portion of the variability in the imposter score, and there may be other factors not accounted for in this analysis that also contribute to the imposter score.

Limitations

This research had a few limitations which can be worked on and taken into consideration while conducting further research on similar topics.

- The questionnaires were long: The questionnaires took a long time to fill up, and people had a fatigue effect while filling it. This might have caused the people to not have as much concentration while filling up the latter portion of the questionnaire and resulted in possible random responses. Addressing this has the potential of higher accuracy in the results and a more defined relationship between the variables.

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- The questionnaire was slightly modified: The original parenting questionnaire had two parts, where the same questions were asked twice, once from the perspective of the father and the other from the perspective of the mother. This was changed to one part for this research. Addressing both parents individually has the potential to further understand the impact that a particular parent has and if there is a relation between the sex of the parent, the sex of the child and its differential impact on the development of imposter phenomenon.
- There was no laboratory setting: The test was not conducted under a laboratory setting, which could affect the way each of the participants responded. A change in environment could elicit different emotions in individuals, thereby having some effect on their responses.
- Unequal distribution of gender in the sample: The total sample of 155 individuals had 101 females and 54 males. This unequal distribution can be a problem in terms of a true representation of the population.
- Lack of Previous Research in the area: The area of the impostor phenomenon is relatively new, and therefore there aren't enough research papers to give a proper direction for further research.

DISCUSSION

The results of the multiple regression analysis revealed that only the Responsiveness Score had a significant negative relationship with Imposter Score ($\beta = -0.31, p = 0.008$), while the Control Score did not have a significant relationship with Imposter Score ($\beta = 0.21, p = 0.128$). The overall model was significant ($F(2, 152) = 3.58, p = 0.030$), but it explained only 4.5% of the variance in Imposter Score, suggesting that other factors other than parenting styles may play a larger role in the development of the imposter phenomenon in young adults.

The findings suggest that a more responsive parenting style may be associated with lower levels of imposter feelings in young adults, while a controlling parenting style may not have a significant impact. This has numerous implications for clinicians, parents and young adults. Parents should strive towards developing a more responsive approach towards their children. Increased responsiveness has shown numerous benefits, like protecting children from negative biological and behavioral consequences of early life adversity (Asok et al., 2013). This is especially important in today's day and age where parental responsiveness is reducing due to numerous work demands and increased smartphone usage (Braune-Krickau et al., 2021). Parents can also be given parenting skills training in cases where maladaptive parenting is identified as a cause of imposter phenomenon. This may include teaching how to communicate effectively, setting realistic expectations, promoting a sense of independence in children and fostering an overall nurturing environment for children.

Young adults, on the other hand, could benefit by exploring their relationship with their parents and find ways to enhance communication and support. A solid parental support system increases one's achievement motivation (Acharya and Joshi, 2011) which could help mediate the effects of imposter phenomenon in an individual. Young adults suffering from Imposter Phenomenon can also benefit from forming and attending support groups or group therapy as it provides a sense of validation and belonging. The sharing of similar experiences can help in reduction of feelings of isolation and help individuals gain

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perspective and support for managing their imposter feelings by deeply understanding themselves and the probable origin of such feelings.

Clinicians and Professors could engage in raising awareness about this issue through various public forums, speeches and social media channels. Providing information and educating the masses about the imposter phenomenon and its relation with parenting styles can help individuals understand and normalize their experiences. This can further aid in discussing the impact of parenting and perceived parenting styles on achievement orientation, fear of failure and self-esteem. Clinicians could also use the results of this research through the therapeutic approach CBT to address the imposter phenomenon. During therapy, the individual can be helped to challenge and then reframe their negative self-beliefs and cognitive distortions related to their self-perception, especially in terms of their abilities and achievements. Emotion Focused Therapy (EFT) can be especially beneficial to address the underlying emotional issues that relate to the imposter phenomenon. A safe space can be provided for emotional expression to help an individual explore their feelings of fear, guilt, shame and anxiety that may be contributing to their imposter experiences.

It is important to note that the current study used a cross-sectional design and relied on self-report measures, which limits the ability to draw causal conclusions or rule out alternative explanations. Future research could use longitudinal or experimental designs to investigate the directionality and mechanisms of the observed relationships, and examine the role of other contextual and individual factors such as personality traits, socioeconomic status, cultural norms, and more, in the development of the imposter phenomenon. The contribution of peer relationships, academic/work stressors, and experiences of marginalization in the development of imposter phenomenon can be further explored.

Future Perspectives

Future research could use longitudinal methods to shed light on the temporal directionality of the relationship between the variables. Such studies could also help identify periods when imposter phenomenon starts to be developed. Experimental studies could also establish the causality of the relationship between the variables and the potential mechanisms that underlie these relationships.

Keeping in mind the limitation of self-report measures, future research could incorporate multiple methods and sources of data to assess imposter feelings and other relevant constructs. A comparison between the effect of the same sex parent and other sex parent could also be explored along with the difference in the development of imposter phenomenon among different sexes and genders. Specific childhood environments and childhood adversities could also be explored to understand the possible triggers of imposter feelings and the underlying pattern among these triggers to help transform the understanding of the cause of imposter phenomenon as well as the intervention styles that can be helpful in addressing imposter feelings.

CONCLUSION

This study aimed to investigate the relationship between perceived parenting styles and imposter phenomenon in Young Adults. The findings suggested that higher responsiveness in parenting may be associated with lower levels of imposter feelings whereas a controlling parenting style may not have a significant impact. It is important to note that the model only explained a small portion of the variability in the Imposter score, indicating factors other

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than perceived parenting styles may play a larger role in the development of Imposter Phenomenon.

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Conflict of Interest

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