



**RELATIONSHIP BETWEEN IMPOSTOR PHENOMENON,
SELF HANDICAPPING AND SELF ESTEEM AMONG MEDICAL
STUDENTS**

**A Research Project Presented to
School of Professional Psychology
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BS Psychology**

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We certify that the research work presented in this research project, to the best of my knowledge, is our own. All the sources used, and any help received in the preparation of this thesis have been acknowledged. We hereby declare that we have not submitted this material, either in whole or in part, for any other degree at this or any institution.

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DEDICATION

This dissertation is dedicated to us, for the perseverance, sleepless nights, and unwavering determination we poured into this journey. To our parents, whose unconditional love, prayers, and support carried us through every challenge — this is especially for you. To our supervisor, for her invaluable guidance and belief in us; to our siblings, for their encouragement and patience; and to our friends, for the laughter, motivation and understanding along the way. Thank you all for walking this path with us.

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TABLE OF CONTENTS

Abstract	xii
INTRODUCTION	1
Literature Review	5
Theoretical Framework.....	20
Conceptual Framework.....	23
Rationale	25
Hypotheses	28
METHOD	29
Research Design	29
Sample	29
Instruments.....	29
Operational Definitions.....	31
Procedure	32
Ethical Considerations	33
RESULTS	34
DISCUSSION	48
Conclusions	54
Limitations	54
Recommendations	55
Implications.....	56
References.....	58
Appendices	68

List of Tables

Table No.	Table Title	Page No.
Table 1	Descriptive Statistics of the Demographic Variables of the Sample	35
Table 2	Descriptive Statistics and Reliability Analysis of Impostor Phenomenon, Self-Handicapping and Self-Esteem	38
Table 3	Bivariate Correlation Showing Relationship between Impostor Phenomenon, Self-Handicapping and Self-Esteem among Medical Students	39
Table 4	Linear Regression Analysis for Self-Handicapping among Medical Students	40
Table 5	Linear Regression Analysis for Self-Esteem among Medical Students	41
Table 6	Independent Samples T Test between Male and Female respondents	42
Table 7	One Way Analyses of Variance in Impostor Phenomenon, Self-Handicapping and Self-esteem Across Daily Study Hours among Medical Students	43
Table 8	Post Hoc Analysis among Daily Study Hours	44
Table 9	One Way Analyses of Variance in Impostor Phenomenon, Self-Handicapping and Self-esteem Across Perceived Academic Pressure among Medical Students	45
Table 10	Post Hoc Analysis among Perceived Academic Pressure	46

Table 11	One Way Analyses of Variance in Impostor Phenomenon, Self- Handicapping and Self-esteem Across Daily Sleep Hours among Medical Students	47
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List of Figures

Figure No.	Figure Title	Page No.
Figure 1	Conceptual Model of the Study	24

List of Appendices

Annexures	Page No.
Annexure A	70
Detailed Informed Consent	
Annexure B	72
Demographic Information Sheet	
Annexure C	75
Scales	
Annexure D	80
Permissions	

List of Abbreviations

1. IV	Independent Variable
2. DV	Dependent Variable
3. M	Mean
4. SD	Standard Deviation
5. F	Frequency
6. K	Number of items
7. A	Cronbach's Alpha Reliability
8. P	Significance Level
9. CI	Confidence Interval
10. B	Regression Coefficients
11. SE	Standard Error
12. IP	Impostor Phenomenon
13. SH	Self-Handicapping
14. SE	Self-Esteem

Abstract

This research investigated the relationship between the impostor phenomenon, self-esteem, and self-handicapping among medical students in Rawalpindi and Islamabad using a cross-sectional correlational research design. A total of 231 medical students, aged between 17 and 30 years, including 79 males and 151 females, were selected via purposive sampling. Each participant completed the Clance Impostor Phenomenon Scale (Clance, 1985), the Self-Handicapping Scale (Strube, 1986), the Rosenberg Self-Esteem Scale (Rosenberg, 1965), and a form to provide their demographic information. The Pearson Product-Moment Correlation indicated that self-esteem is significantly negatively correlated with the impostor phenomenon, whereas self-handicapping is positively correlated with the impostor phenomenon. A simple linear regression analysis indicated that greater levels of impostor syndrome were linked to lower self-esteem and increased occurrences of self-handicapping. Independent samples t-tests showed no notable differences between genders regarding the impostor phenomenon, self-handicapping, or self-esteem. A one-way ANOVA found no significant differences related to sleep duration or academic year, but did reveal significant variances in self-esteem and self-handicapping based on study hours, with students who studied for fewer than 4 hours or between 2 to 4 hours exhibiting higher self-handicapping and lower self-esteem than those who studied for more than 5 hours. Additionally, students reporting higher academic pressure exhibited significantly higher impostor phenomenon and lower self-esteem. These findings highlight the psychological challenges faced by medical students and underscore the need for academic and psychological interventions that focus on coping strategies, balanced study routines, and stress management.

Keywords: *Impostor phenomenon, self-esteem, self-handicapping, academic pressure, medical students, study habits, Pearson correlation, linear regression, t-test, ANOVA*