



**IMPOSTER SYNDROME, STUDY HABITS AND ACADEMIC BURNOUT IN
MEDICAL STUDENTS**

A Research Project Presented to

School of Professional Psychology

Bahria University Islamabad, E-8 Campus

In Partial Fulfilment of the requirement of the Degree of Bachelor of Science

BS. Psychology

By Amna Zafar, Zainab Gul & Zarrar Shah

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SCHOOL OF PROFESSIONAL PSYCHOLOGY BAHRIA

UNIVERSITY - ISLAMABAD CAMPUS (E-8)

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Amna Zafar, Zainab Gul & Zarrar Shah

Approved By

External Examiner

Internal Examiner

Supervisor

Principal/ Head of Department

BAHRIA SCHOOL OF PROFESSIONAL PSYCHOLOGY

BAHRIA UNIVERSITY, ISLAMABAD CAMPUS (E-8)

APPROVAL SHEET

SUBMISSION OF RESEARCH PROJECT

Candidate's Names: Amna Zafar Zainab Gul & Zarrar Shah

Discipline: BS Psychology

Faculty/Department: School of Professional Psychology

I hereby certify that the above candidate's work including the research project has been completed to my satisfaction and that the research project is in a format of an editorial standard recognized by the faculty/department as appropriate for examination.

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Department:

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THESIS REVISION CERTIFICATE

It is to clarify that Amna Zafar, Zainab Gul and Zarrar Shah, session Fall 2021 from School of Professional Psychology, Bahria University Islamabad conducted their undergraduate thesis entitled “IMPOSTER SYNDROME, STUDY HABITS AND ACADEMIC BURNOUT IN MEDICAL STUDENTS” under my supervision. They have revised their thesis in the light of the examiners’ suggestions, and to my satisfaction and to the best of my belief, its standard is appropriate for acceptance. Moreover, this thesis is an excellent work in terms of scope and quality for the award of the degree of BS psychology.

Supervisor

Dated:

DECLARATION OF AUTHENTICATION

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.

Signature(s):

Amna Zafar

Zainab Gul

Zarrar Shah

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Zainab Gul

Zarrar Shah

DEDICATED TO OUR FAMILIES

Our Beloved Parents

May ALLAH ALMIGHTY bless them with health, prosperity

And

May they live long

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List of Symbols and Abbreviations

SD	Standard deviation
LL	Lower limit
UL	Upper limit
CI	Confidence interval
N	Sample size
β	Standardized coefficient
SE	Standard error
P	Level of significance
d	Cohen's measure of sample effect size
k	Number of items
f	Frequency
%	Percentage
n	Sub sample
t	Degree of freedom
α	Cronbach's alpha
R ²	Coefficient of determination
ΔR^2	R ² change

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Abstract

The present study examined the interrelationship among imposter syndrome, study habits, and medical students' academic burnout in Pakistani medical students. Correlational cross-sectional design was utilized for this purpose, data from 250 undergraduate medical students being obtained using Clance Imposter Phenomenation Scale (CIPS), Study Habits Inventory (SHI), and Maslach Burnout Inventory-Student Survey (MBI-SS). Results showed a strong positive correlation between imposter feelings and burnout, and high levels of imposter feelings relating to higher emotional exhaustion and cynicism. On the other hand, good study habits were highly negatively correlated with burnout, which indicates that good study behaviors reverse burnout effects. Hierarchical regression analysis revealed semester level as the predictor of burnout, wherein higher-level students reported increased stress due to clinical demands. Demographic variables (e.g., family history, gender) lacked predictive ability for burnout, indicating the homogenized effect of academic stress in collectivist Pakistani culture. The research highlights the necessity of concurrent intervention for imposter syndrome (e.g., counseling for mental health, mentoring) and learning behavior (e.g., time management training) to minimize burnout. Threats to the validity of the results are cross-sectional design and self-report bias. The recommendations are longitudinal studies, culturally translated support interventions, and organizational changes to enhance student well-being in high-stakes medical school settings.