

DOI: [10.71317/jgst.2.6.2026.404](https://doi.org/10.71317/jgst.2.6.2026.404)**Journal of Global Social Transformation**Journal homepage: <https://rjsaonline.org/index.php/JGST>

The Imposter Phenomenon, Self-Silencing, And Social Interaction Anxiety Among Early-Stage Undergraduate Students

Alina¹, Iram Naz²¹ BS Psychology, Department of Psychology, University of Gujrat, Gujrat, PakistanEmail: alinarajput044@gmail.com² Assistant Professor, Department of Psychology, University of Gujrat, Gujrat, PakistanEmail : iram.naz@uog.edu.pk**ARTICLE INFO****ABSTRACT****Submission:**

May 21, 2026

Revised:

May 30, 2026

Accepted:

June 16, 2026

Available Online:

June 29, 2026

Keywords:*Imposter Phenomenon, Self-Silencing, Social Interaction Anxiety***Corresponding author:**

Alina

Email: :alinarajput044@gmail.com

Adapting to the college life can be challenging in terms of academics and an altogether new atmosphere that all together put undergraduate freshman students under psychological stress. This research emphasizes the impact Impostor Phenomenon and Self-Silencing have on the level of Social Interaction Anxiety in freshmen. The male-female ratio in this sample of 800 students is a fair representation of the student population from the point of view of both gender and program of studies. The sample was made of an equal number of males and females studying either psychology or biology. The following instruments were utilized in the data collection process: Leary Impostorism Scale (LIS), Silencing the Self Scale (SSS), and Social Interaction Anxiety Scale (SIAS). The obtained statistics showed moderate scores in Impostorism, Self-Silencing, and Social Anxiety. The results of the Pearson correlation analysis showed a positive correlation between Impostorism and Self-Silencing, as well as between the two independent variables and the dependent one, i.e. Social Anxiety. The results of the regression analysis indicated that Impostorism and Self-Silencing are independently strong predictors of Social Interaction Anxiety in the sample investigated.

Introduction

In this way higher education signifies an important developmental level that requires students to adapt to increased academic demands, new circles of communication, and personal freedom (Para et al., 2024; Zařková et al., 2025). Freshers and sophomores constantly mention increased anxiousness in this period of studies due to the fact that they have not yet got used to evaluation (Bayram & Bilgel, 2008; Farrer et al., 2016; Liu et al., 2019). Due to rivalry in these conditions students tend to question their abilities and face constant self-doubting (Bernard et al., 2002). The anxiety resulting from new academic roles leads to the emergence of the phenomenon of imposters, self-silencing, and anxiety concerning social interaction (Parkman, 2016). Increased demands and unreasonable fear of failure increase psychological instability in this stage of the students' life (Chandra et al., 2019; Thompson et al., 1998). The estimations show that between 9% and 82% of people experience the phenomenon of imposter (Bravata et al., 2020). Thus, it can be concluded that freshers and sophomores regularly feel stress and anxiety stimulated by social comparison with their peers (Fahira & Hayat, 2021). The imposter phenomenon, self-silencing, and anxiety associated with social interactions are among new topics that have received growing interest over the past years. The imposter phenomenon was described by Clance and Imes in 1978. It is reported to be a pattern of behavior when an able individual feels inadequate and fears being revealed as an imposter despite the evidence showing the person's success. In her work, Clance pointed out that individuals who have the imposter phenomenon attribute their success to exterior variables such as luck, and not to their abilities. Research shows that feelings of being an imposter are common among students, particularly among high-achieving students and students who are just at the beginning of their academic

careers (Bravata et al., 2020). People suffering from the imposter phenomenon assure that their achievement occurred due to factors not related to their abilities (Pokozdy et al., 2024). Literature points out that the imposter phenomenon is characterized as a cycle in which negative beliefs are continuously sustained (Para et al., 2024). A related concept known as self-silencing is defined as an inability to express one's thoughts and feelings so that potential problems, relationship tensions, or unwelcome judgments are avoided (Jack, 1991). Self-silencing is correlated with stress levels including anxiety and depressive symptoms as people who often self-silence give priority to everyone else's interests rather than their own interests, which leads to emotional difficulties (Jack & Dill, 1992). When it comes to an academic setting, self-silencing can manifest itself in the form of refraining from answering questions in class, not being able to say no, and not expressing one's opinion because of the fear of being criticized, among students who possess the features of the imposter phenomenon (Yue et al., 2022). Social interaction anxiety is yet another issue observed in freshmen students. What is happening is that people suffering from feelings of being imposters and engaging in self-silencing develop social interaction anxiety too. Specifically, Heimberg and his co-authors (1992) believe that people with social interaction anxiety tend to feel very uncomfortable in interpersonal situations, which results in negative impacts on their academic performance and social life. Cognitive theories of social anxiety suggest that negative self-beliefs and the fear of being judged play an important role in developing anxiety symptoms (Clark & Wells, 1995). Recent research suggests that the imposter phenomenon serves as an important psychological risk factor for the development and maintenance of social anxiety, because the persistent fear of being exposed increases an individual's sensitivity to others' judgments and evaluations (He & Ye, 2026).

Objective of the Study

The objectives of this study are to:

- Measure the relationship between the imposter phenomenon, self-silencing, and social interaction anxiety among early-stage undergraduate students.
- Investigate the predictive effect of the imposter phenomenon and self-silencing on social interaction anxiety among early-stage undergraduates.

Hypotheses

- H1: Imposter phenomenon is significantly and positively associated with self-silencing.
- H2: Imposter phenomenon is significantly and positively associated with social interaction anxiety.
- H3: Self-silencing is significantly and positively associated with social interaction anxiety.
- H4: Imposter phenomenon and self-silencing significantly predict social interaction anxiety.

Methodology

Research Design

This study adopted a quantitative, cross-sectional, correlational design to investigate the relationship between the imposter phenomenon, self-silencing, and social interaction anxiety at the University of Gujrat's Hafiz Hayat Campus, Gujrat, Pakistan.

Participants

The sample comprised 800 early-stage undergraduate students aged between 18 and 23 years from the 2nd and 4th semesters, selected through a stratified random sampling technique to achieve equal representation across social sciences and natural sciences departments.

Instruments

Data collection occurred in classrooms using self-administered paper questionnaires that took about 15 to 20 minutes to complete. In addition to a demographic information sheet, the questionnaire utilized three standardized scales:

A. Leary Impostorism Scale(Leary et al., 2000)

Designed to assess a person's ongoing feelings of qualified incompetence, false self-representation, and potential disclosure as a fraud, the scale developed by Leary et al. (2000) contains 7 items. Each of the 7 items is rated on a Likert-type scale from 1 (not at all true of me) to 9 (very true of me) as these ratings correspond to a degree of impostor phenomenon. Generally speaking, the scale shows an excellent level of internal consistency reliability having a Cronbach's alpha coefficient exceeding the prescribed limit (0.85 and higher in the samples used for validation). Additionally, it is characterized by a good

convergent and divergent validity, demonstrated by significant positive correlations with self-monitoring, social anxiety, negative reflected appraisals and negative correlations with global self-esteem.

B. Silencing the Self Scale (Jack & Dill, 1992)

The Silencing the Self Scale (STSS) was designed by Jack and Dill in 1992 as a self-report instrument comprising 31 items to identify cognitive schemas and behaviors associated with self-silencing. The purpose of the scale is to check how much a person suppresses his/her thoughts, feelings, and actions in order to keep the relationship going and avoid conflicts. The scale consists of four subscales, including Externalized Self-Perception, Care as Self-Sacrifice, Silencing the Self, and Divided Self. Items on the scale are rated on a 5-point Likert-type scale from 1 to 5. A total score on the scale is usually between 31 and 155, with a higher score indicating a higher level of self-silencing. The scale has been noted for its high levels of internal consistency reliability (with the Cronbach alpha exceeding 0.85), construct validity, and convergent validity in relation to depression and relationship distress measures.

C. Social Interaction Anxiety Scale (Heimberg et al., 1992)

The Social Interaction Anxiety Scale (SIAS), created by Heimberg et al. in 1992, is a self-report questionnaire made up of 20 questions designed to gauge levels of discomfort, anxiety, and fear concerning social interactions with one or with many people. In contrast to questionnaires that measure fear of being negatively judged or perceived, the SIAS focuses on the distress of starting or engaging in conversations. Respondents rated each answer using a 5-point Likert-type scale where 0 means not at all true of me and 4 means very much true of me. The overall scores can vary between 0 and 80; higher scores signify higher levels of social interaction anxiety. The scale has been shown to have high reliability with Cronbach's alphas greater than 0.85 to 0.90. Its convergent validity is evident due to the presence of significant correlations with other scales measuring social phobia, and anxiety related to feeling evaluated negatively.

Analysis

All scales demonstrated acceptable reliability and were tested for internal consistency within the current sample using Cronbach's alpha. Data were analyzed using SPSS (Version 24), employing descriptive statistics and inferential tests to evaluate the relationships among variables.

Results

In this study, we analyze how the Impostor Phenomenon, Self-Silencing, and Social Interaction Anxiety are related to each other among undergraduate students who are in the first stage of their studies. Data analysis was performed with IBM SPSS Statistics. Before running any statistical tests, the data went through an initial screening step that included checking for outliers, confirming data entry accuracy, and assessing missing information. Frequencies and descriptive statistics were analyzed to find extreme values. Reverse-coded items were corrected, and composite scores for each variable were created. When the data were cleaned and organized, reliability testing, Pearson product-moment correlation, and multiple linear regression were carried out.

Reliability Analysis

Table-1: Reliability Analysis of Study Variables (N = 800)

Scale	Cronbach's Alpha (α)	Number of Items
Leary Imposter Scale (LIS)	.697	7
Silencing the Self Scale (SSS)	.782	31
Social Interaction Anxiety Scale (SIAS)	.866	20

Table 1 shows the reliability coefficients of the study scales. The Leary Imposter Scale demonstrated acceptable reliability with a Cronbach's alpha of .697. The Social Interaction Anxiety Scale showed high internal consistency reliability ($\alpha = .866$), while the Silencing the Self Scale also demonstrated good reliability ($\alpha = .782$).

Descriptive Statistics

Table-2: Descriptive Statistics for Study Variables (N = 800)

Variable	N	Minimum	Maximum	M	SD
Impostor Phenomenon	800	7.00	35.00	20.89	4.21
Self-Silencing	800	54.00	135.00	92.16	11.60
Social Interaction Anxiety	800	0.00	80.00	41.51	10.87

Table 2 presents the descriptive statistics of the study variables. The mean score for the imposter phenomenon was 20.89 (SD = 4.21), indicating that participants experienced moderate levels of impostor feelings. The mean score for self-silencing was 92.16 (SD = 11.60), suggesting that students moderately engaged in the suppression of thoughts and emotions. Similarly, the mean score for social interaction anxiety was 41.51 (SD = 10.87), reflecting moderate levels of anxiety during interpersonal interactions.

Correlational Analysis

Table-3: Pearson Correlation Matrix for Study Variables (N=800)

Variables	1	2	3
1. Imposter Phenomenon	-	-	-
2. Self-Silencing	.36**	-	-
3. Social Interaction Anxiety	.41**	.41**	-

Note. ** $p < .01$.

Table 3 indicates that the imposter phenomenon had a significant positive correlation with self-silencing ($r = .36, p < .01$) and social interaction anxiety ($r = .41, p < .01$). Furthermore, a significant positive correlation was found between self-silencing and social interaction anxiety ($r = .41, p < .01$). These findings suggest that as levels of impostor-related feelings increased, participants were also more likely to engage in self-silencing behaviors and experienced higher levels of anxiety during social interactions.

Regression Analysis

Table-4: Multiple Regression Analysis Predicting Social Interaction Anxiety (N=800)

Predictor	B	SE	β
Constant	-0.68	2.78	—
Imposter Phenomenon	.76	0.09	.30
Self-Silencing	0.29	0.03	.30

Note. $R^2 = .25$, $F(2, 797) = 129.03$, $p < .001$. *** $p < .001$.

Table 4 shows the impact of the imposter phenomenon and self-silencing on social interaction anxiety in students. The R^2 value of .25 revealed that the predictor variables explained 25% of the variance in the outcome variable, $F(2, 797) = 129.03$, $p < .001$. The findings showed that both the imposter phenomenon ($\beta = .30, p < .001$) and self-silencing ($\beta = .30, p < .001$) positively predicted social interaction anxiety, suggesting that students who experienced severe imposter thoughts and suppressed their emotions experienced higher levels of social interaction anxiety.

Discussion

The present study aimed to examine the relationships between the imposter phenomenon, self-silencing, and social interaction anxiety among early-stage undergraduate students. This chapter discusses these findings in relation to previous literature and theoretical perspectives, highlighting their implications for student mental health and educational settings.

H1 stated that there is a significant positive relationship between the imposter phenomenon and self-silencing among early-stage undergraduate students. This hypothesis was supported, as the results indicate a significant positive correlation between the variables, indicating that students who experience stronger imposter feelings are more likely to silence themselves. These results suggest that students entering university with heightened imposter feelings often struggle with persistent self-doubt and fear that their achievements are undeserved. As a result, they may suppress their opinions, emotions, and academic contributions in social and educational settings to avoid criticism or the fear of being exposed as intellectually inadequate (Liu & Sang, 2025). These results are consistent with work by Clarke et al. (2022) which investigated behavioral consequences of imposter feelings. The findings established a similar relationship showing that imposter feelings are significantly and positively associated with self-silencing. Individuals experiencing imposter feelings are often scared of negative feedback and maintain a harsh self-image, leading them to suppress their views to avoid criticism. Similarly, Birkeland et al. (2014) found that students experiencing intense self-doubt commonly adopt self-silencing as a protective strategy to reduce social risk and maintain acceptance within peer groups.

The hypothesis H2 proposed the notion that the imposter phenomenon would have a positive relationship with social interaction anxiety. The hypothesis was substantiated with the results revealing a positive correlation meaning that students with higher feelings of being impostors also tended to feel anxious about social situations (Fatima et al. 2025). It can be concluded that students who consider themselves as intellectual impostors experience higher anxiety than others (Kan and

Demir (2025). Ordinary academic procedures like class attendance, group discussions, and meeting new people may become stressful due to the fear of negative evaluation. This is consistent with the research carried out by He and Ye (2026), who have shown that there is a strong connection between imposter phenomenon and social interaction anxiety. In addition, Bravata et al. (2020) have shown that people experiencing imposter phenomenon tend to suffer from anxiety more than those who do not have this phenomenon. Moreover, Fahira and Hayat (2021) showed that university transition stress leads to increased anxiety symptoms when student coping ability is low.

H3 stated that there is a significant positive relationship between self-silencing and social interaction anxiety. This hypothesis was supported, as the results showed a significant positive correlation between self-silencing and social interaction anxiety. These findings suggest that suppressing personal thoughts and emotions contributes extensively to a student's anxiety during interpersonal interactions (Sharma et al., 2025). Although self-silencing may initially serve as a strategy to avoid rejection or conflict, it appears to increase psychological distress by requiring constant self-monitoring and emotional restraint. These findings are consistent with Aras and Demir-Kaya (2026), who reported that self-silencing significantly predicts psychological distress and anxiety.

H4 stated that the imposter phenomenon and self-silencing would jointly predict social interaction anxiety. The regression model strongly supported this hypothesis. Both predictors significantly contributed to social interaction anxiety. These findings suggest that both variables independently and significantly increase the likelihood of experiencing social interaction anxiety among early-stage undergraduate students (da-Silva-Domingues et al., 2025). The imposter phenomenon seems to give rise to the internal feeling of being inadequate, while self-silencing acts as a behavioral reaction that attempts to withhold feelings of insecurity. The findings of the present study support the previous publication on the fact that feelings of being an imposter lead to self-silencing to protect oneself from criticism or negative evaluation (Clark et al., 2022). The current research also goes further in explaining the consequences of this coping mechanism from a psychological point of view. When students do not engage in genuine communication with fellow students and teachers, they do not get the feedback that would help them correct their flawed perceptions of themselves (Corwin et al., 2022). Consequently, they find themselves locked in a vicious cycle where the feelings of being a fraud encourage self-silencing and self-silencing strengthens those feelings, exacerbating social anxiety in the beginning of university life.

Limitations

Despite the clear statistical results and strong sample size ($N = 800$), several limitations must be noted.

- One of the limitations of the current research is the use of a cross-sectional design, as the researchers gathered the research data at a given point when the outcome and predictor variables were assessed at the same time. This directly hinders the potential for drawing causal links and establishing the time order, as stated earlier.
- The second limitation refers to the measures utilized in the study that were based on self-reports, such as the Leary Impostorism Scale and the Social Interaction Anxiety Scale, which usually yield beneficial self-reported data but can be influenced by individual desires to show the positive side of their personality. Hence, people may sometimes report reduced levels of anxiety and inadequacy in the hope of sounding adequately self-sufficient.
- The third limitation is connected with the use of a stratified random sampling and reasonably good sampling ratio which included balance in terms of particular parameters of respondents. Data were gathered within a particular institution which severely limits the generalizability of the results to other student groups.

Conclusion

To summarize, the analysis in this study has shown that novice students underwent only moderate manifestations of impostor syndrome, self-silencing, and social anxiety. In terms of reliability, all measuring instruments exhibited adequate internal reliability. The analysis of correlations revealed reasonably high positive correlations between the various research variables. Final regression analysis results further demonstrated a significant effect of impostor syndrome and self-silencing on social anxiety. The findings provide insights into the psychological challenges confronting novice undergraduate students and reinforce the need to deal with the issues of self-doubt, silence, and social anxiety in the university environment.

References

1. Aras, E., & Demir-Kaya, M. (2026). The mediating role of gaslighting as a psychological violence between self-silencing and psychological distress. *Scientific reports*, 16(1), 12364. <https://doi.org/10.1038/s41598-026-47134-0>

2. Bayram, N., & Bilgel, N. (2008). The prevalence and socio-demographic correlations of depression, anxiety and stress among a group of university students. *Social psychiatry and psychiatric epidemiology*, 43(8), 667–672. <https://doi.org/10.1007/s00127-008-0345-x>
3. Bernard, N. S., Dollinger, S. J., & Ramaniah, N. V. (2002). Applying the big five personality factors to the impostor phenomenon. *Journal of personality assessment*, 78(2), 321–333. https://doi.org/10.1207/S15327752JPA7802_07
4. Birkeland, M. S., Breivik, K., & Wold, B. (2014). Peer acceptance protects global self-esteem from negative effects of low closeness to parents during adolescence and early adulthood. *Journal of youth and adolescence*, 43(1), 70–80. <https://doi.org/10.1007/s10964-013-9929-1>
5. Bravata, D. M., Watts, S. A., Keefer, A. L., Madhusudhan, D. K., Taylor, K. T., Clark, D. M., Nelson, R. S., Cokley, K. O., & Hagg, H. K. (2020). Prevalence, Predictors, and Treatment of Impostor Syndrome: a Systematic Review. *Journal of general internal medicine*, 35(4), 1252–1275. <https://doi.org/10.1007/s11606-019-05364-1>
6. Chandra, S., Huebert, C. A., Crowley, E., & Das, A. M. (2019). Impostor Syndrome: Could It Be Holding You or Your Mentees Back?. *Chest*, 156(1), 26–32. <https://doi.org/10.1016/j.chest.2019.02.325>
7. Clark, P., Holden, C., Russell, M., & Downs, H. (2022). The Impostor Phenomenon in Mental Health Professionals: Relationships Among Compassion Fatigue, Burnout, and Compassion Satisfaction. *Contemporary family therapy*, 44(2), 185–197. <https://doi.org/10.1007/s10591-021-09580-y>
8. Clance, P. R. (1985a). *The Impostor Phenomenon: When Success Makes You Feel Like a Fake*. N Bantam Books.
9. Clance, P. R., & Imes, S. A. (1978). The imposter phenomenon in high achieving women: Dynamics and therapeutic intervention. *Psychotherapy: Theory, Research & Practice*, 15(3), 241–247. <https://doi.org/10.1037/h0086006>
10. Clark, D. M., & Wells, A. (1995). A cognitive model of social phobia. In R. G. Heimberg, M. R. Liebowitz, D. A. Hope, & F. R. Schneier (Eds.), *Social phobia: Diagnosis, assessment, and treatment* (pp. 69–93). The Guilford Press.
11. Clark, P., Holden, C., Russell, M., & Downs, H. (2022). The Impostor Phenomenon in Mental Health Professionals: Relationships Among Compassion Fatigue, Burnout, and Compassion Satisfaction. *Contemporary family therapy*, 44(2), 185–197. <https://doi.org/10.1007/s10591-021-09580-y>
12. Corwin, L. A., Ramsey, M. E., Vance, E. A., Woolner, E., Maiden, S., Gustafson, N., & Harsh, J. A. (2022). Students' Emotions, Perceived Coping, and Outcomes in Response to Research-Based Challenges and Failures in Two Sequential CUREs. *CBE life sciences education*, 21(2), ar23. <https://doi.org/10.1187/cbe.21-05-0131>
13. da-Silva-Domingues, H., Palomino-Moral, P. Á., & Del-Pino-Casado, R. (2025). Anxiety in young university students: the mediating role of sense of coherence and self-esteem. *BMC public health*, 25(1), 3240. <https://doi.org/10.1186/s12889-025-24646-4>
14. Feng, J., & Li, J. (2025). Social participation and mental health among university students-a social integration perspective. *Frontiers in psychology*, 16, 1654004. <https://doi.org/10.3389/fpsyg.2025.1654004>
15. Fatima, M., Qamar, M., Irfan, H., Malik, H., Batool, F., Shahzad, J., Alam, M. S., Jamil, M. U., Jamil, A., Mohiuddin, S., Abdullah, M., Ahmed, Z., Rehman, A., Karam, A. U., Malik, U., & Ahmed, K. A. H. M. (2025). Examining the role of social support in imposter phenomenon among medical students through mediation and moderation analysis of anxiety and stress. *Discover mental health*, 5(1), 207. <https://doi.org/10.1007/s44192-025-00347-7>
16. Fahira, U. D., & Hayat, B. (2021). Impostor Phenomenon on First- and Second-year College Students. *Tazkiya Journal of Psychology*, 9(2), 177–188. <https://doi.org/10.15408/tazkiya.v9i2.19449>
17. Farrer, L. M., Gulliver, A., Bennett, K., Fassnacht, D. B., & Griffiths, K. M. (2016). Demographic and psychosocial predictors of major depression and generalised anxiety disorder in Australian university students. *BMC psychiatry*, 16, 241. <https://doi.org/10.1186/s12888-016-0961-z>
18. He, C., & Ye, L. (2026). Associations among impostor phenomenon, self-compassion, shame, and social anxiety in college students. *Frontiers in Psychology*, 17, Article 1777854. <https://doi.org/10.3389/fpsyg.2026.1777854>
19. Heimberg, R. G., Mueller, G. P., Holt, C. S., Hope, D. A., & Liebowitz, M. R. (1992). Assessment of anxiety in social interaction and being observed by others: The Social Interaction Anxiety Scale and the Social Phobia Scale. *Behavior Therapy*, 23(1), 53–73. [https://doi.org/10.1016/S0005-7894\(05\)80308-9](https://doi.org/10.1016/S0005-7894(05)80308-9)

20. Jack, D. C. (1991). *Silencing the self: Women and depression*. Harvard University Press.
21. Jack, D. C., & Dill, D. (1992). The Silencing the Self Scale: Schemas of intimacy associated with depression in women. *Psychology of Women Quarterly*, 16(1), 97-106. <https://doi.org/10.1111/j.1471-6402.1992.tb00242.x>
22. Kan, M. O., & Demir, S. (2025). Interpersonal communication anxiety in adolescents: scale development and the mediating role of cognitive flexibility in the relationship between perfectionism and anxiety. *BMC psychology*, 13(1), 1250. <https://doi.org/10.1186/s40359-025-03583-2>
23. Leary, M. R., Patton, K. M., Orlando, A. E., & Funk, W. W. (2000). The impostor phenomenon: self-perceptions, reflected appraisals, and interpersonal strategies. *Journal of personality*, 68(4), 725-756. <https://doi.org/10.1111/1467-6494.00114>
24. Liu, Y., & Sang, B. (2025). Effects of Suppression and Expression of Academic Emotions on Peer Acceptance in Outperformance and Underperformance Situations. *Behavioral sciences (Basel, Switzerland)*, 15(10), 1366. <https://doi.org/10.3390/bs15101366>
25. Liu, X., Ping, S., & Gao, W. (2019). Changes in Undergraduate Students' Psychological Well-Being as They Experience University Life. *International journal of environmental research and public health*, 16(16), 2864. <https://doi.org/10.3390/ijerph16162864>
26. Pakozdy, C., Askew, J., Dyer, J., Gately, P., Martin, L., Mavor, K., & Brown, G. R. (2024). The imposter phenomenon and its relationship with self-efficacy, perfectionism and happiness in university students. *Current Psychology*, 43, 5153-5162. <https://doi.org/10.1007/s12144-023-04672-4>
27. Para, E., Dubreuil, P., Miquelon, P., & Martin-Krumm, C. (2024). Interventions addressing the impostor phenomenon: a scoping review. *Frontiers in psychology*, 15, 1360540. <https://doi.org/10.3389/fpsyg.2024.1360540>
28. Parkman, A. (2016). The Imposter Phenomenon in Higher Education: Incidence and Impact. *Journal of Higher Education Theory and Practice*, 16, 51-60.
29. Sharma, P., Kirmani, M. N., & Salvi, D. K. (2025). Role of Depressive Symptoms in the Expression ^[1] of Self-silencing and Anger in Women. *Annals of neurosciences*, 09727531251385283. Advance online publication. <https://doi.org/10.1177/09727531251385283>
30. Thompson, T., Davis, H., & Davidson, J. (1998). Attributional and affective responses of impostors to academic success and failure outcomes. *Personality and Individual Differences*, 25(2), 381-396. [https://doi.org/10.1016/S0191-8869\(98\)00065-8](https://doi.org/10.1016/S0191-8869(98)00065-8)
31. Yue, Y., Jia, Y., & Wang, X. (2022). Self-efficacy and negative silence in the classroom: The mediating role of fear of negative evaluation. *Nurse education in practice*, 62, 103379. <https://doi.org/10.1016/j.nepr.2022.103379>
32. Zatková, T. Š., Seberini, A., & Tokovska, M. (2025). First year university life: Expectations versus reality. *International Journal of Instruction*, 18(3), 335-352. <https://doi.org/10.29333/iji.2025.18318a>



2026 by the authors; Journal of Global Social Transformation (JGST). This is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC-BY) license (<http://creativecommons.org/licenses/by/4.0/>).