

**Imposter Phenomenon, Perceived Parenting Style and Eudaimonic Wellbeing among
Medical Students and Arts and Science Students**

Dissertation submitted in partial fulfilment of the requirements for the award of

Master of Science in Psychology

By

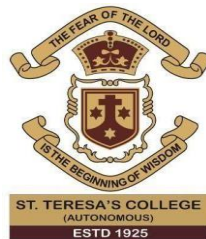
Shazia Shajahan

Register Number: SM20PSY017

Under the guidance of

Ms. Anjitha Venugopal

Assistant Professor



Department of Psychology

ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM

Nationally Re-accredited at 'A++' level (4th cycle)

Affiliated to: Mahatma Gandhi University

MARCH 2022

CERTIFICATE

This is to certify that the dissertation entitled “Imposter Phenomenon, Perceived Parenting Style and Eudaimonic Wellbeing among Medical Students and Arts and Science Students” is an authentic record of research work carried out by Shazia Shajahan of St. Teresa’s College, Ernakulam under my supervision and guidance and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title or recognition before.

Date: 30/05/2022

Ms. Bindu John

Head of the Department

Department of Psychology

St. Teresa’s College, Ernakulam

Ms. Anjitha Venugopal

Assistant Professor

Department of Psychology

St. Teresa’s College, Ernakulam

External Examiner 1:

External Examiner 2:.....

Internal Examiner:

Declaration

I, Shazia Shajahan hereby declare that the project work entitled “Imposter Phenomenon, Perceived Parenting Style and Eudaimonic Wellbeing among Medical Students and Arts and Science Students” embodies the results of the original work done by me under the guidance of Ms. Anjitha Venugopal, Assistant Professor of St. Teresa’s College, Ernakulam and that it has not been submitted by me to any other university or institution for the award of any degree, diploma, fellowship, title or recognition before.

Place: Ernakulam

Shazia Shajahan

Date:

Acknowledgments

I am grateful to bring out the study entitled “Imposter Phenomenon, Perceived Parenting Style and Eudaimonic Wellbeing among Medical Students and Arts and Science Students” under the guidance of Ms. Anjitha Venugopal.

I would like to express my sincere gratitude to all those who have helped me and contributed directly and indirectly for the completion of my dissertation. I express my deep and sincere gratitude to my guide Ms. Anjitha Venugopal, Assistant professor, St. Teresa’s College, Ernakulam, for her constant and invaluable guidance.

I would like to extend my heartfelt thanks to all students who spend their valuable time to make this study a success.

I would like to thank my parents and friends who have supported me during the process. Above all I thank the Lord Almighty for having showered his blessings upon me and for giving me the opportunity to be guided by such resourceful persons.

Shazia Shajahan

Contents

	Title	Page No
Chapter I	Introduction	1
	Need and Significance	6
Chapter II	Review of Literature	8
Chapter III	Methodology	12
	Aim	13
	Statement of the Problem	13
	Objectives	13
	Hypothesis	14
	Operational Definition	15
	Population	15
	Sample and Sampling	16
	Distribution of the Sample	16
Measures	18	

	Procedures	19
	Ethical Guidelines	19
	Data Analysis	20
Chapter IV	Result and Discussion	23
	Result	27
	Discussion	32
Chapter V	Summary and Conclusion	35
	Major Findings of the Study	36
	Conclusion	36
	Implication of the Study	37
	Limitation	37
	Suggestion for Further Research	37
	Reference	38
	Appendices	41
Appendix A	Informed Consent	42
Appendix B	Socio Demographic Scale	44

Appendix C	The Clance Impostor Scale	45
Appendix D	Perceived Parenting Style Scale	52
Appendix E	The Eudaimonic Wellbeing Scale	61

List of Tables

Table No	Title	Page No
1	Shapiro-Wilk test of Normality Imposter Phenomenon among Medical students and Arts and Science students	20
2	Shapiro-Wilk test of Normality Perceived parenting style among Medical students and Arts and Science students	21
3	Shapiro-Wilk test of Normality of Eudaimonic Wellbeing among Medical students and Arts and Science students	22
4	Mean and Standard Deviation of the variable Impostor Phenomenon among Medical Students and Arts and Science Students	25
5	Mean and Standard Deviation of the dimensions of Perceived Parenting Styles among Medical Students and Arts and Science Students	26
6	Mean and Standard Deviation of the variable Eudonomic Wellbeing among Medical Students and Arts and Science Students	26
7	Mann-Whitney U Test comparing Impostor Phenomenon among Medical Students and Arts and Science Students	27

8	Mann-Whitney U Test comparing Perceived Parenting styles among Medical Students and Arts and Science Students	28
9	Mann-Whitney U Test comparing eudaimonic wellbeing among Medical Students and Arts and Science Students	29
10	Spearman's correlation coefficient of Impostor Phenomenon and Percieved Parenting Styles among Medical Students and Arts and Science Students	30
11	Spearman's correlation coefficient of Percieved Parenting Styles and Eudomonic wellbeing among Medical Students and Arts and Science Students	31
12	Spearman's correlation coefficient of Impostor Phenomenon and Eudaimonic Wellbeing among Medical Students and Arts and Science Students	32

List of Figures

Figure No	Title	Page No
1	The distribution of students based on their area of study.	17
2	The distribution of students based on their gender.	17

Abstract

According to Clance impostor phenomenon as “is a strong sense of intellectual inauthenticity shared by many high achievers” (Clance, 1985). Eudaimonic well-being (Waterman et al., 2010) defined is the feeling of personal expressiveness, arising when a person perceives to use her best potentials in the pursuit of goals that are consistent with one’s true self and life purposes as per (Ryan & Deci, 2001). The objectives of the study were (1)To find whether there is difference in imposter phenomenon among among medical students and arts and science students, (2)To find whether there is difference in the perceived parenting styles among medical students and arts and science students, (3) To find whether there is difference in the eudaimonic wellbeing among medical students and arts and science students, (4) To find out the correlation between imposter phenomenon and perceived parenting style among medical students and arts and science students, (5) To find out the correlation between perceived parenting style and eudaimonic wellbeing among medical students and arts and science students, (6) To find out the correlation between imposter phenomenon and eudiamonic wellbeing among medical students and arts and science students. The study is conducted among 206 medical students and arts and science students Imposter phenomenon, eudiamonic wellbeing and perceived parenting style was measured using Clance Impostor Scale, Eudaimonic Wellbeing Scale (Waterman, 2010) and Perceived Parenting Style Scale (Divya & Manikandan,2003). Spearman correlation and Mann-Whitney U test was used for data analysis. The results indicate there is a significant relationship between imposter phenomenon and perceived parenting styles as well as between perceived parenting styles and eudainomic wellbeing.

Keywords: Imposter Phenomenon, Perceived Parenting Style, Eudaimonic Wellbeing

CHAPTER 1
INTRODUCTION

Imposter Phenomenon was described by Dr Pauline Clance as “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” (Clance, 1985). The imposter phenomenon is a strong sense of intellectual inauthenticity shared by many high achievers (Clance, 1985). Despite overwhelming evidence to the contrary, some highly successful people do not believe they are accomplished and qualified; instead, they believe their achievements were unjustified and that future achievements are unlikely (King & Cooley, 1995). It's linked to personality traits like perfectionism, neuroticism, and anxiety, and it can lead to stress, a lack of motivation, and an inability to enjoy triumphs (Levant, Villwock & Manzardo, 2020).

The imposter phenomenon is considered to have its origin in the context of interpersonal and social (Clance, Dingman, Reviere & Stober, 2008). Imposter tendencies are triggered by cues conveyed in the family and society through gender socialisation (Clance, Dingman, Reviere & Stober, 2008). Impostorism causes less assertive behaviour, reduced work satisfaction, and feelings of low self esteem in individuals (Levant, Villwock & Manzardo, 2020). Impostor sentiments are especially common at times of transition, such as when starting a new job or transitioning between phases of a job (LaDonna, Ginsburg & Watling, 2018 and Lane, 2015). The Impostor Phenomenon was once thought to afflict exclusively professional women, but subsequent study has revealed that it impacts a wide range of people (Clance & Imes, 1978).

Impostorism has been found in a variety of persons and occupations, including university students (Bussotti, 1990; Harvey, 1981; Langford, 1990), health care employees (Henning et al., 1998), company managers, and medical assistants (Parkman, 2016). High-achieving individuals appear to be particularly vulnerable to the imposter phenomenon ((Clance & Imes, 1978; Fried-Buchalter, 1997; Gibson-Beverly & Schwartz, 2008)). While

imposter sentiments can motivate some people to work harder and prepare more (Caselman, Self, & Self, 2006), they can also encourage self-defeating habits like procrastination or a lack of effort (Cowman & Ferrari, 2002; Want & Kleitman, 2006).

Imposters believe they are unworthy of the level of acclaim they are receiving because they do not believe they have earned it based on their abilities, which leads to increased anxiety and tension (Clance & Imes, 1978; Cowman & Ferrari, 2002; Harvey & Katz, 1985; Hutchins, 2015; Kets de Vries, 2005). It becomes a significant goal to maintain this misleading perception (Parkman, 2016).

Waterman (Waterman et al., 2010) defined eudaimonic well-being as the feeling of personal expressiveness, arising when a person perceives to use her best potentials in the pursuit of goals that are consistent with one's true self and life purposes (Ryan & Deci, 2001). The subjective feelings linked with eudaimonia, or living a life of virtue in pursuit of human excellence, are known as eudaimonic well-being (Niemi, 2014). It is human flourishing and realising one's full potential (Disabato, Goodman, Kashdan, Short & Jarden, 2016). Self-actualization, personal expressiveness, and vigour are some of the phenomenological experiences generated from such living. Happiness, vitality, and wellness are byproducts of eudaimonia, which is more about a good and cherished way of life (Ryan & Martela, 2016). Eudaimonic wellbeing is the presence of significance and the growth of one's capabilities (Disabato, Goodman, Kashdan, Short & Jarden, 2016).

Although an ancient term, eudaimonia has resurfaced in modern psychology for obvious reasons. Aristotle's notion of Eudaimonia dates from the 4th century BCE (1985) of well-being that encompasses being loyal to oneself and working toward personal goals in addition to pleasure-driven happiness growth (Disabato, Goodman, Kashdan, Short & Jarden, 2016). Changes in societal structures in more economically advanced cultures have given

many people more choice and flexibility in choosing their life paths (Easterlin 1995; Kasser, Cohn, Kanner & Ryan, 2007; Clark, Frijters & Shields 2008), while traditional sources of guidance and belief have shrunk. As a psychological term, eudaimonia offers many people the prospect of discovering something more worthwhile than hedonistic happiness (Ryan & Martela, 2016).

The term eudaimonia is essential since it alludes to well-being rather than happiness in general. According to eudaimonic theories, not all outcomes that a person might value would result in happiness when attained (Ryan & Deci, 2001). Eudaimonia is said to occur when people's daily activities are most in line with or mesh with firmly held beliefs, and they are holistically or fully involved (Waterman et al., 2010).

Parenting styles can be defined as a set of behaviours or a system of behaviours that describes parent-child interactions in a variety of scenarios and helps to establish a positive interaction environment (Maher & Komajani, 2016). Parenting style is a determining and effective factor in the psychopathology and development of children. (Seif , 2014). Parenting styles were once thought to be transactionally linked to social skills, but research has primarily concentrated on parent-to-child effects (Smetana, 2017). Parenting techniques are acts that parents do to socialise their children that are directly visible (Smetana, 2017). Involvement, acceptance, emotional availability, warmth, and responsiveness are all signs of parental support (Cummings et al. 2000).

Support has been linked to favourable outcomes in children's development, such as preventing alcohol misuse and deviance (Barnes and Farrell 1992), depression and delinquency (Bean et al. 2006), and externalising problem behaviour (Shaw et al. 1994). Parent-child relationships or parenting styles serve a variety of goals (Zahedani, Rezaee, Yazdani, Bagheri, Nabeiei, 2016). These aims include moral and psychological

training, identification, growth and development of children's abilities and skills, and familiarisation with societal standards and norms from the standpoint of parents (Eazazi, 1997).

Parenting style, according to Baumrind, refers to parents' attitudes about childrearing and the activities they use to socialise their children (Baumrind, 1966). Parenting Styles may differ in different parents and this styles have a great impact on the children, it act as the mould for their future characters as well as their relationship that they share with their parents. According to their level of warmth and affection for their children and their level of control, parents can be classified into four groups: authoritative (high warmth, high control), authoritarian (low warmth, high control), permissive (high warmth, low control), and neglectful (high warmth, low control) (low warmth, low control) (Kopko, 2007).

Although culture and peers have an impact on children, the family has a greater influence. The family has a significant impact on the child's creativity, cultural, social, and moral development (Kuppens & Ceulemans, 2018). Meteyer and Perry-Jenkins (2009) modelled both parents' warmth and dysfunctional discipline practises, resulting in three parenting styles aligned with Baumrind's typology: supportive parents (i.e., similar to Baumrind's authoritative style), mixed–supportive parents (i.e., mother's parenting style is similar to Baumrind's 'good enough parenting'–style and father's to Baumrind's authoritarian style), and non–supportive parents (i.e., in the authoritarian style of Baumrinds).

In medicine, errors are common; when confronted with one, clinicians may suffer fear, remorse, and self-doubt. Self-doubt and the imposter syndrome are instances of incorrect self-assessments that might influence receptivity to feedback (LaDonna, Ginsburg & Watling, 2018). Many colleges and universities are reeling from increased competition for students and tremendous pressure from accrediting agencies to provide outcomes within a

four-year time limit (Parkman, 2016). Furthermore, having experienced strong parental control is a risk factor for the imposter phenomenon (Sonnak & Towell, 2001), which supports the imposter phenomenon's importance in emerging adulthood given what some have recognised as an increasing societal tendency toward parental over-involvement that extends well beyond adolescence (Padilla-Walker & Nelson, 2012; Twenge, 2013).

There is some influence parents in the development of imposter phenomenon in individuals and further more how does eudemonic wellbeing comes into play is a question. The inter link between these variables might be the key for many of the issues faced by individuals.

Need and Significance of the Study

College students, who are in a phase of transition from adolescence to adulthood, face numerous challenges. Due to stress overload, students easily fall prey to mood disturbances like stress, anxiety and depression compromising their quality of life. Many of them has doubts and fears and many of these are created or encouraged by the structures and conditions of our profession and earlier life experiences and the way they were brought up during their childhood. These factors can play a major role in their wellbeing. These feelings are frequently triggered in the competitive environment of graduate school. So it is very important to understand what the imposter phenomenon is and how to deal with it is beneficial not only to us as individual, but also to future generations. Everything from how much an individual weighs to how she or he believes about herself or himself might be influenced by ones parenting style. As a result, it's critical to ensure that the parenting style we apply or get promotes healthy growth and development.

Imposterism, can affect an individual's life and functioning. Eudaimonic well-being is related to activities that lead to self-realization and personal development, goals and growth. Lack of eudaimonic wellbeing can leads to many consequences. Wellbeing has positive effects on people. Many studies also indicate that high levels of professional well-being reduces or even prevents many health issues (e.g. hypertension, depression) that would have resulted, for instance, from stress (Hallberg et al. 2007).

Surprisingly little research has been addressed the student experiences in the highly competitive learning environment. The present study is a humble attempt to understand whether there is an relationship between parenting style on imposter phenomenon shown by people and whether parenting style is related to the eudaimonic wellbeing of students. The need for further study on the Imposter Phenomenon, Perceived parenting style and Eudaimonic Wellbeing may give better insights about the difficulties experienced by the graduate students and be helpful in developing positive strategies to improve mental health and decrease their internalized feelings. By finding out the association between Imposter Phenomenon, Perceived parenting style and Eudaimonic Wellbeing effective methods can be introduced for better academic competencies and well-being.

CHAPTER II
REVIEW OF LITERATURE

Literature review

The following articles cover some of the previous studies conducted in the following variables: conflict management and relationship satisfaction. Review of literature brings out studies that have already been done in the area of research, the feasibility of the study and the research gap that will provide a clear idea about the idea.

The Impostor Phenomenon describes a psychological experience of intellectual and professional fraudulence (Clance and Imes, 1978; Matthews and Clance, 1985). Jeledan (2019) studied the prevalence of Imposter Phenomenon among female faculty in Medina and the family interactions and parents' influence during faculty childhood. 60 female faculty age between 24 to 48 years old, with a mean age of 34.29 years was taken for the study. The findings reveal that instructors' family interactions and parents influence are predictive of Imposter phenomenon. Peteet , Montgomery, Weekes research, Impostor phenomenon, Ethnic identity, Psychological well-being (2015), among 161 academically talented Black and Hispanic students found low psychological well-being and low ethnic identity are predictors of Imposter phenomenon. The Relationships between Imposter Phenomenon and Mental Health in Isfahan Universities Students was examined by Kananifar & Seghatoleslam(2015) among 400 students and the results indicates that there is a significant positive correlation between imposter phenomenon and mental health . Ross & Krukowski (2003) conducted a research on the imposter phenomenon, maladaptive personality: type and trait characteristics 117 undergraduate participants were taken for the study. The results shows that Imposter Phenomenon as a maladaptive personality style which emphasizes a pervasive sense of inferiority, fear, and self-deprecation.

Eudaimonic well-being refers to the subjective experiences associated with eudaimonia or living a life of virtue in pursuit of human excellence. The phenomenological experiences derived from such living include self-actualization, personal expressiveness, and vitality. Veronika Huta (Huta, 2012) studied the links of Peoples' Pursuit of Eudaimonia and Hedonia with Characteristics of their Parents: Parenting Styles, Verbally Endorsed Values, and Role Modeling on 105 undergraduates at a Canadian university. The results show that parents who role modeled eudaimonia had children who grew up to derive well-being not only from eudaimonia but also from hedonia. DabiriI ., Delavar , Sargami G.R. conducted a research on the Predictive Role of Self-Esteem and parenting styles in university students happiness .The aim of this research was to predict of happiness based on self-esteem and parenting styles among 350 university students .The results show that self-esteem and the kind of parenting style which parents apply have the essential role in happiness

Parenting styles can be defined as a set or a system of behaviors that describes the parent and child interactions over a wide range of situations and creates an effective interaction atmosphere. Manshdi ,Kamal & Hamideh studied the Mediating Role of Self-Efficacy in relationship between Parenting Styles and Happiness in Students (2020). According to the findings, the authoritative parenting style had a positive direct effect on self-efficacy and happiness. Permissive parenting style had a negative direct effect on self-efficacy and authoritarian parenting style had a negative direct effect on happiness. Self-efficacy had a mediating role between the Parenting styles and happiness .Therefore, parenting style could change the happiness of adolescents by affecting their self-efficacy. Gholamali, Sharzad & Hejazi in 2011 studied the relationship between perceived parenting styles, social support with psychological well- being among 398 female students .The results shows that authoritarian and permissive parenting style shows significantly, negative relative

with psychological well-being, such as social support shows significantly, positive relative with psychological well-being, however, although authoritative parenting style don't predict psychological well-being.

Eudaimonic well-being refers to the subjective experiences associated with eudaimonia or living a life of virtue in pursuit of human excellence. The phenomenological experiences derived from such living include self-actualization, personal expressiveness, and vitality. Kristin J. Homan (2006) conducted a study on Secure attachment and eudaimonic well-being in late adulthood and the mediating role of self-compassion among 126 community-dwelling older adults. The results indicate that Attachment anxiety and avoidance were inversely related to self-acceptance, personal growth, interpersonal relationship quality, purpose in life, and environmental mastery. Mediation analyses showed that self-compassion mediated each of these relationships. Harvey & Joan C. (1981) conducted a research on the Impostor Phenomenon and Achievement: Issues of Sex, Race, and Self-Perceived atypicality. The findings suggest that high Imposter phenomenon subjects reported attainment of an unusually high level of education in relation to their families, while low Imposter phenomenon subjects indicated a level of educational attainment significantly more consistent with that of their families.

CHAPTER III
RESEARCH METHODOLOGY

Method

The chapter gives a summary of research methods that were followed in the study. The method that has been adopted in this research was carefully designed as to go well with the inquiry. This chapter describes the research design that was chosen for the purpose of this study and also mentioned the objectives of the research. The reviews presented in the previous chapter facilitated to shape the systematic steps for the present investigation. All of them have been presented in a methodical manner under different headings. Starting with the research problem, objectives, the way hypothesis are generated, operational definitions of the variable, the psychological instruments chosen to obtain measures of the variables studied, the sample selected and the procedures adopted to test the hypothesis have been described. Finally the ethical considerations in the process are also discussed.

Aim

To study the relationship between Imposter Phenomenon, Perceived Parenting Styles and Eudemonic Wellbeing among Medical Students and Arts and Science Students

Statement Problem

1. Whether there will be a significant difference in the level of Imposter Phenomenon, Perceived Parenting Styles and Eudemonic Wellbeing among Medical Students and Arts and Science Students?

Objectives

The objectives of the present study are the following.

1. To find whether there is difference in Imposter phenomenon among Medical Students and Arts and Science Students
2. To find whether there is difference in the Perceived Parenting styles among Medical Students and Arts and Science Students

3. To find whether there is difference in the Eudaimonic Wellbeing among Medical Students and Arts and Science Students
4. To find out the correlation between Imposter Phenomenon and Perceived Parenting Style among Medical Students and Arts and Science Students
5. To find out the correlation between Perceived Parenting Style and Eudaimonic Wellbeing among Medical Students and Arts and Science Students
6. To find out the correlation between Imposter Phenomenon and Eudiamonic Wellbeing among Medical Students and Arts and Science Students.

Hypothesis

To meet the objectives of the study the following hypothesis have been put forward.

H01. There is no significant difference in the Imposter phenomenon among Medical Students and Arts and Science Students

H02: There is no significant difference in the Percieved Parenting styles among Medical Students and Arts and Science Students

H03: There is no significant difference in the Eudaimonic Wellbeing among Medical Students and Arts and Science Students

H04: There is no significant relationship between in the Imposter phenomenon and Percieved Parenting Styles among Medical Students and Arts and Science Students

H05: There is no significant relationship between in the Percieved Parenting Styles and Eudaimonic Wellbeing among Medical Students and Arts and Science Students

H06: There is no significant relationship between in the Imposter phenomenon and Eudaimonic Wellbeing among Medical Students and Arts and Science Students

Operational Definitions

The following are the operational definitions of the variables will be used in the study.

1. Perceived parenting style

Perceived parenting style operationally defined as the sum of the scores obtained in Perceived Parenting Style Scale. Perceived parenting style is how adolescents perceive their parent's parenting styles which are based on three types of parenting styles such as authoritative, authoritarian and permissive.

2. Impostor phenomenon

Imposter Phenomenon operationally defined as the sum of the scores obtained in The Clance Impostor Scale. The impostor phenomenon is a pervasive psychological experience of perceived intellectual and professional fraudulence.

3. Eudaimonic Wellbeing

Eudaimonic Wellbeing is operationally defined as the sum of the scores obtained in 21 items of the Eudaimonic Wellbeing Scale was developed by Waterman et al in 2010. Eudaimonic well-being refers to the subjective experiences associated with eudaimonia or living a life of virtue in pursuit of human excellence.

Population

The study will be conducted among medical students and arts and science students between the age group of 18 - 25.

Sample and sampling

The study will be conducted among Medical Students (n=106) and Arts and Science Students (n=98). Random sampling method will be used to select participants. The sample would consist of both male and female participants.

Inclusion Criteria:

1. Both Male and Female students pursuing medical and arts -science
2. Computer skills
3. Use of the Internet
4. Students admitted to college on merit basis.

Exclusion Criteria:

1. Restricted access to the Internet
2. Literacy (individuals who signaled difficulties in reading or interpreting questions)
3. Diagnosed with major or minor psychological problems.
4. Students admitted to college on Management Quata.
5. Undergraduate students and Postgraduate students who belong to other fields of studies other than Medical and Arts and Science will be omitted from the study.

Distribution of the Samples

The sample size of 206 was taken with the age range between 18-25. The characteristics of the sample used in the main investigation in this study are presented in Figures that follow.

Figure 1

The distribution of students based on their area of study.

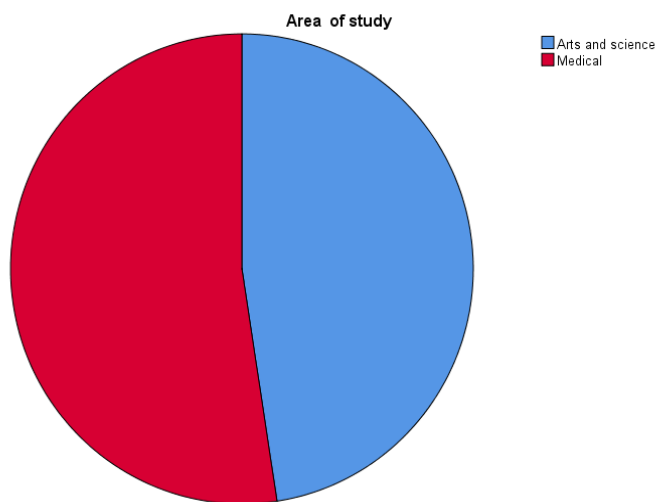


Figure above shows the distribution of sample in this present study. The sample includes both medical students and arts and science students. The total sample size (N) is 206 out of which 106 (47.6) are medical students and 98 (52.4) are arts and science students.

Figure 2

The distribution of students based on their gender.

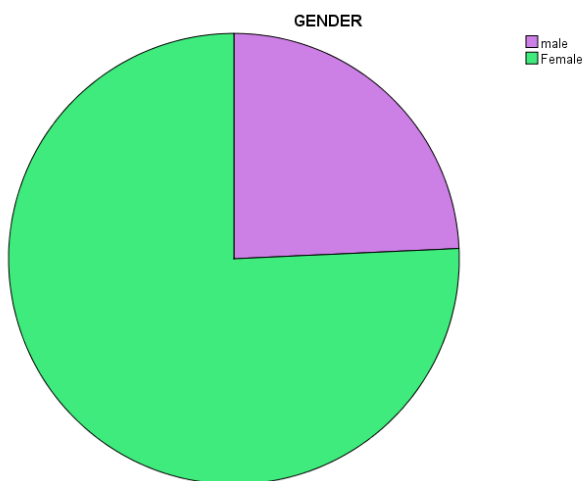


Figure above shows the distribution of sample in this present study. The sample includes both males and females among medical students and arts and science students. The total sample size (N) is 206 out of which 50 (24.3) are males and 156 (75.7) are females among medical students and arts and science students.

Measures

1. Personal Data Schedule

Demographic sheets will be used to understand the various demographic factors such as age, gender, Socio-economic status etc. affecting the various aspects of the study. The variables Imposter Phenomenon ,Family Styles, Eudaimonic Wellbeing will be measured using the following scales.

2. Perceived Parenting Style Scale (Divya & Manikandan ,2003)

The perceived parenting style scale consists of 30 items. It is a five point Likert scale with response category as Strongly Agree (5) , Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1). All the items in the scale are worded positively and scored 5 to 1. All the three perceived parenting styles are scored separately. The items of authoritative are: 1, 4, 7, 10, 13, 16, 19, 22, 25, 28; authoritarian- 2, 5, 8, 11, 14, 17, 20, 23, 26, 29 and permissive type 3, 6, 9, 12, 15, 18, 21, 24, 27, 30.

3. The Clance Impostor Scale (CIPS; Clance, 1985)

The Clance Impostor Scale is used to assess imposter tendencies. It is a 20 item instrument measuring feelings such as fear of failure despite previous success, fear of evaluation as well as attributions to luck. The questionnaire uses a 5 point Likert Scale (1 = not at all true to 5 = very true), with sample items such as “I avoid evaluations if possible”; “I can give the impression that I am more competent than I really am”.

4. The Eudaimonic Wellbeing Scale QEWB(Waterman et al,2010)

Eudaimonic Wellbeing Scale is developed by Waterman et al in 2010. It consists of 21 series of statements. The item statements are responded to a 5 point likert type scale with possible choices ranging from 0 to 4

Procedure

The participants will be selected following the inclusion exclusion criteria through random sampling method. All participants will be informed about the nature of the study and assurance will be given that their responses to the study questions will remain confidential. All respondents will be provided informed consent to participate in the study. The participation will be on a voluntary basis and will not receive any financial reward. Data will be collected individually through Google forms. For participants who found it difficult to follow the questionnaire, the researcher will be given assistance.

Ethical Guidelines

1. Informed consent

The subject will be given a brief idea about the questionnaire and the purpose for which it is administered.

2. Confidentiality of collected data

The data collected from the subject will be kept confidential and will be used only for the academic purposes.

3. No participant will be under any pressure or obligation to take part in the study.

4. The subject has the freedom to quit from the study at any point of time.

5. Anonymity of individuals will be ensured.

Data Analysis

The data was entered into an excel file for the review after the data collection was complete. The data was transferred to IBM SPSS ver.25.0 for analysis. The first step of the analysis was to review the data to eliminate any cases that did not meet the inclusion criteria. The cases were examined to determine the completeness of data. If a participant left more than one scale unanswered, her responses were eliminated. Depending on the nature of the data non-parametric tests is used for the analysis of data. The normality test was done using Shapiro Wilk's Test. Spearman correlation was used for finding out the relationship as well as prediction among variables. Mann-Whitney U test was used to find the significant difference in three variables.

Table 1

Shapiro-Wilk test of Normality Imposter Phenomenon among Medical students and Arts and Science students

Variable	Area of Study	Statistic	Df	Sig.
Impostor Phenomenon	Arts and Science	.987	98	.439
	Medical	.987	108	.378

**.This is a lower bound of the true significance.*

a. Lilliefors Significance Correction

The table shows the result of Shapiro-Wilk test of Normality of Imposter Phenomenon among Medical students and Arts and Science students. The significance is .439 and .378 among Medical students and Arts and Science students.

Table 2

Shapiro-Wilk test of Normality Perceived parenting style among Medical students and Arts and Science students

Variable	Area of Study	Statistic	Df	Sig.
Perceived parenting Styles Dimensions				
Authoritative	Arts and Science	.973	98	.043
	Medical	.966	108	.008
Authoritarian	Arts and Science	.958	98	.003
	Medical	.974	108	.035
Permissive	Arts and Science	.964	98	.009
	Medical	.970	108	.014

*.This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table shows the result of Shapiro-Wilk test of Normality of Perceived parenting style among Medical students and Arts and Science students. For the sub-dimensions 'Authoritative' significance is .043 and .008 among Medical students and Arts and Science students. For the sub-dimensions 'Authoritarian' significance is .003 and .035 among

Medical students and Arts and Science students. And for the final sub division 'Permissive' significance is .009 and .014 among Medical students and Arts and Science students.

Table 3

Shapiro-Wilk test of Normality of Eudaimonic Wellbeing among Medical students and Arts and Science students

Variable	Area of Study	Statistic	Df	Sig.
Eudaimonic Wellbeing	Arts and Science	.989	98	.608
	Medical	.937	108	.000

*.This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table shows the result of Shapiro-Wilk test of Normality of Eudemonic Wellbeing among Medical students and Arts and Science students. The significance is .608 and .000 among Medical students and Arts and Science students.

CHAPTER IV
RESULT AND DISCUSSION

Result and Discussion

The study is conducted among 206 young adults in Kerala. The objectives were (1) To find whether there is difference in imposter phenomenon among among medical students and arts and science students, (2) To find whether there is difference in the perceived parenting styles among medical students and arts and science students, (3) To find whether there is difference in the eudaimonic wellbeing among medical students and arts and science students, (4) To find out the correlation between imposter phenomenon and perceived parenting style among medical students and arts and science students, (5) To find out the correlation between perceived parenting style and eudaimonic wellbeing among medical students and arts and science students, (6) To find out the correlation between imposter phenomenon and eudiamonic wellbeing among medical students and arts and science students. To meet the objectives of the study the following hypotheses have been put forward that there is no significant difference in the imposter phenomenon among medical students and arts and science students; there is no significant difference in the percieved parenting styles among medical students and arts and science students; there is no significant difference in the eudaimonic wellbeing among medical students and arts and science students; there is no significant relationship between in the imposter phenomenon and percieved parenting styles among medical students and arts and science students; there is no significant relationship between in the percieved parenting styles and eudaimonic Wellbeing among medical students and arts and science students; there is no significant relationship between in the Imposter phenomenon and eudaimonic wellbeing among medical students and arts and science Students. U- Test and Correlational research design was used to meet the objectives of this study. The data was analyzed by using Man-Whitney U test and Spearman's correlation coefficient analysis. Descriptive statistics was used to find mean and standard deviation of the variables in the present investigation.

Table 4

Mean and Standard Deviation of the variable Impostor Phenomenon among medical students and arts and science students

Area of Study	Variables	N	Mean	Standard Deviation
Arts and Science	Impostor Phenomenon	98	60.83	12.829
Medical	Impostor Phenomenon	108	59.62	12.891

The mean score for eudonomic wellbeing is 54.12 and 108 along with the standard deviation of 7.032 and 8.872 among medical students and arts and science students

Table 5

Mean and Standard Deviation of the dimensions of Perceived Parenting Styles among medical students and arts and science students.

Area of Study	Variables	N	Mean	Standard Deviation
	Authoritative	98	22.31	6.775
Arts and Science	Permissive	98	36.74	8.465
	Authoritarian	98	34.23	8.296
	Authoritative	108	22.61	6.800
Medical	Permissive	108	36.21	7.655
	Authoritarian	108	35.81	8.271

Table 6

Mean and Standard Deviation of the variable Eudonomic Wellbeing among medical students and arts and science students.

Area of Study	Variables	N	Mean	Standard Deviation
Arts and Science	Eudonomic Wellbeing	98	54.12	7.032
Medical	Eudonomic Wellbeing	108	56.06	8.872

The mean score for eudonomic wellbeing is 54.12 and 108 along with the standard deviation of 7.032 and 8.872 among medical students and arts and science students

Results of hypothesis testing are given below:

H01. There is no significant difference in the Imposter phenomenon among Medical Students and Arts and Science Students

Table 7

Summary of Mann-Whitney U Test comparing Impostor Phenomenon among medical students and arts and science students

Variable	Area of Study	N	Mean Rank	Z	U	Sig.
Impostor Phenomenon	Arts and Science	98	106.40	-.665	5008.000	.506
	Medical	108	100.87			

There is no significant difference seen in the imposter phenomenon among medical students and arts and science students. Hence the hypothesis that there is no significant difference in the imposter phenomenon among medical students and arts and science students can be accepted.

H02: There is no significant difference in the Perceived Parenting styles among Medical Students and Arts and Science Students

Table 8

Summary of Mann-Whitney U Test comparing Perceived Parenting styles among medical students and arts and science students

Variable	Area of Study	N	Mean Rank	Z	U	Sig
Perceived parenting Styles Dimensions						
Authoritative	Arts and Science	98	102.22	-.293	5167.000	.770
	Medical	108	104.66			
Authoritarian	Arts and Science	98	98.88	-1.061	4839.000	.289
	Medical	108	107.69			
Permissive	Arts and Science	98	106.73	-.741	4975.500	.458
	Medical	108	100.57			

There is no significant difference seen in the perceived parenting styles medical students and arts and science students. Therefore the hypothesis that there is no significant difference in the perceived parenting styles among medical students and arts and science students can be accepted.

H03: There is no significant difference in the Eudaimonic Wellbeing among Medical Students and Arts and Science Students

Table 9

Summary of Mann-Whitney U Test comparing eudaimonic wellbeing among medical students and arts and science students

Variable	Area of Study	N	Mean Rank	Z	U	Sig,
Eudaimonic Wellbeing	Arts and Science	98	98.53			
	Medical	108	108.01	-1.141	4805.000	.254

There is no significant difference seen in the eudaimonic wellbeing medical students and arts and science students. Therefore the hypothesis that there is no significant difference in the eudaimonic wellbeing among medical students and arts and science students can be accepted.

H04: There is no significant relationship between in the Imposter phenomenon and Percieved Parenting Styles among Medical Students and Arts and Science Students.

Table 10

Summary of Spearmann's rank correlation of Impostor Phenomenon and Percieved Parenting Styles among medical students and arts and science students

Area of Study	Variables	Imposter Phenomenon
	Authoritative	.258*
Arts and Science	Permissive	-.215*
	Authoritarian	-.313**
	Authoritative	.119
Medical	Permissive	-.028
	Authoritarian	-.224*

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

There is a significant relationship between imposter phenomenon and perceived parenting styles among medical students and arts and science students. Therefore the hypothesis that there is no significant relationship between in the imposter phenomenon and perceived parenting styles among medical students and arts and science students can be rejected.

H05: There is no significant relationship between in the Percieved Parenting Styles and Eudaimonic Wellbeing among Medical Students and Arts and Science Students.

Table 11

Summary of Spearmann's rank correlation of percieved parenting styles and eudomonic wellbeing among medical students and arts and science students.

Area of Study	Variables	Eudonomic Wellbeing
	Authoritative	-.262**
Arts and Science	Permissive	.020
	Authoritarian	.031
	Authoritative	-.028
Medical	Permissive	.004
	Authoritarian	-.075

** . Correlation is significant at the 0.01 level (2-tailed).

There is a significant relationship between perceived parenting styles and eudomonic wellbeing among medical students and arts and science students, (this can be seen between the dimension authoritative and variable eudomonic wellbeing). Therefore the hypothesis that there is no significant relationship between in the percieved parenting styles and eudomonic wellbeing among medical students and arts and science students can be rejected.

H06: There is no significant relationship between in the Imposter phenomenon and Eudaimonic Wellbeing among Medical Students and Arts and Science Students

Table 12

Summary of Spearmann's rank correlation of Impostor Phenomenon and Eudaimonic Wellbeing among medical students and arts and science students

Area of Study	Variables	Eudiomonic Wellbeing
Arts and Science	Impostor Phenomenon	.117
Medical	Impostor Phenomenon	-.023

There is a no significant relationship between imposter phenomenon and eudomonic wellbeing among medical students and arts and science students. Therefore the hypothesis that there is no significant relationship between in the imposter phenomenon and percieved parenting styles among medical students and arts and science students can be accepted.

Discussion

The aim of the study is to find the relationship between Imposter Phenomenon, Perceived Parenting Styles and Eudemonic Wellbeing among Medical Students and Arts and Science Students. This focuses on the phase of transition from adolescence to adulthood, where individuals face numerous challenges.

Transition from adolescence to adulthood is often a testing period for people. During this transition period another major change one goes through is change of school to college, these changes plays a determining role in the formation of an individuals personality traits along with their world of themselves and others. How an individuals covert the things that they absorb from their family and society builds of breaks their self esteem or things they think that determines their happiness.

This study was conducted in an attempt to highlight the pathways between imposter phenomenon, perceived parenting styles and eudemonic wellbeing among medical students and arts and science students , a scope that has not been covered adequately in Kerala. The study is conducted among 206 medical students and arts and science students in Kerala which

consisted of 50 males and 156 females who are Young adults. The study consist of 108 medical students and 98 arts and science students. Imposter phenomenon was measured using the Clance Impostor Scale. Perceived Parenting Style Scale (Divya & Manikandan ,2003) was used to measure Perceived parenting styles. Eudaimonic wellbeing was measured using Eudaimonic Wellbeing Scale QEWB (Waterman et al,2010).

The objectives of the study were (1)To find whether there is difference in imposter phenomenon among among medical students and arts and science students, (2)To find whether there is difference in the perceived parenting styles among medical students and arts and science students, (3) To find whether there is difference in the eudaimonic wellbeing among medical students and arts and science students, (4) To find out the correlation between imposter phenomenon and perceived parenting style among medical students and arts and science students, (5) To find out the correlation between perceived parenting style and eudaimonic wellbeing among medical students and arts and science students, (6) To find out the correlation between imposter phenomenon and eudiamonic wellbeing among medical students and arts and science students.

There is no significant difference in imposter phenomenon among medical students and arts and science students according to the study. This may be because others factors may be affecting the affecting the variables than just their area of the study. This only proves the null hypothesis to be true.

Its also been determined through the study that there is no significant difference in the percieved parenting styles among medical students and arts and science students and there is no significant difference in the eudaimonic wellbeing among medical students and arts and science students as well. So through this it is understandable that with the differing area of study doesn't make much of the difference when it comes to parenting styles and eudonomic

wellbeing. Other's factors like societal and family pressure may be the determinants as suggested by other article .

Through the study it has been determined that there is a significant relationship between the imposter phenomenon and perceived parenting styles among medical students and arts and science students. A secure relationship between a caregiver and a kid during early childhood can safeguard a youngster from a variety of difficulties later in life (Bowlby , 1977).

According to a study it has been proven that Parental control/overprotection has been linked to greater imposter scores, whereas a lack of care/warmth has been linked to emotions of impostorism (Sonnak, C., & Towell, T, 2001).

There is a significant relationship between in the perceived parenting styles and eudaimonic wellbeing among medical students and arts and science students. Its seen through the study that authoritative domain of perceived parenting styles have correlation with eudaimonic wellbeing. On a variety of behavioural and psychological indicators, students whose parents had a "authoritative" approach had the best outcomes. (Jackson, Henriksen, & Foshee, 1998; Radziszewska, Richardson, Dent, & Flay, 1996)

The final hypothesis has been proven right with the study that there is no significant relationship between in the imposter phenomenon and eudaimonic wellbeing among medical students and arts and science students. This shows that imposter phenomenon doesn't apprehend an individual happiness or make the confident in themselves. There other factors that influences a person in being happy and being fully aware of their potential. Just the fact that they doubt themselves might not be the only thing that may affect their happiness, various external factors might have an important role in it.

CHAPTER V
CONCLUSION

This chapter comprises of conclusion finding of the study, limitation and implication of the study.

Major Findings

1. There was no significant difference in the Imposter phenomenon among Medical Students and Arts and Science Students
2. There was no significant difference in the Percieved Parenting styles among Medical Students and Arts and Science Students
3. There was no significant difference in the Eudaimonic Wellbeing among Medical Students and Arts and Science Students
4. There was a significant relationship between in the Imposter phenomenon and Percieved Parenting Styles among Medical Students and Arts and Science Students
5. There was a significant relationship between in the Percieved Parenting Styles and Eudaimonic Wellbeing among Medical Students and Arts and Science Students
6. There was no significant relationship between in the Imposter phenomenon and Eudaimonic Wellbeing among Medical Students and Arts and Science Students

Conclusion

The present study was based on the research problem that “whether there will be a significant difference in the level of Imposter Phenomenon, Perceived Parenting Styles and Eudemonic Wellbeing among Medical Students and Arts and Science Students”. Many studies has been conducted on the relationship between imposter phenomenon and parenting styles in adolescents. Even eudainomic wellbeing with different variable in adults but there has’nt been any study on the relationship of ‘Imposter Phenomenon, Perceived Parenting Styles and Eudemonic Wellbeing among Medical Students and Arts and Science Students’. The results from the study showed that there was no significant difference in the imposter phenomenon among medical students and arts and science students or in the percieved parenting among

medical students and arts and science students as well as in the eudaimonic wellbeing among medical students and arts and science students. Although there was a there was a significant relationship between in the imposter phenomenon and percieved parenting styles among medical students and arts and science students, as well as between in the percieved parenting styles and eudaimonic wellbeing among among medical students and arts and science students. But there was no significant relationship between in the imposter phenomenon and eudaimonic among medical students and arts and science students.

Implication of the Study

1. It will be helpful in understanding the struggle of students during the transition time
2. It will be helpful in identifying parenting styles that lead to imposter phenomenon

Limitation

1. Only individuals belonging to the age group of 18-25 were included.
2. The study cannot be generalized to the whole population, due to small sample size
3. The study was restricted to few areas. The study can be extended to different parts of India

Suggestions for Further Research

The relationship of imposter phenomenon, percieved parenting styles and eudainomic wellbeing can be done in different ethnic and culture groups to find the difference in impact. More population can be included as well.

References

- Bowlby, J. (1977). The making and breaking of affectional bonds. *British Journal of Psychiatry*, 201–210.
- Bridgette J. Peteet, L. M. (2015). Predictors of Imposter Phenomenon among Talented Ethnic Minority Undergraduate Students. *The Journal of Negro Education*.
- Dabiri S., D. A. (n.d.). The Predictive Role of Self-Eand parenting styles in university students happiness . *Quarterly Educational Psychology*, 7, 20, 1-16.
- Gholamali, S. (2011). The relationship between perceived parenting styles, social support with psychological well- being. *Procedia - Social and Behavioral Sciences*, 15, 1852-1856.
- Harvey, J. C. (1981). Impostor Phenomenon and Achievement: Issues of Sex, Race, and Self-Perceived Atypicality. 19.
- Huta, V. (2012). Linking Peoples' Pursuit of Eudaimonia and Hedonia with Characteristics of their Parents: Parenting Styles, Verbally Endorsed Values, and Role Modeling. *J Happiness Stud* 13, 47-61.
- Jeledan, T. M. (2019). Prevalence of Imposter Phenomenon among Saudi Female Faculty & its Roots During their Childhood: Qualitative Approach. *SSRG International Journal of Humanities and Social Science (SSRG - IJHSS) - Volume 6 Issue 2* .
- Kananifar, H. A. (2015). The Relationships between Imposter Phenomenon and Mental Health in Isfahan Universities Students. *International Medical Journal*, 144 - 146.
- Manshdi, K. H. (2020). The Mediating Role of Self-Efficacy in relationship between Parenting Styles and Happiness in Students. *Rooyesh-e- Ravanshenasi Journal*, 9, 7, 109-118.

- S.R. Ross, R. K. (2003). The imposter phenomenon and maladaptive personality: type and trait characteristics. *Personality and Individual Differences* 34 , 477–484.
- Sonnak, C., & Towell, T. (2001). The impostor phenomenon in British university students: relationships between self-esteem, mental health, parental rearing style and socioeconomic status. *Personality and Individual Differences*, 863–874.
- Bridgette J. Peteet, L. M. (2015). Predictors of Imposter Phenomenon among Talented Ethnic Minority Undergraduate Students. *The Journal of Negro Education*.
- Dabiri S., D. A. (n.d.). The Predictive Role of Self-Eand parenting styles in university students happiness . *Quarterly Educational Psychology*, 7, 20, 1-16.
- Gholamali, S. (2011). The relationship between perceived parenting styles, social support with psychological well-being. *Procedia - Social and Behavioral Sciences*, 15, 1852-1856.
- Harvey, J. C. (1981). Impostor Phenomenon and Achievement: Issues of Sex, Race, and Self-Perceived Atypicality. 19.
- Huta, V. (2012). Linking Peoples' Pursuit of Eudaimonia and Hedonia with Characteristics of their Parents: Parenting Styles, Verbally Endorsed Values, and Role Modeling. *J Happiness Stud* 13, 47-61.
- Jeledan, T. M. (2019). Prevalence of Imposter Phenomenon among Saudi Female Faculty & its Roots During their Childhood: Qualitative Approach. *SSRG International Journal of Humanities and Social Science (SSRG - IJHSS) - Volume 6 Issue 2* .
- Kananifar, H. A. (2015). The Relationships between Imposter Phenomenon and Mental Health in Isfahan Universities Students. *International Medical Journal*, 144 - 146.

Manshdi, K. H. (2020). The Mediating Role of Self-Efficacy in relationship between Parenting Styles and Happiness in Students. *Rooyesh-e- Ravanshenasi Journal*,9,7, 109-118.

S.R. Ross, R. K. (2003). The imposter phenomenon and maladaptive personality: type and trait characteristics. *Personality and Individual Differences* 34 , 477–484.

APPENDICES

Appendix A

The research study titled “Imposter Phenomenon, Perceived parenting style and Eudaimonic Wellbeing among Medical students and Arts and Science students” conducted by Ms. Shazia Shajahan under the guidance Ms.Anjitha Venugopal, Assistant Professor,St. Teresa's College, Ernakulam.

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. The purpose of this study is to find the relationship between Imposter Phenomenon, Perceived Parenting Styles and Eudemonic Wellbeing among Medical Students and Arts and Science Students.

Your responses to this survey will be anonymous. Please do not write any identifying information on your survey. For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including assigning code names/numbers for participants that will be used on all research notes and documents.

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher Ms. Shazia Shajahan (Email: sziashajahan17@gmail.com).

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent

form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Informed Consent

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I..... voluntarily agree to take part in this study.

Signature of the Participant

Date

Appendix B
Socio Demographic Sheet

Name:

Age:

Gender:

Area of study: Arts and Science/ Medical

Present Educational Status: Under Graduate / Post Graduate

Are you a single Child: Yes/ No

Employment of your Parent: Both parents are employed / One parent are employed

When you were brought up as a child: You were brought up by both your parents / You were brought up by other relatives, not your parents / You were brought up by a single parent

Marks secured in Hsc/ Equivalent plus 2 examination:

Appendix C

The Clance Impostor Scale

For each question, please mark the number that best indicates how true the statement is of you. It is best to give the first response that enters your mind rather than dwelling on each statement and thinking about it over and over.

1. I have often succeeded on a test or task even though I was afraid that I would not do well before I undertook the task. *

- not at all true
- rarely
- sometimes
- often
- very true

2. I can give the impression that I'm more competent than I really am. *

- not at all true
- rarely
- sometimes
- often
- very true

3. I avoid evaluations if possible and have a dread of others evaluating me. *

- not at all true
- rarely
- sometimes
- often

- very true

4. When people praise me for something I've accomplished, I'm afraid I won't be able to live up to their expectations of me in the future. *

- not at all true
- rarely
- sometimes
- often
- very true

5. I sometimes think I obtained my present position or gained my present success because I happened to be in the right place at the right time or knew the right people. *

- not at all true
- rarely
- sometimes
- often
- very true

6. I'm afraid people important to me may find out that I'm not as capable as they think I am. *

- not at all true
- rarely
- sometimes
- often
- very true

7. I tend to remember the incidents in which I have not done my best more than those times

I have done my best *

- not at all true
- rarely
- sometimes
- often
- very true

8. I rarely do a project or task as well as I'd like to do it. *

- not at all true
- rarely
- sometimes
- often
- very true

9. Sometimes I feel or believe that my success in my life or in my job has been the result of some kind of error. *

- not at all true
- rarely
- sometimes
- often
- very true

10. It's hard for me to accept compliments or praise about my intelligence or accomplishments. *

- not at all true

- rarely
- sometimes
- often
- very true

11. At times, I feel my success has been due to some kind of luck. *

- not at all true
- rarely
- sometimes
- often
- very true

12. I'm disappointed at times in my present accomplishments and think I should have accomplished much more. *

- not at all true
- rarely
- sometimes
- often
- very true

13. Sometimes I'm afraid others will discover how much knowledge or ability I really lack. *

- not at all true
- rarely
- sometimes
- often

- very true

14. I'm often afraid that I may fail at a new assignment or undertaking even though I generally do well at what I attempt. *

- not at all true
- rarely
- sometimes
- often
- very true

15. When I've succeeded at something and received recognition for my accomplishments, I have doubts that I can keep repeating that success. *

- not at all true
- rarely
- sometimes
- often
- very true

16. If I receive a great deal of praise and recognition for something I've accomplished, I tend to discount the importance of what I've done *

- not at all true
- rarely
- sometimes
- often
- very true

17. I often compare my ability to those around me and think they may be more intelligent than I am. *

- not at all true
- rarely
- sometimes
- often
- very true

18. I often worry about not succeeding with a project or examination, even though others around me have considerable confidence that I will do well. *

- not at all true
- rarely
- sometimes
- often
- very true

19. If I'm going to receive a promotion or gain recognition of some kind, I hesitate to tell others until it is an accomplished fact. *

- not at all true
- rarely
- sometimes
- often
- very true

20. I feel bad and discouraged if I'm not "the best" or at least "very special" in situations that involve achievement. *

- not at all true
- rarely
- sometimes
- often
- very true

Appendix D

Perceived Parenting Style

The following statements depict the way parents behave with their children. Please read the following statements carefully and mark your agreement in the answer sheet provided.

Respond to each statement which is true to your life. There are the Five (5) possible answers provided for each question viz: 1) Never, 2) Rarely, 3) Sometimes, 4) Often and 5) Always. Select one among them for each question

1. Capable of making me to understand about “Right” and “Wrong”. *

- never
- Rarely
- Sometimes
- Often
- always

2. View everything with a critical mind. *

- Never
- Rarely
- Sometimes
- Often
- Always

3. Never find time for me to help during difficult situations. *

- Never
- Rarely
- Sometimes

- Often
- Always

4. Congratulate me when I pass the exams. *

- never
- rarely
- sometimes
- often
- always

5. I am compared with other friends / classmates. *

- never
- Rarely
- Sometimes
- Often
- Always

6. Never help me in doing day-to-day activities on time. *

- Never
- Rarely
- Sometimes
- Often
- Always

7. My suggestions and ideas are considered. *

- Never

- Rarely
- sometimes
- often
- always

8. Insult and beat me in front of others. *

- never
- Rarely
- Sometimes
- Often
- Always

9. No directions are given while doing things. *

- never
- Rarely
- sometimes
- often
- always

10. I have freedom to discuss about anything. *

- never
- Rarely
- Sometimes
- Often
- Always

11. I often feel that I am being rejected for affection. *

- never
- Rarely
- Sometimes
- Often
- Always

12.No inquiries are made for the decisions taken by me. *

- never
- Rarely
- Sometimes
- Often
- Always

13.During the crisis situation they inquire about it. *

- never
- Rarely
- Sometimes
- Often
- Always

14.Blame me even for minor things/issues. *

- never
- Rarely
- Sometimes
- Often
- Always

15. Never provide an atmosphere for my studies. *

- never
- Rarely
- Sometimes
- Often
- Always

16. I get love and care from parents. *

- never
- Rarely
- Sometimes
- Often
- Always

17. Behave to me in a strict manner. *

- never
- Rarely
- Sometimes
- Often
- Always

18. Never do anything to satisfy my needs. *

- never
- Rarely
- Sometimes
- Often

- Always

19. Being pursued for taking my own decisions. *

- never
- Rarely
- Sometimes
- Often
- Always

20. Being scolded for not coming up to their expectations. *

- never
- Rarely
- Sometimes
- Often
- Always

21. Fail to inquire about the disturbances and suggest remedial measures. *

- never
- Rarely
- Sometimes
- Often
- Always

22. My opinions are considered in all important decisions related to home. *

- never
- Rarely

- Sometimes
- Often
- Always

23. Blame me for not doing things properly. *

- never
- Rarely
- Sometimes
- Often
- Always

24. No effort is made to know about the progress of my studies *

- Never
- Rarely
- Sometimes
- Often
- Always

25. Provide guidance in studies and suggest ways for character formation. *

- Never
- Rarely
- Sometimes
- Often
- Always

26. Being scolded without knowing the reasons for late from the College. *

- Never
- Rarely
- Sometimes
- Often
- Always

27. No inquiries are made about my likes and interests. *

- Never
- Rarely
- Sometimes
- Often
- Always

28. At free time they spent time with me. *

- Never
- Rarely
- Sometimes
- Often
- Always

29. There is control over each of my activities. *

- Never
- Rarely
- Sometimes
- Often
- Always

30. They will not inquire about my abilities and goals. *

- Never
- Rarely
- Sometimes
- Often
- Always

Appendix E

The Eudaimonic Wellbeing Scale QEWB

This questionnaire contains a series of statements that refer to how you may feel things have been going in your life. Read each statement and decide the extent to which you agree or disagree with it. Try to respond to each statement according to your own feelings about how things are actually going, rather than how you might wish them to be.

1. I find I get intensively involved in many things I do each day

- Strongly disagree 0 1 2 3 4 Strongly agree

2. I believe I have discovered who I really am

- Strongly disagree 0 1 2 3 4 Strongly agree

3. I think it would be ideal if things came easily to me in my life. (R)

- Strongly disagree 0 1 2 3 4 Strongly agree

4. My life is centered around a set of core beliefs that give meaning to my life.

- Strongly disagree 0 1 2 3 4 Strongly agree

5. It is more important that I really enjoy what I do than that other people are impressed by it.

- Strongly disagree 0 1 2 3 4 Strongly agree

6. I believe I know what my potentials are and I try to develop them whenever possible.

- Strongly disagree 0 1 2 3 4 Strongly agree

7. Other people usually know what would be good for me to do than I know myself. (R)

- Strongly disagree 0 1 2 3 4 Strongly agree

8. I feel best when I'm doing something worth investing a great deal of effort in.

- Strongly disagree 0 1 2 3 4 Strongly agree

9. I can say that I have found my purpose in life.

- Strongly disagree 0 1 2 3 4 Strongly agree

10. If I did not find what I'm doing is rewarding for me, I do not think I could continue doing it.

- Strongly disagree 0 1 2 3 4 Strongly agree

11. As yet, I've not figured out what to do with my life. (R)

- Strongly disagree 0 1 2 3 4 Strongly agree

12. I can't understand why some people want to work so hard on things that they do. (R)

- Strongly disagree 0 1 2 3 4 Strongly agree

13. I believe it is important to know what I'm doing fits with purposes worth pursuing.

- Strongly disagree 0 1 2 3 4 Strongly agree

14. I usually know what I should do because some action just feels right to me.

- Strongly disagree 0 1 2 3 4 Strongly agree

15. When engaged in activities that involves my best potential, I have this sense of really being alive.

- Strongly disagree 0 1 2 3 4 Strongly agree

16. I'm confused about what my talents are really are. (R)

- Strongly disagree 0 1 2 3 4 Strongly agree

17. I find a lot of things I do potentially expressive for me.

- Strongly disagree 0 1 2 3 4 Strongly agree

18. It is important to me that I feel fulfilled by the activities that I'm engaged in.

- Strongly disagree 0 1 2 3 4 Strongly agree

19. If something is really difficult, it probably isn't worth doing. (R)

- Strongly disagree 0 1 2 3 4 Strongly agree

20. I find it hard to get really invested in things that I do. (R)

- Strongly disagree 0 1 2 3 4 Strongly agree

21. I believe I know what I was meant to do in life.

- Strongly disagree 0 1 2 3 4 Strongly agree