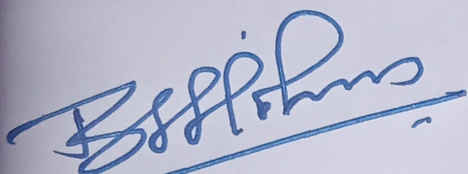


Certificate

This is to certify that the dissertation entitled, "Effect of Job Autonomy on Imposter Phenomenon and Burnout Among Teachers" is a bonafide record submitted by Ms. Shaziya Nihar Sait, SB21PSY033, of St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Sara Sunny 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.

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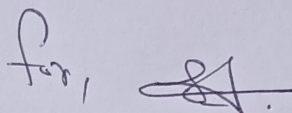


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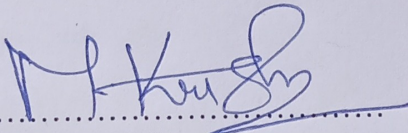


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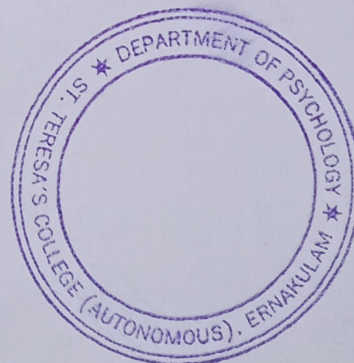
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Effect of Job Autonomy on Imposter Phenomenon and Burnout Among Teachers

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

Master of Science in Psychology

By

Shaziya Nihar Sait

SB21PSY033

Under the guidance of

Ms. Sara Sunny

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

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MARCH 2023

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Declaration

I, Shaziya Nihar Sait, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Sara Sunny, Assistant Professor, Department of Psychology, St. Teresa's College, Ernakulam, 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.

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Abstract

The current study investigated the Effect of Job Autonomy on Imposter Phenomenon and Burnout among Teachers. The sample consisted of 170 Secondary and higher secondary teachers with more than 5 years of experience in the field. The data was collected using Clance Imposter Phenomenon Scale Measurement of Work Autonomy Scale and Oldenberg Burnout. Job autonomy involves the extent to which one experiences a sense of choice and psychological freedom in the initiation and regulation of one's actions, imposter phenomenon is defined as perceived fraudulence and burnout is chronic physical and emotional exhaustion, often with feelings of cynicism and detachment. Spearman's Correlation was used for data analysis. The results revealed that there was a weak negative relationship between Job Autonomy and imposter Phenomenon and an insignificant relationship between the Job autonomy and Burnout.

Keywords: *Burnout, Imposter Phenomenon, Job Autonomy, Teachers*

“You’re not an imposter, you’re a human being.” – Anthony Meindl

In the realm of education where we’re all trying to learn and teach, individuals grapple with challenges that extend beyond workload and deadlines, in a demanding profession like Teaching phenomena like imposter phenomenon (IP) and burnout is bound to arise. As teachers navigate the educational landscape, the interplay between Impostor Syndrome and burnout influences their well-being, job satisfaction, and the quality of education delivered. Teaching, while deeply rewarding, is not without its challenges. The prevalence of Imposter phenomenon and the subsequent risk of Burnout (Bravata et al., 2019) underscore the urgency of our investigation, especially in a field where the well-being of educators directly impacts the quality of education provided to students.

Teachers, irrespective of gender or career stage, grapple with feelings of fraudulence and inadequacy, impacting their confidence and professional identity (Kolligian Jr. & Sternberg, 1991). This feeling of fraudulence and inability to internalize achievement was first explained by Clance and Imes (1978). This phenomenon is characterized by inability to receive feedback positively, burnout, emotional and physical exhaustion, depression, and anxiety. self-doubt, resiliency and well-being (Rivera et al., 2021). According to the work done by Clance and O’Toole (1987) the IP sufferers do not have a realistic sense of their own competence and this can contribute to diminished feelings of accomplishment.

Burnout is another phenomenon that is most likely to arise in a workplace. Freudenberger (1974) defines burnout as the result of excessive demands on energy, strength, or resources in the workplace, leading to exhaustion with physical signs like fatigue,

headaches, gastrointestinal issues, sleep disturbances, and breathlessness and behavioural signs like frustration, detachment, anger, cynicism, and depression. Job burnout has been linked to various adverse effects in the workplace like absenteeism, turnover, job attitudes, and job performance (Maslach & Leiter, 2016).

Job Autonomy is the degree of control and discretion an individual possesses over their tasks and decision-making within the professional realm and is an important determinant of worker well-being (Hackman & Oldham). The interplay between imposter phenomenon, job autonomy, and burnout forms a nexus that significantly impacts the well-being of teachers, our aim here is to decipher how the presence of Job Autonomy may serve as a buffer, influencing the levels of Imposter phenomenon and Burnout in a person. Drawing from Self-Determination Theory (Deci and Ryan, 1985), the study explores how autonomy, when perceived positively, serves as a protective factor, fostering teacher well-being and potentially reducing the likelihood of burnout. The autonomy to make decisions, design instructional strategies, and manage classroom activities may foster resilience, providing them with a sense of control that counteracts the effects of imposter syndrome and burnout.

Despite their competence and dedication, teachers often grapple with imposter phenomenon, negatively affecting their confidence and job satisfaction and the demanding nature of the profession placing educators at risk of burnout. The extent to which level of job autonomy serves as a protective factor in the feelings of imposter and burnout remains unclear, this affects the overall well-being of teachers, potentially impacting the quality of education provided to students. By focusing on teachers in this study, we hope to contribute not only to the understanding of their professional experiences but also to the development of strategies that foster a supportive and sustainable educational environment.

Imposter Phenomenon

The Imposter phenomenon is defined as an internal experience of intellectual and professional incapability despite the evidence to the contrary (Clance and Imes, 1978).

Clance and Imes (1978) also described it as a fear of being exposed as a fraud, this fear of being exposed as an intellectual imposter can lead individuals to doubt their own competence and question their place among accomplished peers. Early researchers focused their study of the imposter phenomenon on accomplished successful women but later studies made it clear that imposter syndrome can affect anyone in any profession regardless of gender (Bravata et al., 2019). Imposter phenomenon is also known as perceived fraudulence; it involves feelings of self-doubt and personal incompetence that persists despite your education and experience (Kolligian Jr., John; Sternberg, Robert J., 1991). This can be caused by poor childhood experiences, social pressure, new responsibilities or chances, social anxiety, low self-efficacy etc. Some characteristics that are common in people with Imposter Syndrome include perfectionism, self-doubt, fear of failure and fear of success, they are also commonly characterised as high achievers.

Despite the impact of IS on individual well-being, it often goes unrecognised, particularly among educational professionals. Educators grappling with Imposter Syndrome (IS) harbour apprehensions regarding assessment, convinced that others have overvalued their competencies (Clance, 1985; Kolligian and Sternberg, 1991). The implications of these feelings of self-doubt extend beyond the individual, affecting teaching effectiveness, job satisfaction, and overall well-being within the educational landscape. IS has been associated with psychological distress including depression, and anxiety and is also linked with burn out (Villwock, Sobin, Koester, and Harris, 2016).

Theories Associated with Imposter Phenomenon

Clance And Imes Model. The Clance and Imes model is the original model proposed by the psychologists who coined the term “imposter syndrome” in 1978. They suggested that imposter phenomenon is developed from factors such as gender stereotypes, early family dynamics, culture, and personality traits. They also identified four behavioural patterns of imposters: diligence, self-sabotage, charm, and avoidance (Clance & Imes, 1978).

Imposter Cycle. The imposter cycle is a feature of imposter syndrome, occurring when individuals facing achievement-related tasks and experiences anxiety respond in two main ways: over-preparation and procrastination. In the case of over-preparation, individuals feel they must work harder than others to achieve the same goal, leading to a sense of being an imposter. Conversely, procrastination arises from a belief that last-minute preparation will inevitably expose them as frauds. Despite brief feelings of success upon completing the task, individuals with imposter syndrome struggle to internalize this success. This failure to internalize success perpetuates feelings of fear, anxiety, and fraudulence, perpetuating the cycle for the next task (Clance, 1985).

Types Of Imposter Phenomenon

Perfectionist Type. The Perfectionist type is characterised by individuals setting excessively high standards for themselves and engaging in rigid, all-or-nothing thinking (Clance & Imes, 1978). Perfectionists may believe that any imperfection or mistake is a sign of their inherent incompetence, contributing to imposter feelings.

Superwoman/Superman Type. The Superwoman/Superman type manifests when individuals push themselves to work harder and accomplish more to prove their worth. Despite external validation, individuals of this type feel compelled to sustain an unrealistic level of achievement, leading to chronic stress and imposter phenomena (Clance & Imes, 1978).

Natural Genius Type. The Natural Genius type involves individuals who believe that competence should come effortlessly without the need for exertion or struggle (Young, 2011). Individuals of this type are highly critical of themselves when they encounter challenges, viewing any learning process as an indication of incompetence (Clance & Imes, 1978).

The Expert. The individuals labelled as experts perpetually seek to expand their understanding within their domain to uphold their status. They remain dissatisfied with their current knowledge and awareness, often downplaying their own expertise, despite being highly skilled and acknowledged as experts by others. This mindset stems from a fear of inadequacy or exposure as someone lacking knowledge or posing as a fraudulent expert (Clance & Imes, 1978).

The Soloist. Individuals categorised as soloists prefer working independently, finding their self-worth linked to their personal competence and productivity. Consequently, they avoid seeking help or assistance from others, viewing it as a signal of inadequacy. Their fear is that reaching out for support would expose them as fraudulent and lacking in capability (Clance & Imes, 1978).

Factors Influencing Imposter Phenomenon

Imposter Phenomenon (IP), a pervasive psychological experience characterised by persistent feelings of self-doubt and the fear of being exposed as a fraud despite evident competence, is influenced by a myriad of factors that shape its manifestation. Understanding these elements are crucial for unravelling the dynamics of IP and exploring the interplay of personal, societal, and psychological aspects that contribute to the development and perpetuation of IP.

Family Upbringing. One of the foundational factors influencing IP is the individual's upbringing and family dynamics. Clance and Imes (1978) observed that conditional approval based on achievements, rather than unconditional love, may predispose individuals to imposter feelings. Families that place excessive emphasis on external validation and associate love or acceptance with achievement may inadvertently contribute to the development of imposter tendencies in their members. In the study by Research by Li, Hughes, and Myat Thu (2014) parenting approaches characterised by control or excessive protectiveness are associated with the likelihood of imposter phenomenon development in children.

Sociocultural Factors. Sociocultural factors, including societal expectations and stereotypes, play a role in the manifestation of imposter syndrome. Stereotypes about gender, race, or socioeconomic status may exacerbate imposter feelings, especially if individuals perceive themselves as deviating from societal norms (Bernard, Dollinger, & Ramaniah, 2002).

Super-Heroism and Over-Preparation. Super-heroism, another component of the imposter phenomenon, adds another layer of complexity to the factors influencing IP. It

manifests as a tendency to over-prepare for tasks in an attempt to appear exceptionally capable. This additional workload, stemming from unattainable self-imposed standards, places a detrimental burden on mental health (Clance & Imes, 1978).

Personality. Certain personality traits have been identified as potential contributors to a heightened risk of experiencing imposter syndrome (Bravata et al., 2020). These traits encompass low self-efficacy, reflecting an individual's belief in their ability to succeed in different situations. Additionally, perfectionism, characterised by the pursuit of an unattainable standard and difficulties seeking assistance or delegating tasks, is closely associated with imposter syndrome. Moreover, neuroticism is linked to increased levels of anxiety, insecurity, tension, and guilt, further contributing to the vulnerability to imposter phenomenon (Bravata et al., 2020).

Burnout

According to Maslach (1982), "Burnout is a syndrome of chronic physical and emotional exhaustion, often with feelings of cynicism and detachment, which can occur among individuals who work with people in some capacity." It is represented by three dimensions; mental fatigue or emotional exhaustion, negative feelings and perceptions about the people one works with or depersonalization, and a decrease in feelings of personal accomplishment, (Maslach and Jackson, 1981). Importantly, the coexistence of Imposter Syndrome and burnout paints a complex picture. Burnout, characterised by emotional exhaustion, depersonalization, and reduced personal accomplishment, often coexists with Imposter Syndrome, amplifying the challenges educators face in maintaining a healthy work-life balance. As Maslach emphasises, "Burnout happens when chronic stress outstrips the emotional and physical resources an individual brings to the job". Burnout can lead to

decreased levels of productivity and job motivation and an increase in absenteeism and turnover.

Theories associated with burnout

Job Demands-Resources (Jd-R) Model. One prominent theoretical framework for understanding burnout is the Job Demands-Resources (JD-R) Model (Demerouti et al., 2001). This model posits that job demands and resources contribute to burnout. Job demands, such as high workload and time pressure, may deplete individuals, while job resources, such as autonomy and social support, can act as protective factors.

Maslach's Three-Component Model. One other prominent model associated with burnout is the Maslach's Three-Component Model which is widely recognized for delineating the dimensions of burnout. It identifies three components: emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion is the core symptom of burnout where individuals feel drained and depleted of emotional resources. The demands of their job outstrip their capacity to cope with stress, leading to a sense of being overwhelmed and unable to meet constant demands, while depersonalization manifests as negative attitudes and behaviours towards work and colleagues. Reduced personal accomplishment reflects a decline in feelings of competence and efficacy in one's role. Together, these components capture the physical, emotional, and cognitive dimensions of burnout. (Maslach & Leiter, 2016).

Social Cognitive Theory. According to the Social Cognitive Theory burnout is characterised by giving a central role to individual variables like self-efficacy, self-confidence

and self-concept in the development and evolution of burnout. According to this burnout is triggered when the worker harbours doubt about their own effectiveness, in achieving professional goals (Maslach & Leiter 2016). Lack of freedom at work when performing tasks, as well as the inability to influence decisions that affect work is also associated with higher levels of burnout. (Maslach, C.; Leiter, M.P, 2017).

Emotional Contagion. The comparison between goals and stressors shows that most burnout-causing aspects of work are those that prevent people from achieving their goals and expectations (Pines, A. M., 1993). On an organisational level, burnout can lead to lower productivity, and reduced effectiveness, job satisfaction and commitment (Williams, Manwell, Konrad & Linzer, 2007), and according to the theory of Emotional Contagion there is evidence that burnout can be contagious among colleagues (Bakker, Le Blanc, Schaufeli, 2005). This burnout contagion has been evidenced especially in teaching and health personnel, (Bakker, A.B.,and Schaufeli, W.B.2000).

Types Of Burnout

Overload Burnout. This is the conventional image of burnout familiar to many. Individuals experiencing overload burnout strive relentlessly for success, often pushing themselves to the limits. Around 15% of surveyed employees fall into this category, willing to jeopardise their health and personal life in the pursuit of ambitious goals (Wilding, 2022).

Under-Challenged Burnout. Individuals facing under-challenged burnout feel undervalued and bored in their roles. About 9% of surveyed employees fall into this category.

The frustration stems from a lack of learning opportunities and professional growth, leading to a sense of disconnection from their work (Wilding, 2022).

Neglect Burnout. Neglect burnout emerges from a perceived lack of control over the work environment. Those experiencing neglect burnout feel unsupported and unappreciated by colleagues and superiors (Wilding, 2022).

Factors Influencing Burnout

Job Demands. High job demands, such as excessive workload, time pressure, and conflicting expectations, contribute to burnout (Demerouti et al., 2001). The constant strain of meeting demanding job requirements without adequate resources can lead to emotional exhaustion.

Lack Of Job Resources. The absence of job resources, such as insufficient autonomy, inadequate social support, and limited opportunities for skill development, can contribute to burnout (Demerouti et al., 2001). A lack of resources hinders individuals from effectively coping with job demands.

Work-Life Imbalance. Imbalances between work and personal life, where the demands of work excessively encroaching on personal time, can be a significant factor contributing to burnout (Maslach & Leiter, 2016). The inability to achieve a satisfactory balance can result in emotional exhaustion.

Role Ambiguity. Unclear or ambiguous job roles and responsibilities contribute to burnout by creating stress and confusion (Maslach & Leiter, 2016). Employees experiencing ambiguity may struggle with a sense of direction and purpose in their roles.

Organisational Culture and Leadership. The organisational culture and leadership style play a crucial role in determining the prevalence of burnout. A toxic work environment, lack of support from leadership, and inadequate communication can foster burnout among employees (Maslach & Leiter, 2016).

Job Insecurity. Job insecurity, resulting from factors such as economic instability or organisational restructuring, can contribute to burnout by creating a climate of uncertainty and stress (Maslach & Leiter, 2016). Fear of job loss can negatively impact mental well-being.

Job Autonomy

The study also dives into understanding how having control over our work, known as Job Autonomy, might make a difference when we're dealing with Imposter Syndrome and trying to avoid Burnout. Defining job autonomy requires more than a simple acknowledgment of individual freedom. It encompasses the capacity for self-governance and the latitude to choose how tasks are executed. As Deci and Ryan (1985), pioneers in the study of self-determination theory, explained, "job autonomy involves the extent to which one experiences a sense of choice and psychological freedom in the initiation and regulation of one's actions". Beyond the individual's perspective, organisations also benefit from fostering a culture of autonomy. Daniel H. Pink (2011), in his influential work "Drive: The Surprising Truth About What Motivates Us," advocates for autonomy as one of the three

pillars—alongside mastery and purpose—essential for fostering intrinsic motivation. He contends, "Control leads to compliance; autonomy leads to engagement." Pink's assertion reinforces the idea that providing individuals with autonomy over their work cultivates a sense of engagement and commitment.

Theories Associated with Job Autonomy

Self-Determination Theory. Drawing on self-determination theory, it focuses on the role of autonomy, competence, and relatedness in fostering motivation and well-being (Ryan & Deci, 2000). In the context of this study, SDT could help explain how job autonomy contributes to teachers' motivation and resilience, potentially buffering the negative impact of imposter syndrome on burnout. According to the JDR model, job autonomy can be characterised as a resource in the psychosocial work environment. Resources in the psychosocial work environment are expected to reduce strain associated with job demands, enhance the capacity of workers to achieve work goals and stimulate personal and professional growth, learning and development ((Bakker & Demerouti,2017; Schaufeli & Bakker, 2004).

Job Characteristics Model. The Job Characteristics Model (Hackman & Oldham, 1976) is another influential framework associated with job autonomy. This model identifies five core job characteristics, one of which is autonomy. Autonomy, as a job characteristic, influences critical psychological states such as experienced meaningfulness, responsibility, and knowledge of results, ultimately impacting employee motivation and job satisfaction.

Factors Affecting Job Autonomy

Organisational Culture. The organisational culture significantly influences the level of job autonomy provided to employees. Cultures that value trust, collaboration, and employee empowerment are more likely to foster an environment conducive to job autonomy (Parker & Wall, 1998).

Leadership Style. Leadership styles play a crucial role in shaping job autonomy. Transformational leadership, characterised by empowering and inspiring employees, tends to support higher levels of autonomy (Bass & Riggio, 2006). Conversely, autocratic leadership may limit employees' autonomy by centralising decision-making authority.

Task Complexity. The complexity of tasks can impact the degree of autonomy required. Routine and less complex tasks may necessitate less autonomy, while complex and creative tasks often benefit from higher levels of autonomy to encourage innovation and problem-solving (Hackman & Oldham, 1976).

Statement Of the Problem

To investigate the impact or effect of job autonomy on burnout and imposter phenomenon among school educators.

Rationale

As the teaching profession evolves, the challenges faced by educators vary across different career stages. Teaching professionals entering the educational field may experience distinct challenges, two of which include imposter syndrome and burnout; these two

psychological phenomena have been identified as significant factors affecting teaching effectiveness, job satisfaction, and overall well-being in educational setting (Zhao et al., 2021). As educators navigate the complexities of their profession, understanding the role of job autonomy in effecting the levels of Imposter Syndrome and burnout becomes important.

Studies across various professions have consistently shown that higher levels of job autonomy are associated with reduced burnout and increased job satisfaction among professionals (Zhang & He, 2022). However, despite this body of research, the specific impact of job autonomy on imposter syndrome, a phenomenon characterized by feelings of inadequacy and self-doubt, remains relatively underexplored in the context of teaching. Understanding how job autonomy interacts with imposter syndrome can provide valuable insights into teacher well-being and professional development.

Despite the growing literature on teacher well-being, there exists a noticeable gap in research regarding the influence of job autonomy on imposter syndrome and burnout among educators. While some studies have individually examined the effects of job autonomy or burnout on teachers' mental health, few have concurrently investigated the interplay between job autonomy, imposter syndrome, and burnout. This research gap presents a unique opportunity to deepen our understanding of the complex dynamics within the teaching profession and identify potential strategies for intervention and support.

The current study aims to address this gap by investigating the effects of job autonomy on both imposter syndrome and burnout among teachers. By concurrently examining these variables, we seek to uncover the relationship between job autonomy and psychological well-being in the teaching profession. Additionally, exploring how job autonomy influences

imposter syndrome and burnout can provide valuable insights for educators, policymakers, and educational institutions striving to promote teacher well-being and retention along with an environment that fosters professional growth and student success.

The comprehensive literature review for the study on "Effect of job autonomy on imposter phenomenon and burnout among teachers" draws on a wide array of studies to elucidate the impact of job autonomy in the experience of imposter phenomenon and Burnout.

Guo, Hancock, Cooper, & Caldas, (2022) in their study 'Job autonomy and employee burnout: the moderating role of power distance orientation' conducted on a combined sample of individuals from these three countries to capture variations in cultural and workplace contexts. Found that job autonomy is beneficial to reducing burnout especially in individuals with lower power distance orientation. Post-hoc analyses indicated that each dimension of job autonomy, along with overall job autonomy, had similar influences on employee burnout, emphasizing the importance of autonomy in mitigating burnout across diverse cultural backgrounds.

The study "Role Stress, Job Autonomy, and Burnout: The Mediating Effect of Job Satisfaction among Social Workers in China" by Nannan Zhang and Xuesong He in 2022, explored the relationships between role stress, job autonomy, and burnout, and how job satisfaction mediates these factors among social workers in China. They found that higher levels of job autonomy were linked to higher job satisfaction, which resulted in lower burnout (Zhang & He, 2022).

The study "Emotional demands and entrepreneurial burnout: the role of autonomy and job satisfaction," Authored by Yosr Ben Tahar, Nada Rejeb, Adnane Maalaoui, Sascha Kraus, Paul Westhead, and Paul Jones, published in the journal *Small Business Economics* in the year 2022, collected data from 273 entrepreneurs in France helped to reveal the relationships

between emotional demands, job autonomy, job satisfaction, and entrepreneurial burnout (Tahar et al., 2022).

Clark et al. (2021) conducted a study ‘The impostor phenomenon in mental health professionals: relationships among compassion fatigue, burnout, and compassion satisfaction’ among healthcare professionals, revealing a positive correlation between imposter feelings and burnout levels, they explained “the combination of lower levels of compassion satisfaction and higher levels of burnout predicted higher levels of imposter phenomenon”.

The study “Prevalence, Predictors, and Treatment of Impostor Syndrome: a Systematic Review” was authored by Dena M. Bravata, Sharon A. Watts, Autumn L. Keefer, Divya K. Madhusudhan, Katie T. Taylor, Dani M. Clark, Ross S. Nelson, Kevin O. Cokley, and Heather K. Hagg. It was published in the Journal of General Internal Medicine in April 2020. This systematic review included 62 studies with a total of 14,161 participants. The study found a wide range of prevalence rates reported, from 9% to 82%. These rates were particularly high among ethnic minority groups, it highlighted its common comorbidities with depression and anxiety and its association with impaired job performance, job satisfaction, and burnout. (Bravata et al., 2019b)

The study “Impostorism in third-year medical students: an item analysis using the Clance impostor phenomenon scale” was conducted by Beth Levant, Jennifer A. Villwock, and Ann M. Manzardo. It was published in 2020 and involved an anonymous, voluntary survey of 215 third-year medical students, with 127 responding. Found that certain factors, such as gender and burnout, can influence the experience of impostor feelings.

The Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2017) is a theoretical piece done by Bakker and Demerouti in 2017 reflecting on the JD-R model discusses how job demands can lead to burnout and how job resources, such as job autonomy, can buffer against these effects it can also buffer the impact of job demands on stress and promote engagement. This buffering effect occurs because autonomy can foster a sense of control and support the deployment of personal skills, which in turn can mitigate the negative effects of high job demands.

The pilot study 'Imposter syndrome and burnout among American medical students: a pilot study' by Villwock et al. (2016), suggests a symbiotic relationship between Imposter Syndrome and burnout among medical students. The study aimed to assess burnout and impostor syndrome (IS) levels among medical students and identify demographic differences in those experiencing these conditions. Using an anonymous online survey in 2016, demographic data, Maslach Burnout Inventory, and an IS screening questionnaire were collected. Results showed a significant association with burnout components like exhaustion and cynicism. Understanding this interconnection is crucial for educators, as feelings of fraudulence can exacerbate burnout, impacting teaching effectiveness and job satisfaction.

Maslach and Leiter's (2016) in their work, 'Understanding the burnout experience: recent research and its implications for psychiatry, aimed to delve into the burnout experience, recent research findings, and their implications for psychiatry. The research involved a comprehensive review of existing literature and studies from various countries to comprehend the causes, outcomes, and unique stressors associated with burnout. They expanded the concept of burnout, introducing the three dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment.

The article by Skaalvik & Skaalvik in 2014 “Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout.” Conducted on 244 elementary and middle school teachers also stated that a positive and stimulating working conditions, termed job resources (which include autonomy), were associated with measures of burnout (Skaalvik & Skaalvik, 2014).

In the research review by Ingersoll and Strong (2011), titled ‘The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research’ highlights the pervasive nature of burnout, noting that around 40-50% of teachers in the United States leave the profession within the first five years, often citing burnout as a significant factor, it also underlined that burnout not only affects the individual teacher's well-being but also influences their effectiveness in the classroom, leading to reduced instructional quality.

Teacher autonomy has been consistently regarded as a vital component of teacher motivation, as evidenced by the study ‘The Relationship between Teacher Autonomy and Stress, Work Satisfaction, Empowerment, and Professionalism’ done in the year 2005 by Pearson and Moomaw (Pearson & Moomaw, 2005). Where they used the general teaching autonomy (TAS) measure the relationship between teacher autonomy and various aspects of job satisfaction, stress, empowerment, and professionalism. They found that higher levels of general teacher autonomy were linked to increased empowerment and professionalism and it indirectly reduces work exhaustion.

The research review ‘Teacher Stress: directions for future research’ by Chris Kyriacou in the year 2001, Aimed to review research findings on teacher stress and propose five

directions for future research in this area, the paper highlights the prevalence of burnout among educators, with factors like workload, lack of autonomy, and student-related stressors contributing to its manifestation (Kyriacou, 2001).

The Study by Kolligian Jr. and Sternberg (1991) 'Prevalence, Predictors, and Treatment of Impostor Syndrome: a Systematic Review' The study aimed to systematically review the literature on impostor syndrome, examining both peer-reviewed and lay sources to discern patterns related to its prevalence, predictors, and potential treatments. The study brought into light the detrimental impact of impostor feelings on job performance, satisfaction, and burnout across various employee populations, including healthcare professionals. The study recommended integrating recognition of impostor syndrome into learning and career development activities, alongside efforts to foster healthier workplace cultures and expectations.

Self-Determination Theory (Deci & Ryan, 1985) is a theory of motivation that aims to explain individuals' goal-directed behaviour. The theory was developed by psychologists Edward Deci and Richard Ryan, who first introduced their ideas in their 1985 book *Self-Determination and Intrinsic Motivation in Human Behaviour*. The theory proposes that people are driven by a need to grow and gain fulfilment, and that they have universal, innate psychological needs such as competence, autonomy, and relatedness. The theory helps understand how autonomy, competence, and relatedness create motivation and well-being, offering insights into how Job Autonomy influences teacher resilience. It also states that if the needs for autonomy, competence, and relatedness are not satisfied, it can lead to decreased motivation and well-being, potentially resulting in burnout

Job Characteristics Model (Hackman & Oldham, 1976), emerges as a potential mitigating factor within the two phenomena. Hackman and Oldham in the paper 'Motivation through the design of work: test of a theory. *Organizational Behaviour and Human Performance*' explained, "Autonomy extends beyond individual freedom; it includes the capacity for self-governance and the latitude to choose how tasks are executed". The study proposed a model that specifies the conditions under which individuals will become internally motivated to perform effectively on their jobs, The model was tested for 658 employees who work on 62 different jobs in seven organizations, it asserted that autonomy fosters job satisfaction and intrinsic motivation that crucial in combating burnout.

The study "Measuring Burnout Among Psychiatric Residents Using the Oldenburg Burnout Inventory (OLBI) Instrument," authored by Raluca Oana Tipa, Catalina Tudose, and Victor Lorin Pucarea and published in the *Journal of Medicine and Life* in the October-December 2019 issue, conducted a cross-sectional study involving 116 Romanian psychiatric residents. It aimed to gauge burnout levels among residents and correlate demographic characteristics and work situations with burnout. The Oldenburg Burnout Inventory (OLBI) was primarily used for assessment. Findings revealed that 22.4% of respondents experienced high burnout, 51.7% reported moderate burnout, and 25.9% had low burnout. The study suggests integrating stress management training helps residents cope with training effectively, and potentially prevent physician burnout.

Aim

To examine effect of Job autonomy on Imposter phenomenon and burnout among teachers

Objective

- To find the effect of job autonomy on Imposter phenomenon.
- To find the effect of job autonomy in impacting Burnout

Hypothesis

H1: There is a significant relationship between job autonomy and imposter phenomenon among teachers.

H2: There is a significant relationship between job autonomy and burnout among teachers

Research Design

Cross-sectional Research Design was used for this study.

Correlational analysis was used.

Operational definition

Imposter Syndrome is operationally defined as the total score obtained by participants on the Clance Imposter Phenomenon Scale (CIPS) (Clance & Imes, 1978), a 20-item scale developed by Dr. Pauline Rose Clance that measures the extent to which individuals experience feelings of fraudulence and self-doubt.

Burnout is operationally defined as the total score obtained by participants on the Oldenburg Burnout Inventory (OLBI) developed by Demerouti in 2001 (Demerouti et al., 2001).

Job Autonomy is operationally defined as the total score obtained by participants on the Measurement of Work Autonomy Scale developed by James A. Breugh (Breugh, 1989). These scales assess the perceived level of autonomy individuals have in performing their job tasks.

Sample

A sample of 170 teachers with more than 5 years of experience in the field from Ernakulam participated in the study.

Population

The population of the study comprises of teachers who are working secondary, and higher secondary schools.

Sampling Design

The population involves the sample size of 170. The sampling method chosen for this study was purposive sampling.

Inclusion criteria

- Teachers currently employed in secondary, or higher secondary schools .
- Individuals who have been working as teachers for a minimum of 5 years to ensure sufficient experience in the profession.

Exclusion criteria

- Educators who have been teaching for less than 5 years.
- Teachers employed in administrative or non-teaching roles within educational institutions.

Tests/Tools used for Data Collection

1. Socio-demographic data sheet

The socio demographic sheet was provided to gather details of the participants with respect to their gender, age, grades they teach and years of experience.

2. Clance imposter phenomenon scale (CIPS)

Authors: Pauline Rose Clance and Suzanne Imes (1978)

The Clance Imposter Phenomenon Scale (CIPS) is a widely used instrument designed to assess the experience of Imposter Syndrome among individuals. It consists of 20 items that capture feelings of fraudulence and self-doubt, Respondents rate their agreement with each statement on a Likert scale, typically ranging from 1 (not at all true) to 5 (very true). The internal consistency of the CIPS, as indicated by Cronbach's alpha, is high, with values ranging from 0.85 to 0.96123. The validity of the scale is supported by both content and construct validity. Content validity was ensured through a conceptual analysis of existing literature and criterion validity analysis, and construct validity was assessed through component analysis.

3. Oldenburg burnout inventory (OLBI)

Authors: Demerouti, Bakker, Nachreiner, and Schaufeli (2001)

The Oldenburg Burnout Inventory (OLBI) is a widely used tool for assessing burnout among individuals. It consists of 16 items, divided into two subscales: exhaustion and disengagement. Respondents rate their agreement with each statement on a Likert scale, typically ranging from 1 (strongly agree) to 4 (strongly disagree). It consists of 2 Subscales, Exhaustion and Disengagement. Regarding the internal consistency of the OLBI, Cronbach's alpha values are reported to be 0.814, indicating good reliability. The scale is generally found to have a two-factor solution, supporting its construct validity. Content validity was ensured through a conceptual analysis of existing literature.

4. Measurement of Work autonomy by James a. Breugh

Author: James A. Breugh (1989)

The Measurement of Work Autonomy Scale by James A. Breugh is a tool designed to assess the perceived level of autonomy individuals have in performing their job tasks. It is a 9-item scale that captures different dimensions of work autonomy, such as work method autonomy, work scheduling autonomy and work criteria autonomy. Respondents rate their agreement with each item on a Likert scale, ranging from 1 (strongly disagree) to 7 (strongly agree). The scale has demonstrated good internal consistency, with Cronbach's alpha values ranging from 0.79 to 0.901. The content validity was ensured through a conceptual analysis of existing literature, and construct validity was supported by confirmatory factor analysis, which confirmed a three-facet autonomy model.

Procedure

The data in the present study was collected through in-person administration of questionnaires. Participants were provided with an informed consent form at the outset of the study to ensure confidentiality of their data. Following the completion of the consent form, participants were asked to provide demographic information. Subsequently, participants were administered the Clance Impostor Phenomenon Scale followed by the Oldenburg Burnout Inventory and finally, the measurement of Work Autonomy Scale. Participants were guided through the questionnaires and encouraged to complete all items. The administration of the questionnaires took approximately 15 minutes per participant. Upon completion of data collection, the final results were obtained using SPSS software version 29.

Ethical considerations

- Informed consent will be obtained from participants, ensuring they understand the Study's purpose, procedures, potential risks, and benefits. Their right to withdraw at any time without consequences will be clearly explained.
- The confidentiality of participants will be safeguarded.
- It will be clearly stated that involvement in the study is voluntary, and there are no negative consequences for choosing not to participate.
- Harm to participants will be minimised to the best of knowledge.
- Transparency will be ensured in reporting study results. The methods, data analysis procedures, and any limitations of the study will be presented.

Data Analysis

The data was collected from the participants was analysed using SPSS Software

version 29.02.0 As the population is non-normal the correlation of the data was measured using Spearman Correlation Coefficient.

Normality Testing

Table 1

Summary of Kolmogorov-Smirnov Test of Normality of job autonomy, imposter syndrome and burnout.

Variables	Sig
Job Autonomy	0.054
Imposter Phenomenon	0.200
Burnout	<0.001

The Kolmogorov-Smirnov Test of Normality of Imposter syndrome, burnout and job autonomy shows that variables are not normally distributed in the sample ($p < .05$).

The primary objective of this study was to examine the effect of job autonomy on the levels of imposter syndrome and burnout among employees. Spearman's correlation analysis was utilised to explore the relationship between job autonomy, imposter syndrome, and burnout

Descriptive Statistics

Table 2

Indicates the descriptive statistics of the dimensions of Job autonomy, Imposter Syndrome and burnout among 170 teachers.

	N	Mean	Std. Deviation
Job Autonomy	170	5.05	0.906
Imposter Syndrome	170	2.6044	0.60027
Burnout	170	2.32	0.303

Here, the mean and standard deviation of Job autonomy is 5.05 and 0.906 respectively, the mean and standard deviation of Imposter Syndrome is 2.6044 and 0.60027 respectively and the mean and standard deviation of burnout is 2.32 and 0.303.

Correlation Analysis

H1: There is a significant relationship between job autonomy and burnout among teachers.

Table 3

Indicates the Spearman's Rank correlation between Job autonomy and Imposter phenomenon among 170 teachers.

Variable	Imposter phenomenon
Job Autonomy	-.327

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

From the table it is understood that the p-value is lower than 0.05 which indicates that the correlation is statistically significant. The correlation coefficient value -0.327 signifies that there is a weak negative correlation between job autonomy and the imposter phenomenon. This suggests that as levels of job autonomy increase, there is a slight tendency for imposter phenomenon scores to decrease, albeit weakly. Therefore, one can conclude that there is a meaningful relationship between Job Autonomy and imposter phenomenon. Hence, Hypothesis 1 is not rejected.

The significant relationship between job autonomy and imposter syndrome among secondary and higher secondary teachers suggests that how much control teachers have over their work relates to how they feel about being imposters. When teachers have more freedom to make decisions and do their job their way, they might feel less like imposters because they have more confidence in their abilities. So, the level of job autonomy can influence how teachers perceive themselves in their roles, affecting their experience of imposter syndrome.

Furthermore, the weak strength of the correlation suggests that other factors may also play a role in shaping the relationship between imposter phenomenon and job autonomy among teachers, which can be factors like, Individual differences in personality traits, such as neuroticism or conscientiousness, may moderate the association between these variables (Gullifor et al., 2023). For instance, teachers with higher levels of neuroticism might be more

likely to experience imposter syndrome and feel like they have less control over their work. So, their feelings of being an imposter might not just be about autonomy but also about their personality traits.

Additionally, contextual factors within the educational environment may influence the observed relationship. Organizational culture, leadership styles, and support systems within schools can impact teachers' perceptions of autonomy (Bass & Riggio, 2006) and their experiences of imposter phenomenon. Teachers working in environments that foster a culture of trust, collaboration, and empowerment may perceive higher levels of job autonomy, which could buffer against feelings of imposterism.

One potential factor influencing the observed relationship is the nature of the teaching profession itself. Since the study was done on secondary and higher secondary teachers, they often operate within a structured curriculum framework, which may limit their perceived autonomy in decision-making and curriculum design. As a result, the impact of job autonomy on their professional identity and imposter syndrome may be mitigated by the constraints of the educational system.

The cultural context in which the study was conducted may influence teachers' perceptions of job autonomy and imposter syndrome as well. Cultural factors specific to the region or country, such as societal expectations, educational norms, and organizational culture, could shape teachers' experiences of autonomy and feelings of self-doubt.

In summary, the notable yet weak negative link between the imposter phenomenon and job autonomy highlights the intricate relationship between these factors. Further research is needed to unravel the underlying mechanisms and contextual factors influencing this relationship. By addressing these gaps, educators and policymakers can develop targeted

interventions to support teachers in navigating feelings of impostorism and enhancing their sense of professional autonomy in educational settings.

H2: There is a significant relationship between Job autonomy and Burnout among teachers.

TABLE 4

The table shows the result of Indicates the Spearman's Rank correlation between Job

Variable	Burnout
Job Autonomy	0.084

From the table it is understood that the p-value is higher than 0.05 which indicates that the correlation is statistically insignificant. The correlation coefficient value 0.085 signifies that there is a weak positive correlation between job autonomy and burnout. Therefore, one can conclude that there is no meaningful relationship between the 2 variables. Hence, Hypothesis 2 is rejected.

In investigating the link between job autonomy and burnout among secondary and higher secondary teachers, the finding of a weak positive correlation prompts closer examination. A key consideration is how job autonomy is perceived within the teaching profession. While teachers enjoy some freedom in areas like lesson planning, constraints in curriculum decisions may limit its impact on burnout. Burnout among teachers is influenced by various factors beyond job autonomy, including student behaviour, workload demands,

and work-life balance. These complexities may overshadow the influence of job autonomy, leading to the observed weak correlation.

Additionally, the diversity within the sample of teachers, including differences in experience and school contexts, may also dilute the correlation. External stressors, such as changes in educational policies, may have a more immediate impact on burnout than job autonomy. Individual differences, like resilience and coping strategies, also play a role in how teachers experience burnout, regardless of autonomy levels. According Xie et al. (2022) Psychological capital and professional identity were important resource factors in reducing the occurrence of teacher burnout and increasing transition probability toward burnout symptom alleviation over time.

Conclusion

In conclusion, this study examined the relationship between job autonomy and the levels of imposter syndrome and burnout among secondary and higher secondary teachers. The findings revealed a statistically significant, but weak, negative correlation between job autonomy and the imposter phenomenon, suggesting that higher levels of job autonomy may slightly decrease imposter syndrome scores. However, the correlation between job autonomy and burnout was found to be statistically insignificant, indicating that job autonomy may not have a significant impact on burnout among teachers. While job autonomy is an important factor in understanding teachers' experiences, other contextual and individual factors, such as support systems, cultural influences, and external stressors, may also play significant roles in shaping teachers' perceptions of imposter syndrome and burnout. Therefore, future research should consider these factors to provide a comprehensive understanding of the complex dynamics between job autonomy, imposter syndrome, and burnout among educators.

Findings:

- The correlation analysis revealed a statistically significant, albeit weak, negative relationship between job autonomy and imposter syndrome among teachers.
- However, no significant relationship was found between job autonomy and burnout among teachers.
- The study did not find any significant differences in job autonomy, imposter syndrome, or burnout across different teaching levels.

Implications:

- The findings suggest that enhancing job autonomy may be an effective strategy for mitigating imposter syndrome among teachers, particularly for those who perceive lower levels of autonomy in their work.
- Educational institutions should consider providing support systems and professional development opportunities aimed at bolstering teachers' self-efficacy and confidence, thereby reducing the impact of imposter syndrome and burnout.
- Culturally sensitive interventions tailored to address the unique challenges faced by teachers within specific educational contexts should be developed to promote well-being and job satisfaction.
- Future research should explore additional factors that may influence the relationship between job autonomy, imposter syndrome, and burnout, such as organizational culture, leadership styles, and societal expectations.
- Policy-makers and educational leaders should prioritize initiatives aimed at creating supportive work environments and fostering a culture of autonomy and empowerment among teachers, which can ultimately contribute to improved student outcomes and overall educational quality.

Limitations

- The study utilized a cross-sectional design, limiting the establishment of causal relationships between job autonomy, imposter syndrome, and burnout. Longitudinal studies would offer deeper insights into the temporal dynamics of these constructs.

- Reliance on self-reported data for job autonomy, imposter syndrome, and burnout may introduce response biases and social desirability effects, potentially compromising the validity of the findings.
- The study exclusively focused on secondary and higher secondary teachers, restricting the generalizability of the results to other educational settings or professional domains. Inclusion of a more diverse sample would enhance the external validity of the findings.
- The study was conducted within a specific geographic region, potentially limiting the generalizability of the findings to broader cultural or socio-economic contexts. Replication studies across different cultural settings are necessary to validate the observed relationships.
- The study did not control for potential confounding variables such as teacher workload, organizational climate, or individual coping strategies, which may have influenced the observed relationships. Future research should consider these factors to enhance the robustness of the findings.

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Appendices

Appendix A

Informed Consent

Your participation in this survey is completely voluntary and there are no foreseeable risks associated with this project. Kindly be rest assured that all information collected would be used for academic purposes only and will remain strictly confidential. Please feel free to answer questions honestly and openly as your responses will be kept anonymous.

Thank you for your participation!

Signature

Appendix B

Socio-demographic Details

Name:

Age:

Gender:

Institution:

Grade Taught:

Years of experience:

Appendix C

Clance IP Scale

For each question, put 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	2	3	4	5
(not at all true)	(rarely)	(sometimes)	(often)	(very true)

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.
2. I can give the impression that I'm more competent than I really am.
3. I avoid evaluations if possible and have a dread of others evaluating me
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
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.
6. I'm afraid people important to me may find out that I'm not as capable as they think I am.
7. I tend to remember the incidents in which I have not done my best more than those times I have done my best.
8. I rarely do a project or task as well as I'd like to do it.
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.

10. It's hard for me to accept compliments or praise about my intelligence or accomplishments.
11. At times, I feel my success has been due to some kind of luck.
12. I'm disappointed at times in my present accomplishments and think I should have accomplished much more.
13. Sometimes I'm afraid others will discover how much knowledge or ability I really lack.
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.
15. When I've succeeded at something and received recognition for my accomplishments, I have doubts that I can keep repeating that success.
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.
17. I often compare my ability to those around me and think they may be more intelligent than I am.
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.
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.
20. I feel bad and discouraged if I'm not "the best" or at least "very special" in situations that involve achievement.

Appendix D

Measurement of Work Autonomy

The following statements refer to your feelings and attitudes during work. Please indicate to what extent you agree with each of the following statements by circling the number that corresponds with the statement.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	strongly Agree

1. I am allowed to decide how to go about getting my job done (the methods to use).
2. I am able to choose the way to go about my job (the procedures so utilize).
3. I am free to choose the method(s) to use in carrying out my work.
4. I have control over the scheduling of my work
5. I have control over the sequencing of my work activities (when I do what)
6. My job is such that. I can decide when to do particular work activities.
7. My job allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down others.
8. I am able to modify what my job objectives are (what I am supposed to accomplish).
9. I have some control over what I am supposed to accomplish (what my supervisor sees as my job objectives).

Appendix E

Oldenberg Burnout Inventory

The following statements refer to your feelings and attitudes during work. Please indicate to what extent you agree with each of the following statements by selecting the number that corresponds with the statement.

	1	2	3	4
	Strongly agree	Agree	Disagree	Strongly Disagree
1	I always find new and interesting aspects in my work			1 2 3 4
2	There are days when I feel tired before I arrive at work			1 2 3 4
3	It happens more and more often that I talk about my work in a negative way			1 2 3 4
4	After work, I tend to need more time than in the past in order to relax and feel better			1 2 3 4
5	I can tolerate the pressure of my work very well			1 2 3 4
6	Lately, I tend to think less at work and do my job almost mechanically			1 2 3 4
7	I find my work to be a positive challenge			1 2 3 4
8	During my work, I often feel emotionally drained			1 2 3 4
9	Over time, one can become disconnected from this type of work			1 2 3 4
10	After working, I have enough energy for my leisure activities			1 2 3 4
11	Sometimes I feel sickened by my work tasks.			1 2 3 4
12	After my work, I usually feel worn out and weary.			1 2 3 4

1 3	This is the only type of work that I can imagine myself doing.	1	2	3	4
1 4	Usually, I can manage the amount of my work well	1	2	3	4
1 5	I feel more and more engaged in my work	1	2	3	4
1 6	When I work, I usually feel energized	1	2	3	4