

PROFESSIONAL INSECURITY IN TEACHERS: IMPLICATIONS FOR THE EDUCATIONAL ENVIRONMENT

INSEGURANÇA PROFISSIONAL EM PROFESSORES: IMPLICAÇÕES PARA O AMBIENTE EDUCACIONAL

Dartel Ferrari Lima

Universidade Estadual do Oeste do Paraná (UNIOESTE), PR, Brasil.

dartelferrari07@gmail.com

ABSTRACT

Imposter syndrome is a troubling behavior that affects people who regard their success as accidental and express unhealthy doubts about their competence. Despite its high occurrence, information and prevention tools are scarce. This theoretical essay aims to: broaden the understanding of the cognitive dimension of this syndrome in teachers and to highlight the emotional distress and negative self-image associated with it. The study also aims to raise awareness about this behavior and provide strategies for coping with the syndrome. This includes fostering rational thinking about teaching, reducing the need for external approval, setting more realistic performance expectations, and encouraging self-acceptance. Understanding and addressing imposter syndrome is an important step toward promoting teachers' mental health and well-being and improving the educational environment.

Keywords: Teacher health, Self-image, Mental health care, Health promotion, Lifestyle.

RESUMO

A síndrome do impostor é um comportamento preocupante que afeta pessoas que consideram o seu sucesso como acidental e expressam dúvidas doentias sobre sua competência. Apesar de sua alta ocorrência, as informações e as ferramentas de prevenção são escassas. Este ensaio teórico tem como objetivo: ampliar a compreensão da dimensão cognitiva dessa síndrome em professores e destacar o sofrimento emocional e a autoimagem negativa associados a ela. O estudo também visa a aumentar a conscientização sobre esse comportamento e fornecer estratégias para lidar com a síndrome. Isso inclui promover o pensamento racional sobre o ensino, reduzir a necessidade de aprovação externa, definir expectativas de desempenho mais realistas e incentivar a autoaceitação. Compreender e abordar a síndrome do impostor é um passo importante para promover a saúde mental e o bem-estar dos professores e melhorar o ambiente educacional.

Palavras-chave: Saúde do professor, Autoimagem, Cuidados com a saúde mental, Promoção da saúde, Estilo de vida.

Introduction

O Impostor syndrome this syndrome is characterized by troubling behavior that affects people who regard their success as accidental and express unhealthy doubts about their competence. Presenting this image at the beginning of this article leads readers to immediately understand the analogy between the masks worn at the ball and the experience of hiding feelings and insecurities behind a professional facade (Meurer & Costa, 2020). This approach aims to establish an emotional connection between readers and the topic from the outset, which may increase their involvement and understanding of the syndrome.

Furthermore, this article mentions psychoanalysis and its interpretation of masks as a defense mechanism to conceal something personal, demonstrating a deeper understanding of the psychological roots of imposter syndrome. This may provide a solid theoretical basis for further exploring the psychological impact of this condition on teachers, particularly among those with less teaching experience.

Discussing the topic of imposter syndrome among teachers is relevant, especially because the educational environment often involves situations that can trigger feelings of inadequacy and insecurity. Constant scrutiny of teachers' performance, pressure to meet the expectations of students, parents, and colleagues, as well as work overload can contribute to the occurrence and severity of the syndrome. Thus, such professionals require working conditions that allow for a healthy balance between their personal and professional lives (Norem, 2008; Martins et al., 2022).

It is worth noting that imposter syndrome is not necessarily linked to a lack of skills or competencies. The syndrome does not distinguish gender, age, educational level, or professional achievement. Frequently, highly qualified and successful people can also experience these feelings of self-doubt and insecurity regarding their achievements. This occurs because the syndrome is more related to perception than objective reality (Bernard et al. 2020). In other words, a person with imposter syndrome may feel they do not deserve their accomplishments, even if

others around them recognize their talent and accomplishments. The discrepancy between self-perception and reality can cause insecurity and self-doubt.

Acknowledging the distinction between perception and objective reality allows us to better understand the nature and impact of imposter syndrome when it is transitory or persistent. Anyone can experience feelings of inadequacy and doubt about their abilities and skills in some situations or at certain times in their lives. The affective aspect of the syndrome is the entrenchment and persistence of inadequate behavior, which significantly affects self-esteem and well-being (Chrousos et al., 2020).

Teachers may face difficulties in achieving self-fulfillment for several reasons. The past traumas, failures or criticism can lead to feelings of inadequacy and influence teachers' perceptions of success and competence. It happens, especially, when they compare themselves to others and question whether they have the necessary skills to carry out their duties effectively (Hosogoshi & Kodama, 2006).

Teachers affected by imposter syndrome may feel compelled to work excessively to overcome their feelings of inadequacy. Such individuals may mistakenly believe they will only be recognized and accepted if they work harder than their colleagues (Dogan & Dogan, 2023). In addition, teachers often set unrealistic goals hoping to prove their worth and avoid being exposed as frauds. Their increased effort may result in outstanding performance. However, they may still doubt their merit despite tangible achievements.

The fear that their "fraud" will be discovered is a key feature of imposter syndrome. These teachers may constantly feel anxious and insecure, worrying that other people will realize they are not as competent or talented as they seem. This cycle of excessive effort, fear of exposure, and anxiety can increase the emotional distress of the affected teachers. Therefore, it is essential to be aware of these patterns and offer adequate support to teachers who are struggling with these behaviors. Many teachers may choose to leave the profession due to chronic stress, professional burnout, and negative impacts on their quality of life. Abandoning the

teaching career early on can significantly impact not only the teachers themselves but also the students and the education system as a whole.

While research concerning imposter syndrome has been addressed over the years, there remains a lack of comprehensive studies with a focus on understanding the pathological nature of such a condition among teachers, as well as identifying and implementing specific tools for preventing and coping with this behavior. This gap hinders two important aspects: a deeper comprehension of the causes and adverse effects of the syndrome in this specific context; and the development of effective strategies to help teachers cope with feelings of inadequacy and self-doubt.

Therefore, this study aims to explore the occurrence of imposter syndrome among teachers to broaden the understanding and deepen the knowledge about its cognitive dimension within this professional group. In addition, the paper seeks to underline the emotional distress and negative self-image caused by the syndrome to raise awareness of this often overlooked behavior. Besides, it also aims to foster support for teachers who manifest symptoms or emotionally isolate themselves. Finally, this study seeks to contribute to the development of effective strategies for preventing and coping with imposter syndrome among teachers.

Study Design

This article is an academic essay with a qualitative approach. This design was chosen as it allows for an in-depth and reflective analysis of the imposter syndrome and, therefore, explores concepts, theories, and empirical evidence available in the scientific literature (Ferrari & Thompson, 2006).

We conducted a narrative literature review using academic databases from digital libraries and other resources. Our main goal was to identify and analyze the state of the art of the subject. Keywords such as "imposter syndrome", "psychological disorder", "negative self-image", and "emotional distress" were used to find relevant studies that addressed the issue from different perspectives.

The selected studies were evaluated based on the pre-defined criteria of relevance and methodological quality. We opted to include papers that studied

imposter syndrome as a psychological adversity and explored its manifestations, causes, consequences, and specific coping strategies regarding teachers. The studies were analyzed based on narrative synthesis and critical interpretation. The concepts and perspectives found in the literature were organized and presented logically and coherently, providing a comprehensive understanding of imposter syndrome and its implications for teachers. All data sources used were cited and referenced according to bibliographic standards.

The present study created a fictional case to illustrate the theoretical principles involved in imposter syndrome. The fictional case of Professor Ana Maria, also a fictional character, enables readers to visualize the abstract concepts of imposter syndrome, fostering a comprehensive and critical understanding of the psycho-socio-environmental issues associated with the syndrome.

Development

The fictional case of Professor Ana Maria

Ana Maria is a promising young professor. She was recently selected in a civil service examination to teach Calculus at a respected Brazilian University. Professor Ana Maria is charismatic and has demonstrated adequate skills to fulfill her teaching duties in the Mathematics Department. Her students, colleagues, and employers are pleased with her dedication and excellent achievements, as well as the good personal impression she makes. However, because she is a perfectionist, she drags out her assignments until the deadline and feels very stressed about it.

Ana Maria is praised on several occasions and her brilliance is recognized. She seems to outperform all working conditions. Nevertheless, Ana Maria has a secret: she is convinced people are wrong about her. Although highly regarded, she is certain that someone more competent than her should have taken her job. But she does not even consider discussing it with anyone. She is convinced that her skills fall short of her responsibilities and that luck played a major role in her hiring. In her opinion, a possible error in the classification of the civil servant examination helped her get hired.

Professor Ana Maria constantly fears being unmasked, although it does not seem so, and secretly hides her fear and suffers in silence. She avoids publicly exposing herself to protect her imaginary incompetence. She rarely asks her colleagues about things related to the University and, when she does, she makes sure that the question is not about the subject she teaches.

Ana Maria is always trying to gain the favor of her peers and obsessively increases her efforts in academic activities with little concern for saving energy. This way, she receives more compliments, and her fear of being unmasked increases. The heavy workload, the anxiety about accomplishing it, the excessive self-blaming, and the lack of tolerance for her shortcomings are leading Ana Maria into a state of depression and unease. Recently, the professor found herself having suicidal thoughts.

This fictional story about Professor Ana Maria vividly illustrates how even apparently successful and admired people can suffer from imposter syndrome. The constant fear of being exposed as a fraud, along with the desire to maintain an impeccable public image leads to self-doubt and anguish. Self-imposed pressure to be perfect and reluctance to ask for help deepen the isolation and the suffering of those affected. Ana Maria's story underlines the importance of recognizing and addressing imposter syndrome both as an individual phenomenon and as a mental health issue that requires support and understanding from the academic community and society (Malacarne et al., 2011).

The concept of imposter syndrome

Syndrome is the term used to characterize the occurrence of a specific combination of symptoms and physical, organic, and behavioral signs that indicate an irregularity or particular condition in the organism. There is no exact number of cataloged syndromes. However, thousands of syndromes affecting different organ systems have been described in the medical literature. Some syndromes are named after the people who first described them, such as Down syndrome, which was described by John Langdon Down in 1866. Other syndromes are identified by the

area where they occur, for example, carpal tunnel syndrome, or by an adjective that resembles it, such as panic disorder (Feenstra, et al., 2020).

Imposter syndrome is the term that describes a psychological condition in which people who doubt their abilities and achievements constantly feel like a fraud or an imposter, regardless of evidence of their success. This syndrome can cause intense feelings of inadequacy and anxiety, even when the person is successfully carrying out their professional or academic activities. This unhealthy doubt regarding competence is the main characteristic of imposter syndrome (Sakulku & Alexander, 2011).

The syndrome presents a peculiar and curious paradox: people's need for approval is combined with the struggle to accept it as genuine. This inner struggle experienced by people affected by this syndrome is reflected in the constant search for external validation. Nevertheless, these individuals question such validation when it is given. Fear of success due to fear of failure is a common dynamic of the syndrome.

Success can even increase pressure and anxiety for some people as they worry they might be exposed as incompetent or undeserving of their success. This fear of success can lead to self-sabotaging behaviors, such as procrastination or avoiding personal and professional advancement opportunities. These behaviors feed the cycle of self-doubt and self-imposed obstacles that hinder the recognition and acceptance of success (Begeny et al., 2020).

Another characteristic of the syndrome is perfectionism. It leads those affected to fear being rejected or unloved if they fail. People affected experience imaginary scenarios of not meeting expectations, which trigger the manifestation of the syndrome and lead them to play fictional roles. These roles cause suffering and impel them to hide their fears, which, although unfounded, are a source of anguish and restlessness in the perfectionist pursuit of success and achievement (Santos, 2001).

Teacher malaise, which is related to this syndrome, may occur due to psychological and social working conditions and can negatively affect teachers' personalities, impacting both their professional and personal lives. This discomfort,

described by Esteve (1999), can transcend the workplace and extend to family, social, and romantic relationships, creating tensions. This negative cycle in which one aspect of life's challenges negatively affects others becomes more concerning when self-questioning, low self-esteem, and stress are intensified. In this context, both difficulties at work and in personal relationships should be addressed in an integrated way, recognizing the interconnection between the two and pursuing interventions that promote overall well-being.

The imposter syndrome does not discriminate based on the sex, gender, social position, or academic degree of the teacher. It can affect anyone, regardless of their age or personal achievements. However, studies indicate that the syndrome tends to be less frequent as people get older (Kelly et al., 1999).

The lower frequency of imposter syndrome experienced by more experienced teachers can be explained by several factors. These include gaining professional experience, developing coping skills and self-confidence, and a better acceptance of themselves and their achievements. In addition, these teachers tend to have a more realistic understanding of their abilities and limitations, which decreases the feelings of inadequacy associated with imposter syndrome (Sakulku & Alexander, 2011).

What the literature has to say about imposter syndrome in teachers

Recent research on teachers affected by imposter syndrome highlights both the prevalence and impact of negative emotions associated with this condition. Studies corroborate that teachers who experience imposter syndrome tend to express more negative emotions, such as shame, guilt, and fear, compared to their peers (Bernard et al., 2021; Bravata et al., 2020). Such feelings are particularly common among teachers who struggle to gauge the level of self-imposed demands, which can lead to a persistent cycle of self-questioning (Feenstra et al., 2020).

In addition, research emphasizes the adverse effects of imposter syndrome on the quality of teaching as well as teacher well-being. Studies demonstrate that teachers affected by imposter syndrome are more likely to experience job stress, emotional exhaustion, and professional dissatisfaction (Clance and Imes, 1978).

These negative effects can damage not only the mental and emotional health of teachers but also their effectiveness as educators and the learning environment for students (Mainali, 2020).

Strong evidence also links the syndrome to patterns of negative thoughts and self-deprecation among teachers. This demonstrates that teachers who experience imposter syndrome are more likely to engage in a cycle of self-criticism, which further reinforces their feelings of inadequacy (Sakulku & Alexander, 2020). Such a cycle of negative thinking can decrease feelings of self-confidence and self-esteem, thereby hampering effective coping with the syndrome (Lima et al., 2012).

Therefore, educators, researchers, and mental health professionals should recognize the challenges faced by teachers affected by imposter syndrome in order to develop effective support and intervention strategies. Evidence-based approaches, such as providing emotional support, developing coping skills, and establishing a supportive organizational culture, are essential to help teachers overcome this condition and reach their full professional potential (Zanchetta et al., 2020).

The literature in the field also indicates that affected professionals have a strong tendency to value external evaluation as a source of validation and legitimacy. Therapeutic support for affected teachers has shown that they rely heavily on external validation as a measure of their competence and professional success (Bernard, Jones & Volpe, 2020). This excessive dependence on external evaluation may make these teachers feel insecure about their validity and ability, fostering a constant fear of being perceived as professionally unqualified.

This underlying fear can lead affected teachers to exhibit emotionally distant behavior and a lack of open communication. These teachers can also be uncommunicative, cold, distant, and even suspicious of colleagues, students, and other members of the school community (Jones & Volpe, 2021). These behaviors can reflect anxiety and concern over maintaining a facade of competence and legitimacy, even if they have self-doubts about their abilities and achievements (Bernard, Jones & Volpe, 2020).

Imposter syndrome is often intensified by anxiety and social phobias, although this is not widely explored in scientific literature. Investigating the causes of imposter syndrome is key to preventing it and developing immediate support. Teachers affected by the syndrome are likely to hold irrational beliefs of catastrophism and global self-assessment of failure, thus fostering fear of external opinion and of demonstrating incompetence. These behaviors reflect an overall negative self-perception and overlook the fact that a single failure does not determine all other abilities in life (French, Ullrich-French & Follman, 2008).

Self-acceptance is a key element in helping affected teachers to define themselves not only by their performance but rather by their problem-solving skills, reducing their dependence on results or external evaluation (Lima et al., 2020). Furthermore, promoting enjoyment in activities rather than focusing exclusively on performance can promote self-care. In a less favorable scenario, the teacher's refusal to ask for help may be interpreted by them as a display of their weakness, reinforcing notions of inferiority (Chrisman et al., 1995).

Scholars in the field seem to agree that the intensity of the syndrome is highly subjective regarding its manifestations and impacts on the well-being of teachers. The coexistence of comorbidities can be a viable criterion for assessing the severity of the problem, since depressive manifestations, anxiety, and phobias often accompany an increase in the intensity of the syndrome. Thus, it is essential to promote understanding and unconditional acceptance of oneself, reducing the effects of negative beliefs and encouraging self-mastery to transform failures into learning opportunities (Rivera et al., 2021).

Singularities of teachers affected by imposter syndrome

Signs of imposter syndrome appear when teachers find it difficult to accept their success, attributing it to external factors such as chance or luck. This leads to personal disappointment and fear of being rejected, which jeopardizes their authenticity in public (Ibrahim et al., 2021).

Teachers affected by the syndrome often rely on artifices such as charm, good humor, and friendship, and may even use their sexuality to seek approval and

impress others. This defensive behavior is a response to the fear of rejection and is an unconscious attempt to avoid disturbing situations in front of colleagues and students.

Manifestations of the syndrome vary in time and the understanding among specialists. However, consensus criteria identify the phenomenon, which includes feelings of unjustified and undeserved success, of being overestimated by peers, and the constant fear of being regarded as incompetent. It is worth noting that not all signs occur simultaneously (Ross et al., 2001).

Affected teachers often have low self-esteem, resulting in intense feelings of inadequacy. Despite their commitment to their work, these teachers have perfectionist and unattainable expectations, reinforcing their sense of inadequacy. Such teachers demonstrate little cooperation with colleagues, focusing excessively on performance and experiencing emotional distress as a result of their output, often self-assessed as insufficient (Austin et al., 2009).

Thus, although their success is evident, the affected teachers strongly believe they are incompetent and constantly compare themselves to their colleagues. They attribute their success to excessive effort and consider this latter higher than that of others in achieving similar results, which is a socially dysfunctional analysis (Kelly et al., 1999). These dysfunctional teachers often aim for professional recognition. At the beginning of their careers, teachers are usually faced with recognized colleagues, which leads to constant comparisons and the perception that their talents may not be exceptional. This comparison drives them to strive for even greater perfection, setting almost unattainable standards and creating negative feelings of oppression and continuous frustration (Clance & Imes, 1978).

Therefore, the affected teachers overwork to protect themselves from the fear of failure (Zanchetta et al., 2020). These teachers, who are worried about outperforming their colleagues to prevent supposed rejection, avoid taking on additional responsibilities. They also continue to struggle with fear and self-doubt even when they achieve their goals. This behavior reinforces the distorted perception they have of themselves, which they must address.

The cycle of imposter syndrome

Although the teacher is successful, the cycle of imposter syndrome also conditions him or her to associate success with anxiety rapidly. In this sense, the syndrome may be regarded as a "fantasy" based on subjective opinions rather than concrete facts. Hence, the process is internal and subjective. This cycle is usually characterized by three main signs: the feeling of deceiving others, the fear of exposure, and the difficulty in recognizing one's qualities. This thinking pattern is characterized as a cycle of unwanted thoughts rather than a misunderstanding of the situation (Cader et al., 2021).

Despite its recognition, details about imposter syndrome are scarce both for those who experience it and for those who treat it. Its manifestations are often mistaken for similar psychological conditions, and its origins and causes are diverse, occurring at different times of a person's life. Interestingly, most teachers affected by this syndrome do not recognize the inadequacy of their behavior (Bravata et al., 2020). The syndrome cycle often begins with a work task that generates anxiety, leading to excessive effort toward its conclusion. Affected teachers have their own ideas of success and high expectations regarding results. They overvalue their work and set a contrast between real and idealized standards of success (Rivera et al., 2021).

Usually, the short relief after completing a task is a fleeting feeling. Although these teachers believe in the results achieved, they do not acknowledge their abilities. Thus, anxiety intensifies along with doubts about new challenges, so the cycle restarts and repeats itself after each new achievement. This adverse cycle creates an intriguing paradox based on the negative self-perception of teachers, leading to an internal conflict between feeling deceived and seeking recognition. This tension between confidence and doubt permeates teachers' experience, leading them to seek constant external validation in order to counterbalance their internal insecurities (Bernard, Jones & Volpe, 2020).

Reasons that trigger imposter syndrome in teachers

There are still debates regarding the origins of imposter syndrome, with some suggestions that the family environment in childhood, personality traits, and behavioral reactions may have an influence. Teachers who come from minority or socially vulnerable backgrounds seem to be more susceptible to these signs.

This higher social exposure may be related to the influence of social stereotypes in shaping the collective unconscious (Neureiter & Traut-Mattausch, 2016). In particular, teachers from less privileged social backgrounds tend to intensely seek positive changes in their social position in order to meet family and social expectations, aiming to gain or keep their affection (Cader et al., 2021). Moreover, less experienced teachers often underestimate their abilities and are confronted with doubts from colleagues about their competence. Insecurity can increase if they feel less competent than others or do not obtain deserved recognition.

Overall, the manifestations of the syndrome present a variety of individual characteristics, which are classified into five categories by Leonhardt et al. (2017). The first type, the Perfectionist one, sets high-standard goals and, even when these goals are achieved, feels like a failure at any mistake. The second one, the Expert type, stands out for training hard and accumulating detailed but often irrelevant information due to a fear of looking stupid. The third type, the Superhuman one, has difficulty accepting challenges that require effort, associating them with incompetence. The fourth one, the Soloist type, feels compelled to do everything alone, avoiding asking for help so as not to admit their incapacity. Finally, the Natural Genius type, the last category, overloads himself/herself with work to achieve success in all areas of life, which leads to professional and personal distress in case of failure.

These profiles illustrate the complexity of the syndrome and its effects on the individuals' self-esteem and performance, revealing distinct patterns of behavior (Henning, Ey and Shaw, 1998; Leonhardt et al. 2017). Manifestations of the syndrome among teachers do not always need to be addressed unless they

significantly interfere with personal or professional life and do not resolve themselves naturally.

Conclusions

This academic essay offers a narrative review of the literature, highlighting the growing interest in the manifestations of imposter syndrome and its consequences for the professional and personal well-being of teachers. The study aimed to explore the occurrence of this syndrome to expand knowledge about this disorder and provide coping strategies. We identified the need for valid tools to measure the degree of manifestations of the syndrome and to offer appropriate support. Therefore, the solution to the problem seems to lie in identifying the syndrome, distinguishing between what is normal or pathological, and redefining appropriate beliefs in order to face the challenges of life and of a teaching career, confronting pre-existing conceptions.

Acknowledgment

The authors would like to thank the Western Academic Writing, Translation and Revision Center, CETRO – Western Paraná State University, for assistance with English language translation and and the Government of the State Paraná for promoting the research that led to this article.

REFERÊNCIAS

- Austin, C., Clark, E., Ross, M. & Taylor, M. (2009). Impostorism as a mediator between survivor guilt and depression in a sample of African American college students. *College Student Journal*, 43(4), 1094-1109. <https://doi.org/10.1037/e566962012-425>
- Begeny, C., Ryan, M., Moss-Racusin, C. & Ravetz, G. (2020). In some professions women have become well-represented, yet gender bias persists—perpetuated by those who think it is not happening. *Sci. Adv.*, 6(26), eaba7814. <https://doi.org/10.1126/sciadv.aba7814>
- Bernard, D., Jones, S. and Volpe, V. (2020). Impostor Phenomenon and Psychological Well-Being: The Moderating Roles of John Henryism and School Racial Composition Among Black College Students. *J Black Psychol.*, 46(2-3), 195-227. <https://doi.org/10.1177/009579842092452>
- Bravata, D., Watts, S., Keefer, A., Madhusudhan, D., Taylor, K., Clark, D., Nelson, R., Cokley, K. & Hagg, H. (2020). Prevalence, Predictors, and Treatment of Impostor Syndrome: a Systematic Review. *J Gen Intern Med.*, 35 (4), 1252-1275. <https://doi.org/10.1007/s11606-019-05364-1>
- Cader, F. A., Gupta, A., Han, J., Ibrahim, N. E., Lundberg, G., Mohamed, A. & Singh, T. (2021). How Feeling Like an Imposter Can Impede Your Success. *JACC Case Rep.*, 3(2), 347-349. <https://doi.org/10.1016/j.jaccas.2021.01.003>
- Chrisman, S., Pieper, W., Clance, P., Holland, C. & Glickauf-Hughes, C. (1995). Validation of the Clance Imposter Phenomenon Scale. *J. Pers. Assess.*, 65(3), 456-467. https://doi.org/10.1207/s15327752jpa6503_6
- Chrousos, G., Mentis, A. F. & Dardiotis, E. (2020). Focusing on the neuro-psychobiological and evolutionary underpinnings of the impostor syndrome. *Front. Psychol.*, 11(1553), 1-4. <https://doi.org/10.3389/fpsyg.2020.01553>
- Clance, P. R. & Imes, S. A. (1978). The impostor phenomenon in high-achieving women: dynamics and therapeutic intervention. *Psychotherapy. Theory, Research and Practice*, 15(3), 241-247. <https://doi.org/10.1037/h0086006>
- Dogan, N. D. & Dogan, D. N. (2023). School burnout in secondary and high school students: a systematic review. *Conhecimento & Diversidade*, 15(40), 159-163. DOI: <https://doi.org/10.18316/rcd.v15i40.11309>
- Esteve, J. M. (1999). *O mal-estar docente: a sala de aula e saúde dos professores*. Bauru: Edusc.

- Feenstra, S., Begeny, C., Ryan, M., Rink, F., Stoker, J. & Jordan, J. (2020). Contextualizing the Impostor "Syndrome". *Front. Psychol.*, 11(575024), 1-5. <https://doi.org/10.3389/fpsyg.2022.931314>
- Ferrari, J. & Thompson, T. (2006). Impostor fears: Links with self-perfection concerns and self-handicapping behaviours. *Pers. Individ. Dif.*, 40(2), 341-352. <https://doi.org/10.1016/j.paid.2005.07.012>
- French, B., Ullrich-French, S. & Follman, D. (2008). The psychometric properties of the Clance Impostor Scale. *Pers. Individ. Dif.*, 44(5), 1270-1278. <https://doi.org/10.1016/j.paid.2007.11.023>
- Henning, K., Ey, S. & Shaw, D. (1998). Perfectionism, the impostor phenomenon and psychological adjustment in medical, dental, nursing and Pharmacy students. *Medical Education*, 32(5), 456-464. <https://doi.org/10.1046/j.1365-2923.1998.00234.x>
- Hosogoshi, H. & Kodama, M. (2006). Examination of psychological well-being and subjective well-being in defensive pessimists. *Japanese Journal of Psychology*, T77, 141-148. <https://doi.org/10.4992/jjpsy.77.141>
- Ibrahim, F., Münscher, J. C. & Herzberg, P. Y. (2021). Examining the Impostor-Profile-Is There a General Impostor Characteristic? *Front Psychol.*, 9(12), 1-14. <https://doi.org/10.3389/fpsyg.2021.720072>.
- Kelly, W. E., Kelly, K., Brown, F. & Kelly, H. (1999). Gender differences in depression among college students: a multi-cultural perspective. *College Student Journal*, 33(1), 72-76. <https://awspntest.apa.org/record/1999-10984-006>
- Leonhardt, M., Bechtoldt, M. & Rohrmann, S. (2017). All Impostors Aren't Alike - Differentiating the Impostor Phenomenon. *Front Psychol.*, 8, 1505. <https://doi.org/10.3389/fpsyg.2017.01505>
- Lima, D. F. (2018). O Caso dos Exploradores de Cavernas: uma perspectiva da fisiologia humana em condições extremas. *Espaço Acadêmico*, 20, 151-156. <https://periodicos.uem.br/ojs/index.php/EspacoAcademico/article/view/43169/751375138586>
- Lima, D. F., Lima, L. A. & Sampaio, A. A. (2020). Análise da imagem e da condição de saúde de professores no Brasil. *Perspectivas em Diálogo: Revista de Educação e Sociedade*, 7(15), 94-101. <http://orcid.org/0000-0002-3633-9458>
- Lima, D. F., Malacarne, V. & Strieder, D. M. (2012). O papel da escola na promoção da saúde – uma mediação necessária. *EccoS – Rev. Cient.*, 28, 191-206. <http://orcid.org/10.5585/EccoS.n28.3521>

Mainali, S. (2020). Being an Imposter: Growing Out of Impostership. *JNMA J Nepal Med Assoc.*, 58(232), 1097-1099. <http://orcid.org/10.31729/jnma.5505>

Malacarne, V., Strieder, D. M. & Lima, D. F. (2011). Ética, ciência e formação de professores: a escola na sociedade contemporânea. *Rev. Ensaio*, 13(3), 51-66. <https://doi.org/10.1590/1983-21172011130304>

Martins, E. B. de A., Schmitt, J. C. & Alves, A. M. L. (2022). A Saúde docente: o possível impacto das condições de trabalho no ensino remoto emergencial. *Revista Espaço Pedagógico*, 28(2), 508-533. <https://doi.org/10.5335/rep.v28i2.11804>

Meurer, A. M. & Costa, F. (2020). Eis o melhor e o pior de mim: fenômeno impostor e comportamento acadêmico na área de negócios. *R. Cont. Fin.*, 31(83), 348-363. <https://orcid.org/0000-0002-3704-933X>

Neureiter, M. & Traut-Mattausch, E. (2016). Inspecting the Dangers of Feeling like a Fake: An Empirical Investigation of the Impostor Phenomenon in the World of Work. *Front Psychol.*, 6(7), 1445-1454. <https://doi.org/10.3389/fpsyg.2016.01445>

Norem, J. (2008). Defensive Pessimism, Anxiety, and the Complexity of Evaluating Self-Regulation. *Social and Personality Psychology Compass*, 2(1), 121-134. <http://ereserve.library.utah.edu/Annual/EDPS/3440/Distance/defensive.pdf>

Rivera, N., Feldman, E., Augustin, D., Caceres, W., Gans, H. & Blankenburg, R. (2021). Do I Belong Here? Confronting Impostor Syndrome at an Individual, Peer, and Institutional Level in Health Professionals. *MedEdPORTAL*, 17, 11166. https://doi.org/10.15766/mep_2374-8265.11166

Ross, S., Stewart, J., Mugge, M. & Fultz, B. (2001). The Impostor Phenomenon, Achievement Dispositions, and the Five Factor Model. *Personality and Individual Differences*, 31, 1347-1355. [https://doi.org/10.1016/S0191-8869\(00\)00228-2](https://doi.org/10.1016/S0191-8869(00)00228-2)

Sakulku, J. & Alexander, J. (2011). The Impostor Phenomenon. *International Journal of Behavioral Science*, 6(1), 73-92. [chrome-https://www.sciencetheearth.com/uploads/2/4/6/5/24658156/2011_sakulku_the_impostor_phenomenon.pdf](https://www.sciencetheearth.com/uploads/2/4/6/5/24658156/2011_sakulku_the_impostor_phenomenon.pdf)

Santos, T. C. dos (2001). A angústia e o sintoma na clínica psicanalítica. *Rev. Latinoam. Psicopat.* 1, 106-124. <https://doi.org/10.1590/1415-47142001001010>

Zanchetta, M., Junke, S., Wolf, A.-M. & Traut-Mattausch, E. (2020). “Overcoming the fear that haunts your success” – The effectiveness of interventions for reducing the impostor phenomenon. *Front. Psychol.*, 11(405), 1-15. <https://doi.org/10.3389/fpsyg.2020.00405>