

Navigating self-perception: Exploring imposter syndrome among nursing students and the relationship with psychological capital profile

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Abstract

Background: Impostor syndrome is progressively recognized among nursing students which can negatively affect their psychological well-being and academic certainty. Psychological capital has been determined as a possible protective factor against negative psychological outcomes. This study *aimed* to assess the relationship between impostor syndrome and psychological capital among nursing students.

Method: A cross-sectional descriptive correlational design was utilized. A total of 205 undergraduate nursing students participated in the study. Data were collected using a sociodemographic questionnaire, the Clance Impostor Phenomenon Scale, and the Psychological Capital Questionnaire (PCQ).

Results: The mean impostor syndrome score was 66.2 ± 11.3 , indicating moderate to high levels of impostor feelings. Overall, 61.0% of students experienced frequent to intense impostor syndrome. Participants demonstrated moderate to high psychological capital, with a mean total PCQ score of 100.4 ± 10.2 . Pearson correlation analysis revealed a statistically significant negative relationship between impostor syndrome and total psychological capital ($r = -0.61, p < 0.001$). Significant negative correlations were also observed between impostor syndrome and all psychological capital dimensions, particularly self-efficacy.

Conclusion: Impostor syndrome is prevalent among undergraduate nursing students. Higher psychological capital is associated with lower levels of impostor syndrome, underlining the significance of fostering psychological resources to support nursing students' mental well-being and academic assurance.

Keywords: Impostor syndrome, psychological capital, nursing students, self-efficacy