

Maladaptive Perfectionism as a Predictor of Self-Esteem and Impostor Syndrome Among Indian College Students

Sanjana Vijay *

Department of Psychology, Kristu Jayanti (Deemed to be University), Karnataka, Bangalore, India.

World Journal of Advanced Research and Reviews, 2026, 31(02), 450–457

Publication history: Received on 27 June 2026; revised on 06 August 2026; accepted on 10 August 2026

Article DOI: <https://doi.org/10.30574/wjarr.2026.31.2.2065>

Abstract

Maladaptive perfectionism has been widely associated with negative self-evaluative processes and psychological distress, particularly among students in high-pressure academic environments. The present study examined the relationships among maladaptive perfectionism, self-esteem, and impostor syndrome among Indian college students and explored the predictive role of maladaptive perfectionism in relation to these constructs. A quantitative cross-sectional design was employed with a sample of 300 undergraduate and postgraduate students aged 18–24 years. Maladaptive perfectionism was measured using the Discrepancy subscale of the Short Almost Perfect Scale (SAPS), self-esteem using the Rosenberg Self-Esteem Scale (RSES), and impostor syndrome using the Clance Impostor Phenomenon Scale – Short Form (CIPS-10). Pearson correlation analyses revealed significant positive relationships between maladaptive perfectionism and self-esteem ($r = 0.43$, $p < 0.001$), and between maladaptive perfectionism and impostor syndrome ($r = 0.43$, $p < 0.001$). Regression analyses further indicated that maladaptive perfectionism significantly predicted both self-esteem ($R^2 = 0.18$) and impostor syndrome ($R^2 = 0.18$). These findings suggest that in performance-oriented academic contexts, maladaptive perfectionism may simultaneously enhance self-evaluations while contributing to increased impostor syndrome. Overall, the results highlight the context-dependent nature of maladaptive perfectionism and its dual role in shaping both self-evaluation and psychological distress among students in competitive academic environments.

Keywords: Maladaptive Perfectionism; Self-Esteem; Impostor Syndrome; Academic Pressure

1. Introduction

The transition to college represents a critical developmental period characterized by increasing academic demands, expanding social roles, and heightened expectations for future success. While higher education offers opportunities for intellectual and personal growth, it can also expose students to substantial psychological pressure. Academic competition, performance evaluations, and expectations from family and society often contribute to elevated levels of stress and self-doubt. Consequently, understanding the psychological factors that shape students' self-perceptions and academic experiences has become an important area of research.

One personality construct that has received considerable attention in academic contexts is perfectionism. Perfectionism refers to the tendency to set exceedingly high standards for oneself and to engage in critical self-evaluation of performance (Frost et al., 1990). Contemporary research conceptualizes perfectionism as a multidimensional construct rather than a single trait.

Frost et al. (1990) identified several dimensions, including concern over mistakes, personal standards, doubts about actions, and parental expectations. Subsequent work further distinguished between adaptive and maladaptive forms of

* Corresponding author: Sanjana Vijay

perfectionism (Stoeber & Otto, 2006). While adaptive perfectionism is associated with achievement striving, maladaptive perfectionism involves excessive self-criticism, fear of mistakes, and persistent dissatisfaction with one's performance. Individuals with high levels of maladaptive perfectionism often perceive a discrepancy between their personal standards and actual performance, contributing to negative self-perceptions and emotional distress.

Self-esteem is another key psychological construct closely related to self-perceptions. It refers to an individual's overall evaluation of their self-worth and perceived competence (Rosenberg, 1965). Higher self-esteem is generally associated with confidence, resilience, and psychological well-being, whereas lower self-esteem has been linked to anxiety, stress, and negative self-evaluations (Orth & Robins, 2014). Prior research has frequently reported a negative association between maladaptive perfectionism and self-esteem. For instance, Rice and Ashby (2007) found that individuals with high perfectionistic discrepancy reported lower global self-esteem, while Saboonchi and Lundh (2003) observed that excessive self-criticism is associated with reduced self-worth.

Another psychological experience that has gained increasing attention in academic settings is the impostor phenomenon, commonly referred to as impostor syndrome. Originally described by Clance and Imes (1978), it refers to persistent feelings of intellectual fraudulence despite objective evidence of competence. Individuals experiencing impostor feelings tend to attribute success to external factors such as luck while fearing exposure as inadequate. These experiences are common among high-achieving students and are associated with increased anxiety, distress, and burnout (Bravata et al., 2020).

Maladaptive perfectionism has been identified as an important contributor to impostor syndrome. Individuals who maintain unrealistically high standards and engage in persistent self-criticism may struggle to internalize their achievements and instead focus on perceived shortcomings. Empirical studies have consistently demonstrated a positive relationship between perfectionistic concerns and impostor feelings (Lo & Abbott, 2013; Dudău, 2014).

Self-esteem has also been shown to play a significant role in impostor syndrome. Individuals with lower self-esteem often have difficulty internalizing success and are more likely to experience persistent self-doubt and fear of being exposed as incompetent (Chrisman et al., 1995; Saboonchi & Lundh, 2003). In competitive academic settings, these processes may become particularly pronounced due to frequent evaluation and social comparison.

Although existing literature generally suggests that maladaptive perfectionism is associated with lower self-esteem and higher impostor feelings, some research indicates that these relationships may be more complex, particularly in achievement-oriented contexts. For example, Stoeber et al. (2008) proposed that perfectionistic tendencies may coexist with positive self-evaluations when self-worth is strongly tied to achievement. In highly competitive academic settings, individuals with high standards may derive a sense of competence from their accomplishments while simultaneously experiencing internal pressure and fear of failure. Given these inconsistencies in the literature and the potential influence of performance-oriented academic contexts, the present study adopts a non-directional approach in examining the relationship between maladaptive perfectionism and self-esteem.

These dynamics may be especially relevant in the context of Indian higher education. In India, academic success is closely associated with career opportunities, financial stability, and social recognition. Students often face high expectations from families and institutions, contributing to performance-driven environments. Such conditions may influence the development of perfectionistic tendencies and shape how students evaluate their abilities and achievements.

Despite the growing body of research on perfectionism and students' psychological experiences, several important gaps remain. Much of the existing literature has examined perfectionism in relation to self-esteem or impostor syndrome independently, with limited research investigating these variables simultaneously within a single framework. Examining these constructs together may provide a more comprehensive understanding of how maladaptive perfectionism influences students' self-perceptions and experiences of self-doubt.

Furthermore, a substantial proportion of existing research has been conducted in Western contexts, with comparatively limited attention given to non-Western educational settings. Cultural and contextual factors may influence how students interpret achievement, success, and self-worth. Therefore, examining these relationships within the Indian academic context is essential.

The present study aims to examine the relationships among maladaptive perfectionism, self-esteem, and impostor syndrome among Indian college students, and to investigate the predictive role of maladaptive perfectionism in relation to these constructs. By addressing these variables within a single framework, the study seeks to provide a more

integrated understanding of how perfectionistic tendencies shape students' self-evaluations and experiences in competitive academic settings.

Based on the existing literature, the following hypotheses were proposed:

- H1: Maladaptive perfectionism will show a significant association with self-esteem among college students.
- H2: Maladaptive perfectionism will be positively associated with impostor syndrome.
- H3: Self-esteem will show a significant association with impostor syndrome.
- H4: Maladaptive perfectionism will significantly predict self-esteem.
- H5: Maladaptive perfectionism will significantly predict impostor syndrome.

2. Method

2.1. Research Design

A quantitative cross-sectional research design was employed to examine the relationships among maladaptive perfectionism, self-esteem, and impostor syndrome among college students. A correlational approach was used to assess associations between the study variables, and regression analyses were conducted to examine the predictive role of maladaptive perfectionism.

2.2. Participants

The sample consisted of 300 undergraduate and postgraduate students aged between 18 and 24 years. Participants were drawn from various academic disciplines across India. Both male and female students were included to ensure variability in academic experiences and self-evaluations.

Participation was voluntary. Individuals were eligible if they were currently enrolled in a college or university program, were within the specified age range, and were able to understand English. Participants who did not meet these criteria or submitted incomplete responses were excluded from the study.

2.3. Sampling Procedure

A non-probability convenience sampling method was used to recruit participants. Data were collected through online platforms, including student networks, academic groups, and social media. A Google Form containing the informed consent and questionnaires was distributed to potential participants. This method was adopted due to the accessibility of the target population and feasibility of data collection.

2.4. Measures

2.4.1. Maladaptive Perfectionism

Maladaptive perfectionism was measured using the Discrepancy subscale of the Short Almost Perfect Scale (SAPS; Rice et al., 2014). The SAPS is a brief version of the Almost Perfect Scale-Revised and assesses key dimensions of perfectionism. The Discrepancy subscale specifically measures the extent to which individuals perceive a gap between their personal standards and their actual performance. The subscale consists of four items assessing dissatisfaction with one's performance and perceived failure to meet personal expectations. Participants responded to items using a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree), with higher scores indicating greater levels of maladaptive perfectionism.

2.4.2. Self-Esteem

Self-esteem was assessed using the Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965), one of the most widely used measures of global self-worth. The scale consists of 10 items measuring positive and negative evaluations of the self. Participants responded to each item using a 4-point Likert scale ranging from strongly disagree to strongly agree. Negatively worded items were reverse-scored before calculating the total score. Higher scores indicate higher levels of global self-esteem.

2.4.3. Impostor Syndrome

Impostor syndrome was measured using the Clance Impostor Phenomenon Scale – Short Form (CIPS-10). The scale consists of 10 items assessing feelings of intellectual fraudulence, self-doubt, and difficulty internalizing success.

Participants rated each item using a Likert-type response format, with higher scores indicating stronger impostor syndrome.

2.5. Procedure

Data collection was conducted using an online survey platform. Participants were first presented with an informed consent form explaining the purpose of the study, the voluntary nature of participation, and the confidentiality of responses. Only individuals who provided informed consent were allowed to proceed to the questionnaire.

The survey included demographic questions followed by the standardized instruments used to measure maladaptive perfectionism, self-esteem, and impostor syndrome. Participants were instructed to respond to each item honestly based on their personal experiences. Completion of the questionnaire required approximately 10–15 minutes.

2.6. Data Analysis

Data were analyzed using jamovi statistical software. Descriptive statistics were computed for all variables. Pearson's correlation analysis was conducted to examine the strength and direction of relationships among maladaptive perfectionism, self-esteem, and impostor syndrome. Simple linear regression analyses were performed to determine whether maladaptive perfectionism significantly predicted self-esteem and impostor syndrome.

2.7. Ethical Considerations

The research proposal was reviewed and approved by the Department of Psychology, Kristu Jayanti (Deemed to be University), Bangalore. Participation was voluntary, and informed consent was obtained from all participants prior to data collection. The anonymity and confidentiality of participants' responses were maintained throughout the research process.

3. Results

Descriptive statistics, correlation analyses, and regression analyses were conducted to examine the relationships among maladaptive perfectionism, self-esteem, and impostor syndrome and to determine whether maladaptive perfectionism significantly predicted self-esteem and impostor syndrome among college students.

3.1. Descriptive Statistics

Descriptive statistics for the study variables are presented in Table 1. The mean score for maladaptive perfectionism (SAPS discrepancy) was 18.60 (SD = 5.26), the mean score for self-esteem was 25.00 (SD = 6.16), and the mean score for impostor syndrome was 41.40 (SD = 15.10). The skewness and kurtosis values for all variables fell within acceptable ranges, indicating that the distributions were approximately normal. These results suggest that the data met the assumptions required for parametric statistical analyses.

Table 1 Descriptive Statistics for Study Variables (N = 300)

Variable	Mean	SD	Skewness	Kurtosis
Maladaptive Perfectionism (SAPS Discrepancy)	18.60	5.26	-0.356	-0.471
Self-Esteem	25.00	6.16	0.126	0.095
Impostor Syndrome	41.40	15.10	0.013	-0.971

Note. All variables demonstrated approximate normal distribution.

3.2. Correlation Analysis

Pearson's correlation analysis was conducted to examine the relationships among maladaptive perfectionism, self-esteem, and impostor syndrome. The correlation matrix is presented in Table 2.

A significant positive relationship was found between maladaptive perfectionism and self-esteem ($r = 0.429$, $p < 0.001$), indicating that higher levels of maladaptive perfectionism were associated with higher levels of self-esteem.

Maladaptive perfectionism was also significantly positively correlated with impostor syndrome ($r = 0.427, p < 0.001$), suggesting that greater perceived discrepancy between standards and performance was associated with stronger impostor syndrome.

Additionally, a strong positive relationship was observed between self-esteem and impostor syndrome ($r = 0.714, p < 0.001$), indicating that higher levels of self-esteem were associated with higher levels of impostor syndrome within the present sample.

Table 2 Pearson Correlations Among Study Variables (N = 300)

Variable	1	2	3
1. Maladaptive Perfectionism (SAPS Discrepancy)	—		
2. Self-Esteem	0.429***	—	
3. Impostor Syndrome	0.427***	0.714***	—

Note. N = 300. *** $p < 0.001$.

3.3. Regression Analysis

Two simple linear regression analyses were conducted to examine whether maladaptive perfectionism significantly predicted self-esteem and impostor syndrome.

The first regression analysis indicated that maladaptive perfectionism significantly predicted self-esteem, $B = 0.50$, $SE = 0.06$, $\beta = 0.429$, $t = 8.20$, $p < 0.001$. The model explained 18.4% of the variance in self-esteem ($R^2 = 0.184$).

The second regression analysis showed that maladaptive perfectionism significantly predicted impostor syndrome, $B = 1.23$, $SE = 0.15$, $\beta = 0.427$, $t = 8.15$, $p < 0.001$. The model accounted for 18.2% of the variance in impostor syndrome ($R^2 = 0.182$).

Overall, the findings supported all proposed hypotheses. However, the direction of the relationship between maladaptive perfectionism and self-esteem was positive, which differs from the negative association commonly reported in previous literature.

Table 3 Regression Analyses Predicting Self-Esteem and Impostor Syndrome (N = 300)

Outcome Variable	Predictor	B	SE	β	t	p
Self-Esteem	Maladaptive Perfectionism	0.50	0.06	0.429	8.20	< 0.001
Impostor Syndrome	Maladaptive Perfectionism	1.23	0.15	0.427	8.15	< 0.001

Note. $R^2 = 0.184$ for self-esteem; $R^2 = 0.182$ for impostor syndrome.

4. Discussion

The present study examined the relationships among maladaptive perfectionism, self-esteem, and impostor syndrome among Indian college students and investigated whether maladaptive perfectionism significantly predicted self-esteem and impostor syndrome. The findings revealed significant positive relationships among all three variables. Specifically, maladaptive perfectionism was positively associated with both self-esteem and impostor syndrome, and regression analyses indicated that maladaptive perfectionism significantly predicted levels of self-esteem and impostor syndrome. These findings highlight the complex role of perfectionistic tendencies in shaping students' self-evaluations and psychological experiences within competitive academic environments.

One objective of the present study was to examine the relationship between maladaptive perfectionism and self-esteem. Previous research has consistently reported a negative association between these variables, suggesting that individuals who experience a discrepancy between their personal standards and performance tend to demonstrate lower levels of self-worth (Rice & Ashby, 2007; Saboonchi & Lundh, 2003). However, contrary to these findings, the present study identified a significant positive relationship between maladaptive perfectionism and self-esteem.

This divergence suggests that the relationship between maladaptive perfectionism and self-evaluation may be more complex and context-dependent than previously assumed. One possible explanation lies in the performance-oriented nature of academic environments. In contexts where achievement is strongly emphasized, students who maintain high standards may derive a sense of competence and personal value from their accomplishments. As a result, individuals with strong perfectionistic tendencies may report higher self-evaluations despite simultaneously experiencing internal pressure and dissatisfaction. Supporting this interpretation, previous research has indicated that perfectionistic tendencies may coexist with positive self-evaluations among high-achieving individuals when self-worth becomes closely tied to performance and achievement (Stoeber & Otto, 2006; Stoeber et al., 2008).

The present study also examined the relationship between maladaptive perfectionism and impostor syndrome. Consistent with previous research, the findings indicated a significant positive relationship between these variables. Individuals who reported greater discrepancies between their personal standards and actual performance were more likely to experience stronger impostor feelings. These findings align with prior studies suggesting that perfectionistic concerns contribute to persistent self-doubt and difficulty internalizing success (Lo & Abbott, 2013; Dudău, 2014). Students who set unrealistically high standards may focus more on perceived shortcomings than on their accomplishments, preventing them from fully recognizing their competence. Consequently, even high-achieving individuals may experience ongoing fears of inadequacy or concerns about being exposed as less capable than others perceive them to be.

Another objective of the study was to examine the relationship between self-esteem and impostor syndrome. Previous literature has generally reported a negative relationship between these constructs, indicating that individuals with lower self-esteem are more likely to experience impostor feelings (Chrisman et al., 1995; Saboonchi & Lundh, 2003). However, the present findings indicated a positive association between self-esteem and impostor syndrome. This further supports the idea that self-evaluation in academic contexts may not operate in a straightforward manner. Students with relatively higher self-esteem may simultaneously experience pressure to maintain their performance and meet high expectations, contributing to persistent fears of failure or being exposed as inadequate. In such contexts, individuals may outwardly report confidence while internally experiencing uncertainty regarding whether their achievements genuinely reflect their competence. This coexistence of confidence and self-doubt may be particularly characteristic of students in highly competitive academic environments.

The present study further investigated the predictive role of maladaptive perfectionism. The regression analyses indicated that maladaptive perfectionism significantly predicted both self-esteem and impostor syndrome among college students. These findings suggest that perfectionistic discrepancy may function as an important psychological factor influencing students' self-perceptions and experiences of self-doubt. Students who frequently perceive a gap between their personal standards and their performance may engage in heightened self-monitoring and critical self-evaluation. While such tendencies may promote achievement-oriented behavior, they may also contribute to ongoing concerns regarding personal adequacy and competence.

The findings of this study are particularly relevant within the context of Indian higher education. Academic success in India is closely associated with family expectations, career opportunities, and social recognition. Students often experience strong pressure to achieve and meet external expectations. In such performance-oriented environments, self-worth may become closely tied to academic achievement and perceived competence. Consequently, individuals who maintain high personal standards may experience a complex pattern of self-evaluation characterized by both confidence in their abilities and heightened sensitivity to perceived shortcomings. These contextual factors may help explain why maladaptive perfectionism is associated with both higher self-esteem and stronger impostor feelings in the present study.

Overall, the findings of the present study contribute to the growing body of research examining perfectionism and impostor syndrome among students. By examining maladaptive perfectionism, self-esteem, and impostor syndrome within a single framework, the study provides a more comprehensive understanding of how perfectionistic tendencies influence students' psychological experiences. The results suggest that maladaptive perfectionism may play a dual role in shaping self-evaluations, reinforcing achievement-based self-perceptions while simultaneously contributing to internal experiences of self-doubt and impostor feelings.

These findings highlight the importance of considering the complex and context-dependent nature of perfectionistic tendencies when examining students' psychological well-being in competitive academic environments.

4.1. Practical Implications

The findings of the present study have important implications for understanding students' psychological experiences in academic environments. The results highlight the role of maladaptive perfectionism in shaping both self-evaluative processes and impostor syndrome among college students. Students who maintain excessively high standards and perceive discrepancies between their expectations and performance may experience increased psychological pressure and self-doubt, even when they report relatively positive self-evaluations.

These findings suggest that educational institutions and mental health professionals should consider perfectionistic tendencies when addressing student well-being. University counseling services may benefit from incorporating interventions that promote healthier achievement standards, reduce excessive self-criticism, and encourage self-compassion. Such approaches may help students maintain academic motivation while minimizing the psychological distress associated with maladaptive perfectionism.

In addition, psychoeducational initiatives aimed at increasing awareness of impostor syndrome may help normalize these feelings among students. By fostering healthier attitudes toward achievement and performance, institutions can support students in developing more balanced and stable self-evaluations.

4.2. Limitations and Future Research

Despite the contributions of the present study, several limitations should be acknowledged. First, the study employed a cross-sectional research design, which limits the ability to establish causal relationships among the variables. Although the findings demonstrate significant associations between maladaptive perfectionism, self-esteem, and impostor syndrome, longitudinal research is needed to better understand how these psychological constructs influence one another over time.

Second, the study relied on self-report measures, which may be subject to response biases such as social desirability or inaccurate self-perceptions. Participants' responses may reflect subjective interpretations of their experiences rather than objective behavioral patterns. Future research may benefit from incorporating additional assessment methods, such as qualitative interviews or behavioral measures, to obtain a more comprehensive understanding of perfectionistic tendencies and impostor syndrome.

Third, the use of convenience sampling may limit the generalizability of the findings. Although the sample included students from different academic programs, it may not fully represent the broader population of college students in India. Additionally, the study focused specifically on Indian college students, and therefore the findings may not necessarily generalize to students from other cultural or educational contexts.

Furthermore, the present study assessed maladaptive perfectionism using the discrepancy dimension of the Short Almost Perfect Scale. Future research may benefit from examining multiple dimensions of perfectionism to better understand how different aspects of perfectionistic tendencies relate to self-esteem and impostor syndrome.

Future studies may also explore additional psychological variables that may influence these relationships, such as academic stress, achievement motivation, or coping strategies. Examining these factors may provide further insight into how perfectionistic tendencies shape students' academic experiences and psychological well-being.

5. Conclusion

The present study examined the relationships among maladaptive perfectionism, self-esteem, and impostor syndrome among Indian college students and investigated the predictive role of maladaptive perfectionism. The findings revealed significant positive relationships among the study variables and demonstrated that maladaptive perfectionism significantly predicted both self-esteem and impostor syndrome.

These findings highlight the complex and context-dependent nature of maladaptive perfectionism, suggesting that it may simultaneously reinforce achievement-based self-evaluations while contributing to internal experiences of self-doubt. By providing insight into the interplay between perfectionism, self-esteem, and impostor syndrome, the study contributes to a deeper understanding of the psychological factors influencing students' experiences in competitive academic environments.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

References

- [1] Bravata, D. M., Watts, S. A., Keefer, A. L., Madhusudhan, D. K., Taylor, K. T., Clark, D. M., Nelson, R. S., Cokley, K. O., & Hagg, H. K. (2020). Prevalence, predictors, and treatment of impostor syndrome: A systematic review. *Journal of General Internal Medicine*, 35(4), 1252–1275. <https://doi.org/10.1007/s11606-019-05364-1>
- [2] Chrisman, S. M., Pieper, W. A., Clance, P. R., Holland, C. L., & Glickauf-Hughes, C. (1995). Validation of the Clance Impostor Phenomenon Scale. *Journal of Personality Assessment*, 65(3), 456–467. https://doi.org/10.1207/s15327752jpa6503_6
- [3] Clance, P. R. (1985). *The impostor phenomenon: Overcoming the fear that haunts your success*. Peachtree Publishers.
- [4] Clance, P. R., & Imes, S. A. (1978). The impostor phenomenon in high achieving women: Dynamics and therapeutic intervention. *Psychotherapy: Theory, Research & Practice*, 15(3), 241–247. <https://doi.org/10.1037/h0086006>
- [5] Curran, T., & Hill, A. P. (2019). Perfectionism is increasing over time: A meta-analysis of birth cohort differences from 1989 to 2016. *Psychological Bulletin*, 145(4), 410–429. <https://doi.org/10.1037/bul0000138>
- [6] Dudău, D. P. (2014). The relation between perfectionism and impostor phenomenon. *Procedia – Social and Behavioral Sciences*, 127, 129–133. <https://doi.org/10.1016/j.sbspro.2014.03.221>
- [7] Flett, G. L., & Hewitt, P. L. (2002). *Perfectionism: Theory, research, and treatment*. American Psychological Association.
- [8] Frost, R. O., Marten, P., Lahart, C., & Rosenblate, R. (1990). The dimensions of perfectionism. *Cognitive Therapy and Research*, 14(5), 449–468. <https://doi.org/10.1007/BF01172967>
- [9] Lo, Y., & Abbott, M. J. (2013). Review of the theoretical, empirical, and clinical status of the impostor phenomenon. *Australian Journal of Psychology*, 65(2), 73–79. <https://doi.org/10.1111/ajpy.12008>
- [10] Orth, U., & Robins, R. W. (2014). The development of self-esteem. *Current Directions in Psychological Science*, 23(5), 381–387. <https://doi.org/10.1177/0963721414547414>
- [11] Parkman, A. (2016). The impostor phenomenon in higher education: Incidence and impact. *Journal of Higher Education Theory and Practice*, 16(1), 51–60.
- [12] Rice, K. G., & Ashby, J. S. (2007). An efficient method for classifying perfectionists. *Journal of Counseling Psychology*, 54(1), 72–85. <https://doi.org/10.1037/0022-0167.54.1.72>
- [13] Rice, K. G., Richardson, C. M. E., & Tueller, S. (2014). The Short Almost Perfect Scale (SAPS). *Journal of Personality Assessment*, 96(3), 368–379. <https://doi.org/10.1080/00223891.2013.838172>
- [14] Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton University Press.
- [15] Saboonchi, F., & Lundh, L. G. (2003). Perfectionism, anger, somatic health, and positive affect. *Personality and Individual Differences*, 35(7), 1585–1599. [https://doi.org/10.1016/S0191-8869\(02\)00373-3](https://doi.org/10.1016/S0191-8869(02)00373-3)
- [16] Stoeber, J., & Otto, K. (2006). Positive conceptions of perfectionism: Approaches, evidence, and challenges. *Personality and Social Psychology Review*, 10(4), 295–319. https://doi.org/10.1207/s15327957pspr1004_2
- [17] Stoeber, J., Hutchfield, J., & Wood, K. V. (2008). Perfectionism and the impostor phenomenon. *Personality and Individual Differences*, 45(5), 429–434. <https://doi.org/10.1016/j.paid.2008.05.012>
- [18] Vergauwe, J., Wille, B., Feys, M., De Fruyt, F., & Anseel, F. (2015). Fear of being exposed: The trait-relatedness of the impostor phenomenon and its relevance in the work context. *Journal of Business and Psychology*, 30(3), 565–581. <https://doi.org/10.1007/s10869-014-9382-5>