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## **Learning Styles, Impostor Phenomenon, and Cooperative Competence in Pre-Service Secondary School Teachers**

**Nahia Idoiaga Mondragon**

*University of the Basque Country, Spain*

### **Abstract**

The development of professional competencies among future educators is a central concern in teacher education. This study analyzes the relationship between learning styles, the impostor phenomenon, and the perception of cooperative competence in students enrolled in the Master's Degree in Secondary Education. The research involved 113 participants and employed three validated instruments: the Kolb Learning Style Inventory, the Clance Impostor Phenomenon Scale, and a Cooperative Competence Perception Scale. The findings reveal significant relationships between these dimensions. Students with assimilating and diverging learning styles tended to show higher levels of impostor feelings, while accommodating learners reported more confidence and lower impostor scores. In addition, those with stronger perceptions of their cooperative competence showed significantly lower levels of impostorism. Gender, sexual orientation, and linguistic identity were also explored as conditioning variables. Results highlight the need to foster self-awareness, collaborative abilities, and emotional resilience in teacher training programs. The study contributes to the discussion on how psychological and social factors impact initial teacher education and suggests pedagogical strategies that may mitigate impostor feelings while enhancing cooperative learning dynamics

**Keywords:** Cooperation; Impostor phenomenon; Learning Styles; Teacher Education; University Students