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Exploring The Relationship Between Actual-Ideal Self Discrepancy & Self Confidence

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Abstract: Present study has been selected to explore the extent of relationship between Actual-Ideal Self Discrepancy (AISD) and Self Confidence. A sample of 395 students of Secondary Schools of Aligarh district U.P., India was selected through simple random sampling technique. Reliable and valid tools were used to collect the data. ANOVA, Co-efficient of correlation, and t-test were used for analyzing the data and it was done through SPSS software. The results show significant negative relationship between AISD and Self Confidence. Significant difference in Self-Confidence scores was found between high & low AISD group of students as well as male & female students of high AISD group. At the end of the paper, the results are interpreted and evaluated along with its educational implications.

Keywords: Actual-Ideal Self Discrepancy, Self Confidence and Secondary School Students.

Introduction

In the field of educational psychology, numerous researches are conducted to find out the effect of one variable over other. These variables may be aggression, intelligence, anxiety, stress, frustration, adjustment, emotional maturity, self-confidence, self-discrepancy etc. In the present study, investigators are interested to explore the relationship between actual-ideal self discrepancy and self-confidence. These two variables are related with the concept of 'Self' where one is negative and other is positive in nature.

Self is an important aspect of human personality and refers to the individual's knowledge and understanding about himself. It consist those characteristics which he feels important and associated to him. The development of self is affected by the opinion of significant others such as his parents, teachers, peer-mates, his close ones etc. He tries to work hard for improving his actual self which helps in achieving ideal self. Here, actual-self means the perception of an individual about his self that who is he? It is the collection of those attributes which he actually possesses. While ideal self is the individual's perception about those attributes that he wishes to possess. Higgins (1987) defined Actual and Ideal Self as, "The ideal self, which is your representation of the attributes that someone (yourself or another) would like you, ideally, to possess (i.e., a representation of someone's hopes, aspirations, or wishes for you)." While "The actual self, which is your representation of the attributes that someone (yourself or another) believes you actually possess." When the individual compares these two selves, he finds a gap between them which is known as 'Actual-Ideal Self Discrepancy' (AISD). In 1987 Edward Tory Higgins developed the theory of Self Discrepancy where he elaborated AISD in detailed manner. He mentioned three domains (Actual Self, Ought Self and Ideal Self) and two standpoints (Own and Other) of the self. Based on these domains and standpoints he described various types of discrepancies and Actual-Ideal Self Discrepancy is one of them. In AISD the emotions are associated with person's own standpoint because AISD takes place between his own desires, wishes, hopes etc. This Self-Discrepancy results into absence of positive outcomes such as dissatisfaction and disappointment (Higgins, 1987).

On the other hand, Self-Confidence is a positive feeling and perception towards oneself. It is associated with the abilities of an individual to do any work successfully. It helps him to convert his ideas into actions without any worry and fear. Based on old experiences, an individual can do any work with full confidence. It develops through interactions with others and is influenced by the opinion of parents, teachers and peer-mates as all three are considered important to him. Generally, self-confident people believe in their strengths, having clear goals, always learn from their mistakes rather than regret. Self-Confidence is not static, it differs according to the situations and tasks. For example: a student might be confident in English subject but may not be in Mathematics. He may be confident in front of his teacher but not be with his principal. It depends on the level of interest, aspiration, attitude and adjustment of the person which makes him confident in any field or situation.

There are various researches that reported the impact of AISD and Self-Confidence over other variables, some of these are as follows: Higgins (1987) examined that AISD results into absence of positive outcomes. Cornette, Strauman, Abramson and Busch (2009) recommended self-discrepancy as a kind of negative self-evaluation, may contribute to a person's risk for suicidal ideation. Goel and Aggarval (2012) worked over single child and child with siblings in relation to their self-confidence and found that single children are less self-confident than children with sibling. Fatma (2015) significant differences in self-confidence among adolescents in regard to their locality and gender. Dubey and Zia (2019) found male students have more self discrepancy than female students. Parimal (2020) indicated real and virtual self discrepancy of college students leads to lower self-esteem. "There is a significant relationship between happiness & promotion dimension of self-discrepancy."

(Subathradevi, Divyasree and Malarkodi, 2020). Zia (2023) studied and found significant negative relationship between self-confidence and educational anxiety. Thus, above studies showed a research gap because no study has been done till now which worked over the relationship between these two variables. Therefore, the aim of the present study was to explore the extent of relationship between AISD and Self-Confidence among secondary school students.

Objectives of the Study

1. To identify the extent of relationship between AISD and Self Confidence.
2. To compare high, average and low AISD students with regard to their Self Confidence.
3. To find out whether the male and female students of high AISD group differ with regard to their Self Confidence.
4. To identify whether the male and female students of low AISD group differ with regard to their Self Confidence.

Hypotheses of the Study

H0.1: There is no significant relationship between AISD and Self Confidence among secondary school students.

H0.2: There is no significant difference among high, average and low AISD students with regard to their Self Confidence.

H0.3: There is no significant difference between male and female students of high AISD group with regard to their Self Confidence.

H0.4: There is no significant difference between male and female students of low AISD group with regard to their Self Confidence.

Method and Procedure

In the present study the targeted population was the students of secondary schools of Aligarh District U.P., India. Out of which a sample of 395 students (Male-210 and Female-185) was selected through simple random sampling technique. Self-Confidence Scale (SCS-GMLB) developed by Madhu Gupta and Bindiya Lakhani (2018) was used to assess self-confidence. The investigators constructed and standardized a scale for assessing Actual-Ideal Self Discrepancy. t-test, ANOVA and Co-efficient of correlation were used for analyzing the data through SPSS software.

Analysis and Interpretation of Data**Table 1: Relationship of AISD with Self Confidence among Secondary School Students**

variables	N	Correlation Value	Sig.
AISD	395	-0.297	.000**
Self Confidence			

** Significant at 0.01 level

It is clear from table no. 1 that the value of correlation is -0.297 which means there is a negative correlation of AISD with Self Confidence. It shows that with an increase of AISD the Self Confidence of secondary school students decreases or vice versa. Thus, null hypothesis H_{0.1} “There is no significant relationship of AISD with Self Confidence of secondary school students.” was rejected at 0.01 level.

Table 2: Comparison of Self Confidence among High, Average and Low AISD group of Students

Self Confidence among different groups of AISD	N	Mean	SD	Sources of variance	Sum of Squares	df	Mean Square	F	Sig.
Self-Confidence of High AISD Students	91	133.34	12.34	Between Groups	4963.315	2	2481.657	6.860	.001**
Self-Confidence of Average AISD Students	192	138.42	18.47						
Self-Confidence of Low AISD Students	112	143.26	23.79	Within groups	141803.232	392	361.743		
Total	395	138.62	19.30	Total	146766.547	394			

** Significant at 0.01 level

It is confirmed from table no. 2 that F value for comparison among high, average and low AISD students with regard to their Self Confidence (F=6.860, P <0.01) is significant which shows a significant difference among high, average and low AISD students in relation to their Self Confidence. The post Hoc was further applied to know the exact difference among them. Table no.3 represents the results of Scheffe's post hoc test.

Table 3: Post Hoc Test (Scheffe's Test)

Level of AISD (I)	Level of AISD (J)	Mean Difference (IJ)	Sig.
1	2	-5.08	.112
	3	-9.92	.001**
2	1	5.08	.112
	3	-4.84	.102
3	1	9.92	.001**
	2	4.84	.102

**Significant at 0.01 level, (1= High AISD, 2=Average AISD and 3 = Low AISD)

The result of post hoc test reveals that there is a significant difference between high and low AISD group of students in relation to their Self Confidence (P.001<0.01). On the other hand, no significant differences were

found between high & average ($P.112 > 0.05$) as well as average & low AISD group of students ($P.102 > 0.05$) due to the greater P value than the confidence level (0.05). Furthermore, the mean scores of high AISD students in relation to their Self Confidence were lowest (133.34) than the rest of the categories. Thus, H0.2 “There is no significant difference among high, average and low AISD students with regard to their Self Confidence.” was partially rejected at 0.01 level.

Table 4: Gender wise comparison of Self Confidence in high AISD group

Basis	N	Mean	S.D	t-value	Sig.
Self-Confidence of male students in High AISD group	44	129.31	14.24	-3.106	.003**
Self-Confidence of female students in High AISD group	47	137.10	8.87		

**Significant at 0.01 level

The result of t-test analysis in the table no. 4 reveals that male and female students of high AISD group differ significantly regarding their Self Confidence. Therefore, null hypothesis H0.3 “There is no significant difference between male and female students of high AISD with regard to their Self Confidence” was rejected at 0.01 level. Moreover, the mean score of female students was higher (137.10) than male students (129.31).

Table 5: Gender wise comparison of Self Confidence in low AISD group

Basis	N	Mean	S.D	t-value	Sig.
Self-Confidence of male students in low AISD group	74	140.31	21.56	-1.726	.089
Self-Confidence of female students in low AISD group	38	149.02	27.01		

The result of t-test analysis in the table no. 5 reveals that male and female students of low AISD group do not differ significantly regarding their Self Confidence. Therefore, null hypothesis H0.4 “There is no significant difference between male and female students of low AISD with regard to their Self Confidence” was accepted.

Conclusion and Suggestions

In the light of the aim of present study certain objectives and hypotheses were formulated and collected data revealed the following findings. The result showed significant negative relationship between AISD and Self Confidence which indicates that with an increase of AISD the Self Confidence of secondary school students decreases or vice versa. Furthermore, low AISD students having greater Self Confidence in comparison to high AISD Students and this difference was significant at 0.01 level. Significant difference was found between male & female students of high AISD group in relation to their self-confidence. Here, male students have reported low Self Confidence in comparison to female students.

Thus, current research report confirms that there is a significant negative relationship between AISD and Self Confidence. If AISD highly found among secondary students then it will leads to low self-confidence. Therefore, AISD should be reduced as it affects the Self-Confidence of the students. To overcome this situation, first of all there is a need to identify high AISD students then accordingly certain remedial measures should be provided. The teachers, parents and administration must have to realize their roles and work with these students effectively. Before expecting anything from their children parents must keeping in mind their mental age and don't make them overburdened. Well trained teachers should be appointed who have a sound knowledge of educational psychology and also be aware about the problems of the students. The role of the counsellor is also very important in this regard therefore, guidance and counselling cell must be organize in the schools. There is a need to provide better school environment to the students which must be free from anxieties and fear. Schools' administration should also have to focus on the non-cognitive or affective development of the students along with their cognitive development. The topic of 'self discrepancy' should be inculcated in the syllabus of teacher training courses so that prospective teachers will be aware about AISD at an early stage. Thus, if above suggestions will followed then it can be possible that this problem will be reduced in future. And the self-confidence which is an important aspect for students' success will not be affect.

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