

## Effect of certain Demographic Variables on Actual-Ideal Self Discrepancy among Senior Secondary School Students

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### Abstract

The aim of present study was to find out the effect of certain demographics on Actual-Ideal Self Discrepancy (AISD) of senior secondary school students. Here AISD assessed only in academic area. A sample of 200 students of senior secondary schools of Aligarh District was selected. Data was collected by using standardized scale. The finding of the study revealed that 18% students of senior secondary school students possess high AISD. Significant differences of AISD have been found between boys' and girls' students as well as urban and rural areas' students but no significant difference was found between government and private schools' students. Thus, rural areas' students have more AISD than urban areas' students. On the other hand, boys' discrepancy is greater than girls' students.

**Keyword:** Actual-Ideal Self Discrepancy, Gender, Place of living, Type of Schools and Senior Secondary School Students.

### Introduction

In present time, life is a full of challenges or problems. Without it there is no adventure in human life. It gives them various experiences which help in dealing with new problems more effectively. People faces many challenges in their life because they want to fulfill their needs, desires, hopes, aspirations, ideals wishes etc. The truth of life is that no one can achieve all the desires and get satisfaction. There are various reasons behind it such as; when people fulfill one need, it give birth to another new need, one achieved desire lead to another new desire, one fulfilled wish give rise to another wish. Secondly, not all the people can fulfill their needs and desires because every person is different from others as far as their capabilities are concern. Many people are not able to face the challenges and deal with the problems. That is why they can't get satisfaction and make adjustment in their life. Thus, it creates the feeling of sadness and disappointment among them. They start thinking that they are not capable enough to fulfill their needs and achieve their desires, wishes, hopes and ideals. In such a way, they find their ideal self far away from their actual self. Here, actual self means how the individual think about his self. It is his perception about those attributes which he

actually possess. For example if an individual think about his self that I am organized person, hardworking, honest and punctual etc. all these believes of that individual is considered as his actual self. While ideal self means how he wishes to be. It is his perception about those attributes which he wishes to possess. There are various characteristics which he wants to see in his self is known as ideal-self. When an individual compare his actual self with ideal self he generally finds a gap between these two selves (actual and ideal). Thus, that gap is called Actual-Ideal Self Discrepancy (AISD). Edward Tory Higgins in 1987 developed the self-discrepancy theory where he explained the self-discrepancy and its affects in a very well manner. He describes three domains of the self (actual, ideal and ought) with two standpoints (own and other). On the basis of these domains and standpoints he defined various types of self discrepancies and actual-ideal self discrepancy is one of them. Higgins (1987) investigated that discrepancy between the actual and ideal self reveals the absence of positive outcomes, which is associated with dejection-related emotions. Sanchez-Bernardos and Sanz (1992) examined that there is a strong correspondence between the actual/own-ideal/own discrepancy and depression on the other side between the ideal/own-social discrepancy and social anxiety. Petrocelli and Smith (2005) examined that dejection-related emotions were positively associated with actual-ideal discrepancy and agitation-related emotions associated with actual-ought discrepancies, only when causal attributions for the discrepancies were internally based. Dubey and Zia (2019) highlighted the importance to study actual-ideal self discrepancy in the field of academics. Dubey and Zia (2019) also investigated and found the significant differences of Actual-Ideal Self Discrepancy (*in academic area*) between boys and girls students and science and arts stream students. It shows that boy's students have more AISD than girl's students. On the other hand, Arts Stream students' discrepancy is greater than Science Stream students. Keeping this view in mind, researcher decided to study actual-ideal self discrepancy in the field of academics among senior secondary level students. These students are come under the adolescence stage and suffering from various problems in their life which ultimately affect their personality. The review of related literature also reveals the negative effect of self discrepancy on human personality. That is why there is a need to find out whether the senior secondary level students are also suffering from AISD or not. Thus, the aim of present study is to find out the effect of certain demographic variables on AISD among senior secondary school students.

## Variables of the study

**Dependent Variable:** Actual-Ideal Self Discrepancy

**Independent Variables:** Gender,

Type of School (Government and Private Schools)

Place of Living (Urban and Rural areas).

## Objectives of the study

- 1 To study AISD of senior secondary school students.
- 2 To compare AISD among senior secondary school students in relation to their gender.
- 3 To compare AISD among senior secondary school students in relation to their type of school.
- 4 To compare AISD among senior secondary school students in relation to their place of living.

## Hypotheses of the study

**HR.1:** The students of senior secondary school vary with regard to their AISD.

**H0.2:** There is no significant difference in AISD among senior secondary school students in relation to their gender.

**H0.3:** There is no significant difference in AISD among senior secondary school students in relation to their type of school.

**H0.4:** There is no significant difference in AISD among senior secondary school students in relation to their place of living.

## Method and Procedure

The sample consisted of 200 students, were randomly selected from senior secondary schools of Aligarh city of Uttar Pradesh, India. Researcher selected the sample from government and private schools. Thus, researcher used stratified random sampling technique to collect the data. Academic Actual-Ideal Self Discrepancy Scale developed and standardized by Dr. Gunjan Dubey and Ms. Ghazala Zia (2019). The reliability of the tool was 0.875 and r value of construct validity ranges from 0.79-0.89. Mean, S.D and t-test were used for analyzing the data. Analysis was done through SPSS software to get the accurate results and also to save time.

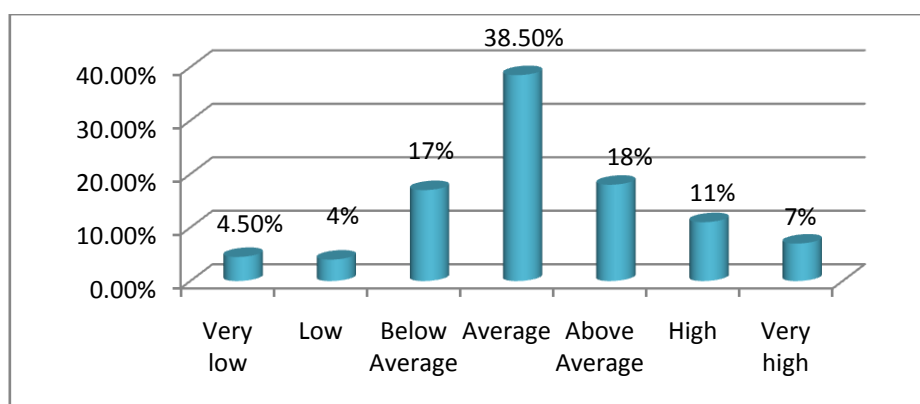
## Analysis and Interpretation of Results

The first objective of the study was related with the study of AISD of total sample of senior secondary school students. In order to achieve this objective the research hypothesis HR.1 was framed which stated as, "The students of senior secondary school vary with regard to their AISD". In order to test this hypothesis senior secondary school students were classified into different categories of AISD on the basis of the scores obtained over AISD scale. The percentage wise distribution of senior secondary students belonging to different categories of AISD are shown in table no. 1

**Table 1: Percentage wise distribution of senior secondary school students belonging to different levels of AISD**

Level of AISD	Percentage of the students
Very low	4.5%
Low	4%
Below Average	17%
Average	38.5%
Above Average	18%
High	11%
Very high	7%

The table no. 1 reveals that, majority of the students (38.5%) belong to average level of AISD while 18% students belongs above average, 11% comes to high category and 7% senior secondary student belongs to very high level of AISD which is a serious matter of concern. Therefore, the research hypothesis was accepted. The picture is further clear from the figure no. 1



**Figure 1: Percentages of scores obtained by senior secondary school students in AISD**

The second objective of the study was to compare the AISD among senior secondary school students in relation to their gender. In order to achieve this objective the null hypothesis H0.2

was framed which stated as, "There is no significant difference in AISD among senior secondary school students in relation to their gender". In order to verify this hypothesis, the scores of boys and girls students of senior secondary school were compared by using t test and results are shown in table no. 2

**Table 2: Gender wise t test comparison of AISD of senior secondary students**

Basis	N	Mean	S.D	t-value
Boys	101	25.198	11.054	4.137**
Girls	99	19.858	6.600	

\*\* Significant at 0.01 level

The result of t-test analysis in the table no. 2 reveals that senior secondary boys and girls students differ significantly regarding their AISD. Therefore, null hypothesis H0.2 was rejected at 0.01 level. Furthermore, the mean score comparison shows that senior secondary boys' scores on AISD was higher (25.198) than girls (19.858). Therefore, it can be concluded that boy's students of senior secondary have more AISD than girl's students.

The third objective of the study was to compare the AISD among senior secondary school students in relation to their type of school. In order to achieve this objective the null hypothesis H0.3 was framed which stated as, "There is no significant difference in AISD among senior secondary school students in relation to their type of school". In order to verify this hypothesis, the scores of government and private schools' students of senior secondary level were compared by using t test and results are shown in table no. 3

**Table 3: School wise t test comparison of AISD of senior secondary students**

Basis	N	Mean	S.D	t-value
Government School Students	110	22.190	11.131	-0.599
Private School Students	90	23.000	7.012	

The result of t-test analysis presented in the table no. 3 shows that government and private school's students of senior secondary do not differ significantly regarding their AISD. Therefore, null hypothesis H0.3 was accepted.

The fourth objective of the study was to compare the AISD among senior secondary school students in relation to their place of living. In order to achieve this objective the null hypothesis H0.4 was framed which stated as, "There is no significant difference in AISD among senior secondary school students in relation to their place of living". In order to verify

this hypothesis, the scores of senior secondary schools students living in rural and urban areas were compared by using t test and results are shown in table no. 4

**Table 4: Area wise t test comparison of AISD of senior secondary students**

Basis	N	Mean	S.D	t-value
Urban Students	104	19.826	10.505	-4.425**
Rural Students	96	25.510	7.208	

\*\* Significant at 0.01 level

The result of t-test analysis in the table no. 4 reveals that senior secondary students of urban and rural areas differ significantly regarding their AISD. Therefore, null hypothesis H<sub>0.4</sub> was rejected at 0.01 level. Furthermore, the mean score comparison shows that rural areas students' scores on AISD was higher (25.510) than urban areas' students (19.826). Therefore, it can be concluded that rural areas students of senior secondary have more AISD than urban areas students.

### Conclusion and Suggestions

After studying the effect of certain demographic variables on AISD among senior secondary school students, it was found that the students of senior secondary schools of Aligarh city vary with regard to their AISD. In the total sample of 200 students where 8.5% students possess low AISD, 18% students comes under the high category and rest of the percentages of students belong to average categories. The present study also reveals that boys and girls students of senior secondary significantly differ as far as their AISD is concern. Boy's students reported to have greater AISD in comparison to girl's students. On a one hand, no significant difference of AISD has been found between government and private schools' students but on the other, significant difference was found in AISD among urban and rural areas' students. The rural areas' students reported to have greater AISD in comparison to urban areas' students. The results of the present study shows that the two demographics (gender and place of living) out of three affecting the AISD of senior secondary school students of Aligarh city. There may be various reasons behind these findings so our major concern must be to reduce this discrepancy. There is a need to control the effect of these demographics (gender and place of living) and providing certain remedial measures. Through which it can expect that the present condition of the senior secondary students will improve.

By looking at the findings of the present study, it is clear that 18% senior secondary school students suffering from high AISD. Self discrepancy resulted into a dejection-related emotions or absence of positive outcomes such as dissatisfaction and disappointment

(Higgins 1987). Consequently, it shows the greater need to take some appropriate measures for reducing the AISD among senior secondary school students. Therefore, following are the suggestions which help in reducing the discrepancy between actual and ideal self.

- Teacher should be well trained in order to understand the problems of students.
- Guidance and counseling cells should be open in the schools.
- Parents should expect from their children with keeping in mind individual differences.
- Teachers should treat their students equally and be free from gender biasness.
- Government should make certain schemes for the benefit of rural areas' students.
- There is a need to create such an environment in the schools to make students free from anxiety, tension, stress and pressure.
- The people must be aware about the self-discrepancy and its effects on personality. This can be possible only when the researchers investigate the self-discrepancy. And their findings will also help to know the present condition of the students as far as their self discrepancy is concern.

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