

# SELF DESCREPANCY AND ITS RELATIONSHIP BETWEEN SHAME, GUILT AND AGGRESSION



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A Research Thesis submitted to the  
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## CERTIFICATE OF APPROVAL

It is certified that the Research Thesis titled "Self-discrepancy and its relationship between shame, guilt and aggression" carried out by Tayyaba khan, Reg. No. BSP191999, under the supervision of Dr. Sabahat Haqqani, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.



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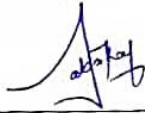
Self-discrepancy and its relationship between shame, guilt and aggression.

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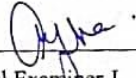
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## DECLARATION

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.

**Tayyaba khan**

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**( July, 2022)**



## *Dedication*

To my unwavering pillars of support, my parents, whose boundless love and unwavering encouragement have shaped me into who I am today, your sacrifices and belief in my dreams have propelled me forward on this academic journey.

To my esteemed supervisor, whose guidance and expertise have been invaluable, you have pushed me to strive for excellence and inspired me to reach new heights.

To myself, For the resilience and determination that has brought me to this moment, I celebrate the countless hours of hard work, the sacrifices made, and the unwavering commitment to my goals.

## ACKNOWLEDGMENT

In the name of Allah, the Most Gracious, the Most Merciful,  
I humbly offer my sincerest gratitude and heartfelt appreciation to the divine power, Allah, for granting me the strength, wisdom, and guidance throughout this challenging academic journey.

To my respected supervisor, Dr. Sabahat Haqqani, I am profoundly grateful for your unwavering support, patience, and guidance. Your expertise and valuable insights have enriched this thesis and broadened my intellectual horizons.

To my beloved parents, your unconditional love, unwavering belief, and endless sacrifices have been my driving force. Your unwavering support and encouragement have been my constant motivation, and I am forever indebted to you.

To all my teachers, both past, and present, I extend my deepest appreciation for the knowledge you imparted and the dedication you demonstrated. Your mentorship has played a vital role in shaping my academic foundation and nurturing my passion for learning.

To my dearest friends, who have stood by my side through thick and thin, your constant encouragement and words of wisdom have inspired me to persevere, and I am grateful for your unwavering friendship.



## **ABSTRACT**

The study was designed to observe the association between self-discrepancy shame, guilt and aggression. Research shows that individuals with self-discrepancy tend to exhibit shame, guilt and aggression. All of these concepts play an important role in adolescent development. This study will explore association between self-discrepancy shame, guilt and aggression. Correlational research design was used. Data was collected through convenient sampling technique. The survey was conducted on 260 students of age between 15-18 years from private and government, schools and colleges located in the twin cities of Rawalpindi and Islamabad.

Three scales were administered on the respondents:

The Self-Discrepancies Scale (S-DS)

Guilt and Shame Proneness Scale (GASP)

Buss Perry Aggression Questionnaire BPAQ

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## Chapter 1

### INTRODUCTION

Adolescence is a phase of life in which decision making is important (Crank, 2019). It is a critical stage in growth of an individual (Crank, 2019). Self-discrepancy refers to the gap between the actual self and the self-guide. According to APA self-guide is defined as specific image or standard for the self that can be used to direct self-regulation. In particular, self-guide includes mental representations of valued or preferred attributes; that is, ideals and notions of how one ought to be. These may be chosen by the self or may come from other.

Self-discrepancy, shame, and guilt can all be related to an individual's sense of self and their beliefs about themselves. These emotions can be triggered by a variety of factors, such as perceived failures or mistakes, or a sense of not meeting one's own expectations or the expectations of others. These emotions can be particularly intense during the adolescent years, as young people are often working to establish their identities and may be more sensitive to these issues (Miceli & Castelfranchi, 2018).

#### **Self-discrepancy**

The word "self-discrepancies" refers to having divergent or incompatible opinions about oneself, which can have detrimental effects on a person's wellbeing. The self-discrepancy theory (Higgins, 1989) states that people are more likely to experience discomfort when their beliefs about themselves conflict. Furthermore, the nature of discomfort or unpleasant feelings is defined by the type of contradicting self-representations. The greater an individual's self-discrepancy is, the more discomforts he or she will suffer (Higgins, 1987, 1989).

Following exposure to thin-shaming advertisements, women with high degrees of body image self-discrepancy were more likely to compare themselves to others and feel self-directed negative outcomes as a result of those comparison processes. (EToryHiggins, 2004).

Studies conducted in Pakistan on self-discrepancy have explored the variables such as depression, life satisfaction, ethnic self-discrepancy, the effects self-discrepancy has upon social status, acculturations, attachment styles and borderline personality (Liss et al., 2012).

Limited research conducted shows that self-discrepancy is influenced by social value but otherwise does not address how self-discrepancy is related with other variables (Aziz, 2017).

Discrepancies in self lead to negative emotions. Dejection related-emotions which are caused by self-discrepancy can lead to agitation. Agitation related emotions can in turn cause aggression to emerge. Aggression is defined as the behavior which has the intent of physically or verbally harming someone (Atkinson & Hilgard, 1983). Self-other esteem differences were seen in undergraduate individuals who reported having either higher or lower self-esteem than their roommates. Participants who had a smaller self-other esteem gap exhibited more aggressive behaviours than those participants. (Perez et al., 2005). Discrepancy in self and self-worth were related to aggression in 12-year-old schoolchildren (Diamantopoulou, Rydell & Henricsson, 2008).

In adolescents, these negative emotions may be particularly prominent because adolescents are in the process of developing their identity and may be particularly sensitive to discrepancies between their actual self and their ideal or ought self. For example, if an adolescent values honesty but has lied to a friend, they may feel guilty and ashamed because they have acted in a way that is inconsistent with their ideal self. Similarly, if an adolescent values academic success but has performed poorly on a test, they may feel guilty and ashamed because they have failed to meet their ought self (Moretti & Wiebe, 1999).

Self-discrepancy can be particularly relevant for adolescents, who are in the process of developing their identities and often struggle with issues related to self-esteem and self-worth. Adolescents may feel a sense of self-discrepancy if they feel that they do not measure up to their own expectations or the expectations of others. This can lead to negative emotions such as sadness, anxiety, or anger, and may also lead to behaviors such as avoidance or risky behavior (Huang et al., 2022).

The research shows there are three basic domains of the self, according to Higgins (1997) i.e. the actual self, the ideal self and the ought self. The actual self is the portrayal of qualities or characteristics that a person or a close friend or relative feels the person genuinely possesses. The ideal self is a person's ideal portrayal of the qualities that they or their significant other would like them to have and the ought self, which symbolizes the qualities that one feels they ought to have, i.e., their feeling of duty, obligation, and responsibility (Higgins, 1997).

Study about self discrepancy links self-discrepancy and shame when experiencing shame, the self is judged to fall short of the standards against which it is compared depending on the situation. Shame is a very painful emotion that involves a global negative evaluation of the self: the person, as he or she is. (Tangney & Dearing, 2002). When experiencing shame, the self is judged to fall short of the standards against which it is compared depending on the situation. Since self-discrepancy is the discrepancy/ contradiction/gap between ideal self and the self-guide, shame motivates a person to change the self. Shame in this regard is predicted as a motivation for a change in the self (Lickel et.al., 2014)

### **Shame and Guilt**

Shame is frequently associated by feelings of exposure in front of a real or imagined audience, shrinking, or being little (Barnett et al., 2017). People who are ashamed frequently want to run away or hide from other people. Contrarily, guilt entails a critical assessment of a particular

behaviour, somewhat independent from the overall self. People who feel guilty about a particular activity frequently experience tension, regret, and remorse for the "bad thing" that was done, as well as a pressure to take remedial action (Tangney et al., 2004). 1993, 1995b; Tangney, Miller, Flicker, & Barlow, 1996).

Guilt is an emotion that arises when an individual believes or recognizes that they have done something wrong, violated a moral or ethical standard, or caused harm to others. It is often accompanied by feelings of remorse, regret, and a sense of responsibility for the consequences of one's actions. (Tangney et al., 2004). 1993, 1995b; Tangney, Miller, Flicker, & Barlow, 1996).

Shame often stems from internal factors such as personal values, beliefs, or perceived societal expectations. It can be driven by a fear of social disapproval or rejection. Guilt, however, is typically related to a specific action or behavior that is seen as morally or ethically wrong.

Shame is a particularly painful and difficult emotion because it is often accompanied by a sense of worthlessness and self-condemnation. It can be especially challenging for adolescents to cope with shame because they are in the process of developing their identity and may be particularly sensitive to discrepancies between their actual self and their ideal or ought self. It is important for adolescents to have a supportive and nurturing environment in which they can learn to cope with and manage their negative emotions in a healthy way (Sedighimornani & Neda, 2018).

Shame and guilt are complex human emotions that play significant roles on both the individual and interpersonal levels, respectively. Shame and guilt are among our most intimate and private experiences since they are moral emotions. When there has been a transgression or mistake, the self looks inside, assessing and passing judgement. Therefore, the experience of shame or guilt can direct our behavior and have an impact on how we see ourselves in the eyes of others.



On the other hand, shame and guilt are inextricably linked to the self in relationship with others. These emotions originate from our earliest interpersonal experiences in the family and in other important relationships, and they continue to have an impact on our behavior throughout the lifespan in interpersonal contexts. Therefore, shame and guilt are both "self-conscious" and "moral" emotions: self-conscious because they need self-evaluation, and moral because they probably play a significant role in promoting moral behavior. Tangney, J. P., & Dearing, R. L. (2002)

Research has shown that both males and females experience self-discrepancy and the negative emotions it can elicit, although the specific circumstances that lead to these emotions may differ. For example, a male adolescent may feel ashamed if he fails to live up to his own values or his ought self, while a female adolescent may feel guilty if she fails to meet the expectations of her peers or her family (McRae et al., 2008).

Shame and guilt are moral feelings that emerge from discrepancies between our behavior or qualities and our moral norms (Tangney, 1998). Earlier theories of incompatible beliefs, as Higgins pointed out, often gave generalized accounts of the emotional consequences of belief differences (e.g., people typically feel "bad" when they experience dissonance, imbalance, incongruity, self-inconsistency, etc.). Such theories cannot predict which precise belief incompatibilities will result in which distinctive emotional reactions. (Higgins, 1987).

It is also worth noting that research has shown that males and females may differ in their expression and coping strategies for negative emotions such as shame and guilt. For example, males may be more likely to externalize their emotions and act aggressively, while females may be more likely to internalize their emotions and cope through rumination or self-blame. These gender differences in emotion expression and coping are not necessarily related to self-

discrepancy, but rather to a range of factors including cultural and social influences (Chaplin, 2015).

It can be problematic when shame is internalized and makes a person view oneself too negatively on the whole. This inner critic could tell you that you're a bad person, a waste of time, or unworthy. In truth, how often you feel ashamed has little to do with your worth or what you did wrong. (R Jetly et al.,2015) Other synonyms with similar meanings to shame include embarrassment, humiliation, and guilt. It's important to comprehend the minute meaning variations between these many expressions in order to better understand shame. (R Jetly et al.,2015)

### **Types of Shame**

There are other distinct varieties of shame in addition to the four major categories that have been established. Here are a few to think about. (DM Nechita et al , 2021)

#### **Transient Shame**

Transient shame is the momentary emotion you experience after making a mistake, perhaps in front of others. It typically disappears fast and has no negative effects on your life. Transient shame could even prove advantageous by making you more receptive to criticism from others. (DM Nechita et al , 2021)

#### **Chronic Shame**

You constantly feel as though you fall short and are plagued by chronic humiliation. Shame like this can harm your mental and physical health. (DM Nechita et al , 2021)

#### **Humiliation**

. Humiliation represents a deeply potent manifestation of shame, arising from a profound sense of embarrassment or self-consciousness about a particular incident. Typically, this

emotional experience occurs when the event takes place in the presence of others. (DM Nechita et al ., 2021)

### **Defeat**

When we experience failure or defeat, we may feel ashamed. For instance, you can feel ashamed if you lose a sporting event that you were picking to win. Alternatively, you could experience guilt if you don't earn a job advancement. (DM Nechita et al ., 2021)

### **Shame Around Strangers**

Shame expresses a fear that someone would notice something is wrong with you while you are with strangers. This kind of shame is typical of social anxiety, and according to some studies, cognitive behavioural therapy (CBT) decreases social anxiety symptoms by lowering one's susceptibility to shame. (DM Nechita et al ., 2021)

### **Aggression**

Discrepancies in self leads to negative emotions. Dejection related-emotions which are caused by self-discrepancy can lead to agitation. Agitation related emotions can in turn cause aggression to emerge. Aggression is defined as the behavior which has the intent of physically or verbally harming someone (Atkinson & Hilgard, 1983). Self-other esteem differences were seen in undergraduate individuals who reported having either higher or lower self-esteem than their roommates. Participants who had a smaller self-other esteem gap exhibited more aggressive behaviours than those participants. (Perez et al., 2005). Discrepancy in self and self-worth were related to aggression in 12-year-old school children (Diamantopoulos, Rydell & Henricsson, 2008).

In terms of aggression in females, research has shown that self-discrepancy can be a contributing factor to aggressive behavior in both males and females. For example, a study published in the journal *Aggressive Behavior* found that self-discrepancy was associated with

aggression in both male and female college students. However, it is important to note that aggression is a complex behavior that is influenced by a variety of factors, and self-discrepancy is just one of many potential contributors (Denson et al., 2018).

In adolescents, aggression may be particularly likely to occur when their actual self falls short of their ideal or ought self in a way that is particularly important to them. For example, if an adolescent values being popular and well-liked but is being excluded by their peers, they may act aggressively in an attempt to assert their dominance and restore their self-worth. Similarly, if an adolescent values academic success but is struggling in school, they may act aggressively as a way to cope with their disappointment and frustration (Telzer et al., 2018).

It is important to note that while aggression may be a common response to self-discrepancy in adolescents, it is not a healthy or adaptive coping strategy. Aggression can lead to negative consequences such as damage to relationships, disciplinary action, and physical harm to oneself or others. It is important for adolescents to have a supportive and nurturing environment in which they can learn to cope with and manage their negative emotions in a healthy way (Muarifah et al., 2022). Aggression can also be a common issue among adolescents, and can manifest in different ways such as verbal or physical aggression (Liu et al., 2013)

Since aggressive behaviour is intended to damage someone who doesn't want to be hurt, it must result in action; merely pondering hurting someone or becoming angry is inadequate, and accidentally hurting someone is not considered hostile behaviour. Physical acts of aggression include punching, slapping, beating, or stabbing another person. Property damage can also be a sign of physical animosity. vocal, which includes yelling, insulting, and making fun of others. Relational, which seeks to sabotage another person's relationships. This may entail disseminating lies and making up information on other people. Avoiding eye contact with

someone at a social gathering or unintentionally complimenting them are examples of passive-aggressive (Kendra Cherry November 14, 2022)

Aggression can arise from a combination of environmental, psychological, and biological factors. Genetic and hormonal influences, such as cortisol, testosterone, serotonin, and dopamine, can potentially play a role in shaping aggressive behaviors, often associated with certain conditions influenced by hereditary factors. Moreover, brain anatomy also contributes to aggressive manifestations; individuals with structural abnormalities in the amygdala may display aggression more frequently compared to those without such abnormalities. Additionally, alterations in other brain regions can also impact aggressive conduct. In social settings, passive-aggressive behavior may occur when someone is present at an event or unintentionally offers praise with the underlying purpose of enabling certain behaviors. (Kendra Cherry November 14, 2022)

One's upbringing plays a significant role in determining their propensity for aggressive behavior. Growing up in hostile environments increases the likelihood that children may perceive violence and hostility as acceptable social norms. Additionally, childhood trauma can have a lasting impact on an individual's inclination towards violence as they transition into adulthood.

### **Theoretical framework:**

The self-discrepancy theory proposed by Higgins (1997) postulates that an individual's behavior is motivated by the need to reduce the self-discrepancy between the self that is presented and the self they idealize or wish to become. The theory states that there are two different types of discomforts self-discrepancy results in; dejection related emotions and agitation related emotions. Dejection related emotions result in shame whereas agitation related emotions can lead to guilt and aggression.

The self-discrepancy theory proposes that different inconsistencies between various aspects of the self can lead to distinct forms of psychological discomfort. These inconsistencies may give rise to feelings of agitation and dejection, encompassing emotions like disappointment, discontent, fear, guilt, and shame. The theory explores how different emotional vulnerabilities are associated with specific types of discrepancies in self-representations. Each self-state representation comprises a self-domain (actual, ideal, ought) and a self-perspective (own, significant other). It is believed that various self-discrepancies indicate diverse negative psychological conditions, resulting in varying degrees of discomfort. For instance, when disparities arise between an individual's actual/own self-state (self-concept) and their ideal self-states (representations of hopes, wishes, or aspirations from oneself or significant others), this may lead to the absence of positive outcomes and trigger depressive emotions such as disappointment, dissatisfaction, and sadness. (Higgins, 1987).

The concept of self is multifaceted and intricate, involving several temporal dimensions—our past, present, and future selves. It encompasses a diverse range of traits and domains that define who we are, such as our roles as a husband, academic, or basketball lover. The idea that individuals possess different self-states dates back over a century and is often attributed to William James. He described how people perceive distinct aspects of the self—material, social, and spiritual—by distinguishing between immediate and actual aspects versus remote and potential aspects, favoring the broader view over the narrower one. (LR Vartanian,2012)

The concept conveyed in the passage, which was later developed by E. Tory Higgins in his self-disagreement theory (SDT), suggests that when individuals compare different aspects of themselves and find disparities between them, it leads to certain consequences. The primary focus of this research discussion will be on Higgins' model of self-discrepancies. (LR Vartanian,2012)

There are three domains of self, according to SDT. The "real" (or present) self represents how an individual views her or his own qualities or traits. It's crucial to remember that, rather than the person's objective position on a certain quality, the true self is made up of their self-perceptions. (LR Vartanian,2012)

Higgins (1987) proposed that self-discrepancies can give rise to emotional vulnerabilities such as dejection and anxiety. Specifically, dejection, characterized by feelings of disappointment, discontent, and failure, was associated with the gaps between an individual's "ideal self" and their "actual self" (ideal-own discrepancy). Additionally, dejection was also linked to discrepancies between the "ideal self" and the perceptions of significant others (ideal-other gap), leading to emotions of shame, embarrassment, and gloom. On the other hand, agitation, including feelings of guilt, self-disgust, and uneasiness, was found to be triggered by the discrepancies between an individual's "ought self" and their "actual self" (should-own discrepancy).

### **Rationale**

Individuals with self-discrepancy may have positive or negative relationships with shame, guilt and aggression which will be explored in the study. It is necessary to investigate the variables in the Pakistani context in order to have a better understanding of the self-discrepancy there because the link between the variables of interest has already been studied separately in the Pakistani population.

Self-discrepancy can have a significant impact on an individual's mental health and well-being, particularly during the adolescent years when identity formation is a key developmental task. Adolescents who experience a large discrepancy between their ideal and actual selves may struggle with low self-esteem and feelings of inadequacy. They may also be more prone to negative emotions, such as anxiety and depression.

In Pakistan, cultural and societal expectations may play a role in the self-discrepancy experiences of adolescents. For example, traditional gender roles and expectations may influence how adolescents view their ideal selves, and the pressure to conform to these expectations may contribute to feelings of self-discrepancy. (Szentágotai-Táatar et al., 2015). Additionally, the influence of social media and peer pressure may also contribute to self-discrepancy in Pakistani adolescents.

It is important to note that experiencing guilt and shame can be a normal and healthy part of development, as it can help adolescents learn to regulate their behavior and act in accordance with their values. However, excessive guilt and shame can be harmful and may lead to negative outcomes such as depression, anxiety, and low self-esteem. It is important for adolescents to have a supportive and nurturing environment in which they can learn to cope with and manage their negative emotions in a healthy way (Szentágotai-Táatar et al., 2015).

It is important for adolescents to feel that they are capable of achieving their goals and living up to their ideal selves. There is a complex relationship between shame, guilt, and aggression. On one hand, feeling ashamed or guilty about one's behavior may lead to a desire to repair the damage that has been caused and make amends, which could potentially reduce aggressive behavior. On the other hand, these emotions can also lead to feelings of helplessness and a lack of self-worth, which may in turn lead to aggressive behavior as a way of coping with or masking these negative emotions (Tangney et al., 2011; Stuewig et al., 2015), hence it is vital to know how self-discrepancy can lead to shame, guilt and aggression and how it can influence adolescents in Pakistan.

### **Objectives**

To investigate the association of self-discrepancy with shame, guilt and aggression.



To explore gender and age differences in the levels self-discrepancy shame, guilt and aggression.

### **Research Hypotheses**

There will be a significant relationship of self-discrepancy with shame, guilt and aggression.

There will be a significant difference exist between self-discrepancy, shame, guilt and aggression among males and females

**METHOD****Research Design**

The current study was cross sectional study design. A correlational design was used in the research to look at the relationship between two or more variables without changing or modifying any of them.

**Ethical considerations**

Signed ascent form was taken from the participants before conducting the research. The participants were informed about the aims and goals of this study. They were then given ascent form which had information about the variables being studied and the purpose of the study. The participants were not forced in any way to be a part of this research; their participation was voluntary. The parental consent was also taken for the permission of the parents. The approval from the college administration was also taken. The identities of the participants were assured to be kept anonymous and confidential. Their data were not shared to any third party except the supervisor and the researcher conducting this study. Their anonymity was guaranteed through not collecting any data which would identify them such as name, phone numbers, home address and pictures. Participants were free to withdraw from the study if they wish to do so at any time and were told that they would not suffer any negative consequences for choosing to withdraw. The data collected was only be used for research purposes. Permission from department of psychology CUST was taken to conduct the research.

### **Population and sample**

The sample was students of age 15-18 years selected from different private and government school colleges of Rawalpindi and Islamabad.

### **Sampling Technique**

Convenient sampling was used for this research.

### **Inclusion criteria:**

Participants who were willing and available to participate in the study during the specified data collection period were considered.

Both males and females were included.

Participants in the study were between the ages of 15 to 18.

### **Exclusion criteria:**

Individuals who were not present during the data collection process were excluded from the study.

Participants falling outside the age range of 15 to 18 years were not considered for the study.

Individuals with physical disabilities and cognitive impairments were not included in the research.

### **Instruments**

Following instruments were used in this study:

*The Self-Discrepancies Scale (S-DS) (Philippot, P., Dethier, V., Baeyens, C., & Bouvard, M.)*

The Self-Discrepancies Scale (S-DS) is designed to assess both broader self-representations and self-discrepancies. It consists of two sections: one focusing on the ideal self, where participants define and rate the difference between their ideal self and actual self; the other section concentrates on the socially prescribed self, where participants define and rate the

difference between their socially prescribed self and actual self. Prior to completing the scale, participants were asked to list up to eight desired traits (preferred traits) and up to eight traits they would prefer not to possess (undesired traits). Each trait's level of possession was then rated on a scale from 0% to 100%. The English version of the scale was used for assessment.

***Guilt and Shame Proneness Scale (GASP) :( Wolf, S. T., Cohen, T. R., Panter, A. T., & Insko, C. A.)***

The Guilt and Shame Proneness scale (GASP) assesses individual differences in the likelihood of feeling guilty or ashamed about a variety of personal offences. The GASP has four four-item subscales: Shame-Negative-Self-Evaluation (Shame-NSE), Guilt-Negative-Behavior-Evaluation (Guilt-NBE), Guilt-Repair, and Shame-Withdraw. GASP SCORE: The four items in each subscale are added up or averaged to determine the GASP score. Negative Behavior Evaluation of Guilt: 1, 9, 14, and 16 2, 5, 11, and 15 are guilty—repair. Negative Self-Evaluation (NSE) for Shame: 3, 6, 10, 13. Withdraw from shame: 4, 7, 8, 12. Reliability is 0.55. The GASP is scored by summing or averaging the four items in each subscale.

***Buss Perry Aggression Questionnaire BPAQ (Buss A.H. and Perry M.)***

The 29-item Aggression Questionnaire (AQ) from 1992 utilizes a 5-point scale, where participants rate statements ranging from "very uncharacteristic of me" to "highly characteristic of me." The results are standardized on a scale from 0 to 1, with 1 representing the highest level of aggressive behaviors. The AQ measures four dimensions of aggression: hostility, verbal aggression, physical aggression, and anger.

The Buss Perry Aggression Questionnaire (BPAQ) consists of 29 items and is suitable for individuals aged 12 and above. It assesses different types of aggression and comprises four subscales: physical aggression (9 items), verbal aggression (5 items), anger (8 items), and hostility (8 items). Participants respond using a 5-point Likert scale, with scoring options

ranging from 1 (extremely characteristic of me) to 5 (extremely uncharacteristic of me). Items 7 and 18 on the BPAQ are reverse scored. To calculate the total score, the subscale scores are summed up. Higher scores on the BPAQ indicate a higher propensity for aggressive behavior. The test-retest reliability of the BPAQ is .78.

During the procedure, participants under the age of 18 provided assent forms. Demographic information was collected through a questionnaire, ensuring the participants' anonymity. The questionnaires, including the Self-Discrepancies Scale (S-DS), Guilt and Shame Proneness Scale (GASP), and Buss Perry Aggression Questionnaire (BPAQ), were administered during school hours. The students completed the survey in classrooms under the supervision of teachers, and it took approximately 30 minutes to complete.

**Proposed data analyses:**

Pearson correlation using SPSS Statistics V22. 0 will be used to find the relationship with self-discrepancy has with shame, guilt and aggression. T-test using SPSS Statistics V22. 0 will be used to find the gender differences.

## RESULTS

Table 1

*Sociodemographic Characteristics of Sample(N=260)*

<b>Characteristics</b>	<b>Categories</b>	<b>F</b>	<b>%</b>
<b>Age</b>	15	118	45.4
	16	68	26.2
	17	54	20.8
	18	20	7.7
<b>Gender</b>	Male	130	50
	Female	130	50
<b>Marital Status</b>	Single	258	98.5
	In a relationship	2	8
<b>Education System</b>	Private	195	75.0
	Public/Government	43	16.5
	Semi government	22	8.5
<b>Employment status</b>	Part time	40	15.4
	Self-employed	24	9.2
	Student	196	75.4
<b>Family system</b>	Joint	40	41.2
	Nuclear	209	80.4
	Single Parent	11	4.2

<b>Birth order</b>	Eldest	107	28.6
	Middle	104	40.0
	Youngest	48	18.5

---

*Note:* *f*= Total no. of items, % = Percentage of sample. Age range of sample was from 15 to 18 years.

The table 1 provides the counts and percentages of male and female participants in the sample. The sample is evenly split between males and females, with each gender comprising 50% of the total sample. Out of the 260 participants, 45.4% of the sample consists of individuals aged 15. 26.2% are 16 years old. 20.8% are 17 years old. 7.7% are 18 years old. The majority (98.5%) of the participants are single. A small proportion (8 individuals or 8%) are in a relationship. 75% of the sample attends a private educational institution. 16.5% are enrolled in public or government schools. 8.5% are attending semi-government educational institutions. 15.4% of the sample are employed part-time. 9.2% are self-employed. The majority (75.4%) are students. 41.2% of the participants come from joint family systems. The majority (80.4%) belong to nuclear families. A small percentage (4.2%) come from single-parent families. The largest proportion (40%) of the sample consists of individuals who are middle children. 28.6% are the eldest in their families. 18.5% are the youngest siblings.

**Table 2***Psychometric Properties of Scales used in the current study (N=260)*

<i>Scale</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>A</i>	<i>Skewness</i>	<i>Kurtosis</i>	<i>Range</i>		<i>K-S</i>	<i>P</i>
							<i>Actual</i>	<i>potential</i>		
GASP	16	95.48	13.70	.67	.03	-.03	16-96	46-125	.08	.00
AGG	29	64.78	10.39	.74	-.26	-.11	28-140	29-89	.08	.00
SDQ	52	429.74	50.75	.56	2.11	6.70	6-30	6-30	.08	.00

Note: N= No. of Items, M= Mean, SD= Standard Deviation, K-S= Kolmogorov Smirnov normality test, p= Significant level, GASP=Guilt and Shame Proneness scale (GASP), AGG= Anxious subscale of Adult Attachment Scale, SDQ= Self discrepancy scale.

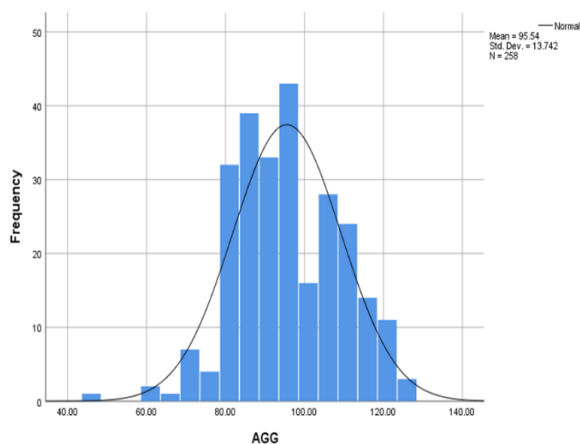
The Guilt and Shame Proneness Scale (GASP) is a scale consisting of 16 items. The mean score on the GASP scale is 95.48. The standard deviation of scores is 13.70, indicating the average amount of variability in the scores. The reliability coefficient (Cronbach's alpha) is 0.67, suggesting acceptable internal consistency. The skewness value is 0.03, indicating a nearly symmetrical distribution. The kurtosis value is -0.03, suggesting a slightly flatter distribution compared to a normal distribution. The actual range is 16 to 96. The potential range is 46 to 125. The Kolmogorov-Smirnov (K-S) test statistic is 0.08, suggesting a good fit between the observed distribution and the expected distribution. The p-value associated with the K-S test is 0.00, indicating a significant fit between the observed and expected distributions.

The Buss Perry Aggression Questionnaire BPAQ is a scale consisting of 29 items. The mean score on the AGG scale is 64.78. The standard deviation of scores is 10.39, indicating moderate variability in the scores. The reliability coefficient (Cronbach's alpha) is 0.74, indicating good internal consistency. The skewness value is -0.26, suggesting a slightly negatively skewed distribution. The kurtosis value is -0.11, indicating a slightly flatter distribution compared to a normal distribution. The actual range of scores is from 28 to 140. The potential range of scale



is 29 to 89. The Kolmogorov-Smirnov (K-S) test statistic is 0.08, suggesting a good fit between the observed distribution and the expected distribution. The p-value associated with the K-S test is 0.00, indicating a significant fit between the observed and expected distributions.

The Self-Discrepancies Scale (S-DS) scale) is a scale consisting of 52 items. The mean score on the SDQ scale is 429.74. The standard deviation of scores is 50.75, indicating a relatively large amount of variability in the scores. The reliability coefficient (Cronbach's alpha) is 0.56, indicating somewhat lower internal consistency. The skewness value is 2.11, indicating a highly skewed distribution. The kurtosis value is 6.70, indicating a distribution with a higher peak and heavier tails compared to a normal distribution. The actual range and potential range of scores is from 6 to 30. The Kolmogorov-Smirnov (K-S) test statistic is 0.08, suggesting a good fit between the observed distribution and the expected distribution. The p-value associated with the K-S test is 0.00, indicating a significant fit between the observed and expected distributions.



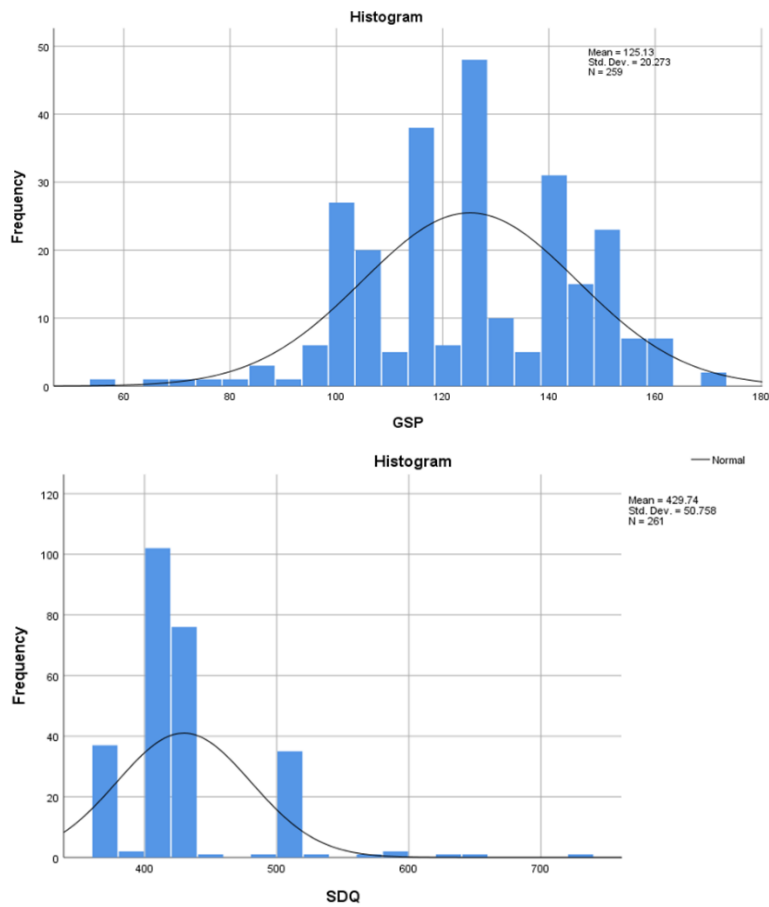


Table 3

*Spearman Correlation among the scales (N=260)*

<b>Variables</b>	<b>1</b>	<b>2</b>	<b>3</b>
GASP	—		
AGG	.15*	—	
SDQ	.05	.03	—

\* weak Correlation is significant at the 0.05 level

The correlation coefficient between GASP and AGG is 0.15, denoted by "\*". This indicates a weak positive correlation between these two variables. The positive correlation suggests that higher scores on the GASP variable tend to be associated with higher scores on the AGG variable, although the strength of this relationship is relatively weak.

The correlation coefficient between AGG and SDQ is 0.05. This indicates a very weak positive correlation between these two variables. The positive correlation suggests that higher scores on the AGG variable are slightly associated with higher scores on the SDQ variable, but the relationship is very weak.

The correlation coefficient between GASP and SDQ is 0.03. This indicates a very weak positive correlation between these two variables. The positive correlation suggests that higher scores on the GASP variable are slightly associated with higher scores on the SDQ variable, but the relationship is very weak.

These findings suggest that there might be some degree of association between these variables, but the relationships are relatively weak.

**Table 4**

*Difference of self-discrepancy, shame, guilt and aggression in Male and Female (N=260)*

	Male		Females		U	R
	M	Md	M	Md		
GASP	129.62	66.00	131.38	66.00	8335.00	.02
AGG	132.43	94.00	128.57	94.00	8199.50	.04
SDQ	129.77	416.50	131.23	416.00	8355.00	.01s

*Note: M= Mean, Md= Median, U= Mann-Whitney, z= z score, r= correlation coefficient*

The average GASP score for males is 129.62, with a median score of 66.00. Females have a slightly higher average GASP score of 131.38, but the median score remains the same at 66.00.

The Mann-Whitney U test value of 8335.000 indicates the degree of difference in GASP scores between males and females. The z score of 0.02 suggests that the GASP scores are close to the mean. The correlation coefficient of 0.849 indicates a strong positive relationship between gender and GASP scores, suggesting that higher GASP scores are associated with being female. The average AGG score for males is 132.43, with a median score of 94.00. Females have a slightly lower average AGG score of 128.57, but the median score remains the same at 94.00. The Mann-Whitney U test value of 8199.500 indicates the degree of difference in AGG scores between males and females. The z score of 0.04 suggests that the AGG scores are close to the mean. The correlation coefficient of 0.679 indicates a moderate positive relationship between gender and AGG scores, suggesting that higher AGG scores are associated with being male. The average SDQ score for males is 129.77, with a median score of 416.50. Females have a slightly higher average SDQ score of 131.23, but the median score remains the same at 416.00. The Mann-Whitney U test value of 8355.000 indicates the degree of difference in SDQ scores between males and females. The z score of 0.01 suggests that the SDQ scores are very close to the mean. The correlation coefficient of 0.875 indicates a strong positive relationship between gender and SDQ scores, suggesting that higher SDQ scores are associated with being female. Regarding hypothesis that there is no significant difference exist between self-discrepancy, shame, guilt and aggression among males and females is consistent with the previous literature findings.

Table 4 suggests that there are no significant differences between males and females in terms of their scores on the GASP, AAG, and SDQ variables. The table suggests that there are no significant differences between males and females in terms of their scores on the GASP, AAG, and SDQ variables. The mean score for males is 129.62, while for females, it is 131.38. The Mann-Whitney U statistic is 8335.00. The p-value associated with the Mann-Whitney U test is

0.85, indicating no significant difference between males and females on the GASP variable. For AAG the mean score for males is 132.43, while for females, it is 128.57. The Mann-Whitney U statistic is 8199.50. The p-value associated with the Mann-Whitney U test is 0.68, indicating no significant difference between males and females on the AGG variable. For SDQ the mean score for males is 129.77, while for females, it is 131.23. The Mann-Whitney U statistic is 8355.00. The p-value associated with the Mann-Whitney U test is 0.87, indicating no association between both the variables.

## DISCUSSION

The main objective of the study was to explore self-discrepancy and its relationship between shame, guilt and aggression, and to explore gender and differences in the levels self-discrepancy shame, guilt and aggression.

The population of this study was the students enrolled in different schools and colleges in twin cities of Rawalpindi and Islamabad. The sample size of the study was 260 and the age of the respondents were from 15-18 years. Data was collected through convenient sampling method.

Objective:

The objective of this investigation is to examine the relationships between self-discrepancy and three variables: shame, guilt, and aggression. Self-discrepancy refers to the perceived discrepancies between an individual's actual self (how they see themselves) and their ideal self (how they desire to be) or ought self (how they believe they should be). Shame, guilt, and aggression are psychological constructs related to emotions and behaviors. Also, the study seeks to explore whether there are variations in these variables between different genders.

Regarding hypothesis.1 i.e There will be a significant relationship of self-discrepancy with shame, guilt and aggression has been supported by the results.

This suggested that the correlation coefficient of 0.15 suggests a weak positive correlation between GASP and AGG. This means that as scores on the GASP variable increase, there is a tendency for scores on the AGG variable to also increase, although the strength of this relationship is relatively weak. It implies that there is some association between the two variables, but other factors may have a greater influence on their scores. For example, individuals who have higher general anxiety symptoms (GASP) may slightly exhibit higher

levels of aggression (AGG), but the relationship is not particularly strong. A study demonstrated that higher levels of self-discrepancy were associated with greater proneness to experience shame and guilt. The researchers also observed a positive relationship between shame proneness and aggression. Tangney, Wagner, Fletcher, and Gramzow (1992)

Regarding hypothesis.1 i.e There will be a significant relationship of self-discrepancy with shame, guilt and aggression has been supported by the results

The correlation coefficient of 0.05 indicates a very weak positive correlation between AGG and SDQ. This implies that there is a slight tendency for higher scores on the AGG variable to be associated with higher scores on the SDQ variable. However, the correlation is weak, suggesting that the relationship is not substantial. The AGG variable, which measures aggression, may only have a minor influence on the scores of the SDQ variable, which assesses overall emotional and behavioral difficulties. The researchers found that self-discrepancy predicted higher levels of shame and guilt, which in turn were associated with higher aggression. Stuewig and McCloskey (2005)

Regarding hypothesis.1 i.e There will be a significant relationship of self-discrepancy with shame, guilt and aggression has been supported by the results

The correlation coefficient of 0.03 reflects a very weak positive correlation between GASP and SDQ. This suggests that higher scores on the GASP variable, indicating higher levels of general anxiety symptoms, are slightly associated with higher scores on the SDQ variable, which represents overall emotional and behavioral difficulties. However, the correlation is extremely weak, indicating that other factors may have a more significant impact on the scores of both variables.

The findings indicate that there is some degree of association between these variables, but the relationships are relatively weak. It is important to note that correlation coefficients only

measure linear relationships and do not capture the full complexity of the interactions between variables.

significant difference between males and females on the SDQ variable.

The 2<sup>nd</sup> hypothesis was supported by the table no.4 which suggested that there are no gender differences in self-discrepancy, shame, guilt and aggression

Regarding hypothesis no 2 i.e; There will be no significant difference between Self discrepancy, shame, guilt and aggression. The results support this hypothesis, as the Mann-Whitney U tests comparing gender (male and female) did not yield significant differences in Self Discrepancy (GASP), Shame and Guilt (SDQ) and Aggression (AGG) The p-values for all three variables are above the threshold (0.05), indicating that there is no significant difference between males and females in these domains. Therefore, gender does not seem to play a significant role in Self Discrepancy, Shame and Guilt and Aggression based on the given data.

Gender roles and expectations vary across different cultures and societies. Socialization processes, cultural norms, and societal expectations can shape individuals' experiences of self-discrepancy, shame, guilt, and aggression differently based on their gender. For example, cultural expectations may influence the expression and suppression of certain emotions, which could affect the experience of shame and guilt differently between males and females.

Environmental factors such as family dynamics, parenting styles, peer relationships, and exposure to violence or trauma can impact the development of self-discrepancy, shame, guilt, and aggression. These factors can vary between genders and may contribute to differences observed in the study.

Individual differences in personality traits, cognitive processes, and coping strategies may influence how individuals experience and express self-discrepancy, shame, guilt, and



aggression. Some research suggests that there are gender differences in certain personality traits (e.g., empathy, aggression) that may contribute to variations in these domains.

Biological factors, including hormonal differences between males and females, may also influence the experience of self-discrepancy, shame, guilt, and aggression. For example, fluctuations in hormone levels during puberty or across the menstrual cycle can impact emotional experiences and aggression.

### **Conclusion:**

The findings of the study revealed that there is a significant relationship between self-discrepancy and shame, guilt, and aggression. The weak positive correlations observed suggest that individuals who perceive larger gaps between their actual and ideal selves or ought selves may experience higher levels of shame, guilt, and aggression. This highlights the importance of addressing self-discrepancy in interventions aimed at reducing negative emotional experiences and promoting healthier behavioral responses. Also, the study found no significant differences in self-discrepancy, shame, guilt, and aggression between males and females. This suggests that gender does not play a significant role in influencing these domains based on the given data. However, it is important to consider other factors, such as cultural and social influences, environmental factors, psychological and personality factors, and biological factors that could potentially contribute to gender differences in self-discrepancy, shame, guilt, and aggression.

### **Limitations and suggestions:**

The characteristics of the sample used in the study can impact the generalizability of the findings. If the study was conducted with a specific age group, cultural background, or clinical population, it may limit the generalizability of the results to other populations. Future research

should aim to include diverse samples to obtain a broader understanding of the relationship between self-discrepancy, shame, guilt, and aggression across different groups.

The measurement tools used to assess self-discrepancy, shame, guilt, and aggression can influence the results. Different measures may capture different aspects or dimensions of these constructs. Future research should consider using multiple measures or validated scales to assess these constructs to strengthen the reliability and validity of the findings.

If the study utilized a cross-sectional design, it can limit the ability to establish causal relationships between self-discrepancy, shame, guilt, and aggression. Longitudinal or experimental designs would provide more robust evidence regarding the directionality and temporal relationship between these variables. For example, examining the effects of self-discrepancy on shame, guilt, and aggression over time would provide more insight into their causal associations.

There may be other variables that mediate or moderate the relationship between self-discrepancy, shame, guilt, and aggression. For instance, self-esteem, emotion regulation strategies, or social support could influence the strength or direction of these associations. Future research should consider exploring these mediating and moderating variables to better understand the underlying mechanisms that contribute to the relationship between these constructs.

The context in which self-discrepancy, shame, guilt, and aggression are assessed may also impact the results. For example, the presence of situational factors, such as interpersonal conflicts, may influence the experience and expression of shame, guilt, and aggression differently. Future research could examine how contextual factors interact with self-discrepancy to predict shame, guilt, and aggression in different settings.

As mentioned earlier, cultural and gender differences can significantly impact the experience and expression of self-discrepancy, shame, guilt, and aggression. Future research should explore these factors more explicitly by considering diverse cultural backgrounds and examining potential gender differences in the relationship between these constructs.

**Implications:**

The presence of a significant relationship between self-discrepancy and shame suggests that individuals who perceive a greater discrepancy between their actual and ideal selves may experience higher levels of shame. This finding emphasizes the importance of addressing self-discrepancy in therapeutic interventions aimed at reducing shame and promoting self-acceptance. Similarly, a significant relationship between self-discrepancy and guilt implies that individuals who perceive a larger gap between their actual and ought selves may experience increased feelings of guilt. Interventions focused on reducing self-discrepancy could potentially alleviate guilt and promote a healthier sense of self. The significant relationship between self-discrepancy and aggression highlights the potential role of unresolved conflicts between one's actual and ideal selves in the expression of aggressive behaviors. Addressing self-discrepancy in therapeutic settings may contribute to reducing aggressive tendencies by promoting self-acceptance and fostering healthier coping mechanisms.

The absence of significant gender differences in self-discrepancy implies that both males and females may experience similar levels of perceived gaps between their actual and ideal selves. This suggests that interventions aimed at addressing self-discrepancy may be applicable to individuals of all genders. Similarly, the lack of significant gender differences in shame and guilt suggests that both males and females may experience these emotions to similar extents. Therapeutic approaches targeting shame and guilt can be designed to be inclusive of individuals

regardless of gender. The non-significant gender differences in aggression indicate that both males and females may exhibit similar levels of aggression. It highlights the importance of addressing aggression as a human trait rather than solely attributing it to a specific gender. Interventions targeting aggression should consider gender-neutral approaches that address underlying causes and promote healthier means of expressing emotions.

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## **Participant information sheet**

### **Study: Self-discrepancy and its relationship between shame, guilt and aggression.**

#### **What is the purpose of the study?**

This research is being conducted on adolescent community-based population. It will help to better understand the wellbeing and different emotional experiences of adolescents. Individuals with self- discrepancy may have positive or negative relationships with shame, guilt and aggression. The aim of the study is to collect information that will help in developing better mental support.

#### **Why your child is invited to participate in the study?**

All adolescents aged between 15 to 18 years, enrolled in colleges are invited to participate in the study.

#### **What does your child has to do to take part in the study?**

The study will be explained to the children and any questions they raise will be addressed. After filling in the consent form the child will be asked to complete a series of questionnaires about their feelings and experiences in their day-to-day life and how they deal with these.

#### **Does your child have to participate in the study?**

Any participation is voluntary. Your child has the right to discontinue at any point. Her/his decision to withdraw from the study will have no consequences and will explicitly not affect her/his academic grades, right to obtain services, etc. You and your child will not be contacted further. The incomplete questionnaire returned to the administrator may or may not be used in the analyses based on your child's consent about it.

#### **What is the cost of participation?**

There is no cost of participation in the study beyond the time and effort to fill in the questionnaire.

#### **Who approved the study?**

The study is reviewed by the department of psychology, Capital University of Science and Technology.

#### **What about confidentiality and anonymity?**

Your child's responses will be kept confidential and will be anonymized. Any publication of the research will not include any identification of the respondents both at individual and institutional levels. In case of identification child protection issue the researcher will only be responsible to inform the concerned authorities. The researcher is not responsible for any further action required.

#### **What are the advantages or disadvantages of taking part in the study?**

There are no personal or academic benefits or drawbacks of participating in the study. This study may cover areas that are sensitive or distressing. If your child will feel any discomfort during the study, she/he may choose to discontinue at any time.

#### **Further information:**

If you have any queries, please contact Tayyaba khan at ktayyaba439@gmail.com and Sabahat Haqqani at sabahat.haqqani@cust.edu.pk.

#### **What is the available support?**

If you think you need to talk about your feelings and thoughts in relation to the above-mentioned research topic, you can contact the following help lines.

**Well-being center Capital University of Science and Technology, Islamabad** Expressway, Kahuta Road Zone-V Sihala, Islamabad, Islamabad Capital Territory: (accessible from mobile as well with regular landline charges): 051-111-555-666 Ext: 2966 10am to 8pm daily.

E-mail address is: wbc@cust.edu.pk

(Wide range of awareness, counselling, and referral services Are available.)



**Parental/Guarian consent form**

I confirm that I have read and understood the preceding information sheet. I have been given the opportunity to ask questions.

The permission I granted for my child to participate in the study is voluntary and she/he has the right to withdraw from the study at any time without any of her/his medical care and legal rights being affected.

I understand that the information obtained from the questionnaires will be anonymized and will be used for the purposes of research only.

I permit my child to take part in this study.

\_\_\_\_\_

Date: \_\_\_\_\_

### **Participant Consent form**

I confirm that I have read and understood the preceding information sheet. I have been given the opportunity to ask questions.

My participation in the study is voluntary and I have the right to withdraw from the study at any time during the administration without any of my medical care and legal rights being affected.

I understand that the information obtained from the questionnaires will be anonymized and will be used for the purposes of research only.

I agree to take part in this study.

\_\_\_\_\_

Date: \_\_\_\_\_

**Part-II**  
**Demographic Sheet**

**Name:** \_\_\_\_\_

**Your Birth order:** \_\_\_\_\_

**Age in years:** \_\_\_\_\_

**No. of Siblings (except you):** \_\_\_\_\_

**Father Alive** Yes/No

**Father's Occupation:** \_\_\_\_\_

**Mother Alive** Yes/No

**Mother's Occupation:** \_\_\_\_\_

<b>Gender</b>	Male		Female	
<b>Education System</b>	Private	Public/government		Semi-government
<b>Marita Status</b>	Single	Married	In a relationship	Engaged
<b>Socioeconomic status</b>	Lower class	Middle class		Upper class
<b>Employment status</b>	Part time	Self employed		Student
<b>Family System</b>	Joint	Nuclear		Single Parent



**Instructions:** In this questionnaire you will read about situations that people are likely to encounter in day-to-day life, followed by common reactions to those situations. As you read each scenario, try to imagine yourself in that situation. Then indicate the likelihood that you would react in the way described.

	<b>1</b> <i>Very Unlikely</i>	<b>2</b> <i>Unlikely</i>	<b>3</b> <i>Slightly Unlikely</i>	<b>4</b> <i>Slightly Likely</i>	<b>5</b> <i>Likely</i>	<b>6</b> <i>Very Likely</i>
<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>1.</b> After realizing you have received too much change at a store, you decide to keep it because the sales clerk doesn't notice. What is the likelihood that you would feel uncomfortable about keeping the money?						
<b>2.</b> You are privately informed that you are the only one in your group that did not make the honor society because you skipped too many days of school. What is the likelihood that this would lead you to become more responsible about attending school?						
<b>3.</b> You rip an article out of a journal in the library and take it with you. Your teacher discovers what you did and tells the librarian and your entire class. What is the likelihood that this would make you would feel like a bad person?						
<b>4.</b> After making a big mistake on an important project at work in which people were depending on you, your boss criticizes you in front of your coworkers. What is the likelihood that you would feign sickness and leave work?						
<b>5.</b> You reveal a friend's secret, though your friend never finds out. What is the likelihood that your failure to keep the secret would lead you to exert extra effort to keep secrets in the future?						
<b>6.</b> You give a bad presentation at work. Afterwards your boss tells your coworkers it was your fault that your company lost the contract. What is the likelihood that you would feel incompetent?						
<b>7.</b> A friend tells you that you boast a great deal. What is the likelihood that you would stop spending time with that friend?						
<b>8.</b> Your home is very messy and unexpected guests knock on your door and invite themselves in. What is the likelihood that you would avoid the guests until they leave?						
<b>9.</b> You secretly commit a felony. What is the likelihood that you would feel remorse about breaking						
<b>10.</b> You successfully exaggerate your damages in a lawsuit. Months later, your lies are discovered and you are charged with perjury. What is the likelihood that you would think you are a despicable human being?						

<p><b>11.</b> You strongly defend a point of view in a discussion, and though nobody was aware of it, you realize that you were wrong. What is the likelihood that this would make you think more carefully before you speak?</p>						
<p><b>12.</b> You take office supplies home for personal use and are caught by your boss. What is the likelihood that this would lead you to quit your job?</p>						

Statement	1	2	3	4	5	6
<p><b>13.</b> You make a mistake at work and find out a coworker is blamed for the error. Later, your coworker confronts you about your mistake. What is the likelihood that you would feel like a coward?</p>						
<p><b>14.</b> At a coworker's housewarming party, you spill red wine on their new cream-colored carpet. You cover the stain with a chair so that nobody notices your mess. What is the likelihood that you would feel that the way you acted was pathetic?</p>						
<p><b>15.</b> While discussing a heated subject with friends, you suddenly realize you are shouting though nobody seems to notice. What is the likelihood that you would try to act more considerately toward your friends?</p>						
<p><b>16.</b> You lie to people but they never find out about it. What is the likelihood that you would feel terrible about the lies you told?</p>						

**Rate each of the following items in terms of how characteristic they are of you. Use the following scale**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Extremely Uncharacteristic me	Somewhat Uncharacteristic	Neither Uncharacteristic or Characteristic of me	Somewhat Characteristic of me	Extremely of me

Statement	1	2	3	4	5
17. Once in a while, I can't control the urge to strike another person.					
18. Given enough provocation, I may hit another person					
19. If someone hits me, I hit back.					
20. I get into fights a little more than the average person.					
21. If I have to resort to violence to protect my rights, I will.					
22. There are people who pushed me so far that we came to blows.					
23. I can think of no good reason for ever hitting a person					
24. I have threatened people I know.					
25. I have become so mad that I have broken things.					
26. I tell my friends openly when I disagree with them.					
27. I often find myself disagreeing with people.					

Statement	1	2	3	4	5
28. When people annoy me, I may tell them what I think of them.					
29. I can't help getting into arguments when people disagree with me.					
30. My friends say that I'm somewhat argumentative.					
31. I flare up quickly but get over it quickly.					
32. When frustrated, I let my irritation show.					
33. I sometimes feel like a powder keg ready to explode.					
34. I am an even-tempered person					
35. Some of my friends think I'm a hothead					
36. Sometimes I fly off the handle for no good reason.					
37. I have trouble controlling my temper.					
38. I am sometimes eaten up with jealousy.					
39. At times I feel I have gotten a raw deal out of life.					
40. Other people always seem to get the breaks					
41. I wonder why sometimes I feel so bitter about things.					
42. I know that "friends" talk about me behind my back					
43. I am suspicious of overly friendly strangers					
44. I sometimes feel that people are laughing at me behind my back.					
45. When people are especially nice, I wonder what they want.					



*Think for a moment and make a list of the features you would like to possess ideally and of those you definitely don't want to have (whether or not you think to possess them). To help you, if necessary, here are some examples of possible features*

Aggressive	Disagreeable	Kind Lazy	Refined	
Agreeable	Disdainful	Liar	Reasonable	
Ambitious Artist	Discreet	Lively	Shabby	
Authoritarian	Disinterested	Logic	Selfish	
Slanderous	Disorderly	Loudmouth	Sensible	
Benevolent	Disrespectful	Lucid	Sentimental	
Brilliant	Domineering	Methodical	Serious Shy	
Calculating Calm	Effective	Moderate	Simple	
Careful Childish	Energetic	Modern	Solitary	
Clair-sighted	Entertaining	Modest Moral	Spiritual	
Clever Comic	Enthusiastic	Nasty Neurotic	Spiteful Stable	
Compulsive	Envious	Nice	Stingy	
Conformist	Exuberant	Nonchalant	Submissive	
Contemptuous	Fashionable	Normal	Sweet Tolerant	
Cordial	Frivolous Funny	Obedient	Ungracious	
Crafty Creative	Grateful Hard	Obstinate	Uncultivated	
Credulous	Helpful	Open minded	Unmethodical	
Cultivated	Humble Honest	Painful	Unpredictable	
Curious	Imitator	Perceptive	Unreliable	
Deceitful	Independent	Pessimistic	Unwise	
Delicate	Indiscreet	Philosopher	Vain	
	Ingenious	Reliable Radical	Vivacious	
	Insensitive		Wise	
<b>Features I would like to Have</b>		<b>Per cent tag e %</b>	<b>Features I wouldn't like to have :</b>	<b>Percent age %</b>
46.			52.	
47.			53.	
48.			54.	
49.			55.	
50.			56.	
51.			57.	

<p><i>For each desirable feature, indicate in the right column the extent to which you possess this feature, the ideal being 100%. For example, if you have a generosity ideal and that you think to actually possess this characteristic at 80% of your ideal, please write « Generous : 80% ».</i></p>	<p><i>For each undesirable feature, indicate in the right column the extent to which you possess this feature, the ideal being 0%. For example, if you dislike stinginess and that you think to possess this feature at 20%, please write « Stingy : 20% ».</i></p>
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**Choose the correct answer.**

***How big is globally the discrepancy between this ideal and the way you perceive yourself***

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
I feel very close to this ideal			I feel moderately close to this ideal			I feel very far away to this ideal

***How strong is the distress caused by this discrepancy?***

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
I don't feel distress about this discrepancy			I feel a moderate distress about this discrepancy			I feel an important distress about this discrepancy

<b>Features that the important people to me think I should have:</b>	<b>Percentage %</b>	<b>Features that the important people to me think that I should not have:</b>	<b>Percentage %</b>
<b>58.</b>		<b>64.</b>	
<b>59.</b>		<b>65.</b>	
<b>60.</b>		<b>66.</b>	
<b>61.</b>		<b>67.</b>	
<b>62.</b>		<b>68.</b>	
<b>63.</b>		<b>69.</b>	
<p><i>For each desirable feature, indicate in the right column the extent to which you possess this feature, the ideal being 100%. For example, if you think that your relatives have an ideal of generosity for yourself and that you think to actually possess this characteristic at 80% of your ideal, please write « Generous : 80% ».</i></p>		<p><i>For each undesirable feature, indicate in the right column the extent to which you possess this feature, the ideal being 0%. For example, if your relatives dislike you being stingy and that you think to actually possess this feature at 20%, please write « Stingy : 20% ».</i></p>	

*Think for a moment and make a list of the features that are expected from you by your relatives (regardless of whether or not you think you possess them).*

**Choose the correct answer.**

*How big is globally the discrepancy between this ideal and the way you perceive yourself?*

1	2	3	4	5	6	7
I feel very close to this ideal			I feel moderately close to this ideal			I feel very far away to this ideal

*How strong is the distress caused by this discrepancy?*

1	2	3	4	5	6	7
I don't feel distress about this discrepancy			I feel a moderate distress about this discrepancy			I feel an important distress about this discrepancy

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### report

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