

Grit's Silent Architect: Role of Self-Concept in Civil Services Aspirants

Karm Veer Singh^{1*}, Prof. P.C. Mishra²

ABSTRACT

Self-Concept, comprises perceptions and beliefs about oneself which plays an important role in shaping individuals' behaviors and motivations. Understanding the Self-Concept of Civil Service Aspirants is crucial for uncovering factors influencing their perseverance and passion for long-term goals. The sample consists of N=530 Civil Service Aspirants, with N= 318 (60%) males and N=212 (40%) females. Participants fall within the age range of 21 to 34 years, with a mean age of 26.51 ± 3.91 . Utilizing the Robson Self-Concept Questionnaire (Robson, 1989), Self-Concept and its dimensions are measured. Grit is assessed using the Short Grit Scale (Grit-S) (Duckworth, 2007). The research methodology employs Bivariate Correlation with linear regression, and multiple regression to determine the relationship and predictive power of overall Self-Concept (with dimensions) on Grit. The findings highlight a significant positive association between overall Self-Concept and Grit ($r = .67$; $\beta = .67$, $p < .001$). In the multiple regression analysis, Contentment and Worthiness ($r = .49$; $\beta = .14$, $p < .001$), Determinism and Significance ($r = .58$; $\beta = .27$, $p < .001$), Confidence and Value of Existence ($r = .54$; $\beta = .25$, $p < .001$), and Resilience ($r = .67$; $\beta = .40$, $p < .001$) positively predict Grit levels. These dimensions collectively emphasize the diverse components of self-concept contributing to the development of grit. However, the negative prediction for Attractiveness and Approval by Others ($r = .15$; $\beta = -.073$, $p < .003$) suggest a relationship that requires further exploration. In conclusion, this study contributes to the understanding of Grit among Civil Service Aspirants by highlighting the significance of Self-Concept.

Keywords: *Grit, Self-concept, Resilience, Determinism, Civil Service, Civil Services Aspirants*

The civil services examination in India serves as a test of intellectual and emotional firmness, demanding not only an exhaustive command of diverse subjects but also a durable commitment to prevail the inherent adversities in the preparation process. The aspirants navigating this challenging journey are confronted with multilayered psychological challenges, ranging from self-doubt and stress to the pressure of societal expectations. Understanding the psychological base of their experiences is essential, as it can significantly influence their resilience and chances of success.

¹Research Scholar, University of Lucknow, Babuganj, Hasanganj, Lucknow, Uttar Pradesh, India

²Former Dean (Faculty of Arts), Ex- Head, Department of Psychology, University of Lucknow, Lucknow, Uttar Pradesh, India

*Corresponding Author

Received: February 08, 2024; Revision Received: March 28, 2024; Accepted: March 31, 2024

Grit's Silent Architect: Role of Self-Concept in Civil Services Aspirants

The self-concept theory, as posited by Rogers (1959), emphasizes the importance of a positive self-view in fostering psychological well-being and resilience. Moreover, the concept of Grit (Duckworth, 2007), underscores the role of passion and perseverance in achieving long-term objectives. The individual's role of Self-Concept and Grit have been explored in various contexts, there exists a research gap regarding their interrelation, particularly in the unique context of civil services aspirants in India. This paper seeks to bridge this gap by investigating whether Self-Concept serves as a predictor of Grit among individuals undertaking the demanding preparation for the civil services examination.

Self-Concept serves as a representation of one's identity, expressing the certainty and coherence of one's self-concept, independent of specific self-knowledge such as attitudes, traits, or beliefs (Campbell, 1990; Campbell et al., 1996). Similarly, Grit captures how individuals pursue their goals, measuring attributes like tenacity, focus, and determination (Duckworth, Peterson, Matthews, & Kelly, 2007).

Grit, recognized as a significant predictor of successful goal attainment in various real-world contexts, including academic achievements such as grades, academic retention, and teacher effectiveness, has gained considerable attention (Duckworth et al., 2007; Duckworth, Quinn, & Seligman, 2009). The outcomes have encouraged a deeper exploration of the mechanisms that underlie Grit. Gritty individuals are more inclined to engage in deliberate practice (Duckworth, Kirby, Tsukayama *et al*, 2010), exhibit prosocial transcendent purposes (Yeager et al., 2014), and demonstrate increased effort (Silvia et al., 2013). Notably, Grit exhibits a high correlation with conscientiousness, leading to suggestions that Grit should be considered a facet of conscientiousness for this reason (Rimfeld, Kovas, Dale *et al*, 2016; Roberts, Bogg, Walton *et al*, 2004).

While the acknowledgment of the role of Self-Concept in Grit exists, it remains an area largely unexplored. The enhancement of Grit by Self-Concept is likely due to the central role accorded to self-awareness, self-knowledge, and self-certainty in the broader self-regulation literature. Strong self-knowledge facilitates the identification and prioritization of important goals, the selection of appropriate means to achieve them, and the regulation of resources in their search (Higgins, 1996). Certain self-knowledge provides the coherence necessary for pursuing self-goals, such as the self-expanding desire to evolve or a meaningful career (Emery, Walsh, & Slotter, 2014; Treadgold, 1999). Self-esteem, a prominent type of self-knowledge, serves as both an input and output during goal attainment (Rhodewalt & Tragakis, 2003). A similar feedback process occurs with desired selves, where an increased importance of desired selves correlates with higher motivation and a greater likelihood of attainment (Higgins, 1996).

In contrast, there is a notable absence of research regarding the impact of goal on self-concept. Grit is likely to enhance Self-Concept because goal organizes the Self-Concept. This is apparent in the nature of self-knowledge, acting not as a static description but as a pragmatic tool for self-regulation in steering the world (Higgins, 1996). Goal commitment in emerging adults is associated with identity coherence, as goals organize the Self-Concept in the form of possible, desired, and undesired selves (Schwartz, Cote, & Arnett, 2005; Higgins, 1997; Markus & Nurius, 1986). Achieving these goals contribute to the structure and elements of meaningful personal narratives (Baumeister, 1989; Kleiman, Adams, Kashdan *et al*, 2013; McAdams & Pals, 2006).

Grit's Silent Architect: Role of Self-Concept in Civil Services Aspirants

Theoretical support for the hypothesized reciprocal relations between Self-Concept and Grit also arises from Action Identification Theory. This theory explains that how people conceptualize their actions has regulatory consequences for how they maintain those actions (Vallacher & Wegener, 2012). As individuals develop action expertise, they shift in identifying their behaviours from lower to higher-level terms, structuring high-level thinking of the self. These relations shows that high-level identifiers use higher-level organizing terms to describe themselves (e.g., goals, plans, values, traits) than low-level identifiers (e.g., gestures) (Vallacher and Wegner, 1989). Therefore, Action Identification Theory predicts that as gritty behaviour develops action mastery and experience, one's action identification levels increase, providing high-level self-meanings that organize Self-Concept. In the quest of understanding the complex relationship between psychological variables that contribute to success in challenging aspects, the relationship between Self-concept and Grit has emerged as a subject of principal interest. This research paper explores connections between Self-Concept, defined as one's cognitive and emotional evaluation of oneself, and Grit, the constant perseverance and passion for long-term goals, particularly within the context of Civil Services Aspirants in India.

Therefore, the focus of the present study is to examine the predictive relationship between Self-Concept (predictor) and Grit (outcome) in Civil Services Aspirants. It was hypothesized that Self-Concept (or specific domains of Self- Concept) would predict Grit in Civil Services Aspirants. In addition, there would be a significant correlation between Self-Concept (or specific domains of Self-Concept), and Grit.

METHODOLOGY

Research Design:

In the current study, a non-experimental design is employed, specifically opting for correlational research to explore the correlations and employing regression analyses to explore the relationship between Self-Concept (considered as the predictor variable) and Grit (serving as the criterion variable). This chosen methodology seeks to examine into the relationship between Self-Concept and Grit, providing a comprehensive understanding of their associations and predictive implications.

Sample:

The sample size comprises of $N=530$ civil services aspirants, among which $N= 318$ (60%) are male, and $N=212$ (40%) females. The age range of participants are 21 to 34 years old with a mean age of 26.51 ± 3.91 . Participants were approached by using purposive sampling technique i.e. only civil services aspirants were targeted.

Instruments:

Robson Self-Concept Questionnaire (RSCQ): The Robson Self-Concept Questionnaire (RSCQ), (Robson, 1989), is a comprehensive instrument designed to assess the self-concept of individuals across five distinct dimensions namely Contentment and worthiness, Attractiveness, Determinism and significance, Confidence and value of existence, and Resilience. Each dimension provides a unique lens through which to explore the multifaceted nature of self-perception. The questionnaire comprises 30 items, each rated on a 7-point Likert scale, ranging from 1 (completely disagree) to 7 (completely agree). The reliability of the scale is 0.89 and validity is assured. The multidimensional nature of the RSCQ allows for an in-depth exploration of various facets of self-concept, providing a nuanced understanding of participants' perceptions and attitudes towards themselves.

Grit's Silent Architect: Role of Self-Concept in Civil Services Aspirants

The Short Grit Scale (Grit-S): The Short Grit Scale (Grit-S), developed by Duckworth (2007), assesses grittiness through 8 items rated on a five-point Likert scale (1= not like me at all to 5= very much like me). It measures two components: Consistency of Interest and Perseverance of Effort. The scale demonstrates high reliability (Cronbach's Alpha = 0.85) and assured validity, offering an efficient tool to evaluate individuals' passion and perseverance towards long-term goals.

Procedure

Samples were drawn from Civil Services Aspirants across the country (India). The choice of these aspirants was based on the understanding and criteria of the researcher. Basically, therefore, the purposive sampling method was employed for data collection. Personal contact was established in each of the aspirants from where samples were drawn and assistance was sought for the administration of the questionnaires. The questionnaires were personally taken to the contact in each of the aspirants and were instructed to adhere strictly to the ethical principles in research (which includes voluntary participation, anonymity, etc.) while administering the questionnaires.

At the initial level participants were introduced with the informed consent form in which they were briefed about the research purpose and their volunteer participation. Participants were provided with the assurance of data confidentiality and the right to refuse or withdraw from the research at any step. After the verbal and written consent of participants, they were introduced with the demographic form and research measures.

Of the total questionnaires that were sent out for administration, N=530 were found good enough for inclusion in the analysis. Others were wrongly filled, partially filled or completely left blank without any response. After the process of data, collection scoring was done by following the standard measures of particular scales.

RESULTS

To examine the correlation results, it was observed that overall Self-Concept ($r = .67, p < .000$) and its five dimensions: *Contentment and Worthiness* ($r = .49, p < .000$), *Attractiveness and Approval by others* ($r = .15, p < .000$), *Determinism and Significance* ($r = .58, p < .000$), *Confidence and Value of Existence*, ($r = .54, p < .000$), and *Resilience* ($r = .67, p < .000$) are positive and significantly correlated with Grit.

Table 1: Summary of Correlation Results (N=530)

Correlation		CW	A	D	C	R	SC	G
Contentment and Worthiness	Pearson Correlation	1	.422**	.245**	.319**	.602**	.743**	.497**
	Sig. (1-tailed)		.000	.000	.000	.000	.000	.000
Attractiveness and Approval by others	Pearson Correlation	.422**	1	-.112**	.353**	.339**	.663**	.158**
	Sig. (1-tailed)	.000		.005	.000	.000	.000	.000
Determinism and Significance	Pearson Correlation	.245**	-.112**	1	.419**	.397**	.452**	.589**
	Sig. (1-tailed)	.000	.005		.000	.000	.000	.000
Confidence and Value of Existence	Pearson Correlation	.319**	.353**	.419**	1	.401**	.711**	.541**
	Sig. (1-tailed)	.000	.000	.000		.000	.000	.000
Resilience	Pearson Correlation	.602**	.339**	.397**	.401**	1	.800**	.671**
	Sig. (1-tailed)	.000	.000	.000	.000		.000	.000
Self-Concept	Pearson Correlation	.743**	.663**	.452**	.711**	.800**	1	.672**
	Sig. (1-tailed)	.000	.000	.000	.000	.000		.000
Grit	Pearson Correlation	.497**	.158**	.589**	.541**	.671**	.672**	1
	Sig. (1-tailed)	.000	.000	.000	.000	.000	.000	

** . Correlation is significant at the 0.01 level (1-tailed); N=530

Grit's Silent Architect: Role of Self-Concept in Civil Services Aspirants

To examine the predictable relationship of self-concept with grit linear regression was applied (Table 2). Results pointed out that self-concept is a significant predictor of Grit ($\beta = .67$, $t = 20.83$, $p < .001$) and the total explained variance in Grit is 45.1%.

Table 2: Summary of Linear Regression for Predictable Relation of Self Concept with Grit (N = 530)

Predictors	B	SE	β	t	p
Constant	8.21	1.02		8.01	< .001
Self-Concept	.193	.009	.672	20.83	< .001

$R^2 = .451$. Adjusted $R^2 = .450$

Moreover, the five dimensions of self-concept were analysed to examine the predictability of Grit (Table 2) and it appeared that Contentment and worthiness ($\beta = .14$, $p < .001$), Determinism and significance ($\beta = .27$, $p < .001$), Confidence and value of existence ($\beta = .25$, $p < .001$), and Resilience ($\beta = .40$, $p < .001$) significantly predicts Grit, and Attractiveness, approval by others ($\beta = -.073$, $p < .003$) negatively predicts Grit. The total explained variance in the model is 62.8%.

Table 3: Summary of Multiple Regression for Predictable Relation of Scales of Self Concept with Grit (N = 530)

Predictors	B	SE	β	t	p
Constant	12.07	1.03		11.72	< .001
Contentment and worthiness	.140	.033	.147	4.20	< .001
Attractiveness, approval by others	-.073	.025	-.099	-2.98	< .003
Determinism and significance	.408	.049	.276	8.25	< .001
Confidence and value of existence	.207	.027	.251	7.60	< .001
Resilience	.411	.037	.406	11.17	< .001

$R^2 = .628$, Adjusted $R^2 = .624$.

DISCUSSION

The present study was aimed to examine the predictable relationship of Self-Concept with Grit in Civil Services Aspirants. Grit serves as the distinguishing factor between individuals who underutilize their personal resources and those who push themselves to their limits, thereby accounting for variations in accomplishments, even among individuals with similar intelligence levels (Duckworth et al., 2007). Due to its significance in predicting achievement, research efforts have concentrated on unravelling the mechanisms of Grit. For instance, individuals with Grit exhibit distinctive behaviours such as prolonged study sessions and heightened effort, characterized by increased physiological engagement during perseverance (Duckworth et al., 2007; Silvia, Eddington, Beaty *et al*, 2013). The total Self-Concept and its five dimensions with Grit showed statistically significant outcomes, which were represented in the Bivariate Correlational Results.

The linear regression findings yield the significance of Self-Concept as a predictor of Grit ($\beta = .67$, $p < .001$), aligning with previous works of Duckworth *et al*, (2007) reinforcing the evidence that individuals with a positive self-perception are more likely to exhibit perseverance and passion for long-term goals. A good Self-Concept plays a crucial role in reinforcing fundamental aspects of Grit, particularly the ability to concentrate on a specific

Grit's Silent Architect: Role of Self-Concept in Civil Services Aspirants

goal without diverting attention to alternative objectives (Setterlund & Niedenthal, 1993). This aspect supports the literature emphasizing the role of psychological factors in goal-directed behaviours. The positive association between the overall Self-Concept and Grit ($r = .67, p < .000$) implies that interventions aimed at fostering a positive self-perception may influence the Grit levels in Civil Service aspirants, possibly enhancing their abilities to withstand challenges and achieve in their goals.

In general, this outcome validated the idea that aspirants who have one's positive cognitive and emotional evaluation of themselves can have more passion and perseverance in achieving long-term goals. The findings of the present research are consistent with the research evidences (Joyce Neroni et al., 2022; Robert S. Weisskirch, 2016) that support the correlation between Self-Concept and Grit and association of increased Grit with increased rate of academic success.

The subsequent multiple regression analyses offer an understanding into distinct dimensions of self-concept. Namely, Contentment and worthiness ($\beta = .14, p < .001$), Determinism and significance ($\beta = .27, p < .001$), Confidence and value of existence ($\beta = .25, p < .001$), and Resilience ($\beta = .40, p < .001$), all demonstrate a statistically significant positive prediction with Grit. These findings correlate with Grit (*Contentment and Worthiness* ($r = .49, p < .000$), *Attractiveness and Approval by others* ($r = .15, p < .000$), *Determinism and Significance* ($r = .58, p < .000$), *Confidence and Value of Existence*, ($r = .54, p < .000$), and *Resilience* ($r = .67, p < .000$)) suggesting that specific components of Self-concept play unique role in predicting perseverance in people (Duckworth & Quinn, 2009).

Drawing from self-determination theory (Deci & Ryan, 2000), individuals perceiving themselves as *Content and Worthy* are more likely to experience intrinsic motivation, which is essential for enduring effort and perseverance. When Civil Services Aspirants feel *Content* with themselves and perceive their *Worthiness*, they may be more intrinsically motivated to overcome challenges and setbacks during their preparation. Research suggests that individuals with higher levels of self-acceptance and feelings of worthiness tend to have greater psychological well-being and resilience (Sheldon and Kasser, 2008). Therefore, Civil Services Aspirants who hold a positive Self-Concept in terms of *Contentment and Worthiness* may be better in the rigorous demands of preparation with resilience and determination.

Supporting evidence for *Determinism and Significance*, Bandura's self-efficacy theory (Bandura, 1977), suggests that individuals believing in their ability to exercise control over their actions and outcomes are more likely to persevere in the face of challenges. In the context of civil services preparation, aspirants who perceive themselves as having control over their study habits, strategies, discipline and subsequent success are more likely to exhibit Grit. Research suggests that individuals who view intelligence and abilities as flexible are more likely to embrace challenges and persevere in the face of setbacks (Diener and Dweck, 1978). Civil Services Aspirants who perceive the significance of their efforts and believe in their capacity for growth may demonstrate higher levels of Grit during preparation.

For *Confidence and Value of Existence*, self-esteem and self-worth, which are integral components of Self-Concept, play a crucial role in shaping individuals' confidence and sense of value in their existence. Individuals with higher levels of self-confidence may approach challenges with greater optimism and determination, leading to increased Grit in civil

Grit's Silent Architect: Role of Self-Concept in Civil Services Aspirants

services preparation. Research suggests that individuals with higher self-esteem are more likely to persevere in the face of failure and setbacks (Baumeister et al., 2003). Civil Services Aspirants who hold a positive Self-Concept in terms of Confidence and Value of Existence may show greater resilience and perseverance in their quest of success.

Resilience, defined as the ability to bounce back from adversity, is closely related to Grit and plays a significant role in civil services preparation. Individuals with higher levels of resilience are better prepared to cope with the challenges, adversities, and uncertainties inherent in the preparation process. Research highlights the importance of protective factors, including Self-Concept, in promoting resilience in the face of difficulty (Masten, 2001). Civil Services Aspirants who have a resilient Self-Concept are more likely to view challenges as opportunities for growth, leading to higher levels of Grit and perseverance in their preparation journey.

Overall, the different domains of Self-Concept, including Contentment and Worthiness, Determinism and Significance, Confidence and Value of existence, and Resilience, can significantly influence Grit in Civil Services Aspirants. These factors interact with psychological theories and empirical research findings to shape individuals' motivation, perseverance, and resilience in the attainment of their goals.

The negative statistical prediction observed for the dimension of *Attractiveness, approval by others* introduce complexity to our findings. Social comparison theory (Festinger, 1954) suggests that individuals evaluate their own abilities and self-worth by comparing themselves to others. In the context of civil services preparation, aspirants who are overly concerned with their attractiveness and approval by others may engage in frequent social comparisons with their peers. This constant comparison can lead to feelings of inadequacy, lower self-esteem, and decreased motivation to persevere in the face of challenges. According to self-esteem Contingency theory (Crocker & Wolfe, 2001), individuals may base their self-worth on specific domains, such as physical appearance or social approval. Civil Services Aspirants who derive their self-esteem from their perceived attractiveness or approval by others may experience fluctuations in confidence and motivation based on external validation. As a result, they may struggle to maintain consistent effort and resilience in their preparation for competitive examinations. Research suggests that individuals who are highly concerned with social approval may experience greater fear of failure and rejection (Leary and Baumeister, 2000). In the context of civil services preparation, aspirants who prioritize external validation may perceive failure as more threatening to their self-concept and social standing. Consequently, they may avoid taking risks or persisting in the face of obstacles, which can undermine their Grit.

These findings align with meta analytic study that emphasized that certain aspects of self-esteem may not consistently align with Grit (Tynan *et al*, 2017). The negative prediction for approval by others hints that individuals overly preoccupied with external approval may face challenges in developing Grit, as the challenge of enduring goals may be compromised by a heightened sensitivity to others' opinions. This is in line with the idea that Grit requires intrinsic motivation and perseverance.

In synthesizing these results with supporting evidence, the present study contributes to the existing literature by providing a comprehensive understanding and support of how different dimensions of Self-Concept influences Grit. These findings advocate for practical implications for programs designed to enhance Grit among Civil Service Aspirants,

emphasising the importance of fostering a positive Self-Concept while acknowledging the relationship that exist within specific domains of Self-Concept.

Limitations and Future Directions:

It is essential to acknowledge the limitations of the present study, such as the reliance on self-report measures and the cross-sectional nature of the data. It is also essential to acknowledge the complex role of cultural, societal, and individual factors that may influence the relationship between Self-Concept and Grit. Future researchers should explore these aspects further to refine interventions that are culturally sensitive and contextually relevant. As well as future researches could employ longitudinal designs and incorporate qualitative methodologies to provide understanding of the dynamic relationship between Self-concept and Grit in the unique context of civil services aspirants in India.

CONCLUSION

This research adopts a quantitative research design, employing well-established psychological measures to assess Self-concept and Grit. The methodology utilizes reliable and validated instruments to ensure the authenticity of the data collected. By adopting this approach, the study aspires to contribute empirically grounded knowledge to the existing literature on psychological factors influencing success in challenging examinations. The outcome of this research is anticipated to yield valuable insights with implications for educational psychologists, career counsellors, and coaching institutes. As the findings reveal, they may inform the development of targeted interventions aimed at enhancing aspirants' Self-Concept, ultimately encouraging their Grit and fostering their resilience in the face of challenges.

REFERENCES

- Bandura, A. (1977). *Self-efficacy: Toward a unifying theory of behavioral change*. *Psychological Review*, 84(2), 191–215.
- Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). *Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles?* *Psychological Science in the Public Interest*, 4(1), 1–44.
- Baumeister, R. F., Tice, D. M., & Hutton, D. G. (1989). Self-presentational motivations and personality differences in self-esteem. *Journal of Personality*, 57(3), 547–579. <https://doi.org/10.1111/j.1467-6494.1989.tb02384.x>
- Campbell, J. D., Trapnell, P. D., Heine, S. J., Katz, I. M., Lavallee, L. F., & Lehman, D. R. (1996). Self-concept clarity: Measurement, personality correlates, and cultural boundaries. *Journal of Personality and Social Psychology*, 70(1), 141–156. <https://doi.org/10.1037/0022-3514.70.1.141>
- Campbell, J. P. (1990). Modeling the performance prediction problem in industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (2nd ed., pp. 687–732). Consulting Psychologists Press.
- Credé, M., Tynan, M. C., & Harms, P. D. (2017). Much ado about grit: A meta-analytic synthesis of the grit literature. *Journal of Personality and Social Psychology*, 113(3), 492–511. <https://doi.org/10.1037/pspp0000102>
- Crocker, J., & Wolfe, C. T. (2001). Contingencies of self-worth. *Psychological Review*, 108(3), 593–623. <https://doi.org/10.1037/0033-295X.108.3.593>
- Deci, E. L., & Ryan, R. M. (2000). *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being*. *American Psychologist*, 55(1), 68–78.

- Diener, C. I., & Dweck, C. S. (1978). An analysis of learned helplessness: Continuous changes in performance, strategy, and achievement cognitions following failure. *Journal of Personality and Social Psychology*, 36(5), 451–462.
- Duckworth, A. L., Kirby, T. A., Tsukayama, E., Berstein, H., & Ericsson, K. A. (2011). Deliberate Practice Spells Success: Why Grittier Competitors Triumph at the National Spelling Bee. *Social Psychological and Personality Science*, 2(2), 174-181. <https://doi.org/10.1177/1948550610385872>
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101. <https://doi.org/10.1037/0022-3514.92.6.1087>
- Duckworth, A. L., Quinn, P. D., & Seligman, M. E. P. (2009). Positive predictors of teacher effectiveness. *The Journal of Positive Psychology*, 4(6), 540–547. <https://doi.org/10.1080/17439760903157232>
- Emery, Lydia & Walsh, Courtney & Slotter, Erica. (2015). Knowing who you are and adding to it: Reduced self-concept clarity predicts reduced self-expansion. *Social Psychological and Personality Science*. 6. 259-266.
- Festinger, L. (1954). A theory of social comparison processes. *Human Relations*, 7, 117–140. <https://doi.org/10.1177/001872675400700202>
- Higgins, E. T. (1996). Knowledge activation: Accessibility, applicability, and salience. In E. T. Higgins & A. W. Kruglanski (Eds.), *Social psychology: Handbook of basic principles* (pp. 133–168). The Guilford Press.
- Hjemdal, O., Friborg, O., Stiles, T. C., Martinussen, M., & Rosenvinge, J. H. (2011). Resilience predicting psychiatric symptoms: A prospective study of protective factors and their role in adjustment to stressful life events. *Clinical Psychology & Psychotherapy*, 18(3), 258–270.
- Kleiman, E. M., Adams, L. M., Kashdan, T. B., & Riskind, J. H. (2013). Gratitude and grit indirectly reduce risk of suicidal ideations by enhancing meaning in life: Evidence for a mediated moderation model. *Journal of Research in Personality*, 47(5), 539–546. <https://doi.org/10.1016/j.jrp.2013.04.007>
- Leary, M. R., & Baumeister, R. F. (2000). The nature and function of self-esteem: Sociometer theory. In M. P. Zanna (Ed.), *Advances in experimental social psychology*, Vol. 32, pp. 1–62). Academic Press. [https://doi.org/10.1016/S0065-2601\(00\)80003-9](https://doi.org/10.1016/S0065-2601(00)80003-9)
- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954–969. <https://doi.org/10.1037/0003-066X.41.9.954>
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227–238.
- McAdams, D. P., & Pals, J. L. (2006). A new Big Five: Fundamental principles for an integrative science of personality. *American Psychologist*, 61(3), 204–217. <https://doi.org/10.1037/0003-066X.61.3.204>
- Neroni, J., Meijs, C., Kirschner, P.A. et al. Academic self-efficacy, self-esteem, and grit in higher online education: Consistency of interests predicts academic success. *Soc Psychol Educ* 25, 951–975 (2022). <https://doi.org/10.1007/s11218-022-09696-5>
- Rimfeld K, Kovas Y, Dale PS, Plomin R. True grit and genetics: Predicting academic achievement from personality. *J Pers Soc Psychol*. 2016 Nov;111(5):780-789. doi: 10.1037/pspp0000089. Epub 2016 Feb 11.
- Roberts, B. W., Bogg, T., Walton, K. E., Chernyshenko, O. S., & Stark, S. E. (2004). A lexical investigation of the lower-order structure of conscientiousness. *Journal of Research in Personality*, 38(2), 164–178. [https://doi.org/10.1016/S0092-6566\(03\)00065-5](https://doi.org/10.1016/S0092-6566(03)00065-5)

Grit's Silent Architect: Role of Self-Concept in Civil Services Aspirants

- Rodewalt, F. and Tragakis, M.W. (2003) *Self-Esteem and Self-Regulation: Toward Optimal Studies of Self-Esteem*. Psychological Inquiry, 14, 66-70.
- Schwartz, S. J., Côté, J. E., & Arnett, J. J. (2005). Identity and Agency in Emerging Adulthood: Two Developmental Routes in the Individualization Process. *Youth & Society*, 37(2), 201–229. <https://doi.org/10.1177/0044118X05275965>
- Setterlund, M. B., & Niedenthal, P. M. (1993). "Who am I? Why am I here?" Self-esteem, self-clarity, and prototype matching. *Journal of Personality and Social Psychology*, 65(4), 769–780. <https://doi.org/10.1037/0022-3514.65.4.769>
- Sheldon, K. M., & Kasser, T. (2008). Psychological threat and extrinsic goal striving. *Motivation and Emotion*, 32(1), 37–45.
- Silvia, P. J., Beaty, R. E., Nusbaum, E. C., Eddington, K. M., Levin-Aspensson, H., & Kwapil, T. R. (2014). Everyday creativity in daily life: An experience-sampling study of “little c” creativity. *Psychology of Aesthetics, Creativity, and the Arts*, 8(2), 183–188. <https://doi.org/10.1037/a0035722>
- Treadgold, R. (1999). Transcendent vocations: Their relationship to stress, depression, and clarity of self-concept. *Journal of Humanistic Psychology*, 39(1), 81–105. <https://doi.org/10.1177/0022167899391010>
- Vallacher, Robin & Wegner, Daniel. (2012). *Action Identification Theory*. 10.4135/9781446249215.n17.
- Weisskirch, Rob. (2018). *Grit, Self-Esteem, Learning Strategies and Attitudes and Estimated and Achieved Course Grades among College Students*. Current Psychology. 37. 10.1007/s12144-016-9485-4.
- Yeager, D. S., Johnson, R., Spitzer, B. J., Trzesniewski, K. H., Powers, J., & Dweck, C. S. (2014). The far-reaching effects of believing people can change: Implicit theories of personality shape stress, health, and achievement during adolescence. *Journal of Personality and Social Psychology*, 106(6), 867–884. <https://doi.org/10.1037/a0036335>

Acknowledgment

The writers would like to express their sincere gratitude to everyone who has helped make this paper possible. Although their efforts are recognised, their identities are unable to be publicised.

Conflict of Interest

The authors declare that they have no conflicts of interest related to the publication of this manuscript.

Funding

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Author Contributions

Karm Veer Singh contributed to the conception and design of the study, data collection, analysis and interpretation of data, and drafting the article. P. C. Mishra contributed to the supervision, review, editing, and final approval of the version to be published.

How to cite this article: Singh, K.V. & Mishra, P.C. (2024). Grit's Silent Architect: Role of Self-Concept in Civil Services Aspirants. *International Journal of Indian Psychology*, 12(1), 2624-2633. DIP:18.01.240.20241201, DOI:10.25215/1201.240