

CHAPTER VII

DISCUSSION OF CASES

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7.1 Introduction

The purpose of this chapter is to discuss the selected few cases from the point of view of their vocational development. In all, ten different cases are studied. Out of these ten, three are female cases and the remaining seven are male cases. They were selected from each of the four occupations namely, teaching, law, social work and medicine. The number of cases in each occupation is not the same. This is so because in certain occupations it is difficult to get cases of the type needed here. In medical profession, for example, the persons whose choice of this profession is inadequate in terms of their self-concepts, still continue and derive pleasure out of it. This is because once a person enters it, however inefficient he may be, he gets enough money which is a symbol of power and recognition. In India, there is a great scarcity of well trained doctors. Under such circumstances, any doctor will get enough of practice and thereby get satisfaction or find out the sources of satisfaction in the profession.

The reason for including the female cases

is that, the conditions of their development are, in many respects, different from those of males. Girls have certain basic problems which are not shared by boys. Moreover, in certain communities girls are generally emotionally rejected as the father has to bear a considerable amount of expenditure at the time of his daughter's marriage. The dowry to be given to the boy is quite considerable. Hence, they are brought up with discrimination which leads to maladjustment. Most of the girls studying in various faculties, do not study with the intention to have a career. In most of the communities girls are not accepted in marriage unless they are educated. Some of them might be studying with a view to make a career. But from those who enter certain fields, some are forced to enter by circumstances. It was, therefore, thought to study at least three female cases. Out of these three cases, two are employed teachers and one is employed social worker.

On the whole, the conditions of the development of both boys and girls are quite different in this country from those in the Western countries. It is known to us that the vocational development of

an individual depends very much upon the environmental conditions to which he is exposed. The development of interests, work values, work attitudes, identification etc., depends upon the opportunities available in the environment. In most of the cases of young boys and girls, the educational and vocational activities are generally directed by the superior members in their home environment. This direction giving process is not based on realistic understanding of the capacities, interests, aptitudes, intelligence, etc., of the individual. The head of the family, usually the father, assumes all the responsibilities and directs all the activities of his children keeping in mind what he wants them to be rather than what the children think themselves to be. As a result of all such influences, the growing individual becomes more and more dependent and seeks help from others at every stage of his development. Some parents determine the occupation for their children long before they understand anything about various occupations. Most of the students who rush towards getting admissions in Science and Engineering courses have no insight into their own abilities and potentialities. Their thinking is governed by others.

Maladjustment is, therefore, inevitable in most of the cases. When the assessment techniques are not proper, the students may be able to enter a field which may be highly inadequate in terms of their interests, abilities and aptitudes, as their choice of the field is governed by other persons. Such students might put in a very hard labour and be successful because of high level of general intelligence. But passing a particular course and getting satisfaction in an occupation selected in accordance with training are two different things. A social worker might, for example, pass out the course successfully with great effort but it does not follow that he will surely get satisfaction when he is actually employed in the field.

The cases presented here were interviewed individually. Wherever possible and necessary, parents, friends and relatives were also interviewed. Much of the information was, however, obtained from the individual concerned. The interview was neither completely structured nor completely unstructured. It was not structured because the interviewees were not asked to answer a fixed number of questions and it was not completely unstructured because while

conducting interview, certain areas were kept in mind. Information was gathered from each area by asking specific questions to the interviewees. The areas are as follows:

- (a) Parental influences during early and latter childhood and identification.
- (b) Influences of other person like friends and relatives.
- (c) Work experiences, work values, work attitudes.
- (d) Experiences in the school and college.
- (e) Interests, abilities and hobbies.

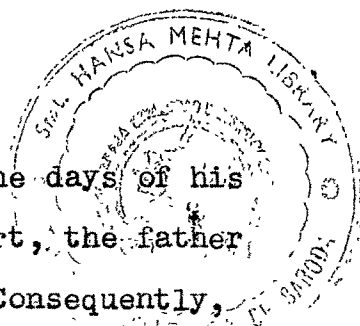
7.2 A Case of a Dissatisfied Lawyer

'M' the son of an eminent lawyer, had all the necessary qualities and excellent opportunities for becoming an efficient lawyer. Despite of all these, he could not become a very successful lawyer. His dissatisfaction with his occupation was revealed in an interview in which he could overtly express all the feelings that he had in connection with his

occupation.

This could be well explained by considering the process of his development in early childhood and adolescence.

'M' had an eminent lawyer father who had enough of practice in criminal law. He was remaining extremely busy with his own profession and could spare no time for 'M' except to scold him occasionally for not putting enough effort in his studies. He had provided for 'M' a most efficient teacher with a view that 'M' would develop his capacities for becoming a good lawyer and take the legacy of his father's lucrative practice. Though the father had enough money he would not provide things of enjoyment and other facilities to 'M', thinking that he would go astray. At this stage his major interests were to read books, to mix freely with people and to go out with his friends for a long walk. He could not do any of these things to his satisfaction because of strict orders from his father. It is for this reason that he had developed intense feelings of hatred toward his father. 'M' reported that he was, as a child, more comfortable in the absence of his father



and that he was eagerly waiting for the days of his father's departure from home. In short, the father of 'M' was a strict disciplinarian. Consequently, 'M' developed the feelings of hatred not only toward his father but also toward all those things which his father liked.

'M's relation with his mother was also not very satisfactory. She was also treated harshly by her husband; and since she was meek, she could not return the same aggression toward her husband. The whole aggression was, therefore, transferred to the son 'M'. She, very often, became aggressive toward 'M' in the same magnitude as 'M's father was, towards her.

The only satisfaction 'M' had was his kind and sympathetic teacher who used to come to his home for teaching. 'M' had thought many times that it would have been much better if he had power and authority as a teacher has over his class. The teacher was so very kind that he would not mind even if 'M' failed to do his lesson. The teacher used to respect 'M' as a good boy. 'M' liked to be with his teacher and enjoyed the teacher's behaviour. It is quite clear that the parents could not provide

models for identifications. On the contrary, the feelings of hatred and aggressiveness which 'M' had developed toward his parents created in him a genuine need for power and authority. The teacher could provide a good model for identification. It is, therefore, not unsound to say that many a times 'M' had wished to become a teacher.

This wish of 'M' was to some extent fulfilled in the class when the teacher was absent and he as the monitor was in charge of the class. He used to command respect of the class fellows as a monitor. Since he was clever in his studies, his classmates used to consult him often on matters of study. Guiding the activities of the students, explaining them certain things, and helping the students who were poor at study were some of the things which he liked very much.

'M' had enough intelligence to get first class in his Matriculation and he wished very much to join Arts College to which his father agreed. Here also, he made a mark as a clever student and used to derive genuine pleasure in guiding students of his class. After his B.A., 'M' wanted to do his

M.A. but his father insisted that he should go for law. He was really against going for law but he could not convince his father of the same. The original fear complex which 'M' had developed toward his father did not go away completely even though he had grown up to adulthood. As a result, he had to do that which pleased his father, i.e. join law. Markedly enough, his superior performance upto B.A. did not continue in law. However, he could manage to pass out but afterwards he was quite unwilling to practice law. Soon after the completion of LL.B., his father forced him to remain with him as he was over-burdened with his work. 'M' remained with his father nearly for six months but this association did not create in him a genuine interest for law, on the contrary, it created in him intense hatred toward the profession of law. As circumstances would have it, his father expired six months after his getting the law degree. He had to take up the established practice of his father and carry on with the cases that his father had with him. 'M' is in the same profession till to-day though he does not let go any opportunity to hate this profession.

Whether or not 'M' would stick to this profession can be judged from two points of view. One would be that he might stick to this profession as he has already entered in it and that there are now few possibilities for him to take up a profession of his choice, i.e. teaching. The profession in which he is at present, serves several purposes. 'M' has lucrative practice, as all the clients of his father are now his clients. Money represents power to 'M' which he was seeking in the teaching profession. He is also wielding authority over his clients and feels powerful and authoritative when he is fighting for his client. Legal profession, therefore, in a way serves him for both power and authority that he originally needed very much. It is possible, therefore, that whatever little source of satisfaction is provided in the legal profession might be sufficient for 'M' to stick to this profession.

It is equally possible that if 'M' has an opportunity of becoming a teacher in law college, he might leave his lucrative practice. This, however, depends upon how far to him the authority and power derived from the teaching profession

outweigh the same received from practice of law. The human nature is such that it derives pleasure out of the circumstances in which one is placed - may it be even negative. 'M' might as well derive pleasure from legal profession itself, as he is doing to some extent at present.

7.3 A Case of a Dissatisfied Doctor

'K' the son of a primary teacher, is now a doctor but is disgusted with this profession.

'K's father is a very successful teacher and has earned a high reputation as a primary teacher. He has all the good qualities characteristic of a teacher. 'K' was the only son of his father. Partly due to this reason and partly due to his very kind nature,, 'K' received a very good treatment from his father. 'K' had full freedom to do anything he liked. This resulted in a very strong identification with the father.

'K's father had many teacher friends who used to come to his house often. 'K' was very fortunate for having such a nice company of his father and friends who were all teachers. Moreover, 'K' had travelled

many places with his father. 'K' as a young boy had assumed a role of a teacher in his play activities. At this stage his major interests were intensive reading and discussion on many topics with his father.

During his career as a student in a high school 'K' turned out to be a very bright boy. One of his teachers who was teaching science and mathematics was very kind and sympathetic. 'K' very much enjoyed the company of this teacher. The headmaster of the school recognized the abilities of this boy and made him a President of the Students' Union. This gave him more opportunities to come very close to many teachers. He used to take part in debates and his ability to convince others was ~~being~~ appreciated by all the teachers. When he was in the S.S.C.class, one of his teachers had advised him to go for teaching profession. 'K' very much liked science and mathematics and he had very strong inclinations for becoming a teacher. He passed the S.S.C. examination with first class and joined science course as he wanted to become a science teacher. Here also he turned out to be a very bright student and could win the favour of many of his teachers.

'K's father, though, very kind and loving,

had a desire to make his son a doctor. 'K' wished to continue the study after intermediate toward B.Sc. degree. At this stage, his father expressed his desire before 'K' and asked him to join medical course. 'K' tried to convince his father but he insisted for the medical course, although, he did not press his son very much. 'K' could have continued his study toward B.Sc. degree, inspite of his father's insistance for taking the medical course but he did not want to hurt the feelings of his father. Finally, he determined to join the medical course. He struggled very hard to maintain a good record in the medical college but his achievement was not to his satisfaction. Since he was very bright, he could successfully complete the medical course. His father wanted him to start the medical practice which he did not like very much. His desire was to take up a job somewhere in the medical field. 'K' is now a medical practitioner but he is not fully satisfied with his profession. In a short period of his practice he has proved himself as an unsuccessful doctor. Considering the details mentioned above, it is seen that 'K' had excellent opportunities for becoming a teacher. His identification with his

father, work experiences, frequent travel with his father, his early school experiences and his interests had moulded the concept of himself as a teacher. One of the noteworthy feature of this case is that 'K' identified himself with his father to such an extent that he could not do that which his father did not like. Though, his wish was to become a teacher, he had to take up medical course as it was desired by his father.

The examination of the background of 'K's father would throw more light on the issue on hand. 'K's father, himself equally intelligent had a very poor family. He was laden with family responsibility at his very early age (18 years). 'K's father in his young age had witnessed few persons dying without any medical treatment. This instance created in him a desire to become a doctor and to serve mankind. However, his circumstances were such that he could not fulfil this desire. As he was in need of some job in order to maintain himself and his wife, he took up a job of a primary teacher which was easily available. It was, therefore, just by chance that 'K's father became a primary teacher out of which he derived sufficient pleasure. However, his unfulfilled desire

to be a doctor did not die out and when his son grew up, he saw an opportunity of making a doctor out of him and thereby satisfy his own unfulfilled desire, It was, therefore, difficult for 'K' to hurt his father's emotions when a critical moment arose to decide whether to go in for B.Sc.degree or in medical line. It was, therefore, also a chance for 'K' to go in the medical course as it was a chance for his father to be a teacher and not a doctor.

7.4 A Case of a Dissatisfied Teacher

'S' the son of a well established lawyer. is now in the teaching profession. He is so much disgusted with this profession that he is ready to give up this profession for another if opportunities are available. His dissatisfaction and his willingness to change the occupation were made explicit in an interview with him.

'S' was the son of a reputed and wealthy lawyer. The father was a strict disciplinarian and had certain rigid ideas regarding the rearing up of children. The father used to interfere in all the matters of the children. Scolding and physical punishment had become a routine. In short, the

father's authority prevailed in the home and the father did not care to know what his child liked. The father's genuine desire was to make 'S' a pleader but the son showed no liking for it.

'S' was sent to a good secondary school after the primary education was completed. Unfortunately, his class teacher was also a strict disciplinarian. It is here that 'S' realized the authority of a teacher. He, therefore, must have thought to become a teacher not because of a genuine interest in it but because to wield authority which he needed most for his personal satisfaction arising out of the need to defy the strict and the authoritarian father. 'S' was quite intelligent but remained most average in his studies. He could pass the S.S.C. examination with second class.

'S' decided to join college to which his father agreed. 'S' failed twice as a result of which he became more and more indifferent to his studies. Finally, he could manage to get through the B.A. examination. At this stage his father forced him to join law course which he did not like. Here also, he failed twice. His father realized that it was not

possible for his son to become a lawyer. He left the study and became a teacher in a secondary school, to wield authority in a negative manner. He became a very unpopular teacher and could not teach well. Dissatisfied with the students and school authorities, he went to several places for the same job. Everywhere he found the same difficulties. Now, he has no interest in this profession, and he is waiting for the suitable opportunity for some other job to come.

Considering the landmarks in the history of the vocational development of 'S', the following things probably played a part in his failure to develop an adequate picture of himself and to translate it into occupational terms. First, the father being a strict disciplinarian, could not provide a model for identification. The father's aggressive behaviour toward his son led him not only to develop the feelings of hatred toward his father but it also led him to dislike those things which his father liked most. Secondly, as 'S' was not given opportunities for the satisfaction of many of his desires, he could not explore the various activities related to various occupations. In short, his activities were severely restricted. The

father's work values were money and hard work. When 'S' was sent to a secondary school, unfortunately, he found a very harsh teacher whose behaviour created in him a genuine need for power and authority. It is quite possible that 'S' saw in the teaching profession the avenues for the satisfaction of his needs. Finally, he became a teacher and found the opportunity to satisfy the needs for power and authority, though, in a very negative manner, by showing cruelty towards his pupils as he was treated in the same way by his father. This behaviour of 'S' as a teacher was disapproved not only by his students but by the educational authorities as well.

Looking to the developmental process of 'S' it is very obvious that his life goals are set in defiance of authority to which he was subjected to, in his childhood. It, therefore, follows that any profession that is available to him would be acceptable only if it provides opportunities to defy authority and to become authoritative in a negative manner. There is hardly any profession where this would be possible and at the same time to be successful in it. Thus, the total picture at present is quite confusing to 'S'. It seems that if he does not change his

personality pattern, he might fail in whatever field he would enter.

7.5 A Case of a Dissatisfied Social Worker

'S', the son of a poor clerk, is now in the field of social work. He is dissatisfied with his occupation and is fully prepared to give up this occupation if opportunity is available.

The father had to work very hard in order to maintain the family. As he was serving at a place which was far away from his home town and as he had to travel frequently in connection with his job, he hardly spent few days with his wife and children. Mother, though, uneducated, was very kind, sympathetic and hard working. 'S' joined the primary school in his own town. 'S' was very bright in his study from the very beginning. During his primary education, he had decided to become a teacher and to assist the father. Accordingly, he preferred a bigger primary school to high school as he wanted to be a primary teacher. However, he was forced to join the high school by his father and brother. He turned out to be a very bright boy and all through the secondary education he

stood first. At this stage also, he desired to be a teacher in a secondary school. Since he was very bright, he became very popular not only among the students but among the teachers as well. He was also a very good athlete and had passed many examinations. Teachers appreciated his behaviour very much, and this created in him a sense of confidence. As he went on achieving more and more in terms of study his level of aspiration also increased very much. Now, he decided to continue the study after matriculation and wished to specialize in languages. 'S' had a very high regard for his teachers and he enjoyed their company very much. He intended to join Arts College in order to study languages. Although he used to get good marks in Physics, Chemistry, and Mathematics at the school, he had no interest in these subjects.

Instead of allowing him to join Arts College, he was forced to join the Science College by his father and some of the friends, and he had obtained enough marks to get admission. In few months time, 'S' realized that it would not be possible for him to maintain a high standard. His superior performance at the school dropped to a very low level at the

college. He desired to join Arts College again but in doing so he had to lose one year which he could not afford^{due} to his financial condition. Therefore, against all odds he decided to study upto B.Sc. He had to struggle very hard in order to pass the subsequent examinations. Since he was very bright, he could pass and obtained the B.Sc. degree only in pass class. He felt very much for his failure to maintain the high standard. This, for him, had become a prestige issue. He did not join any service though he was in need of it because his failure to maintain a high standard created in him a need to study further in some other field. He, therefore, applied for admission to social work which he could get. He was just the average in the theory course but he failed once in the field work. Finally, with great effort he passed the M.S.W. with 'B' grade. He tried very hard to get a job of a lecturer in a college but there was no opportunity for him. Since, he had a pressing need for a job, he got one in an industry as a Labour Welfare Officer. At present, though, he is doing his job sincerely, he has no interest in it. He might change the job if opportunities are available.

Looking to the above facts, it is seen that the failure of 'S' was due to the selection of science course which was contrary to his interests. It is very clear that the level of aspiration of 'S' went on changing as he achieved more and more in terms of study which brought him recognition all over. Though, he wanted to join Arts College to study languages he could not do it, as he had to satisfy the desires of his father. He finally passed the B.Sc. examination with only pass class and this was a challenge to his well established prestige. It was a sort of degradation to a first class student like him. In order to answer this challenge he decided to study further in some other field. He saw the opportunity in the professional course of social work which he selected not for entering the profession but to show his worth. 'S' though passed out M.S.W. with 'B' grade did not select it out of his interest. He, finally, took up a job in a factory as a Welfare Officer as it was available. This choice was, therefore, inadequate. His real need for wielding power and authority could not be satisfied here. As a result, though, he has comparatively a good position in terms of status, he does not have that

authority which would satisfy him.

7.6 A Case of a Dissatisfied Teacher

'H', the only son of his father who was a religious preacher, is now in the teaching field. He is so much dissatisfied with his present occupation that if opportunities are now not available to take up the occupation of his own choice, he may develop neurotic trouble.

'H's father was a very dogmatically religious minded, sympathetic, loving and a kind person. His real capacity lay in playing music and he used to derive pleasure out of singing religious songs with some musical instruments. 'H' used to be with his father and was able to appreciate music. The only thing that 'H' liked about his father was his singing ability which 'H' thought he would develop. 'H's father used to remain too much engrossed in his religious activity and hence did not care much for his son's education.

'H's mother was a simple lady who only cared much for her husband and served as a shadow of her

husband. As she was keeping sick most of the time, she could not give enough love and affection to her child. However, she wished that her son should go in a bigger town for higher education. Unfortunately, 'H's mother died when he was only ten years old.

'H's condition was very precarious at this stage as he lost the only source of satisfaction and love. Now, for 'H' the sole satisfaction used to come from his father's chosen pursuit of singing. He completed his primary education and was then sent to a town for his secondary education. Here, though he studied upto matriculation, his major interests lay in learning music in a small private class. The only possibility for 'H' to get a job was that of a primary teacher which he accepted because he also had the responsibility of his family. Now, 'H' come to a small village to serve as a primary teacher.

'H's wife unfortunately was of a dominating temperament. She also was a primary teacher in a small school where her temperament was accepted by poor young kids. She was in no way different at home and had rigid prejudices against music. The husband did not like her temperament and had hot exchange of

words with her number of times. The conflict reached a level where both of them separated, not legally but only stayed separately. This served as a great shock to 'H' and worsened his position as a teacher. Whatever little interest he had in teaching previously faded away. 'H' was doing nothing else but bringing out his aggression toward children, which actually should have been brought out on his wife.

'H' was never interested in teaching right from the beginning. It was only due to chance that he took up this profession which was available to a person of his qualification. He had to take up teaching because it was available and he was in need for a job in order to maintain his family. Still, he would have become a successful teacher, had he not experienced severe emotional shocks one after another of losing mother and wife. The conflict of 'H's mind aggravated his disinterest in the profession. The prototype of woman (mother) left him when he needed her most. The latter woman in the form of his wife acted in the same manner i.e., she also left him in the lurch under one excuse or another. Therefore, 'H' developed a basic disregard for women.

Secondly, 'H' was in a constant severe mental conflict - whether he should get his wife back by forgetting about music which she did not like or persist in his musical interest and live alone without his wife. Under the pressure of this conflict he could not be happy in the profession he had taken up. And this was the reason why his behaviour became queer when on duty as a teacher. Thus, the selection of the wrong profession seems to be due to the force of circumstances. His real interest was in music and probably the continuation of it may be due to the emotional shocks that he experienced. Secondly, he was not qualified enough to take up teaching in music. Under these circumstances, the only satisfaction that he had was to sing and relieve himself of the tension. He was thus, left without any interest in his profession. These troubles might rise to an extent which would make him a neurotic patient. Had there been any possibility of maintaining himself through music and if 'H' had a wife of like interest and temperament, he could have been a satisfied person in the teaching profession in which he is at present.

7.7 A Case of a Dissatisfied Lawyer

'M' the son of an engineer, is utterly dissatisfied with his present legal profession as his father interfered at each and every stage of his development. The examination of 'M's own experiences will clarify the point.

'M's father was a diploma holder in civil engineering and could rise upto the deputy engineer's position as he had since long been in the service. He was a very dominating type of person. He was very strict in discipline and gave no freedom to his children in any matter. As he was in the government service, he had to move from place to place. 'M', therefore, stayed with his grandfather who was a very sweet and kind-hearted man. He did not care much for 'M's education. 'M's father often used to come to meet his father and children. The arrival of the father was a great threat to 'M'. He always used to abuse 'M' in a very harsh language for neglecting the study. 'M's father wanted to become very rich. For this reason, he wanted his son to become an engineer as he was himself very successful in it.

After completing the primary education 'M' went to a town and stayed in a boarding house for his secondary education. He was just an average in his studies. His father used to write him very long letters which were full of threats to 'M'. Sometimes 'M's father used to pay visit to his son just to threaten him. 'M', therefore, developed intense feelings of hatred toward his father. As a result of this kind of treatment, 'M' could not study well and with great effort could pass the S.S.C. examination with second class. As soon as his father heard about the son's results, he got very wild with his son as it was now not possible to get admission to the engineering college. 'M' joined Arts College upon his father's advice. 'M's desire was to study economics so that he can get a job in some Bank. When 'M's father advised his son to join Arts, he thought that his son should become a lawyer so that he can earn a good deal of money. 'M' had little interest in that profession but his position was so very precarious that he had to act in accordance with the desire of his father. 'M's father did not take any objection to his son's taking economics at B.A. as he wanted his son to be a graduate so that he could study law.

As 'M' had to study under constant threat from his father, he could not study well but somehow he could manage to obtain a B.A. degree in pass class. This time also his father became very wild and abused his son for not being able to get first class.

'M' had to join law course in accordance with the desire of his father. He was so much frustrated that he failed twice and finally passed LL.B. with pass class only. 'M' was then placed with a lawyer who was known to his father for some practical experience. After about two years of his stay with this lawyer, he had to start his own independent practice which he did not like. At present, he is completely dissatisfied and has proved himself as a very unsuccessful lawyer. Looking to even the minor details of 'M's life, one is astonished to know how 'M's life, has been directed even after adulthood by his father. 'M's source of motivation for selecting a particular profession for him was quite different from that of his father. 'M's father was looking to the profession from the point of view of the remuneration it brings. 'M's interest was in banking as but he was not allowed by his father, he could not follow it. 'M' was simply a tool in the hands of

his father who played with it just to satisfy his own wish to acquire money. Though, 'M' was forced to select legal profession, he had no qualities of becoming an efficient lawyer. The legal profession demanded forceful, aggressive, argumentative and independent personality. Consequently, he turned out to be a very unsuccessful person. 'M' now, is in a conflicting situation. It is felt that a stage might come when 'M' would have to give up the field if at all he wants to derive pleasure out of life.

7.8 A Case of a Dissatisfied Social Worker

'B', the son of a businessman, is a dissatisfied social worker though he is well in job as a welfare officer in an industry. As a result of the marital disharmony of his parents and the treatment he received from them, he developed a personality which is all confusion and no clarity. Examination of the details of his development would make this clear.

While examining 'B's experiences, it was found that 'B's mother was a very dominating lady who actually had no concern for any one else but herself. She was overprotecting all her children (B with his

younger brother and younger sister) which meant nothing else but rejection. She used to quarrel constantly on flimsiest matters with her husband who was a peace loving man. The conflict between them increased so much that 'B's father had to take up a job at a place far from his native place. He got an opportunity for a very good job in a cosmopolitan city and taking this opportunity he went there leaving his wife and children with his wife's parents. The father used to support them by sending money regularly. 'B' now was under the care of his mother and grand parents who were of the same temperament. With this background 'B' completed his primary education and joined a secondary school where he was just an average boy. 'B' was very clever, enthusiastic and sincere. He liked to take somebody's responsibility on his head and to do things for him. But in doing so he would not be clear as to what he was doing and why. He liked to be social and he often used to talk about himself and his responsibility to someone. In the vacation he used to attend service camps and moved from village to village in groups, doing village welfare activities. This gave him some pleasure and

security which lacked in him. After passing the S.S.C. examination with second class he joined Arts College and passed his B.A. examination. All through his education he remained an average student and he had to put in more work in order to get through the examination. The only source of satisfaction to 'B' all through was his outdoor activities in which he demonstrated nothing but confusion.

When 'B' knew of a possibility of studying social work systematically, he was attracted toward it and saw in it a way to get the profession of his choice. He thought that scientific study of social work might help him become more powerful with the various groups. He, therefore, joined social work faculty. Initially, he was much more satisfied with this course of study. He knew many things which he never knew before and developed some skills in handling groups. But his original confusion did not go away even after two years of intensive study and work. He knew about life experiences and analysed them in course of his study. But this remained only on an intellectual level and hence he could not improve his personality which had basic roots in emotional

complexes. 'B' felt more powerful with various types of information and skills he acquired during his study. With this power and authority he thought he would be a better man in any field of social work. He had high hopes that he would do lot of improvements in the field of social work, but unfortunately he could not do any of these things because of his basic difficulty rooted in emotions. He took up the position of a welfare officer in an industry where it did not take long to realize that he could do little welfare of workers for whom he was working. With his confused mind on the one hand and his sincerity, honesty and hard work on the other he came in conflict with important people around him. As a welfare officer he was unable to do anything substantial for workers. Consequently, he experienced a great deal of frustration. He was not prepared for such gross frustrations. It would be no wonder if he leaves this field and goes to some other field.

Careful scrutiny of the above facts revealed that the basic confusion pervades all his life. 'B' as a child was much confused about his mother's love. She showed lot of overt love to 'B' but actually she

hated him. He was also confused about his father's behaviour who loved him and yet stayed away from him. He, as a child, was also confused about marital relation between his father and mother. When they united they quarrelled and when they stayed separately father did care for her by sending money regularly. 'B' also had confusion about his grand parents, who bestowed upon him lot of overt love, but just below the cover of this love they hated him. 'B', as a child, could not solve these confusions and probably took confusion as a way of life. A very sincere, hard working and intelligent boy like 'B' having lot of potentiality for doing work for others could not do any substantial good to himself and others because of the life style he had developed as a result of his own experiences at home.

7.9 A Case of a Dissatisfied Female Teacher

'S', the daughter of a businessman, is now serving as a teacher in a secondary school. At present, she is much more dissatisfied. She is constantly looking for an opportunity for another job in a field other than teaching.

'S' was the fourth child of her parents.

Daughters are generally not welcomed in a community to which 'S's father belonged. 'S', was a very unfortunate child as she was emotionally rejected by her parents. Parents did not care for any of her needs. She could not get love and affection from her parents. On the other hand, her brothers received very good treatment from the parents. This discrimination on the part of her parents had serious consequences for 'S'. The reason for not accepting daughters psychologically is that at the time of the daughter's marriage the father has to give quite a good sum of money by way of dowry, For this reason, the birth of a daughter is a constant source of worry to the parents. As a result of the treatment which 'S' received from her parents and as she witnessed her brothers who were treated very nicely, she gradually developed a sort of hatred toward her own sex. She had thought many a times that it was because of her sex that she was not liked by her parents. This thought served as a powerful motive for all her subsequent activities in her life. She, therefore, determined to behave like a man, to become powerful and not meek like a girl. She had an urge to show to the people around that she is in no way inferior to

men. She completed her primary education and joined the secondary school for further education, though, her father was not in favour of educating her. She studied upto matriculation. She wanted to join the college but her father resisted it. But father had to agree because of the social pressure. The idea that she should be at least a graduate & if she is to marry, forced her father to allow her to join a college. She passed her B.A. with second class. The father tried very hard to find out a suitable husband for his daughter but he could not get any. Moreover, 'S' was very reluctant to marry. She had developed hatred toward marriage as well as her own sex. She wanted to study further but her father refused to give any financial help. She wanted to live separately from her parents in order to prove that she was capable of living like a man. She, therefore, tried very hard to get a job but she could not get any suitable job. Finally, she could get a job of a teacher which she did not like very much but had to accept it. Owing to her original complex, which she developed as a result of the treatment she received from her parents, she was actually craving for power and prestige. Her need for power was partially satisfied as she used to

exercise her authority on her students. But her need for prestige was not satisfied in this job. The job of a teacher is considered to be low in terms of social prestige in India. Probably, for this reason, she is dissatisfied with the present job. She is now looking for something which would bring more social prestige and through which she would prove how manly and powerful she is.

Looking to the facts of the case it is quite apparent that the parental discrimination which was well marked, has created in her the needs for power and prestige. Moreover, the parental discrimination has made her behave like a man and to think like a man. Her needs for power and recognition were partially satisfied in the teaching field which she had not chosen out of her interests or liking for it but through sheer force of circumstances. She was not very much satisfied with this job because her need for prestige is not satisfied in teaching as teachers do not enjoy a very high social status. Moreover, she had a felt impulse to achieve more and more and thereby show that she is in no way unworthy or inferior. For these reasons, she is yearning for something which will satisfy all her needs.

7.10 A Case of a Dissatisfied Teacher

'M', the daughter of a rich father who was a big merchant is at present, in the teaching field. She is very much dissatisfied with this job and is eagerly waiting for another opportunity to come.

'M's father, though very rich, was miserly. He was very strict in discipline especially with his daughters rather than with his sons. He was not in favour of educating her much. Mother was uneducated and hence she wished her daughter to remain at home and to assist her in the household work. She completed her primary education and joined secondary school in order to study upto S. S. C. But during her career as a student she had to work at home and help her mother. She was just an average student. Parents did not give any importance to education. 'M' finally passed the S.S.C. examination with second class.

She wanted to go to the college which her father did not like but he gave a consent to her. She joined Arts College but due to lack of interest she could not do well. Her main desire was to marry a rich, handsome and well educated man whom she could get only if she were at least a graduate and if her father

could give a big amount of money in dowry. She passed her B.A. examination with second class. After this, she had to marry (arranged marriage) a boy who was not very well educated and was very cruel. He had no respect for his wife and scolded her many times for the faults of some other persons in the family. She repented very much for having married such a cruel and uncultured man. There was a constant quarrel between them and the resulting conflict increased to a level, whereupon she had to stay with her father. The reason for the quarrel was that the husband had demanded some more money from his father-in-law, which he could not get. She was, therefore, treated very harshly by her husband. She, therefore, decided to take up any job that was available and to stay independently. As she was a graduate with second class and as she did not study with the intention to serve anywhere, she could get a job of a teacher with great effort. She is now very much dissatisfied. She had developed hatred toward her husband. because he was very cruel to her. But she also hated her father for not taking enough care to find a good husband for her. These aggressive feelings were transferred to the students. She became very

unpopular and received warning several times from the headmaster for her behaviour. She is now in a state of conflict because she can neither stay in the job happily nor can she leave it. It would be no wonder if she develops neurotic troubles if the conflict persists.

In this case, it is clearly observed that she had no intention to serve anywhere. Her major goal in life was to marry a good person and be satisfied. Unfortunately, her expectations were not fulfilled as her father gave her in marriage to a boy who had no respect for his wife. She was, therefore, forced by the circumstances to take up a job which was available. Her frustrations in life were so severe that she could not adjust herself to the job which she entered. Since she was not very sympathetic to the children whom she taught, she received a warning from the head of the school. This made her position very insecure. She is now, therefore, in a dilemma. If she fails to get some opportunity to change the job, she may develop some neurotic troubles.

7.11 A Case of a Dissatisfied Female Social Worker

'A', the daughter of a rich businessman, is

now in the field of social work. It was brought out in her case that her original desire was not satisfied in the present occupation. She is dissatisfied and at any moment may give up the occupation.

'A's father was a very rich businessman. He had a very good reputation in his circle. 'A' being the youngest, received all the facilities from the parents. She was very bright in her studies. Her uncle was a doctor with whom she had a very close contact. She was very much impressed at the prestige and power of her uncle. She, therefore, developed a liking for this profession.

She completed the primary education and joined a secondary school. She was very good at study. The subjects which she liked very much at this level were Physics, Chemistry, Physiology and Hygiene and languages. She passed the S.S.C. examination with first class.

She had determined to become a doctor. Accordingly, she joined the science college. Her father was quite willing to allow her to become a doctor. She, unfortunately, could not get admission to the pre-medical class as she failed to maintain an adequate standard at the preparatory science examination. She was very much

dissatisfied at her failure to get admission. She, therefore, decided to study further towards the B.Sc. degree. Since, she was very bright and since the subjects she was studying were quite interesting, she passed B.Sc. examination with a higher second class. She was not very much satisfied with this achievement, as originally she wanted to become a doctor. She saw some similarity between social work and medicine. She, therefore, tried to get admission in social work which she got. In the beginning, she was quite happy about the course but later on she found that there was a great difference between a social worker ~~x~~ in the medical field and a medical man in the medical field. Since she was very bright, she passed out the M.S.W. examination with 'B' grade. She joined one hospital as a medical social worker. She was not fully satisfied because her expectations were not met in this profession. Her major goals were to get a high prestige and a high status which doctors have. The social work profession does not stand very high in the status hierarchy. Moreover, the prestige attached to this profession is also not very high. Thus, she could not get opportunities to satisfy her desire to get prestige and status. Though, she is well in the

job, she may give it up any time. At present, during service she is thinking sincerely to marry a medical man so that she can become at least the wife of a doctor and earn the social prestige for which she is craving. In view of her father's prestige and money this seems to be a possibility. If so, she clearly states that she would leave the social work profession..

In this case, the dissatisfaction in the social work profession is due to the wrong selection of the profession. 'A' saw some opportunities in social work; for the satisfaction of her needs which she could not satisfy in actual practice. She may, therefore, leave the profession if she marries with a doctor.

7.12 Summary

In chapter VI, it was reported that self-ideal congruence is related to satisfaction. This hypothesis was confirmed in all the occupational groups except that of the student lawyers. The various case studies discussed in the present chapter revealed the fact that the self-ideal discrepant cases were dissatisfied with the job situations. This dissatisfaction was due to the improper development of self-concepts which did not properly and

satisfactorily relate to the selected occupations. It was also revealed that parents and other persons exercised a great deal of influence in determining the future career. The various facts about the cases discussed in the present chapter, lead to the conclusion that vocational guidance and counselling is as much necessary in the initial stages of development as it is at a later stage, especially at the time of making a choice of a career. In most of the cases the dissatisfaction was mostly due to the parental, social and cultural influences. It is, therefore, suggested that there is a need for studying the processes involved in vocational development of the individuals in India.