

CHAPTER VIII

DISCUSSION OF RESULTS

8.1 Introduction

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8.1 Introduction

The main purpose of this chapter is to discuss the results pertaining to the three hypotheses as mentioned in chapter V. The scheme of discussing the results would be as explained below: Firstly, the results of the first hypothesis which deals with the congruence of the perceptions of the self and of the roles in the preferred and non-preferred field or occupation, will be now examined by referring to the two criteria of occupational choice. Secondly, the first hypothesis will also be examined by referring to the two controls namely, internal and external. Thirdly, the results of the second hypothesis which deals with self-ideal congruency will be discussed by considering the various occupational groups. Self-ideal congruency will also be discussed in relation to satisfaction. This will be followed by a general discussion of the selected case studies reported in the previous chapter.

8.2 Criteria of Occupational Choice

The results in chapter VI have indicated that the first hypothesis is supported in all occupational

groups, except in the group of student lawyers. This means that student lawyers fail to see in them personal qualities characteristic of lawyers. This result, though, unexpected, is not very surprising. At this stage, it would be worthwhile to consider various student-groups used in this investigation so as to compare them with one another with respect to the opportunities available for admission and future prospects.

The student teachers under training are graduates with a basic degree in Arts or Science. They seek employment in teaching after the completion of training. It is difficult to say whether the selection of the teaching field by the teachers is in accordance with their self-concept. In India, it is generally believed that a person prefers teaching only when he fails to get employment in some other field. This is probably an exaggeration. Most of the student teachers included in this investigation as subjects had at least two years of teaching experience. Only few of them were fresh graduates, but their selection of the teaching field was in accordance with their stated interests. Although, it is true that some students prefer teaching because they fail to get

job in some other field. Such cases might be quite few. This is quite obvious from the results of the first hypothesis in which it was found that the congruency of the perceptions of the self and of the teachers is greater than that between the perceptions of the self and of the lawyers.

Students are admitted to the Faculty of Social Work for a post-graduate degree in social work on the basis of an interview and test results. Thus, in this process many undeserving students are eliminated. However, the results of the test and of the interview cannot be expected to screen out all those students who will be successful in social work with perfect accuracy. Some undeserving students might also be admitted by chance. It is very likely that such students may find it very difficult to cope up with the demands made upon them and consequently some of them may give up the study. Students who successfully complete the course of social work seek employment in fields involving social work. The number of students who are not fit for social work but are admitted to this course can be expected to be rather low. This expectation is also confirmed by the results of the first hypothesis in which it was found

that the congruence between the perceptions of the self and of the social workers in the case of social work group is greater than the congruence between the perceptions of the self and of the doctors.

In order to specialize in the medical field, students have to join the Science College which requires for admission, a high percentage of marks at the S.S.C. examination. Those students who obtain a first class or higher second class at the preparatory Science examination are directly admitted to the pre-medical course. Those getting second class and wanting to join medical course, have to appear at the competitive examination. The students getting higher scores in this test are admitted according to the number of vacancies available. The test that is administered is not only a test of general knowledge but also an achievement test. It is quite possible in this case too that many undeserving students might also be admitted. But such students are eliminated in the subsequent examinations held by the Medical College. However, some students might manage to pass these examinations because of their high level of general intelligence but such students are quite few as has been indicated by the results of the first

hypothesis in chapter VI.

The situation is quite different in the Faculty of Law. The students are admitted to this course on the basis of an interview. Some of the students studying law are already employed in various occupations. Some are fresh graduates. All those students who intend to study law enter this course with different motives. In some occupations the knowledge of law is very essential. A social worker, for example, is supposed to have some knowledge of labour laws if he is to serve as a Labour Officer in an industry. It is therefore, quite clear that all the students do not join this course with the intention to practise law. There are many other reasons for selecting this course of study. These reasons were explained in chapter VI. Thus, the sample of the student lawyers is highly heterogeneous as most of the students do not consider it as a professional course. This is not true in the case of teaching, social work and medical fields, as these courses prepare the individuals for certain specific occupations.

The results reported in chapter VI have indicated that the mean congruency of the perceptions

of the self and of lawyers. \bar{x} is not significantly different from the mean congruency of the perceptions of the self and of teachers in the group of student lawyers. It was also reported in the same chapter that the mean congruency of the perceptions of the self and of lawyers in student lawyers is significantly different from the similar mean congruency in student teachers. But in this case, it was found that the similarity of the perceptions of the self and of the roles in the legal profession was greater in the case of student teachers than it was in the case of student lawyers. Thus, in either case, student lawyers failed to perceive in them personal qualities characteristic of lawyers. From this point of view, it can be said that the selection of law as a major field is not an adequate criterion to define occupational choice. The failure of the student lawyers as a group to perceive law course as an appropriate means of perpetuating their self-image can be explained in terms of the motives and expectations of the students.

It still remains to be seen to what extent the selection of the college major field is a function of self-concept and to what extent ^{it is} a function of the opportunities available for admissions to these major

fields. It is true that people choose certain major fields because of the opportunities that are available to them and not because they perceive them as consistent with their self-concepts: This, perhaps, may be true in the case of students who are not sufficiently mature to take genuine decisions for themselves. It is equally true that those persons whose choices are inadequate experience a considerable amount of tension and frustration. Consequently, they are unable to progress in the fields which they have entered. Such persons may discontinue their studies or change the major fields. Those who remain have to make a great deal of effort in order to complete it successfully. But they seldom succeed in getting good grades or good class which serves as an impediment to further progress. Hence, if persons preparing for their master degrees are used as subjects, the criticism that the choices are inadequate in terms of self-concept is less appropriate. Moreover, when persons actually employed in various occupations are used as subjects, the first hypothesis is supported in all occupational groups. This means that the second criterion is better than the first criterion, even though, many people tend to select certain occupations for nonpsychological reasons quite

frequently. The results in chapter VI have also indicated that all the occupational groups perceive their preferred occupation as a means of perpetuating their self-concept and attaining those things which are desired in vocations. However, this is not to deny the failure of some persons in each group to perceive in them personal qualities characteristic of persons employed in an occupation of one's own choosing. The selection of an inappropriate occupation may be due to the force of circumstances or expectations which are not realized in the occupation chosen.

On the whole, it appears that individuals preferring or entering different fields or occupations do find in these fields or occupations opportunities for the satisfaction of many of their needs. Secondly, the selection of college major fields which leads to the selection of specific occupations, is perceived by many as providing opportunities for the maintenance and sustenance of their phenomenal selves. Thus, there is no discrepancy between the two criteria used to define occupational choice.

8.3 Controls

As explained in chapter V two controlled

conditions were used for each occupational group to reject the first hypothesis. The internal control involved the comparison between two sets of congruency scores of the perceptions of the self and of the roles in the preferred and non-preferred field or occupation within each group. The external control involved the comparison between two sets of congruency scores of the perceptions of the self and of the roles in a particular occupation, obtained from two independent groups - one group specializing in that occupation and another group not specializing in it. However, the internal controls of different groups were not alike. The teaching group is very much different from the law group but the social work group is not very much different from medical group. The law group served as a control group for the teaching group and vice versa. Similarly, the social work group served as a control group for the medical group and vice versa. It is felt that there should be more than one control for each occupational group. Social work and medical fields share certain things in common but they differ in certain other respects. In spite of such minor differences in the controls, there is nothing wrong in using them. Both ^{internal and} external controls have produced similar results in all the

occupational groups.

8.4 Self-Ideal Congruence and Satisfaction

The congruency scores obtained by considering the perceptions of the self and of the persons who are employed in an occupation of one's own choosing, in terms of personal qualities, can be assumed to be logically related to satisfaction scores. If a teacher, for example, perceives in him personal qualities characteristic of teachers, it can be said that he is enjoying himself as a teacher and that the concept he holds for himself is good or positive. Various studies indicate that the positive or negative self-concept is related to measure of anxiety and to some more general measures of adjustment. Persons with good self-concepts are generally free from anxiety, better adjusted and less defensive. The development of a positive self-concept, as discussed in an earlier chapter, depends upon the availability of the opportunities in one's own environment. The feelings of adequacy and of well-being on the part of individuals depend to a considerable extent on how they are treated by their parents. People do seem to evaluate positively for themselves those traits and

characteristics which were approved by their parents. Some of the studies also indicate that the self-concept is also related to achievements in schools and colleges.

Studies have also indicated that people with a high degree of self-ideal discrepancy are not properly adjusted. Self-ideal discrepant cases also exhibit anxiety, insecurity and depression. The self-ideal discrepancy with respect to a specific trait or characteristic not only gives rise to conflict but it also hampers learning in that area. However, the relationship between self-ideal discrepancy and adjustment is not as straight forward as it is believed by all those who have shown such relationship. This was shown in a study conducted by Block and Thomas (1955)¹ who by correlating self-ideal discrepancy scores with the scores on various sub-scales of the Minnesota Multiphasic Inventory (MMPI) demonstrated a very high positive correlations on certain sub-scales. The difference between the self-ideal congruent group and the self-ideal discrepant group

1 McCandless Body R., Children and Adolescents, (New York: Holt, Rinehart and Winston, 1962), pp.173-205.

was well marked. The self-ideal congruent group was found to be better adjusted. When the degree of self-satisfaction was correlated with adjustment, it was found that the relation between these two variables is curvilinear. Too much satisfaction according to this finding, does not seem to be the goal of individuals, and at the same time too little self-satisfaction is also undesirable. Researches are needed to study the definite relationship between the degree of self-ideal discrepancy and adjustment. At present, it can only be said that the relation between the degree of self-ideal discrepancy and adjustment is very complex. It is quite possible that a person with a high degree of self-ideal discrepancy might manage to live comfortably, while another person with the same degree of self-ideal discrepancy might not be able to adjust himself to the environment. This means that individuals differ with respect to their capacity to tolerate the discrepancy.

In this investigation, the results concerning the self-ideal congruence in various student groups and employed groups, have shown that in each group there are at least some cases who show a

considerable amount of self-ideal discrepancy. If opportunities are available, such persons might change their field of study or occupation they have selected.

But the general tendency among such persons, especially among
/ students, is to remain in the field as they cannot change it unless they can afford to lose some years in terms of study. They, therefore, spend more energy in order to complete the course. In other words, they tolerate the discrepancy. Those persons who are already employed in some occupations, might also change if better opportunities are available. But due to the prevailing unemployment in this country such opportunities are very rare. Under such circumstances, the self-ideal discrepant cases will have to remain in whatever fields or occupations they are. A dissatisfied person in a particular field or occupation does not remain dissatisfied as long as he remains in that field or occupation. Gradually, he learns the sources of pleasure in the field or occupation. However, the basic dissatisfaction remains. The results have also indicated that a high degree of self-ideal congruence is associated with satisfaction. Thus, the second hypothesis is confirmed. However, the correlation between the self-ideal congruency and satisfaction

is quite low and insignificant in the case of student lawyers.

Many studies, as reported above, have shown that self-ideal discrepancy is related to dissatisfaction. One of the important things that a person should do is to bridge the gap between the self-concept and ideal self-concept. This means that the concept of self should be changed so as to bring it very near to the ideal self. Change in the self-concept is inevitable. New experiences may be incorporated into the self-concept if they are found to be consistent with the self. If they are included the self-concept itself is modified. It is generally believed that every individual is seeking *his* own ideal self by bringing the self-concept nearer to it. Actually this is not true. We become aware of our ideal self only when we are asked by someone to describe it. It is not believable that the ideal self acts as a motivator. Most effective change is brought about in the self-concept by more realistic and immediate perceptions. The ideal self is far from the present state and hence it is not influential in bringing about a change in the self-concept. This, however, does not mean that such ideal goals are

unnecessary. The point is that unless the goals are such that they are achievable and immediate, they will not be effective in motivating the behaviour of an individual. Thus, the major goals should be converted in to sub-goals which are achievable and immediate.

The various cases that have been presented and discussed in chapter VII have revealed that self-ideal discrepant cases are the ones who are mal-adjusted and dissatisfied for various reasons. The case studies have also revealed the fact that the conditions of the development of some of the individuals are not conducive to normal development. In almost all the cases studied, it was also found that parents exercise a great deal of influence at all the stages of the development of their children.