CHAPTER VII

DISCUSSION
Discussion and Interpretation of the Results based on Correlations between fathers and mothers aspirations and other variables for the total sample

The obtained results in the Inter correlation matrix (12 X 12) for the total sample of 127 fathers, 127 mothers and 127 boys given in Table 26 indicate a high correlation between the aspirations of fathers and mothers. The value of Pearson 'r' is .62 which is significant beyond 1% Level, which shows that fathers and mothers while having aspirations for their children are mostly in agreement with each other. It is seen in our day to day life that in most of the families, where the parents are happily married and well adjusted towards each other, the aspirations of the parents for their children generally move in the same direction. And both the parents work jointly for the actualization of their aspirations for their children.

In a country like India where the society is male dominated, father is the decision maker regarding all the vital matters concerning the child and the mother has to agree in most of the matters to the decisions made by her husband regarding the type of education to be given to the children and the career to be followed.
by them. Status of women vis-a-vis her husband is that of a second partner and not that of a co-partner in most of the families.

Moreover, majority of the mothers are still uneducated in our country and they are not aware of the educational and job possibilities for their children in the world of to-day. So they mostly look up to their husbands for putting forth educational and career aspirations for their sons and endorse them fully. But the case may be different in such families where the mothers are fully educated and have taken up a career in addition to managing the household affairs, they contribute equally or sometimes more in putting forth standards of achievements for their children.

The aspirations for the children are largely determined by the philosophy of life held by the parents and the social and cultural beliefs upheld by them. If the relationship between the parents is harmonious the educational and career aspirations held by them for their children will also take the same direction.

Among young children, mothers are more influential in their children's goal setting than fathers. As children grow older, fathers become more influential, especially in the case of boys. In terms of time spent
with the child the mother has more opportunities than the father to influence her offsprings psychological growth and behaviour. The writings of Freud (1918) Adler (1932), Sullivan (1948) Watson (1929) and Mead (1934) and others emphasize the importance of mothers' role in the development of the child's personality in the early years.

Parental aspirations for their children depend upon the parental attitudes in bringing up children, the value system that they follow in determining their actions and that of their children and the social and cultural milieu of their country. There seems to be a cause and effect relationship between parental aspirations and parental attitudes in bringing up children, where each determines the other. Parents with high aspirations for their children generally adopt the attitude of high control in bringing up their children and the parents with low aspiration level for their children seem to be adopting more permissive attitude in child rearing.

In a society which is so heterogeneous to-day, child training methods are likely to vary with the times and the specific family. Among various factors that affect the development of the child, family is the pivotal one, the atmosphere of the family is the prime moulder of the
child. Family is the basic unit of human interactions, it is this miniature society composed by at least one man, one woman and one child from which the young learns or fails to learn the fundamentals of cooperation and conformity with the group standards through the acquisition of behaviour patterns and attitudes similar to those of his parents and through the perception of inter-family relationships (Rosen, 1964).

Parents are varied in their rearing practices and frequently unpredictable. Their interactions with children are often tinged with odd combinations of tradition, personal prejudice, emotional regard and rule of thumb procedures. Child rearing is fought with self-doubt, insecurity and psychological pain, for the average parent, "What was good enough for me is good enough for my children". (this rationalization belies itself, since it is usually delivered in a highly emotional way). Parental influence or family background is an important factor in shaping the attitudes, interests and ultimately the aspirations of children.

Bakwin and Bakwin (1940) revealed that the normal attitude of affection and the abnormal attitudes of over affection, over protection, over indulgence, over anxiety, under affection, over authority, perfectionism
and parental incompatibility play their important roles in the development of personality characteristics of the child.

Parents may be high aspiring or low aspiring regarding the future achievements of their children. In fact in most of the cases at the basis of setting up of high or low aspirations for the children, is the parental attitude of high control versus low control in bringing up children.

Parents sometimes attempt to realize their unfulfilled hopes by projecting their ambitions on their children. Parents with very high expectations often refuse to recognize weaknesses in their offspring's personality (Medinnus, 1963). Sometimes, parental pressure on children stems from the belief that a person can do anything he wishes provided he tries hard enough. Parents want their children to go a few steps ahead of them on the vocational and social ladders. And sometimes their aspirations stem from the competition with other parents, if my child out does yours, that is a feather in my cap. Child and Bacon (1955) have described it as a common motive of parents.

Parents have expectations for children designed as improvements upon what the parents had experienced in
their childhood. This is one of the ways in which betterment in the conditions of life can take place from one generation to the next. But it involves the risk that in compensating for the shortcomings of their own childhood, parents will swing too far and neglect aspects of family life that may be real source of strength. Expectations, of course, often express a desire to reproduce what the parents experienced in their days as satisfying and constructive features of family circle.

The strongly controlling parent undertakes to direct the child's behaviour by making and enforcing rules, by curbing impulsive outbursts, by providing information and guidance, and by setting detailed standards of conduct, the implicit idea is that the parent knows best and that the child must be steered towards acceptable adult behaviour. The low controlling parent shows little of this dominance and leaves the child as much as possible to dictates of his own impulses and initiative. The implicit value for this parent is that the child takes care of himself and learns through his own experience.

Mead (1970) has said:

"Authoritarian control and permissive non-control may both shield the child from the opportunity to engage in vigorous interaction with people. Demands which cannot
be met or no demands, suppression of conflict or side stepping of conflict refusal to help or too much help, unrealistically high or low standards, all may curb or under-stimulate the child so that he fails to achieve the knowledge and experience which could realistically reduce the dependence upon the outside world. The authoritarian and the permissive parent may both create, in different ways, a climate in which the child is not desensitized to the anxiety associated with nonconformity. Both models minimize dissent, the former by suppression and the latter by diversion or indulgence. To learn how to dissent, the child may need a strongly held position from which to diverge and then be allowed under some circumstances to pay the price for non-conformity by being punished. Spirited give and take within the home, if accompanied by respect and warmth, may teach the child how to express aggression in self serving and prosocial causes and to accept the partially unpleasant consequences of such action."

The relation of parents may vary along a dimension from an ideal affectionate harmony to a maximum of conflict.

If the parents are harmonious and in substantial agreement, the impact of their shared values and expectations is likely to be strong. If they do not agree but
are reasonably tolerant about it, the child still may not find it impossible to please them both. But if the parents' differences are accompanied by personal disharmony and anger, the child's position is more difficult. In such a situation, the child is influenced in an important way by what he senses to be the power relation between his parents.

Children internalize the cultural standards of moral conduct, values, beliefs and self control by identifying themselves with their parents. Sex-typing and conscience development are also learnt through identification with the parent of the same sex.

There is enough evidence that young children do act like their parents in the development of speech and in the relationship between the number and nature of their mothers' fears and their own (Hafman, 1932). Further evidence that children act, in particular like their like sex parent has been offered (Sears 1946). Identification with a parent is possibly affected by the reputation one of the parents' is given by the other. The choice of parental models for identification is determined by the child's perception of parental differences in power, competence and nurturance (Kagan 1958; Maccoby 1959). Additional evidence that both boys and girls identify with their like sex parents is
offered in a pilot study (Welsh 1952) in which 24 four year olds were asked to build all the people in their house with a choice of rectangular and cylindrical blocks of different sizes. It was noted that the boys tended to use the same type of block for themselves and their fathers and the girls to use the same type for themselves and their mothers.

It was noted in one study (Bach 1946) that when a mother is spoken of unfavourably by the children's father, the children developed curiously ambivalent, aggressive-affectionate fantasies concerning him. On the other hand when there is perfect harmony, and the rapport between both the parents is of a high degree the children are likely to absorb the aspirations of parents for them more easily through identification with the same sexed parent. Identification plays an important role in the socialization of the child. By identifying with his father or mother, the child not only finds security, but also learns to accept the demands his parents make on him.

Rosen and Andrade (1959) have shown that both the parents of the highly motivated sons, as compared to the parents of the sons with low motivation, set higher Levels of aspiration with respect to their son's abilities to achieve. Strong achievement motivation in boys is promoted in families characterized by high achieve-
ment oriented Levels of aspiration and by warmth and harmonious personal relations, and in families in which the mother stimulates achievement competence directly by positive and negative sanctions, while the father on the contrary respects and furthers the son’s autonomy which he stimulates by a sympathetic attitude towards self-reliance. These are the conditions under which high achievement-related value attitudes of the parent generation are best transferred to, and preserved by, the following generation. The mother assumed the direct teaching role making use of the classical principles of learning, reinforcing desirable behaviour with rewards and eliminating undesirable behaviour with punishment. It is she who calls forth an “effective change” (McClelland 1953) “a steep expectation gradient” following the successful or unsuccessful outcome of an achievement situation. Her importance particularly in early childhood, must be rated very high (McClelland 1958b).

The optimal role for the father is more that of a benevolent and attractive model. He leaves room for his son to develop independently while imitating him. If the father interferes in an authoritarian way, he seems to make the son dependent and to make it impossible for strong value attitudes to transfer to him (Strodtbeck, 1958, Bradburn 1963). Mature, competent and Independent
children have parents who are highly consistent, warm, loving and secure. These parents respect their child's independence, but hold firm to their own positions giving clear and explicit reasons for their decisions. Authoritative parental control - a combination of high control and positive encouragement of the child's autonomous and independent strivings - is conducive to the child's development of maturity, competence, contentment, and independence.

In the correlation matrix given in Table 26 the two main variables i.e. father's aspirations and mothers' aspirations do not show any significant correlation with the variables taken for study in their sons in the total sample. Eight personality variables of HSPQ (High School Personality Questionnaire), and self concept and school achievements of the child show quite low and insignificant correlation values. The reason for the lack of any significant correlation between aspirations of fathers and mothers and personality and school achievements of their sons either can be due to a particular nature of the sample in the present study or due to the social, cultural and educational conditions prevalent in the city of Chandigarh, which is the most modern city of India. Chandigarh has several unique characteristics, it is a planned city, and its population comprises almost entirely of migrants, a substantial proportion of which are displaced persons (mostly from Pakistan).
There are a large number of foreign students studying here. The society in Chandigarh is comparatively quite an advanced type because a large number of the people of this city have kinship ties outside India. In present day India there is a wide gap between what young people think they ought to do and what they want to do. It is noteworthy that there is a great gap between theory and practice. This is true in every country because most people find it hard to live up to their values and much of their action is not determined by what they think they ought to do, but by what they want to do. In occupational life the conflict manifests itself by choosing occupations that are remunerative and in demand in an industrial society, but the profit and power motive are denied and the social service motive is overwhelmingly endorsed.

There has arisen a conflict between the openly professional traditional values and the new emergent, culturally unintegrated values. This conflict has existed in every generation to a certain extent but it is sharper in societies like modern India. The generation gap is felt not only by the children but equally felt by the parents. In other words the relationship between tradition and modernity is in a
state of conflict. An Indian child to-day is living simultaneously in two contrasted forms of society and experience. Old ethical values are incompatible with modern education. Children have very little respect for the old traditional value. They instead want to do what they choose and think to be best for them. Children are left searching, confused losing respect for their elders, who control but not guide them. The communication between parents and their children has mostly broken down, with the result parental influence is correspondingly vitiated.

The rate at which social change is taking place in modern India, it has made parents largely irrelevant as models or guides for the current and future development of their adolescent children.

The aspirations held by the parents for their children are not likely to affect them in such a state of affairs specially if there is little element of reality in the aspirations i.e. when their aspirations are misplaced and beyond the physical and mental limits of the child.
Discussion of Interpretation of the Results based on correlations between three factors of fathers’ aspirations and three factors of mothers’ aspirations and all the other variables for the total sample

The obtained results in the Inter-correlation matrix (16 X 16) for the total sample of 127 fathers, 127 mothers and 127 boys given in Table-27 indicate a high correlation between three factors of fathers’ aspirations and three factors of mothers’ aspirations.

The values of Pearson in the case of three factors of fathers’ aspirations are:

.707, .758, .577, .446 and .499

All the values being significant beyond .01 on 1% level.

The values of Pearson ‘r’ in case of three factors of mothers’ aspirations are:

.662, .391, .536 and .529

All these values are also significant beyond 1% level.

While taking fathers’ and mothers’ aspirations as single scores in relation to all the other variables studied in children, there also a high and significant correlation is seen in the fathers’ and mothers’ aspiration which can be seen in Table 26.
The discussion with regard to this has already been given in the first part of this chapter. So the explanation of the significant correlations between factors of fathers' aspiration and factors of mothers' aspirations follows from that. In the correlation matrix given in Table 27, the six main variables, i.e., three factors of fathers' aspirations and three factors of mothers' aspiration, although do not show any significant correlation with eight personality variables taken from Cattell's HSPQ and school achievements of the children but a significant correlation is seen in the third factor of fathers' and mothers' aspirations in relation to self-concept of the boys.

The value of Pearson 'r' in the case of third factor of fathers' aspiration and the self-concept of the boys is .20 which is significant at .05 level as 5% level.

The value of Pearson 'r' in the case of third factors of mothers' aspirations and the self-concept of the child is .19 which is also significant at 5% level.

In Table 26, it can be seen that fathers' and mothers' aspirations taken as single scores are also showing quite high positive correlation with the self-concept of boys although those values are not statistically significant.
The results with regard to self concept in relation to aspiration level confirm the findings of Mitchell (1959) who while studying the goal selling behaviour of students found it to be related significantly to the self concept. The dependence of the child's self concept upon what his parents and significant others think of him is supported by Festinger (1954) 'social comparison theory'. The parents provide the child the earliest standards for judging the truth of his views regarding not only the outer world of objects and persons, but also about his own self. In general it is seen that parents who are high aspiring for their children give rise to the feelings of ego satisfaction both for themselves and their children. Thus children who find their parents expecting high of them are likely to have a better score on self concept as the very fact that the persons who matter most for the children think high of them enhances their sense of adequacy and positive feelings about self. An accepting parent is most likely to substantiate the child's positive feelings about his self while a rejecting parent disconfirms these feelings.

The self concept is related to one's level of aspiration. The type of aspirations that parents have for their sons' achievements certainly affects the self-concept of the child.
In the latter part of this Chapter during discussion it will be found that the results showed that the sons of high aspirating parents had a better score on self-concept than the sons of low aspiring parents, which further affirms the positive relationship between parental aspirations and self concept of the child. However, if the aspirations of the parents for their children show overambitiousness, that may bring negative feelings towards self in the child specially in such cases where the parents are too much pressurising type in enforcing the standards of achievements on the child.
Discussion and Interpretation of Results based on Correlations between High aspiring-fathers and mothers and Low aspiring fathers and mothers in relation to all the variables taken for study in their sons

The obtained results in the correlation matrix (12 X 12) reported in Table 23 for 30 high aspiring fathers and 30 high aspiring mothers and 30 sons indicate a significant correlation between fathers' high aspiration score and mothers' high aspiration score. The value of Pearson 'r' is .38 which is significant beyond 5% Level, which shows that when fathers' are high in their aspirations for their sons, mothers endorse those high aspirations largely as they also show high aspirations which are in tune with the aspirations of their husbands.

Although in the total sample the two main variables under study i.e. father's aspirations and the mother's aspirations taken as single scores did not show any significant correlations with personality variables and school achievements of their sons yet with regard to the final sample of 30 high aspiring fathers and 30 high aspiring mothers and 30 sons, the trait of Dominance of HSPQ is showing the value of Pearson 'r' as -.38 in the case of fathers' high aspirations and is -.33 in the case of mothers' high aspirations. This value of 'r' is significant beyond 5% Level in relation to fathers' high aspirations the value of 'r' in the case of mothers'
aspirations although is quite high but is not significant at 5% level. However, both father’s high aspiration score and mother’s high aspiration score is showing negative correlation with Dominance in their sons.

Gould and Kaplan (1940) found a very low and insignificant correlation between Level of aspiration and Dominance but in the present study with regard to father’s high aspirations, the trait of Dominance in their sons is showing a significant negative correlation.

The negative or low score on this factor of HSPQ means that the child is submissive, dependent, considerate, expressive, conventional, easily upset by authority and humble. While high score or positive score means, the child is assertive, independent minded, stern, hostile, unconventional and admiration demanding. In fact both the poles in this factor pose problems for adjustment. High score (dominance) is very definitely, part of the delinquency behaviour problem pattern in teen-agers, and very low score is also "pathological" for it occurs in the profiles of neurotic (Cattle and Scheier, 1961) and various institutionalized types.

Frustration is likely to be present in situations involving domination of others since dominance offers excellent opportunities for reduction of the tension of frustration. We often see dominance exhibited in sibling relations and usually there is a background of
frustration caused by parental discipline restriction and demand of high standard or perfection in the achievements of the child. How natural it is for a boy to lord it over his younger brother and sisters when his own desires and aspirations have been thwarted by parental commands?

The dominated child has the course of his life laid out for him, decisions are made for him and he has little experience in living with the consequences of his own choices.

In Indian society there is still considerable acceptance of the idea that raising children is akin to breaking a horse. They must be shown who is the boss. An indication of this concept is the idea of not letting the child "get the upperhand". The well-behaved obedient child is still a hallmark of parental success and a great deal of control is still perceived as the means of accomplishing this goal.

Parents with strict super egos, who rule themselves with an iron rod, demanding much of themselves and severely punishing themselves for failure adopt the same procedures with their children. The mother applies to the child the strict high standards that guide her own behaviour. In some cases the basic ingredient is overwhelming ambitions for the child, who is perceived as an extension
of the parent himself. Having a high level of aspiration is often a way of raising one's prestige in one's own eyes as well as in the eyes of others. This is not the type of ambition that leads to success, instead it usually leads to anxiety and feelings of frustration when the goal is not reached (Holt, 1946).

The high aspiration of mothers although has a negative correlation with the trait of dominance in their sons yet the value of Pearson 'r' is not significant. The reason for this difference in the effect of high aspirations of mothers on the trait of dominance in their sons may be due to the fact that mother in our country has a weakness for the male child and she is seldom as strict and hard task master as the father. Parsons and Bales (1955) have suggested that the mother's role is primarily concerned with maintaining warm, integrated interpersonal relations. Kagan (1956) interviewed children 6 to 10 years of age and found that the father was perceived as more dominant and less friendly than the mother. Gardner (1947) found similar results for children 10 to 13 years of life. Emmerich (1959) used a more indirect procedure with 4 and 5 year olds and reputed that children viewed the mother as more nurturing and less dominating and interfering than fathers. Moreover, the boys who are between the ages 11 and 14 in the present sample are more likely to be affected by the father's standards of behaviour for them than those of the mothers during that age.
The correlation matrix reported in Table 28 does not show any other significant relationship between high aspirations of parents and rest of the variables taken for study in relation to their sons.

The results in the correlation matrix (12 X 12) reported in Table 29 for 30 Low aspiring fathers', 30 Low aspiring mothers' and 30 sons do not indicate any significant correlation between Low aspiring parents and the Personality variables and school achievements of their sons.

Discussion and Interpretation of Results with regard to the 't' ratios for the final sample No. 1.

As reported in the first part of this chapter that the final sample No. 1 is comprised of 30 high aspiring parents, 30 Average aspiring parents and 30 Low aspiring parents and 30 boys in each group. 't' ratios are given between these three types of groups in Tables 33, 34 and 35.

The results show that the means of the three groups show significant difference with regard to the aspirations of fathers and mothers. The value of 't' (at df 28) between high aspiring parents and average aspiring parents is 5.15 with regard to father's aspiration and 5.20 with regard to mothers' aspiration.

The value of 't' between low aspiring parents and average aspiring parents is -6.64 and -3.38 in the case
of father's low aspirations and mother's low aspirations respectively. All these values are significant beyond 1% Level. The high and significant correlation between the aspirations of fathers and mothers has already been discussed in the first part of this chapter.

Parental aspirations and school achievements of boys

The results show a significant difference between the mean scores of school achievements between the low group and the average group while the mean score of school achievements of the boys in the low group is 58.9; it is 53.8 in the average group. The 't' value is 2.13 between these two groups.

This value of 't' (at df 28) is significant beyond 5% Level. But the mean score of school achievements in High group and Average Group do not differ significantly. While comparing the mean scores of school achievements in three groups we find that it is highest in the low group and lowest in the average group. The mean score of school achievements of the child in the high group is 55.5, which shows that the school performance of the children in all the three groups is above 50%. Since the I.Q. of the children (boys) was controlled and only children of average I.Q. were taken in the sample the school performance was to be affected by
their level of I.Q. which is a strong determinant of the school achievements of the child. Still the best performance is shown by the children of the low group.

When there is too much compulsion for high achievements on the child, the child does not do as well in the examinations as when he is not at all compelled but convinced about the benefits of high achievements himself.

High aspiring and pressurising type of parents often create an examination syndrome in their children. Motivation of achievement withers or becomes weak under a barrage of negative criticism, nagging and distrust which a child mostly has to face when he is not able to live up to the expectations of his parents with regard to school achievements.

Achievement motivation is closely related to independence and the settings in which parents communicate their expectations make a difference in child's reactions to those expectations. Children tend to develop high levels of aspirations when their parents make appropriate demands at appropriate times, rewarding success liberally and holding standards of excellence for them, while also giving them freedom to work out their problems in their own ways. Where parental faith in the child is implicit, such a relationship has meaning for an
adolescent's sense of identity. The demonstrated faith of parents shows him that significant people are sure he can accomplish what he must.

Many parents either because of pride in the child or because they feel that unusual success or achievement on the part of children reflects glory on the parent, try to force children beyond limits of their age, physical strength and beyond their intelligence level.

If the father or mother had been a leading student, they expect all the children of the family also to be leading students. If the aspirations of the parents for their children are appropriate they can certainly give a good direction to the achievements of the child and the child may readily make a genuine effort to live up to them also. But unrealistic type of aspirations of the parents and misplaced aspirations are not likely to affect the school achievements of their children in most of the cases.

There is a positive association between student achievement and emotionally supportive home situations. Parents of high achievers have been found to give their children more praise and approval, show more interest and understanding, are closer to their children to make them feel more family belongingness and identification with parents. On the other hand parents of under-
achievers are reported to show more tension and more parental disagreement as to standards of behaviour expected of their youngsters and they are too much pressurising type with respect to achievement of the child. Studies by Mannino (1962) and Hall (1962) have shown that parental encouragement has an important bearing upon school motivation and performance. Douglas (1964) also suggested that children tend to work well when their parents take an interest in their school progress and to work badly when they are uninterested.

According to Akinson (1957), the motive to achieve success and the motive to avoid failure are both aroused when the individual is confronted with an achievement task. Furthermore the individual's behaviour is a function of the difference between the tendency to approach success and the tendency to avoid failure. The individual whose motive to achieve success exceeds the motive to avoid failure is said to have an achievement oriented personality. Whereas if the motive to avoid failure exceeds the motive to achieve, he is said to have a failure threatened personality. Some parents define themselves in terms of academic achievement only i.e. their self-esteem is contingent on the degree of academic success. They aspire for very high achievements from their children in the school and force
their standards on them. This attitude of parents is likely to create a fear of failure in the minds of their children.

Children react to feelings of failure (a) by trying to do better (b) becoming discouraged (c) losing desire to go on (d) overcoming them by thinking of success (e) making excuses etc. What is stressed is that the child with a fear of failure is likely to suffer from tension, anxiety and frustration. Investigations tend to show a relationship between Achievement Motivation and Anxiety - a disposition to be anxious about failure, and hence motivated to avoid failure. A general disposition to be anxious tends to make all activities in which performance is evaluated threatening to the child (Atkinson, 1966).

Children tend to achieve and have attitudes, aspirations and expectations consistent with the educational Level of their same sex parent (Osborn 1977). The findings of a study conducted by Stehbens were consistent with the fact that favourable and democratic attitudes of the parents were positively related to educational achievements of their children and authoritarian attitudes of the parents were negatively correlated with the educational achievements of their children.

Achievement standards are developed by the children from their parents' expectations of them. Different
Levels of achievement motivation occur in different environmental situations, because of the parent-child interaction which takes place. Success or failure at school contributes to aspirations. Barker Lunn (1977) has produced evidence of both upward and downward changes in parental aspirations. She concludes that attendance at a streamed school of children of above average ability appeared to raise parental aspirations, particularly the aspirations of lower class parents. Plowden's survey (1967) examined the relationship between parental aspirations and children's achievements in the school and reported that the increase or decrease in the level of aspiration of parents can be explained in terms of the parents acquiring information about their child's progress in the school, only after they have obtained such evidence do they begin to get realistic aspirations for their child.

The results with regard to this variable confirm the findings of Anderson and Brandt (1939) and Summer and Johnson (1949) Caplin (1966) who also reported a relationship between academic achievement and goal setting.

Madan (1968) reviewed the studies on level of aspiration and academic achievement and found a positive relation in most of cases.
Results are contrary to the findings of Holt (1942), Schultz and Riccinti (1954) Sears (1946) and Gould and Kaplan (1941) who while studying level of aspiration in relation to scholastic achievements of children either found no relationship or low correlations between scholastic achievement and level of aspiration.

Lowell and Atkinson (1953) reported a positive but low insignificant relationship between level of aspiration and achievement grades of children.

The results show that the means of the three groups do not differ significantly with regard to all the personality variables taken for study in the boys. Looking at Tables 33, 34, 35 we do not find 't' ratios to be significant with regard to eight personality variables of HSPQ (High School Personality Questionnaire) and self concept of the child. The discussion given in the first part of this chapter regarding the correlation matrix (12 X 12) for the total sample reported in Table 26 has already made it clear as to why parental aspirations taken as single scores do not show any significant correlation between the eight personality variables and the self concept of the child in the present study. However, when parental aspirations were taken in terms of three factors of fathers' aspirations and three factors of mothers' aspirations, a significant
positive correlation was found between third factor of fathers' aspirations and third factor of mothers' aspirations and the self concept of their sons. The justification for this has already been discussed in the first part of the chapter.

Discussion and Interpretation of Results with regard to the 't' ratio values in the final Sample No. 2.

Final sample No. 2 consists of four groups of parents formed on the basis of High and Low aspirations by taking scores above median as high and below medians low for both fathers and mothers. The groups are:

(1) High aspiring fathers, High aspiring mothers (HAF, HAM)

(2) High aspiring fathers, Low aspiring mothers (HAF, LAM).

(3) Low aspiring fathers, High aspiring mothers (LAF, HAM).

(4) Low aspiring fathers, Low aspiring mothers (LAF, LAM).

Each group is comprised of 10 fathers, 10 mothers and 10 children (boys).

The results show that the mean scores of the four groups reported in Table 25 show significant differences with regard to the aspirations of fathers and mothers.
't' ratios between these four groups are reported in Tables 33, 34 and 35.

The 't' ratios for father's aspiration between
Group I & II i.e. HAF, HAM and HAF, LAM is 1.53.
Group I & III i.e. HAF, HAM and LAF, HAM is 8.68.
Group I and IV i.e. HAF, HAM and LAF, LAM is 9.93.
Group II and III i.e. HAF, LAM and LAF, HAM is 5.80.
Group II and IV i.e. HAF, LAM and LAF, LAM is 8.01.
Group III and IV i.e. LAF, HAM and LAF, LAM is 4.20.

Excepting the first value of 't' (at df. 18) rest of them are all significant beyond 1% Level.

't' ratio with regard to mother's aspiration
between Group I and II is 8.32.
between Group I & III is 5.12.
between group I and IV is 9.42
between group II and III is 4.69
between group II and IV is 3.44
between Group III and IV is 6.85.
all these values are significant beyond 1% Level.

't' is not found to be significant between all the groups for the following personality variables:

Ego strength or Factor C of HSPQ,
Excitability or Factor D of HSPQ
Dominance or Factor E of HSPQ.
Surgency or Factor F of HSPQ.
Penal a or Factor H of HSPQ

Strength of self sentiment or Factor Q of HSPQ.

The discussion for this has already been given in the first part of this chapter.

't' is found to be significant for Guilt proneness or Factor O of HSPQ between some groups.

't' is significant for Self concept between some groups.

't' is also significant for school achievements of the child between some groups.

Guilt Proneness or Factor O of HSPQ in the child with regard to four groups of Parents

Looking at the mean scores of Guilt Proneness or factor O in the child with regard to four groups of parents reported in Table 25, it can be found that the mean scores of Guilt Proneness of the child in the four groups of parents respectively are:

11.4 in Group No. I
9.3 in Group No. II
12.0 in Group No. III
11.0 in Group No. IV.

The mean score of Guilt Proneness is highest in the sons of Group III of Parents i.e. Low aspiring fathers and High aspiring mothers and it is lowest in the sons of Group II of parents i.e. High aspiring fathers and Low
aspiring mothers. The means of Groups I and II and II and III differ significantly.

The 't' ratios reported in Tables 33, 34 and 35 between all the four groups indicate that 't' ratio between Group I and Group II i.e. between High aspiring fathers, High aspiring mothers and High aspiring fathers Low aspiring mothers (HAF, HAM) and (HAF, LAM) is 1.72 which is significant at 10% Level.

Further 't' ratio between Group II and Group III of parents i.e. between

High aspiring father, Low aspiring mother
Low aspiring father and High aspiring mother

(HAF, LAM) and (LAF, HAM) is -2.10 which is significant beyond 5% Level.

High score on this factor or O+ signifies such qualities in the child as worrying, anxious, depressed, cries easily, overcome by moods, strong sense of obligation, sensitive to peoples approval and disapproval, lonely brooding etc.

Low score on this factor O- makes the child self confident, cheerful, resilient, placid, expedient, insensitive to peoples, approval or disapproval, no fears etc.
In children, definite fears, as well as central feeling of inadequacy and loneliness, are prominent for O+ scores (Cattle 1957, King 1948). Group dynamic experiments record high O individual as not feeling accepted or free to participate; and although they are concerned about group standards and conformity, they tend to be rated as hinderers (Cattle 1960) and are unpopular with peers, that is, are "socially maladjusted".

Guilt may be conceptualized as a special kind of negative self-evaluation. It is a self-reaction to an injured conscience. The first step in the child's development of conscience involves his assimilation of parental values and standards.

By the fiat of parental acceptance children are provided with intrinsic feelings of security and adequacy despite their manifest dependency and incompetence to fend for themselves. They accordingly become disposed to accept parental values implicitly and unconditionally out of loyalty to the individual to whom they owe their status and self-esteem. Very high aspirations of parents are likely to create a sense of guilt in the child when he finds himself a failure in living up to those high standards and this gives rise to a sense of guilt.

"Guilt, like anxiety, is an intolerable state of affair, one which the individual goes to any extreme to
avoid or to disguise Guilt is probably more intolerable than hate - (Symonds 1949). The sense of guilt is difficult to tolerate because it is laden with anxiety and fear and thus there is an understandable tendency to repress it into unconsciousness or to rid oneself of it by projecting it into other person or causes. Guilt is manifested in compulsive tendencies and the sense of failure in severe depression.

In such family situations where the father is high aspiring and the mother is low aspiring or vice versa, the child feels torn between two types of standards. Father and mother are dissatisfied and disharmonious. Supposing the mother believes in greater lenience, father is irked because mother undercuts his authority with the son and yields to his son's wishes more readily. Under these circumstances, father's dominance over the son is sharp and uncompromising with an edge of anger and the son harbors rebellious feelings for the father. Such a situation is sure to give rise to feelings of guilt in the child as the child has loyalties for both the parents and does not want to displease any of them.

The parents who are too dominating in forcing their children to live up to high and exacting standards of actions put forth before them make the children very
anxious about their achievements, with the result that the children have fear of failure and are threat sensitive. Fear of failure has its roots in such clinical problems as anxiety, guilt, shame and feelings of inferiority. In a situation like this, the child can erect elaborate defences to suffer any possible confrontation with the experience of having failed. The child with a prominent fear of failure sets unrealistically high goals for himself and then works only half heartedly to achieve them. In this way he provides himself with two sets of rationalizations by which he can deny his limitations and dismiss any suggestion that he has actually been a failure.

Certain psychological problems are likely to arise when parents are strongly motivated to project their children into a status decidedly higher than their own. The root of the difficulty lies in the fact that the parents still lingeringly disappointed at the limits imposed upon their own lives, want too strongly to see their children live out for them their own frustrated ambitions. "At last every thing can be set right, my son can be the doctor I wanted to be."... but the dream may grow to the point that it suppresses recognition of what the son wants to be. This creates for the child what often proves to be a bewildering conflict of feeling and attitude.
The parents place themselves high on control dimension and their attentive interest in their children's ultimate welfare might suggest a like high position with respect to acceptance. But this love is of a peculiar nature mingled as it is with self love to be gratified vicariously through the children's success. Under these circumstances ultimate resentment arises as the son becomes fully aware that he was being expected to do difficult things that his parents were comfortably avoiding.

**Self concept of the Child with regard to four groups of parents**

The mean scores of self concept of the child with regard to four groups of parents reported in Table 25 show following mean scores in four groups:

1. 130.7 in Group No. 1
2. 107.7 in Group No. 2
3. 115.1 in Group No. 3
4. 97.7 in Group No. 4.

The mean score of the self concept of the child is highest in the group of high aspiring parents and lowest in the group of low aspiring parents. The means of the group I and IV differ significantly.

The 't' ratios reported in Tables 33, 34 and 35 between all the four groups indicate that the 't' ratio
between Group I and IV is 2.42 which is significant beyond 5% Level, which shows that the self concept score of the sons of high aspiring fathers and high aspiring mothers is higher than the sons of low aspiring fathers, low aspiring mothers.

The self concept is related to one's Level of aspiration. The ideal goal is associated with the ideal self and the 'action goal' with the realistic self concept. Although Level of aspiration is an individual matter, one tends to set his Level of aspiration higher when he is dissatisfied with his present status or when he is confident and successful. On the other hand one tends to set his Levels of aspiration relatively low when his motivation is poor, he fears failure when he does not face failure frankly or the situation realistically, when parents think poorly of him and when he feels insecure or have other personality problems. The individual whose Level of aspiration is unrealistic is not only subject to more variable performances and more chances of failure, but he is likely to be poorly adjusted and submissive in his attitudes (Taylor and Faber, 1948). He will be sensitive to failure and will change the Level of aspiration either by lowering or raising it and will be anxious and emotionally dislinked when he again fails. Those who have Levels of aspiration of a more realistic type will react differently to failure. Only after
repeated failure will they lower their estimates of their abilities and this will be done in a realistic manner, without feelings of anxiety, frustration and compensation (Gruen 1945).

Cohen (1954) found out that both very high and very low goal setting reflect self rejection. Keeping in mind the findings of Sears (1940) we can say that self-acceptance is related to low positive or low negative goal setting.

The child whose level of aspiration is too high for his abilities becomes an "Impractical Idealist" who sees himself constantly as a failure, the child for whom the levels of aspiration are below his abilities lacks ambition and gets nowhere in life; while the child who "has his feet on the ground checks his aspirations with his achievements and constantly revises his aspirations to fit more realistically into his abilities.

(Breekendenridge and Vincent, 1953)

Child rearing antecedents of positive self-concept are unconditional love and positive but not over protective interest and concern from parents, a pattern of clear limits reasonably and tolerantly enforced and good parental models.

What makes for positive self concept?
Coopersmith concludes as follows:

"The most general statement about the antecedents of better self concept can be given in terms of three conditions: total or nearly total acceptance of the child by the parents, clearly defined and enforced limits, and the respect and latitude for individual action that exists within the defined limits. In effect we can conclude that the parents of children with high self-esteem are concerned and attentive toward their children, that they structure the worlds of their children along lines they believe to be proper and appropriate and that they permit relatively great freedom within the structure that they have established".

Parents who are high aspiring and forcing type tend to do harm to the self concept of the child by putting forth such standards of action which are extremely high or too difficult to be accomplished by the child. But if high aspiring parents are democratic and accepting type in the implementation of high aspirations for their sons, the effect of this may not be negative on the self concept of the child. When dominance is combined with acceptance and communicated in a kindly and reasonable way, the child is likely to incorporate parental expectations in his own behaviour and adapt himself to the requirements of authority at home.
Moreover, the dons of high aspiring parents may have high score on self concept as a defensive reaction.

The parents who are low aspiring often have at the root of it their own sense of insecurity. They adopt a permissive attitude towards the child rearing but if this permissive pattern is due to the parents being seriously unsure of themselves and confused about their own values, they do not convey a clear and consistent pattern of expectations. They let the child's inclinations prevail because they have no guidelines of their own. Confused parents create confused environment for the child even if in practice they are permissive.

A common pattern that results from an amalgam of parental desires, impatience and anxiety, might lead to unsure feelings towards the self in the child.

School Achievements of the Child with regard to four groups of parents:

Looking at the mean scores of school achievements of the child in Table 25, it can be found that the mean scores of this variable in the four groups are following:

<table>
<thead>
<tr>
<th>Group</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>55.1</td>
</tr>
<tr>
<td>Group II</td>
<td>53.9</td>
</tr>
<tr>
<td>Group III</td>
<td>51.7</td>
</tr>
<tr>
<td>Group IV</td>
<td>60.4</td>
</tr>
</tbody>
</table>
The mean score of school achievements of the child is highest in Group IV i.e. in the group of low aspiring fathers, low aspiring mothers and it is lowest in Group III i.e. in the group of Low aspiring fathers and high aspiring mothers.

The 't' ratios given in Tables 33, 34 and 35 with regard to this variable indicate that the value of 't' is -1.72 between groups III and IV which is significant at 10% Level. The value of 't' is not significant between other groups.

The school achievements of the child are better when both the parents agree with regard to their aspirations for the school achievements of the child than when there is disparity between them. The comparative means of the groups above, show that the school achievements of the child are better when both the parents are low aspiring than when father is low aspiring and the mother is high aspiring.

As we have already seen in the Discussion given in the analysis for Final Sample No. II previously that in such family situations where the parents differ with regard to the standards set for the achievements of the child, he is likely to be confused and undecided as to whose standards he should follow. On the other hand, if the parents are harmonious and in substantial agreement,
the impact of their shared values and expectations is likely to be strong. Inconsistent discipline may lead to a sense of irresponsibility and lack of self control. Differences in the parental standards also make it possible for the child to play off one parent against the other, turning to the one who is most apt to be lenient with respect, to the problem at hand. If the parents' differences are accompanied by personal disharmony and anger, the child's position is more difficult: if he pleases one parent he displeases the other. The situation is polarized - there is no middle ground - and the easiest solution, which is to side with one parent and reject the standards of the other, is still fraught with a good deal of danger.

It has already been discussed in the analysis in Final Sample No. I that the child is not likely to do as well in the school achievements when he is pressurised for it too much, as when he is left free to learn by his own efforts and is convinced about the benefits of better school achievements i.e. when he is under low and loving control of his parents and motivated in a democratic way for school achievement.