



Assessment of the effect of education on expectations from perspective spouse

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Abstract:

Every relationship comes with expectations. In most cases, expectations depend more or less on the relationship. For example, parents have certain expectations from their children while children also have certain (other) expectations from their parents. Teachers have certain expectations from their students whereas students in turn have their own expectations from their teachers. The same can be said about most of the relationships, where the two related parties have certain expectations from each other. In most of the cases, the two sides do not have same expectations because the relations are not symmetric. The other point to note is that the expectations arise out of relationship and therefore depend on the relationship, both in terms of nature and intimacy. The only expectation to this general observation is in the case of marriage. In the case of marriage, the relationship heavily depends on expectations, indicating a reverse trend. Expectations are declared before taking the decision about marriage and hence whether two individuals would like to get in marital relationship depends, among several other considerations, on their expectations from each other.

I. INTRODUCTION

There is no relationship without expectations. Every relationship comes with expectations. A young child expects the mother to take care of the child and protect the child from all kinds of harms and discomforts, including hunger and fear, the mother in her turn expects the child to communicate all the needs as well as satisfaction in whatever form the child is capable of. As children grow the parents change their expectations from the children. The expectations are not related to education, family and social environment and certain behavioural aspects. children, similarly, now expect parents to be supportive in their curricular and extra-curricular activities. Another case for consideration is relationship at workplaces. Every workplace has hierarchy of ranks among employee. The superior and the sub ordinate employees have certain expectations from each other. The superior expects the subordinate to be punctual, obedient, hardworking and honest. On the other hand, the subordinate expects the superior to be kind and considerate, understanding and fair in treating all their subordinates. Social and cultural organizations also define relationships and corresponding expectations. The more structured a relationship is, the more binding the expectations become. The common thread in all the relationships mentioned in the forging discussion is that relationships are established first and then expectations arise out of these relationships. There is, however, one expectation to this thread of relationships causing or giving rise to expectations. This expectation is marriage. Marriage is the only relationship that is decided by mutual expectations. As a results, expectations are started during the search or quest for a suitable match and the search culminates in a marriage if and only if all expectations are met. The question under consideration is whether these expectations have any foundation or justification. Another question is whether one sticks to these expectations if many attempts to not result in finding a person that satisfies these expectations. This led to the third question that relates these expectations to the academic achievement or qualifications of a person looking for the person that fulfils all the expectations. One reason for raising this question is that education makes a person think rationally and therefore highly educated individuals are expected to have more reasonable expectations than less educated individuals would have. This point leads to the following question. What is the basis of expectations? In simpler words, where do expectations come from? The question is as relevant to the life as a whole as it is to marriage. It is so because any commitment comes with expectations. These expectations may be relating to hopes you have about yourself or others. These expectations may also be related to the outcomes of working together. In the case of marriage, for instance, the expectations from ourselves are that we would do our share of work, we would care for our life partner and we would not be stubborn in our attitude when dealing with our spouse. If our self-image is different from the image our spouse has about ourselves, then there is a high risk of unhappy marriage. Similarly, if our or our partner's expectations are not flexible and are unrealistic or self-centred, there is a high chance of conflicts in the future. If the expectation is simply that we would be happy after marriage anyway, then expectations begin to crop up after marriage. In order to avoid such a situation, it is advisable to consider these expectations before committing to marriage.

II RESEARCH METHODOLOGY

As we grow from childhood to adulthood, we acquire attitudes as well as beliefs about partnership and marriage. These attitudes and beliefs are result of influences exerted either by our experiences or by the news and views that we come across. We acquire or develop beliefs as result of our understanding of the information we obtain from a variety of sources. Most of these influences are unintentional and not specifically meant for any particular individuals. For example, we try to follow our role models or observe celebrities and end up developing certain beliefs. Sometimes we try to interpret comments or conversations that we happen to hear (or read) by reading between the lines, so to say. Such beliefs became personal even though we may not be able to identify their sources or causes. There are, never the less, some beliefs that can be explained. An example of such beliefs is the belief that budgeting is important for success and happiness. This belief can also include methods of budgeting, that is, how to do budgeting so had unnecessary expenses can be avoided and limited resources can be used wisely and efficiently. There are also some beliefs that are necessitated by the legal system. For instance, the belief that you can be legally married to only one person at a time is useful as it protects you from potentially legal cases and prevents legal offences that you are likely to commit if you are unaware of this legal provision. There are three major sources for us to learn about marriage or relationships in general. These three sources are as follows:

- **Family of origin.** The family of origin presents parents and grandparents as our first role models. As a result, we inherit or borrow many of their attitudes and beliefs without a lot of thinking. Attitudes are also acquired from interactions among siblings and other relatives. The influence of the family dominates as long as we are close to the family.
- **Society.** The society around us is more varied than our family. Our society includes our friends, our neighborhood, our school or college and the people that appear on T.V. and other media. The society has a great influence on our opinions, attitudes and beliefs. Moreover, this influence can be deep as well as long lasting. Some part of society may not be according to our liking or subject to our choice, but some part of society is by our own choice. It is therefore important to be careful about the society that surrounds us. Societies often develop shared belief systems and we find these belief systems rather compelling and not necessarily to our liking.
- **Personal experiences and preferences.** We may have some personal experience that is, unique and hence may lead to an opinion or attitude that is not shared with anyone in the family or society. Attitudes developed out of personal experiences or performances stand out distinctly and we are more likely to consider them to be our distinctive characteristic.

2.1 All Expectations Are Not Bad

It is very common to think of expectations more like demands and then contemplate on the down- side of disappointed expectations. A person who expects something from other knows that other would also expect something in return. Expecting the best (from each other) may inspire couples to work towards a goal, an ideal, rather than be satisfied or content with whatever happens, or even be pessimistic and think that there is no hope for anything good to happen. The less we expect, the less we are likely to get, and therefore the less we expect. So, low expectation leads to a vicious circle of low expectations- low achievement- low expectation. If prospective couples could discuss all their expectations, not only from the prospective spouse but also from all aspects of their relationship before deciding to or not to marry, they would have a wonderfully successful marriage. This is not to say that their expectations would not change from time to time and according to situations. As a matter of fact, realistic expectations and their fulfilment are the strongest binding forces in a successful marriage.

III STATISTICAL TOOLS

3.1 Types of Expectations

Several attitudes and assumptions have their origin in observations and experiences. These attitudes and assumptions shape the nature of relationships. Such attitudes include the following according to their consideration and concerns. Practical concerns: some expectations are related to money (income and expenditure) and credit, faith, friendship, leisure, in-law relationship, communication and resolution of conflict and so on. In short, some of the expectations are concerned with everyday issues. Relationship concerns:

Some expectations are related to the nature of relationship. More specifically these are concerned with individual identity and freedom (within the relationship), stability and change in relationships, closeness as opposed to the distance (between different relatives), leadership versus followership between spouses, spontaneity versus predetermined responses, and so on. Deep belief and needs: The expectations are related to affection and the feeling of belongingness, as opposed to control, personal growth (within the intimacy of relationship) and healing (in case one of the couples feel hurts), principles, morality and ethical considerations.

Expectations at different levels and of different types are mostly related to each other and commitment of each partner. It is observed that very often disappointments can be easily blown out of proportion to make them appear to be in conflict with the relationship and its basic needs. Rigid beliefs and feeling of hurt (resulting from disappointment) can give rise of exaggerated demands from for perfect behaviour or unopposed agreement. Workable expectations can be arrived at through consensus on important expectations with a willingness to work through differences.

3.2 Realistic Expectation

Realistic expectations and mutually agreed expectations help individuals and partnerships by allowing the relationships to be strong, long lasting, intimate and hence stable. Every person and couple have his/ her/ their own ideas about what is reasonable about any expectation. It is also true that this idea about what makes an expectation reasonable can change with circumstances. Nevertheless, there are three important factors that cannot change. These two factors are as follows,

Appropriate: Expectations are considered to be appropriated if they are respectful, compassionate, fair and suitable for the age of partner and for the stage of their relationship. For example, teasing each other playfully may be tolerated, but continued teasing when the other person does not want it to continue does not indicate respect. Similarly, each partner willing to take up all the work of some type to match interests or abilities does not pose any problem, but one partner having to take up all the work while the other partner pretends to not have the necessary skill or knowledge for the concerned work does not appear to be fair. Finally, insisting on a lifestyle that goes beyond income can never be considered to be realistic. On the other hand, willing to live modestly so that the couple can save and possibly invest for future benefits is most likely to be considered realistic.

Flexible: Flexibility is important because growth is promoted by openness, patience, and imagination in discussing and fulfilling expectations. On the other hand, rigidity of expectations fosters conflict and disaster. Flexibility is indicated by willingness to hear new ideas, to appreciate other's efforts without expecting perfection and to accept a person even when there is disagreement with an idea or behavior of that person. Flexibility creates the atmosphere of cooperation and trust. Flexibility makes an individual capable of brainstorming. Such a person understands that humour and creativity help partner in reducing tension and thereby working together to face challenges that cannot be avoided

Accountable: When we express our expectations, we must also make efforts to fulfil the promises that are implied in our expectations. We must also equally respect expectations of the other person. The apparent flexibility must be matched with honesty and integrity, so that we can ask the partner to fulfill his or her promises. In this regard, it must be understood that patience is considered to be a virtue. However, overdoing it by waiting too long, always doing something to keep the partner happy, apologizing or giving up your expectations does not help build a partnership.

An ideal situation is when the prospective spouses have shared expectations. Potential partners can develop shared expectations by communicating what they desire and by building mutual understanding about expectations. The following steps are most likely to help potential partners have shared expectations. Conflict resolution: couple can explore common ground and reach satisfactory levels of trust and cooperation through use of structured rules like paraphrasing, taking time out, compromising and consensus-building. Finally, it can be said that high expectations can lead to high rewards and these, in turn can lead to high expectations.

3.3 Descriptive Statistics

The author has been running matrimony for more than 25 years. He has collected a substantial amount of data. A part of data consists of three types of expectations from the prospective spouse. The specific question addressed here is if education of a person has any influence on his or her expectations from the perspective spouse. The registration form of the matrimony asks every applicant what he or she expects from his or her prospective spouse regarding (i) education, (ii) height and (iii) any other aspect. One part of analysis is to check if the expected education is associated with the person's own educational qualification. The second part of analysis is to find if there is any association between the person's own height and the expected height. Similarly, the third

part of analysis is to determine whether or not the other expectations have any association with the person's own education. The same analysis is also carried out for male respondents and female respondents separately.

The data used for this case study has 10,000 individuals registered at the matrimony over the last 10 years. The sample has 7099 boys and 2901 girls. Educational Qualification and Expected Education. One of the items in the registration form is educational qualification of the applicant. The qualification of different applicants is so many in number that it is practically impossible to summarize all these qualification in the form of a frequency table. Further, even if such a table is prepared, it would be as difficult to comprehend as the original data. These qualifications are grouped in six groups for the purpose of analysis. These six groups are as follows,

Non graduate: all qualifications less than a degree.

Graduate Non- professional: non-professional bachelor degree like BA, BCom, BSc and so on.

Graduate professional: professional bachelor degree like MBBS, BE, BTech, B. pharm and so on.

Post graduate non-professional: non-professional post graduate degree like MA, M. Com, MSc and so on.

Post graduate professional: post graduate degree in professional courses, like ME, MTech, MD, M. Pharm and so on.

Higher Education: Qualification beyond post graduate degree like PhD

The educational qualifications of the 10,000 subjects in the sample are tabulated by gender in the following table.

Table 3.1: Educational Qualification by gender

Qualification	male	female	Total
NG	468	149	617
GNP	1260	266	1526
GP	2759	1172	3931
PGNP	897	818	1715
PGP	1664	457	2121
HE	45	11	56

Another item in the registration form is the expected educational level of the prospective spouse. Again, their responses to this item are grouped in to 8 groups as follows.

Compatible,

Educated/ highly educated

Non-graduate

GNP

GP

PGNP

Professional

US

The expected education is tabulated by gender in the following table.

Table 3.2: expected education by gender

qualification	male	female	total
Compatible	11	0	11
Educated	2155	1643	3808
NG	130	5	135
GNP	2273	247	2520
GP	389	165	554
PGNP	27	11	38
Prof.	11	0	11
US	12	0	12

The following table is cross tabulation of educational qualification and expected education for the entire data.

Table 3.3: expected education vs educational qualification

EE	NG	GNP	GP	PGNP	PGP	HE
Comp.	5	6	0	0	0	0
Edu	98	232	1889	627	919	33
NG	32	83	0	7	13	0
GNP	105	505	825	442	631	12
GP	9	19	377	4	142	3
PGNP	0	0	4	0	24	0
Prof.	0	0	11	0	0	0
US	0	0	0	0	12	0

The following two tables present the same information separated by gender of the respondents.

Table 3.4: expected education vs educational qualification for Males

	NG	GNP	GP	PGNP	PGP	HE
Compatible	5	6	0	0	0	0
Educated	59	114	1178	140	663	22
NG	27	83	0	7	13	0
GNP	102	481	748	375	555	12
GP	0	19	247	0	120	3
PGNP	0	0	0	0	19	0
Prof.	0	0	11	0	0	0
US	0	0	0	0	12	0

Table 3.5: expected education vs educational qualification for females

	NG	GNP	GP	PGNP	PGP	HE
Compatible	0	0	0	0	0	0
Educated	39	110	711	487	277	11
NG	5	0	0	0	0	0
GNP	3	24	77	67	76	0
GP	9	0	130	4	22	0
PGNP	0	0	6	0	5	0
Prof.	0	0	0	0	0	0
US	0	0	0	0	0	0

The three table shows that the expected education is generally associated with the educational qualification the only noticeable difference between males and females is that males do not expect the prospective spouse to have higher educational qualification than themselves, while females prefer their prospective spouses to have the same or higher educational qualification. For example, 27 non- graduate males expect their spouse to be non-graduates, but only 5 non-graduate females expect their spouse to be non-graduate. The other noticeable feature of these tables is that a large number of males and females expect the prospective spouse to be educated, but they do not want to be more specific about the level and branch of education. There are 12 males with post graduate professional qualification and all of them expect the prospective spouse to be prepared to learn or work in USA. Similarly, 24 males with post graduate professional qualification expect the prospective spouse to have post graduate qualification, but in a non-professional field. Except for the cases mentioned above, it can be concluded that the expected education does not strongly depend

on educational qualification. There appears to be a stronger influence of family background and social status of the respondent. This is not an unexpected observation, since the family structure in this part of Maharashtra is still strong and intimate. As a consequence, males and females determine their expectations more on the basis of their family values rather than their personal aspirations.

IV. RESULTS AND DISCUSSION

4.1 Educational Qualification and Other Expectations

The item “Other Expectations” has so many different responses that it is practically impossible to mention all of them. These responses are therefore classified into 17 categories. These 17 categories are briefly described below.

1. America resident: Prepared / willing to settle in the USA
2. Artistic
3. Carrier supporter
4. Compatible
5. Doctor
6. Family person
7. Lives in pune or Mumbai
8. Good looking
9. Good nature
10. Highly positioned
11. Job in pune
12. Professional field
13. Learn / work abroad
14. Service preferred
15. Smart, Active
16. Supported
17. Well educated

Table 4.1 shows the frequencies of other expectations in the sample. When an individual mention more than one expectation, only the first is tabulated for simplicity. A more detailed analysis is required to study less important expectations, and it is beyond the scope of the present study.

Table 4.1: Other Expectations`

	1	2	3	4	5	6	7	8
M	10	10	0	5507	0	26	0	53
F	8	0	7	2196	8	0	6	20
Total	18	10	7	7703	8	26	6	73

	9	10	11	12	13	14	15	16	17
M	49	0	16	0	9	456	5	5	394
F	33	4	0	7	0	148	0	10	161
Total	82	4	16	7	9	604	5	15	555

The table shows that the three most frequent among other expectations are (i) compatible, (ii) service preferred, and (iii) well cultured. Note that none of these is related to educational qualification. As a matter of fact, all the three are related to the social and cultural norms. A compatible spouse minimizes conflicts in the family. An earning spouse supports the family financially. A well cultured spouse helps the family adjust well in the society, including the neighborhood and relatives.

The following three tables present cross tabulation of other expectations and educational qualification. There is one table for the complete data and then two separate tables for males and females.

Table 4.2: Other expectations vs educational qualification for complete data.

	NG	GNP	GP	PGNP	PGP	HE
America					10	
Artistic				10		
Car. supp.			7			
Compatible	450	1273	2914	1436	1610	15
Doctor			8			
Family person	8		9	9		
Pune / Mumbai				6		
Good looking	9		39		25	
Good Nature	5	33	27	12	5	
High position			4			
Job in pune			16			
Professional					7	
Abroad					9	12
Service		53	368	67	104	
Smart, active					5	
Supportive			10		5	
Cultured	63	91	185	53	145	18

Table 4.3: Other Expectations vs Educational Qualification for male data

	NG	GNP	GP	PGNP	PGP	HE
America					10	
Artistic				10		
Car. supp.						
Compatible	327	1084	2059	749	1253	15
Doctor						
Family person	8		9	9		
Pune / Mumbai						
Good looking	9		19			
Good Nature		25	7	12	5	
High position						
Job in pune			16			

Professional						
Abroad					9	
Service		45	28	20	91	12
Smart, active					5	
Supportive					5	
Cultured	60	58	132	30	107	7

Table 4.4: Other Expectations vs Educational Qualification for female data

	NG	GNP	GP	PGNP	PGP	HE
America					8	
Artistic						
Car. supp.			7			
Compatible	123	189	855	687	337	
Doctor			8			
Family person						
Pune / Mumbai				6		
Good looking			20			
Good Nature	5	8	20			
High position			4			
Job in pune						
Professional					7	
Abroad						
Service			80	47	13	
Smart, active						
Supportive			10			
Cultured	3	33	53	23	38	11

These three tables also show the general trend that other expectations are not influenced by educational qualification except for a few cases. The most common among other expectations are compatible and cultured. Both of these indicate the influence of the family culture and social values is deep rooted, in the next generation.

There are many other aspects that deserve attention in the matrimonial data, but these aspects are beyond the scope of these paper and are left for future and further research. Such research will shed light on the ground reality in contrast to articles that are written out of imagination and hearsay and are based on gossip and rumor.

The author finds the result of the statistical analysis presented in this paper very interesting because marketing companies are trying to portray a very different picture of the young generation regarding expectations possibly being influenced by educational qualification. What is found through data analysis is that the young generation still values family values and social norms over personal educational qualification. The author has a plan to carry out similar research on other information available in matrimonial data.

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