SUMMARY

In India during the last four decades, there has been a rapid increase in school enrolment and as a result there is a wide range of talents, interests, vocational and scholastic aptitudes, attitudes, mental abilities in the school population and it is made up of students of widely different socio-economic backgrounds. The communities which have been under privileged and uneducated for generations are sending their children to school now. It may be said that socio-economic democracy in the school system is generally being accomplished.

The fact that students are enrolled in the schools does not mean that they are striving for success or are motivated to learning. By motivation to learning it is meant the development of genuine interest and favourable attitude with in pupils towards activities which result in effective learning. It may be said that students in the course of their lives in the schools, develop different degrees of achievement-concepts. Achievement-concept means the ideas or meaning one gives to achievement which will be a cue to adjustment in learning.

At the adolescent stage the student also builds up the self-concept and thinks of one's role in the world of work. Adolescents develop many aspirations-educational as well as vocational. Vocational aspiration has often been defined as what the individual prefers to do.

Since, it is believed that environment play an important part in the formation of achievement-concepts and aspirations.
The researcher was interested to know whether the achievement-concept and vocational aspirations of a group of adolescents who belonged to family which were under privileged for many generations differed significantly from those of a group of adolescents who belonged to a more privileged group.

THE PROBLEM:

The researcher set himself to study the achievement-concepts and vocational aspirations of matched scheduled and non-scheduled caste students.

Since the study was conducted to find out the impact of caste on achievement-concept and vocational aspirations. Intelligence, which would influence the way the students would view school subject and their job aspirations, has been controlled. The sample of the present study consisted one group of 450 scheduled caste and another group of 450 non-scheduled caste students of 14+ age.

The basic premise is that scheduled caste students are not sufficiently school oriented as the non-scheduled caste students and so their achievement-concepts and educational and vocational aspirations will be lower than those of the non-scheduled caste students.

The researcher has selected fifteen (15) institutions for the study, and has found the students in these institutions belonged to different castes and socio-economic status, the students of 14+ age are considered most suitable for the study,
for at this stage the students are mature enough to have vocational aspirations and view about achievement.

OBJECTIVES OF THE STUDY:

The objectives of the present study were:

1. To study and compare the achievement-concept of matched scheduled and non-scheduled caste students.

2. To study and compare the vocational aspirations of matched scheduled and non-scheduled caste students.

3. To find out the relationship between achievement-concepts and vocational aspirations of matched scheduled and non-scheduled caste students.

4. To investigate whether the fathers' academic attainment play a significant role in the formation of achievement-concept of scheduled and non-scheduled caste students.

5. To examine whether the professions and income of the fathers play a significant role in the formation of achievement-concept of scheduled and non-scheduled caste students.

6. To observe whether achievement-concepts is a significant factor for estimating the educational aspirations of the scheduled and non-scheduled caste students.

7. To find out whether there exists any relationship between the achievement-concept and educational aspirations of scheduled and non-scheduled caste students.
8. To find out whether the reasons play a significant role in choosing the vocational aspirations of the students of both groups given by students.

9. To analyse whether there exist any relationship between the vocational aspirations and interest of students in a particular school subject.

10. To find out whether there exists any relationship between educational and vocational aspirations of scheduled and non-scheduled caste students.

11. To find out relationship between the fathers educational attainments and students' vocational aspirations of both groups (scheduled and non-scheduled caste).

12. To know whether there exists any relationship between fathers' occupations and students' vocational aspirations of scheduled and non-scheduled caste students.

13. To analyse relationship between the fathers' income and vocational aspirations of scheduled and non-scheduled caste students.

14. To find out whether there exists any relationship between hobbies and vocational aspirations of scheduled and non-scheduled caste students.

HYPOTHESES:

Under the plan and procedure of the present study the following hypotheses were formulated and tested.
1. There is significant difference in the achievement-concepts of matched scheduled and non-scheduled caste students.

2. There is significant difference in the vocational aspiration of matched scheduled and non-scheduled caste students.

3. There is significant relationship between achievement-concept and vocational aspiration of matched scheduled and non-scheduled caste students.

DEFINITION OF IMPORTANT TERMS:

A few terms have been used in this study at different stages which need clarification.

INTELLIGENCE:

In the present study, intelligence is defined as 'The ability of the individual to adapt himself adequately to relatively new situations in life.'

ACHIEVEMENT-CONCEPT:

The students' achievement-concepts are defined as the students' attitudes towards learning.

VOCATIONAL-ASPIRATION:

By vocational aspiration is usually meant what the individual considers to be the ideal vocation for him.
SAMPLE:

In order to find out the requisite sample, fifteen (15) institutions of Bundel Khand Region, were selected. In the present study the students of 14+ age belonging to scheduled and non-scheduled caste, were needed.

Group Intelligence Test of Bureau of Psychology 14+, Allahabad, was administered to match the scheduled and non-scheduled caste students on Intelligence. Thus finally, 450 scheduled and 450 non-scheduled caste students were selected for the purpose of the present study.

TOOLS AND TECHNIQUE:

Following tools were used in assessing achievement-concepts and vocational aspirations and students' personal and family backgrounds:

1. School Records: To know the age and caste of the students.

2. Group Intelligence Test of Bureau of Psychology (14+), Allahabad: To measure the I.Q. of the students.

3. Achievement-concept scale: Prepared on the lines of the method of Equal Appearing Intervals of Thurston and Chave to measure achievement-concept of the students.

4. Self-made Questionnaire: To find out the vocational aspirations, educational aspirations and family backgrounds of the students.
STATISTICAL TECHNIQUE USE:

1. Co-efficient of correlation was applied to find out the relationship between achievement-concept and vocational aspirations of matched scheduled and non-scheduled caste students.

2. Critical ratio (t) was used to find out the differences between the achievement-concepts of scheduled and non-scheduled caste students.

DELIMITATION OF THE STUDY:

1. The present study has been confined only to Bundel Khand Region, Uttar Pradesh.

2. The present study is also limited to the scheduled and non-scheduled caste students of class VIII only.

3. The students have been matched on the intelligence variable only.

4. The present study is confined to a sample of nine hundred (900) male students, female students have not been included in the sample to control the sex variable. Hence, the findings are relevant only to male students.

THE FINDINGS:

ACHIEVEMENT-CONCEPT:

All the students of both caste scheduled and non-scheduled of the sample seemed to have in general favourable achievement-
concepts. The range of scores of the whole sample scheduled and non-scheduled caste students on the achievement-concept scale was from favourable to neutral only. There were only few students of both caste who had a neutral attitude towards achievement.

It is observed that there is no significant difference between the achievement-concepts of scheduled and non-scheduled caste students. It is indicated that caste and the resulting family factors had small part in the formation of concepts about achievement.

THE STUDENTS' FATHERS' ACADEMIC ATTAINMENT:

It is analysed that fathers' academic attainments of non-scheduled caste students are better than the scheduled caste students. But in this study it is found that there is no significant difference between the achievement-concept of scheduled and non-scheduled caste students. Hence it may be concluded that fathers' academic attainment does not play significant role in formation of the achievement-concept of the students of both groups.

STUDENTS' FATHERS' PROFESSION AND INCOME:

The analysis of data reveals that fathers' professions and income of non-scheduled caste students are better and handsome than scheduled caste students. But in the study it is found that there is no significant difference between the achievement-concepts of scheduled and non-scheduled caste.
students. Hence it may be concluded that fathers professions and income do not play significant role in the formation of achievement-concept of the students.

THE EDUCATIONAL ASPIRATION:

The study reveals that it is not-necessary that students with favourable achievement-concepts always have high educational aspirations. Students of both groups scheduled and non-scheduled caste who have favourable achievement-concepts do not have educational aspirations higher than of being a graduate. A small group of both caste students with favourable achievement-concepts like to do post graduate courses of engineering or medicine courses. A few students of scheduled caste who have neutral achievement-concepts, want to do post graduate course. Thus the study showed that cast or achievement-concepts not having any impact on the educational aspiration. Educational aspirations of students might be influenced by other factors as information the students have about educational facilities or their own ideaa as to what their families can attract.

It has seen that a large section of both scheduled and non-scheduled caste students were not aware of the degrees of training required for specific vocations. It indicates the lack of information about the necessary qualifications for different vocations.

VOCATIONAL ASPIRATIONS:

On the whole a large number of scheduled and non-
scheduled caste students aspire for high vocations. However, there is no significant-difference between the scheduled and non-scheduled caste students on vocational aspirations as expressed by them. Statistically also, there is no significant difference in the aspirations about jobs between the scheduled and non-scheduled caste students.

REASONS FOR ASPIRING THE PARTICULAR VOCATION:

The study revealed that the salary of job was an important consideration for the choice of job for a large group of scheduled caste as well as a fairly large group of non-scheduled caste. But for a small group of non-scheduled caste students the respectability of the job was the main reason for choosing the vocation and the same reason was given by few scheduled caste students for choosing the vocation. This is understand as the scheduled caste students are mostly very low socio-economic families and the salary is of much significance and the respectability of the job seem to weigh more with a larger group of non-scheduled caste students, whose economic status is not very low.

ACHIEVEMENT-CONCEPT AND VOCATIONAL ASPIRATION:

The aim of the present study was also to find out whether there existed any relationship between the achievement-concepts and vocational aspirations of matched scheduled and non-scheduled caste students. The study revealed very low correlations of scheduled and non-scheduled caste students and the value of critical ratio (r) is not significant (at .01 and
.05 level). Hence it indicates that there is no significant relationship between the achievement-concepts and vocational aspirations of matched scheduled and non-scheduled caste students. High value for achievement- does not mean high vocational aspirations and vice-versa.

VOCATIONAL ASPIRATIONS WITH REGARD TO INTEREST OF STUDENTS IN PARTICULAR SUBJECTS:

The study indicated that in the case of those students aspiring for medicine profession more scheduled caste students have expressed their interest in Biology than the non-scheduled caste students.

It was also found that in most cases specially in the cases of those students, who inspired to become engineers there was a relationship between the vocational aspirations and interest of students in particular subject among both scheduled and non-scheduled caste students. But in some cases there was no relation between the two, which, only indicated that student's lack of information about the importance of the different subjects for different vocations.

FATHERS' EDUCATIONAL ATTAINMENTS AND STUDENTS' VOCATIONAL ASPIRATIONS:

The study revealed that students of illiterate fathers of both in scheduled and non-scheduled caste aspired to be professionally high up as Doctors, Engineers, Professors, Teachers and Businessman.
While students of educated fathers aspired to have high professions, most students of illiterate and low educated qualifications also aspired to be Doctors, Engineers and Advocates. Hence it is significant that whether they belong to scheduled caste or non-scheduled caste is immaterial.

THE HOBBIES AND VOCATIONAL ASPIRATION OF STUDENTS:

On the basis of data it is evident that very few scheduled caste students have expensive hobbies such as viewing the T.V., reading and stamp collecting the number of non-scheduled caste is higher. In the case of inexpensive leisure time activity as walking more scheduled caste are interested than the non-scheduled caste. Hence it is observed that the scheduled caste students had either no hobbies or had inexpensive hobbies when compared to the hobbies of the non-scheduled caste students and there is no significant relationship between the hobbies and vocational aspirations of scheduled and non-scheduled caste students.

CONCLUSIONS:

On the basis of the above findings it was concluded that:

1. In this present study the researcher found no significant difference in the achievement-concepts of scheduled and non-scheduled caste students. Though it was assumed by the researcher that students who belonged to the scheduled caste, have lower achievement-concepts than the non scheduled caste students, the study has not substantiated
the assumption. Most of the students under study irrespective of caste have rather favourable or favourable concepts.

2. There is no significant difference in the vocational aspiration between matched scheduled and non-scheduled caste students given priority for high vocations. Both the scheduled and non-scheduled caste students aspired for high as well as low professions. It indicated that caste has no impact upon the vocational aspirations of the students.

3. There is no significant relationship between achievement-concept and vocational aspirations, since most of the students have fairly good achievement-concept, the reasons for their low aspirations of some of the students might due to other factors than the achievement-concepts.

4. Fathers' academic attainments does not play significant role in the formation of the achievement-concepts of the students.

5. Fathers' professions and income have not played a significant role in the formation of the achievement-concepts of the students.

6. Achievement-concept is not a significant factor for estimating the educational aspirations of the students.

7. There is no significant relationship between achievement-concept and educational aspirations of the students.
8. The study of the job is an important consideration for the choice of vocation. This may be considerable as the scheduled caste students where mostly from low socio-economic families and the salary is more significant and for the non-scheduled caste respectability of the job seen to weigh more, and jobs of relatives is another important factor for choosing a vocation by both group students.

9. Except the professions of medicine, engineering and Chartered Accountancy, there is no significant relationship between vocational aspirations and subject of students' interest of both groups.

10. In general there is no significant relationship between vocational aspiration and educational aspirations of the students of both groups.

11. The students' fathers' educational attainments do not play a significant role in choice of vocations of the students of both groups.

12. There is no significant relationship between the fathers' occupations and students' vocational aspirations of both groups.

13. The low economic background of the students do not inhibit them from aspiring for high professions and there is no notable variance between the scheduled and non-scheduled caste students.
14. There is no significant relationship between the hobbies and vocational aspirations of scheduled and non-scheduled caste students.

The findings of this study reveal that there is no significant difference between achievement-concepts as well as vocational aspirations of scheduled and non-scheduled caste students. It also found that there is no significant relationship between the achievement-concept and vocational aspiration of the students of both groups. Hence, other studies should be conducted to generalize the findings and significant results in this field.

IMPLICATIONS OF FINDINGS OF THE STUDY:

The results have important implications for the government teacher, guidance worker and education.

1. Implication to Government:

The study of achievement-concepts and vocational aspirations has revealed that scheduled caste as well as non-scheduled caste students, due to lack of information about the subject for vocation, failed to know the training or degrees which are necessary for the same. Unemployment' and 'Student-Unrest' on large scale may be the cause of lack of information about the related subject for the job. It is, therefore, for the government to provide job oriented education at school level. Government may, also help the students (scheduled and non-scheduled) with less resources, higher pursuits by way of
2. Implication for Teachers:

Both groups (scheduled and non-scheduled caste) perceived themselves to be suffering from the lack of proper educational guidance. It is, therefore, the help of teachers and other concerned persons is necessary in building up the useful and acceptable programmes for vocational guidance to reduce wastage and to promote energies to gainful returns.

3. Implication for Guidance Workers:

In the present study, it was found that both the scheduled and non-scheduled caste students perceived themselves as suffers from the lack of information of vocational guidance and failed to get suitable job. It is, therefore, for the guidance workers to provide required informations, facilities to the scheduled and non-scheduled caste students.

4. Implication to Education:

The findings of the present study revealed that achievement-concept as well as vocational aspiration of scheduled and non-scheduled caste students is not significantly differed. The relationship between achievement-concept and vocational aspiration is also not found significant. This indicates that nature of school subject, Fathers' occupations, Socio-economic status have no impact upon their children. It is also significant that whether they belong to scheduled and non-scheduled caste is immaterial.
SUGGESTIONS FOR FURTHER RESEARCH:

On the basis of the present study, the researcher suggests certain topics related to the same area for further study:

1. A comparative study of achievement-concept and vocational aspiration of matched scheduled and non-scheduled caste girls.

2. A comparative study of achievement-concept and vocational aspiration of matched rural and urban students ($14^+$).

3. A comparative study of achievement-concept and vocational aspiration of matched urban and rural girl students ($14^+$).

4. A comparative study of achievement-concept and vocational aspiration of degree college students.

5. A comparative study of achievement-concept and vocational aspiration of degree college girl students.

6. A study of other socio-economic factors than caste achievement-concept and vocational aspirations.

7. A study of factors which influence the formation of achievement-concept.

8. A more detail achievement-concept scale can be constructed and standardised.

9. A study of achievement-concept and vocational aspiration of matched scheduled and non-scheduled caste students on national sample, so that the generalization of wider
nature may be made.

10. A case study of students who have neutral achievement-concept could have been of benefit to the study.

11. A comparative study of achievement-concept and vocational aspiration of students of different religions.

12. A comparative study of achievement-concept and vocational aspiration of scheduled, non-scheduled and backward caste students.