INTRODUCTION

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 and 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 schools now. The parents of many of these students are illiterate. They had accepted their fate as those who have to serve the higher caste and they followed professions as Cobbler, Sweeper, Washerman, weavers, and Basket makers which needed no formal school education and children followed the parents occupations, when they grew up. But political independence of the country has brought great change in the life and destiny of the scheduled caste people.

Under the leadership of Gandhiji who worked untiringly for Harijan-uplift, the country realised the injustice which has been done to a large group of its citizens and had strived to better their conditions, Many factors like untouchability, illiteracy of parents, their financial position, unsuitable curriculum which had hindered the progress of the scheduled caste student's education in the past, are being gradually eliminated, Free education, expanding course offering in schools, wider opportunities for employment are incentives for scheduled caste parents to send their children to schools. Now figures for scheduled caste children at School show
appreciable increase at all stages.

It may be said that Socio-economic democratisation in the school system is gradually being accomplished. Students of all castes and creed and economic status strive to get general education in the early years of their lives. Probably the most important problem confronting teachers in schools is that of directing effectively the study activities of pupils of diverse interests, abilities and social backgrounds.

Effective learning results in achievement. In a broad sense the term achievement refers to the learning of interests, activities, appreciation and social adjustment as well as to the learning of facts. However, achievement commonly refers to outcomes related to knowledge of subject matter, and so far the pupils, the criterion for achievement is the marks they secure in the examination. The achievement is considered to be the main aim of pupils education.

Achievement encourages students for future better achievement. Achievement in one field of study inspires them to strive higher, Parents, teachers and guidance workers are interested in the achievement of the students. Good achievement encourages the parents to provide facilities to the students to do better, it encourages the teacher to work hard to help the students towards better achievement.

ACHIEVEMENT - CONCEPT:

The fact that students are enrolled in the schools does not mean that they are striving for success or are motivated
to learning. The interest of the student, the motivation, personality of the teacher, charming method of presentation and interesting subject-matter help the student in his learning process and make the learning meaningful and pleasurable. At present, there is an increase to emphasise upon the learner rather than upon the subject-matter of instruction. Motivation plays an important part in the learning process. By motivation, it is meant the development within pupils of genuine interest in and favourable attitudes towards activities which result ineffective learning. It is implicitly recognised that the real source of motives are within the pupils themselves. Thus, what importance the student gives to achievement will influence his achievement. It is believed that those, who have high achievement related concepts will work hard to give the concept a practical shape. "A concept, is simply a meaning. It may be either general or particular in its reference, it is ultimately a cue to adjustment or better a bundle of possible cues to adjustment."¹

Atkinson² defined the word concept as -(i) accomplishment or attainment, (ii) a general idea or meaning of usually mediacted a word, Symbol or sign (iii) an idea that combines several elements from different sources into a single notion.

Atkinson² in 'Dictionary of Psychology' also, defined the word achievement as (i) a specified level of success on a learning task, or a certain level of proficiency in scholastic or academic work. (ii) Educational or academic achievement is a specified level of attainment or proficiency in academic work as evaluated by teachers, by standardized tests or by a
combination of both.

The achievement concept in 'Dictionary of Psychology'\(^2\) means the general idea of a certain level of proficiency in scholastic or academic work. In another words the achievement concept means the idea or meaning gives to achievement which will be a cue to adjustment in learning.

Many factors influence concept formation. It is believed that educaiton of parents, the cultural background of the family and their socio-economic status may have an impact on the formation of concepts. Kalyani\(^3\) has investigated how far parents in the family are playing their role developing values and concepts in the children. Bandyopadhyay\(^4\) find out in his study that better educated persons of scheduled castes and backward classes had higher attitude scores for education. Sharma\(^5\) reported that parental education is highly associated with the academic achievement of their sons and daughters.

A student is made conscious of his family status and he is taught to maintain the dignity of his family and so the student forms those concept which are accepted by the family. Grewal\(^6\) quoted in his study that the socio-economic status is found to be main source to influence the school achievement. It is widely believed that students who belong to lower caste community which does not have a tradition of learning, have negative or indifferent attitude towards academic learning. Is there a difference in the feelings and meanings attached to concepts that are related to school achievement between students of scheduled caste and non-scheduled caste?
VOCATIONAL ASPIRATIONS:

'Vocation', as defined by Super and associates,⁷, is the person-centred aspect of the work. It is a psychological construct of work as the behaviour of individual persons. It is also defined in the Randomhouse Dictionary⁸ as 'a particular occupation, business, or profession, calling ...... a strong impulse or inclination to follow a particular activity or career.'

Vocation is operationally defined as the job an adolescent wishes to take up when he grows up. Several words are in use for vocations, such as, preferences, occupations, jobs and so on. There are a few functional and rewarding differences between them. But, commonly, they are accepted as synonyms of it.

Vocations serve many important purposes of human beings. It keeps the persons usefully occupied. It decides status, satisfy urge to work and basic needs. It provides a suitable basis for earning and helps in getting materials and establishing social and professional relations and meets the aspirations of life. It provides for becoming creative, constructive, productive and progressive. It knows that the best and longest period of individual's life is devoted to professional activities, and that the one of the most important aims of education and persons life is to be in suitable job (vocation). One of the most important criteria of being in suitable job is vocational aspirations.
To distinguish occupation from vocation we may say that occupation is a work acting as seen from the sociological or economic point of view. But by vocation we mean the person-centred aspect of work; the psychological conception of work as the behaviour of individual persons'. Super\textsuperscript{7} and associates.

Similarly, interests, likes, aspirations and choices are the most commonly used words for preferences, and are taken up as its synonyms. Here, the micro-scopic differences are not taken up for considerations and vocational aspirations stand for all combinations of synonyms of vocational aspirations.

Frank Person\textsuperscript{9} was the first to give his idea on the choice of a vocation.

Holland\textsuperscript{10}, in his recent book, 'Vocational Psychology' has given a new term to the meaning of vocational choice when he says that the choice of an occupation is an expression of personality. Vocational choice has after been defined as what the individual prefers to do. Out of a number of vocational alternatives, he expresses his preference for one or another, and this forms his choice. There are several investigators such as Fryer\textsuperscript{11} Gilger\textsuperscript{12}, and Ginzber\textsuperscript{13} and Trow\textsuperscript{14} who have defined choice as preference in the literature of vocational psychology.

Super\textsuperscript{7} has no objection to use the term 'choice'. Choice according to him, has different meanings at different age levels.
To the 14 year old, (choice) means nothing more than preference, because at that age the need for realism is minimised by the fact that the preference does not need to be acted up to until the remote future. To the 20 year old student of engineering, on the other hand, 'choice' means a preference which has already been acted upon in entering engineering school, although the final action will come only with graduation and entry into a job.

In the foregoing example Super suggests that the choices made at earlier age levels are not that realistic as they are at older age level; To reflect this distinction he suggests that preference should be designated as unimplemented courses of action, such as preparation for or entry into a specific occupation.

Roe" in her well known book, The Psychology of Occupation, has followed the same approach in defining the concept of 'choice'.

With small children, 'choice' of an occupation means something quite different from what it means even in high school, and choice means something else again when one is actually faced with the necessity for taking a job. We might reserve the term 'preference' for all stages up to the final one of actually entering upon an occupation.

Vocational choice is not only defined as a preference, but it frequently equated with vocational aspiration, particularly by those who use a sociological frame of
reference of the conceptualization and investigation of choice phenomina (Empey\textsuperscript{16}, Sewell, Haller and Strauss\textsuperscript{17}).

By vocational aspiration is usually meant what the individual considers to be the ideal vocation for him. Trow\textsuperscript{14}, defined in this way, aspiration is quite similar to, if not identical with, a person fantasy choice. According to Crites\textsuperscript{18} vocational choice (aspiration) has often been defined as what the individual prefers to do.

'Vocational Choice' or 'Vocational aspiration', is a very critical process. Psychologist, and educational and vocational counsellors have been concerned with the problems of such, since the time of Frank Parson, that is, the early 1900s. Ginzberg\textsuperscript{13} believed in self-concept and identify theory of vocational choice and considered compromise on essential part of it. Tiedman and O'Hara\textsuperscript{6} held vocational aspiration a Psycho-Social process forming an ego-identity through differentiation and integration of personality. He emphasized on the role of reason and considered the aspiration as rational vocational decision. Gelatt\textsuperscript{20}, Rosenberg\textsuperscript{21} and Ziller\textsuperscript{22} were, also, of the same view in decision making. Holland\textsuperscript{23} further, developed theories on self-concept centred and need-centred of Bordin, Hoploch and Roe\textsuperscript{15} by integrating the available knowledge. He considered the vocational choice as a resultant of interactions between personal forces and professional requirements into the form of hierarchy of aspirations.
Aspirations are directly proportional to achievement. Suitable aspirations lead to better achievement. Studies have shown such relationships and that the persons find satisfaction in the vocation of their aspirations and feel happy. Their success and progress in vocation depend upon the opportunity of their vocational aspirations.

The achievement-concept is a phenomena of multiple determination. It is true that economic system and social structure mainly underlie in its existence, but it has inevitable psychological concomitants which have detrimental influence on the general behaviour pattern of the individual rendering him less capability of over coming his problems. Many of our social scientists, who had been participants of this research area, have presented various correlations of scholastic achievement as family relations (Tiwari\textsuperscript{24}), level of aspiration (Tiwari\textsuperscript{25}), intelligence (Rao\textsuperscript{26}), cultural setting as rural-urban differences (Chopra, Pandey), etc.

The effect of two personality variables-scholastic achievement and level of aspiration have been studied extensively but the relationship between 'Achievement-concept and vocational aspirations of matched Scheduled Caste and non-scheduled caste students' have not been delineated clearly in the available literature. Chaplin\textsuperscript{27} found that children having more positive self-concept and higher level of aspiration had higher academic achievement where by Rao\textsuperscript{26} did not find any aspirational difference among students with varied level of achievement.
The researcher is interested to know if the vocational aspirations of a group of adolescents who belonged to families which were under privileged differed significantly from those of a group of adolescents who belonged to a more privileged group. Thus, the present study attempts with a fervent hope that it may provide some fruitful facts and findings, and opens new vistas in the field of Psychology and Education.

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 have been 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 subjects and their job aspirations, has been controlled. The sample consisted one group of 450 scheduled caste and another group of 450 Non-scheduled caste students of 14+, who has matched intelligence Questient (I.Q.) but had different caste-backgrounds.

The basic premise is that scheduled caste students are not sufficiently school oriented as the Non-scheduled caste students and so the scheduled caste student's achievement-concept and vocational aspirations will be lower than those of the non-scheduled caste students.
RATIONALE OF THE STUDY:

It is evidenced in the preceding paragraphs dealing with achievement-concept, vocational aspirations, and the relationship between the achievement-concepts and vocational aspirations that the achievement concepts are one of the most important aspects of human beings and vocational aspirations are the very important decisions in the life of people. The relationship between them are natural and vary in nature and degree. We, have, also, seen the importance of the achievement concepts and vocational aspirations to individuals and society. The relationship between the two has put forward a great need for their time to time assessments all around which have impact on them, particularly in these times when Science and technology are growing very fast, in terms of functions and productions. It is true that the rapid developments of Science and technology, covering almost all aspects of life, have made an appreciable impact on achievement-concept and vocational aspiration, and so in the relationship of the two. The old concepts of scholastic achievement are gradually vanishing and new ones are coming up. Also, new wage earning opportunities are being opened. The functional ways are, also, changing. These emerging changes in achievement concepts and vocational aspirations, ultimately, change the relationship between them. The students of today are in a new matrix of achievement concepts, vocational aspirations, and the relationship between them.

In such a complex milieu, it appears very relevant and
necessary, too, to study the achievement-concepts and vocational aspirations, and relationship between them, quite often.

The study, as stated above, is therefore, a pressing need in present times, more so, in developing countries including India, because of the growing and sometimes rapid, too, changes in many fields. Indian society is changing from agrarian to Industrial. There is immense scope of vocational aspirations. The studies conducted in this field are not sufficient for providing the useful basis in developing necessary programmes. The present study, particularly in the context of courses of study, castes, Parent's income, fathers' education and profession was intended to meet several pressing needs.

SIGNIFICANCE OF STUDY:

Scheduled caste students are found in our school in large numbers now than before. The parents of scheduled caste students are usually uneducated and they send their children to schools without any definite ideas to what educational achievement means, and so the students, too, may not develop high achievement-concepts. This may result in wastage of time, energy, money and frustration for students and their parents. Therefore, a study in this field is very important so as to minimise the wastage and frustration in the educational field. Once the teachers are aware of the attitude of the students towards achievement, they can help the students to have better concepts if necessary. Students irrespective of caste
consideration should be helped to have aspirations in keeping with their abilities, and so a study which focuses attention on the vocational aspirations of two groups of students of diverse castes; should be helpful and they can be properly guided.

The study as a whole would provide empirical evidences to enthusiastic students of Psychology and Education for the verification of conceptional constructs about scholastic achievement, vocational aspiration, the relationship between them, and for reorganisation and remodelling of the constructs in the light of present evidences. It would enable educational and vocational planners and administrators to evolve a sound programme of creating and maintaining the suitable conditions and opportunities for proper position, adjustment and achievement.

The researcher has selected 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 were 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-concepts 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 if there exists any relationship between achievement concepts and vocational-aspirations of matched scheduled and non-scheduled caste students.

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

(5) To examine whether the profession 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-concept is a significant factor for estimating the educational aspiration of the scheduled and non-scheduled caste students.

(7) To find out whether there exists any relationship between the achievement concept and educational aspiration of the scheduled and non-scheduled caste students.

(8) To find out whether the reason given by the students play a significant role in choosing of vocation of scheduled and non-scheduled caste students.

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

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

(11) To find out relationship between the father's educational attainments and vocational aspiration of scheduled and non-scheduled caste students.

(12) To know whether there exists any relationship between father's occupation and vocational aspiration of scheduled and non-scheduled caste students.

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

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

HYPOTHESES:

Under this study the following hypotheses have been 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 aspirations of matched scheduled and non-scheduled
There is significant relationship between achievement-concepts and vocational-aspirations of matched scheduled and non-scheduled caste students.

SAMPLE:

The sample of this study consists of 450 scheduled and 450 non-scheduled caste students of the age group $14^+$, who were matched on intelligence of class VIII of Bundel-Khand Region, Uttar Pradesh.

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 student achievement-concept are defined as the students attitudes towards learning. In other words, it is defined as the degree of positive or negative affect associated with psychological object.

VOCATIONAL ASPIRATION:

By vocational aspiration is usually meant what the
individual considers to be the ideal vocation for him. Another words vocational aspiration has often been defined as what the individual prefers to do.

TOOLS AND TECHNIQUE:

The following tools were used in assessing achievement concepts and vocational aspiration and students personal and family backgrounds.

(1) School Records: To collect informations about student's scholastic achievement, age and their castes.

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

(3) Achievement - Concept - Scale: The researcher has prepared an achievement-concept-scale to measure the achievement-concepts of matched scheduled and non-scheduled caste students. This scale was constructed on the lines of the method of Equal appearing intervals of Thurston and Chave.

(4) Questionnaire technique - for the student to find out their vocational aspirations, educational aspirations and family backgrounds.

Statistical Technique Used:

1. Co-efficient of correlation - was applied to know the relationship between achievement-concept and vocational aspirations of matched scheduled and non-scheduled caste students.
2. Critical ratio (t) was used to know the difference between vocational aspirations and achievement concept 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. Hence the results obtained and inferences drawn are relevant to the scheduled and non-scheduled caste students of Bundel Khand Region, Uttar Pradesh.

2. The study is 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 study is confined to a sample of 900 students of 14+ (450 scheduled and 450 non-scheduled caste).

5. The study is confined to male students only. Female students have not been included in the sample to control the sex variable. Hence, the findings are relevant only to male students.
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