A STUDY OF EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF RURAL YOUTH AND THEIR VOCATIONAL DEVELOPMENT

A Thesis Submitted to the
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DOCTOR OF PHILOSOPHY
IN
AGRICULTURAL EXTENSION

By
SAMBHAJIRAO DATTAJIRAO NIMBALKAR
M.Sc.(Agri.)

Division of Agricultural Extension
Post-Graduate Institute
Mahatma Phule Krishi Vidyapeeth,
Rahuri, Dist. Ahmednagar

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CANDIDATE'S DECLARATION

I hereby declare that the thesis entitled, ***"A study of educational and occupational aspirations of rural youth and their vocational development"*** *submitted for the degree of* ***Doctor of Philosophy (Agriculture)*** *in* ***Agricultural Extension*** *of Mahatma Phule Krishi Vidyapeeth, Rahuri, Dist. Ahmednagar, has not been previously submitted by me for any Degree or Diploma of any other University.*

MPKV Rahuri
Dated: *30th Jan., 1993.*

(S.D.Nimbalkar)

Dr. S.S.THORAT
M.S., Ph.D. (Michigan)
(Ex-Associate Dean,
College of Agriculture, Dhule)
Mathura Kunj,
Pune - 411 038.

CERTIFICATE

This is to certify that the thesis entitled, ***"A Study of educational and occupational aspirations of rural youth and their vocational development"*** *submitted to the Faculty of Agriculture, Mahatma Phule Krishi Vidyapeeth, Rahuri, Dist. Ahmednagar in fulfilment of the requirement for the Degree of* ***Doctor of Philosophy (Agriculture)*** *in* ***Agricultural Extension,*** *embodies the results of a piece of bona fide research work carried out by* ***Shri.S.D.Nimbalkar,*** *under my guidance and supervision and is of a sufficiently high standard to warrant its submission and award of said degree. No part of the thesis has been submitted for any other Degree or Diploma or published in any other form.*

Pune

Dated: 30th January, 1993.

(S. S. Thorat)

Dr.N.K.Umrani
Associate Dean,
Post-Graduate Institute,
Mahatma Phule Krishi Vidyapeeth,
Rahuri, Dist. Ahmednagar.

C E R T I F I C A T E

This is to certify that the thesis entitled, "A study of educational and occupational aspirations of rural youth and their vocational development" submitted to the Faculty of Agriculture, Mahatma Phule Krishi Vidyapeeth, Rahuri, Dist. Ahmednagar in fulfilment of the requirements for the Degree of **Doctor of Philosophy** *(Agriculture) in* **Agricultural Extension** *emobodies the results of a piece of bona fide research work carried out by* **Shri.S.D.Nimbalkar** *under the guidance and supervision of* **Dr.S.S.Thorat**. *It is of sufficiently high standard to warrant its submission to the University for the award of of the said degree. No part of the thesis has been submitted for any other Degree or Diploma or Publication in any other form.*

Rahuri

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(S. D. Nimbalkar)

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ABSTRACT

A STUDY OF EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF YOUTH AND THEIR VOCATIONAL DEVELOPMENT

By

S. D. Nimbalkar

Research Guide	:	Dr. S. S. Thorat
Department	:	Agricultural Extension

Youth is a transitional period between later childhood and early adulthood. Usually youth refer to age group of 12-25 years. The population of youth in India is more than 22 per cent of the total population. Since about 80 per cent population live in rural area, a large majority of India's youth are rural. They face numerous problems towards their education, vocational and cultural development. The rural youth have limited opportunities regarding educational attainment and occupations they have to select as compared to urban youth. The educational and vocational development are integral parts of youth's development along with other developments viz., physical, social, intellectual, emotional and spiritual.

This study has been planned to investigate the characteristics of rural youth along with their educational occupational activities. The study further investigated both educational and occupational aspirations and a strategy

towards vocational development. The study was carried out in Ahmednagar district regarding the rural youth who were between 17 and 25 years age selected from 13 talukas with a sample of 279 rural youth. The findings of this study are as under.

Only 30 per cent youth were graduates and post-graduate while remaining 70 per cent were deprived of higher education. Average land holding of the youth's family was 1.67 ha. Hence, if at all the rural youth have to take up farming occupation, they cannot earn their livelyhood properly. A large majority of the youth's families had low and medium level of socio-economic status and even family income.

Generally, the rural youth possessed quite high level of intelligence. However, due to less opportunity and lack of favourable environment the intelligence may not be properly channelised for higher education or securing desired job. Regarding other psychological characteristics, most of the youth were cosmopolite and individualism value oriented in decision making. They possessed high achievement orientation while moderately orientation towards modern way of life and activistic behaviour.

It is a fact that 60 per cent youth discontinued their education. However, only 18 per cent youth could

complete their education at desired level at certificate, diploma or degree. The main reason for discontinuance was due to their financial difficulty. Rural youth preferred higher educational in Arts and Commerce faculties as facilities are available in the nearby towns. Majority of the drop-out youth expressed that they need training in agricultural oriented jobs. However, most of the youth who were continuing their education aspired education at graduation level.

Significant and positive relationships were found between educational aspiration and variables viz., education, age, exposure to media, family educational status, family income, intelligence, external conformity - individualism, achievement orientation and activistic - passivistic behaviour.

The employed youth were 59 per cent, unemployed 20 per cent and 21 per cent were continuing their education. Most of the employed youth had chosen farming occupation followed by labour. Seventy per cent youth expressed that they were not satisfied with their present jobs. Some youth might have accepted unwillingly the farming occupation. Occupational aspiration study indicated that majority of youth aspired skill oriented jobs followed by white collor and agriculture.

The variables, viz., education, land owned, exposure to media, socio-economic status, family income and all psychological variables included in this study were positively and significantly correlated with occupational aspiration. The only variable i.e. attitude towards farming was negatively and significantly correlated to occupational aspiration. However, education and family income were contributing variables towards total variation.

Interested job, mental work, security, salary were some of the values preferred according to their priority basis while selecting a job by the rural youth.

There was negative and significant correlation between attitude towards farming and variables viz., education, family educational status, localite-cosmopolite value, modern way of life and individualistic-familistic behaviour while land possessed variable was significantly and positively correlated. Majority of the rural youth developed negative attitude towards farming.

A strategy for vocational development of rural youth indicated that personal, situational, social system and psychological variables influenced the educational and occupational aspirations including attitude towards farming. Occupational aspirations were also influenced by educational aspiration, the attitude towards farming and occupational values to develop a right occupational choice.

Introduction

1. INTRODUCTION

The progress of nation depends on how the energies of the youth are directed into the right channels particularly during the period of their preparation for meeting the challenges of life. Youth at present form more than 22 per cent of the total popualtion of India. Obviously their problems are major concern to parents, educators, youth leaders and more particularly to the policy makers. How to utilise the vast resources of rural youth is one of the most important problems before them.

Majority of our youth are rural youth as India lives in villages. The young generation will ultimately decide the future of Indian society. Their problems are numerous. Unequal opportunities place large segments of this population in unpriviledged position for education, vocation and cultural development. The solution primary lies in preparation of rural youth and their proper placement according to their interests and aspirations.

Youth is a transitional period between later childhood and early adulthood. Usually youth refers to age group of 12 to 25 years. Youth is the stage of readiness in which individual's total energies and potentialities are waiting for full utilization.

Human youth time is a long restless dynamic period of life and its power needs to be understood if it is to be

harnessed for its own present good and for the ultimate benefit of society.

The conception of youth upto the end of 19th century was marked by a strictly physiological character and did not include psychological character of youth.

The period of youth is characterised by the desire to seek independence and to shake off care and protection of adults besides having an urge to participate in activities which would lead them to share the duties and responsibilities of adults.

In terms of physiological characteristics there is rapid physical growth resulting in added strength, stamina and energy.

Psychologically, this period of transition is characterised by sensitiveness, urge for creative activity, a higher degree of emotion, striving for excellence and a craving for recognition.

Youth has a spirit of idealism, along with positive response to inspiration and enthusiasm characterised by a great degree of dash, drive, spirit of adventure and self reliance.

Sociologically, youth not only seeks status in society but is prepared to work for it. In general, a youth is easily influenced by currents and cross currents of

social and cultural changes to which he is exposed and can therefore, be used as an instrument of change.

In the sphere of economics, youth is often faced with economic difficulties which are often aggravated by the added responsibilities of marriage and parenthood. Even in the midst of such difficulties, youth strives for economic independence and attainment of his high ambitions or aspirations.

Youth needs opportunities for creative expression because the characteristic of youth is such that their outlook can be changed with comparative ease, is conducive to moulding their outlook character and behaviour in desirable way.

The youth period is that in which individual plans his future and one who is at the threshhold of maturity, takes far reaching major decisions in life viz., choosing of educational goal and occupation.

The majority of rural youth have limited opportunities regarding educational attainment and the occupations they have to select as compared to urban youth. They have to live in adverse conditions, in which their abilities and opportunities are thwarted. Many youth do not go for higher education because they are drop-outs from their schools due to many reasons.

The main motivation for education among the youth is employment. However, their preferences may also be influenced by the differences in the status values attached to the Government white collar jobs and technical jobs. Since white collar jobs are socially accorded higher status, there is a tendency to prefer those jobs. Such jobs are located in urban places. The rural youth have to enter into unfair competition with urban youths if they wish to get these jobs, since very few of them get an opportunity for higher education and job oriented education. The rural youths may have aspirations for higher education and occupational attainment but their desires may not come true due to many reasons.

Rural areas push their young people to urban areas to reduce the pressure on land but the non-availability of suitable jobs in the urban areas thwarts these attempts. Therefore, majority of the rural youth, illiterates or literates have to join agriculture in one capacity or other. Agriculture cannot accomodate the emerging youth as there is already pressure on the farm. The land holdings are getting smaller due to increasing population and fragmentation. Due to uneconomic holdings agriculture sector has inadequate capacity to provide employment opportunities to the youth. In such situations when the rural youth are unable to get any work outside, they are compelled to work with their family agricultural occupation. Even some educated youth work on their family farm till they get suitable employment.

With the advent of mass media and educational opportunities the rural youth have much orientation towards urban places and aspirations towards high status and more paying jobs in cities. This might have increased the tendency among the rural youth to have less attachment with agriculture and placing lower value to agricultural occupation. It can be said that the majority of todays rural youth prefer farming when they have no other alternatives. Hence , the rural youth are at crossroads as far as their future is concerned.

Agricultural development and rural youth :

Development of agriculture would essentially depend on the kind of aspirations, abilities or skills possessed by rural youth, the values they adhered to, and their motivations. Any attempt to modernize agriculture in future would need to include a planned strategy to educate this section of potential farmers. However, the majority of rural youth join agriculture with less interest as they have no other alternative. It is necessary to develop the interest by providing training as well as financial assistance since the future of agriculture rests upon these rural youth.

Educational development and rural youth :

Education has been considered as one of the important factors in bringing about social change in any society. An increase in educational facilities helps the

society to develop its human resources which in turn helps the nation building process by playing different roles which the society might require at a given point of time. Therefore, in a country like India the role of education as an instrument of social change becomes all the more important. However, the benefit from education is not fully extracted by the rural youth. Equality of educational opportunity and manpower needs were prime motivators of educational programme development. These goals and motivators have led to many changes in contemporary education. For example, separate programme for the culturally and socially disadvantaged, have been planned and executed. Such programmes have attempted to provide needed academic and vocational skills for students who previously received little benefit from the school due to various handicaps.

In the past most of the students especially the socially disadvantaged either dropped out of school to assist their parents in earning of livelihood or ended up in choosing unskilled jobs. This picture is still seen among rural youth. Many youth are either school dropouts or discontinue their education before graduation. Very few youth take college education. The educational development in rural youth would depend upon the aspirations and interest which ultimately decide their vocational choice. Hence motivation towards higher education is essential.

Vocational guidance :

In rural areas there are many youth who are school drop-outs. Even the youth discontinue their education at 10th or 12th due to the financial difficulty of their family. Many such youth have no interest in agriculture as well as they are not eligible for white collar or blue collar jobs. It is, therefore, necessary to develop training programmes for such youth regarding the jobs. Vocational guidance service needs to be provided to the youth as to which jobs they are eligible and as to which appropriate training they can get and where. In the above context, the role of open universities is also important.

Vocational development :

Action of an individual is a reflection of his several socio-psychological phenomena like aspiration, attitude, behaviour, belief, customs and traditions. Among these aspirations, one of the important factors which is directly involved in the decision making regarding educational goal or vocational choice. The aspiration itself is a projection of several personal variables. By occupational aspiration is usually meant what the individual considers to be the ideal vocation or occupation for him and is known as 'fantasy' choice. The aspiration is further converted into 'preference' and finally into realistic 'choice'. When an individual makes a choice for an occupation his mental process passes through these stages.

This is known as vocational development.

The process of vocational development has received attention which is concerned with the prediction and explanation of the process of vocational choice making. Super (1957) was one of the early contributors to the theory that vocational choice is a developmental process. His theory consists of ten propositions. The important among them are :

1. People differ in their abilities, interests and personalities.

2. Each of the occupations requires a characteristic pattern of abilities, interests and personality traits.

3. The nature of career pattern (the occupational level attained) is determined by the individual's parental socio-economic level, mental ability and opportunities to which he is exposed.

Ginzberg (1966) has also contributed to the theory of occupational choice. His theory points out that the occupational decision making can be analysed in three major time periods, the fantasy period, tentative period and realistic period. These periods begin at 10th years of age. The period of fantasy choice, governed largely by wish to be an adult, the period of tentative choices beginning at about eleven and determines largely interests, followed by

capacities and then by values; and the period of realistic choices begin at about the age of 17 years, in which exploratory crystallization takes place. During this realistic choice period the aspirations of the youth are turned into choice. The youth aspire occupations as per their abilities, educational levels and values they attach to various occupations.

1.1 Purpose of the study

The educational and vocational development are the integral parts of youth's development. Each youth has, therefore, to be considered as a whole in his all round development i.e. physical, social, intellectual, emotional, spiritual as well as vocational.

The present study has been planned to investigate the characteristics of rural youth including their present status of educational and occupational activities. The vocational development aspects such as occupational aspirations, values associated with job selection will also be studied.

Since agriculture is the main family occupation of the rural youth, many youth have to take up this occupation in future.

This study will investigate in to the attitudes of rural youth towards farming occupation which is generally a family occupation of many youth. This study would help in

knowing the feeling of the rural youth towards agriculture, and focus the problems of school drop-outs and their vocational development. The educational aspirations of youth indicating their desire for higher education will also be studied. Due to increasing educational impact many youth aspire as well as make efforts to get urban oriented other jobs. Keeping in view all the above aspects the following objectives have been proposed for this study.

1.2 Objectives of the study

1. To study the personal, situational, social system and psychological characteristics of rural youth.

2. To study educational activities of rural youth including problems of school drop-outs.

3. To findout the relationship between the selected characteristics of rural youth and educational aspiration.

4. To study employment situation of rural youth.

5. To study occupational aspiration of rural youth and to find out its relationship with the selected characteristics of rural youth.

6. To study the attitudes of rural youth towards farming.

7. To study the values attached to various jobs aspired by the rural youth.

8. To study the vocational development process of rural youth in the light of their educational and occupational aspirations.

1.3 Theoretical orientation of the study

In educational and vocational guidance, the term aspiration has been frequently used to denote the fantasy level connected with the future goals. Individual while attaining his adulthood identifies himself with various groups viz., participating groups comprising of family and professional colleagues; and reference groups consisting of other individuals with whose standards he tries to identify. Through this process of identification he perceives a sense of distinction and the standards of participating and reference groups set him the level of his aspirations (Cantril, 1950). Raynor (1978) states that children from a very early age try-out career roles such as doctor, nurse, policeman, fireman although realistic striving for one of them does not begin until after a whole series of identities have been explored and either some initial differentiating competence has been developed and appropriate extrinsic motivation is aroused for one career path than another.

Thus in various ways and to various extents, children and adolescents learn about the adult world of

work, 'occupations or careers'. The term level of aspiration has been applied in the vocational choice field by various psychologists and sociologists. Occupational aspiration usually meant what the individual considers to be the ideal occupation or vocation for him or it is known as 'fantasy' choice.

Vocational aspiration, preference and choice are considered to be on the same continuum known as 'process of vocational development', aspiration and choice being on either side of this unidimentional continuum.

Gliger (1942) explained the meaning of the concepts aspiration-preference - choice by asking questions and getting their responses as follows:-

1. If you were financially able and free to choose without restriction, what kind of work would you like to prepare for ? (i.e. Aspiration or fantasy occupation).

2. If you could be sure to get the education and training what you would need, what kind of job/work would you choose ? (i.e. Preference or possible occupation).

3. What kind of work you feel you are best prepared to do at present ? (i.e. choice or probable occupation).

According to Ginzberg (1966) the vocational development of youth has three stages or periods viz., fantasy period, tentative period and realistic period.

The realistic period begins at about 17 years of age as already stated. The aspirations of youth at this realistic stage may be found tending towards realistic way. Hence the rural youth between the age group 17 and 25 years were selected for the present study in order to know their occupational choices.

Crites (1969) describes "when an individual expresses a preference, be ranks two or more occupations along a continuum of desirability or thinking.

When he makes a choice, he ranks two or more occupations along a continuum of his estimated chances of actually entering them.

Moreover, in expressing a preference he indicates what he would like to do and in making choice he predicts what he probably will do".

In vocational aspiration the individual expresses as to what he wants or wishes to do.

It is difficult to resolve the issue of whether the vocational and educational choice is conscious or unconscious.

Accoding to Crites (1969) the vocational choices prior to adolescence are largely unconscious while during adolescence they are mostly conscious.

The values held by an individual towards work are supposed to be the determinants of vocational choice. The values that an individual holds act as guides directing him towards certain satisfaction which he derives from a specific job. The values and satisfaction regarding work provides motivation for the individual.

Along with the above aspects sociological and psychological aspects are determinants of educational and occupational choice.

Dole (1964) identified a number of determinants viz. social class, father's occupation, parental education, family income, national, ethnic and religious background and place of residence are associated both with occupational and educational choice.

The psychological determinents he suggested were talent, school achievement and confidence. This gives theoretical proposition of occupational choice. However, the adolescents in our country choose occupations neither very systematically nor purely by chance but they do so more on the basis of its availability. The choices are more rational rather than emotional because they are mostly done under the influence of parents, teachers and other members of the community.

The choice is considered more as a compromise rather than synthesis. The choice is viewed as a part of the developmental process rather than as an isolated process.

Vocational or occupational choice is now considered to be one aspect of vocational development. It is more a process than an event.

Vocational development of a child will depend on many factors. The two main factors are factual and perceptual. The factual factors mostly refer to the physical reality as it exists and perceptual factors of the same environment by an individual.

Educational choices and resultant vocational preferences according to developmental approach are the series of events in the long process of vocational development.

The vocational/occupational choice is not a single act of the individual but it is a part of a total development process. Crites (1961) has supported this concept. He explains that within a framework, vocational choice is not a single, isolated act of the individual, it is a comprehensive multifacet ongoing process which encompasses many interrelated behaviours of the individual at various points in his work life.

The adolescents make a series of choices generally resulting in the elimination of some alternatives and

retention of others. In due course the narrowing down process leads to the ultimate choice.

The major behavioural dimensions along with vocational development have been hypothesised are : the extent of realism of vocational choice (Ginzberg, 1952); consistency of vocational choice, crystallization of vocational traits and maturity of attitudes towards vocational choice (Super, 1955). Some of these variables which influence the individual's vocational development and ultimately determine the final vocational choice.

1.4 Conceptual framework of the study

Super (1957) defind the concept of vocational development stating that vocational development contains all aspects of development. "Vocational development" is defined as the process of growth and learning which includes all instances of vocational behaviour. The progressive increase and modification of a person's capacities and dispositions for particular kind of vocational behaviour .

Super (1957) further elaborated the scope of vocational development and stated that "vocational development" involves an interaction among many individual and environmental factors and that often it is late in the process before the individual realizes what kind of person he is becoming and what kind of occupation he wants to enter .

Super (1957) further stressed that the individual is more or less conscious towards his vocational decision-making, depending upon his development.

He pointed out that home is the first agency of socialization in which the vocational development of the child takes place. Home is also the centre of work activities. School also adds to the scope of vocational development.

He further added that the community is a very vital factor in the vocational development of the youngsters. Besides providing good modern education, training and employment, it systematically builds the growing child vocationally by providing opportunities through radio, television, press, part-time employment and work study programmes.

Haller and Miller (1964) developed the concept of Level of Occupational Aspiration (LOA). According to them vocational choice is not only defined as a preference, but frequency equated with occupational aspiration.

Occupational aspiration usually meant what individual considers to be the ideal vocation for him.

According to Crites (1969) occupational choice is defined as individual's statement of the occupation or curriculum he intends to enter.

The individual student usually has to decide among different curricula, such as science, humanities, commerce, home science, agriculture, fine art and technology. Other decisions must be made during the end of secondary school level. The student has to decide whether to continue beyond high school? ? Which courses he has to take? The educational decisions influence the students' subsequent vocational career by limiting future educational and occupational choices.

Crow and Crow (1951) hold the view that all educational guidance has vocational/occupational implications.

Occupational choice has often been defined as what the individual prefers to do. Out of a number of vocational/ occupational alternatives, individual expresses his preference for one or another and this forms his choice. The studies conducted by Ginzberg (1951), Trow (1941) and others had this approach.

Another approach is to equate it with occupational aspiration. This type of approach is adopted by Empery (1956); Sewell, Haller and Strauss (1957). The same approach is followed in the present study.

1.5 Hypotheses

The following hypotheses were framed for this study.

General hypothesis-1 : There will be an association between

the educational aspiration of rural youth and situational, personal, socio-economic and psychological variables.

Sub-hypothesis-1.1 : There will be a negative relationship between age and educational aspiration while positive relationship between other situational variables viz., education, land owned, exposure to media and educational aspiration.

Sub-hypothesis 1.2 : There will be a positive relationship between social system variables viz., socio-economic status, family educational status, family income and educational aspiration.

Sub-hypothesis 1.3 : There will be positive relationship between psychological variables viz., self concept of intelligence, localite cosmopolite and external conformity individualistic value orientation, achievement orientation, modern way of life, individualistic - familistic and activistic-passivistic behaviour and educational aspiration.

General hypothesis-2 : There will be an association between occpational aspiration of rural youth and situational, personal, social system and psychological variables.

Sub-hypothesis 2.1 : There will be a positive relationship between occupational aspiration and situational-personal variables viz., age, education, exposure to media while negative relationship between land owned and occupational aspiration.

Sub-hypothesis 2.2 : There will be a positive relationship between occupational aspiration and all the social system variables viz., socio-economic status, family educational status and family income.

Sub-hypothesis 2.3 : There will be a positive relationship between all psychological variables included in the study and occupational aspiration.

General hypothesis-3 : There will be an association between attitude towards farming of rural youth and situational - personal variables.

Sub-hypothesis 3.1 : There will be a negative relationship between attitude towards farming and educational level of rural youth while there will be positive relationship between other situational variables viz., age, land owned, exposure to media and attitude towards farming.

Sub-hypothesis 3.2 : There will be a negative relationship between family educational status and attitude towards farming while there will be a positive relationship between rest of the variables viz., socio-economic status and family income.

Sub-hypothesis 3.3 : There will be a negative relationship between all psychological variables included in the study and attitude towards farming of rural youth.

1.6 Scope of the study

Nearly 80 per cent of the youth population of the country live in rural areas. Their needs, aspirations, physical and mental potentialities are likely to be different from those of urban youth.

Due to the increasing higher educational facilities and urban influence many rural youth are aspiring for urban as well as non-agricultural jobs. It is just possible that urban subjects might attain vocational maturity relatively at younger age because of their stimulating environment as compared to most of the rural youth. The study will help to identify the educational level and varied occupations, the rural youth want to choose as their life's major decisions.

The youth selected for the present study belonged to the age group of 17 to 25 years. The aspirations of these youth tend towards realistic way than the earlier stages of youth period. It is, therefore, imperative to study the youth of this age group as majority of them usually are school drop-outs, many youth stop their education at secondary school certificate level. Such youth need educational and employment guidance and assistance, as they are passing through psycho-physiological stresses associated with the adolescence period. It becomes all the more necessary to guide and assist them in vocational planning at this stage.

Many youth in the age group of 17 to 25 years are out of school and out of work which creates problem of unemployment in the society.

It was therefore, intended to make proposals for training programmes for this segment of rural youth. This will enable them to develop new skills oriented to their current needs, desires and aspirations by providing suitable opportunities to select occupations in agriculture and allied agro-based industries or any other occupational field they aspire for in their own environment. This study will also throw light on the human factor to gain some insight into the psychological and socio-economic aspects of allround development of rural youth.

1.7 Limitation of the study

This study was carried out in Ahmednagar district of Maharashtra State with a sample of 279 rural youth. The study will highlight the educational and occupational aspirations of rural youth belonging to the age group 17 to 25 years i.e. realistic stage in youths' life stages.

The findings of this study will have limited applicability to the rural male youth particularly belonging to this stage.

According to various definitions youth stage ranges between 10 years and 30 years with various stages. This study has limitations that it has not covered all categories of rural youth. The rural youth at different places may have different socio-economic and psychological backgrounds. The results may differ in such situations. However, the findings of this study may be applied in similar situations.

Review of Literature

2. REVIEW OF LITERATURE

This chapter is developed largely to include review of literature concerning to various concepts, variables and related aspects included in the study. Attempt has been made to review research studies concerning to the relationship between the dependent variable viz., educational aspiration, occupational aspiration, attitude towards farming and independent variables. However, references towards some variables could not be included as such references were not available. In order to get understanding of the study some references towards related aspects were incorporated in this chapter. The review has been presented in the following order.

2.1 Concept of youth

2.2 Meaning and development of aspiration

2.3 Vocational or occupational aspiration

2.4 Process of occupational choice

2.5 Educational aspiration

2.6 Situational and personal variables and aspiration

2.7 Attitude of rural youth towards farming

2.8 Occupational prestige

2.9 Occupational values

2.10 General aspects towards rural youth

2.1 Concept of youth

Fairchild (1944) described that the period of youth of a person comprises of a period beginning from the age of

adolescence until the individual reaches full maturity. He further reported that persons between the age of 15 and 24 are usually considered as young by researchers dealing with census data.

English and English (1961) gave two meanings of the world 'youth' in their Dictionary of Psychological and Psycho-analytical terms.

1) A person from about age 16 to age 25

2) An adolescent.

Onions (1947) in his Oxford English Dictionary and McDonald (1954) in his Chamber's Dictionary gave similar meaning of the word. They used the word youth differently as 1) a state of being young or early period of life, newness and recentness, and 2) when personified, as the young person especially young man and young persons collectively. The period of youth is further specified as the period between boyhood and mature age.

It is concluded that the meaning of youth is synonymous of adolescence. English and English (1961) described that adolescent is the period from the beginning of puberty to the attainment of maturity - the transitional stage during which youth is becoming adult. Harris (1960) reviewed various definitions of adolescence and concluded that they are strictly from biological or cultural ones.

Dennis (1946) defined the study of adolescence as the study of behavioural concomitants of pubescence while many others described adolescence mainly in the biological terms the real efforts of essentially biological explanation should be attributed to Blum (1953) and Spiegel (1951).

Giving cultural interpretation of adolescence Lewin (1939) asserted that adolescents experience a rapidly widening life space also geographic, social and future time dimensions; and are caught in an ambigious overlap between the roles of the child and the adult. Broadening of the 'life-space' creates situations strange to the adolescents. In a changing heterogeneous culture there are bound to create conflicting situations which an adolescent is not able to handle. According to Lewin, all these lead to the conclusion that adolescent is characterized by conflict of values, emotional tension, readiness to take extreme attitude, shyness and aggressiveness. The cultural interpretation of adolescence seems to be more appropriate from the point of view of the present study.

Kingsley Davis (1959), conceptualized youth as a time when an individual attains physical maturity without necessarily attaining social maturity.

Ministry of Education and Youth Services in one of its conferences Bharadwaj (1969) defined youth as any body in the age group of 10 to 30 years and following categories: 10-13 years childhood phase, 13-20 truely represent youth,

20-24 years pre-adulthood stage, 24-30 years post adulthood. However, United Nation's publication on Youth and Fundamental Education (1955) includes any person between 14 and 25 years in the category of youth.

2.2 Meaning and development of aspiration

Frank (1955) defined aspiration as "the level of future performance in a familiar task which an individual, knowing his level of past performance in that task he explicitly undertakes to reach".

According to Hoppe (1930) level of aspiration represents a person's expectations, goals, claims or his future achievement in a given task. Hoppe has concluded that levels of aspirations are chiefly determined by two sets of opposing principles in the individual : (i) ego-forces, which tend to set high goals even at the cost of failure; (ii) pleasure principles which seek success, thus lowering aspiration level.

Lewin's (1944) view level of aspiration as the difference between how a person expects or aspires to perform a given task and how actually does he perform.

Aspiration has been considered by Eysenck (1972) as the level of possible goal (score) an individual sets in his performance.

Raynor (1978) states "children from a very early age try out career roles such as doctor, nurse, policeman, fireman etc., although realistic striving for one of them does not begin until after a whole series of identities have been explored".

The research of Heckhausen (1967) in this field showed that the development of level of aspiration was affected by momentary achievement, long standing achievement, confidence, seriousness of the situation, the presence as well as prestige and behaviour of on-lookers, success/ failure and also by several other extrinsic and intrinsic factors.

According to Trow (1941) aspiration is quite similar to, if not identical with, a person's 'fantasy choice'.

2.3 Vocational or occupational aspiration

The distinction among the vocational aspiration, preference and choice is clearly understood from the type of questions used to elicit responses by Gilger (1942) and is presented in the form of questions :

Questions	Measure
1. What kind of work do you feel you are best prepared to do at present?	CHOICE
2. What vocation or life work do you want most of all to undertake?	PREFERENCE

Questions	Measure
3. If you were financially able and free to choose without restriction, what kind of work would you like to prepare for ?	ASPIRATION

Crites (1969) states "when an individual expresses a preference, he ranks two or more occupations along some continuum of desirability or thinking. When he makes a choice, he ranks two or more occupations along a continuum of his estimated chances of actually entering them. Moreover, in expressing a performance he indicates what he would like to do and in making choice he predicts what he probably will do".

Kuvlesky and Bealer (1967) found that adolescent aspirations were related to subsequent occupational attainment in a positive manner. However, they further commented that generally aspirations do not seem to be good predictive device for long run occupational attainments.

2.4 Process of occupational choice

Rosenberg (1957) put forth that when a person is looking for career, his values play an important part in delineating the range of occupations to choose from.

Ginzberg (1966) was one of the early contributors to the theory that the occupational choice is a developmental

process that covers several years with a cumulative impact resulting in the choice of an occupation. Occupational decisions are not viewed as single point-in-time events.

Ginzberg theorized that occupational decision making can be analysed in three major time periods.

The fantasy period begins when a youngster thinks about an occupation in terms of his wish to be an adult. This is followed by tentative period in which the individual recognizes the problem of deciding upon a future occupation. Finally the realistic period sets in and the individual realizes that he must compromise between what he wants and opportunities available to him at that time.

Blau and Duncan (1967) have described career choice as rational compromise between desire and reward. During the periods when various occupational alternatives are being considered, the individual is subject to a wide variety of interacting influences. These forces includes peers, parents, other significant adults, social class, culture and physical environment.

According to Holland (1959), final choice of occupational level depends on the individual's intelligence and self-evaluation. Self-evaluation is a function of socio-economic origin, need for status, education and self concept.

Self concept is determined by self-knowledge, a person's ability to discriminate among potential environments in terms of his own attributes of a self-evaluation, and the worth the person attributes to himself. Self-knowledge refers to the amount of information the person has about himself. Over evaluation leads to the selection of environments beyond the person's adaptive skills (unrealistic aspirations). Under evaluation leads to the selection of environments below the person's skills.

Super and his associates (1957), looked beyond the first occupational choice to career prediction. Two general conclusions reached by Super and his associates remain valid. They are as follows :

"1. People tend, in so far as circumstances permit, to gravitate towards jobs in which they have the ability to compete successfully with others.

2. Given intelligence above the minimum required for learning the occupation, be it executive work, teaching, packing, or light assembly work, additional increments of intelligence appear to have no special effect on an individual's success in that operation...".

Kaldor and Others (1962) have presented a theory that the occupational choice is derived from the principles of economic decision making.

Burchinal et al. (1962) expressed a theory on the amount of influence occupation has on either the individual's choice of an occupation or his aspirations to attain a given occupational status. They argued that those students who are exposed to use more occupational information are less likely to choose farming as an occupation. He theorised that upon learning about the alternatives, students persue higher status occupations.

Haller (1966) concluded that choosing to farm is not uniquely influenced by low receptivity to new information. He found that those who had made an occupational choice in the blue-collar or lower white collar occupational fields had a similar receptivity to occupational information.

Kroll, Kinklage, et al. (1970) refer to some of Super's work that indicates that vocational maturity is a planning orientation within the individual and is not related to the amount of specific information or content that an individual knows concerning a vocation. Vocational information for an individual appears to bear little relationship to the emergence of his career pattern.

Haller and Sewell (1957) found that no evidence that those choosing farming are uniquely influenced by low expectations of significant others. Significant others include parents, peers, and other influencial adults. Rather, the achievement expectations that significant others have for the youth who choose farming are not substantially

different from the expectations for youth who choose blue-collar occupations or lower white-collar occupations.

Slocum (1967) examined the role that education plays in preparing an individual for an occupation. His data refute the theory that the farm boys who plan to farm tend to have lower educational aspirations than other farm boys. He also found more farm boys than non-farm boys aspired and expected to go to college and obtain a college degree.

Bohlem and Yoesting (1968) considered another aspect of occupational aspirations congruancy. Congruancy is defined as positive agreement between the type of occupation aspired to when the individual is in high school and the type of occupation in which the respondent is employed at a later date. In-congruancy is disagreement between aspirations and attainment. Bohlen and Yoesting found the greatest congruancy among those who wished to farm. There was no significant difference in congruancy between those with high and low socio-economic status. They concluded that aspirations are not good predictors of occupations that are eventually attained.

Kuvtesky and Ohlendorf (1968) reported that the aggregate rate of occurance of incongruity between aspiration and expectation levels is associated inversely with the level of socio-economic status. The lower the socio-economic status higher the rate of deflection from goals. The rural boys experienced a proportional rate of positive deflection twice as higher that of urban boys.

Sherlock and Cohen (1966) concluded that occupational choices are made as compromises between reward preferences and expectations of access to specific occupations, both of these career perspectives are developed with reference to familiar occupational history, especially the occupational status of the father.

Wirth et al. (1976) expressed that the students did not rank income as one of the highest considerations in their preferred occupation. But this does not mean that they considered salary level as unimportant. Nor does it necessarily prestige the weightage they may place on fulfilment of various needs when they are ready to enter the career job market. A stated preference for a given occupation presupposes information about the occupation and some kind of analysis of how it would fulfill person's various needs. The accuracy of this information is thus crucial to choosing a career or occupation.

Holland (1966) has also propounded a typological theory of occupational choice. He says that persons in a culture can be categorised as of six types - realistic, intellectual, social, emotional, enterprising and artistic. There are six corresponding types of work environments. People search for environments and vocations that will permit them to exercise their skills and abilities and to take on agreeable roles in life.

Cook (1962) in his article, 'Prestige of occupations in India', arrived at following generalizations.

i) Occupations with high prestige in India-Engineer, doctor, military officer have in common high salary potential, advanced education and high social status.

ii) Business occupy a some what lower prestige rating in India than they do in U.S.A.

iii) Farmers and factory workers in India fall near the middle of prestige ranking. Mannual and unskilled labour occupations are lowest in prestige, as in U.S.A.

iv) Illiterate villagers have an almost completely different prestige hierarchy of occupations from non-rural samples. High prestige occupations for the villager are those closest to his experience and with favourable connotations.

Sharma (1968) found differences in prestige ranking of rural and urban boys. Ten most prestigeous occupations popular with urban boys in order of prestige were : physician, scientist, army captain, mathematician, collector, college teacher, chemist, bank manager, engineer and surgeon. Ten most prestigeous occupations popular with rural boys and girls were pilot officer, physician,

scientist, army captain, surgeon, mathematician, collector, college teacher, nuclear physicist and lawyer.

Lipset (1955) has explained the differences in occupational achievement. He assumes that there are differences in the occupational aspirations of those raised in rural and urban communities. He argued that urban reared youth have greater acquaintance with the broad spectrum of occupational possibilities that exist in the cities than do rural youth. It is the knowledge of these opportunities which stimulates urban youth to aspire to and work toward higher status occupations.

Holland (1959) observed that within a major class of occupations, the person's selection of an occupation is a function of his self-evaluation and his ability (intelligence) to perform adequately in his chosen environment.

Korner (1946) pointed to the fact that boys from lower income families aim at a higher level, while those from the upper income families hope to achieve approximately the same level as their fathers.

Ginzbergs theory (1952) of occupational choice indicates that :

1. The occupational choice is a development process which typically takes place over a period of some ten years.

2. The process is largely irreversible experience. It results in investments of time, of money, and of ego and produces changes in the individual.

3. The process of occupational choice ends in a compromise between interests, capacities, values and opportunities.

4. There are three periods of occupational choice the period of fantacy choice governed largely by wish to be an adult, the period of tentative choices beginning at about age eleven and determined largely by values, and the period of realistic choices beginning about age 17, in which exploratory, crystallization, and specification phases succeed each other.

Roy (1978) studied the vocational development theory of Super under an Indian context. His study concluded that the more educated a person will be, the level of his maturity for vocational development will also be higher. Until and unless there is a high and positively favourable attitude towards education as a whole, it will adversely affect the motivation for higher education and consequently higher vocational development.

Edlefsen and Crow (1960) in their study of "Teen agers' occupational aspirations" reported the following findings :

1. Most of the boys and girls prefer higher and middle status jobs.

2. Most children whose fathers were in higher and middle status jobs preferred to enter the same occupations.

3. Actual work experience in the field was most important reason for student's interest in his preferred occupation.

4. Though high status jobs were preferred many students do not expect to get them.

5. Residence may be an important factor in occupational outlook of students.

6. Perhaps counselling guidance would help those students who were doubtful about choosing an occupation.

7. Students who aspired to higher and middle status jobs were very much interested in seeking advanced education.

8. With boys education advances preference for higher status occupation increases.

Mowsesian, Heath and Rothney (1966) studied the relationship between occupational preferences of 147 superior students and their father's occupations over the

four year period of their high school attendance. Analysis of data indicated that their occupational preferences were generally at a higher level than those of their fathers. No major differences in preferences were found between sexes.

2.5 Educational aspiration

Pandey (1973) concluded that rural youth aspire for high academic degree while urban youth tend to aspire for high professional degrees. The rural youth show greater preference for academic degrees because they are relatively less informed about the value of other degrees and also because of situation in which they find themselves.

Jain (1969) studied the parental aspirations regarding their children. He concluded that people belonging to occupations of higher prestige aspired for higher level of education and those belonging to lower ones aspired for lower education. It is generally believed that in an agrarian economy the parents generally do not want to send their children for higher education. Instead, they prefer to use them as a helping hands in agriculture.

Nagrajah (1978) stated that rural youth of high educational level, non-farming community and higher economic status of parents had higher educational aspirations as compared to other groups. Majority of rural youth aspired for degree and above education.

Singh and Singhi (1978) stated that if the parents really want to regard education as a source of income, their educational aspirations for their children would be relatively at a higher level, at least a bachelor's degree.

2.6 Occupational and educational aspirations and independent variables

2.6.1 Situational and personal variables and aspirations

Singh and Tripathi (1972) concluded that there is no effect of age with development of level of aspirations. The education, income and size of holding are positively associated with the development of the level of aspirations.

Strong (1943) has shown that the stability of occupational interest increases with maturity. This study has concluded that differentiation and stability of these interests is not significant for majority of youth before 15 to 17 years of age.

Carter (1944) has shown that interest may be considered as a stable and integral aspects of personality, closely related to emotional, social and intellectual maturity. He has also pointed out that vocational interests are patterned and that they change in a significant and consistent developmental manner with age.

Peters (1960) pointed out that vocational interest patterns are rather stable during the adolescent period and

they become more clarified with age. His findings show that vocational interest patterns are rather stable during the adolescence period as the subject progresses through adolescence, his vocational interests tend to be clarified.

Byrons (1939) emphasized that different occupations tend to attract boys of different scholastic ability. He pointed out that occupational preferences have some relation to scholastic ability and there are great differences in average ability of the pupils in the occupational groups attracting the brightest and those in the groups attracting the dullest.

Swell and Shah (1968) studied the relationship between parents' education and children's educational aspirations and achievements. This study found out that father's education has a slightly stronger effect than mother's education on perceived parental encouragement, college plans, college attendance and college graduation for males, but that both father's and mother's education have almost an equal effect for females. Mother's education has a modest effect independent of father's education, but the independent effect of mother's education is stronger for females than males.

Haller (1966) stated that the youth's performance in the educational system highly influence his level of achievement in the occupational system. There is high correlation between the number of years of schooling

completed and prestige level of occupational achievement.

2.6.2 Social system variables and aspirations

According to Parsons (1951), participation of an actor in a patterned interaction relationship is for many purposes, the most significant unit of the social system. The concept of the social system allows the analytical observer to move from a given system to a sub-system and back again.

Murthy and Singh (1974) stated that farming families with modern family norms had achieved high level of communication behaviour.

Parsons and Shils (1965) conceptualized economic system as a sub-system in the total context of a social system which influence behaviour of an individual.

Mehta (1960) found that pupils coming from the families of salaried professional workers and farmers expressed a strong desire for joining college after completing the secondary school courses, those belonging to families of skilled and non-skilled workers expressed the least desire.

Sinha (1958) concluded that in choosing a career, persons from poorer families were motivated more by money and popularity. Those from richer families looked for romance and adventure. Popularity and service to the

country weighed most of the middle class and social position of family played a large part in moulding the interest in future career.

Slocum (1967) noticed that educational and occupational aspirations may be influenced by perception of social circumstances, such as occupational opportunity structure and availability of financial support for education.

Roy (1978) found that socio-economic status of individual also influences the vocational development of both rural and urban students.

Sewell et al. (1970) concluded that the levels of educational and occupational aspirations of youth are not associated with the social status of their families when the measured intelligence are controlled. They further noticed that both intelligence and status make independent contribution for educational and occupational aspirations.

Hollingshead (1941) in his study of Elmotowns youth supports with research data his beliefs that the choice of vocation is related to social status. He concludes that adolescents choose jobs which are a reflection of their experiences in the class in which they were born, and tend to limit the scope of jobs from which they choose to their class position in society. They thus unconsciously choose their occupations in such a way that they occupy the same socio-economic level as their parents.

Sharma (1974) stated that the socio-economic background is an important determinant of one's occupational level as well as occupational aspirations. He further stated that students from higher economic backgrounds would tend to select careers which are known to be lucrative.

Stephenson (1955) found that aspirations were relatively unaffected by social class but that actual plans were affected.

Cochran (1968) found a consistent positive relationship between the student's social class and his level of occupational aspiration.

Krippner (1963) concluded, although boys and girls may differ vocations than those suggested by their parents, it is likely that these preferences will reflect the family's occupational level and therefore, the pupils socio-economic milieu.

Tseng's (1972) research study showed that the school drop-outs who had low level of achievement motivation and lower accuracy in perceiving the occupational prestige hierachy, showed lower occupational aspiration and choose occupatgions of types which are of lower level of difficulty, responsibility and prestige.

Grewal (1980) found that occupational aspiration has significant relationship with vocational environment and educational choices.

2.6.3 Psychological variables and Aspirations

Kahl (1953), while studying vocational aspiration and intelligence, reported that both high I.Q. and family status were useful predictors of educational and occupational ambitions of high school boys.

Gaur and Mathur (1974) found significant positive correlation between occupational aspiration and level of intelligence.

Super (1957) in 'Role of Intellligence in career Development' stated that intelligence was generally the index of the level of occupational aspirations. Brighter children aspired for high level occupations, duller children were more likely to be interested in lower occupations.

Muthayya (1962) and Harnett (1969) found non-significant relationship between intelligence and occupational aspiration.

Terman (1942) pointed out that intelligence may act as a factor in occupational planning and vocational success, but the issue is far from clearly stated. He suggests that intellect and achievement are farm from correlated.

Joshi (1963) studied levels of vocational aspirations of students in relation to intelligence. He concluded that with the higher intelligence the levels of vocational aspiration also rise. Thus, there seems to be a positive

relationship between intelligence and levels of occupational aspiration.

Haller (1966) stated that the level of educational and occupational achievement in adult life are simultaneously influenced by educational and occupational aspiration in youth.

According to Parsons and Shils (1965) value orientation refers to those aspects of the actor orientation which commit him to the observance of certain norms, standards, criteria for selection, whenever he is in a contingent situation which allows him to make a choice.

Merton (1964) described localite, cosmopolite value orientation. According to him the localite largely confines his interests to his own community. He is preoccupied with local problems. Cosmpolite people have also some interest in the community they live in and exert influence there.

Williams (1951) defined individualism as the conviction that the best state of affairs is one in which self-reliant and independent men assume the responsibility for their own decisions. External conformity refers to decision making by an individual only because his decision is in agreement with his friends, neighbours or relatives or other important referents or groups.

Singh (1967) found tha the localite-cosmopolite value orientation had negative relationship with adoption

behaviour. However, external conformity-individualism value orientation was found to have a positive relationship with adoption behaviour.

2.7 Attitude of rural youth towards farming

Haller (1966) stated that despite the general social support for farming as an occupation for boys, parents of farm boys fairly often urge them to take non-farm jobs. Generally those boys plan to leave farming whose parents have higher than average educational and occupational aspirations for them.

Sinha (1969) studied the parents of rural youth. He concluded that there has been increasing orientation towards service and farmers expected that children to deviate from their traditional occupation viz., agriculture and join government or other services. Hardly 50 per cent farmers expected their children to join the same occupation as their fore-fathers.

Rao (1964) stated that only 1.1 per cent rural boys aspired to be farmer while most of the boys wanted to be either doctor, scientist, engineer or leader. Very few of them wanted to be either Government Officer or public officer.

Whereas in the study of Sharma (1979), he pointed out that in occupational prestige scale agriculture

occupation is rated higher in rural India. Certain occupations such as University professor, school principal, railway officer and Government officers received lower scores.

Lakshmanan (1975) found that majority of the rural youth preferred business, supervisory work and mechanical work. Agriculture was ranked only fourth. The main reason for preferring alternative occupations by the youth was to earn more money. Further, this study revealed that majority of the youth do not like their present vocations and would prefer to change their vocation to something which is more remunerative.

Kamlesh Kumar (1966) found that the post adolescent youth group who had low education had shown interest in agriculture.

Straus (1956) compared two groups those choosing farm and non-farm occupations. The study showed no significant difference in family structure, religious participation, proximity to urban centres or physical and mental ability. However, sons choosing to farm come from high income, owner operator families, with better financial support.

Singh and Singhi (1978) concluded that if the children were not capable of completing school or after completion were not able to secure suitable jobs outside

agriculture, then they were normally accommodated in agriculture, regardless of their ability.

Lakshmanan, et al. (1975) found that the interest in agriculture was significantly influenced by education. On the whole there was a favourable attitude for agriculture among the illiterates as compared to the higher educated groups.

2.8 Occupational prestige

Deeg and Paterson (1947) conducted researches which supported the thesis that occupations are held in a hierarchy of prestige. Prestige is one of the important social factors which pulls people towards occupations. The passage of time and addition of new experiences appear to make little difference in the prestige value of an occupation.

Saha (1972) studied the position of agriculture in the value scale of rural youth in West Bengal. He found that the rural youth ranked the occupations in order as service, agriculture, business, cottage industry and day labour. Although agriculture under existing situation occupied the second place it showed the potentiality of becoming the first choice in case it could be sufficiently paying. The rural youth preferred service because they had insufficient land. In case they possessed sufficient land or the land they possessed could give adequate returns they

would never prefer service to agriculture.

Porters, Haller and Sewell (1968) found that only high occupational aspirations lead to high occupational achievements, whereas low occpational aspirations, whether farm, blue collar or lower white collar, almost always lead to low prestige jobs.

Dunne Faith (1980) concluded that "if the young rural people by and large see only a restricted range of low level jobs around them, they will naturally come to perceive only a narrow range of low level jobs as realistic for themselves. This range will be much narrower than that of metropolitan young people who see a more specialized and diversified range of possibilities around them from earliest childhood. Those who, because of background or school counselling, reject the narrow range of available opportunities, see their hope in migration and leave to compete with urban youth for urban jobs-too often successfully".

2.9 Occupational values

Rosenberg (1957) putforth that when a person is looking for career, his values play an important part in delineating the range of occupations to choose from.

Praharaj and Sinha (1973) stated that boys are higher on the job values of security, friendly working

people while girls are higher on social position. Further they concluded that different values are preferred as per educational level. There is growing feeling among the educated to prefer social security, social service.

Thompson (1966) investigated occupational values of high school students. He administered an occupational value scale to first year boys and girls. Girls placed more emphasis on a job that would permit an expression of one's own ideas and one where an individual could help other people. Students whose fathers were in low prestige occupations tended to select security positions.

2.10 General aspects towards rural youth

Anderson et al. (1985) observed that the young men do have definite interests particularly in economic-vocational, and social-recreational fields. However, more than half of the young men had said they had no vocational plan for the next five year period. There was desire for definite occupational activities but plans of action were not definite, probably because of lack of guidance.

Indian Institute of Public Opinion (1973) studied the drop-outs and their employment situation. It was reported that a very small percentage of dropouts is fully employed, most of them who claim part time work are generally engaged in agriculture, either on the family farm occupation or for wages in seasonal employment. School

drop-outs at the primary stages have some times to wait for 4 to 5 years for a job of any kind.

Singh and Haque (1967) found that social service had been ranked first by all non-school going rural youth followed by interest in agriculture, new experience, reading, music and playing. They also found that youth of different age and occupational levels had more or less similar interests but education was not associated with preference of interest.

Anderson (1937) found that about three-fourth of the young people had received no vocational training for specific occupation. Many of them had found it necessary after completing their high school course to get special training before being able to obtain employment.

Methodology

3. METHODOLOGY

3.1 The setting

3.1.1 Location

Ahmednagar district is located centrally in Maharashtra State between $18^{o}.2'$ to $19^{o}.9'$ north latitude and between $73^{o}.9'$ to $73^{o}.5'$ east longitude. The district is surrounded by Aurangabad and Nasik district on the North, by Bhid and Osmanabad districts on the East, Pune and Thane districts on the south-west and by Solapur district on south. Ahmednagar district is having an area of 17,048 sq. km., ranked second on area basis and the district occupies 5.54 per cent of total area of Maharashtra State.

3.1.2 Topography

The geographical foundation of soil prevailing in the district is mainly of Deccan trap of volcanic origin. The district is situated on the Deccan plateau. Soil of the district is generally found responsive and fertile, except the hilly areas of Akola Tahsil and some portion of the plains which suffer from heavy soil erosion. The soils of the district can broadly be classified into four categories viz., deep black soil of Kopargaon, Shrirapur and Rahuri Tahsils, red soils of hilly areas of Akola Tahsil, laterite, Barad or inferior quality soils of remaining Tahasils.

The Godavari and the Bhima are the major rivers of the district. Pravara is the tributory of the Godavari. The

Mula, the Adhala and the Mahalungi are the important tributaries of the Pravara. The southern part of the district constituting of Parner, Ahmednagar, Pathardi, Shrigonda and Karjat Tahsils constitutes the Bhima basin with the tributaries Sina, Kukadi and Ghod. Amongst all rivers the Pravara, the Mula and the Godavari have been a boon to this district, a large part of which comes under the scarcity tract. The two dams viz., Bhandardara and Mula on the rivers Pravara and Mula with canal irrigation system along with water available from the Godavari and other dams like Gangapur, Ghod and Kukadi have transformed the agricultural economy of Shrirampur, Kopargaon, Rahuri, Newasa Tahasils from subsistance into that of prosperity and plenty. This accounts for larger proportion of area under irrigated crops (25 per cent) to the total cultivated area. The district has low annual rainfall between 50 and 85 cms and is suceptible to spells of drought and food scarcity.

3.1.3 Population

According to 1991 census the population of the district is 33.62 lakh consisting of 17.22 lakh male and 16.40 lakh female. The density per sq.km. is lower i.e. 197 as compared to 204 of the Maharashtra State. There is an increase indensity by 38 people per sq.km. in last 10 years in the district. The growth rate of population is + 23.96 in last decade. The literacy percentage of the district is 43.16 per cent (56.51 per cent for males and 29.54 per cent

for females). The rural population of the district is higher i.e. 87.03 per cent as compared with Maharashtra State which is 65.04 per cent. The youth population (the population in age group 15-24 years) is 17.29 per cent while it is 18 per cent for the State of Maharashtra. However, 16.66 per cent youth are rural among rural population whereas 20.83 per cent are urban youth among urban population in the district.

3.1.4 Infrastructural development

The following are the infrastructural developments in the district.

1.	Commercial bank offices	...	193
2.	Cooperative societies	...	3944
3.	Roads (km)	...	11911
4.	Railways (km)	...	174
5.	Sugar factories	...	13
6.	a) Post offices	...	613
	b) Telegraph offices	...	86
	c) Telephones	...	12737
7.	Electricity		
	Total number of villages	...	1505
	Villages electrified	...	1493

3.1.5 Agricultural situation

The major crops grown in the district are kharif - Bajra, groundnut, Math and Moong while in Rabi - Jowar,

wheat and gram are cultivated. Sugarcane is grown as cash crop which changed the economic situation of the district. There are 13 sugar factories established in the district which produce 75 per cent of the sugar of the state. The agricultural situation in the district is as under.

Agricultural situation		Area (thousand ha.)
1. Net cropped area	...	1,168
2. Double cropped area	...	81
3. Total cropped area	...	1,249
4. Area under irrigation	...	259

Major cropwise area in the district

Crop		Area (ha)
1. Jowar	...	5,66,618
2. Wheat	...	48,523
3. Bajara	...	3,29,752
4. Cotton	...	1,559
5. All oilseeds	61,560	
6. Sugarcane	...	57,924

Among horticultural crops grape, orange, pomegranate and ber are cultivated in the district. The area under horticultural crops is given below.

Horticultural crops		Area (ha)
1. Grape	...	639
2. Orange	...	712

3. Pomegranate	...	1178
4. Ber	...	275
5. Guava	...	544

3.1.6 Educational activities

There was a general expansion of the number of educational institutions and enrolment of students during the nineties as part of the nation-wide effort to fulfil the constitutional directives of providing schooling facilities for all children upto 14. The district consists of 2598 full primary and 629 one teacher primary schools. Number of students getting primary education are 4,18,000 with 11,000 teachers. Hence the students teacher ratio is 38:1.

Ahmednagar district is having 374 secondary schools with 2,41,000 enrolled students. The teachers engaged in secondary schools are 71,000 which acounts for 33 students per teacher. There are 19 institutes which provide higher education and the students' strength is 37,000.

In addition to this there are 14 Industrial Training Institutes (ITI) in the district established by private organizations (11) and Government aided (3). Number of students admitted in Government aided ITI's are 1644. There are two Government and Government aided technical education institutes and 20 privately owned institutes. The capacity of admissions in Government aided institutes is 3000 students.

Mahatma Phule Krishi Vidyapeeth has been established at Rahuri which is 35 k.m. away from Ahmednagar city. This University has three-fold functions viz., teaching, research and extension. The farmers of the Ahmednagar district were benefitted by improved seed, seedlings and technical know-how provided by the University scientists. The University provided educational opportunity to the students belonging to this district and little employment opportunity in scientific posts and other auxillary cadres.

3.1.7 Industrial development

The industrial development in Ahmednagar district is faster. There are 521 factories both large scale and small scale units and several cottage industries. There are 13 sugar factories and two spinning mills. All these industrial units employ 26,950 persons. The district has more diversified economic base which could enable it to create more job opportunities or self-employment occupations for the youth. There are already 30 industrial estates established in the district. The youth are largely employed in cotton ginning and pressing, sugar factories, flour mills, food products, silk and cotton weaving on hand and in industrial estates. (Source : District Statistical Abstract, Ahmednagar, 1989-90).

3.2 The sample

The sample of the study has been selected from Ahmednagar district. The sampling technique described by Guilford (1956) and Karlinger (1967) has been used. In this study, the random sampling technique was employed for selecting rural youth. In order to get a representative sample of the district, one village from each taluka was randomly selected. A list of youth between age group of 17 and 25 years was prepared. From this list 25 youth from each village were randomly selected using random sampling technique. Thus, for this study a sample of 325 rural youth from 13 talukas of Ahmednagar district were selected. However, data was collected from 279 youth as remaining youth could not be contacted due to their non-availability during interview period. The details of sampling is presented in Appendix 1. The list of such youth was prepared with the help of one or two youth from same village by house to house visit.

3.3 Measurement of variables

Appropriate measurement procedures were adopted for measurement of dependent and independent variables in the present study.

	Variables		Measurement
A.	Dependent variables		
	1. Occupational aspiration	...	Scale developed
	2. Educational aspiration	...	Scale developed
	3. Attitude towards farming (Also used as independent variable)	...	Scale developed

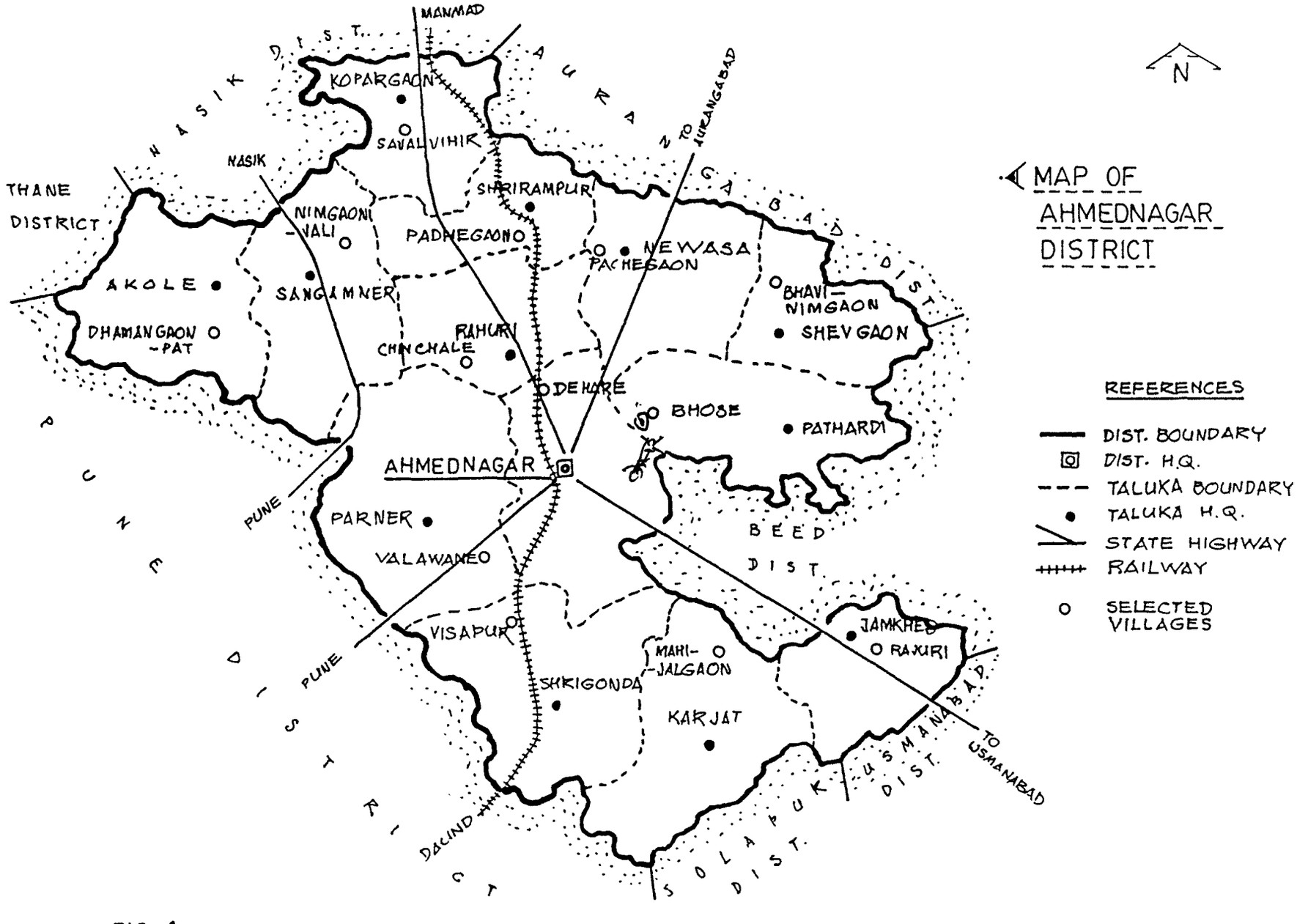

MANMAD
NASIK DIST.
KOPARGAON
SAVALVIHIR
NASIK
THANE DISTRICT
NIMGAONI -VALI
SHRIRAMPUR
PADHEGAONO
NEWASA
PACHEGAON
AURANGABAD DIST.
TO AURANGABAD
AKOLE
SANGAMNER
BHAVI-NIMGAON
SHEVGAON
DHAMANGAON -PAT
CHINCHALE
RAHURI
DEHARE
BHOSE
PATHARDI
AHMEDNAGAR
PUNE DISTRICT
PUNE
PARNER
VALAWANEO
BEED DIST.
VISAPUR
JAMKHED
RAJURI
MAHI-JALGAON
SHIRIGONDA
KARJAT
TO USMANABAD
DAUND
SOLAPUR DIST.
USMANABAD DIST.
N
MAP OF AHMEDNAGAR DISTRICT
REFERENCES
DIST. BOUNDARY
DIST. H.Q.
TALUKA BOUNDARY
TALUKA H.Q.
STATE HIGHWAY
RAILWAY
SELECTED VILLAGES

FIG. 1.

B. Independent variables

1. Situational and personal variables

a) Age	Cronological age in years
b) Educational	Number of years of formal education attended
c) Land possessed	Number of hectares land possessed.
d) Exposure to media	Orbitory scale developed.

2. Social system variables

a) Socio-economic status -	Trivedi (1963) scale
b) Family educational status scale -	Mulay and Ray (1973) scale
c) Income of the family -	Total income received from all family members and all sources.

3. Psychological variables

a) Intellectual self concept -	Slocum (1976) scale

b) Value orientation

i) Localite -Cosmopolite-	Singh (1967) scale
External conformity -	-do-
Individualism	
ii) Individualistic familistic -	Reddy and Bhatt (1977) scale.
iii) Activistic Passivistic -	-do-
c) Orientation towards modern way of life -	Singh (1987) scale
d) Achievement orientation -	Singh (1987) scale

The detail procedure adopted in measurement of these variables and categories made are explained below.

3.4 Dependent variables

3.4.1 Scale to measure occupational aspiration

Occupational aspiration scale was developed by Haller and Miller (1963) on the basis of prestige ranking of occupations. Prestige ranking concept is based on the work done by the National Opinion Research Centre (NORC) in U.S.A. for rank ordering of occupations according to their social status. NORC study (Hatt and North, 1947) has ranked various occupations according to prestige. No such ranking was available in Indian situation. However, Grewal (1980) prepared prestige ranking of 110 occupations and developed occupational aspiration scale. This scale was not used in the present study because many occupations ranked for their prestige were not known by many rural youth.

3.4.1.1 Procedure for development of occupational aspiration scale

On the similar lines for the occupations particularly known by rural youth of the sample area, prestige ranking was carried out. In order to select occupations a comprehensive list of occupations was prepared and placed before 10 rural youth to indicate the occupations they knew. Thus 70 known occupations were identified for preparing prestige ranking scale for rural youth. (Appendix-2).

Forty judges who were well aquainted with rural area were chosen to rate the selected occupations on a five point scale indicating the general standing of the occupation. The response category to the items of the scale was as under.

1. The occupation has excellent standing - Check 4 marks
2. The occupation has good standing- Check 3 marks
3. The occupation has average standing - Check 2 marks
4. The occupation has below average standing - Check 1 mark
5. The occupation has poor standing- Check 0 mark.

The judgement of judges towards each occupation (total 70 occupations) listed in the questionnaire was obtained. As per the weightages given by judges for each occupation, total weightages for various occupations was worked out. With the help of following formula the score out of 100 for each occupation was worked out.

$$\text{Occupational prestige score} = \frac{\text{Score obtained by assigning weightages by judges}}{\text{Expected maximum score}} \times 100$$

Example : Bus Conductor (Occupational Prestige Score 53)

$$53 = \frac{85}{160} \times 100$$

The occupations with their prestige scores are presented in Appendix-3.

3.4.1.2 Reliability

The reliability of this test was determined by "test-retest" method. Garett (1967) suggested that repetition of the test was the simplest method of determining agreement between two sets of scores. The test was repeated with 20 judges towards five occupations randomly selected. These occupations were : Bus Conductor, College Professor, Shop Keeper, Tailor and Porter. The prestige rating score was found out. These occupations were rated as per the procedure earlier followed. The average rating was worked out. The comparative judgement is presented below.

Sr. No.	Name of occupation	Rating score at first administration	Rating score at second administration
1.	Bus condutor	53	51
2.	College Professor	84	76
3.	Shop Keeper	70	74
4.	Tailor	48	42
5.	Porter	21	20

$r = 0.9608$

The retest correlation coefficient between the scores of two tests was found to be 0.96. Hence the test developed to measure the occupational prestige is reliable. The occupational prestige score is considered as occupational aspiration of the rural youth.

3.4.1.3 Administration of scale

In order to administer this scale the respondents were asked to indicate three occupations in order to find out their occupational aspiration. The question developed was as under.

"If you were free to choose any occupation taking into consideration your present level of education and your ability which three occupations you will select as per your aspirations?" (List of occupations, Appendix-2).

The average occupational prestige score regarding the occupations aspired by rural youth was considered as occupational aspiration score in the present study.

3.4.2 Educational aspiration

In order to measure educational aspiration of rural youth, total years of education upto Post-graduation, graduation, diploma or certificate course the youth desires to complete has been considered as the educational aspiration. When a youth desires to get education at graduation level e.g. B.A., he has to complete 15 years of education without considering the fail years. Hence, the educational aspiration of rural youth at degree level is 15. However, when youth aspires B.Sc.(Agri.) degree his educational aspiration score is 16 since 16 years are required to complete education.

The following few examples are given towards educational aspiration scores e.g.

	Educational level	Number of years required/ educational aspiration score
1.	ITI	12
2.	D.Ed.	12
3.	DCE	13
4.	B.A./B.Com./B.Sc.	15
5.	B.E./B.Sc.(Agri.)	16
6.	M.B.B.S./B.A.M.S.	18

3.4.3 Development of attitude scale towards farming

3.4.3.1 Item collection

The first step in evolving this scale was to collect a large number of items, each expressing some opinion about the psychological object under study, i.e. farming occupation. The items were collected from literature, informal interviews with agricultural extension workers, and village leaders. The focuss of interview with all these persons was to pick up items. From all these sources a list of 50 items was prepared.

3.4.3.2 Editing and pre-selection of items

On scrutiny, it was found that a good number of statements were overlapping in one way or other. Following

the informal criteria suggested by Edwards the items were edited. After regorous culling only 40 out of the 50 items were retained. Efforts were made to select an equal number of positive and negative statements in the scale. Each statement comprised minimum possible words and these were checked for their easy comprehension. (Appendix-2).

3.4.3.3 Preparation of draft scale

The items thus retained were placed in a random sequence against five rating points - strongly agree, Agree, Undecided, Disagree and strongly disagree.

3.4.3.4 Administration of the instrument

This was administered to 40 judges drawn on the basis of their experience in working with rural people. They were extension personnel working in Agricultural colleges, Gramsevak Training Centres and in T & V organization.

3.4.3.5 Scoring of statements

Scores assigned for the favourable statements were strongly agree - 4, Agree - 3, Undecided - 2, Disagree - 1, and Strongly disagree - 0. For unfavourable statements, the scoring system was reversed. The total score of a respondent was obtained by summing the score of all items. The range of the scale, under the present scoring system was 0 - 160.

3.4.3.6 Final selection of items

For the final selection of items the critical ratio of each statement was calculated. Critical ratio is a measure of extent to which a given statement differentiates between the high and low groupof respondents. Twentyfive per cent of the judges with the highest total scores and 25 per cent of the respondents with lowest scores comprised the high and low groups respectively. The study was conducted on 40 judges, therefore, a group of 10 judges with highest scores constituted the high group and the group of 10 judges with the lowest total scores formed the low group. The high and low groups provided the criterion groups to calculate the critical ratio of each item.

The sample size in the study was 40, frequency in high group (X_H) and frequency in low group (X_L) were equal, and therefore, the critical ratio was calculated by the following formula :

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{(X_H - \bar{X}_H)^2 + (X_L - \bar{X}_L)^2}{n(n-1)}}}$$

Where $(X_H - \bar{X}_H)^2 = X_H^2 - \frac{(X_H)^2}{n}$

$(X_L - \bar{X}_L)^2 = X_L^2 - \frac{(X_L)^2}{n}$

X_H^2 = Sum of squares of individual scores in high group

X_L^2 = Sum of squares of individual scores of low group

$\bar{X}_H$ = The mean score on a given statement for the high group

$\bar{X}_L$ = The mean score on the same statement for the low group

n = number of respondents in each group.

By application of this formula critical ratio of 40 statements was worked out. The thumb rule of rejecting items with 't' value less than 1.75 was followed (Edward). ('t'values of 22 items were more than 1.75. Hence these items were finally selected and are presented in Appendix-4).

Based on this criterion items with their serial numbers 2, 4, 8, 9, 12, 14, 15, 16, 18, 20, 25, 27, 29, 30, 31, 32, 33, 35, 39 in the draft scale were rejected. The remaining 22 items constituted the scale towards measurement of 'attitude towards farming'. Out of these items 11 items were negative (Serial numbers in the scale were 2, 3, 4, 6, 7, 9, 10, 12, 13, 18 and 19) and remaining were positive.

3.4.3.7 Reliability of the scale

In the present study, 'Test-retest' method of testing reliability was used. This scale was administered to 25 respondents. The score of each respondent for 22 item scale was calculated. The second administration of the scale to the same sample was conducted about two months

after the first administration to give a sufficient time gap. The scores of each respondent for the first and the second administration are given in Table 3.1. The retest correlation coefficient (i.e. Product moment correlation coefficient between the two scores) was found out to be r = 0.89 and significant at P = 0.01 level.

Table 3.1 : Respondent's score for the first and second administration

Sr.No.	First	Second	Sr.No.	First	Second
1	41	35	14	35	31
2	63	58	15	30	30
3	58	62	16	63	58
4	63	69	17	53	54
5	61	50	18	36	39
6	58	56	19	42	48
7	63	61	20	59	62
8	54	51	21	63	71
9	50	35	22	63	65
10	25	28	23	54	50
11	30	41	24	58	51
12	61	56	25	41	47
13	28	30			

r = 0.89

3.4.3.8 Validity of the scale

The content validity of the present scale is borne out by the method of collecting items related to the farming occupation. The universe of concept as evident from the method employed in item collection and selection was covered widely.

The final scale developed is presented in Appendix-3. This variable was also used as independent variable when it was studied with occupational aspiration.

3.5 Measurement of situational and personal variables

3.5.1 Age

Age was operationalized as the number of years completed at the time of enquiry. However, the youth between the age group of 17 and 25 years are included in this study who belonged to the realistic choice period.

3.5.2 Education

Education was operationalized as the number of years of formal education attended. Score one was assigned for each standard attended by the respondent. A zero score was assigned to an illiterate youth while 15 score for graduate and 17 for post-graduate youths. The categories developed were illiterate, upto primary, upto high school and beyond high school.

3.5.3 Land possessed

The information regarding land possessed was obtained as a part of socio-economic status scale. It was operationalized as number of hectares of land possessed by the family of the respondent.

3.5.4 Exposure to media

Through the use of media the individual relates himself to the outside world.

It is assumed that the exposure of rural youth to media lead them towards their modernization and ultimately results in aspiring for higher education and high status jobs. The media commonly used for study were daily newspapers, radio and television. The degree of exposure to media was measured by giving scores as follows.

Possessing media in the family	Score
Radio	1
Television	1
Newspaper/magazine	1

Frequency of radio listening

Regularly	3
Occassionally	2
Rarely	1
Nil	0

Frequency of newspaper reading			Score
Regularly	...	...	3
Occassionally	...	...	2
Rarely	...	...	1
Nil	...	...	0

Frequency of T.V. viewing			Score
Regularly	...	...	3
Occassionally	...	...	2
Rarely	...	...	1
Nil	...	...	0

The total score towards exposure to media of an individual respondent was obtained by adding up the scores regarding each of these three media. The exposure to media score ranged from 0 to 12.

The respondents were categorised into three categories as :

1) Low media exposure (0-4 score)
2) Medium media exposure (5-8 score)
3) High media exposure (9-12 score).

3.6 Measurement of social system variables

The variables included in social system are socio-economic status, family education status, and annual income of family.

3.6.1 Socio-economic status

Socio-economic status scale developed by Trivedi (1963) was used to find out socio-economic status of the family heads of the rural youth in Ahmednagar district. This scale consists of nine items namely, farm size, education, houses, occupation, caste, farm power, family type and size, social participation and material possessions. The measurement of individual items on the scale is given in the scale. The socio-economic status score of each respondent was obtained by administering the scale.

The following three categories were formed on the basis of score.

Category		Score
High	...	30 and more
Medium	...	21-29
Low	...	0-20

3.6.2 Family educational status

For measuring family educational status the methodology adopted by Mulay and Ray (1973) has been used with little modification. The educational achievement of each member of the family was recorded and also the score of completed years of education was recorded. The total score of a family on education was divided by 'effective family size' and then multiplied by 10 to get the educational

status of the family. The effective family size for this purpose was found out by substrating the number of members upto 5 years of age from the total number of members in the family. The procedure of computation is given below.

Total members in the family	...	10
Members upto 5 years	...	2
Effective family size	...	8

Educational score of the family members as per their education is 60.

Index of family educational status =

$$= \frac{\text{Total educational score}}{\text{Effective family size}} \times 10$$

$$= \frac{60}{8} \times 10 = 75$$

On the basis of family educational status scores three categories were formed. They were as under :

Category		Score
High	...	81 and more
Medium	...	41 - 80
Low	...	0 - 40

3.6.3 Annual income of the family

Income of the family of rural youth was considered as an important variable in educational and occupational aspirations of rural youth. The income was operationalized as Rupees earned annually from various sources by all the members of the family. The income categories formed were as under :

1) Rs.19,001 and more ... (High)
2) Rs.11,001 to 19000 ... (Medium)
3) Upto Rs.11,000 ... (Low).

3.7 Measurement of psychological variables

3.7.1 Intellectual self concept

The intellectual self concept scale was developed and used by Slocum (1976) to measure the level of intelligence. The index considered of several continuums with polar objectives at each end. Youth were asked to place themseles on each of following.

Intellectual	___ 5	___ 4	___ 3	___ 2	___ 1	Not intellectual
Sharp	___ 5	___ 4	___ 3	___ 2	___ 1	Dull
Fast	___ 5	___ 4	___ 3	___ 2	___ 1	Slow
Alert	___ 5	___ 4	___ 3	___ 2	___ 1	Not Alert
Successful	___ 5	___ 4	___ 3	___ 2	___ 1	Unsuccessful

The total score gained by the youth on 5 items indicates the level of intelligence of an individual. The maximum score is 25 and minimum is 5. The same scale has been used in the present study to measure the level of intelligence of rural youth.

The self concept of intelligence score is classified into 5 categories as follows :

1) Very poor ... (0-5 score)
2) Poor ... (6-10 score)
3) Average ... (11-15 score)
4) Good ... (16-20 score)
5) Excellent ... (21-25 score).

3.7.2 Value orientation : Localite - Cosmopolite and External Conformity - Individualism

The value orientation of rural youth were studied in respect of two dimensions viz., Loalite-Cosmopolite and External Conformity-Individualism. Quantitative measures for these two dimensions were prepared by Singh (1967) under Indian conditions. Further, this scale was validated by Murthy (1974) and used for his study. The scale consisted of five items presented in Appendix-5. There are three negative items and two positive items. Strong agreement with the three negative items would indicate localite value orientation and strong agreement with positive items would indicate cosmopolite value orientation.

The value orientation in case of External-Conformity-Individualism scale, strong agreement with negative items would indicate external conformity and strong agreement with positive items would indicate individualism. The scoring technique is as follows.

Scoring for negative items :

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

Scoring for positive items

Strongly agree	Agree	Disagree	Strongly disagree
4	3	2	1

The validity and reliability of the scale was established by Singh (1967). The same scale was used in the study.

Localite-cosmopolite value orientation categories were formed as under.

1) Localite ... (0-10 score)

2) Cosmopolite ... (11-20 score)

External conformity-Individualism value orientation categories were formed as under.

1) External conformity ... (0-10 score)

2) Individualim ... (11-20 score).

3.7.3 Individualistic - Familistic Value Orientation

According to Rosen (1950) the individualistic - familistic value orientation is concerned with the relationship of individual to his kin. A scale to measure individualistic - familistic value orientation towards life has been used by Reddy and Bhat (1977). This scale consists of four items which include choice of career, choice of marriage partner, moving away from the family for better job opportunities and willingness to live separately. It is presented in Appendix 4. All statements are positive with four point rating. The strong agreement with these statements would idicate individualistic orientation. The scoring technique of these statements is shown below. The scale developed by Reddy and Bhat (1977) was used in the study to measure individualistic - familistic value orientation of rural youth.

Response	Strongly agree	Agree	Disagree	Strongly disagree
Weightage	4	3	2	1

On the basis of total score three categories were formed as :

1) Familistic ... (0-10 score)

2) Individualistic ... (11-16 score).

3.7.4 Activistic - passivistic value orientation

According to Rosen (1950) Activistic - passivistic value orientation is concerned with the extent to which a society or sub-group encourages individual to believe in the possibility of his manipulating the physical and social environment to his advance. Reddy and Bhat (1977) have prepared and used the activistic - passivistic value orientation scale. The same scale was used in the study to measure activistic - passivistic value orientation. The scale consists of four statements regarding possibilities of improving position, belief that man can discover reasons for all calamities, belief in fate and liking for jobs with responsibilities. The scale consists of all positive statements with five point continuum ranging from strongly agree to strongly disagree. The scoring technique of these statements is given below :

Response	Strongly agree	Agree	Disagree	Strongly disagree
Value	4	3	2	1

On the basis of total score, two categories were formed as :

1) Passivistic ... (0-10 score)

2) Activistic ... (11-16 score).

3.7.5 Orientation towards modern way of life

The scale to measure orientation towards modern way of life was prepared and used by Singh (1987). The same scale was used to measure orientation of rural youth towards modern way of life. This scale consists of four statements with agree or disagree response. In order to have good spread up of weightages the response was spread up into four points as Strongly agree, Agree, Disagree and Strongly disagree. The statements 2 and 3 are negative (Appendix-5). The scoring technique for these statements is illustrated below.

For positive items :

Response :	Strongly agree	Agree	Disagree	Strongly disagree
Value :	4	3	2	1

For negative items:

Response :	Strongly agree	Agree	Disagree	Strongly disagree
Value :	1	2	3	4

The respondents were categorised into three categories on the basis of score gained in respect of orientation towards modern way of life. They are as follows.

1) Traditional ... (0-5 score)

2) Partially modern ... (6-10 score)

3) Modern ... (11-16 score).

3.7.6 Achievement orientation

Achievement orientation as described by Singh (1987) implies that in the economic roles of youth the actions and modes of actions are selected by the person himself and he can achieve socio-economic mobility to the extent he desires. In traditional Hindu Social System the allocation of economic roles and status was based on acceptance rather than rank. Singh developed the scale of Achievement Orientation with five statements which are given in Appendix-5. The original scale has dichotomus response as Agree or Disagree. However, the instrument was administered on a 4-point continuum as follows :

Strongly agree-4, Agree-3, Disagree-2, Strongly disagree-1.

The respondents were categorised into two categories on the basis of score.

Low achievement ... (0-14 score)
High achievement ... (15-20 score).

3.8 Preparation of Interview Schedule

The objectives of the research study were taken into consideration in preparing an interview schedule. While framing the questions precaution was taken to avoid ambiguous questions. The schedule included measuring devices towards measurement of both dependent and

independent variables. Questions pertaining to other relevant information towards rural youth have also been added in the interview schedule.

The interview schedule was primarily designed in English language. However, this was translated and prepared in Marathi language in order to understand each question by the rural youth in their mother tongue. The questions in the schedule were arranged logically and in sequential order. Both open and close end questions were framed to get information according to the specific objectives of the study.

3.8.1 Pretesting of the schedule

Pretesting of interview schedule was essential to know whether the questions included in the schedule were clear so that the respondent can understand the same correctly without any ambiguity. The statements and/or questions which were difficult to produce relevant answers were suitably modified. For pretesting of the interview schedule, it was administered to those youth who were not included in the study. On the basis of the response received during pretesting of the schedule certain modifications were made by adding some points and deleting those which were not found necessary. The final interview schedule constructed is presented in Appendix-5.

3.9 Data collection

After finalization of interview schedule, the data were collected by the author by visiting the selected villages and conducting personal interviews of the selected rural youth. The help of local leaders was taken for establishing good rapport with the respondents. Efforts were made to interview all the respondents selected in each village. However, few youth could not be interviewed as they were not available due to some or other reason during repeated visits made by the author. Thus, in all 279 rural youth from 13 villages were interviewed.

3.10 Analysis of data

The data were analysed on the basis of specific objectives of the study and hypotheses formulated for the study. In the beginning the qualitative data were converted into quantitative form and both qualitative and quantitative data were tabulated in primary tables. Separate primary tables were prepared regarding the concepts and variables used in the study. These tables were then used in recording responses according to the categorised aspects in the study. The data in primary tables were used for categorisation of secondary tables and the application of statistical tools. The statistical tools used in the present research study were percentage distribution, mean, Pearson's correlation coefficient, multiple regression and 't' test.

3.11 Operational definitions of different terms

1. Youth : This has been used to mean the persons of 17-25 years of age. The study confined itself to the study of the male youth.

2. Vocation : A vocation has been defined as an employment or group of similar employments which requires specialised education and training formal and/or informal. The terms vocation, occupation and job are often used loosely and more or less interchangeably in the present study.

3. Occupation : Occupation is work and economic centred aspect of work or Occupation means where an adult spends most of his time doing. That may be what he does to earn a living.

4. Aspiration : Goal set by youth for himself. What youth are expected to achieve or planning about. The ideal definition wold be, what youth would like to achieve.

5. Attitude : The degree of positive or negative affect associated with some psychological object. The psychological object may be a symbol, phrase, slogan, person, institution, ideal or idea towards which people can differ with positive or negative affect. For the purpose of this study attitude

towards farming was defined as positive or negative affect towards farming occupation.

6. Occupational value : It is interpreted as an empirically measured tendency to respond favourably or unfavourably to some generalised conception about work such as security, safety, good pay, etc.

7. Intellectual self concept : A person possessing a good understability or intelligence which is being measured by asking him to rate himself towards various items of intelligence.

8. Value-orientation : According to Parsons and Shils (1965) value orientation refers to those aspects of the actor orientation which commit him to the observance of certain norms, standards, criteria for selection, whenever he is in a contingent situation which allows him to make choice.

a) External conformity - Individualism :

Williams (1951) defined individualism as the conviction that the best state of affairs is one which self-reliant and independent men assume the responsibility for their own decisions. External conformity refers to decision making by an individual only because his decision is in agreement with his friends, neighbours or relatives or other important referents or groups.

b) Localite - cosmopolite :

According to Merton (1964) the localite largely confines his interests to his own community. He is pre-occupied with local problems. The cosmopolite people are oriented significantly to the outside world.

c) Individualistic - familistic :

Individualistic means the activity of an individual which is independent than attaching to his nearest kins i.e. family members.

Familistic means the behaviour of an individual to attach to his ties with his family in various matters of life.

d) Activistic - passivistic :

Activistic means the positive feeling of an individual to act towards manupulating his physical and social environment to his advance.

Passivistic means the negative feeling developed in the mind of an individual towrds manupulation of his physical and social environment.

9. Achievement orientation : It refers to orientation of an individual towards his economic roles, the actions and modes of action selected by an individual.

10. Modern way of life : Modern way of life refers to orientation of an individual towards life's activities which lead to modernity.

Results and Discussion

4. RESULTS AND DISCUSSION

This chapter deals with the analysis of data, interpretation and presentation of results. On the basis of objectives and hypotheses laid down in the previous chapters through the operational measures developed for the variables results were drawn. The following order of presentation of results is made :

4.1 Situational and personal characteristics of rural youth

4.2 Social system characteristics of rural youth

4.3 Psychological characteristics of rural youth

4.4 Educational activities and educational aspirations of rural youth

4.5 Occupational aspects and occupational aspirations including attitudes of rural youth towards farming

4.6 Vocational development strategy for rural youth.

4.1 Situational and personal characteristics of rural youth

4.1.1 Age

According to Giazberg's theory (1951) the age determines the aspirations of rural youths in different stages of growth viz., fantacy choice, tentative choice beginning at

Table 4.1

Situational and personal characteristics of rural youth

Sr. No.	Particulars	Number	Per cent
1.	Age in years		
	a. 17-19	67	24.02
	b. 20-22	93	33.33
	c. 23-25	119	42.65
2.	Education		
	a. Illiterate	5	1.79
	b. Primary (upto 7th)	53	19.00
	c. Secondary (8th to 10th)	99	35.48
	d. Higher secondary	39	13.98
	e. Graduates	60	21.50
	f. Post-graduates	9	3.23
	g. Certificate and diploma holders	14	5.02
3.	Caste		
	a. Higher caste	166	59.50
	b. Middle level caste (OBC)	67	24.01
	c. Lower caste (SC, ST, NT)	46	16.49
4.	Marital status		
	a. Married	88	31.54
	b. Unmarried	191	68.46
	c. Average age at marriage was 20.39 years.		

Table 1 (Contd.)

Sr. No.	Particulars	Number	Per cent
5.	Land owned		
	a. No land	68	24.37
	b. Upto 1 ha	61	21.86
	c. 1.0 to 2.0 ha	83	29.75
	d. 2.0 to 4 ha	50	17.92
	e. More than 4 ha	17	6.10
6.	Exposure to media		
	a. Low media exposure score (0-4)	74	26.52
	b. Medium media exposure score (5-8)	153	54.84
	c. High media exposure score (9-12)	52	18.64

about age eleven and realistic choices beginning at age 17 years. The sample of the present study consists of age group between 17 and 25 years i.e. realistic choice which means the aspirations are developed in a realistic type. The categories consists of three years period as 17-19, 20-22 and 23-25 years. A majority of youth (i.e. 42.65 per cent) belonged to the age group of 23-25 years. About half of the

youth (24.02 per cent) as compared to the earlier group were from the age group of 17-19 years.

4.1.2 Education

Education is one of the important variables which influence the aspirations. As regards the educational attainment of rural youth, they were categorised into seven groups viz., illiterate, primary, secondary, higher secondary, graduates, post-graduates and professional courses. The majority of youth had secondary education (35.48 per cent). This proportion declined towards further higher education i.e. graduation and post-graduation (21.50 and 3.23 per cent, respectively). Even the youth who studied professional certificate and diploma courses were only 5.02 per cent. The proportion of youth who took primary education were also low i.e. 19.00 per cent. Since many youth have stopped their education after completion of secondary school certificate examination the proportion of youth was high in this category. About 14 per cent youth had education upto higher secondary level. They could not take further education due to many reasons but main reason might be financial difficulty.

4.1.3 Caste

The information towards caste has been presented in Table No.4.1. It is seen that majority of the youth i.e. 59.50 per cent belonged to the higher caste in rural area.

Particularly Maratha caste was dominent higher caste. Next proportion was found regarding middle level castes or castes belonging to the O.B.C. category. About 16 per cent youth were from backward class category.

4.1.4 Marital status

Marital status indicates the status of youth as whether he is married or not. Also it indicates his shouldering the family responsibility. The data indicated that about 32 per cent youth were found married. The range of marrying age was between 18 and 26 years. The average marriage age of rural youth was 20.39.

4.1.5 Land owned

Land is the main property of rural people which is an important sources of their income. Possession of land may influence the occupational aspirations as well as educational aspirations. The attitude towards farming may also be influenced by the possession of land. The rural youth may aspire for agriculture if they had more land. More land means sound economic position. Hence the possession of land had indirect influence. The categorization of land possessed indicated that a good proportion of rural youth i.e. about 24 per cent were landless. About one-fifth the youth had land upto one hectare while about 30 per cent of them had land in the range of 1 to 2 ha. About 18 per cent youths' families have possessed land in the

range of 2 to 4 ha. Only about 6 per cent had possessed land more than 4 ha. It can be concluded from the above information that in general the land holding possessed by youths' families was small.

4.1.6 Exposure to media

The media exposure score categories of rural youth have been presented in Table 4.1. Three categories viz., low, medium and high have been made. It is observed that majority of the youth had medium media exposure score (54.84 per cent). About 1/4 youth had low exposure to mass media. Only about 19 per cent of the youth had high media exposure score. Exposure to mass media of the rural youth is related to their awareness towards outer world. High exposure to mass media may influence occupational aspirations, educational aspirations and attitude towards farming. In this study, it is observed that about 80 per cent youth had either medium or low media exposure score. This indicates that they had less contacts with mass media like newspapers, radio and Television.

4.2 Social system characteristics of rural youth

The social system characteristics included in this study are : Socio-economic status, family educational status and family income. The data on these variables are presented in the Table 4.2.

Table 4.2

Distribution of rural youth by their social system characteristics

Sr. No.	Particulars		Number	Per cent
1.	Socio-economic status			
	a. High	(Score 30 and more)	32	11.47
	b. Medium	(Score 21-29)	115	41.22
	c. Low	(Score 20 and less)	132	47.31
2.	Family educational status			
	a. High	(Score 81 and more)	44	15.77
	b. Medium	(Score 41-80)	155	55.56
	c. Low	(Score 0-40)	80	28.67
3.	Family income			
	a. Rs.19,001 and more		25	8.96
	b. Rs.11,001 to 19,000/-		143	51.25
	c. Upto Rs.11,000/-		111	39.79

4.2.1 Socio-economic status (SES)

On the basis of the socio-economic status score obtained by using Trivedi and Pareek scale the youth were categorised into three groups viz., high (Score 30 and above), medium (Score 21-29) and low (20 and less). It is

revealed from the data presented in Table 4.2 that majority of youth i.e. 47.31 per cent had low socio-economic status. The youth having medium socio-economic status were slightly less than earlier group (41.22 per cent). However, only about 11 per cent youth's socio-economic status was high. Hence from this, it can be concluded that most of the youth in rural area had either low and medium socio-economic status. On an average they had medium socio-economic status (average score 21.07).

4.2.2 Family educational status (FES)

The index of family educational status was worked out as per procedure given by Mulay and Ray (1973). This index is the best measure to find out overall educational status of all family members. The data of family educational status were grouped into three categories - high, medium and low. The study indicated that more than fifty per cent (55.56 per cent) of the respondent youth had medium family educational status. About 28 per cent youth had low family educational status. Similarly only about 16 per cent youth had high family educational status. Overall it is concluded that majority of the rural youth had medium to low family educational status. On an average they had medium family educational status (average score 54.05).

4.2.3 Family income

Family income received from major occupation and secondary occupations is an important determinent of various

activities. Even the educational activity is determined by the income of the family. Many rural youth are drop outs because their financial requirements for higher studies could not be met by their families. The data presented in Table 4.2 revealed that about fifty per cent youth had medium income (Rs.11,001 to 19,000) while about 40 per cent youth had low income i.e. income upto Rs.11,000/-. The youth who had high family income (Rs.19,001 and more) were only about 9 per cent. In general the youth who had medium to small family income were in a good majority. The average income of the youths' family was Rs.12,365/-.

4.3 Psychological characteristics

The psychological characteristics included in this study are intellectual self concept, personality characteristics towards various values viz., localite - cosmopolite, external conformity - individualism, individualism - familism, achievement orientation and orientation towards modern way of life.

4.3.1 Intellectual self-concept

The youth's intellegence was not measured by using standard intelligence tests but it was measured by a new concept developed by Slocum (1976) known as intellectual self concept. The score obtained by applying this test has been tabulated in Table 4.3. It is revealed from this table that those who had average intelligence (11-15 score) were

Table 4.3

Distribution of rural youth by their psychological characteristics

Sr. No.	Particulars		Number	Per cent
1.	Intelectual self concept			
	a. Very poor	(0-5 score)	0	0
	b. Poor	(5-10 score)	26	9.32
	c. Average	(11-15 score)	131	46.95
	d. Good	(16-20 score)	82	29.39
	e. Excellent	(21-25 score)	40	14.34
2.	Localite-cosmopolite value orientation			
	a. Localite	(0-20 score)	65	23.30
	b. Cosmopolite	(11-20 score)	214	76.70
3.	External conformity - individualism Value orientation			
	a. External conformity (0-10 score)		48	17.20
	b. Individualism (11-20 score)		231	82.80
4.	Individualistic-Familistic Value Orientation			
	a. Familistic	(0-10 score)	165	59.14
	b. Individualistic (11-16 score)		114	40.86

Table 4.3 (Contd.).

Sr. No.	Particulars		Number	Per cent
5.	Activistic - Passivistic Value orientation			
	a. Passivistic	(0-10 score)	128	45.88
	b. Activistic	(11-16 score)	151	54.12
6.	Achievement orientation			
	a. Low achievement (0-14 score)		174	62.37
	b. High achievement (15-20 score)		105	37.63
7.	Modern way of life			
	a. Traditional	(0-5 score)	36	12.90
	b. Average	(6-10 score)	173	62.01
	c. Modern	(11-16 score)	70	25.09

in majority i.e. 46.95 per cent. About 44 per cent youth had good and excellent intelligence. Only about 9 per cent youth had poor intelligence. It may, therefore be inferred that even the rural youths may possess quite high level of intelligence which is an inherited character. However, due to less opportunities and lack of favourable environment their intelligence may not be properly channalised for securring jobs, higher education etc.

4.3.2 Localite-Cosmopolite value orientation

Acoording to Merton (1964) the person who possess localite value is confined to his interests to his community. He is preoccupied with local problems only. Cosmopolite people have also some interests in the community in which they live but they are oriented significantly to the outside world. The value orientation of youth as either localite or cosmopolite may influence their behaviour, aspirations etc. The distribution of rural youth on this scale is presented in Table 4.3. The data showed that about three fourth youth had high score. Hence, it can be concluded that most of the youth were cosmopolite oriented. The awareness towards cosmopolite orientation in rural youth is increasing.

4.3.3 External conformity - individualism value orientation

External conformity according to Williams (1951) refers to decisions making by an individual only because his decision is in agreement with his friends, neighbours or relatives or other reference groups while individualism is one in which self-reliant and independent men assume the responsibility for their own decisions.

This value orientation may have influence either on the behaviour or attitudes of the individual. The data presented towards external conformity-individualism value

orientation indicated that majority of the rural youths (82.80 per cent) had score between 11 and 20 which indicated that they were in individualism category. However, only about 18 per cent youth had external conformity value orientation. The result points out that the youth were fallen more towards individualism instead of external conformity value orientation.

4.3.4 Individualistic - familistic value orientation

Individualistic-familistic orientation is concerned with the relationship of individual to his kin. It indicates individual's attachment with his family. Familistic oriented individuals have more attachments to their families. Hence they do not prefer activities where the family relations are weakened. Individualistic value oriented individuals want more freedom. To achieve goals individualistic individuals may reduce their family bindings. They can leave their parental families for better jobs, higher education.

The data towards individualistic-familistic value orientation showed that majority of the youth (59.14 per cent) inclined towards familistic value orientation while about 41 per cent youth expressed individualistic value orientation.

4.3.5 Activistic-passivistic value orientation

An individual is said to be activistic value oriented when he believes that it is both necessary and possible for him to improve his status. The individual with passivistic orientation thinks that efforts to achieve mobility are futile. The score towards the statements on activistic-passivistic orientation were worked out and presented in Table 4.3 in two score categories. Just more than half (54.12 per cent) youth were activistic value oriented. While about 46 per cent youth were passivistic oriented. They were somewhat equally seen in activistic and passivistic categories.

4.3.6 Achievement orientation

Achievement orientation of an individual refers to his economic roles, the actions and modes of action selected by the person himself. He can achieve socio-economic mobility to the extent he desires. Achievement orientation score was worked out and presented in different categories. It is observed from the data presented in Table 4.3 that about 38 per cent youth were found to have high achievement orientation while 62 per cent youth were low achievement oriented. This result is contradictory with the study undertaken by Singh (1987). He found that achievement orientation of rural youths was high.

4.3.7 Orientation towards modern way of life

The modern way of life is the orientation of an individual towards life's activities which lead to modernity. The score was worked out with the help of index developed for this purpose. The data presented indicated that majority i.e. 59.86 per cent youth had medium range score (6-10). About 35 per cent youths had high score (11-16) on this index. Only about 5 per cent youths had low score (0-5). On an average the youth had medium to high orientation towards modernity.

4.4 Educational activities of rural youth

In addition to the study of various characteristics of rural youth, educational aspects were also studied. They provide the information about educational situation, dropout situation, continuing education, completed education and reasons for discontinuance of education.

4.4.1 Educational situation

The educational situation of rural youth under study has been presented in the following table.

Table 4.4

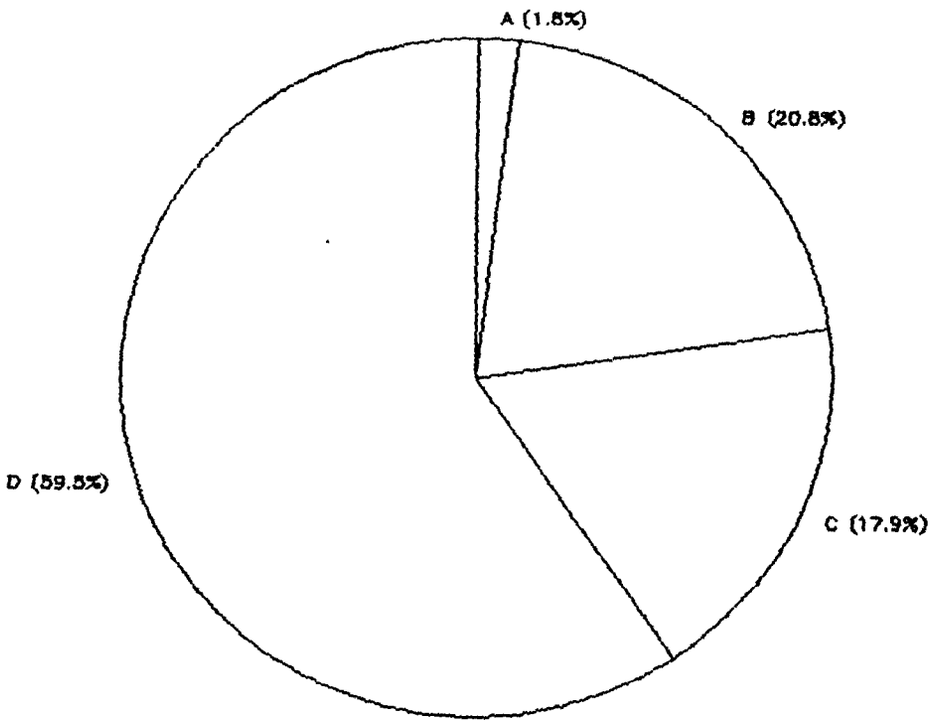
Distribution of rural youth by their educational situation

Sr. No.	Particulars	Number	Per cent
1.	No education (Illiterates)	5	1.79
2.	Continuing education	58	20.79
3.	Completed education	50	17.92
4.	Discontinuance of education	166	59.50
	Total	279	100.00

It is observed from the above table that only 1.79 per cent youth were illiterate. However, 20.79 per cent youth were still continuing their education. About 18 per cent youth completed their education. The most important observation was that 60 per cent youth discontinued their education. This is very serious matter, because in the job market they were generally not preferred.

4.4.2 Information about youth continuing education

In the age group category of 17-25 years about 21 per cent youth were continuing education. The following table is presented to show various levels of education these youth were undergoing.



A – No education [Illiterates]
B – Continuing education
C – Completed education
D – Discontinuance of education

Fig 2. Distribution of rural youth by their educational situation

Table 4.5

Distribution of rural youth by their continuation of education (N=58)

Sr. No.	Particulars of education	Number	Per cent
1.	10th	8	13.79
2.	11th and 12th	17	29.32
3.	D.Ed. course	1	1.72
4.	I.T.I. course	3	5.17
5.	Engineering diploma	1	1.72
6.	B.A.	7	12.07
7.	B.Com.	7	12.07
8.	B.Sc.	6	10.35
9.	B.Sc.(Agri.)	2	3.45
10.	M.Com.	2	3.45
11.	M.Sc.	1	1.72
12.	M.A.	3	5.17
	Total	58	100.00

The data presented in the above table shows that the maximum proportion of youth (29.32 per cent) in continuing education group were studying at higher secondary level. Next to this the youth studying at 10th level were 13.79 per cent. The youth studying at B.A. and B.Com. level were 12.07 per cent each. About 10 per cent youth were studying in B.Sc. A small proportion of students were noticed to be

studying in other courses. It is concluded that about 43 per cent youth were studying in 10th to 12th standard. About 38 per cent students were at graduate level, while about 11 per cent were at post graduate level. Only about 9 per cent youth were completing professional certificate and diploma courses.

4.4.3 Youth who completed education

Out of total sample of 279 rural youth 50 of them found to have completed their education either upto graduation, post-graduation, diploma or certificate course. The following table gives this picture.

Table 4.6

Distribution of rural youth by their level of education completed

Sr.No.	Particulars	Number	Per cent
1.	I.T.I.	5	10.00
2.	D.Ed.	2	4.00
3.	D.H.M.S.	1	2.00
4.	D.Farm	1	2.00
5.	B.A.	11	22.00
6.	B.Com.	13	26.00
7.	B.Sc.	8	16.00
8.	B.Sc.(Agri.)	1	2.00
9.	B.Ed.	2	4.00
10.	B.E.	2	4.00
11.	M.Com.	4	8.00
	Total	50	100.00

Note: Students who completed 10th and 12th level were not included in the table.

It is observed from the Table 4.6 that the youth who completed their education were 64 per cent in three basic degrees viz., B.A., B.Com. and B.Sc. Only 10 per cent youth took degrees in professional courses viz., B.Sc.(Agri.), B.Ed. and B.E. while diploma and certificate courses completed by 18 per cent.

4.4.4 Discontinuance of education

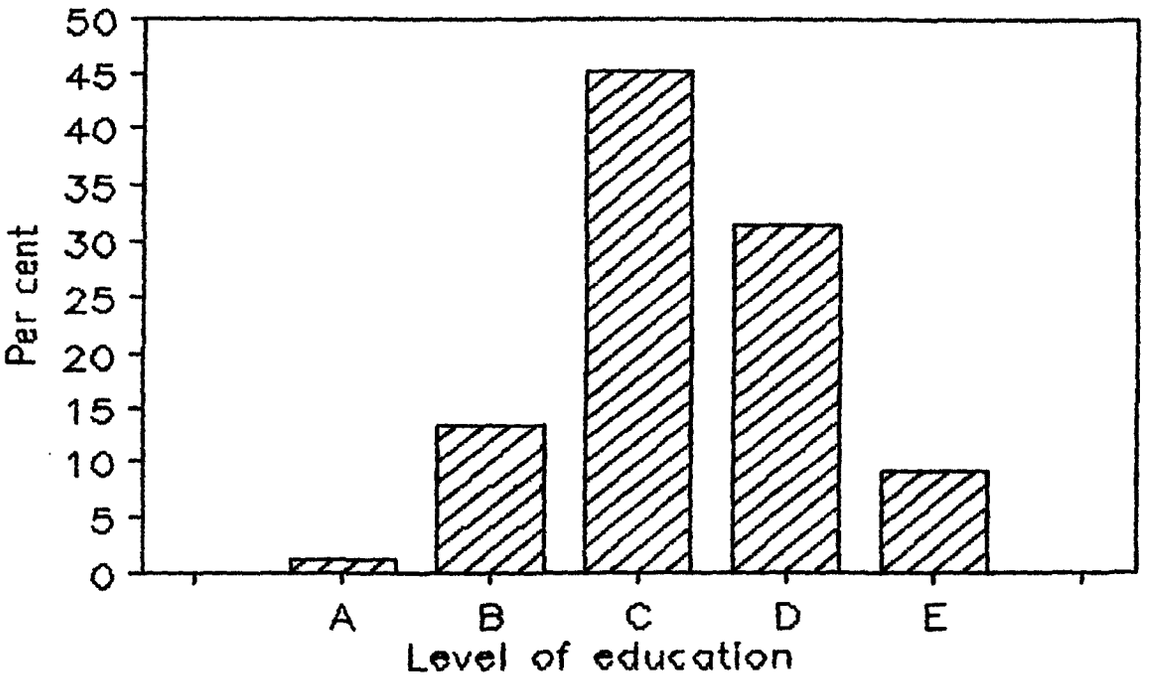
The youth who discontinued their studies were studied as they constituted about 60 per cent of the total sample.

Table 4.7

Distribution of rural youth by their discontinuance of education

Sr. No.	Level of education	Number of youth	Per cent
1.	Under-graduate level	2	1.20
2.	Higher secondary	22	13.25
3.	Secondary school (Matriculation - Pass or fail)	75	45.18
4.	High School (5 to 9th standard)	52	31.33
5.	Primary (1 to 4 standard)	15	9.04
	Total	166	100.00

It is revealed from the above table that the



A – Under-graduate level
B – Higher secondary
C – Secondary school [Matriculation – Pass or fail]
D – High School [5 to 9th standard]
E – Primary [1 to 4 standard]

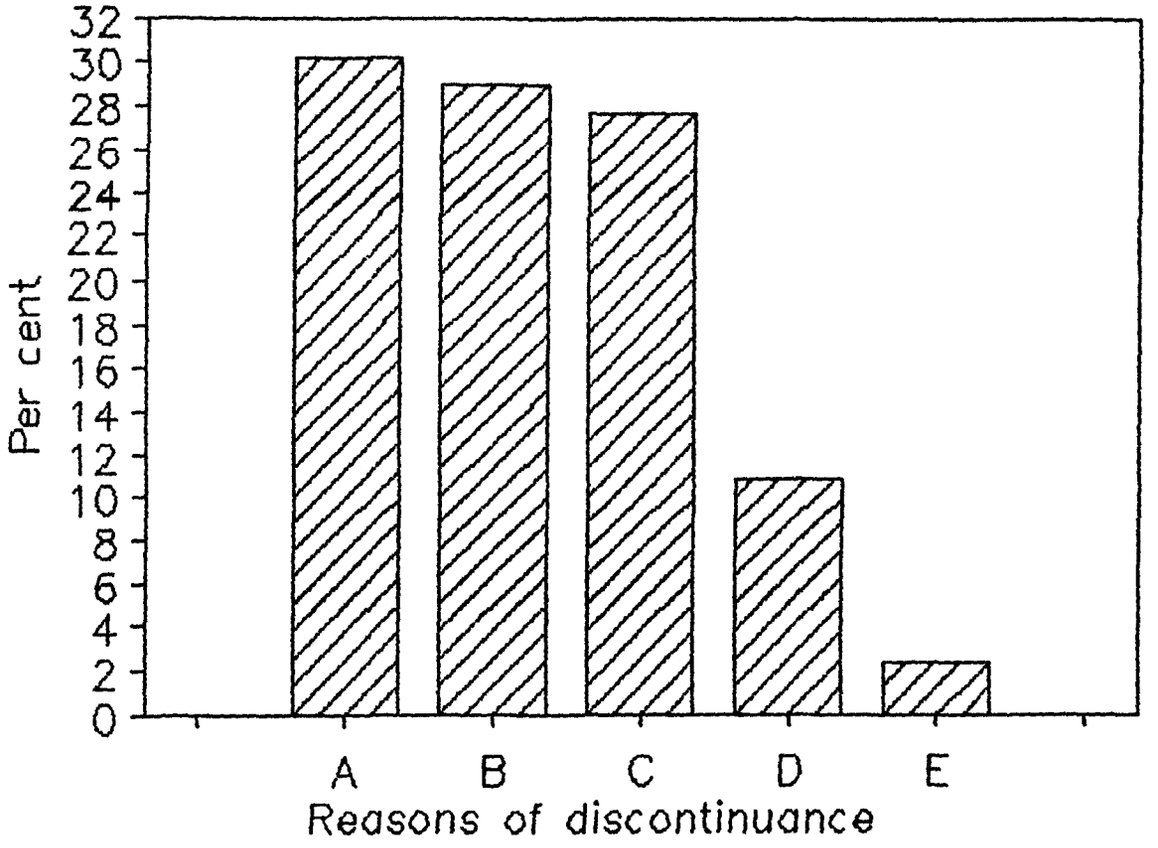
Fig 3. Distribution of rural youth by their discontinuance of education

proportion of discontinuance of education is seen maximum at matriculation level i.e. 45.18 per cent. Further, it is noticed that 31.33 per cent youth discontinued education during high school level and 13.25 per cent discontinued at higher secondary level. About 9 per cent youth were drop-outs at primary school level. From this data inference can be drawn that at matriculation level the proportion of discontinuance was maximum because many youth stopped their education. Further some youth discontinued their education after completing 12th standard (Higher secondary). There were different reasons for discontinuance of education. They are presented below.

Table 4.8

Distribution of rural youth by their reasons of discontinuance of education

Sr. No.	Reasons of discontinuance	Number	Per cent	Rank
1.	Financial difficulty	50	30.12	I
2.	Helping parents in occupation and to hold family responsibility	48	28.92	II
3.	Not interested in studies	46	27.71	III
4.	Failed so discontinued and/or cannot cope up with studies	18	10.84	IV
5.	Ill health or physical handicap	4	2.41	V
	Total	166	100.00	



A – Financial difficulty
B – Helping parents in occupation and to hold family responsibility
C – Not interested in studies
D – Failed so discontinued and/or cannot cope up with studies
E – Ill health or physical handicap

Fig 4 Distribution of rural youth by their reasons of discontinuance of education

The main reason for discontinuance of education was the financial difficulty of rural youth which was reported by majority of them i.e. 30.12 per cent with first rank. It seems that when the youth have to go for higher education particularly in urban places they might be facing financial difficulty. There were many youth who discontinued their education after 10th and 12th standard due to financial difficulty. The other important reason which ranked second is their involvement in family occupation (28.92 per cent). About 1/4 of youth who discontinued their education were of the opinion that they discontinued education due to their lack of interest in studies.

4.4.5 Education and training preference by drop-out youth

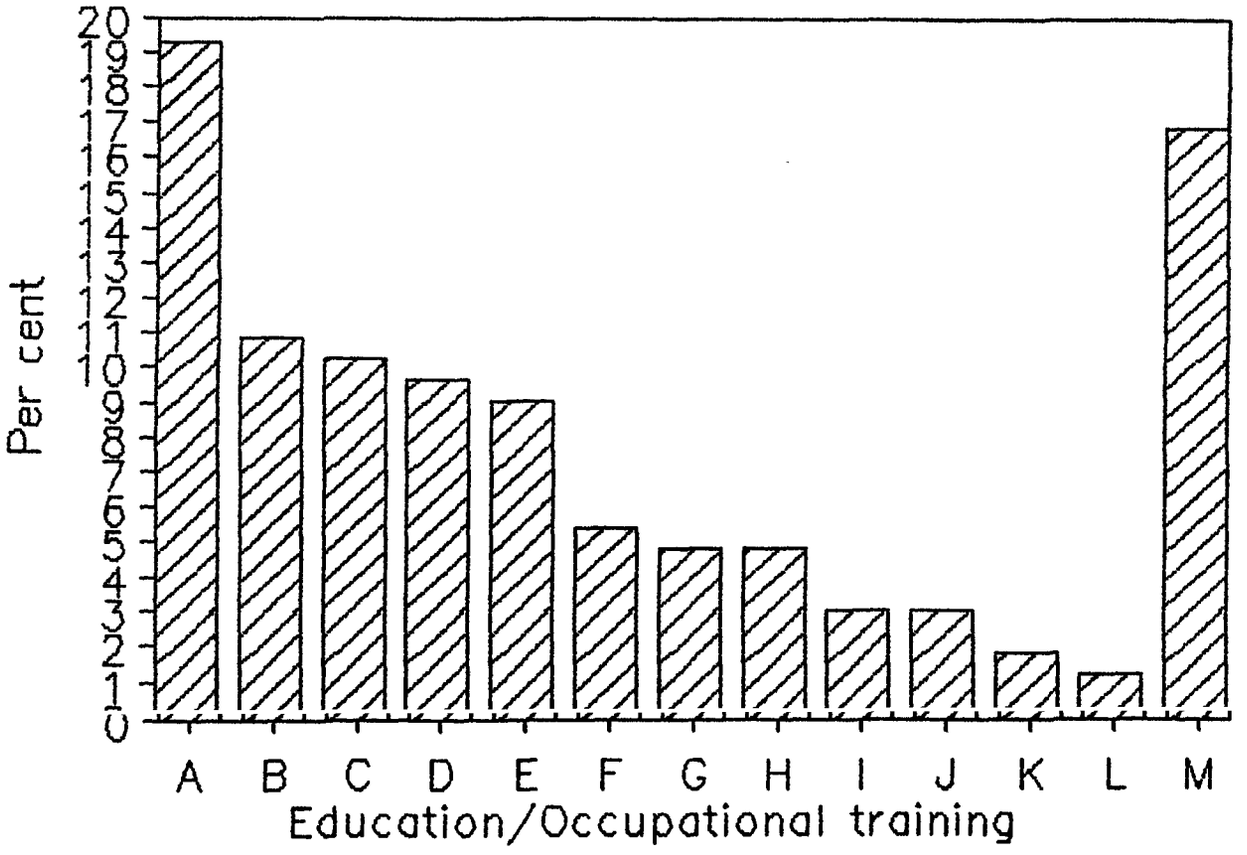
The drop-out youth were studied regarding their further educational attainment or training they desired if part time facilities were made available. Following table is presented according to the preference expressed by the youth.

Table 4.9

Distribution of drop-out youth according to their option for educational attainment or training preference (N=166)

Sr. No.	Education/ Occupational training	Number	Per cent
1.	Dairy	32	19.28
2.	Poultry	18	10.84
3.	Tailoring	17	10.24
4.	Wireman	16	9.64
5.	Typing	15	9.04
6.	Turner, fitter or welder	9	5.42
7.	Motor mechanic	8	4.82
8.	Graduation	8	4.82
9.	Seed production	5	3.01
10.	Carpentry	5	3.01
11.	Mason	3	1.81
12.	Compositor, Binder	2	1.20
13.	Not applicable	28	16.87

It is seen from the above table that if any facility is provided for further learning or training to the drop-out youth, majority of them (about 33 per cent) opted for training in agricultural oriented jobs viz., seed production, dairy and poultry. This indicated that most of the drop-out youth were placed in their family agricultural



A – Dairy
B – Poultry
C – Tailoring
D – Wireman
E – Typing
F – Turner, fitter or welder
G – Motor mechanic
H – Graduation
I – Seed production
J – Carpentry
K – Mason
L – Compositor, Binder
M – Not applicable

Fig 5. Distribution of drop–out youth according to their option for educational attainment or training preference

occupation and they were interested to carry out subsidiary occupations.

Further, the data indicated that among non-agricultural jobs the training preference for jobs viz., tailor, wireman and typist was high and their proportion was 10.24, 9.64 and 9.04 per cent, respectively. It is interesting to note that about 17 per cent youth neither prefered any training nor higher education. Only about 5 per cent youth opted higher education i.e. graduation level.

On further enquiry with the youth who did not opt for continuing education or job training 57.14 per cent of them stated that the training was not useful for them while 42.86 per cent stated that they donot get time for training activity as they were already employed.

4.4.6 Educational expectation of parents

Table 4.10

Distribution of rural youth by their parental desire about educational expectations

Sr. No.	Parental desire about educational expectations	Number	Per cent
1.	Completion of job oriented courses	145	51.97
2.	Education at graduation level	39	13.98
3.	No desire	95	34.05
	Total	279	100.00

The rural youth were enquired about their parental desire about the educational expectations of their sons. Majority of the parents (52 per cent) expressed that their sons should complete job oriented courses. Only about 14 per cent parents were of the opinion that the education of their sons should be at graduation level. However, it was observed that 34 per cent parents did not express any expectations towards their sons. They left any desire about education to their sons only.

4.4.7 Educational aspirations

The educational aspirations of the rural youth were studied by asking them a question, "What level of education you desired to complete if you get further opportunity of studying?". Out of 279 youth only 112 youth expressed their aspirations towards higher education. They constituted 40.14 per cent youth. However, the youth who completed their desired education and those who discontinued with disinterest have not shown any desire for higher education. The following table is presented about the various types of educational level aspired by rural youths.

Table 4.11

Distribution of rural youth by educational level aspired by them (the education they desired) (N=112)

Sr. No.	Level of education aspired	Number	Per cent	Rank
	Certificate courses :			
1.	I.T.I.	10	8.93	I
2.	D.Ed.	7	6.25	II
3.	Livestock Supervisor	1	0.89	III
4.	DME	1	0.89	III
	Total	19	16.96	
	Graduate courses :			
5.	B.A.	27	24.12	I
6.	B.Com.	11	9.82	II
7.	B.Sc.	3	2.68	IV
8.	B.Farm	1	0.89	VI
9.	B.Ed.	4	3.57	III
10.	B.Sc.(Agri.)	2	1.78	V
11.	B.E.	3	2.68	IV
12.	L. L.B.	4	3.57	III
	Total	55	49.11	
	Post-graduate courses :			
13.	M.A.	10	8.93	III
14.	M.Com.	12	10.72	I
15.	M.Sc.	11	9.82	II
16.	M.Sc.(Agri.)	3	2.68	IV
17.	M.B.A.	1	0.89	V
18.	C.A.	1	0.89	V
	Total	38	33.93	

It is observed from the Table 4.11 that majority of the rural youth aspired their educational level upto graduation level i.e. about 49.00 per cent. This was followed by post-graduation level. About 34.00 per cent youth aspired post-graduate education as M.A., M.Com., M.Sc.(Agri.), M.B.A. and C.A. However, only about 17.00 per cent youth desired their education upto certificate or diploma level viz., ITI, D.Ed., Livestock Supervisor, DME.

Among the rural youth those who aspired graduation, majority of them stated that their desire is to get education as Bachelor of Arts i.e. 24.12 per cent and ranked first. Those who aspired B.Com. degree ranked second while other degrees viz., LLB and B.Ed., B.E. and B.Sc., B.Sc.(Agri.), B.Farm ranked third, fourth and fifth and sixth, respectively.

The youth who aspired post-graduation level of education, M.Com. ranked first (10.72 per cent). This was followed by M.Sc. (9.82 per cent), M.A. (8.93 per cent), M.Sc.(Agri.), (2.68 per cent) with second, third and fourth ranks. The aspirations for MBA and C.A. courses was neglegeable i.e. only 0.90 per cent.

Those who aspired for certificate and diploma courses were only 16.96 per cent. Out of these I.T.I. and D.Ed. level was aspired mainly by 8.93 and 6.25 per cent youth respectively. Aspirations towards other courses was neglegeable.

4.4.8 Educational aspiration score

Educational aspiration score of rural youth was worked out as per the methodology given in the methodology chapter. The educational aspiration score ranged between 12 and 19. The following table presents the information on this aspect.

Table 12

Distribution of rural youth by their educational aspiration score (N=112)

Educational aspiration score	Number	Per cent
12-13	18	16.07
14-15	44	39.29
16-17	45	40.18
18-19	5	4.46
Total	112	100.00

A large majority of the youth who aspired for higher education were found in middle level of aspiration scores i.e. between 14 and 17 (about 80 per cent). Only 4.46 per cent youth had highest educational aspirations. Since very few youth in rural area get an opportunity to learn higher education, the youth in the highest educational aspiration category (18-19) might be less.

4.4.9 Correlation between educational aspiration score and independent variables

The zero order correlations between educational aspiration score (dependent variable) and various independent variables viz., situational and personal variables, social system variables and psychological variables are presented in the following table.

Table 4.13

Zero-Order correlations between independent and dependent variables (N=112)

Sr. No.	Independent variables	Dependent variable Educational aspiration
I.	Situational and personal variables	
1.	Age	0.2442**
2.	Education	0.6916**
3.	Land owned	0.0118NS
4.	Exposure to media	0.3905**
II.	Social system variables	
1.	Socio-economic status	0.0736NS
2.	Family educational status	0.4066**
3.	Family income	0.1975**
III.	Psychological variables	
1.	Intellectual self concept	0.2329**
2.	Localite-Cosmopolite value orientation	0.106NS
3.	External conformity - Individualism value orientation	0.1851*
4.	Achievement orientation	0.2312**

Table 4.13 (Contd.)

Sr. No.	Independent variables	Dependent variable Educational Aspiration
5.	Individualistic - familistic value orientation	0.2312**
6.	Activistic - passivistic value orientation	0.2581**

* Significant at P = 0.05 level.

** Significant at P = 0.01 level.

It is evident from Table 4.13 that nine variables out of the 13 variables were significantly correlated with the educatinal aspiration of rural youth. The independent variables like age, education, exposure to media, family educational status, self concept of intelligence, achievement orientation and activistic-passivistic behaviour were positively and significantly correlated with educational aspiration at 0.01 level of probability. While the external conformity - individualism value orientation was significantly correlated with educational aspiration at 0.05 level of probability. The remaining variables have not shown any significant relationship with educational aspiration.

The findings and discussion in respect of each independent variable is given below.

4.4.9.1 Situational and personal variables and educational aspiration

1. Age and educational aspiration

The computed correlation coefficient between age and educational aspiration was 0.2442 which was statistically significant at 0.01 level of probability. Hence the original null hypothesis was rejected as there is significant and positive relation observed between these variables. This result could be interpretted as age increases the level of educational aspiration increases. This finding would have been possible as the age of youth ranged between 17 and 25. At younger age, youth when study at 10th to 12th level do not develop higher educational aspirations as they do not feel the importance of education. Generally the rural youth have many disturbing factors towards continuance of their higher education. Due to their failure at S.S.C. or H.S.C. level their educational aspirations get thwarted. This situation is found when the youth are generally below 20 years of age. When the youth get through successfully in above mentioned examinations and their family financial position permits them to go for college education, naturally higher educational aspirations develop. Hence higher educational aspirations go with increasing age. However, Singh and Tripathi (1972) concluded that age has no effect on development of educational aspiration. This may be possible when age of youth advances.

2. Education and educational aspiration

The computed correlation coefficient between present education of the rural youth and educational aspiration was 0.6916 which was statistically significant at 0.01 level of probability. This result supported the original proposition. The positive and highly significant relationship of education of rural youth with the educational aspiration would have been due to the fact that rural youth with higher educational level attained by them would develop their desire about getting either degree or post-graduate level of education. They become more concious about their educational goals to be attained. Hence they aspire for highr educational level. So it can be concluded that as rual youth enter for higher education the educational aspiration correspondingly also increases. Similer result is reported by Singh and Tripathi (1972) and Nagarajaih (1978).

3. Land owned and educational aspiration

There was non-significant correlation between land owned by the youths' family and educational aspiration. Though possession of land is economic factor which supports financial aspect, it has no influence on educational aspiration. By possession of more land the youth may think of joining in agriculture whenever they feel it is difficult to get through the examinations. This situation may result in decreasing educational aspiration level of rural youth. Further, it may also be possible that with more land possessed by the youths' families may support financially

the youth to get higher education as desired. Hence this may develop high educational aspirations. Therefore, it can be concluded that the possession of land had no specific effect on educational aspiration. However, Singh and Tripathi (1972) found that there was positive association between land holding and educational aspiration.

4. Exposure to media and educational aspiration

The correlation coefficient between exposure to media and educational aspiration was 0.3905. This was found statistically significant at 0.01 level of probability. This result supported the original proposition. The positive and significant relationship with these variables would have been due to the fact that the rural youth with higher exposure to media would continuously develop more interest towards higher education in order to expose themselves towards outer world. Hence getting oneself exposed to various mass media will lead to positive and significant correlation with educational aspiration.

4.4.9.2 Social system variables and educational aspiration

1. Socio-economic status (SES) and educational aspiration

There was non-significant correlation between socio-economic status and educational aspiration. The youth having high socio-economic status of their families may not develop correspondingly high educational aspirations. The

youth may develop either high or low aspirations depending upon their intellectual situation and other related factors. Even the youth having low socio-economic status may develop high or low educational aspirations depending upon their high or low ambitious to learn. Hence a desire to get higher education is not influenced by the socio-economic status level of the youth's family. However, Swell and Shah (1968) reported that educational aspiration was positively correlated with socio-economic status.

2. Family educational status (FES) and educational aspiration

The computed correlation co-efficient between family educational status of the rural youth and educational aspirations was 0.4066. This was found statistically significant at 0.01 level of probability. Hence this result supported original proposition. This result could be interpreted as FES increases the level of educational aspiration increases. The positive and significant relationship would have been due to the fact that the high educational level of family members is responsible for high aspiration level. The educated members in the family may influence the youth to acquire higher education. So it can be concluded that the educational aspiration is the function of FES.

3. Family income and educational aspiration

There was positive and significant correlation between socio-economic status and educational aspiration (0.1975). This result supported the original proposition. The positive and significant relationship of family income with educational aspiration would have been due to the fact that rural youth with their high family income would be supported financially if the youth desire higher educational aspiration. Hence, it can be concluded that with the increase in family income on the part of rural youth, their educational aspiration also increases correspondingly.

4.4.9.3 Psychological variables and educational aspiration

1. Intellectual self-concept and educational aspiration

The correlation coefficient between intellectual self-concept and educational aspiration was 0.2329. This was found statistically significant at 0.01 level of probability. This result supported the original proposition. The positive and significant relationship between these variables would have been due to the fact that the rural youth with higher intellectual self-concept would have their successful educational carrier. The youth with higher intellectual might develop interest in educational activities and incline towards higher desire about education. Hence expressing oneself towards higher self-concept

of intellectual will lead to positive and significant educational aspiration.

2. Localite - cosmopolite value orientation and educational aspiration

The bi-polar value orientation variable localite - cosmpolite was found to be non-significantly correlated with educational aspiration (r = 0.1106). Hence the result did not support original proposition. A localite youth largely confines his interests to his own community while cosmopolite is generally oriented towards the outside world. The higher score on this scale indicates the individual's orientation towards cosmopolite value. Generally, it is thought that the cosmopolite value oriented youth may develop higher educational aspirations. However, the cosmo-politeness has no specific influence on the higher level of educational aspirations of the rural youth.

3. External conformity - Individualism - value orientation and educational aspiration

There was significant correlation between bi-polar value orientation external conformity-individualism and educational aspiration (r = 0.1851) at 0.05 level of probability. Individualism refers to decision making by individuals wherein self-reliant and independent responsibi-lity is assumed for their own decisions. Whereas external conformity refers to the decision making by an individual

with his frinds, neighbours or relatives. The youth with external conformity may develop broader outlook regarding various matters in life. Such youth may develop higher educational ambitions which may further lead to higher educational aspirations. Hence, it was concluded that external conformity-individualism has significant and positive relationship with educational aspiration. There were no earlier studies indicating influence of this variable on educational aspiration. But studies were undertaken in relation with communication behaviour.

Singh (1967) found that the variable external conformity-individualism has negative reltionship with adoption behaviour. However, Murthy and Singh (1974) found positive relationship with communication behaviour.

4. Achievement orientation and educational aspiration

A highly significant correlation was found between achievement orientation and educational aspirations of rural youth ($r = 0.2312$) at 0.01 level of probability. The result supported the original proposition. High achievement orientation had high influence upon the educational desires of the youth. Significant relationship would have been due to the fact that the achievement orientation was towards money making and spending of money. The educational aspirations may found to be influenced by achievement orientation. Hence there might be significant influence of

achievement orientation towards educational aspirations of rural youth. Singh (1987) found that a large majority of rural youth had high achievement orientation which was not influenced by social background.

5. Individualistic-familistic value orientation and educational aspiration

There was non-significant correlation between individualistic-familistic behaviour and educational aspiration. The result did not support the original proposition. The non-significant result might be due to the fact that the rural youth with individualistic behaviour takes his own decisions without much consulting with family members; while the youth with familistic behaviour consult family members in various matters. Regarding any educational matters particulrly taking decisions there is no more consultations with family members. However, the rural youth are more familistic in behaviour regarding other decisions of life. Whether individualistic or familistic behaviour may not influence in the development of educational aspiration. Hence a non-significant correlation might have been observed between these two variables.

6. Activistic-passivistic value orientation and educational aspiration

The correlation between activistic-passivistic behaviour and educational aspiration was found to be highly

significant (r = 0.2581) at 0.01 per cent level of probability. The result supported the original proposition. When the youth are activistic in their behaviour their educational aspirations may get influenced. The individuals with activistic behaviour may develop high aspirations. Activistic individuals always strive for better activities and view. Hence such persons might develop high educational aspiations. This might be the reason for significant relationship between activistic-passivistic behaviour and educational aspirations.

4.5 Occupational aspects and occupational aspirations including attitudes of rural youth towards farming

4.5.1 Employment situation of rural youth

It was observed that 58.78 per cent youth were found employed and 20.43 per cent unemployed while 20.79 per cent were continuing their education.

4.5.1.1 Types of occupations of the employed rural youth

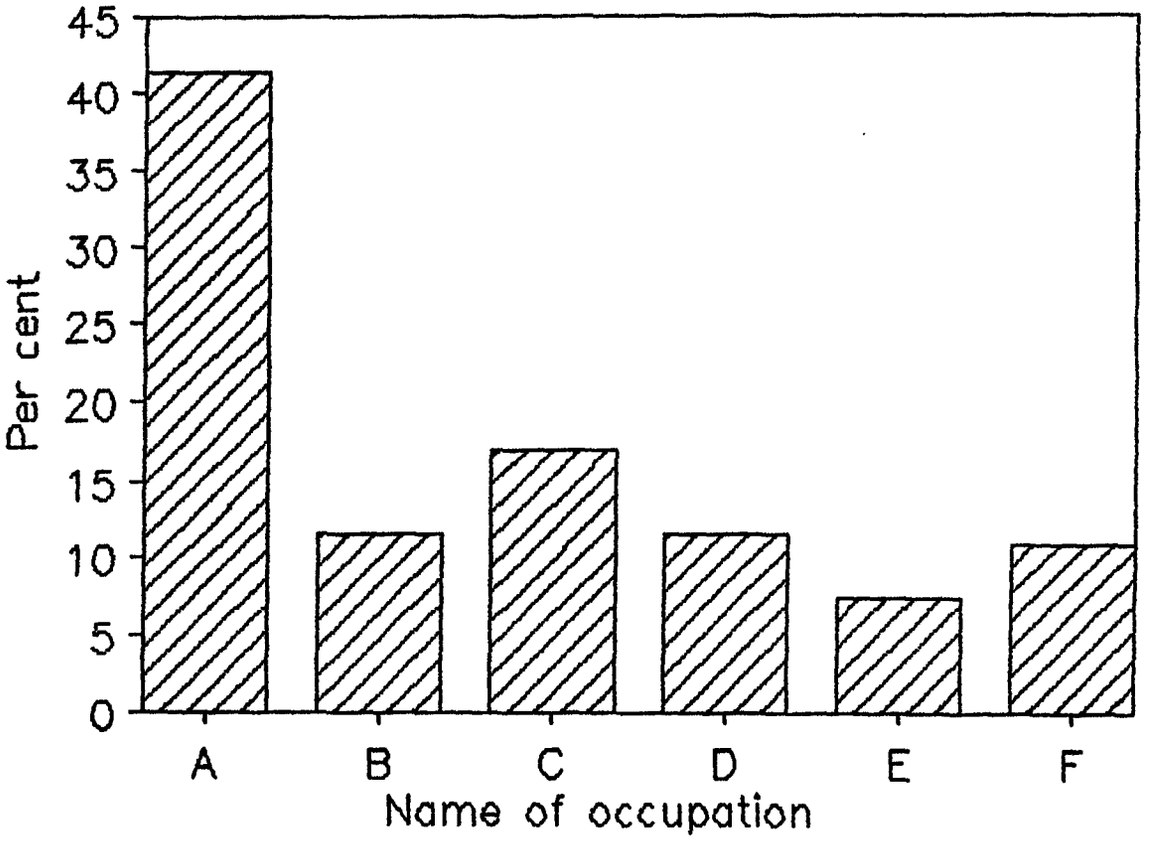
The following table is presented about the types of occupations chosen by the employed rural youth.

Table 4.14

Distribution of employed rural youth by their types of occupations chosen (Employed) (N=164)

Sr. No.	Name of occupation	Number (N=164)	Per cent
1.	Agriculture	68	41.45
2.	Service in organizations	19	11.59
3.	Labour	28	17.07
4.	Self employment in family occupation other than agriculture	19	11.59
5.	Skilled workers	12	7.32
6.	Independent occupations	18	10.98

Among the employed youth majority of them were employed in agriculture i.e. 41.45 per cent. This was followed by the youth who were employed as labour (17.07 per cent). The other occupations chosen by the youth were in small proportion. The proportion of youth in agriculture was noticed high because many youth till they get other suitable employment work in the family farm. Many drop-out youth also took their occupation as agriculture. Hence the first occupational choice to the agriculture occupation was noticed in rural area. However, 58.5 per cent employed youth were in occupations other than agriculture.



A – Agriculture
B – Service in organizations
C – Labour
D – Self employment in family occupation other than agriculture
E – Skilled workers
F – Independent occupations

Fig 6. Distribution of rural youth by their types of occupations chosen [Employed]

4.5.1.2 Education and occupational choice of rural youth

An attempt was made to find out the occupational choice of rural youth in relation to their education. The same is presented in Table 4.15.

Table 4.15

Distribution of rural youth by their education and occupational choice

Sr. No.	Education of rural youth	Occupational choice					
		Agri-culture	Service in orga-nization	Farm labour	Skill worker	Indepe-ndent occupa-tion	Self employed in fa-mily occupa-tion
		N=68	n=19	n=28	N=12	N=18	N=19
1.	Graduates and Post-graduates	7 (10.29)	11 (57.89)	-	-	4 (22.22)	1 (5.26)
2.	Diploma and Certificate courses	1 (1.47)	2 (10.53)	-	-	4 (5.56)	1 (5.26)
3.	10 to 12th standard	22 (32.36)	4 (21.05)	12 (42.86)	5 (42.67)	11 (61.11)	8 (42.11)
4.	High School (8th & 9th)	3 (4.41)	-	7 (25.00)	4 (33.33)	-	2 (10.53)
5.	Primary (7th std. and below	34 (50.00)	2 (10.53)	5 (17.86)	3 (25.00)	2 (11.11)	7 (36.84)
6.	Illiterate	1 (1.47)	-	4 (14.28)	-	-	-
	Total	68 (100.00)	19 (100.00)	28 (100.00)	12 (100.00)	18 (100.00)	- (100.00)

(Figures in the parenthesis indicate percentages)

It is revealed from the Table 4.15 that only about 12 per cent youth who were educated at higher level (Diploma, graduate and post-graduate) preferred employment in agriculture. However, 50 per cent youth who had their education at primary level had accepted employment in agriculture. Most of these youth were school dropouts. Similarly, 32.35 per cent youth educated between 10th and 12th level were employed in agriculture. This proportion is quite more due to the fact that many rural youth discontinue their education at 10th and 12th level and hence they had no alternative than joining in their family farm.

Among the youth who were employed in organizations, a majority of them i.e. 57.89 per cent were graduates and post-graduates. A small proportion employment in organization was noticed regarding the youth who were educated below graduate level.

The youth who were employed as farm labour had education upto 12th standard. However, majority of youth employed in this category had education between 10th and 12th. The reason might be that due to discontinuance of education and poor economic condition of family these youth might have even preferred occupation as farm labour. After getting suitable skilled or white collar occupations these youth may leave such job. About 14 per cent illiterate youth were employed as labour while about 86 per cent literate youth were also employed as labour.

The youth who were employed as skilled workers had education between 12th and below. Youth who discontinued their education either at 12th or 10th level and lower standards preferred skilled employment.

Among the youth who had chosen independent occupations or self employed youth were generally educated at 10th and higher level upto graduation and post-graduation level. As much as 61.11 per cent youth were educated between 10th and 12th level. Those youth who discontinued their education at this level and who had no facility and interest for getting higher education might have accepted independent occupations. Such youth might have ability of handling independent occupations. Government is also implementing a scheme to finance such self-employed youth after training them which is known a training for rural youth for self-employment. However, no youth took the benefit of this scheme.

Similar to agriculture, most of the youth who were between 12th and less were employed in family occupations like carpentry, barber etc. Majority of youth i.e. 42.11 per cent were employed in family occupations who had education between 10th and 12th standard. Since these youth discontinue their education at this level, till they get suitable job they join in family occupations.

4.5.2 Unemployment situation of rural youth

Study was undertaken to know the unemployment situation of rural youth in relatin with their education. The following table indicates this information.

Table 4.16

Distribution of rural youth by their educational level and unemployment situation

Sr. No.	Educational level	Total Number	Unemployed youth	Per cent unemployed
1.	Graduates and Post-graduates	41	18	43.90
2.	Diploma and Certificate course holders	9	4	44.44
3.	10th and 12th	79	17	21.51
4.	9th standard and less	87	18	20.69
5.	Illiterate	5	-	-

The above table indicates that the unemployment position among graduates, diploma and certificate course holders was more. In both the groups the unemployment proportion was about 44 per cent. Since these youth try to get occupations as per their qualifications, hence there seems more unemployment. However, the proportion was low i.e. about 21 per cent each regarding secondary and higher secondary level youth and below secondary educational level.

The proportion was low because the youth in these educational groups join their family agricultural occupation till they get suitable employment. While illiterate youth were either employed in farming occupation or mannual work and hence there was no unemployment situation.

4.5.3 Satisfaction towards job

An enquiry was made whether the rural youth were satisfied towards the jobs they were doing. An interesting observation was noticed. It was found that 69.51 per cent youth were not satisfied with their present jobs while only30.49 per cent were satisfied with their jobs. This situation might be due to the fact that many rural youth had chosen their jobs like agricuture and traditionally continued family jobs, since they were not able to get other jobs of their choice just after completing their secondary or higher secondary education. Hence, it was noticed that majority of the youth were not satisfied. However, those who were satisfied had either satisfactory job or they were unable to get any better job other than what they were presently possessing.

Reasons for no satisfaction towards jobs were also studied. Majority of the youth (40.35 per cent) stated that they were interested in other occupations or jobs as they had less interest in present jobs particularly those who were in family occupations like agriculture. This was followed by 38.60 per cent youth who needed more financial

help towards the occupations they were doing. Particularly for farming occupation the youth expressed that they need more money. About 14 per cent youth expressed that they need training because they were newly entered in the occupations like farming, carpentry, etc. Only 7.01 per cent youth expressed other reasons for no satisfaction towards the jobs they were holding.

4.5.4 Occupational aspirations of rural youth

The occupational aspirations of the rural youth were studied by asking a question to youth as "If you are free to choose any occupation looking to your present level of education and your ability, which three occupations/jobs will be aspired by you from the enclosed exaustive list?". The occupations/jobs aspired by youth were given weightages as mentioned in the methodology. The average weightage towards occupations aspired indicates youth's occupational aspiration score.

4.5.4.1 Categories of the occupations/jobs aspired

The occupations/jobs aspired by the rural youth were categorized into six groups. The occupations aspired with first choice are categorized and presented into follwoing table.

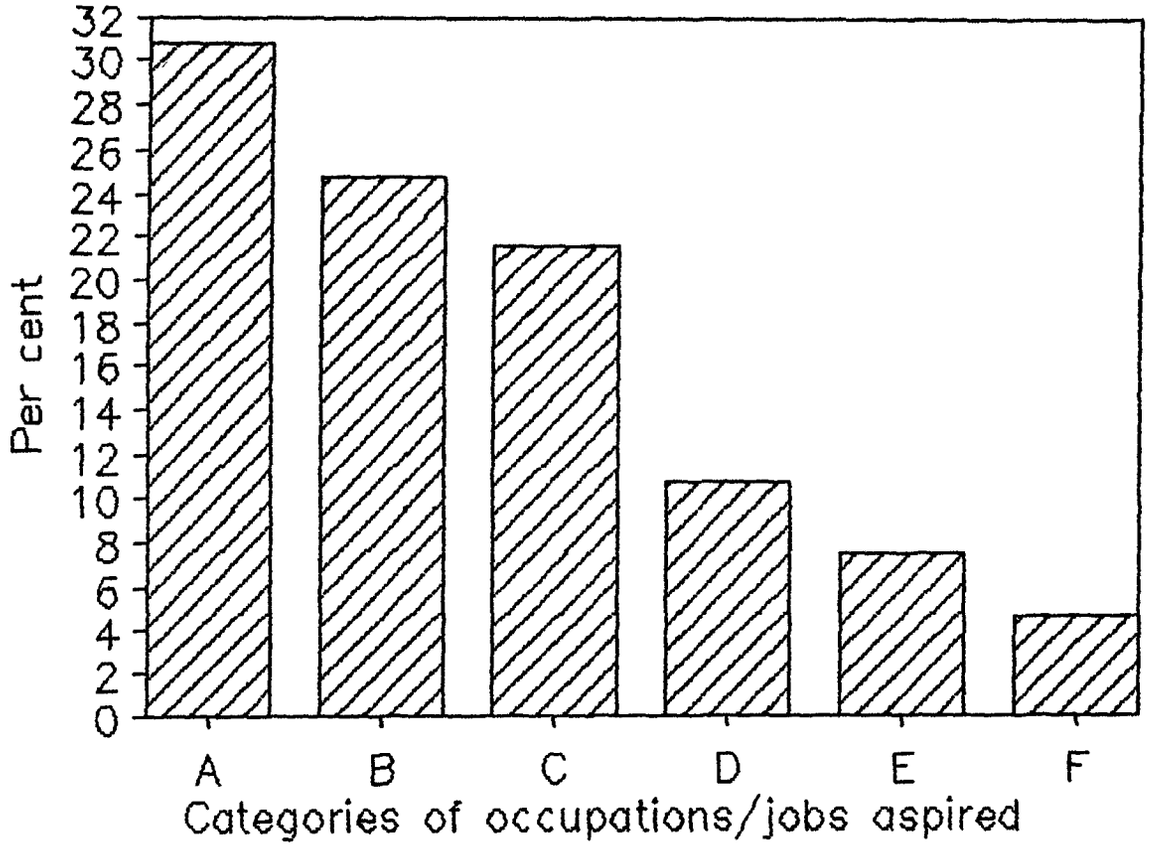
Table 4.17

Categories of occupations/job aspired by rural youth

Sr. No.	Categories of occupations/ jobs aspired	Number (N=279)	Per cent
1.	Skilled worker	86	30.82
2.	White collar	69	24.73
3.	Agriculturist	60	21.51
4.	Professional job	30	10.75
5.	Small business	21	7.53
6.	Unskilled manual worker	13	4.66
	Total	279	100.00

It is revealed from the Table 4.17 that majority of the rural youth (30.82 per cent) aspired the skills oriented occupations viz., driver, wireman, tailor etc. This was followed by white collar occupations which were aspired by 24.73 per cent youth. About 1/5 youth (i.e. 21.51 per cent) shown their interest towards agriculture or occupations like farming, dairying, poultry keeping, sheep or goat rearing etc. However, high status jobs viz., professional and small business type of occupations were aspired by about 18 per cent rural youth.

There was a tendency of the rural youth that they give much preference to the skill oriented jobs because they feel that the employment opportunities are more. Similarly,



A – Skilled Worker
B – White collar
C – Agriculturist
D – Professional job
E – Small business
F – Unskilled manual worker

Fig 7. Categories of occupations/job aspired by rural youth

the white collar jobs were aspired more because they provide assured income, less exertion and no uncertainties like agriculture. However, equal number of youth aspired for agriculture. This might be due to the fact that these youth had no other choice of aspiring other jobs except agriculture looking to their educational level. Agriculture is also a family occupation of many rural youth. To get professional jobs higher education is needed and one has to go through the process of competition. Similarly to start a small business activity requires talent, capital etc. which may be lacking with many youth. Hence very few youth might have aspired these jobs. Illiterate youth with less or no land might have aspired for unskilled/manual jobs.

4.5.4.2 Occupational aspiration level of rural youth

On the basis of occupations aspired and scores worked as per procedure given in methodology the rural youth were grouped into four categories by considering their aspiration level.

Table 4.18

Distribution of rural youth by their level of occupational aspiration level

Sr. No.	Occupation aspiration level		Number	Per cent
1.	Low	(Score 0.43)	22	7.89
2.	Medium	(Score 44-68)	154	55.20
3.	High	(Score 69-73)	55	19.71
4.	Very high	(Score 74-100)	48	17.20
	Total		279	100.00

It was observed from the Table 4.18 that majority of the rural youth i.e. more than one half had medium level of occupational aspiration (55.20 per cent). However, about 37 per cent youth had high and very high occupational aspiration while only about 8 per cent youth had low occupational aspiration level. Since agriculture and skill occupations fall under medium aspiration level, majority of the youth were found in this category. As shown in Appendix-3 the ranking of occupations was on the basis of prestige rating score which is equated to occupational aspiration. Hence occupations can be categorised as low, medium, high and very high categories.

4.5.4.3 Correlation between occupational aspiration score and independent variables

The zero order correlation between occupational aspiration score (dependent variable) and various independent variables viz., situational and personal variables, social system variables and psychological variables is presented in Table 4.19.

The data in Table 4.19 shows the results of correlation of independent variables with the occupational aspiration. It is evident that education, land owned, exposure to media, socio-economic status, family educational status, family income, intellectual self-concept, localite-cosmopolite value orientation, external conformity-individualism value orientation, individualistic-familistic

Table 4.19

Zero-Order correlation coefficient between independent variables and occupational aspiration (N=279)

Sr. No.	Independent variables	'r' value (N=279)
I.	Situational and Personal Variables	
	1. Age	0.0823^{NS}
	2. Education	0.6742^{**}
	3. Land owned	0.3514^{**}
	4. Exposure to media	0.4816^{**}
II.	Social system variables	
	1. Socio-economic status	0.2920^{**}
	2. Family educational status	0.45613^{**}
	3. Family income	0.3122^{**}
III.	Psychological variables	
	1. Intellectual self-concept	0.4867^{**}
	2. Localite-Cosmopolite value orientation	0.3876^{**}
	3. External conformity-individualism value orientation	0.2387^{**}
	4. Achievement orientation	0.1263^{*}
	5. Modern way of life	0.2396^{**}
	6. Individualistic-Familistic value orientation	0.2365^{**}
	7. Activistic-Passivistic behaviour value orientation	0.2908^{**}
	8. Attitude towards farming	-0.5110^{**}

* Significant at P = 0.05 level.

** Significant at P = 0.01 level.

behaviour and activistic-passivistic behaviour were positively and significantly correlated with their occupational aspiration while attitude towards farming was negatively correlated. The remaining only one variable i.e. age did not show any significant relationship. The findings and discussion in respect of each independent variable is given below.

4.5.4.3.1 Situational and personal variables and occupational aspiration

1. Age and occupational aspiration

Age and occupational aspiration was not found to be significantly correlated. The youth were ranged between 17 and 25. The result did not support the original proposition. Hence, as age increased correspondingly their occupational aspiration did not increase or decrease. Since these youth belong to the group of realistic choice, their occupational aspiration would generally be realistic nature. These youth may aspire occupations with either high or low status looking education and skill attainment required for the occupation rather than age. Hence there might be non-significant relationship between age and occupational aspiration.

2. Education and occupational aspiration

The correlation coefficient between education and occupational aspiration was 0.6742 which was statistically

significant at 0.01 level of probability. The result supported the original proposition. It is concluded that as the level of education increases the occupational aspiration level also increases. Certainly, education has positive effect in aspiring higher level jobs by the youth. As the youth take higher education they also get qualified for higher level jobs.

Haller (1966) also reported similar views. He concluded that young person's performance in the educational system highly influences his level of achievement in the occupation system (High correlation between the number of years of school completed and prestige level of occupational achievement). Occupational achievement is outcome of occupational aspiration.

3. Land owned and occupational aspiration

There was positive and significant correlation between land owned by the youths' family and occupational aspiration. This supported the original proposition. Possession of land increases economic status of the youth. A youth may aspire atleast for agriculture if he does not aspire for high status jobs. However, more land possession will support financially to the youth for higher education. Higher education may further support aspiration for high status jobs.

4. Exposure to media and occupational aspiration

A highly significant correlation between exposure to media and occupational aspiration was noticed. This supported the original proposition. Hence, as media exposure increases correspondingly occupational aspiration also increases. Higher media exposure helps the youth to think for high status jobs. It was also noticed that exposure to media has positive and significant correlation with educational aspiration. Hence, higher educational attainment exposes an individual (i.e. youth) towards higher level of occupational aspiration and ultimately aspiration for white collar or professional jobs.

4.5.4.3.2 Social system variables and occupational aspiration

1. Socio-economic status (SES) and occupational aspiration

There was a positive and highly significant correlation observed between socio-economic status of rural youth's family and occupational aspiration. This supported the original proposition. High SES indicates sound position of the individual with respect to his economic condition and social aspects also. The parents of youth in high SES families may encourage them for higher education and ultimately the youth develop higher aspirations towards occupations. Thus, it is expected to have a positive and

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significant relationship of SES with occupational aspiration.

2. Family Educational Status (FES) and occupational aspiration

The FES of the youth and occupational aspiration were found to be positively and significantly correlated. This supported the original proposition. The FES is educational achievement of the whole family. The high FES has more influence on the behaviour and activity of an individual. The educated members of the family may influence the youth regarding their future education as well as choice of their occupations. Hence a significant association might have been observed between FES and occupational aspiration.

3. Family income and occupational aspiration

There was a highly significant and positive correlation noticed between family income and occupational aspiration of rural youth. This supported the original proposition. Individual with more income can solve his problems which are economic in nature. Even higher education many times depend upon good economic position of the family. The higher education may further orient the youth towards high status jobs. Hence the basic factor is income. Therefore, family income may be significantly correlated with occupational aspiration.

4.5.4.3.3 Psychological variables and occupational aspiration

1. Intellectual self-concept and occupational aspiration

A significant and positive correlation between intellectual self-concept and occupational aspiration of rural youth might be due to the fact that the youth with high intelligence level will compete for high prestige jobs. These jobs may be generally white collar or professional. Hence the youth may develop high occupational aspiration with their high intelligence level.

2. Localite-cosmopolite value orientation and occupational aspiration

A highly significant and positive correlation was observed between localite-cosmopolite value orientation and occupational aspiration of rural youth. This supported the original proposition. The result with these bipolar variable indicates that the individual who tend towards cosmopolite value orientation had higher occupational aspiration while localites had lower occupational aspiration. The positively significant result may be due to the fact that the youth with cosmopolite value orientation may develop interest for the jobs or occupations which are at outside places away from the village i.e. at urban places. These jobs or occupations may be with high prestige

than the occupations generally found in rural areas.

3. External conformity - Individualism value orientation and occupational aspiration

A highly significant and positive correlation between External Conformity - Individualism and occupational aspiration was observed. This supported the original proposition. This results may be interpreted as the youth who tend towards external conformity value orientation might have developed high occupational aspiration. The external conformity value orientation indicated that the individual consult with many persons for taking any decision. Higher occupational aspiration may be noticed with such persons as they think for high prestige ranked jobs.

4. Achievement orientation and occupational aspiration

There was a significant and positive correlation observed between achievement orientation and occupational aspiration. This supported the original proposition. Achievement orientation implies that in his economic roles the actions and modes of action are selected by the person himself and he can achieve socio-economic mobility to the extent he desires. The significant result may be due to the fact that the youth who expect more money, more fame and high status may strive for high status jobs/occupations. It is true that generally the high status or prestige jobs

provide more money. Therefore, both these variables go together positively and significantly. There may be reversible influence also. Haller (1966) stated that levels of educational and occupational achievement in adult life are simultaneously influenced by levels of educational and occupational aspiration in youth.

5. Modern way of life and occupational aspiration

The correlation coefficient between modern way of life and occupational aspiration was found statistically significant at 0.01 level of probability. This supported the original proposition. The positive and significant relationship between these variables would have been due to the fact that high status occupations or generally white collar occupations require high educational achievement by an individual. Higher education develops modern attitude towards life. Hence modern way of life and occupational aspiration found to be significantly related.

6. Individualistic - familistic value orientation and occupational aspiration

A high significant correlation was noticed between bi-polar variable individualistic - familistic value orientation and occupational aspiration. This supported the original proposition. The youth who were individualistic in their behaviour found to have high occupational aspiration. Particularly in rural situation the parents of youth are

less educated. Therefore they did not give much advice to the youth in choosing of proper jobs. However, the youth themselves have to take decisions in deciding suitable jobs. Even they may aspire challenging and high prestige jobs without any hesitation. The high score on the bi-polar variable individualistic-familistic behaviour indicate individualistic trend may give higher occupational aspirations.

7. Activistic - passivistic value orientation and occupational aspiration

The correlation between activistic - passivistic value orientation and occupational aspiration was found to be highly significant at 0.01 level of probability. This supported the original proposition. As the individual (rural youth) tends to be more active, his occupational aspiration simultaneously will be of higher type. These active type of youth will try to get more education which is required for high status jobs. That means individual with activistic behaviour aspire for high prestige jobs (i.e. white collar or professional). The youth with passivistic behaviour may think of any type of job. Hence, youth with activistic behaviour may develop high ambitions and ultimately aspire for prestige oriented jobs/occupations.

8. Attitude towards farming and occupational aspiration

The correlation between attitude towards farming and occupational aspiration was found to be negatively significant at 0.01 level of probability. It indicates that with unfavourable attitude towards farming higher would be the occupational aspiration. This type of result may be due to the fact that the youth who incline for high status jobs or high occupational aspiration develop less interest towards agriculture. Agriculture is supposed to be the job with low status.

4.5.4.4 Multiple regression analysis of variables associated with rural youth on occupational aspiration

Fifteen variables in three categories viz., situational and personal, social system variables and psychological variables were taken to determine their influence on occupational aspiration. It is evident from the results of multiple regression in Table 4.20 that when all 14 variables taken together explained a significant amount of variation i.e. 50.75 per cent in the occupational aspiration of rural youth was observed. However, out of these variables only two variables i.e. education and family income were found to be significantly contributing to the total variation.

Table 4.20

Multiple regression analysis of independent variables with occupational aspiration

Sr.No.	Variable	'b' value	't'value
I.	Situational and personal variables		
	1. Age	- 0.2115	0.8008
	2. Education	1.9601	7.5516**
	3. Land owned	- 0.3345	1.6199
	4. Exposure to media	0.5472	1.4649
II.	Social system vaiables		
	1. Socio-economic status	0.0907	0.5425
	2. Family educational status	- 0.0263	0.7188
	3. Family income	0.2607	2.0122*
III.	Psychological variables		
	1. Self concept of intelligence	0.2524	0.9319
	2. Localite-cosmopolite value orienation	0.5105	1.1691
	3. External conformity - individualism value orientation	0.1159	0.3322
	4. Achievement orientation	- 0.0691	0.2464
	5. Modern way of life	- 0.3607	0.7369
	6. Individualistic-familistic value orientation	0.1383	0.3495
	7. Activistic - passivistic value orientation	0.4117	1.0058

R^2 = 0.5075

* = Significant at 0.05 level of probability
** = Significant at 0.01 level of probability.

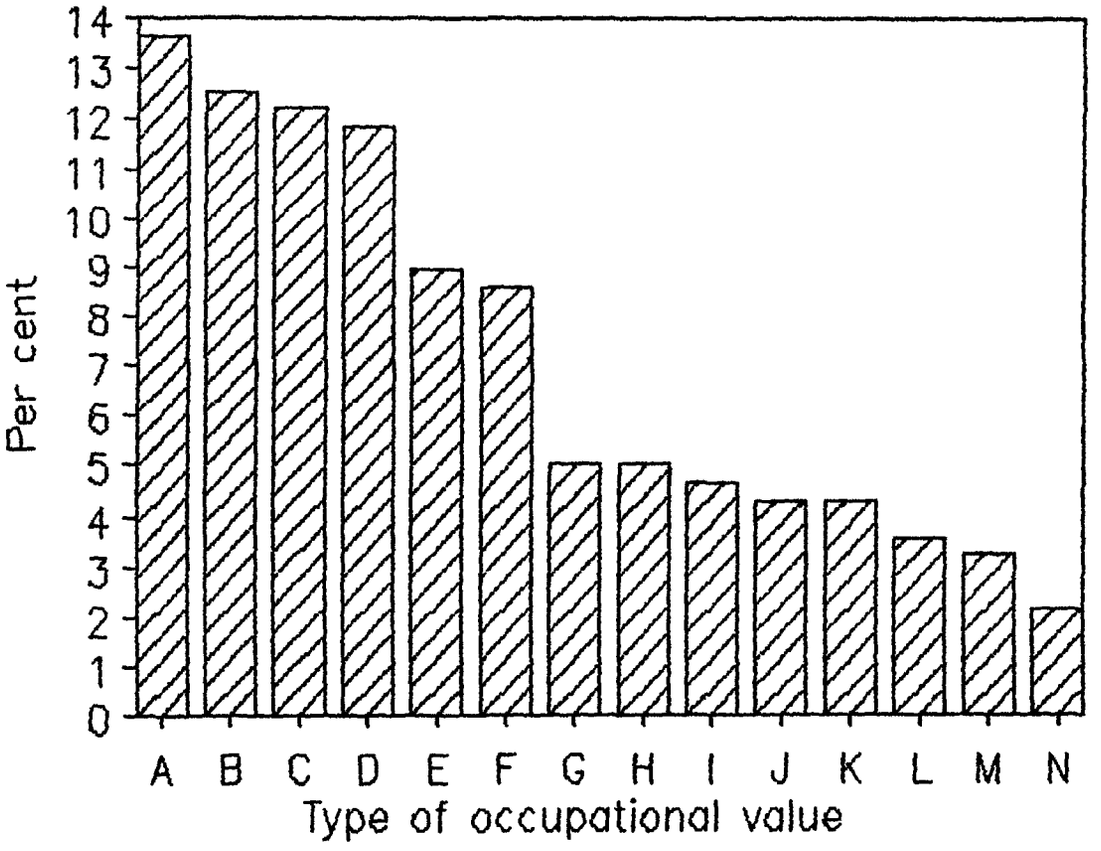
4.5.5 Occupational values

According to Singer and Stefflre (1954) job value is the source of satisfaction in work. In the present study occupational value is interpreted as an empirically measured tendency to respond favourable or unfavourably to some generalised conception about such as security, salary etc. in occupation or job. Each youth was asked to select one job value out of 14 occupational values which he considered most vital in selecting an occpation. Preferences of rural youth towards occupational values they have preferred is worked out. The Table 4.21 shows the preference scores and ranks for occupational values.

Table 4.21

Preference of occpational values by rural youth and their ranks

Sr. No.	Type of occupational value	Number of youth preferred	Per cent (N=279)	Rank
1.	Interested job	38	13.62	I
2.	Mental work	35	12.54	II
3.	Security	34	12.19	III
4.	Salary	33	11.83	IV
5.	Independence	25	8.96	V
6.	Service to society	24	8.60	VI
7.	Familism	14	5.02	VII
8.	Social status	14	5.02	VII
9.	Achievement	13	4.66	VIII
10.	Nearness	12	4.30	IX
11.	Creative work	12	4.30	IX
12.	Individualism	10	3.58	X
13.	Hard work	9	3.23	XI
14.	Material comfort	6	2.15	XII



A – Interested job
B – Mental work
C – Security
D – Salary
E – Independence
F – Service to society
G – Familism
H – Social status
I – Achievement
J – Nearness
K – Creative work
L – Individualism
M – Hard work
N – Material comfort

Fig 8. Preference of occupational values by rural youth and their ranks

It is observed from the Table 4.21 that the occupational value viz., interested job was preferred by majority of the youth and ranked first. This was followed by mental work and security which were ranked second and third, respectively. However, the value viz., hard work was ranked at eleventh place. The value 'material comfort' was ranked at lowest level as twelfth rank. It is seen that rural youth put more value towards interested job, mental work and security if free choice is provided. But in the job market these values were not given much preference by the rural youth. The youth have to struggle to get jobs which they wish. Many times they have to compromise with the different occupational values. Various studies on values indicated that boys and girls differ significantly in their preference. Praharaj and Sinha (1973) stated that boys are higher on the job values of security, friendly working people while girls are high on social position. Further they found that different values are preferred as per educational level. There is growing feeling among the educated to prefer security, social service. Thompson (1966) also stated security value. However, in the present study interested job, mental work and security were ranked at higher level by a mixed group of youth (i.e. youth having various levels of education).

4.5.6 Attitude of rural youth towards farming

It was necessary to study the attitudes of rural youth towards agriculture, which is family occupation of

many youth. Many youth join in farming occupation unwillingly. Due to higher education and attraction for urban jobs some youth may have disinterest towards agriculture. This may be expressed through their attitudes. Hence attitudes of the youth were studied.

The Table 4.22 is presented to show the levels of attitudes expressed by rural youth towards farming.

Table 4.22

Distribution of rural youth by their levels of attitudes towards farming

Sr. No.	Level of attitudes	Number	Per cent
1.	Unfavourable attitude (Score 0-44)	168	60.22
2.	Favourable attitude (Score 45-88)	111	39.78
	Total	279	100.00

It is revealed from the above table that majority of the rural youth expressed unfavourable attitude (i.e. 60.22 per cent) whereas only 39.78 per cent youth had favourable attitude towards farming. Though farming is family occupation of a large majority of youth but they are developing unfavourable attitude towards farming. The rural youth are generally attracted towards non-agricultural jobs.

It is evident from the Table 4.23 that six variables out of fourteen variables were significantly associated with attitude of rural youth towards farming. The variables viz., education, family educational status, localite - cosmopolite value, modern way of life and individualistic-familistic behaviour were negatively and significantly correlated with attitude towards farming while only variable i.e. land owned is significantly and positively related with attitude towards farming.

4.5.8 Situational and personal variables and attitude towards farming

There was non-significant relationship between age and youth's attitude towards farming. This supported the original proposition. This relationship may be due to the fact that irrespective of age level the youth might have possessed more or less inclination towards farming occupation. Youth generally show interest in agriculture occupation when they have low educational level and do not compete for other jobs.

The negative and significant relationship between education and attitude towards farming could be interpreted as higher the educational level of the youth less would be his attitude towards farming. This finding gets support from the study conducted by Dhavale (1985) as there was significant association with agricultural aspirations.

The positive and significant relationship between land owned and attitude towards farming would have been due to the fact that more the possession of land by the youth's family more would be the inclination of the youth towards farming. Youth are generally get involved in the family farms and develop positive attitude. The study of Davale (1985) also indicated the similar results.

Exposure to media had non-significant correlation with attitude towards farming. Exposure to media may develop inclination of youth towards occupations other than agriculture which may be located at urban places. Such occupations are generally blue collar or white collar type. Hence there may exist non-significant relationship between these two variables.

4.5.9 Social system variables and attitude towards farming

Out of four social system variables only family educational status was significantly and negatively correlated with attitude towards farming. This type of relationship might be observed due to the fact that higher educational status of the family may have indirect influence on the youth to think for occpations which are linked with higher education than agriculture i.e. the occupations may be of white collar or blue collar nature.

The other independent variables viz., socio-economic status and family income did not show any

significant relationship with attitude towards farming. These variables do not influence specific attitude formation towards agriculture.

4.5.10 Psychological variables and attitude towards farming

There were seven variables under the psychological category. However, three independent variables viz., localite-cosmopolite value orientation, individualistic-familistic behaviour and modern way of life had significant and negative relationship with attitude towards farming. The result between localite-cosmopolite value orientation and attitude towards farming was found to be negatively significant. This may be interpreted as when the individual is inclined towards cosmopolite value orientation less would be his attitude towards farming and vice-versa. Singh (1967) also found negative relationship between adoption behaviour and cosmopolite value orientation. The individual thinking for local activities may develop favourable attitude towards farming. Simiarly as individual inclines towards individualistic behaviour less favourable would be his attitude towards farming whereas when and individual inclines towards familistic behaviour there is more favourable attitude for farming. If the individual had modern way of life his attitude towards farming would be unfavourable.

The independent psychological variables viz., self concept of intelligence, external conformity-individualism, achievement orientation and activistic-passivistic behaviour were negatively correlated and had no significant relation. These variables had negative influence e.g. high intelligent persons maynot prefer farming as it is having low prestige rating. Such youth generally prefer white collar jobs with more prestige. Kaldar et al. (1962) confirmed that those youth planning to farm have lower intelligence score.

4.5.11 Multiple regression analysis of independent variables with attitude towards farming

Fourteen independent variables taken together and their multiple regression was worked out with attitude towards farming. The multiple regression analysis (Table 4.24) showed that the vaiation towards attitude towards farming is 14.84 per cent. However, out of these variables only three variables viz., land owned, exposure to media and family educational status were found to be significantly contributing to the total variation.

Table 4.24

Multiple regression analysis of independent variables with attitude towards farming

Sr.No.	Variable	'b' value	't' value
I.	Situational and personal variables		
	1. Age	0.5195	1.5407
	2. Education	-0.4696	1.3828
	3. Land owned	0.5282	2.0034*
	4. Exposure to media	1.0018	2.1005*
II.	Social system variables		
	1. Socio-economic staus	0.1566	0.7339
	2. Family educational status	-0.0912	1.9633*
	3. Family income	-0.0027	0.0166
III.	Psychological variables		
	1. Intellectual self concept	0.1998	0.5774
	2. Localite-cosmopolite value orientation	-0.4883	0.8757
	3. External conformity-Individualism value orientation	-0.0136	0.3065
	4. Achievement orientation	-0.0103	0.0287
	5. Modern way of life	-0.90528	1.4485
	6. Individualistic-familistic behaviour	-0.2928	0.0579
	7. Activistic-passivistic behaviour	0.3003	0.5742

R^2 = 0.1484

* = Significant at 0.05 level of probability

** = Significant at 0.01 level of probability.

4.6 Strategy for Vocational Development of Rural Youth

In the light of the present study a model towards vocational development of rural youth has been presented (See page 156). The process of vocational development is concerned with the prediction and explanation of the process of occupational choice making. This process actually starts with the formation of aspirations in three major periods of youth viz., fantancy, tentative and realistic period. The aspirations at realistic period (i.e. between 17 and 25 years age) are generally realistic in nature. Vocational aspiration, preference and choice are considered to be on the same continuum known as the process of vocational or occupational choice.

The youth in the realistic period aspire for the occupations as per their abilities, educational levels and the values they attach to various occupations. Ginzberg et al. (1951) in the theory of occupational choice indicated that the process of occupational choice ends in a compromise between interest, capacities, values and opportunities. The model gives the picture of vocational development process which is linked with various factors.

Situational and personal, social system and psychological variables found to have much influence on educational and occupational aspirations and in developing attitude towards farming in rural youth. The situational and personal variable viz., age, education and exposure to

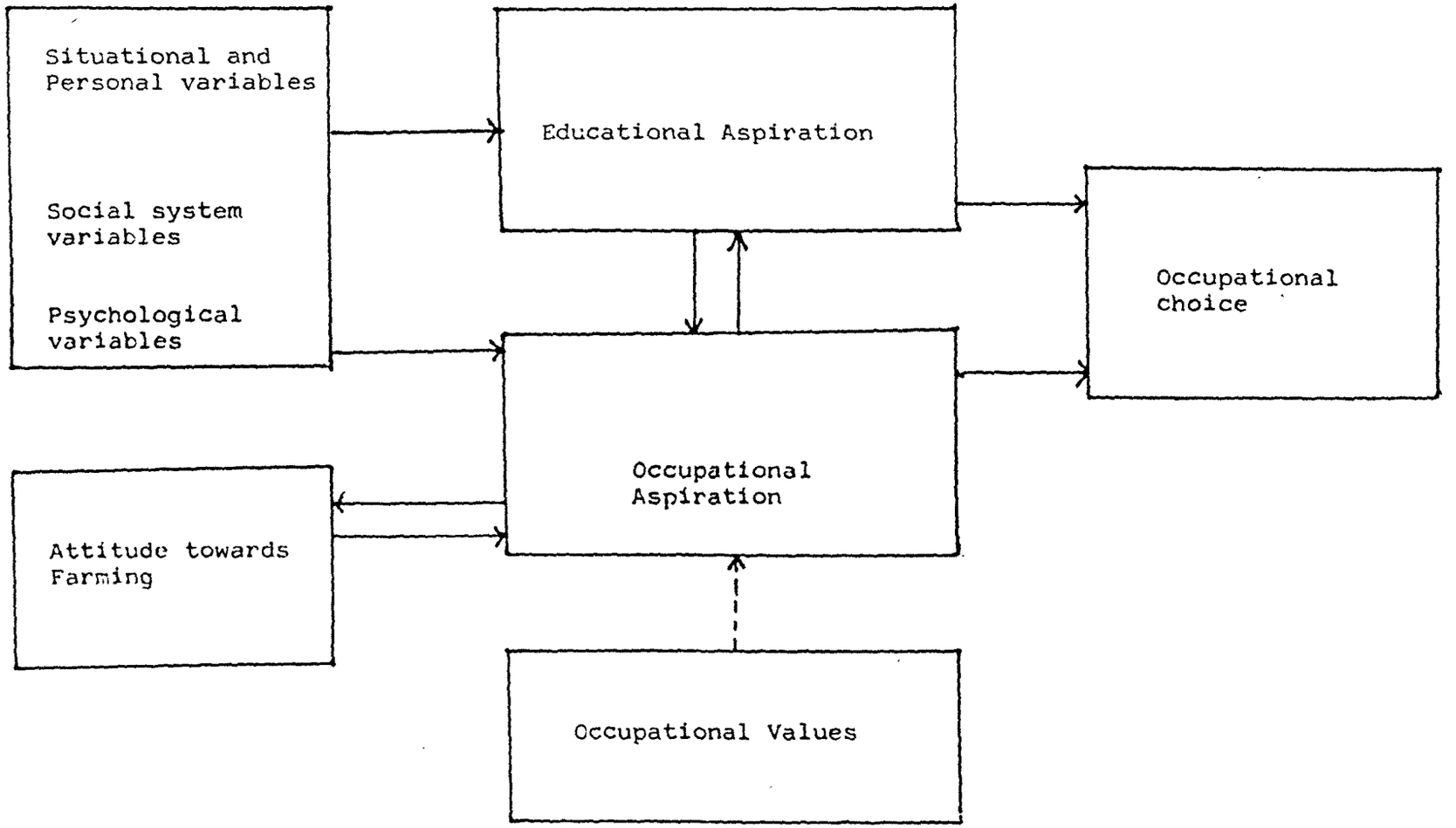


Fig.9 : Vocational Development Process in Rural Youth.

media had significant and positive relationship with educational aspirations. Particularly those youth whose age has been advanced i.e. upto 25 years with continuing college or higher education may aspire towards higher education. Similarly, those youth who were exposed to various mass media viz., newspapers, radio, T.V. develop insight for higher education and higher educational aspirations.

Social system variables also contribute towards educational aspirations of the youth. The significantly contributing variables are family educational status and income of the family. Educated persons from the family initiate the youth towards higher eduational aspirations. Similarly, the higher income helps in meeting the expenditure towards higher education. Hence the youth whose family income is higher, they aspire for higher education.

Psychological variables also influenced the youth towards higher educational aspirations. The contributing variables were intelligence, external conformity, achievement orientation and activistic behaviour. Out of all the rural youth only 40.14 per cent of them (N=112) aspired for higher education. The rural youth who completed their education at degree, diploma or certificate level as well as those youth who stopped education at primary and secondary school level generally did not show any educational aspiration. However, those youth who were continuing education aspired for higher education. Their educational

aspiration was influenced by personal, situation, social system and psychological variables. There was highly significant and positive relationship between educational aspiration and occupational aspiration (r = 0.418 d.f.110). Hence, those youth aspired for high education had high occupational aspirations i.e. high status occupations.

Occupational aspiration : The occupational aspirations were influenced by situational and personal, social system and psychological variables. They were also influenced by the educational aspirations and attitude towards farming.

Except age all personal, situational, social system, psychological variables were significantly related to occupational aspiations. Even land was significantly and positively related to occupational aspiration indicating that the youth having more land had aspiration towards high status jobs except agriculture. The regression analysis indicated that out of all variables education and family income were found to be significantly contributing to the total variation i.e. about 50 per cent. Hence education played important role in developing higher aspiration towards high status jobs. Similarly higher family income influenced for higher occupational aspirations. The rural youth with average education upto secondary and higher secondary level aspired skill oriented jobs. This was followed by white collar jobs and then agricultural occupations.

Attitude towards farming : The attitude of rural youth towards farming was in general becoming unfavourable. A large majority of the youth (62 per cent) had .. low levels of attitudes towards farming though 75 per cent youths' families belonged to agriculturists. There was negatively significant relationship between attitude towards farming and occupational aspiration ($r = -0.511$). The youth who had low attitude towards farming aspired for high status jobs. The attitude towards farming was influenced by personal, situational, social system and psychological variables. The variables viz., education, family educational status, intelligence, cosmopolite value, modern way of life, familistic behaviour were negatively and significantly correlated. The only variable i.e. land owned was positively and significantly correlated with attitude towards farming.

Occupational values : The values associated with various occupations determine the choice of occupations by the youth. The study of occupational values of rural youth indicated that they placed highest value for the interested job followed by mental work, security, salary and other values. The lowest values were placed on creative work, nearness and material comfort. It was clear that earning money (i.e. salary) was not given top most rank value but it was ranked fourth. Generally the occupations consisting mental work were ranked higher value (i.e. second). Such

occupations might be school teacher, clerk while the occupations with the value of hard work were ranked lower i.e. on eleventh position for the occupations like agriculture, labour, carpentry, smithy etc. Various work values determine what would be their occupational aspirations and occupational choices in future.

Occupational choice is the final decision on the part of individual in selecting occupation as his life career. The occupations so selected may be influenced by various factors in the job market like huge competition, suitable qualifications for getting them. Generally, the youth have three alternatives. The first one is to remain unemployed till getting job. Second alternative is to work in the agriculture or family occupation till he gets the other job. The third alternative is to get any other job even of lower status to meet financial requirements.

Summary, Conclusions and Implicatons

5. SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter deals with the summary of the research conducted, related conclusions, implications and suggestions made regarding further research.

Youth is the transitional period between later childhood and early adulthood. Usually youth refer to the age group of 12-25 years. Youth is the stage of readiness in which individual's total energies and potentialities are waiting for full utilizaition. The youth stage has been described by various ways. Physiologically youth stage is of rapid physical growth resulting in added strength, stamina and energy. Psychologically this period is characterised by sensitiveness, urge for creative activity and a craving for recognition. Sociologically, youth not only seeks status in society but is prepared to work for it.

The population of youth in India is more than 22 per cent of the total population which ultimately decide the future of Indian society. Our youth are rural youth as India lives in villages. They face numerous problems towards their education, vocation and cultural development. The majority of the rural youth have limited opportunities regarding educational attainment and the occupations they have to select as compared to urban youth. They have to live in adverse condition in which their abilities and opportunities are thwarted. Many rural

youth are school drop-outs which ultimately remain deprived of higher education.

The rural youth are motivated for education for employment. However, very few of them get an opportunity for higher education and job oriented education. There is a tendency among educated youth to prefer white collar jobs which are accorded socially higher status. Such jobs are generally located in urban places which require competition with urban youth. By this way rural areas push their young people to urban areas while urban areas also push these youth to rural areas. But nonavailability of suitable jobs in the urban areas force rural youth either literate or illiterate to join agriculture. It can be said that the todays rural youth prefers farming with less interest when he has no other alternatives. Hence the rural youth are at crossroads regarding their future.

The educational development in rural youth would depend upon the aspirations and interest which ultimately decide their vocational choice. The educational and vocational development are integral parts of youths' development along with other developments viz., physical social, intellectual, emotional and spiritual.

This study has been planned to investigate the characteristics of rural youth including their present status of educational and occupational activities. The study further probed into aspirations both educational and

occupational including values preferred towards job selection as a part of vocational development.

The following objectives have been set.

5.1 Objectives of the study

1. To study the personal, situational, social system and psychological characteristics of rural youth.

2. To study educational activities of rural youth including problems of school drop-outs.

3. To find out relationship between selected characteristics of rural youth and educational aspiration.

4. To study employment situation of rural youth.

5. To study occupational aspiration of rural youth and to find out its relationship with selected characteristics of rural youth.

6. To study attitude of rural youth towards farming.

7. To study the values attached to various jobs aspired by the rural youth.

8. To indicate vocational development process of rural youth in the light of their educational occupational aspirations.

5.2 Locale and Methodology

The methodology of this study consisted of locale of this study, selection of villages and sample of rural youth, development of measures for various concepts and variables and finalization of an interview schedule and application of statistical tools for testing of results.

The research was undertaken in Ahmednagar district. In order to represent the whole district one village from each taluka was randomly selected. From each village 25 male youth of age group between 17 and 25 have been selected randomly for data collection. However, all youth could not be interviewed due to their unavailability. Hence the sample consisted of 279 youth from 13 villages in 13 talukas of Ahmednagar district.

Three dependent variable viz., educational aspiration, occupational aspiration and attitude towards farming were studied. Appropriate operational measures were used to measure these variables.

The study included 15 independent variables in three categories viz., personal and situational, social system and psychological. The personal and situational variables included age, education, land holding and mass media exposure. The measurement of these variables was made in terms of the actual quantity as per the measurement tools operationally defined for the purpose. The social system variables were measured with some available

standardized tools. The socio-economic status scale developed by Trivedi and Pareek (1963) was used to measure socio-economic status of the youth's family. The family educational status was measured with the help of methodology adopted by Mulay and Ray (1973).

The psychological variables included in the study were measured with various scales. The measurement of intelligence was made with the help of Slocum index of Intellectual Self Concept (1976). Whereas value orientation scales viz., Localite-cosmopolite, Individualism-external coformity indices developed by Murthy and Singh (1974) were used. The measures developed by Reddy and Bhatt (1977) towards measurement of two values viz., 'Individualistic-familistic' and 'Activistic-passivistic' were used. The variables viz., 'Modern way of life' and 'Achievement' were measured according to the scale of Singh (1987) with little modifications.

The interview schedule was developed in accordance with the obejctives laid down in the study. The developed schedule was pre-tested for its reliability and validity.

The important research findings are presented below.

5.3 Characteristics of rural youth

5.3.1 Personal and situational characteristics of rural youth

The study indicated that majority of the youth were educated at secondary educational level (i.e. 38.71 per cent) followed by higher secondary and primary level (14.70 per cent each). The graduates were 21.85 per cent. Only about 3 per cent youth completed their education at post-graduation. Five per cent youth had professional education of either certificate or diploma level.

Majority of the youth belonged to the higher castes i.e. 59.50 per cent. Particularly Maratha was dominant caste. This was followed by O.B.Cs. They constituted 24 per cent, while lower caste youth were 16.50 per cent.

The data indicated that about 32 per cent youth were found married. Their average age at marriage was 20.39 years which is slightly less than minimum level for males by law.

About 1/5 rural youth's families did not possess any land holding. However, a large majority of youth's families (54 per cent) possessed land less than two hectares. Only six per cent possessed more than 4 ha. land. In general, the land holding possessed by youth's families was small.

The utilization of mass media by the rural youth were measured by media exposure score. It was observed that about 55 per cent youth had medium media exposure. About 26 per cent youth had low while about 19 per cent youth had high media exposure.

5.3.2 Social system characteristics

The socio-economic status of the families of rural youth was measured with the help of Trivedi and Pareek's scale. It was revealed that majority of the youth i.e. 47.31 per cent had low socio-economic status. The youth having medium socio-economic status were slightly less than earlier group i.e. 41.22 per cent. Only 11 per cent youth had high socio-economic status. It is concluded that most of the rural youth had either low or medium socio-economic status.

The family educational status was worked out as per the procedure given by Mulay and Ray. Majority of the rural youth had medium to low family educational status.

About 90 per cent youth had their family income less than Rs.20,000/-.

5.3.3 Psychological characteristics

The intelligence of youth was measured with the help of a test known as 'Intellectual self concept' developed by Slocum. The results indicated that the youths

who had average score (11-15) were in majority i.e. about 47 per cent. However, those youth who had good and excellent intelligence were about 44 per cent. Only 9 per cent youth were found to have poor intelligence.

The results on localite-cosmopolite value orientation indicated that about three fourth youth had high scores. This indicated that a large proportion of the youth tended to be cosmopolite.

The rural youth were also studied on their value orientation towards external conformity-individualism. The external conformity-individualism scale was used to know each individual's score on this scale. The results indicated a large majority of the youth (about 83 per cent) had individualism value orientation from low to high which indicated that they were taking decisions as their own without consulting other members outside family.

Individualistic-familistic orientation of rural youth was studied by using already developed scale and scores were worked out. The results towards individualistic-familistic orientation showed that majority of the youth were oriented towards familistic type of value. This indicated that there was more influence of family an individual's activities.

Majority of the youth were activistic oriented. Slightly more than fifty per cent youth were activistic

certificate or post-graduate level. Among them highest proportion i.e. 64 per cent were graduates in Arts, Science or Commerce faculties.

Those who were continuing their education were 20.79 per cent. Among them 43 per cent were studying at 10th and 12th level. The youth who were at graduate levels in all faculties were 43 per cent while 11 per cent were at post-graduate level.

The drop-outs or youth who discontinued education were studied regarding their option towards further education or occupational training if some facilities were provided. The results indicated that majority of the dropout youth (33 per cent) opted for training in agriculturally oriented jobs viz., seed production, dairy and poultry keeping because they were engaged in agriculture and related occupations.

Among non-agricultural jobs training opted by dropout youth preference was given for jobs viz., tailoring, wireman and typist. These jobs were skill oriented and required education upto secondary school certificate level. Youth might have felt that either they will be self employed or get employment easily. However, about 17 per cent youth either preferred any training nor higher education.

The desire of parents towards educational expectations of their sons indicated that majority of the parents (52 per cent) expressed that sons should complete job oriented courses. Only 14 per cent parents were of the opinion that the education of sons should be at graduation level.

It is observed that 31 per cent parents did not express any expectation. However, they left the decision to their sons themselves.

5.5 Educational aspirations of rural youth

Only about 40 per cent rural youth aspired for higher education. Out of them the majority of rural youth aspired educational qualification of B.A. (24.12 per cent). This was followed by M.Com., B.Com. and M.Sc., respectively. Aspirations towards technical educational courses were at low level.

Majority of the youth i.e. about 49 per cent aspired that their educational level should be at graduation level in various faculties. This was followed by post-graduate level (about 34 per cent) while 17 per cent youth aspired certificate level education.

Among situational variables viz., age, education and exposure to media had significant and positive correlation with educational aspirations.

Among social system variables family educational status and family income were significantly correlated with dependent variable educational aspiration.

Out of all psychological variables studied intellectual self-concept, external conformity individualism, achievement orientation and activistic passivistic behaviour were found to have significant correlation with educational aspiration.

5.6 Employment situations of rural youth

Fiftyone per cent youth were found employed whereas 20 per cent were unemployed while 21.00 per cent were continuing their education.

Among employed youth majority of them were employed in agriculture i.e. 41.45 per cent. Seventeen per cent were employed as farm labour while 12 per cent each were employed in some organizations and self employed in family occupations other than agriculture. Eleven per cent of the youth were employed in independent occupations. Only seven per cent were employed as skill workers.

5.7 Education and occupational choice

A large majority of the youth i.e. 82 per cent who studied upto 12th standard and below were employed in agriculture. About 10 per cent graduates or post-graduates were found employed in agriculture.

The majority of youth (57.89 per cent) who were serving in organizations were graduates and post-graduates. This was followed by the youth who had educational level between 10th and 12th i.e. 21.05 per cent.

The youth who were working as farm labour had their educational range between illiterate and 12th. It is further observed that almost 43 per cent youth's education range was 10th to 12th. The reason might be due to dis-continuance of education and poor economic condition of youth's family.

Among self employed youth in family occupation other than agriculture, majority i.e. 42.11 per cent were educated between 10th and 12th.

Almost all youth who were employed as skilled workers e.g. vehicle driver had education upto 12th.

5.8 Unemployment situation of rural youth

Among unemployed youth majority i.e. 66 per cent were educated upto 12th. This was followed by graduates and post-graduates i.e. 29.82. On further enquiry it was observed that majority of unemployed graduates were B.Com.

Among employed youth 69.51 per cent of them were not satisied with their present jobs. The reason stated

by majority of youth for no satisfaction with their present job was that they were interested in other occupation or service i.e. 40.35 per cent.

The ranking of occupational values preferred by rural youth in selection of occupations according to their perceived importance were with following sequence :

1) Interested job I
2) Mental work II
3) Security III
4) Salary IV
5) Independence V

5.9 Occupational aspirations of rural youth

Majority of the youth i.e. 30.82 per cent aspired occupations as skilled workers viz., industrial workers, wireman, tailor, bus conductor followed by white collar jobs i.e. 24.73 per cent (Clerk, Teacher, Gazetted Officer etc.) while 21.51 per cent youth aspired to be agriculturists.

Among situational variables education and exposure to media were significantly correlated with occupational aspiration. The values or 'r' were 0.6742 and 0.4816, respectively.

All social system variables viz., Socio-economic status, family educational status (FES) and family income

were found to be significantly correlated with occupational aspiration.

All psychological variables were significantly correlated with occupational aspiration.

5.10 Attitude towards farming

A significant correlation was found with two situational variables viz., education and possession of land with attitude of rural youth towards farming. However, the variable education was negatively correlated.

Among social system variables family educational status (FES) was significantly and negatively correlated with attitude towards farming.

Three psychological variables viz., localite-cosmopolite value orientation, modern way of life and individualistic-familistic behaviour were negatively correlated with attitude towards farming.

5.11 Multiple regression between independent variables and attitude towards farming

The multiple regression between fifteen independent variables and attitude towards farming showed that the variation was 14.84 per cent. However, out of these variables only three variables viz., land owned, exposure to media and family educational status were found

to be significantly contributing to the total variation.

5.12 Strategy for vocational development of rural youth

The process of vocational development is concerned with the prediction and explanation of the process of occupational choice making. The vocational aspiration, preference and choice are considered to be on the same continuum known as occupational choices. The occupational aspirations at realistic period (between 17 and 25 years age) are generally realistic in nature as the youth aspire as per their abilities, educational levels and values attached to various occupations.

All three types of independent variables viz., situational and personal, social system and psychological influenced youths' aspirations both educational and occupational and their attitude towards agriculture.

Not all the youth but about 40 per cent youth aspired for higher education. Educational aspiration increased with increasing age along with higher exposure of mass media. Among social system variables family educational status and family income significantly influenced in developing educational aspirations. However, four psychological variables viz., intelligence, external conformity, achievement orientation and activistic behaviour helped significantly and positively in developing educational aspirations of rural youth.

Not all the youth but only about 40 per cent youth aspired for higher education. Generally the youth who completed either their degree, diploma or certificate course as per their goal or who stopped education did not express educational aspiration. However, the dropped out youth preferred training towards job oriented courses. Occupational aspiration was influenced by educational aspiration as there was positive and significant correlation between these variables.

Occupational aspiration was influenced by all independent variables viz., personal, situational, social system and psychological except age. Regression analysis indicated that education and family income significantly contributed towards total variation i.e. 50 per cent.

A large majority of the youth had low level of attitude towards farming. The youth who had low attitude towards farming aspired for high status jobs. The only variable i.e. land owned was significantly and positively correlated with attitude towards farming, whereas other variables influenced negatively.

Values associated with various occupations determined the aspirations and finally choice of occupation. The important values according their ranks quoted by the youth were interested job, mental work, security, salary etc. The hard work value was ranked to at lower level.

This indicated lower level values towards occupations like agriculture which require hard work.

Occupation choice is final decision after development of occupational aspiration. Occupational aspiration may be the function of personal, social system and psychological variables, educational aspiration and attitude towards farming.

5.13 Conclusions of the study

The findings of "the study of educational and occupational aspirations of rural youth and their vocational development" lead to draw conclusions towards rural youth regarding their vocational guidance and training. The specific conclusions derived from the findings of this study are as under.

1. The fact is that only 30 per cent rural youth were graduates and post-graduates. However, 70 per cent youth were educated upto higher secondary level. This indicated that they were deprived of higher education.

2. The average land holding of the youth's family was 1.67 ha which was very low. About 75 per cent youth had less than 2 ha. family land. Hence the family income was low. If rural youth have to takeup farming occupation many youth cannot earn their livelihood properly.

3. The socio-economic status of large majority of youths' families was low and medium as 88 per cent rural youth fall in these categories. Similarly the family educational status was also low and medium of 82 per cent rural youth.

4. Generally the family income of a large majority of the rural youth (91 per cent) was medium and low.

5. Generally, it was observed that even the rural youth possessed quite high level of intelligence. However, due to less opportunity and lack of favourable environment the intelligence may not be properly channelised for higher education or securing desired job.

6. The rural youth were built up with differential psychological make up. Most of the youth were cosmopolite, individualistic value oriented in decision making. While the attachment of youth whether with family i.e. familistic or individualistic it was noticed that they were attached more with familistic values. They were equally found in activistic and passivistic values with high achievement orientation. The youth tended to have medium to high modern way of life. The rural youth were inclining towards better psychological behaviour with urban influence.

7. It is a fact that sixty per cent youth discontinued their education. However, only 18 per cent youth could complete their education at desired levels at certificate, diploma or degree. It is a serious matter that among education discontinued youth 58 per cent of them discontinued their education either at S.S.C. or H.S.C. level while 40 per cent youth were school drop-outs at high school and primary school level.

8. Rural youth discontinued education mainly due to the financial difficulty, involving themselves in family occupation and due to less interest in studies.

9. In general the rural youth preferred higher education in arts and commerce faculties as college facilities were available in the nearby towns.

10. Majority of the youth who discontinued their education or drop-outs expressed that they want training in agricultural oriented jobs viz., seed production, dairy and poultry. This is because most of the dropout youth were engaged in family agricultural occupations. About 30 per cent youth expressed training in non-agricultural skill oriented jobs like typing, tailoring, wireman etc.

11. Mostly those youth continuing their education aspired for higher education (40 per cent). Out of them majority (50 per cent) aspired education at graduation level.

12. Significant relationships were found between educational aspiration and variables viz., education, age, exposure to media, family educational status, family income, intelligence, external conformity-individualism, achievement orientation and activistic-passivistic behaviour. This indicates that rural youth aspire for higher education when there is favourable environment.

13. Most of the employed youth had chosen agricultural occupation followed by labour. Many drop-out youth and education completed youth were placed in their family agricultural occupation till they get any skilled or white collar job of their choice. The youth from lower economic status families preferred even the job of agricultural labour. The employed youth in different occupations were about 59 per cent while 20 per cent were unemployed. Twentyone per cent youth were continuing their education.

14. It is a fact that unemployment position of graduates and post-graduates was more i.e. 44 per

cent. While equal proportion of diploma and certificate course holders were unemployed.

15. As much as 70 per cent youth were not satisfied with the jobs they were possessing since these jobs might not be as per their aspirations. Some youth might have accepted unwillingly the farming occupations.

16. Majority of the youth aspired the skills oriented jobs as these jobs could be had with less education with little training such as driver, wireman, tailor etc. This was followed by white collar jobs like clerk, school teacher, etc. Aspiration for agriculture ranked third by one fifth rural youth.

17. Very few youth aspired professional jobs because these required high educational qualifications. The rural youth were lacking higher education.

18. The personal and situational variables viz., education, land owned and exposure to media were positively and significantly correlated with occupational aspiration. The social system variables viz., socio-economic status, family educational status, family income were positively and significantly correlated with occupational aspiration. All psychological variables viz.,

intelligence, localite-cosmopolite, external conformity. Individualism value orientation, individualistic-familistic behaviour were positively and significantly correlated with occupational aspiration. All these variables had significant influence in development of occupational aspiration. However, the multiple regression analysis indicated that education and family income were contributing to the total variation significantly i.e. 50.75 per cent. In order to develop aspirations and future choice of high status occupation higher education on the part youth is expected along with good economic position of the family. It is true that the youth with lower education and lower economic status, may not aspire at all for high status jobs.

19. Various jobs or occupations were aspired by the youth looking to the values associated with them. These values further decided the occupational choice of an individual. The study towards occupational values 'indicated that youth gave priority to various values. Interested job, mental work, security, salary were some of the values preferred according to the priority basis. The least preferred values were nearness, creative work, hard work and material comfort. There is

growing feeling among todays youth to prefer interested job or occupation, mental work and security.

20. Six variables were significantly correlated with rural youths' attitude towards farming. Out of these five variables were negatively correlated viz., education, family educational status, localite-cosmopolite value, modern way of life, individualistic-familistic behaviour. Whereas land holding was positively and significantly correlated. Majority of the rural youth developed negative attitude towards farming. Higher the education, lower was the attitude towards farming while more the land possessed more was the attitude towards farming. Since many families possessed small and uneconomic land holdings the youth developed lower levels of attitudes towards farming and aspired for the jobs other than agriculture.

21. Strategy for vocational development of the rural youths indicated that personal, situational, social system and psychological variables influenced on the educational, occupational aspirations and attitude towards farming. Occupational aspirations were also influenced by educational aspiration, the attitude towards

farming and the occuaptional values to develop a right occupational choice.

5.14 Implications of the study

The findings of this study have few implications. These are as under :

1. This study highlighted various personal, situational, social system and psychological characteristics of rural youth between the age group 17 and 25 years i.e. realistic stage. Educationally almost all youth were literate only about two per cent were illiterate. Twenty five per cent youth were educated at graduation and more while 58 per cent educated at S.S.C. and H.S.C. and professional courses and only 15 per cent educated at primary school level. It is a fact that rural youth donot go for higher education particularly at college level and stop their education either at S.S.C. or H.S.C. level. Vocational guidance at this stage is required because these youth donot get immediate jobs. They are needed to be trained in technical professions or skill activity. This will help them to get job in industrial sector such as mechanic, driver, typist etc. or become self-employed e.g. driver or tailor etc. and thereby reduce pressure on agriculture. The youth

who have preferred agriculture occupation also desired various trainings viz., seed production, dairy, poultry etc. The Central Government has implemented a scheme for developing the rural youth and providing financial assistance through TRYSEM. This scheme should be implemented with proper perspective.

2. The average land holding of the youth's family was only 1.67 ha. About 75 per cent families had less than 2 ha. land. Hence pressure on land can be reduced by diverting the rural youth in other occupations or jobs.

3. Industrial estates and agricultural processing units should be established in rural area particularly in nearby towns to provide job opportunities for rural youth.

4. Higher educational aspirations were observed with the rural youth who were continuing their education. The significant relationship was found between educational aspiration and variables like exposure to media, family educational status, family income, intelligence, external conformity, achievement orientation and activistic behaviour. The manupulative variable like exposure to media can be influenced among rural youth so that their horizons about education get widened.

5. There is frustration among educated unemployed youth. Such youth join family occupation such as agriculture till they get other occupation or job. However, these youth take less interest in farming. Similarly, the dropout youth also join in farming as they have no much opportunities of getting non-agricultural jobs. In order to develop future agriculture such youth should be trained in agriculture by arranging suitable training classes. Recently, the Central Government has announced establishment of Krishi Vidnyan Kendras (KVK) at each district. These KVKs should be entrusted to train the rural youth who are engaged in farming.

6. Majority of the rural youth had medium occupational aspiration levels. Hence the jobs aspired were non-agriculture and skill oriented and lower levels of white collar jobs as the youth possessed in general non-graduate level education. The skilled jobs/occupations were tailoring, wireman, motor mechanic, typing while lower white collar jobs/occupations were teacher, gramsevak, secretary, clerk. Hence, vocational guidance and training is needed.

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* Originals not seen.

Appendices

7. APPENDICES

Appendix - 1

Talukawise selection of villages, youth and sample

Sr. No.	Name of Tahsil	Name of village	No.of youth selected as sample	No.of youth inter-viewed
1.	Sangamner	Nimgaon-jali	25	25
2.	Jamkhed	Rajuri	25	23
3.	Ahmednagar	Dehare	25	19
4.	Karjat	Mahi-Jalgaon	25	19
5.	Kopargaon	Savali-Vihir	25	24
6.	Parner	Valawane	25	18
7.	Rahuri	Chinchale	25	20
8.	Pathardi	Bhose	25	20
9.	Shevgaon	Bhavi-Nimgaon	25	20
10.	Shrigonda	Visapur	25	24
11.	Akole	Dhamangaon-pat	25	19
12.	Shrirampur	Padhegaon	25	23
13.	Nevasa	Pachegaon	25	25
	Total		325	279

Appendix - 2

(I) Occupational Prestige Rating Scale

Please give your opinion about general standing of the following occupations in our society. You can rate the jobs/ occupations as per the instructions given below :

Mark ✓ in column one if you find the job has excellent standing.

Mark ✓ in column two if you find the job has good standing.

Mark ✓ in column three if you find the job has average standing.

Mark ✓ in column four if you find the job has below average standing.

Mark ✓ in column five if you find the job has poor standing.

Sr. No.	Name of occupation	Excellent standing	Good standing	Average standing	Below average standing	Poor standing	Ramarks
		1	2	3	4	5	
1.	Farming						
2.	Carpentry						
3.	Black smithy						
4.	Village barber						
5.	Shoe making						
6.	Pot making						
7.	Rope making						
8.	Sweeper						
9.	Farm labour						
10.	Milkman						
11.	Postman						
12.	Talathi						
13.	Grampanchayat Secretary or Gramsevak						

Appendix-2 (Contd.)

Sr. No.	Name of occupation	1	2	3	4	5	Remarks
14.	Cooperative Society Secretary						
15.	Wireman						
16.	Masion						
17.	Tailor						
18.	Bus conductor						
19.	Bus driver - Car/Jeep						
20.	Tractor driver/ Truck driver						
21.	Clerk						
22.	School teacher						
23.	Shopkeeper						
24.	Weaving						
25.	Dairy						
26.	Book binding/composing						
27.	Automobile vehicle repairing						
28.	Lineman						
29.	High School Teacher						
30.	Headmaster of a village school						
31.	Head master of a High School						
32.	College Professor						
33.	College Principal						
34.	Doctor						
35.	Lawyer						
36.	Tahasildar						
37.	B.D.O.						
38.	Canal Inspector						
39.	Engineer						
40.	Scientist						
41.	Pilot						

Appendix-3 (Contd.).

Sr. No.	Name of occupation	1	2	3	4	5	Ramarks
42.	Soldier						
43.	Industrialist						
44.	Businessman						
45.	Court judge						
46.	Vender						
47.	Watchman						
48.	Gazetted officer in Govt. Office						
49.	Industrial worker						
50.	Contractor						
51.	Salesman						
52.	Bank clerk						
53.	Officer in Bank						
54.	Police						
55.	Police Officer						
56.	Construction labour						
57.	Fisherman						
58.	Porter						
59.	Artist						
60.	Nursery grower (Fruit & Flower plants)						
61.	Sportsman						
62.	Repair shop of agril. machinery & equipment						
63.	Peon						
64.	Goat/Sheep Keeping						
65.	Poultry farming						
66.	Forest ranger						
67.	Telephone operator						
68.	Radio - T.V. Mechanic						
69.	Panshop owner						
70.	Photographer						

II) Rural Youth's Attitude Towards Farming Occupation

(Please mark ✓ for your judgement at appropriate continum level).

Sr. No.	STATEMENTS	CONTINUUM						
		Least favourable				Highly favourable		
		1	2	3	4	5	6	7
1.	Farming provides employement for everybody.							
2.	Farming is profitable occupation.							
3.	Absolute gains in term of economic return from farming is very low.							
4.	Farming is an occupation of low status people.							
5.	Urban occupation is better than farming.							
6.	I feel farming is not a promising occpation.							
7.	One can achieve reasonably good living by farming.							
8.	Farming is drudgery.							
9.	I would enjoy working with plants and animals.							
10.	A farmer has more worries than do persons engaged in most other occupations.							
11.	As a life's work farming would be terrible.							
12.	Farming is a pleasant vocation.							
13.	Farming requires less intelligence than most other occupations.							

Sr. No.	STATEMENTS	1	2	3	4	5	6	7
14.	The vocation of farming has its drawbacks, but I like it.							
15.	Farming involves too many distasteful tasks.							
16.	I never wanted to be a farmer.							
17.	Farming requires less education than most other vocations.							
18.	Farming is a monotonous vocation.							
19.	Living on a farm is just too much hard work.							
20.	Advantages of farming outweigh its disadvantages.							
21.	Everything considered I could be happier in farming than engaging in any other occupation.							
22.	Farming tends to isolate a person from rest of the world.							
23.	Farming yields less satisfaction than most other occupations.							
24.	The farm is best place for young people.							
25.	About all that you can be said for farming is that it furnishes a means of existance.							
26.	I could be satisfied to spend my life on the farm.							
27.	Social well-being is impossible of attainment on the farm.							
28.	Farming would give me a great deal of pleasure.							
29.	I dislike the farm with its many inconveniences.							

Sr. No.	STATEMENTS	1	2	3	4	5	6	7
30.	Farming offers insufficient opportunity for contacts with people.							
31.	Farming has more social advantages than most other occupations.							
32.	Farming deadens a person's ambitions.							
33.	Farming tends to reduce one's social standing.							
34.	Life on farm would be extremely dull.							
35.	The farmer enjoys many satisfactions which the average person never realizes.							
36.	Farming deprives one's children of an adequate education.							
37.	The independence of farm life appeals to me.							
38.	Farming is a challenging occupation and one should accept it.							
39.	Farming leads to overall development of one's family.							
40.	Farming is a surest and easiest way of earning the bread.							

Appendix - 3

Ranking of occupations according to their prestige rating score

Sr. No.	Rank	Occupations	Score
1.	1	College Principal	94
2.	2	Engineer	92
3.	3	Court Judge	90
4.	4	Industrialist	89
5.	5	Doctor	88
6.	6	Lawyer	87
7.	6	Pilot	87
8.	7	Gazetted Officer in Govt. Office	86
9.	8	Businessman	85
10.	9	College Professor	84
11.	10	Scientist	83
12.	11	Officer in Bank	82
13.	12	Tahasildar	81
14.	13	Block Development Officer	80
15.	14	Head Master of a High School	79
16.	15	Forest Ranger	78
17.	16	Contractor	75
18.	16	Police Officer	74
19.	17	Head Master of a Village School	72
20.	17	High School Teacher	72
21.	18	Shopkeeper	70
22.	18	Bank Clerk	70
23.	19	Salesman	68
24.	20	School Teacher	65
25.	21	Talathi	63
26.	21	Clerk	63
27.	21	Grampanchayat Secretary or Gramsevak	63
28.	22	Sportsman	59
29.	23	Radio TV Mechanic	59

Appendix-3 (Contd.)

Sr. No.	Rank	Occupations	Rank
30.	23	Co-operative Society Secretary	58
31.	23	Police	58
32.	24	Repair shop of Agril.Machinery Equipment.	57
33.	25	Photographer	56
34.	26	Soldier	55
35.	27	Artist	54
36.	27	Automobile vehicle repairing	54
37.	28	Bus Conductor	53
38.		Telephone Operator	53
39.	28	Wireman	53
40.	28	Postman	53
41.	29	Bus/Car/Jeep driver	52
42.	30	Canal Inspector	51
43.	30	Nursery grower	51
44.	30	Dairying	51
45.	31	Industrial Worker	50
46.	31	Tractor/Truck driver	50
47.	31	Farming	50
48.	32	Tailoring	48
49.	32	Poultry farming	48
50.	33	Carpentry	46
51.	34	Milkman	46
52.	35	Weaving	45
53.	36	Goat/sheep keeping	44
54.	37	Lineman	43
55.	38	Panshop owner	38
56.	39	Blacksmith	37
57.	40	Book binding/composing worker	36
58.	41	Peon	35
59.	42	Masion	34

Appendix-3 (Contd.).

Sr. No.	Rank	Occupations	Score
60.	42	Watchman	34
61.	43	Pot making	33
62.	44	Village barber	32
63.	45	Fisherman	28
64.	46	Shoe making	26
65.	47	Porter	25
66.	48	Vender	24
67.	49	Construction labour	21
68.	50	Farm labour	18
69.	51	Rope making	16
70.	52	Sweeper	9

Appendix - 4

Final selection of items toward 'Attitude towards farming'

Sr. No.	't' value		Continum
			SA: A :UD:DA:SDA
1.	3.35	Farming provides employment for everybody	
2.	2.80	Absolute gains in terms of economic returns from farming is very low	
3.	3.03	Urban occupation is better than farming	
4.	4.8	I feel farming is not an economic proposition	
5.	1.80	One can achieve reasonably good living by farming	
6.	4.80	A farmer has more worries than do persons engaged in most other occupations	
7.	3.09	As a life's work farming would be terrible	
8.	2.94	Farming requires less intelligence than most other occupations	
9.	2.08	Farming requires less education than most other vocations	
10.	3.41	Liviing on a farm is just too much hard work	
11.	2.31	Everything considered I could be happier in farming than engaging in any other occupation	
12.	1.78	Farming tends to isolate a person from rest of the world	

Appendix-4 (Contd.)

Sr. No.	't' value		Continum
			SA: A :UD:DA:SDA
13.	2.32	Farming yields less satisfaction than most other occupations	
14.	3.18	The farm is best place for young people	
15.	1.95	I could be satisfied to spend my life on the farm	
16.	2.58	Farming wuld give me a great deal of pleasure	
17.	2.63	Farming has more social advantages than most other occupations	
18.	4.51	Life on the farm would be extremely dull	
19.	3.67	Farming deprives ones' children of an adequate education	
20.	2.69	The independence of farm life appeals to me	
21.	4.11	Farming is a challenging occupation and one should accept it	
22.	3.77	Farming is a surest and easiest way of earning the bread	

The 18 items whose 't' value less than 1.75 were rejected and not included in the final scale.

Appendix - 5

Interview Schedule

A STUDY OF EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS OF RURAL YOUTH AND THEIR VOCATIONAL DEVELOPMENT

A) Personal Details

1. Respondent's Name : _____
2. Village : _____ Tahsil : _____
3. Age (Completed years) : _____
4. Employment : Employed/unemployed
5. Marital status : Married/unmarried

   If married, age at marriage _____years
6. Socio-economic status about family :

   (Trivedi, 1963 scale)

   i. Caste (✓ make appropriate one)

a) Scheduled caste	...	1
b) Lower caste	...	2
c) Artisan caste	...	3
d) Farming caste	...	4
e) Prestige caste	...	5
f) Dominant caste	...	6

   ii. Educatgion (Father/guardian)

a) Illiterate	...	0
b) Can read only	...	1
c) Can read and write	...	2
d) Primary	...	3
e) Middle	...	4
f) High school	...	5
g) Graduate	...	6
h) Post graduation	...	7

iv. Land owned :

a) No land	0	b) Less than 0.40 ha	1
c) 0.40 to 2.00 ha	2	d) 2.00 to 4.00 ha	3
e) 4.00 to 6.00 ha	4	f) 6.00 to 8.00 ha	5
g) More than 8.00 ha	6		

v. House :

a) No home	0	b) Hut	1
b) Kutchha	2	c) Mixed house	3
d) Pucca house	4	e) Mason	5

vi. Farm power :

a) No draft animal	0	b) 1-2 draft animals	2
c) 3-4 draft animals	4	d) Commercial power (Diesel/Petrol/ Electricity)	6

vii. Family :

a) Type : Single	1	Joint	2
b) Size : Upto 5 members.	1	More than 5 members.	2

viii. Social participation :

a) No membership	0	b) Member of one organization	1
c) Member of more than one organization	2	d) Office holder	3
e) Wider public leader.	4		

ix. Improved agril. implements/equipment :

Bullock cart	2	Power duster	4
Iron plow	2	Power sprayer	4
Iron harrow	2	Power thresher	4
Winnowing fan	2	Oil engine	4
Duster (hand)	2	Electric motor	4
Sprayer (hand)	2	Tractor	4

x. Material possession :

Cycle	...	1	Sewing machine	...	2
Motor cycle	...	3	Electric fan	...	2
Radio	...	2	Table	...	1
Television	...	3	Chair	...	1
Wall clock/ wrist watch	...	1	Cupboard	...	1
			Iron cot	...	1

9. What is the educational status and occupation of your family members ?

Sr. No.	Name of family member	Age	Education	Occupation	Relation with you
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

10. **Exposure to media :**

a) Does your family possess following ?

- Radio
- T.V.
- Subscribe newspaper/magazine

b) What is your frequency of reading newspapers ?

- Regularly (Almost daily)
- Weekly
- Rarely

c) What is your frequency of listening to radio ?

- Regularly
- Occasionally
- Rarely

d) What is your frequency of seeing T.V. ?

- Regularly
- Occassionally
- Rarely

11. Intellectual self-concept (Slocum, 1970)

Kindly indicate your position against five continuum presented for each objective towards intelligence.

Intellectual	5 4 3 2 1	Not intellectual
Sharp	5 4 3 2 1	Dull
Fast	5 4 3 2 1	Slow
Alert	5 4 3 2 1	Not alert
Successful	5 4 3 2 1	Unsuccessful

12. Value orientation :

i) Localite-Cosmopolite and External conformity Individualism (Murthy, 1974).

The following are some statements representing value orientation of youth. Please state the degree of your agreement or disagreement with each of them on 4 point scale - Strongly Agree (SA), Agree (A), Disagree (DA), Strongly Disagree (SDA).

SA : A : DA : SDA

1. A man can learn many things from the happenings and experience of his village only.

SA : A : DA : SDA

2. One's experience is not as better as collective experience of a group of farmers (Persons)

3. A person who has seen something worked in his village need not worry about taking any additional information from sources outside his village.

4. A person who has not believed in consulting others can do a better job.

5. One can satisfy all his requirements out of the local resources available to him.

6. A person can save himself with many indecisions and difficulties of life, if he believes in taking and following the advice of his friends, relatives, neighbours etc.

7. Many things a person ought to know the happenings outside of his village and such happenings may be of great advantage to a person. He therefore, ought to know.

8. It is a sign of weakness and importance when a person relies on other's opinion for making.

9. At present when transport and other communication facilities are developing, a villager should know more things happenings outside the village.

10. Action should be undertaken only after consulting others.

Note : - Localite-Cosmopolite scale consisted of items : 1, 3, 5, 7, 9. External Conformity - Individualism scale consisted of items : 2, 4, 6, 8 and 10.

ii) Individualistic - familistic (Reddy and Bhat, 1977).

	SA	A	DA	SDA
1. I am willing to move away from my family to avail better job.	4	3	2	1
2. I have chosen career in consultation with my family members.	1	2	3	4

		SA	A	DA	SDA
3.	I am willing to live separately	4	3	2	1
4.	I decided to choose marriage partner in consultation with my family.	1	2	3	4

iii) Activistic - Passivistic (Reddy and Bhat, 1977)

		SA	A	DA	SDA
1.	I like the job with more responsibilities.	4	3	2	1
2.	All I want out of life in the way of career is secure, not too difficult job, with enough pay, all amenities and eventually a home of my own.	1	2	3	4
3.	When a man is born the success he is going to have is already in the cards, so he might just accept it and not fight against it.	1	2	3	4
4.	Belief that man can discover reasons for all calamities.	4	3	2	1

13. Achievement Orientation (Singh, 1987)

		SA	A	DA	SDA
1.	Money is the only basis of confort and status in life.	4	3	2	1
2.	Whatever the means one has to use he should try to rise as high as possible.	4	3	2	1
3.	Rather than copying and emulating others one should be satisfied with what one has.	4	3	2	1
4.	Because money makes the mare go therefore, one should earn as much money as possible.	4	3	2	1
5.	The charm of life is in spending money and not in accumulating money.	4	3	2	1

14. Modern way of life (Singh, 1987)

		SA	A	DA	SDA
1.	Old living standard in present time is not proper	4	3	2	1
2.	Only show manner type people show interest in todays living style.	1	2	3	4
3.	That which was good to the ancestor is also good for use.	1	2	3	4
4.	Those who are not able to change their life style are also not able to live in this age.	4	3	2	1

B) Information about educational aspects

1. What is your educational level ? _____

2. If you are school drop-out what is your age while leaving the last school ? _____

3. Why did you stop your education ?

   a) Financial difficulty.
   b) Failed so discontinued.
   c) Do not like the village school.
   d) Cannot cope-up with the studies.
   e) Have to help the parents in their occupation.
   f) Ill health/physical handicap.
   g) No interest in studies.

4. If you are a drop-out are you desirous of continuing your general education/technical training if part-time educational facilities are available ? Yes/No

   a) If yes, specify -

      i) Your choice of education or training

      _____

      (See following list of suggestive training/ educational level).

      1. Black smithy, 2. Carpentry, 3. Masionary

      4. Plumber, 5. Tailoring, 6. Motor/motor cycle repairing

7. Fitter, 8. Wireman, 9. Turner

10. Welder, 11. Weaver, 12. Compositor

13. Book Binder, 14. Painter, 15. Typing

16. Stenography, 17. Gardening, 18. Seed production,

19. Dairying, 20. Poultry keeping.

Education

21. S.S.C., 22. H.S.C., 23. Graduation,

24. Post-graduation, 25. Professional Degree,

26. Professional Diploma, 27. Any other.

5. Reason(s) for selection of particular training or education.

a) Employment possible
b) To gain knowledge about it
c) Respect and status involved
d) Completion of studies
e) Parent's strong desire
f) Other (Specify) _____

6. If not desirous of continuing your general education/ technical training give reasons.

a) Useless from employment point of view
b) Not very degnified
c) Donot get time

7. What is your parent's desire about the educational level or training you should complete ?

a) Completion of job oriented courses
b) Education at graduation level
c) No desire

8. If you are planning to go for further academic education what level of educational aspiration you had ?

   1) B.A./M.A./M.Phil.

   2) B.Sc./M.Sc./M.Phil.

   3) B.Com./M.Com./C.A. or other equivalent.

9. If you are planning to get some professional education which course out of the following you will aspire ?

   1) Medical-Medicine Certificate/Diploma/Degree/Post-graduation

   2) Engineering-Certificate/Diploma/degree/Post-graduation

   3) Agriculture - Certificate/Diploma/Degree/Post-graduation

   4) Law - Degree/Post-graduation

   5) Teacher training - Diploma/Degree/Post-graduation

   6) Any other course (Please specify).

C) Occupational Aspects

   1) Are you employed ? Yes/No

   2) If you are employed, what is your occpation/job ? _____

   3) Are you satisfied about the occupation you have preferred ? Yes/No

   4) If you are not satisfied, what are the reasons ? (✓ mark appropriate one)

      a) Need for further training

      b) Need for more capital

      c) Interested in other occupation

      d) Cannot say

5) Occupational aspiration -

"If you are free to choose any occupation taking into consideration your present level of education and your ability which three occupations you will select as per your aspirations?" (List of occupations in Appendix-2).

1) _____
2) _____
3) _____

6) What is the general category of the occupation you have aspired with first priority (✓ mark appropriate one)

1) Skilled worker
2) Unskilled manual worker
3) White collar
4) Agriculturist
5) Professional job
6) Small business

7) While choosing occupation/job, out of the following job values which one you give top priority ?

a) To help people (Service to society)
b) To do good towards day's work .(Hard work)
c) To use your mental abilities (Mental work)
d) To earn the respect of your parents (Familism)
e) To achieve name (Achievement)
f) To have suriety of keeping (Security)
g) To obtain high salary (Profit)
h) To earn individual respect (Individualism)
i)To gain good social position (Status)
j) To gain material comfort (Material comfort)
k) To have interesting job (Interesting experience)
l) To work independently (Independence)
m) To travel at easy distance (Nearness)
n) To do a creative activity (Creative work).

8) Attitude towards farming :

What is your opinion towards following statements regarding farming ?

	SA:	A	:UD:	DA:	SDA
1. Farming provides employment for every body.	4	3	2	1	0
*2. Absolute gain in terms of economic returns from farming is very low.	0	1	2	3	4
*3. Urban occupation is better than farming.	0	1	2	3	4
*4. I feed farming is not an economic profession.	0	1	2	3	4
5. One can achieve reasonably good living by farming.	4	3	2	1	0
*6. A farmer has more worries than do persons engaged in most other occupations.	0	1	2	3	4
7. As a life's work farming would be terrible.	4	3	2	1	0
*8. Farming requires less intelligence than most other occupations.	0	1	2	3	4
*9. Farming requires less education than most other vocations.	0	1	2	3	4
*10. Living on farm is just too much hard work.	0	1	2	3	4
11. Everything considered I could be happier in farming than engaging in any other occupation.	4	3	2	1	0
*12. Farming tends to isolate a person from rest of the world.	0	1	2	3	4
*13. Farming yields less satisfaction than most other occupations.	0	1	2	3	4
14. The farm is best palce for young people.	4	3	2	1	0
15. I could be satisfied to spend my life on the farm.	4	3	2	1	0

	SA:	A :	UD:	DA:	SDA
16. Farming would give me a great deal of pleasure.	4	3	2	1	0
17. Farming has more social advantage than most other occupations.	4	3	2	1	0
*18. Life on the farm would be extremely dull.	0	1	2	3	4
*19. Farming deprives one's children of an adequate education.	0	1	2	3	4
20. The independence of farm life appeals to me.	4	3	2	1	0
21. Farming is a challenging occupation and one should accept it.	4	3	2	1	0
22. Farming is a surest and easiest way of earning the bread.	4	3	2	1	0

* Negative items in the scale.

Vita

8. VITA

S.D.NIMBALKAR

Candidate for the degree
of
DOCTOR OF PHILOSOPHY

Dissertation : A study of educational and occupational aspirations of rural youth and their vocational development.

Major field : AGRICULTURAL EXTENSION

Biographical Information:

Personal Information : Born in farmer's family at village Asgoli, Tal.Chandgad, Dist. Kolhapur (Maharashtra) on 15.4.1942; Son of Late Shri.Dattajirao Keshavrao Nimbalkar.

Academic : Completed primary and high school education in village Asgoli and Belgaum city, respectively; Obtained B.Sc.(Agri.) degree from Karnataka University, Dharwad in 1964;
Received M.Sc.(Agri.) degree in Agricultural Extension subject from Mahatma Phule Krishi Vidyapeeth in June 1970 with First Class;
Completed course work in Agril. Extension at I.A.R.I., New Delhi for the requirement of Ph.D. degree during the years 1980-82;
Received teacher's fellowship from I.A.R.I. during Ph.D. course work.

Professional Experience : Joined the services of the Department of Agriculture, Maharashtra in September 1964 as Agricultural Supervisor in Soil Conservation.

Worked as Demonstrator in Agril. Extension at College of Agriculture, Kolhapur since May 1965 to August 1968.

Deputed for M.Sc.(Agri.) degree at College of Agriculture, Pune during Sept.1968 to June 1970.

Selected for the post of Assistant Professor of Agril. Extension in October 1970 and worked as Assistant Professor of Agril. Extension at Agricultural Colleges, Dapoli, Pune and Post-graduate Institute, MPKV, Rahuri till 1982.

Promoted to the post of Associate Professor in Agricultural Extension in 1982 and working as Associate Professor of Agril. Extension at Post-Graduate Institute, MPKV, Rahuri.