

**ADJUSTMENT AMONG SENIOR SECONDARY
SCHOOL STUDENTS: INFLUENCE OF SOCIAL
COMPETENCE AND ACHIEVEMENT MOTIVATION**

A Dissertation Submitted to

School of Education

In partial fulfillment of the requirements for the award of the degree of

Master of Education

Manjinder Kaur

Regd. No. 11511231

Lovely Professional University

Phagwara, Punjab (India)

2017

DECLARATION

I do hereby declare that the dissertation entitled “**ADJUSTMENT AMONG SENIOR SECONDARY SCHOOL STUDENTS: INFLUENCE OF SOCIAL COMPETENCE AND ACHIEVEMENT MOTIVATION**” submitted in partial fulfillment of the requirement for the award of the degree of Master of Education is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any other university.

Manjinder Kaur

Regd. No. 11511231

CERTIFICATE

This is to certify that Manjinder Kaur has completed her dissertation entitled **“ADJUSTMENT AMONG SENIOR SECONDARY SCHOOL STUDENTS: INFLUENCE OF SOCIAL COMPETENCE AND ACHIEVEMENT MOTIVATION”** under my guidance and supervision. To the best of my knowledge, the present work is the result of her original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for the partial fulfillment of the requirements for the award of Master of Education degree.

Signature

Dr. Nimisha Beri

Associate Professor

ACKNOWLEDGEMENT

Gratitude is not a thing of expression. It is more a matter of feeling. To be human in real sense is to regard and recognize others to whom one is heartily indebted. As it is said, darkness labors the whole night to bloom the rose and remains silent to take the daylight to his credit. It becomes my moral duty to acknowledge the contribution of those who directly or indirectly helped me in finalizing the research work.

I take this privilege to thank all those who have been directly or indirectly involved in the entire process of my research work. This work is outcome of collective efforts of individuals, to whom I would like to express my deepest gratitude.

I acknowledge my heartfelt gratitude to my guide and advisor Dr. Nimisha Beri, Associate Professor, School of Education, Lovely Professional University, Punjab, who has been the source of inspiration and encouragement. Her valuable guidance, valuable suggestion, constructive criticism and constant encouragement at each step throughout my dissertation work enabled me to complete this work smoothly and timely.

I am deeply concerned and indebted to HOD Dr. Vijay Chechi, School of Education, Lovely Professional University for providing necessary facilities in the department to work and allowing me to pursue this piece of work.

My heartfelt gratitude goes to all staff, faculty members, and librarians of Lovely School of Education, Lovely Professional University, Phagwara, for their kind and sympathetic attitude and cooperation.

I would express my word of thanks to students and higher authorities of schools who assisted me to gather the required information without which the research would have not been completed.

My heartfelt gratitude goes to my father Mr. Madan Lal and my mother Mrs. Manjit Kaur for their financial assistance, constant inspiration, encouragement and blessings which played a pivotal role for my higher academic pursuits.

Date:

Manjinder Kaur

ABSTRACT

The purpose of the present study is to investigate the Adjustment among Senior Secondary School Student: Influence of Social Competence and Achievement Motivation. Adjustment is the process by which a living organism maintains a balance between its need and the circumstances that influences the satisfaction of the needs. It is a satisfactory and harmonious relationship of an organism to its environment. Thus the term adjustment may be defined as, “the process of finding and adopting models of behavior suitable to the environment or to the changes in the environment. Social competence refers to those skills necessary for effective interpersonal functioning. Achievement motivation is a concept which leads an individual in their goal to attain rewards, such as physical satisfaction, praise from others and the feeling of personal mastery. It is a disposition to strive for success in competition with others with some standard of excellence, set up by the individual. In order to obtain relevant and accurate data descriptive survey method and stratified random sampling technique was used in the present study. The sample of the study was 478 senior secondary school students from Jalandhar and Hoshiarpur district of Punjab. In order to conduct the study and collect relevant data scales on Achievement Motivation by Prof. Pratibha Deo and Asha Mohan, Social Competence by Prof. V.P. Sharma. Dr. Kiran Shukla and Dr. Prabha Shukla, Bell’s Adjustment Inventory by R.K Ojha was used. The objective of the study were to explore and analyze the level of Adjustment, Achievement Motivation and Social Competence, to find the difference in level of Adjustment, Social Competence, Achievement Motivation with respect to gender type of school & locality, to find the inter relationship between Social Competence, Achievement Motivation and Adjustment and to find the influence of Social Competence & Achievement Motivation on Adjustment. Null hypotheses were framed in order to test the objectives. Mean, Standard deviation, T-test, Pearson Correlation, Regression were used as statistical techniques. The result of the study reveals that senior secondary school students have lowest level of achievement motivation, average level of social competence, very unsatisfactory level of home adjustment, health adjustment, social adjustment and emotional adjustment.

Statistically significant difference was found in Adjustment and Social Competence and Achievement Motivation with respect to gender, type of schools and locality. The achievement motivation of senior secondary school students of government schools was higher than that of private schools. Senior secondary school students of urban area showed higher level of social competence than the students of rural area. Adjustment was not found correlated to social competence and achievement motivation very little influence of social competence and achievement motivation was found on adjustment.

Key words: Adjustment, senior secondary school students, social competence and achievement motivation.

TABLE OF CONTENTS

<i>Description</i>	<i>Page No.</i>
<i>Declaration</i>	ii
<i>Certificate</i>	iii
<i>Acknowledgement</i>	iv & v
<i>Abstract</i>	vi & vii
<i>List of Contents</i>	Viii & ix
<i>List of Table</i>	x & xi
<i>List of Figures</i>	xii
<i>List of appendices</i>	xiii

List of Contents

CHAPTERS	DESCRIPTION	PAGE No.
CHAPTER-I	INTRODUCTION	1-15
1.1.1	Bell's Adjustment	1-2
1.1.2	Social Competence	2-6
1.1.3	Achievement Motivation	6-11
1.2	Significance of the Study	12
1.3	Statement of the Problem	12
1.4	Operational Definition	13
1.5	Objectives of the Study	14
1.6	Hypotheses of the Study	14-15
1.7	Delimitations of the Study	15
CHAPTER-II	METHODOLOGY	16-29
2.1	Research Method	16
2.2	Sampling	17-20
2.3	Tools for the Study	20
2.4.1	Social Competence Scale	21-24
2.4.2	Achievement Motivation	24-27

24.3	Bell's Adjustment Scale	27-29
2.5	Procedure of the Data Collection	29
2.6	Statistical Techniques	29
CHAPTER-III	ANALYSIS AND INTERPRETATION	30-59
3.1	Level of Achievement Motivation of Senior Secondary School Students.	31-33
3.2	Level of Social Competence of Senior Secondary School Students.	33-35
3.3	Level of Adjustment of Senior Secondary School Students.	35-40
3.4	Difference in the level of Achievement Motivation with respect to the Gender, type of School and Locality.	40-43
3.5	Difference in the level of Social Competence with respect to the Gender, type of School and Locality.	44-47
3.6	Difference in the level of Adjustment with respect to the Gender, type of School and Locality.	47-54
3.7	Relationship of Achievement Motivation and Social Competence among Senior Secondary School Students.	54-58
3.8	Influence of Achievement Motivation and Social Competence of Senior Secondary School Students on Adjustment.	58-59
CHAPTER-IV	CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS	60-64
4.1	Conclusions	60-61
4.2	Recommendations	62-63
4.3	Suggestions	64
	Bibliography	xv & xvi

LIST OF TABLES

S.No.	DESCRIPTION	PAGE NO.
2.1	List of Senior Secondary Schools For the Study.	18-19
2.2	Scoring of Social Competence Scale.	22
2.3	Interpretation of Social Competence Scale.	23
2.4	Reliability of Achievement Motivation Scale.	25
2.5	Scoring of Achievement Motivation.	26
2.6	Positive and Negative Items of Achievement Motivation Scale.	26
2.7	Interpretation Table of Achievement Motivation Scale.	27
2.8	Reliability Coefficients of the Bell's Adjustment Inventory.	28
2.9	Validity Coefficients of Bell's Adjustment Inventory.	28
3.1.1	Level of Achievement Motivation of Senior Secondary School Students.	32
3.2.1	Level of Social Competence of Senior Secondary School Students.	34
3.3.1	Level of Home Adjustment of Senior Secondary School Students.	35
3.3.2	Level of Health Adjustment of Senior Secondary School Students.	37
3.3.3	Level of Social Adjustment of Senior Secondary School Students.	38
3.3.4	Level of Emotional Adjustment of Senior Secondary School Students.	39
3.4.1	Difference in the level of Achievement Motivation of Male and Female Senior Secondary School Students.	41
3.4.2	Difference in the Level of Achievement Motivation of Rural and Urban Senior Secondary School Students.	42
3.4.3	Difference in the Level of Achievement Motivation of Private and Government Senior Secondary School Students.	43
3.5.1	Difference in the level of Social Competence of Male and Female Senior Secondary School Students.	44
3.5.2	Difference in the Level of Social Competence of Rural and Urban	45

	Senior Secondary School Students.	
3.5.3	Difference in the Level of Social Competence of Private and Government Senior Secondary School Students.	46
3.6.1	Difference in the level of Adjustment of Male and Female Senior Secondary School Students.	48
3.6.2	Difference in the Level of Adjustment of Rural and Urban Senior Secondary School Students.	50
3.6.3	Difference in the Level of Adjustment of Private and Government Senior Secondary School Students.	52
3.7.1	Relationship between Social Competence and Achievement Motivation with Home Adjustment.	54
3.7.2	Relationship between Social Competence and Achievement Motivation with Health Adjustment.	55
3.7.3	Relationship between Social Competence and Achievement Motivation with Social Adjustment.	56
3.7.4	Relationship between Social Competence and Achievement Motivation with Emotional Adjustment.	57
3.8	Table of Impact of Achievement Motivation and Social Competence with Adjustment.	58-59

LIST OF FIGURES

Figures No.	Caption	Page No.
2.2.4	Sample Design	20
3.1.1	Level of Achievement Motivation of Senior Secondary School Students.	32
3.2.1	Level of Social Competence of Senior Secondary School Students.	34
3.3.1	Level of Home Adjustment of Senior Secondary School Students.	36
3.3.2	Level of Health Adjustment of Senior Secondary School Students.	37
3.3.3	Level of Social Adjustment of Senior Secondary School Students.	38
3.3.4	Level of Emotional Adjustment of Senior Secondary School Students.	39

LIST OF APPENDIX

- | | |
|------------|-------------------------------|
| Appendix A | Bell's Adjustment Scale. |
| Appendix B | Social Competence Scale. |
| Appendix C | Achievement Motivation Scale. |

CHAPTER I

INTRODUCTION

1.1.1 ADJUSTMENT

Man is the part of the complex society. If we study the variety of activities of man's life we will discover that most of them evolve around the adjustment of human being to his vocational, social and economic problem. In the opinion of Freud, fundamental motive of the individual behavior is to seek pleasure and avoid pain. The world is not planned on such a basis where we always seek pleasure and can have it. So opportune is the human being who is adjusted and confers it so. Adjustment is related to reaching at a balance state between the needs of individuality and their satisfaction. If these needs of human being are not fulfilled he feels uncomfortable.

The concept of the adjustment was given by Darwin with a term adaptation. Ecologist uses the term adjustment for varying conditions of social or interpersonal relations in the society. For example, to some adjustment connotes happiness and freedom from personal problems. To others, it means an unhappy conformity to group demands and expectations.

Adjustment can be defined as a person's contact with surroundings each person constantly strives to meet his needs to reach his goals. Adjustment involves the reconciliation of personal and environmental demands, which may be external or internal.

Adjustment is dynamic rather than static in quality. As change, our environment changes too, and our relation with environment changes. Sometimes in some areas of life adjustment efforts may seem to be minimal; sometimes they may be of heroic proportion. Whether minimal or heroic, one's efforts are never at an end. A person's adjustment can be expected to modify from situation to situation and it can also be expected to modify over a period of time in a particular situation. Adjustment is a two way process, we influence our surroundings as well as are being influenced by it.

Adjustment is a reaction to demands and pressures of social environment imposed upon the individual “to adjust means to make suitable, to regulate, to adapt, and to accommodate.” Webster (1951) stated adjustment as the establishment of a satisfactory relationship, as representing harmony, conformance.

Coleman (1995) stated that adjustment is individual’s efforts to covenant with stress and fulfill his needs to maintain pleasant rapport with environment.

Shaffer (1961) stated that adjustment is the process by which a living organism maintains a balance between its need and the circumstances that influences the satisfaction of the needs.

Joshi and Pandey (1980) gave 11 dimensions of an individual’s adjustment: health and physical development, finance, living conditions and employment social and recreational activities, courtship, sex and marriage, moral and religion, home and family, vocational and educational adjustment to school and college work, curriculum and teaching, social psychological relations, personal psychological relations.

1.1.2 SOCIAL COMPETENCE

Social competence is the ability of having the social, emotional, and intellectual skills and behaviors required to achieve something in society. Social competence is the person’s ability to be with other people.

Social competence refers to skills required for interpersonal performance. They include all type of behaviors (verbal and nonverbal) that are valued socially and are expected to bring out a positive response from others (Osman, 2001). Social competence is a multifaceted, multidimensional notion consisting of social, emotional, cognitive, and behavioral skills, as well as motivational and expectation sets required for successful social adaptation. Social competence is a capability to take another’s point of view about circumstances, learning from past experiences, and relate that learned experiences to the change in social communications. Social competence allows children to be supportive and generous, convey their feeling.

Social competence comprises of child's social skills, social awareness and self-confidence. It includes the capability to understand others' emotion, recognize social cues, understand intricate social situation and comprehend other people's motivation and goal. Children having widespread range of social skills, awareness of society, and fine social insight are likely to be socially proficient (Welsh & Bierman, 1998). Junttila (2009) found that social competence is a shielding aspect and loneliness is a danger aspect in children's and adolescents' socio emotional wellbeing and learning.

In simple words, social competence means being able to get on with other people i.e. it involves the ability to launch, maintain and develop constructive social relationships with other people. Social competence is not a single ability which is present within person rather it is group of knowledge, understanding, skills and emotional responses, in which the child interact according to the situation he is in. They need to experience valued and valuable. This happens when youth feel secure and respected. They need the skills to interact in effect with others, to make hard decisions and to handle with original situations. They need to trust in their own self-worth and to feel that they have planned over the things that happen to them.

Social competence refers to the social, emotional and cognitive skills and behaviors that kids need for successful social adaptation. According to Rubin and Krasnor (1992), social competence is the capability to accomplish individual goals in social dealings while at the same time maintaining affirmative relationship with others over time and across settings. White (1959) too stated social competence as an organism capability to interact effectively with its atmosphere. Fall (1982) defines social competence as a judgment by another that and human being has behaved effectively. Furthermore, Ford (1982) defined it as an achievement of relevant social goals in specified social contents, using suitable means and resulting in positive developmental outcomes.

Children who have a broad repertoire of social skills and who are socially aware and understanding are likely to be socially competent. Socially competent people normally have the following characteristics: they have information of social rules, roles, and routines that relate in social situations that are individually. They understand others'

behavior and “read” emotional states in a regularly right way. They respond to others’ emotional states and actions in an expressively steady manner. They have the self-confidence needed to socially network and accept the limitation connected with buried refusal. The significant outcomes of social competence are acceptance within suitable peer groups and friendships.

Arslan (2011) analyzed social skills in children with special diligence. The sample included 514 participants from which 254 were female and 260 were male students of the elementary school. Data was collected from “multidimensional perfectionism scale” and “Matson evaluation of social skills with adolescents”. The result showed that average positive social skill scores according to meticulousness levels did not significantly vary and average negative social behaviors score according to meticulousness levels considerably differ and average negative social behavior scores of the children with high levels of meticulousness were higher than those of the children with low levels of meticulousness.

Parents are the main source of social and emotional sustains for children during the first years of life, but in later years peers start to play a significant role in a child’s social-emotional growth. Wang (2009) conducted a study by using an ecological framework to study the relationships among adolescents’ perceptions of school environment, social competence, and behavioral and psychological adjustment in the middle school years. The sample included 1,042 students from 23 middle schools. Results show that school mastery goal organization promotion of self-sufficiency and discussion, and teacher emotional support were negatively related to the levels of adolescents’ unexpected behaviors and despair while performance goal organization was positively related to unexpected behaviors and despair. Social competence was a mediator between perceived school atmosphere variables and young person adjustment, with the exception of the relationship between mastery goals organization and adjustment variables.

Socially competent adolescents have a wisdom of belonging, are valued, and are given opportunity to contribute to society (Gullotta, 1990), which to a large extent is made possible within the various social environment where adolescents live such as

family, school, and society. For example, family variables such as parenting style and family communication patterns are found to strongly influence adolescent social competence (for review, Pettersons & Leigh, 1990). The progress of social competence is facilitated by strong social support, through supportive relationships and a supportive socio culture and physical atmosphere, inhibitors of social competence include cultural and social barrier based upon factors such as race/ ethnicity, sexual category, and socioeconomic status (Bloom, 1990). In addition, resiliency research (e.g., Rutter, 1987) points to human qualities and protective processes which influence the capability to overcome adverse environment and purpose competently.

The significance of addressing affective (e.g., stress management), cognitive (e.g., problem solving), and behavioral (e.g., social skills training) mechanism of social competence in improvement of hard work has been recommended by many researchers (e.g., Caplan & Weissberg, 1988.)

Most children's social skills enhance speedily during the early school years. Parenting styles contribute to child well- being in the domain of social competence, educational, presentation, psychosocial development, and problem behavior. Other factors that add to social competence include teacher relationships, peer groups, neighborhood, and society. Sharing from the heart good feelings about oneself and others is the starting place of social competency.

Chen (1994) examines the associations among parental education, occupational status, parental acceptance, and social competence along with additional variables. He found the parental acceptance was related assertively with pro social competent behavior in children; parental education and occupational status was stanchly related with children's competent behavior; and the family's psychological possessions were positively related to skilled behavior.

Moore, Whitney, and Kinukawa (2009) concluded that young people with a high level of parental participation are more likely to score high on the social competence scale. Higher parental monitoring and parent-child proximity and worries are also associated with being more socially competent. Brennan (2009) in his study found that

adolescents' social competence is derived from their experience of close relationships within their family.

Sohal (2012) conducted a study to find the social competence among adolescent of Punjab. The study found that adolescent belonging to joint families are more socially competent than adolescents belonging to nuclear family. Adolescent of parents with masters and graduates qualification were more socially competent than adolescent of parents with 10th and 12th qualification.

Kumar (2014) conducted a study to find the social competence among students in relation to their socio economic status and home environment. The finding revealed that the level of social competence among college students varied according to high (18%) average (55%) and low (27%) competence, There was no significant relationship between social competence and home environment among college students and there was no significant relationship between social competence and socio-economic status among college students.

Kaur (2014) conducted a study to find the social competence among secondary school students in relation to their parental encouragement. It was concluded from the analysis of data that male and female secondary school students do not differ in their social competence. Even the government and private secondary school students do not differ in their social competence. The parental encouragement of secondary school students whether male or female studying in government and private schools does not differ. It can be stated from the conclusion that the social competence of secondary school students is not influenced by their parental encouragement.

1.1.3 ACHIEVEMENT MOTIVATION

Achievement motivation is the activation of goal oriented behavior. Achievement motivation is based on attainment success and achieving all of our aspiration in life. Motivation is positively connected with academic achievement.

Siddiqui et al (2013) in their study examined the impact of social and family stress on the achievement motivation of school and college teachers in Aligarh. Statistical analyses of questionnaire of 200 teachers expose that the force of social and family role stress was not significant on the achievement motivation of the subjects. This insignificant relationship may be accredited to the reality of the Indian schools as well as college is that teachers keep their social and family stress separate from their achievement motivation. This separation was made possible because the teachers were academically and professionally successful and this enabled them to differentiate between their personal and professional domain of life and not allowing any intervention of outside events or happenings.

The motivation functional for achieving academic objective is termed as academic achievement motivation. Sinha & Ahmad (2007) reported that adolescents of different types of schools have different levels of academic achievement motivation. The term achievement motivation in psychology is given by Alfred Adler. It is a compensational motive, which is derived from the childhood experiences. Achievement motivation is based on attainment success and achieving all our aspiration in life. Achievement motivation is a need to accomplish something difficult; to influence or organize objects, people or ideas; to do this quickly and independently; to overcome obstacle and attain high standards; to excel one's self; to rival and surpass others; it raise self-regard by flourishing exercise of talent (Murray, 1938).

Elizor (1987) classified achievement as behavior modality (cognitive, emotional, and instrumental), type of confrontation (self-confrontation and problem confrontation) time perspective (before, through and after achieving the task). Achievement motivation is considered as a compound nature, which, consists of many factors such as idealism in work, rivalry and seriousness diligence, aspiration, sacrificing in order to work and surpass desire for distinction and capacity to overcome challenges and difficult tasks. Motivation is based on emotions and achievement- related goals.

Achievement motivation is based on attainment success and achieving all of our aspiration in life. People's needs and desires visibly influence their behavior. People with a high achievement prefer work with a moderate probability of achievement, for

these people low-risk circumstances do not provide enough challenge, and high-risk situation are too chancy. It is an urge to get better or “a kind of impulsively recurring concern to do things better Achievement motivation can, therefore, be defined as the striving to raise or to keep as high as possible, one’s own capability in all activities in which a standard of excellence is thought to concern and where the execution of such activities can, therefore either succeed or fail.

Kolodziej (2010) revealed that the psychological build of achievement motivation and its influence on students’ level of academic’s goals and school performance. According to the research, the achievement motivation can be treated as an important psychological predictor of graduates’ future success or failure. Achievement motivation or need for achievement is prejudiced by a combination of internal factors including personal drive and external or environmental factors including pressures and expectations of relevant association and society.

An achievement motivation is a need for significant accomplishment for mastering skills or ideas for control, and fast attains a high standard. Many studies and researches indicate that achievement motivation is one of the most important motives, which direct one’s behavior to achieve success and superiority; many researchers showed that if one has a high achievement motivation he will learn or respond and his creation will be quicker than one, who has a low achievement motivation.

Achievement motivation is something that causes an individual to make an effort to become successful and be goal oriented. Obviously, it is what people require to achieve a good life. Ahmad and Ahmad (2012) showed that there is a significant relation between academic achievement motivation and socio-emotional school atmosphere of adolescent. It may be concluded that the socio-emotional school atmosphere is a deciding factor in the academic achievement motivation of adolescents.

Types of achievement motivation are intrinsic and extrinsic. In Intrinsic motivations, an individual are usually influenced by which come from within based on the need to perform well and based on the incentive. Such incentive includes a sense of self-satisfaction achieved by doing a good job; the exhilaration of heaving fulfilled a challenge and a sense of mastery.

Achievement motivation is normally regarded as the drive to attain targets and the process to maintain the drive. Motivations provide an essential foundation to complete cognitive behavior, such as planning, association, decision-making, learning, and assessment. Performance of persons are often compared against standards or with others assessment. The differing perspective of scholars results in various definitions of achievement motivation. The innovative definition of achievement motivation was from Atkinson who defined it as the comparison of performance with others and against positive standard activities.

Veena & Shastri (2013) in a study indicated that pure science and applied science course students differ significantly on achievement motivation. Boys and girls differ significantly in achievement motivation. There is no significant difference between high and low academic performers in achievement motivation. Gacer (2013) found that there is no significant difference between sport specific achievements motivations levels of the handball players in terms of gender variable.

Craven has pointed out that there are numerous significant variables that can affect student's motivation. It is essential for a student to relate learning to his own life situation. Moore et al (2010) in his study revealed that the need for achievement and the need for affiliation were more common motives for joining the voluntary, residential leadership learning community. Helping a student make those real life associates and application are extremely motivating drive and obtain of sense of satisfaction. Erdogan, Kesici and Sahin (2011) revealed that achievement motivation without help, and achievement motivation and social comparison collectively are significant predictors of high school students' mathematics anxiety.

Kumar, Mehta and Maheshwari (2013) in their study revealed a significant consequence of EI on the achievement motivation and learning adjustment of students. However, EI did not have a significant consequence on the emotional adjustment, social adjustment and scholastic act of students. Aydin and Coskun (2011) found that achievement motivation showed significant difference according to class level but did not show any significant disparity according to gender, mother's learning level, father's learning level and people income status.

Khazaei, Esmailpoor, & Eslami (2012) found that there is no significant relationship between coping styles (problem-oriented and emotional-oriented) and achievement motivation, yet coping styles are not able to determine the achievement motivation. Seemaprakalpa & Arora (2012) in their study showed that majority of entrepreneurs were possessing moderate achievement motivation. Industrial achievement motivated women have a significantly higher rate of advancement in their venture as compared to others. It is appropriate in case of women entrepreneurs.

Gupta, Devi and Pasrija (2012) showed that there was significant difference in academic achievement among adolescents with high and low level of achievement motivation in relations to gender, locality and type of schools. It was found that male & female adolescents with high achievement motivation showed better academic achievement than their counterparts. Further, results also showed that high achievement motivation adolescents of rural area and urban area as well as private and govt. schools were found to be better on academic achievement than their corresponding parts. The relationship between achievement motivation and academic achievement also yielded a significant relationship at 0.05 levels and 0.01 levels.

Crick and Grotpeter (1995) conducted a study to find the relational aggression, gender, and social-psychological adjustment. Girls were significantly more relationally aggressive than were boys. Results also indicate that relationally aggressive children may be at hazard for sober adjustment difficulty (e.g., they were significantly more rejected and report significantly higher levels of aloneness, melancholy, and segregation relative to their no relationally cruel peers.

Busato and Prins.et.al (2000) conducted a study to find the intellectual ability, learning style, personality, achievement motivation and academic achievement of psychology students in higher education. The very first assessment at the university came out as the most imperative interpreter for educational success, even after two and three years of study. The implications of the results are discussed in relation to the literature and the policy of the Dutch Ministry of Education.

Raju & Rahamtulla (2007) conducted a study to find the adjustment problems among school students. The main result of the study have shown that adjustment of

school children is primarily reliant on the school variables like the class in which they are studying, the medium of coaching attendance in school, and the type of executive of the school. Parental learning and profession of the school children also significantly influenced adjustment.

Awan, Noureen.et.al (2011) conducted a study to find the relationship between achievement motivation, self-concept and achievement in English and Mathematics at Secondary Level. The results revealed that achievement motivation and self-concept are significantly related to academic achievement. Significant sexual category difference were exposed which were in support of girls. It was suggested that teachers must use motivational strategy to absorb students in academic activities for improving their grades.

Bala (2012) conducted a study to find the achievement motivation of foreign students pursuing technical and professional courses in Lovely Professional University. The finding of the study revealed that the students enroll in technical and professional courses posses' moderate level of achievement motivation and there is no difference in the achievement motivation level of students enrolled in technical and proficient courses.

Chetri (2014) in the study revealed no significant difference in achievement motivation with regard to sexual category and locale disparity but significant difference in relation to management variation. The study also revealed significant difference in the educational achievement of the students with regard to locale and organization variation. The significant relationship was found between achievement motivation and academic achievement.

Kumari (2015) conducted a study on secondary level students to find the achievement motivation, study habits and academic achievement. The results show a significant correlation between achievement motivation, study habits and presentation of students. A significant differentiation was found between students in different sexual categories and category of schools with respect to achievement motivation, study habits and academic achievement.

1.2 SIGNIFICANCE OF THE STUDY

Education plays a very important role in the life of every individual. The aim of education is to modify the behavior of the individual according to needs and expectations of the society. It is education which makes an individual to adapt to the environment. Motivation is the creation of goal-oriented behavior. Social Competent students have a sense of belonging. Social Competence should be appraised and be an important growth goal for all children. Adjustment refers to the behavioral procedure of balancing diverge needs or needs again barriers in the environment. The individual has to adjust with his vocational, social and economic problems. The process of adjustment starts right from the birth of the child and continues till his death. Adjustment is a process and not a state. An adjustment is process like learning. The individual learns behavior in same way as he learns academic behavior. Adjustment is a continuous process by which an individual vary his behavior to generate a more harmonious relationship between himself and his environment. Thus the processes of adjustment involve self-development and man's relation to his environment.

This study will provide an external or internal adaptation as one climbs the hierarchy of age and maturity. The present study is a step to study the adjustment among senior secondary school students: influence of social competence and achievement motivation. Achievement motivation and social competence are the factors that affect the behavior of the students. Review of literature reveals that the adjustment of senior secondary school students is not explored with social competence and achievement motivation.

Thus, the present study will be an attempt to reveal new facts. The finding of the study will be beneficial to teachers, parents and head of institutions, curriculum framers, and administrators in doing their respective jobs.

1.3 STATEMENT OF THE PROBLEM

The purpose of this study is to identify the influence of high levels of social competence and student's achievement motivation on school adjustment. The present

study is stated as: ADJUSTMENT AMONG SENIOR SECONDARY SCHOOL STUDENTS: INFLUENCE OF SOCIAL COMPETENCE AND ACHIEVEMENT MOTIVATION.

1.4 OPERATIONAL DEFINITION

Adjustment: Shaffer (1961) stated that adjustment is the process by which a living organism maintains a balance between its need and the circumstances that influences the satisfaction of the needs. It is a satisfactory and harmonious relationship of an organism to its environment. Thus the term adjustment may be defined as, “the process of finding and adopting models of behavior suitable to the environment or to the changes in the environment. In the present study it is a measure on Bell’s adjustment inventory by R.K Ojha.

Social competence: Social competence refers to those skills necessary for effective interpersonal functioning. For the present study social competence has been defined as the measure of an individual on social competence scale by Dr. V P Sharma on factors: pro social attitude, social competition, social leadership, social tolerance and social maturity.

Achievement Motivation: Achievement motivation is a concept which leads an individual in their goal to attain rewards, such as physical satisfaction, praise from others and the feeling of personal mastery (McClelland, 1985). It is a disposition to strive for success in competition with others with some standard of excellence, set up by the individual. In this study it is a measure on the scale of Achievement Motivation by Deo Mohan.

Senior Secondary School Students: In the present study senior secondary school students are the students of class XI and XII studying in PSEB schools of Punjab.

1.5 OBJECTIVES OF THE STUDY

1. To explore and analyze the level of achievement motivation, social competence and adjustment among senior secondary school students.
2. To find the difference in level of achievement motivation, social competence and adjustment with respect to gender, locale and type of school.
3. To find the interrelationship between social competence, achievement motivation and adjustment among senior secondary school students.
4. To find the influence of social competence and achievement motivation on adjustment among senior secondary school students.

1.6 HYPOTHESES OF THE STUDY

1. There exists no significant difference in level of achievement motivation of male and female senior secondary school students.
2. There exists no significant difference in level of achievement motivation among rural and urban senior secondary school students.
3. There exists no significant difference in level of achievement motivation of senior secondary school students of government and private schools.
4. There exists no significant difference in level of social competence of male and female senior secondary school students.
5. There exists no significant difference in level of social competence among rural and urban senior secondary school students.
6. There exists no significant difference in level of social competence among senior secondary school students of government and private schools.
7. There exists no significant difference in level of adjustment of male and female senior secondary school students.
8. There exists no significant difference in level of adjustment among rural and urban senior secondary school students.

9. There exists no significant difference in level of adjustment among senior secondary school students of government and private schools.
10. There exists no significant relationship between the adjustment, social competence and achievement motivation among senior secondary school students.
11. There exists no significant influence of social competence and achievement motivation on adjustment among senior secondary school students.

1.7 DELIMITATIONS OF THE STUDY

1. The present study was delimited to the senior secondary school students only.
2. The study was delimited to Punjab state only.
3. Data was collected from only two districts- Jalandhar and Hoshairpur districts of Punjab state.

CHAPTER II

METHODOLOGY

Methodology is one of the most important aspects of any study. It is a way to systematically investigate the research problem. It gives various steps in conducting the research in a systematic and logical way. A well-defined procedure provides the researcher a plan of action for selecting, collecting and analyzing the data economically and effectively. It helps the researcher to proceed systematically while conducting the research and ultimately saves the researcher's time, efforts and money. Keeping in view all these things, the present chapter deals with following steps:

- Research Method
- Sampling
- Tools
- Procedure of data collection
- Statistical technique

2.1 METHOD

Keeping in the view the research evidence, objectives and hypotheses, the researcher found it suitable to use descriptive survey method in present study. Descriptive research is a type of research that is primarily concerned drawing valid general conclusion from the facts discovered.

The aim of the present problem is to study the Adjustment Among Senior Secondary School Students: Influence of Social Competence and Achievement motivation. The present study is descriptive in nature, thus descriptive survey method was used by investigator to collect the relevant data.

2.2 SAMPLING

In any piece of research, it is impossible to study the whole population from which the problem is being investigated. A sample is a small proportion of population selected for observation and analysis. It consists of a few elements which reflect all the traits and characteristics of the population. It is a miniature picture of the entire population. The results obtained from carefully selected sample can be made applicable on the entire population from which sample had been taken. For the present study the sample was the senior secondary school students of Punjab.

2.2.1 SAMPLING TECHNIQUE

Stratified random sampling technique was employed in order to select the representative sample. Under this system we divide the universe into a number of strata or groups and then from each group certain numbers of items are taken on random basis. Thus in the selection of strata or group purposive selection method was used but in selecting actual units from each stratum random method was used. In this study the senior secondary schools were selected from rural and urban areas of two districts of Punjab. From these areas government and private schools were selected for study.

2.2.2 SAMPLING FRAME

Sampling frame of this study comprised of senior secondary school students. The investigator selected two districts of Punjab state. From these two districts 2 government and 2 private schools each were taken from each rural and urban locality.

**TABLE 2.1: LIST OF SENIOR SECONDARY SCHOOL STUDENTS FOR
THE STUDY**

District 1	Locale	Type of School	School Name	No. of Students
Jalandhar	Rural	Govt.	Govt. Senior Secondary School, Rastgo	30
			Govt. Senior Secondary School, Bhatnura	30
		Private	St. Marry Convent School, Daley	30
			Rajindra Senior Secondary School Bhogpur	30
	Urban	Govt.	Govt. Senior Secondary School, Ladhowali Road	32
			Govt. Senior Secondary School, Chukitti	30
		Private	Shivalik Senior Secondary School, Garha Road	31
			Guru Nanak Public Secondary School, Devitalab Road	30

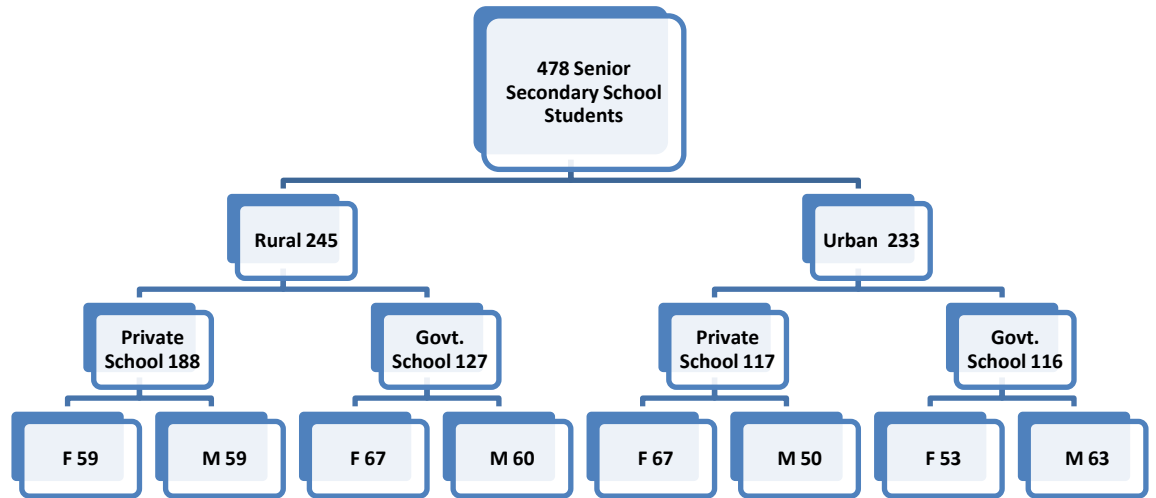
District 2 Hoshiarpur	Rural	Govt.	Govt. Senior Secondary School, Jaitpur	31
			Govt. Senior Secondary School, Jain Village	36
		Private	Ankur Public Senior Secondary School, Mahilpur	27
			St. Solider Devine Senior Secondary School, Mahilpur	31
	Urban	Govt.	Govt. Sen. Sec. School, Piplawali Road	30
			Govt. Sen. Sec. School, Hoshiarpur	30
		Private	DAV Sen.Sec. School, Hoshiarpur	30
			Arya Sen. Sec. School, Piplawali Road	30

2.2.3 SAMPLE SIZE

A sample of 478 school students was selected from Jalandhar and Hoshiarpur district of Punjab.

2.2.4 SAMPLING DESIGN

Sample design for the present study was as follows:



2.3 TOOLS USED FOR THE STUDY

For the present study following tools were used:

1. Social Competence Scale by Prof. V.P. Sharma, Dr. Kiran Shukla, Dr. Prabha Shukla (2012).
2. Achievement Motivation Scale by Prof. Pratibha Deo and Dr. Asha Mohan (2011).
3. Bell's Adjustment Inventory Scale by R.K Ojha (2009).

2.4 DESCRIPTION OF THE TOOLS

2.4.1 Social Competence Scale (SCS) By Prof. V.P. Sharma, Dr. Kiran Shukla, Dr. Prabha Shukla

Social Competence is defined as the social skill and inter-personal skill (Eisler, 1976) of an individual, which helps in effectively meeting a person- situation interaction' or successfully dealing with 'a person ecological factors'. Goldfriend and D' Zurilla (1967) considered it as the effectiveness or sufficiency which an individual is capable of responding to the various challenging situations which confront him. White (1963) developed the concept of social competence to depict a person's transaction with the social environment, and enable him to acquire successful experiences of others that may produce desirable effects. It is a collection of specific social behavior such as differential self-concept, consolidation of identity, habits of personal continuation and care consistent with common peer group standards differentiations of feeling and implications, positive and affectionate personal relationships, appropriate regulations of antisocial tendencies, curiosity and active exploration of the environment, control of attention as a function of situational or task requirements, perceptual skills, fine motor dexterity, language skills, memory flexibility in the application of information processing, strategies, quantitative and rational concepts, understanding and skills, general knowledge of health, social environment, consumer behavior, etc., competence motivation, problem solving skills, some positive attitudes towards learning and educational experiences (Alterson and Messick, 1974).

Argyle (1967) postulated social competence as a function of goals of performance selective perception of cues, control process, mother responses, feedback and timing of response. Arson and Smith (1962) have remarked that the individual, the external events and the process of external reinforcement function in the acquisition process of social competence as its determinants. A belief about one's own competence matter much so far as, his level of performance is concerned. A feeling of incompatibility at a task has an adverse effect on social performance. Ackerson (1972) advocated the incorporation of 'personality total' and 'conduct total' in the social competence scale.

2.4.1.2 Administration of the Scale

The scale can be administered individually as well as in a group of about 25-30 subjects. The subject will be seated comfortably in a well-lighted room under normal conditions. The subject will be given a question and answer booklet and will be instructed not to open it unless they are asked to do so. The instruction for the test written on the test booklet should be read clearly and slowly to the pupil. The administrator should ensure before starting the test that all the pupils have fully understood the instructions. Social Competence scale consists of 50 items/ statements measuring 18 factors of social skills and behavior of Indian pupils between age of 10 and 15 years of both the sexes. Each statement is to be expressed in any one of the sequential points from: Very high, High, Average, Low, and Very Low in 5 point scale. Marks will be awarded as:

TABLE 2.2 SCORING OF SOCIAL COMPETENCE SCALE

OPTION	MARKS
Very high	5
High	4
Average	3
Low	2
Very Low	1

2.4.1.3 Scoring interpretation

Norms from raw score have been developed in respect of

1. Age
2. Grade

3. Sex
4. SES
5. Parental Acceptability
6. Parental Authority

And administrator may use referring manual of the test for scoring and interpretation purpose. For age group 15 years and above the level of social competence for different scores is as follows:

TABLE 2.3 INTERPRETATION OF SOCIAL COMPETENCE SCALE

Level of Social Competence	Score
Very high	209 and above
High	193
Average	177
Low	161
Very Low	145 and below

2.4.1.4 Reliability

The coefficient of reliability employing Test- Retest method with an interval of 20 days has been estimated to be $r = 0.56$ whereas the coefficient of inter rater reliability has been found to be $r = 0.67$. The test is reliable.

2.4.1.5 Validity

Apart from the item-validity the SC scale (English version) has been validated against Kohn's Social Competence Scale and a predictive validity to the extent of $r=0.72$

was obtained. Further, the English and Hindi version of the SC scale was found to be correlated to the extent of $r=0.84$

2.4.2 Achievement Motivation Scale By Dr. Asha Mohan And Prof. Pratibha Deo

The term motivation refers to any organism state that mobilizes activity which is in some intelligence selective or directive. According to Newcomb (1964) achievement motivation is the acquire tendency and one of the most important social requirements. It has been defined by McClelland and his associates (1953) and also by Decharms (1968) as a disposition to strive for success in struggle with others with some standard of superiority, set by the individual. Motive to achieve requires an act of some norm of brilliance long term involvement and unique accomplishment. These are the criteria set by McClelland and his associates (1953). In fact, this is one of the most vital manifest and social requirements and personality variable enlisted by Murray (1938).

2.4.2.1 Description of Achievement Motivation Scale (AMS)

The Achievement Motivation Scale was constructed and standardized by Dr. Asha Mohan and Prof. Pratiba Deo (2011). The present scale was revised in 2011. This AMS consists of 50 statements. Achievement Motivation Scale also have Hindi version for the convenience of the respondents. In this scale out of 50 items, 13 are negative and 37 are positive items.

2.4.2.2 Administration of the Achievement Motivation Scale

The scale can be administered individually as well as in a group of about 25-30 subjects. With the use of microphone and a few assistants to help, even a much larger group can be given the scale at a time. The subjects should be seated comfortably, at some distance from each other and all within such distance that every subject can clearly hear the tester's voice. The tester should make sure that each subject has a pen for making responses. First, the answer sheets should be distributed, one to each subject and the subject should be asked to write down his/ her particulars i.e. name, age, gender and

college\school name and address, phone number, residence particulars etc. After ensuring that this is properly done by all the subjects, the tester should distribute the scale booklets giving one to each subject.

2.4.2.3 Reliability of Achievement Motivation Scale

Test- retest method was applied to obtain the reliability coefficient of the scale. Taking different sets of sample; the administration of the scale was repeated on several occasions. They are given below:

Table 2.4: RELIABILITY OF ACHIEVEMENT MOTIVATION SCALE

Sample	N	Interval	R	Level of Significance
Mixed group	51	4 weeks	0.69	.01
Males	33	5-6 weeks	0.67	.01
Females	50	5-6 weeks	0.78	.01

These coefficients of reliability are sufficiently high and the scale can be considered as reliable for use. Taking into consideration these results, the present scale reliability coefficients by test- retest method for the total group, as well as for the separate male and female groups are very satisfactory and the scale can be taken as quite reliable for use.

2.4.2.4 Validity of Achievement Motivation Scale

As far as the validity of the scale is concerned, in the first instance the item validity established by the high- low discrimination method was accepted as the validity of the whole measure. Besides, this scale was also used for validating the projective test of Achievement Motivation. The coefficient of correlation between the scale and the projective test was observed to be .54 which speaks for the validity of the scale also, the

validity being of the concurrent nature. Finally, the scale scores were also, correlated with the scores obtained by administering the Aberdeen Academic Motivation Inventory of Entwistle (1968) yielding a coefficient of correlation as 0.75 for a mixed sample of 0.93. This correlation is high enough to establish the validity of the scale.

2.4.2.5 Scoring of Achievement Motivation Scale

A positive item carries the weights of 4,3,2,1 and 0 for the categories of Always, Frequently, Sometimes, Rarely and Never respectively. The negative item is to be scored 0,1,2,3 and 4 for the same categories respectively that are given above. Separate keys for positive and negative items are provided. The total score is the summation of all the positive and negative items scores. The minimum score obtained can be 0 (zero) and the maximum can be 200, other scores ranging in between these limits

TABLE 2.5 SCORING OF ACHIEVEMENT MOTIVATION SCALE

Statement	Always	Frequently	Sometimes	Rarely	Never
Positive	4	3	2	1	0
Negative	0	1	2	3	4

TABLE 2.6 POSITIVE AND NEGATIVE ITEMS OF ACHIEVEMENT MOTIVATION SCALE

Response	Items wise sr. no	Total
Positive	2,3,4,5,6,7,10,8,9,11,15,16,23,24,25,26,27,28,29,30,31, 33,35,36,38,39,40,41,42,43,44,45,46,47,48,49,50.	37
Negative	1,12,13,14,17,18,19,20,21,22,32,34,37	13
	Total	50

**TABLE 2.7 INTERPRETATION TABLE OF ACHIEVEMENT
MOTIVATION SCALE**

Sr.No	Raw Scores	Level of Achievement Motivation
1	192 & above	Highly Motivation
2	176-191	High Motivation
3	161-175	Above Average Motivation
4	141-160	Average Motivation
5	125-140	Below Average Motivation
6	111- 124	Low Motivation
7	110 & Lower	Lowest Motivation

2.4.3.1 BELL’S ADJUSTMENT INVENTORY (BAI) By R.K Ojha

2.4.3.2.1 Introduction

Adjustment is the main part of human life. Living is a process of adjustment and it is a process of unique substance in human life. It is a acceptable and harmonious relationship of an organism to its atmosphere. Thus the term adjustment may be defined as, “the process of finding and adopting modes of behavior suitable to the environment or to the changes in the environment.”

2.4.3.2 Reliability of Bell’s Adjustment Scale

The Adjustment Inventory possesses high reliability. The reliability coefficients were determined by spilt-half and test-retest method.

**TABLE 2.8 RELIABILITY COEFFICIENTS OF THE BELL'S
ADJUSTMENT INVENTORY**

Method	Home	Health	Social	Emotional
Split- half	0.84	0.81	0.87	0.89
Test-Retest	0.91	0.90	0.89	0.92

2.4.3.3 Validity of Bell's Adjustment Scale

The Adjustment Inventory was validated against K. Kumar's Adjustment Inventory. The two inventory scores yielded a positive correlation.

**TABLE 2.9 VALIDITY COEFFICIENTS OF BELL'S ADJUSTMENT
INVENTORY**

Sr.	Area	Home	Health	Social	Emotiona
1	Home	0.72			
2	Health		0.79		
3	Social			0.83	
4	Emotional				0.81

2.4.3.4 ADMINISTRATION OF SCALE

The Adjustment Inventory has four parts. Each part has 35 statements. In the right side of each statement 'Yes' and 'No' have been given. If you are agree with the statement or to the data mentioned in the statement 'yes'. If your answer is negative, i.e., you are not agreeing to the facts mentioned in the statement 'No'. There is no time limit, but you should answer all the items quickly.

2.4.3.5 Scoring of Bell's Adjustment Scale

Scoring of the inventory is most easy. The number of responses where the person has encircled 'Yes' only, have to be counted for each encircled 'Yes' response 1 score is to be given. The total number of 'Yes' scores thus make total score of the person in the part. No concern to the 'No' response is to be given. The inventory is totally negative inventory. When the person answers in 'Yes', it indicates his difficulties. If he answers in 'No', it indicates that the person has no such difficulty. His answer is neither affirmative nor negative towards difficulties. Therefore, only the 'Yes' responses are scored to measure Adjustment difficulty.

2.5 PROCEDURE OF THE DATA COLLECTION

The researcher collected the data by personally visiting schools obtaining permission from the principals of those schools researcher seek the cooperation of senior secondary school students to answer the questionnaires which was distributed to them after proper explanation of the tool. They were assured that their data will be kept confidential and will be used only for research purpose.

2.6 STATISTICAL TECHNIQUES

Statistics is a mathematical technique of analyzing, describing and interpreting the numerical data. For testing the hypotheses, for analyzing and interpreting the data and graphical representation of data the researcher used the following statistics.

1. Mean, SD, Percentage to explore the group trend.
2. t- Test to find the difference between groups
3. Multiple Correlation to find the relationship between variables.
4. Regression to explore the influence.
5. Graphical representation to reflect the data.

CHAPTER III

ANALYSIS AND INTERPRETATION

The present chapter deals with the results and their corresponding interpretation in accordance with hypothesis. Data once collected should be analyzed with the help of statistic techniques that yield certain results. The analysis and interpretation represents the application of inductive and deductive logic to the research process. Analysis means categorizing, manipulating of data to reach at solution of the research problems. The depiction of the results and their interpretations is considered the most important part of the research work as it verify the hypothesis and eventually leads to conclusions of the study. The tabulated data have no meaning unless these are analyzed and interpreted by applying appropriate statistical technique. It involves breaking up of the complex factor into simpler parts and putting them in new arrangement for the purpose of interpretation.

The research has no meaning of its own if the data are not analyzed and interpreted. The whole schemes of research methodology revolve round the analytical interpretation of the reality. The research methodology approach to deal with the situation is meaningless, unless it moves in the path of allotment of mathematical digits for the purpose of analysis and interpretation. Therefore, analysis is very essential to study problem carefully. After collecting data from government and private senior secondary school students, it was analyzed keeping in view the objective and hypothesis of the study. The investigator summarizes the findings in a lucid and practical manner so that anybody at mere glance can understand the whole picture of the results.

The data collections from the sample have been analyzed and were guided by the following objectives:

1. Results pertaining to identify the level of Achievement Motivation of Senior Secondary School Students.

2. Results pertaining to identify the level of Social Competence of Senior Secondary School Students.
3. Results pertaining to identify the level and type of Adjustment of Senior Secondary School Students.
4. Results pertaining to difference in the level of Achievement Motivation of Senior Secondary School Students with respect to gender, locality and type of school.
5. Results pertaining to difference in the level of Social Competence of Senior Secondary School Students with respect to gender, locality and type of school.
6. Results pertaining to difference in the level of Adjustment of Senior Secondary School Students with respect to gender, locality and type of school.
7. Result pertaining to relationship of Achievement Motivation and Social Competence among Senior Secondary School Students with Adjustment.
8. Results pertaining to influence of Achievement Motivation and Social Competence of Senior Secondary School Students on Adjustment.

3.1 Results pertaining to identify the level of Achievement Motivation of Senior Secondary School Students.

One of the objectives of the present study was to identify the level of Achievement Motivation of senior secondary school students. To achieve this objective, researcher has collected data by administering Achievement Motivation scale on senior secondary students. Table 3.1.1, 3.1.2, and figure 3.1.1, 3.1.2 shows range, sample distribution and percentage wise, level of Achievement Motivation of secondary school students.

Table 3.1.1 level of Achievement Motivation of Senior Secondary School Students

Levels	Frequency	Percent
Lowest Motivation	336	70.3
Low Motivation	77	16.1
Below Average Motivation	26	5.4
Average Motivation	16	3.3
Above Average Motivation	10	2.1
High Motivation	9	1.9
Highly Motivation	4	0.8
Total	478	100.00

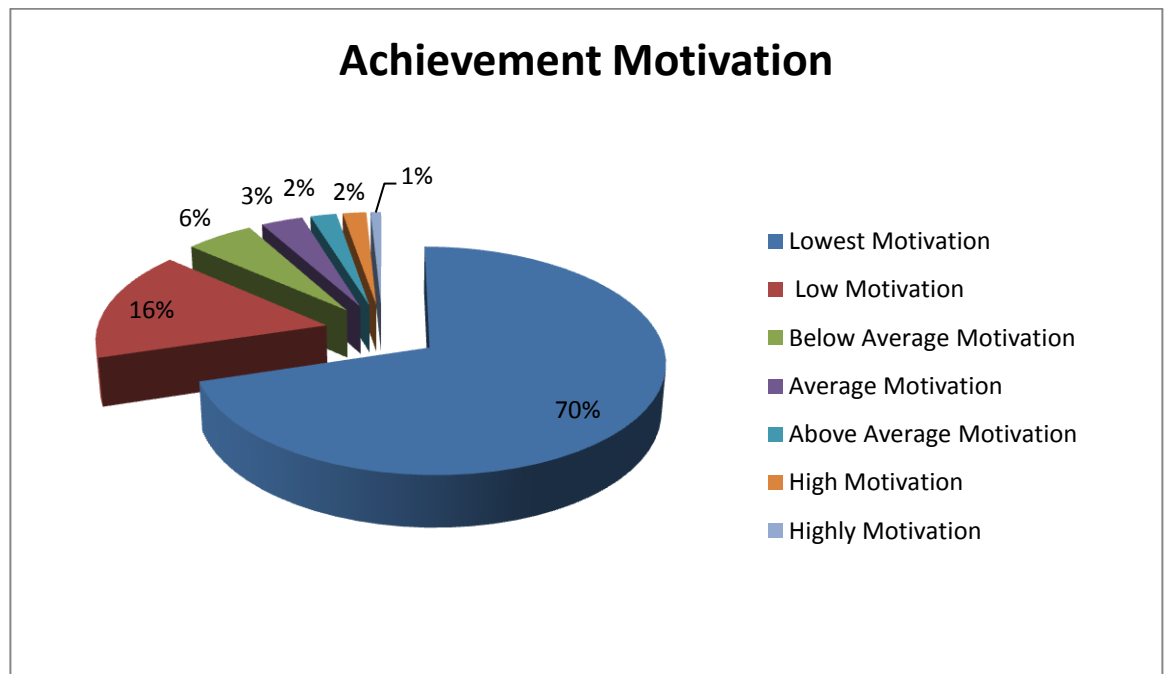


Figure 3.1.1 Level of Achievement Motivation of Senior Secondary School Students

Table 3.1.1 shows the distribution of 478 senior secondary school students in achievement motivation. On the basis of the score it is clear that 2.1% students have above average motivation, 3.3% students have average motivation, 5.4% students have below average motivation. 1.9% students have high motivation, 0.8% students have highly motivation, 16.1% students have low motivation and 70.3% students have lowest motivation. According to the data the respective number of respondents perceiving above average motivation, average motivation, below average motivation, high motivation, highly motivation, low motivation, lowest motivation are 10, 16, 26, 9, 4, 77 and 336 respectively. From the data it is clear that maximum students have lowest achievement motivation. The reason for lowest achievement motivation can be that now a day's maximum schools spoon feed their students, which make them mechanized and decreases their need for achievement.

3.2 Results pertaining to identify the level of Social Competence of Senior Secondary School Students

Another objective of the present study was to identify the level of social competence of senior secondary school students. To achieve this objective, researcher has collected data by administering social competence scale on senior secondary school students. Table 3.2.1 shows range, sample distribution and percentage wise level of social competence of senior secondary school students.

Table 3.2.1 Level of Social Competence of Senior Secondary School Students

Levels	Frequency	Percent
Very low	42	8.8
Low	104	21.8
Average	167	34.9
High	118	24.7
Very High	47	9.8
Total	478	100.0

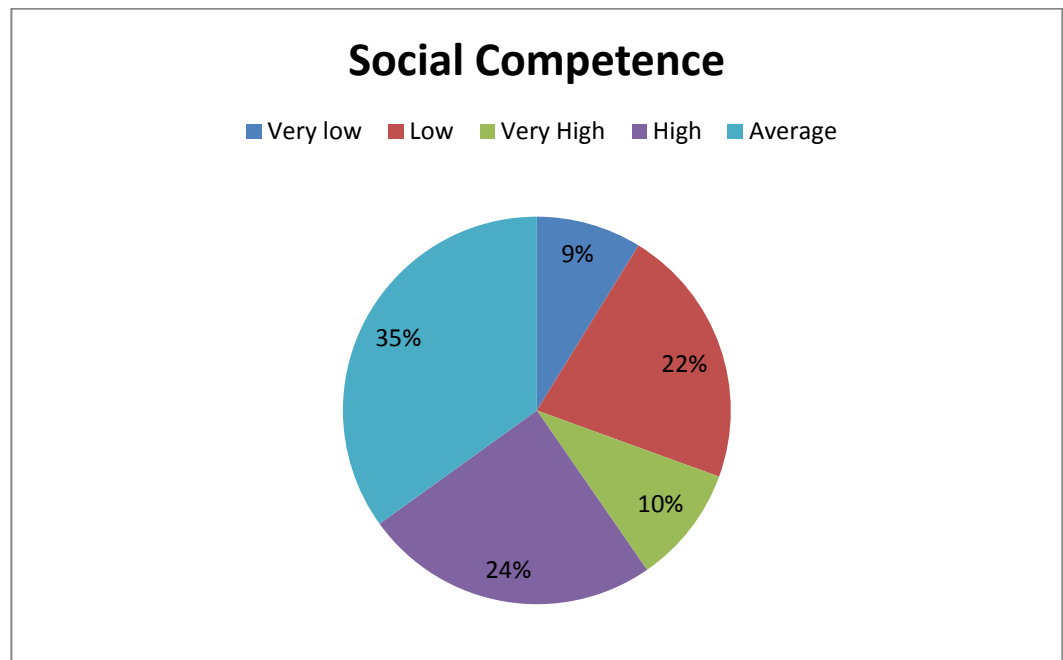


Figure 3.2.1 level of social competence of senior secondary school students

Table 3.2.1 shows the distribution of 478 senior secondary school students in social competence. On the basis of the score it is clear that 34.9% students have average social competence, 24.7% students have high social competence, 21.8% students have low social competence, 9.8% students have very high social competence and 8.8% students have very low social competence. The respective numbers of respondents having average, high, low, very high, very low are 167, 118, 104, 47 and 42 respectively. From the data it is clear that maximum students have average social competence. The reason for average social competence among senior secondary school students can be that they are not getting so many opportunities for interacting in groups. Schools may not be having too much community association programs in schools.

3.3 Results pertaining to identify the level of Adjustment of Senior Secondary School Students

Another objective of the present study was to identify the level of adjustment of senior secondary school students. To achieve this objective, researcher has collected data by administering adjustment scale on senior secondary school students. Table 3.3.1, 3.3.2, 3.3.3 and 3.3.4 figure shows range, sample distribution and percentage wise, level of adjustment of senior secondary school students.

Table 3.3.1 Level of Home Adjustment of senior secondary school students

Levels	Frequency	Percent
Very unsatisfactory	429	89.7
Unsatisfactory	17	3.6
Average	31	6.5
Excellent	429	89.7
Total	478	100.0

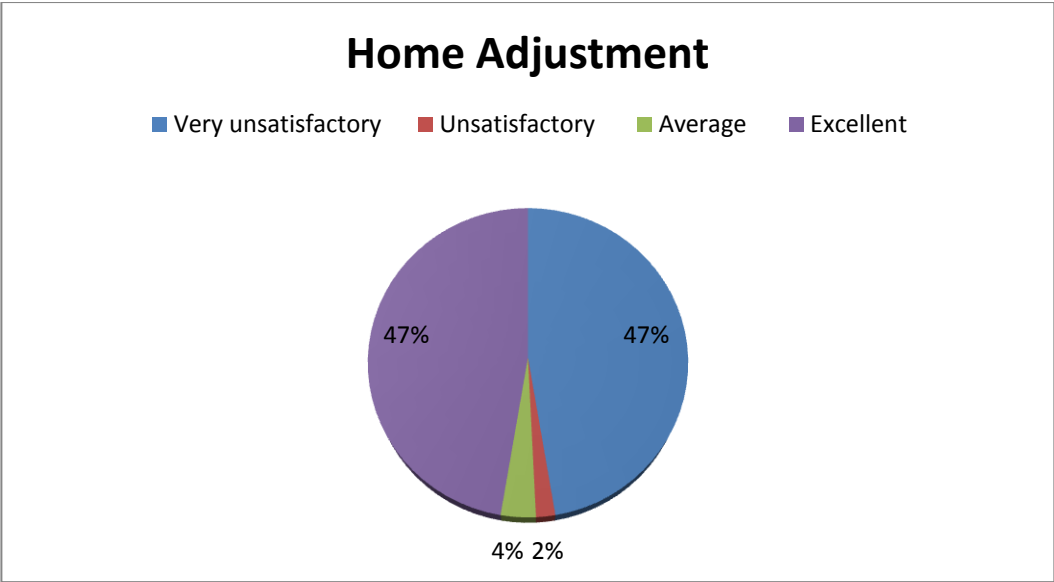


Figure 3.3.1 Level of Home Adjustment of senior secondary school students

Table 3.3.1 shows the distribution of 478 senior secondary school students in home adjustment on the basis of the score it is clear that 6.5% students have average home adjustment, .2% students have excellent home adjustment, 3.6% students have unsatisfactory home adjustment and 89.7% students have very unsatisfactory home adjustment. The respective number of respondents perceiving average home adjustment, excellent home adjustment, unsatisfactory home adjustment and very unsatisfactory home adjustment is 31, 1, 17 and 429 respectively. From the data is clear that maximum students perceive very unsatisfactory home adjustment in their life. The data reveals that the maximum students have lowest achievement motivation and very unsatisfactory home adjustment. The reason for the above finding can be the sample chosen for the study might be living in the areas where parents are not much concerned about their children or impose too much restrictions.

Table 3.3.2 Level of Health Adjustment of senior secondary school students

Levels	Frequency	Percent
Very unsatisfactory	452	94.6
Unsatisfactory	18	3.8
Average	8	1.7
Total	478	100.0

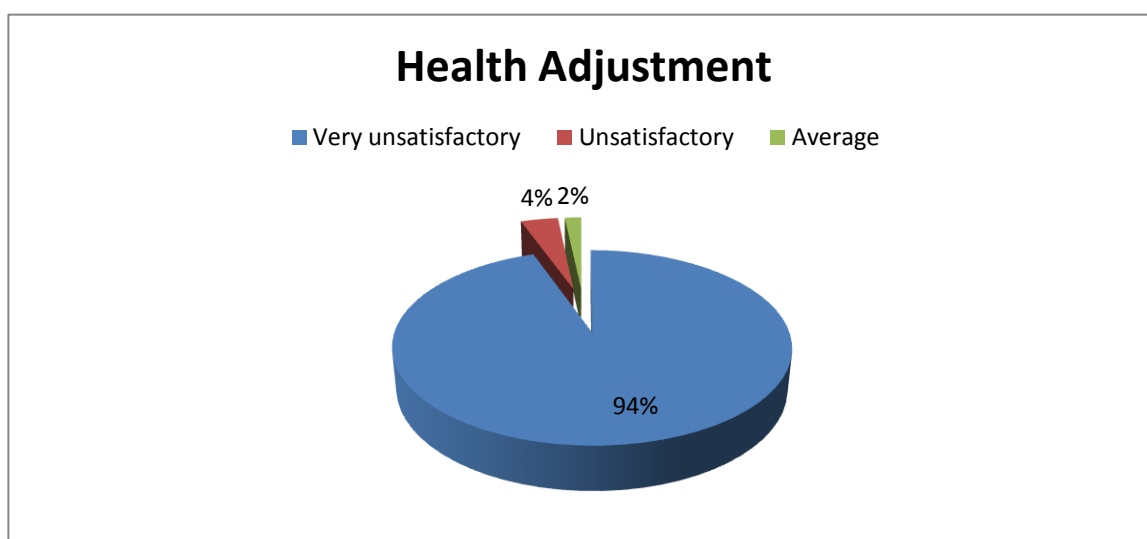


Figure 3.3.2 Level of Health Adjustment of senior secondary school students

Table 3.3.2 shows the distribution of 478 senior secondary school students in health adjustment on the basis of the score it is clear that 1.7% students have average health adjustment, 3.8% students have unsatisfactory health adjustment and 94.6% students have very unsatisfactory health adjustment. According to the data no students lie in the excellent health adjustment category. The respective number of respondents perceiving average health adjustment, unsatisfactory health adjustment and very unsatisfactory health adjustment is 8, 18 and 452 respectively. From the data it is clear that maximum students perceive very unsatisfactory health adjustment in their school.

The reason may be schools are focusing more on academic achievement of students rather than overall development.

Table 3.3.3 Level of Social Adjustment of senior secondary school students

Levels	Frequency	Percent
Very unsatisfactory	317	66.3
Unsatisfactory	74	15.5
Average	87	18.2
Total	478	100.0

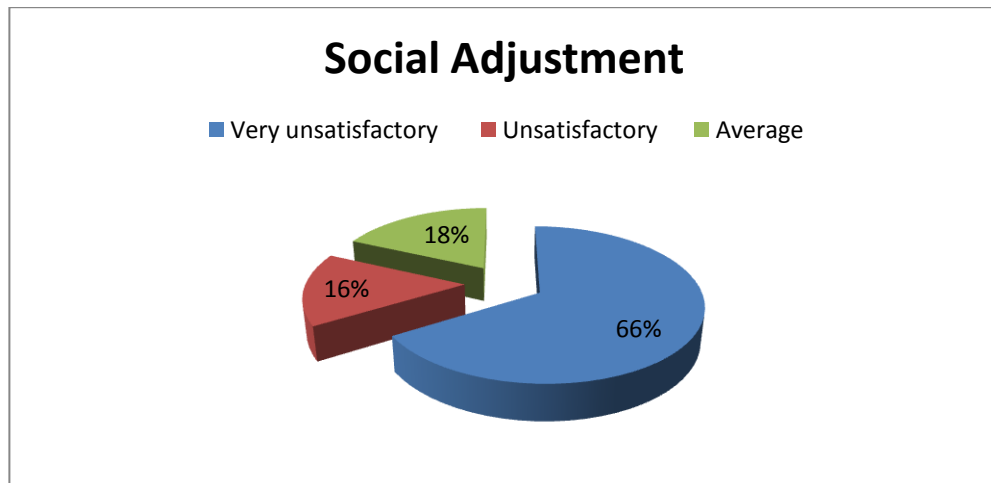


Figure 3.3.2 Level of Social Adjustment of senior secondary school students

Table 3.3.2 shows the distribution of 478 senior secondary school students in social adjustment on the basis of the score it is clear that 18.2% students have average social adjustment, 15.5% students have unsatisfactory social adjustment and 66.3 % students have very unsatisfactory social adjustment. According to the data no students lie in the excellent social adjustment category. The respective number of respondents

perceiving average social adjustment, unsatisfactory social adjustment and very unsatisfactory social adjustment is 87, 74 and 317 respectively. From the data it is clear that maximum students perceive very unsatisfactory social adjustment in their school.

Table 3.3.4 Level of Emotional Adjustment of senior secondary school students

Levels	Frequency	Percent
Very unsatisfactory	392	82.0
Unsatisfactory	60	12.6
Average	26	5.4
Total	478	100.0

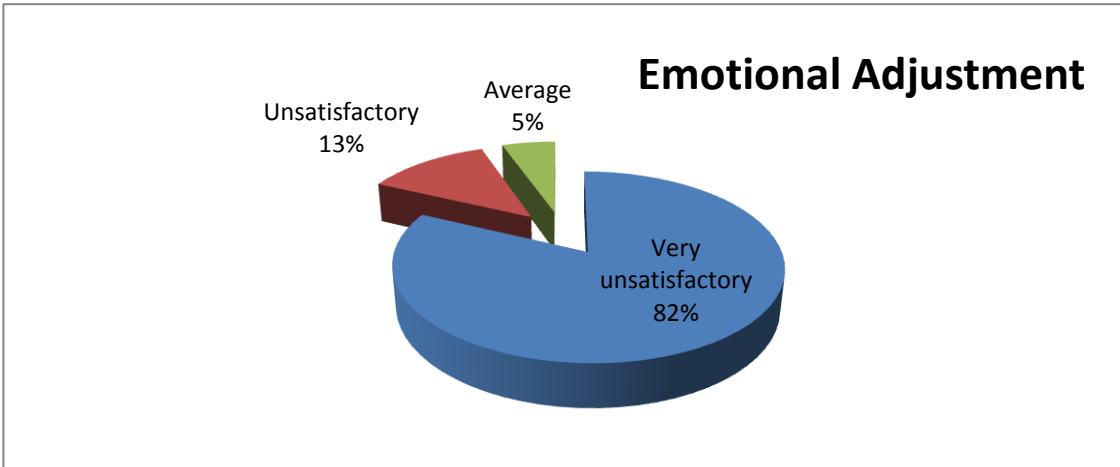


Figure 3.3.4 Level of Emotional Adjustment of senior secondary school students

Table 3.3.4 shows the distribution of 478 senior secondary school students in emotional adjustment on the basis of the score it is clear that 5.4% students have average emotional adjustment, 12.6% students have unsatisfactory emotional adjustment and 82.0% students have very unsatisfactory emotional adjustment. According to the data no students lie in the excellent emotional adjustment category. The respective number of respondents perceiving average emotional adjustment, unsatisfactory emotional adjustment and very unsatisfactory emotional adjustment is 26, 60 and 392 respectively. From the data is clear that maximum students perceive very unsatisfactory emotional adjustment in their school.

3.4 Results pertaining to difference in the level of Achievement Motivation of with respect to gender, type of school and locality.

One of the objectives of the present study was to find out the difference in the level of Achievement motivation with respect the gender, type of school and locality. To achieve this objective, researcher has collected data by administering Achievement motivation scale.

3.4.1 Results pertaining to difference in the level of Achievement motivation of male and female senior secondary school students.

This section deals with the difference between male and female senior secondary school students in their Achievement motivation. In order to find the difference between male and female senior secondary school students in their Achievement motivation data was subjected to statistical analysis and the results so obtained were organized in the table. Table 3.4.1. Shows the various statistical data of male and female secondary school students in their level of Achievement motivation.

Table 3.4.1 Difference in the level of Achievement Motivation of Male and Female Senior Secondary School Students.

Gender	N	Mean	Std. Deviation	T	P Value	Remarks
Male	232	102.86	23.514	2.417	0.016	Significant
Female	246	108.15	24.282			

$P < 0.05 \neq H_0$

$P \geq 0.05 = H_0$

Table 3.4.3 shows difference between mean score of students in their achievement motivation. Test for difference on means shows significant difference in achievement motivation between male and female students ($p=0.016$, t value = 2.417). Thus the hypothesis there exist no significant difference in achievement motivation with respect to gender is rejected. Female students disclosed higher level of achievement motivation (mean= 108.15, SD= 24.282) in comparison to male students (mean=102.86, SD= 23.514). The reason for difference can be that nowadays females had become more aspiring for their future.

This finding is in contradiction to Ahluwalia (1985) which stated that gender had no effect on the achievement motivation level of the students.

3.4.2 Result pertaining to difference in the level of achievement Motivation of rural and urban senior secondary school students.

This section deals with the difference between rural and urban senior secondary school students in their Achievement motivation. In order to find the difference between rural and urban senior secondary school students in their Achievement motivation data was subjected to statistical analysis and the results so obtained were organized in the table. Table 3.4.2. shows the various statistical data of rural and urban senior secondary school students in their level of Achievement motivation.

Table 3.4.2 Difference in the level of Achievement Motivation of Rural and Urban Senior Secondary School Students

Locale	N	Mean	Std. Deviation	T	P Value	Remark
Rural	245	108.94	28.595	3.163	.002	Significant
Urban	233	102.05	17.412			

$P < 0.05 \neq H_0$

$P \geq 0.05 = H_0$

Table 3.4.2 show difference between mean scores of rural and urban schools in their achievement motivation. Test for difference on means shows significant difference in achievement motivation between rural and urban school students ($p=0.02 < 0.05$, t value = 3.163). Thus the hypothesis there exist no significant difference in achievement motivation with respect to type of locality is rejected. Mean value reveals students from rural schools disclosed higher level of achievement motivation (mean= 108.94, SD= 28.595) in comparison to students of Urban schools (mean= 102.05, SD= 17.412). The reason for the above finding can be as rural students also want to achieve high and move to urban areas, there achievement motivation is high.

3.4.3 Results pertaining to difference in the level of Achievement motivation of private and government senior secondary school students.

This section deals with the difference between senior secondary students of government and private school in their Achievement motivation. In order to find the difference between senior secondary school students of government and private school in their achievement motivation data was subjected to statistical analysis and the result so obtained were organized in the table. Table 3.4.3 shows the various statistical data of

senior secondary school students of government and private schools in their level of Achievement motivation.

Table 3.4.3 Difference in the Level of Achievement Motivation of Private and Government senior Secondary School Students.

Type of School	N	Mean	Std. Deviation	T	P Value	Remark
Private	235	103.40	14.238	1.959	0.51	Insignificant
Government	243	107.70	30.551			

$$P < 0.05 \neq H_0$$

$$P \geq 0.05 = H_0$$

Table 3.4.3 shows difference between mean score of private and government schools in their achievement motivation. Test for difference on means shows no significant difference in achievement motivation between private and government school students ($p = 0.51 > 0.05$, t value = 1.95). Thus the hypothesis there exist no significant difference in achievement motivation with respect to type of school is not rejected. Students from Government schools disclosed higher level of achievement motivation (mean=107.70, SD= 30.551) in comparison to students of private schools (mean=103.40, SD= 14.238). The reason for the present finding can be that achievement motivation is an internal trait hence being a student's of government and private does not matter.

This study is in accordance to D. Bharanbe (2016) which stated that there is no significant difference among the students of government and private school students.

3.5 Results pertaining to difference in the level of Social Competence with respect to gender, locality and type of school.

One of the objectives of the present study was to find out the difference in the level of Social Competence with respect to gender, type of school and locality. To achieve this objective, researcher has collected data by administering Social Competence scale.

3.5.1 Results pertaining to difference in the level of Social Competence of male and female senior secondary school students.

This section deals with the difference between male and female senior secondary school students in their social competence. In order to find the difference between male and female senior secondary school students in their social competence data was subjected to statistical analysis and the results so obtained were organized in the table. Table 3.5.1 shows the various statistical data of male and female senior secondary school students in their level of Social Competence.

Table 3.5.1 Difference in the Level of Social Competence of Male and Female Senior Secondary School Students.

Gender	N	Mean	Std. Deviation	T	P Value	Remark
Male	232	175.55	24.570	1.790	.074	Insignificant
Female	246	179.84	27.661			

$P < 0.05 \neq H_0$

$P \geq 0.05 = H_0$

Table 3.5.1 shows difference between mean score of male and female students in their Social Competence level. Test for difference on mean shows no significance difference in Social Competence level between male and female students ($p=0.074>0.05$, t value= 1.790). Thus the hypothesis there exist no significant difference in social competence level with respect to gender is not rejected. Although female students disclosed higher level of Social Competence (mean=179.84, SD= 27.661) in comparison to male students (mean=175.55, SD= 24.570). This difference may be due to statistical error or chance factor. Now a day's females and male get equal opportunities for developing their social competence.

3.5.2 Result pertaining to difference in the level of social competence of rural and urban senior secondary school students.

This section deals with the difference between rural and urban senior secondary school students in their Social Competence. In order to find the difference between rural and urban senior secondary school students in their Social Competence data was subjected to statistical analysis and the results so obtained were organized in the table. Table 3.5.2. Shows the various statistical data of rural and urban senior secondary school students in their level of Social Competence.

Table 3.5.2: Difference in the level of social competence of rural and urban senior secondary school students

Locale	N	Mean	Std. Deviation	T	P Value	Remark
Rural	245	174.21	26.485	3.052	.002	Significant
Urban	233	181.48	25.566			

$P < 0.05 \neq H_0$

$P \geq 0.05 = H_0$

Table 3.5.2 show difference between mean score of rural and urban schools in their social competence. Test for difference on means shows significant difference in social competence between rural and urban school students ($p=.002 < 0.05$, t value = -3.052). Thus the hypothesis there exist no significant difference in social competence with respect to type locality is rejected. Students from Urban schools disclosed higher level of social competence (mean= 181.48, SD= 25.566) in comparison to students of Rural schools (mean= 174.21, SD=26.485). The reason can be that the schools of urban area provide more social interaction opportunities to their students as compared to schools of rural areas.

3.5.3 Results pertaining to difference in the level of Social competence of private and government senior secondary school students.

This section deals with the difference between senior secondary students of government and private school in their Social Competence. In order to find the difference between senior secondary school students of government and private school in their social competence was subjected to statistical analysis and the result so obtained were organized in the table. Table 3.5.3 shows the various statistical data of senior secondary school students of government and private schools having difference in their level of social competence.

Table 3.5.3 Difference in the Level of Social Competence of Private and Government senior Secondary School Students.

Type of School	N	Mean	Std. Deviation	T	P Value	Remark
Private	235	174.98	24.978	2.281	.023	Significant
Government	243	180.44	27.239			

$P < 0.05 \neq H_0$

$P \geq 0.05 = H_0$

Table 3.4.3 shows difference between mean score of private and government schools in their social competence. Test for difference on means shows significant difference in social competence between private and government school students ($p=0.023 < 0.05$, t value= 2.281). Thus the hypothesis there exist no significant difference in social competence with respect to type of school is rejected. Students from Government schools disclosed higher level of social competence (mean=180.44, SD=27.239) in comparison to students of private schools (mean=174.98, SD=24.978). The reason for the above said result can be that as government schools have fewer restrictions on their student and they get more opportunities to interact and play with each other.

3.6 Results pertaining to difference in the level of Adjustment with respect to gender, locality and type of school.

One of the objectives of the present study was to find out the difference in the level of Adjustment with respect the gender, type of school and locality. To achieve this objective, researcher has collected data by administering Adjustment scale.

3.6.1 Results pertaining to difference in the level of Adjustment of male and female senior secondary school students.

This section deals with the difference between male and female senior secondary school students in their Adjustment. Table 3.6.1 shows the various statistical data of senior secondary school students of male and female school in their level of adjustment.

Table 3.6.1 Difference in the Level of Adjustment of Male and Female Senior Secondary School Students.

Type of adjustment	Gender	N	Mean	Std. Deviation	T	P Value	Remarks
Home adjustment	Male	232	20.08	4.460	0.484	0.629	Insignificant
	Female	246	19.88	4.563			
Health	Male	232	19.28	4.930	2.593	0.010	Significant
	Female	246	20.42	4.706			
Social	Male	232	19.97	4.166	0.116	0.908	Insignificant
	Female	246	20.02	4.595			
Emotional	Male	232	20.24	3.918	0.926	0.355	Insignificant
	Female	246	20.59	4.460			

$$P < 0.05 \neq H_0$$

$$P \geq 0.05 = H_0$$

Table 3.6.1 shows difference between mean score of male and female students in their Home adjustment level. Test for difference on mean shows no significance difference in home adjustment level between male and female students ($p=0.629 > 0.05$, t value=0.484). Thus the hypothesis there exist no significant difference in home adjustment level with respect to gender is not rejected.

Table 3.6.1 shows difference between mean score of male and female students in their Health adjustment level. Test for difference on mean shows significance difference in health adjustment level between male and female students ($p=0.010 < 0.05$, t value=2.593). Thus the hypothesis there exist no significant difference in health adjustment level with respect to gender is rejected. Female students disclosed higher

level of social adjustment (mean=20.02, SD= 4.706) in comparison to male students (mean=19.28, SD=4.930).

Table 3.6.1 shows difference between mean score of male and female students in their Social adjustment level. Test for difference on mean shows no significance difference in social adjustment level between male and female students ($p=0.908 >0.05$, t value = 0.116). Thus the hypothesis there exist no significant difference in social adjustment level with respect to gender is not rejected.

Table 3.6.1 shows difference between mean score of male and female students in their Emotional adjustment level. Test for difference on mean shows no significance difference in emotional adjustment level between male and female students ($p=0.355 >0.05$, t value=0.926). Thus the hypothesis there exist no significant difference in emotional adjustment level with respect to gender is not rejected.

Thus, the hypotheses “there exists no significant difference in adjustment of male and female students is partially accepted.

3.6.2 Results pertaining to difference in the level of Adjustment of rural and urban senior secondary school students.

This section deals with the difference between rural and urban senior secondary school students in their Adjustment. In order to find the difference between rural and urban senior secondary school students in their adjustment data was subjected to statistical analysis and the results so obtained were organized in the table. Table 3.6.2. Shows the various statistical data of rural and urban senior secondary school students in their level of adjustment.

Table 3.6.2 Difference in the Level of Adjustment of rural and urban Senior Secondary School Students.

	Locale	N	Mean	Std. Deviation	T	P Value	Remarks
Home adjustment	Rural	245	19.67	5.023	1.542	.124	Insignificant
	Urban	233	20.30	3.883			
Health	Rural	245	19.06	5.248	3.766	.000	Significant
	Urban	233	20.71	4.231			
Social	Rural	245	19.71	4.859	1.471	.142	Insignificant
	Urban	233	20.30	3.817			
Emotional	Rural	245	20.07	4.671	1.877	.061	Insignificant
	Urban	233	20.79	3.625			

$P < 0.05 \neq H_0$

$P \geq 0.05 = H_0$

Table 3.6.2 shows difference between mean score of rural and urban students in their Home adjustment level. Test for difference on mean shows no significance difference in home adjustment level between rural and urban students ($p=0.124 > 0.05$, t value=1.542). Thus the hypothesis there exist no significant difference in home adjustment level with respect to locality is not rejected.

Table 3.6.2 shows difference between mean score of rural and urban students in their Health adjustment level. Test for difference on mean shows significance difference in health adjustment level between rural and urban students ($p=0.000 < 0.05$, t value=3.766). Thus the hypothesis there exist no significant difference in health adjustment level with respect to locality is rejected. Urban students disclosed higher level of social adjustment (mean=20.71, SD= 4.231) in comparison to rural students (mean=19.06, SD=5.248).

Table 3.6.2 shows difference between mean score of rural and urban students in their Social adjustment level. Test for difference on mean shows no significance difference in social adjustment level between rural and urban students ($p=0.142 > 0.05$, t value=1.471). Thus the hypothesis there exist no significant difference in social adjustment level with respect to locality is not rejected.

Table 3.6.2 shows difference between mean score of rural and urban students in their Emotional adjustment level. Test for difference on mean shows no significance difference in emotional adjustment level between rural and urban students ($p=0.061 > 0.05$, t value=1.877). Thus the hypothesis there exist no significant difference in emotional adjustment level with respect to locality is not rejected.

Thus, the hypotheses “there exists no significant difference in adjustment of rural and urban students” is partially accepted.

3.6.3 Results pertaining to difference in the level of Adjustment of private and government senior secondary school students.

This section deals with the difference between private and government senior secondary school students in their Adjustment. In order to find the difference between private and government senior secondary school students in their adjustment data was subjected to statistical analysis and the results so obtained were organized in the table. Table 3.6.3 shows the various statistical data of private and government senior secondary school students in their level of adjustment.

Table 3.6.3 Difference in the Level of Adjustment of private and government Senior Secondary School Students.

	Type of School	N	Mean	Std. Deviation	T	P Value	Remarks
Home adjustment	Private	235	19.44	4.233	2.594	.010	Significant
	Government	243	20.50	4.712			
Health	Private	235	19.16	4.482	3.146	.002	Significant
	Government	243	20.54	5.089			
Social	Private	235	19.38	4.185	3.018	.003	Significant
	Government	243	20.58	4.506			
Emotional	Private	235	19.83	4.260	3.046	.002	Significant
	Government	243	20.99	4.079			

$P < 0.05 \neq H_0$

$P \geq 0.05 = H_0$

Table 3.6.3 shows difference between mean score of private and government schools in their home adjustment. Test for difference on means shows significant difference in home adjustment between private and government school students ($p = .010 < 0.05$, t value= 2.594). Thus the hypothesis there exist no significant difference in home adjustment with respect to type of school is rejected. Students from Government schools disclosed higher level of home adjustment (mean=20.50, SD=4.712) in comparison to students of private schools (mean=19.44, SD=4.233).

Table 3.6.3 shows difference between mean score of private and government schools in their health adjustment. Test for difference on means shows significant difference in health adjustment between private and government school students ($p = .002 < 0.05$, t value= 3.146). Thus the hypothesis there exist no significant difference in health adjustment with respect to type of school is rejected. Students from Government

schools disclosed higher level of health adjustment (mean=20.54, SD=5.089) in comparison to students of private schools (mean=19.16, SD=4.482).

Table 3.6.3 shows difference between mean score of private and government schools in their social adjustment. Test for difference on means shows significant difference in social adjustment between private and government school students ($p = .003 < 0.05$, t value= 3.018). Thus the hypothesis there exist no significant difference in social adjustment with respect to type of school is rejected. Students from Government schools disclosed higher level of social adjustment (mean=20.58, SD=4.506) in comparison to students of private schools (mean=19.38, SD=4.185).

Table 3.6.3 shows difference between mean score of private and government schools in their emotional adjustment. Test for difference on means shows significant difference in emotional adjustment between private and government school students ($p = .002 < 0.05$, t value= 3.046). Thus the hypothesis there exist no significant difference in emotional adjustment with respect to type of school is rejected. Students from Government schools disclosed higher level of emotional adjustment (mean=20.99, SD=4.079) in comparison to students of private schools (mean=19.83, SD=4.260).

Thus, the hypotheses “there exists no significant difference in adjustment of government and private students” is rejected. Students of government schools revealed higher level of adjustment in all domains as compared to private school students. The main reason for this difference may be now a day’s all schools are making their student participate in all fields of education and life. Both government and private school students have same opportunities to learn adjustment qualities. Government school students getting more opportunities develop more adjustment abilities.

3.7 Result pertaining to relationship of Achievement Motivation and Social Competence among Senior Secondary School Students with Adjustment.

One of the objectives of the present study was to find the correlation between achievement motivation and social competence and Adjustment. In order to find the correlation between achievement motivation, social competence and adjustment data

was subjected to statistical analysis and the results so obtained were organized in the table 3.7

3.7 Results Pertaining To Relationship of Achievement Motivation and Social Competence among Senior Secondary School Students with Adjustment

The objective of the study was to know the relationship of Achievement Motivation and Social Competence among Senior Secondary School Students with Adjustment. After administering the achievement motivation scale, social competence scale and adjustment scale, Karl Pearson’s coefficient of Correlation has been computed and results have been presented in the table 3.7.

Table 3.7.1 Relationship between Social Competence and Achievement Motivation with Home Adjustment.

Home Adjustment	Social Competence	Achievement Motivation
N	478	478
p	0.002	0.001
r	0.131	-0.141

Table 3.7 shows the value of co-efficient of correlation between social competence and home adjustment. The p value of relationship of social competence and home adjustment is ($p=0.002 < 0.05$) which is significant at both the level of significance. Also the correlation value (0.131) between home adjustment and social competence of senior secondary school students is very low. So, the researcher may interpret that though social competence is significantly related to home adjustment but the value of correlation is very low.

Table 3.7 shows the value of co- efficient of correlation between achievement motivation and home adjustment is ($p=0.001 < 0.05$) which is significant at both the level

of significance. But the correlation value (-0.141) between home adjustment and achievement motivation of senior secondary school students is very low. So, the researcher may interpret that though achievement motivation is significantly related to home adjustment but the value of correlation is very low.

Hence, the hypothesis of the study stated that there exists no relationship between social competence among home adjustment is not rejected but the amount of correlation between the two variables is very low.

Table 3.7.2 Relationship between Social Competence and Achievement Motivation with Health Adjustment

Health Adjustment	Social Competence	Achievement Motivation
N	478	478
p	0.072	0.001
r	0.067	-0.137

Table 3.7 shows the value of co-efficient of correlation between social competence and health adjustment. The value social competence and health adjustment is ($p=0.072 > 0.05$) which is insignificant at both the level of significance. Also the correlation value is (0.067) between health adjustment and social competence of senior secondary school students is negligible. So, the researcher may interpret that social competence is not significantly related to health adjustment.

Table 3.7 shows the value of co- efficient of correlation between achievement motivation and health adjustment is ($p=0.001 < 0.05$) which is significant at both the level of significance. But the correlation value (-0.137) between health adjustment and achievement motivation of senior secondary school students is very low. So, the researcher may interpret that though achievement motivation is significantly related to health adjustment but the value of correlation is very low.

Hence, the hypothesis of the study stated that there exists no relationship of social competence and achievement motivation with health adjustment is partially rejected but the amount of correlation between the two variables is very low.

3.7.3 Relationship of Social Competence and Achievement Motivation with Social Adjustment

Social Adjustment	Social Competence	Achievement Motivation
N	478	478
p	0.264	0.000
r	0.029	-0.184

Table 3.7 shows the value of co-efficient of correlation between social competence and social adjustment. The value of co- efficient of correlation between social competence and social adjustment is ($p=0.264 > 0.05$) which is insignificant at both the level of significance. Also the correlation value is (0.029) between social adjustment and social competence of senior secondary school students is very negligible. So, the researcher may interpret that social competence is not significant related to social adjustment. It may be concluded that there exists significantly no relationship between social competence and social adjustment.

Table 3.7 shows the value of co- efficient of correlation between achievement motivation and social adjustment is ($p=0.000 < 0.05$) which is significant at both the level of significance. Also the correlation value (-0.184) between social adjustment and achievement motivation of senior secondary school students is very low. So the researcher may interpret that achievement motivation is significantly related to social adjustment.

Hence, the hypothesis of the study stated that there exists no relationship of social competence and achievement motivation with social adjustment is partially rejected but the amount of correlation between the two variables is very low.

3.7.4 Relationship of Social Competence and Achievement Motivation with Emotional Adjustment

Emotional Adjustment	Social Competence	Achievement Motivation
N	478	478
P	0.004	0.002
r	0.122	-0.133

Table 3.7 shows the value of co-efficient of correlation between social competence and emotional adjustment. The value of co- efficient of correlation between social competence and emotional adjustment is ($p=0.004 < 0.05$) which is significant at both the level of significance. Also the correlation value (0.122) between emotional adjustment and social competence of senior secondary school students is very low. So, the researcher may interpret that social competence though significantly related to emotional adjustment is very low.

Table 3.7 shows the value of co- efficient of correlation between achievement motivation and emotional adjustment is ($p=0.002 < 0.05$) which is significant at both the level of significance. Also the correlation value (-0.133) between emotional adjustment and achievement motivation of senior secondary school students is very low. So the researcher may interpret that achievement motivation is significantly related to emotional adjustment but the value of correlation is very less.

Hence, the hypothesis of the study stated that there exists no relationship of social competence and achievement motivation with adjustment is not rejected but the value of correlation between the two variables is very low.

Thus it can be said that though social competence and achievement motivation are significantly related to adjustment but the value of correlation is very low. It means

social competence and achievement motivation have very little influence on different dimensions of adjustment of senior secondary students.

3.8 Results pertaining to influence of Achievement Motivation and Social Competence of Senior Secondary School Students on Adjustment

The objective of the study was to find the impact of Achievement Motivation and Social Competence among senior Secondary school Students on Adjustment. After administering the Achievement Motivation scale, Social Competence scale and Adjustment scale, Regression has been computed and results have been presented in table 3.8.

TABLE 3.8 Table of Impact of Achievement Motivation and Social Competence on Adjustment

Table 3.8 a Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.262 ^a	.069	.065	11.36468

Table 3.8 b ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4534.316	2	2267.158	17.554	.000 ^b
	Residual	61349.033	475	129.156		
	Total	65883.349	477			

a. Dependent Variable: adjustment

b. Predictors: (Constant), achievement motivation, social competence

From the above table a significant regression equation was found ($F=17.554$, $p<0.00$) within $R=0.262$. $R^2=0.069$. So, it is evident that only 6.9% variation is explained by the independent variables and 93.1% variation is explained by other variables, which are beyond the scope to this study.

Table 3.8 c: Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
1 (Constant)	81.391	4.228	19.252	.000
social competence	.059	.020	.133	.003
achievement motivation	-.111	.022	-5.115	.000

Now, from the table of coefficient regression equation is Adjustment = $81.391 + 0.59$ social competence and -0.111 achievement motivation. So, with one unit increase in social competence there will be 5.9% increase in adjustment with one unit increase in academic motivation there will be 11.1% decrease in adjustment.

Thus it can be concluded that social competence and achievement motivation are not the strong predictors of different types of adjustment in senior secondary students. Therefore the hypothesis “There exists no significant influence of social competence and achievement motivation on adjustment among senior secondary school students” is not rejected.

CHAPTER IV

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

4.1 CONCLUSIONS

Conclusions are essential and vital aspect of any investigation. For an investigator as it is the chance to have the last word on the subject. Mere collection of data, use of ideal statistical technique, presentation and interpretation of data will not serve any purpose without valid conclusions. Conclusions provide a finishing touch and review to the entire research work. Results of research work show acceptance or rejection of the hypothesis. Investigator summarizes the thought, to demonstrate the importance of ideas and to propel readers to a new view of the subject. Conclusions have to be drawn keeping in view the limitations of the study. It is also an opportunity to make a good new impression and to end on positive note. Conclusions and recommendations usually form an important part of a research. The following conclusions were drawn by the investigator based on the data and its interpretation:

1. In Achievement motivation maximum number of students of senior secondary level falls in the lowest motivation level.
2. In Social competence maximum number of students of senior secondary level falls in the average level.
3. In Home adjustment maximum number of students of senior secondary level falls in the very unsatisfactory level. The same result has been showed by the senior secondary school students in health adjustment social adjustment and emotional adjustment.
4. Male and female senior secondary school students differ significantly in their Achievement motivation. Females have higher level of achievement motivation as compared to male.

5. Senior secondary students of Government and private schools differ significantly in their Achievement motivation. Government school students showed higher level of mean score than private school students.
6. Senior secondary students of Rural and Urban school differ significantly in their Achievement motivation. Students of rural schools showed higher level of achievement motivation than the students of Urban.
7. Male and female senior secondary school students do not differ significantly in their social competence.
8. Senior secondary students of government and private school differ significantly in their social competence. Government school students displayed higher level of social competence than the students of private schools.
9. Senior secondary students of rural and urban school differ significantly in their social competence. Students of urban school showed higher level of social competence than the students of rural schools.
10. In home adjustment, social adjustment, emotional adjustment level male and female senior secondary school students do not differ significantly, but they differ significantly in health adjustment level. Female students showed higher level of health adjustment as compared to male students.
11. Senior secondary school students of government and private school differ significantly in their home adjustment, health adjustment, social adjustment, and also emotional adjustment. The government school students have higher level of adjustment as compared to private school students.
12. Students of rural and urban schools do not differ significantly in their home adjustment, social adjustment, and emotional adjustment. But they differ in health adjustment. Where students of urban schools showed higher level of health adjustment as compared to the students of rural schools.
13. The result indicates that there is negligible relationship of adjustment with social competence and achievement motivation.
14. The result indicates that social competence and achievement motivation are not the predictors of adjustment among senior secondary school students.

4.2 RECOMMENDATIONS

The purpose of research is not just collecting data, interpreting data and drawing conclusions. To make the research meaningful and useful it is essential that the investigator puts forward recommendations which may help the concerned authorities to frame policies and bring about changes in the existing system. Recommendation means something that is recommended as advisable. Recommendations are based on research and on any other relevant information available to the researchers. These are the guidelines which show that which things keep in mind to solve any problem. The following recommendations were given by the researcher based on the study:

1. The maximum students fall in the very unsatisfactory level of adjustment hence efforts should be put into improving the four components of adjustment-home adjustment, health adjustment, social adjustment, emotional adjustment. A proper interaction between these four components increases the level of adjustment. If the school's climate is conducive and the vision and mission of the school is on academic excellence it can lead to better and effective result.
2. Maximum students fall in the lowest achievement motivation level; efforts should be put into finding ways and medium to improve the achievement motivation level of the students. The students must be engaged in group work, they must be praised for good work and the teachers must encourage the student to have self-reflection of them.
3. As the maximum students falls in average level of social competence along with the academic knowledge the students need to be taught life skills that promote social competence, such as flexibility, creativity, collaboration and engaged citizenship.
4. The results revealed that government and rural senior secondary school students have higher Achievement Motivation level as compared to private and urban senior secondary school students. Therefore private and urban

school should ensure that too much rules and regulations should not be imposed on students, it makes them mechanized.

5. The result shows that government and urban senior secondary school students have higher Social Competence as compared to their private and rural counterparts respectively. Hence the private schools should focus on more free environment where students can interact freely with each other. And rural schools should provide opportunities and activities related to group work.
6. The result revealed that the female senior secondary school students have higher level of health adjustment as compared to male. Hence efforts should be taken to make male aware of different health issues and how to bear with ill health. Schools should organize health and counseling camps for students and ensure that male students are participating in it.
7. The study revealed that the government school students have higher level of adjustment as compared to private schools. The private schools should create environment where students do not feel fear and feel honestly. Less restriction should be provided. Like government schools monthly checkups and medical facilities should be provided to private school students.
8. As the students of urban school revealed higher level of health adjustment as compared to rural students. More hygienic and health facilities should be provided to rural students in their schools.
9. The result shows that there is no correlation between perceived Achievement Motivation and Social Competence among Senior Secondary School Students with Adjustment. But these all factors independently affect the achievement level of the students; hence schools should take measures and steps to improve the motivation and social competence of the students. This can be achieved by creating an environment where the learner is given a sense of control in the activity they do by making the students responsible for their work. The teacher must encourage the students in all spheres of learning.

4.3 SUGGESTIONS

Research work is a never ending process. No research work is complete in itself. There is always scope for improvements and modifications. Every research work should lead it new topic for research. The present study is also not isolated from this fact. Suggestions are an idea or plan that researcher offer others to consider in future. It is very helpful for future researcher. It gives an idea to other researchers that which thing they take into account to start the research work. It is very helpful in selection of topic, sample size, technique etc. The investigator lays down the following suggestions for future actions:

1. The study can be done by using more variables like organizational climate, socio economic status with achievement motivation and social competence.
2. The study can be done at different levels of educational institutes i.e. at primary level, elementary level, and secondary school level.
3. The same study can be done on a large sample involving more schools.
4. The longitudinal study may help in better understanding of the senior secondary school students' adjustment.
5. The adjustment of students is affected by number of factors. The further study can be done with other variables.

BIBLIOGRAPHY

Adom.A, Josephine.B (2014) Achievement Motivation, Academic Self- Concept and Academic Achievement Among High School Students. *European Journal of Research of Reflection in Educational Science*. Vol 2 (2) pp. 24-37.

Ahmad.T (2015) A Study of Research Attitude, Achievement Motivation and Self Concept of Social Science Research Scholars, *Educational Research*. Vol 4 (2) pp.197-199.

Awan.N, Noureen.G (2011) A Study of Relationship between Achievement Motivation, Self Concept and Achievement in English and Mathematics at Secondary Level. *International Education Studies*. Vol 4 (3) pp. 72-79.

Bala. A (2012) *Achievement Motivation of Foreign Students Pursuing Technical and Professional Courses in Lovely Professional University a Cross Cultural Study*. (Unpublished Master's Dissertation). School of Education, Lovely Professional University.

Busato .V, Prins. J.F.(1998) The Relation between Learning Styles, The Big Five Personality Traits and Achievement Motivation in Higher Education. *Journals of Personality and Individual Differences* Vol.26 (1) pp.129-140.

Busato .V, Prins. J.F. (2000) Intellectual Ability, Learning Style, Personality, Achievement Motivation and Academic Success of Psychology Students in Higher Education. *Journal of Personality and Individual Differences*. Vol.29 (6) pp.1057-1068.

Chetri. S (2014) Achievement Motivation of Adolescents and Its Relationship with Academic Achievement. *International Journal of Humanities and Social Science Invention*. Vol 3 (6) pp. 8-15.

Crick. N & Grotpeter.J (1995) The Relational Aggression, Gender, and Social-Psychological Adjustment. *Journal of Child Development*. Vol 66 (3) pp. 710-722.

Gamer and Jones (1994) Social Competence among Low-Income Preschoolers: Emotion Socialization Practices and Social Cognitive Correlates, *Education Research*. Vol 65(2) pg no. 622-637.

Gerdes. H, Mallinckrodt. B (1994) Emotional, Social, and Academic Adjustment of College Students:A longitudinal Study of Retention, *Education Research*. Vol 72 (3) pp.281.

Hyman. H (1983) Children's Social Competence and Skill: Current Research Practices and Future Directions. *Education Research*. Vol 14, (1) pg no. 3-8.

Kaur. G (2014) *Social Competence Among Secondary School Students in Relation to their Parental Encouragement*. (Unpublished Master's Dissertation). School of Education, Lovely Professional University, Punjab.

Kumar. A (2014) *Social Competence Among College Students in Relation to their Socio Economic Status and Home Environment*. (Unpublished Master's Dissertation). School of Education, Lovely Professional University, Punjab.

Kumari.S (2015) Achievement Motivation, Study Habits and Academic Achievement of Students at the Secondary Level. *Journal of Emerging Research in Management & Technology*. Vol 4 (10) pp.7-13.

Lone T.V (2014) *Achievement Motivation and Self-Esteem of Secondary School Teachers with Qualification Obtained Through Face to Face and Distance Mode*. (Unpublished Master's Dissertation). School of Education, Lovely Professional University.

Nicholls (1984) Achievement Motivation: Conceptions of Ability, Subjective Experience, Task Choice, and Performance. *Journal of American Psychological Association*, Vol 91(3), pp. 328-346. <http://dx.doi.org/10.1037/0033-295X.91.3.328>

Parker & Asher (1987) The Peer Relations and Later Personal Adjustment: Are Low-Accepted Children At Risk? *Journal of American Psychological Association*. Vol 102 (3) pp. 357-389.

Pellegrini (2016) A Short Term Longitudinal Study of Children's Playground Games Across the First Year of School: Implication For School Competence And Adjustment of School. *Educational Research*. Vol 52, (2) pg no. 208-402.

Raju.M & Rahamtulla. T (2007) Adjustment Problems Among School Students. *Journal of Indian Academy of Applied Psychology*. Vol 33 (1) pp. 73-79.

Sohal. P (2012) *Social Competence Among Adolescent of Punjab*. (Unpublished Master's Dissertation). School of Education, Lovely Professional University, Punjab.

Wentzel (1991) Social Competence At School: Relation Between Social Responsibility and Academic Achievement. *Educational Research*. Vol 85,(4).