

**THE EFFECT OF SOCIO ECONOMIC STATUS ON THE  
SOCIAL COMPETENCE AND ADJUSTMENT OF THE  
ADOLESCENTS**

Thesis Submitted For the Award of the Degree of

**DOCTOR OF PHILOSOPHY**

**In  
(SOCIOLOGY)**

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.....*For*

*My*

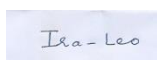
*Loving Parents*

*&*

*Other Family Members*

## DECLARATION

I hereby declared that the presented work in the thesis entitled “**The effect of socio-economic status on the social competence and adjustment of the adolescents**” is outcome of research work carried out by me. In keeping with general practice of reporting scientific observations, due acknowledgements have been made whenever work described here has been based on findings of other investigator. This work has not been submitted in part or full to any other University or Institute for the award of any degree.



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## **CERTIFICATE**

This is to certify that the work reported in the Ph.D. thesis entitled “**The effect of socio economic status on the social competence and adjustment of the adolescents**” submitted in fulfillment of the requirement for the reward of degree of **Doctor of Philosophy (Ph.D.)** in the School of Social Sciences and Languages is a research work carried out by Ira Leo Registration No. 41700188, is bonafide record of her original work carried out under my supervision and that no part of thesis has been submitted for any other degree, diploma or equivalent course.



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## **ABSTRACT**

The major objective of the present study is to understand and find out the impact of socio-economic status on the social competence and adjustment of the adolescents. The study has been carried out in the Jammu division of Union territory of Jammu and Kashmir, by selecting three districts of Jammu division randomly. Three hundred college students those were studying in second semester were selected as a sample from six selected colleges from three selected districts of Jammu division.

For the collection of data simple random sampling and purposive sampling techniques have been used by employing standardized tools and interview schedule of socio-economic status, social competence and adjustment. Analysis of data has been done by using statistical techniques like mean, standard deviation, critical ratio and computation of correlation. Both the qualitative and quantitative method have been used for description of data, the study design is purely descriptive in nature. The findings of the study revealed that there has been a significant association between adolescents' socio-economic status and adjustment, indicating a favourable relationship between the two. Significant connections between adolescents' socio-economic status and social competence have been discovered. There was no significant relationship observed between adolescents' social competence and adjustment, indicating that there is no link between the two. Significant gender difference has been found among male and female adolescents in relation to their socio-economic status. Home adjustment of female adolescents has been found higher than male adolescents, and the educational adjustment of urban male and urban female is found comparatively higher than rural male and rural female adolescents. It indicated that residential area has been played a vital role in determining the significance of difference in relation to adjustment. There have been no significant difference in social competence between male and female college students, which means that gender difference and residential area has not been found effective in determining the level of social competence among the male and female adolescents. It has been discovered that adolescent's socio-economic status has a substantial impact on their social competence and adjustment.

## **OBJECTIVES**

Following objectives have framed to study the effect of socio-economic status on social competence and adjustment of the adolescents. All the objectives are designed in such a way so that all the variables under study are covered.

1. To find out the significance of gender difference and residential areas (urban and rural) with respect to the level of socio-economic conditions, social competence and adjustment among the adolescents.
2. To study the relationship between socio-economic status and Social competence among adolescents.
3. To know the effect of Socio-economic status on the adjustment of adolescents.
4. To analyse the relationship between Adjustment and Social competence among adolescents.

## **HYPOTHESES**

1. There exists a significant difference between gender (male and female) and residential areas (urban and rural) with respect to the level of socio-economic conditions, social competence and adjustment among the adolescents.
2. There exists a significant relationship between Socio-economic status and social competence of adolescents.
3. There exists a significant effect of level of Socio-economic status of adolescents on the level of Adjustment of adolescents.
4. There exists a significant relationship between social competence and Adjustment of adolescents.

Researcher has been selected appropriate methodology for her present research project. The area of the study is Jammu province of union territory of Jammu and Kashmir. This study is partly doctrinal and partly empirical. For the doctrinal part of the study reliance is mostly placed on secondary data collected from various sources like books, journals and dissertations. For empirical part this study is confined to three districts of Jammu

province i.e. District Jammu, district Samba and district Kathua are selected randomly. It has been an attempt to understand and explore the conscious level of the target population. In order to know and understand the personal information, socio – economic status, social competence and adjustment of the adolescent’s researcher has covered distinct areas of adjustment, for example home adjustment, health adjustment, social adjustment, emotional adjustment, educational adjustment and total adjustment. Respondents have been selected by employing simple random sampling procedure from six degree colleges from the three selected districts. Both qualitative and quantitative methods have been used for analysis of data. The primary data has been collected by employing the standardized Tools of

Socio- economic status, Social competence and Adjustment. For present study data has been analysed by using statistical techniques.

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Conference (presentation)	Two day Multidisciplinary National Conference on "Recent Innovations in Social Sciences, Humanities and Arts" Organised by Govt. Degree College, Poonch23-24 March2021	Problem of social competence among Adolescents during Covid -19 Pandemic



*CHAPTER - I*  
*INTRODUCTION*

## **CHAPTER - I**

### **INTRODUCTION**

Due to the intimate connection between sociology and socio-psychology, this study has a socio-psychological bent. The study of social psychology focuses on human thought as a social creature. In order to fully comprehend human nature and behaviour, social psychology must rely on sociology, which offers the required information on the structure, administration, and culture of the societies to which individuals belong. Social psychologists have found that there is a close relationship between psychology and sociology. Numerous sociologists believed that there was no distinction between the two fields and that they were both viewed as being the same. Both social psychology and sociology focus on the issues that individuals and groups face in society, as well as how people interact with their surroundings and the social structures that support those interactions. Social psychology is the study of human behaviour as well as psychological structures and processes as the results of and impacts on interpersonal interactions, the operation of groups and other collective forms, and culturally defined macrosocial structures and processes. Theoretical perspectives, methodologies, conceptual distinctions, and the actual causal relationships that social psychologists investigate vary. The academic tradition in which a social psychologist was educated accounts for a large portion of the heterogeneity in these domains. Contemporary social psychology has intellectual roots in both psychology and sociology. Psychological social psychologists are guided by social learning theory as well as by orientations such as exchange and role theories. For the most part, their methods consist of laboratory and field experiments, and data analysis is accomplished with quantitative techniques. They discriminate between individual behaviour, psychological structures and processes, and interpersonal settings. The primary interest of psychological social psychology is the influence of the perceived social environment on individual cognitive, affective, and behavioural responses (Gilbert et al. 1998). In modern sociological social psychology, there are two major points of view: symbolic interactions and personality, and social structure. Other distinctions are made between symbolic interactions based on how much their proponents emphasise consistent human behaviour as opposed to emergent and creative aspects of behaviour, how much social structure influences how social

interaction shapes concepts of the self and others, and how much qualitative and quantitative research methods are superior to each other. When these viewpoints are taken into account, symbolic interactionism, role theory, and exchange theory are the three that sociological social psychologists are most usually influenced by. Individual-level psychological constructs are implicit in the explanatory frameworks sociologists use to analyze patterns of social behavior. For instance, when discussing culture, normative expectations that are taught and passed down through social interaction are usually used as a definition. In other words, definitions of sociological explanatory categories and the substantive referents of those constructs frequently represent abstractions from psychological responses and systems at the level of the person, including those pertaining to cognition, affect, and goal orientation. Knowledge of the psychological responses and processes that the social constructs imply and to which the sociological notions can be generalised is necessary for a complete understanding of most, if not all, sociological conceptions. The best way to comprehend the state of social psychology today is to list the various theoretical perspectives, research techniques, conceptual distinctions, and causal relationships that experts from the two social psychological traditions are looking into.

Many renowned classical sociologists, inclusive of Karl Marx, Max Weber, Emile Durkheim, and others, have debated the concept of social class over the centuries. "A social class in Marx's ideas is any collection of persons who fulfil the same function in the organisation of production," writes Karl Marx (1850). It is decided not by one's occupation or wealth, but by the position one holds and the role one plays in the production process. Even though their occupation is the same, two carpenters, one of whom is the shop owner and the other his salaried worker, belong to two different classes. Max Weber (1946) has given the concept of 'Class, Status and Parties' in which like Marx, Weber also defines class as an economic category and he agrees with Marx that property or lack of it are the basic determinants of class positions. Weber says that having property gives a group of individual specific life chances in the market and they constitute a class. These classes have not only material goods such as a house, T.V. and car but also better services such as education, health, long life, etc. And the other classes did not get any good services like education better health facilities etc. Thornstein (1899) defines in his book "*The theory of the leisure class* : An economic study of Institutions he described conspicuous consumption as a

function of social class in which richer people spend their money in such a way that other people can see how wealthy they are”. Cole (2019) defined “Max Weber as one of the founding thinkers of sociology who explained social class is a deeply important concept and phenomenon in sociology”. Weber’s thoughts on “power and social stratification, which he shared in his book titled ‘*Economy and Society*’ (1921) led to the complex formulations of Socio- economic status and social class”.

Weber mentioning that one’s ranking in community comparable to others and consistent that the level of reputation of an individual is interconnected one’s education, profession, cultural position and family descent. According to Encyclopedia of Philosophy (2017) “the foremost social theorist of the twentieth century, Max Weber is known as a principal architect of modern social science along with Karl Marx and Emile Durkheim. Weber’s extensive augmentation administers derogatory impulsion towards beginning of current pedagogical method like Sociology”.

#### **UNDERSTANDING SOCIAL STRATIFICATION:**

Stratification is the separation of society into classes that are rated as superior or inferior. Inequality is a more general term used to describe how individuals and groups are evaluated. So, stratification is a particular kind of inequality. Both stratification and inequality are related to qualities like intelligence, artistic taste, social and athletic prowess, etc. These however, do not serve as the basis for social position. In society, differences in wealth, influence, and reputation are constant indicators of standing. Inequalities in economic and political standing are another method to define social stratification. A person's standing in these areas will impact how they are treated for the rest of their life. The study of stratification examines how socioeconomic status impacts various facets of life, such as family structure, religious beliefs, political engagement, manner of life, degree of education, etc. Because it is essential to comprehending all parts of personal and societal life, the study of stratification forms the basis of sociology. Sociology's founding scholars, Marx and Weber, examined stratification in the 19th century, which is how it became important for development. The main approaches to the study of social stratification are the Marxian, Weberian, functional, socio-psychological and structuralist. Because of the similarities between societal stratification and crustal stratification, the word

"stratification" has a geological origin. Society is composed of layers or strata similar to those in the earth's crust, with the exception of essential distinctions.

The layers of the earth's crust are fixed, in contrast to social strata, which are subject to change throughout time within a particular civilisation. Because it is challenging to directly analyse and distribute the layers that make up the earth's crust, social stratification is more challenging. Geological stratification is concrete and does not require any theory for stratification, in contrast to social stratification, which is abstract and intangible and necessitates numerous theories and purposes for the proper comprehension of its various dimensions, such as political or economic status. Stratification is the ranking of groups that have a similar identity, shared history, and shared interests. Because both comprise hierarchies of groups that are aware of their association with one another and with similar interests, caste and class are examples of stratification. Each rank has a distinctive way of living that makes it simple to distinguish it from other tiers. The ranking of people in advanced industrial societies, on the other hand, is described by inequality because there is no longer a separation between classes but rather a continuous scale ranking of people who work in diverse professions. Instead of classes with a consciousness of shared interests and a common way of life, there exist a variety of occupational positions that command varying levels of respect.

### **Marxist Perspective**

The stratification theory is a component of historical materialism, which is Marx's comprehensive social science. This holds that the other aspects of society, such as ideology, politics, law, and stratification, are influenced by the material or economic conditions of living. Marx referred to these layers as Classes and said that they are economically determined. The class to which a person belongs is determined by their position in the production process. The possessor class is in charge of the means of production. Those without access to the tools of production are considered the have-nots. Another way to say this is the means by which individuals can produce the necessities of life, which must be distinguished from personal property, which cannot be used as a method of production. Class is determined by whether a person owns or does not own private property.

Marxist ideology states that there can only be two classes, and that there has always been class warfare between these two in all societies that have been before. The classes, according to Marx, are equivalent to the master and slave in ancient society, the lord and serf in feudal civilization, the guild master and journeyman in feudal towns, and the capitalist and worker in capitalist society. They are characterised by a repressive and exploitation relationship in which the ruling class always seizes the worker's output. The nature of a society is determined by its classes, which implies that the class in control of the means of production also has power in that society and creates its laws and dominant ideologies. It follows that ownership of the means of production and class division are crucial social issues. Marx offered four comments on the subject.

- In life, the provision of clothing, food, and shelter—or, more generally, the provision of the necessities of existence—comes first. As a result, the drive to survive leads to the production of material goods, which is why the forces of production refer to both the production processes and the actual items themselves.
- After the basic needs have been met through the construction of the material circumstances of life, other requirements arise that call for greater production. Initially, a person could create individually or with the help of his family, but this is no longer viable as new criteria have emerged. Collaboration with others outside of the family is necessary.
- A person produces life's necessities through interacting with nature. He interacts with nature by employing techniques and instruments that he has acquired through experience. It is crucial for individuals to identify the tools, procedures, and products that make up the "forces of production" as new demands arise.
- Working together with others is necessary while using tools to improve the environment. The class dynamics that influence production change as society develops step by step. Classes are the fundamental unit of existence since they are a part of the forces of production, which are necessary for life to exist.

Marx argued that indicators of the producing class like as wealth and vocation, are not always present. For instance, even if the job remains the same, the class status might change. As a result, a carpenter who owns his or her own firm and employs other carpenters to perform the same work will belong to two different trade associations. Marx also offered an arbitrary definition of class, one that is based on the individual's subjective knowledge and, as a result, is impossible to observe or characterise objectively. Marx's contention that a class will only exist when its members are aware of their interests, develop a sense of solidarity and common identity, and are structured for political action leads to the distinction between what he refers to as a class in itself as an objectively defined class and class for itself as a subjective and politically defined class. Rivalry between members of the same class exists when only categories are utilised, and conflict between classes only occurs when the class is organised with the intention of engaging in class struggle. The only time a class is considered to exist in the Marxist sense is when it has the power to wage war against other classes. In order for a class to evolve, a shared position that a group of individuals hold during the production process is merely necessary but not essential. Marx illustrates the distinction between a class in itself and a class for itself by contrasting the condition of the French Peasantry with that of the French Worker. Due to their dispersion across multiple isolated settlements, peasants occupy equivalent places in the economic ladder. There is no feeling of political organisation, no sense of unanimity, and no awareness of common interests as a result. They don't exist in the sense of a Marxist class. They do, however, form a class since they are concentrated in a small number of firms, are aware of their interests, and are set up for class struggle, as a result.

Marx argued that a social revolution that ushers in a classless socialist society will result from the conflict between the interests of the working class and the capitalist class. He believed that his own efforts and assessment of the class would not serve as a lesson. He believed that his own job and class study would be beneficial to the organisation of the workforce and for the class. Therefore, his books were to be used to both understand and transform society. His theory of class served as a vehicle for political action to establish the future of social classes he had predicted on the basis of similarly questionable presumptions.

## **Weberian Perspective**

Contrary to Marx, Weber does not believe that economics alone is to blame for stratification. He asserts that status based on social honour and parties based on power are two separate strata of society. Both Weber and Marx define class as an economic category, and they both agree that class positions are primarily determined by one's possession of property or one's lack thereof. He contends that owning property affords a certain group of people specific market chances for living. The class of property owners can live well because they can afford to purchase high-end goods and services from the market. Along with tangible goods like a house, TV, and car, they can also get better services like education, good health, long lives, and other things. When Weber says that a class depends on life, he means that this gives them a competitive edge over the goods and opportunities available in the market. Since those who own land (renters) will have different life opportunities than those who own machines, he differs from Marx in his formulation (Entrepreneurs). Thus, Weber separated non-owners of property into two categories. Based on the potential for each sort of service, he classified the market into several classes. Different services have different social values, and their marketability will lead to different life opportunities. For instance, professional services will have different marketability from white collar workers, who in turn will have different marketability from manual labour, and even manual labourers will vary depending on the marketability between skilled and unskilled workers. These differences in life chances led to the creation of several classes, in contrast to the Marxist two class conception of society.

The Marxist definition of class corresponds with Weber's categorisation. However, Weber emphasised that they do not need to be organised for class struggle or have an objective awareness of their interests because they are not communities. He asserted that various class actions could arise from a single, concrete class circumstance. For instance, there might just be grumbling among the workforce, or there might be dissent, strikes, or a class struggle to overthrow the ruling class. Until the following conditions are satisfied, the third and final class action will not be filed. The ability to concentrate is a need, as is clear communication among co-workers. They need to stand out from the dominant class without much effort. The workers need to recognise that their condition is not the inevitable and natural result and that there are intellectuals willing to support and organise them. Weber, as opposed to Marx, made

it abundantly clear that class awareness and political organisation require particular circumstances and cannot be viewed as the logical outcome of an objective reality.

Although classes are not communities, according to Weber, status groups are determined by an individual's evolution, whether it is positive or negative. Because they are continuously conscious of the distinguishing characteristics that make them different from others, communities and status groups restrict social engagement and marriage with other groups. The best example of status groupings is castes in India, though they can also be found in occupational associations and religious institutions. Due to ritual prohibitions against pollution and purity, classes are constructed based on differences in ritual status, and interaction and marriage are forbidden. By prohibiting other castes from accessing its activities to receive food and drink from them and by implementing severe fines and barriers against those who defy the regulations, each caste works to defend its way of life from intrusion by other castes. As with the newly wealthy (Nouveau Riche), owning property is not always necessary for status, but over time, it may bestow status to people whose lives demand it. State groups are connected to classes to the extent that a property needs to be upheld since a certain style has been completely adopted. The newly rich may be welcomed into a high status group, but after two or three generations, the tension between the pretence of having property and this position has a substantial impact on the class structure. Classes are continually divided into different status groups which make it impossible to build Status organisations that monopolise specific goods and services and restrict free market commerce are examples of class consciousness and class solidarity. In contrast to classes, which depend on the production of these products and services, status groupings rely on the consumption of goods and services, claims Weber. As a result, the class structure is greatly influenced by the manner in which status groups use these products and services. When the base for the production of commodities and services is stable, Weber contends, stratification by status groups becomes substantial, but when production methods change, classes gain in importance.

Parties are characterised by their ability to exercise power and have an impact on everyone who holds positions of authority. In this context, decision-making encompasses not only political parties but also trade unions, professional groups, panchayats, and kisan sabhas. According to Weber, parties can contain classes or

status groups, or more frequently, both classes and status groups. For example, political parties like the DMK and the Republican Party in India were almost entirely composed of members of a single status group, the scheduled caste in the case of the Republican Party and the non-Brahmin caste in the case of the DMK. Kisan Sabhas are composed almost entirely of members from the working and peasant classes, much like labour organisations. Parties like the Congress serve as examples of how status and class groupings can live together.

### **Functionalist Perspective**

The fundamental principle of the functional approach is that every component of society contributes to the maintenance of the overall society. The response of many aspects of society, such as the stratification system, to the universal need for harmony, stability, and integration is so intriguing. It must be separated from Marxist and Weberian conflict theories, which divided societies into groups with conflicting interests. The importance of how a common set of values unites and keeps the entire society together is strongly emphasised by the functional approach determining whether or not stratification satisfies the needs of societal integration and cohesion.

The stratification function was presented by Davis and Moore as four points.

- Some positions are more significant than others in every community.
- There are certain persons who are more capable than others in every community.
- To fill the most critical posts, the more capable individuals need to be sufficiently motivated and trained.
- A system of rewards must be devised in order to motivate the most talented people to complete the training necessary to fill the most important posts. The prize will be wealth, power, or status, and as a result, some organisations will possess more of these than others. A stratification system eventually results from a rewards system.

In other words, stratification is necessary to guarantee that the most brilliant people in society hold the most important positions, according to Davis and Moore. This is the reason for stratification, which makes its universal stratification inevitable due to the significance of its function.

Tumin makes a point of criticising the functional approach. Each of the Davis and Moore theory's justifications are disputed by Tumin. Comparing the significance of several locales is impossible. Making a value determination is necessary if one insists that an engineer's position is more important than a worker's. They both hold equal importance because both are necessary for a community to survive. Since the stratification system makes sure that those with more privilege also seem to be the most capable, qualified, and experienced, it is difficult to identify the most capable and qualified individuals of society. Simply put, those who are less fortunate are unable to acquire the necessary knowledge and certifications. Since classification is crucial, it acts as a roadblock to locating talented people. To imply that capable people need to be motivated to invest a lot of training is false. Two different sacrifices, each requiring motivation, were supposedly demanded of them as part of their training. They must make two sacrifices, the first is the price of the training programme, and the second is the loss of income while they are in training. There is no need to push the child toward this as the parents would pay for the child's training and the financial loss might be made up in the first few years of employment. It's not only about paying people who are more capable, increased job stratification or a sense of social responsibility may also excite them. Giving awards to some people while denying those who deserve them has dysfunctional implications and does not always result in community harmony and stability. It fuels animosity and strife among social classes, and it may even lead to the collapse of society.

Since there are power inequalities among groups, which eventually result in conflict and change, stratification does not satisfy the demand for stability. This is the conflict method to stratification, in which rewards are provided to groups based more on their capacity to control others than on their relative qualifications. Davis and Moore essentially propagate an ideology that upholds the social status quo and legalises and supports power imbalances. Stratification is thus neither necessary nor inevitable.

## **SOCIAL STRATIFICATION AND SOCIO-ECONOMIC STATUS**

The study of the effect of socioeconomic status on the social competence and adjustment of adolescents is often explored within the framework of social stratification and its impact on various aspects of life. Sociological discourses in this

context may discuss disparities in access to resources, educational opportunities, and social networks based on socioeconomic status.

Social stratification and socio-economic status are closely linked concepts. Social stratification refers to the hierarchical arrangements of individuals or groups in a society based on various factors, including wealth, power and prestige. Socio-economic status is a specific aspect of social stratification that focuses on an individual's or family's position in the economic and social hierarchy.

### **Income and wealth distribution**

Social stratification is often reflected in the unequal distribution of income and wealth. Higher socio-economic status individuals typically have greater access to resources, leading to economic advantages and a higher standard of living.

### **Occupational status**

Social stratification is evident in the types of occupations people hold. Socio-economic status is often determined by the nature of one's job and the associated income. Professionals and executives generally have higher socio-economic status compared to those in lower- skilled or less prestigious occupations.

### **Education**

Education plays a crucial role in social stratification. Higher levels of education are often associated with higher socio-economic status. Access to quality education can contribute to upward mobility, while limited educational opportunities may perpetuate social inequalities.

### **Access to Healthcare**

SES influences access to healthcare services. Individuals with higher socio-economic status typically have better access to quality healthcare, leading to better overall health outcomes.

## **Social Mobility**

Social stratification can either facilitate or hinder social mobility. While some societies have systems that allow for upward or downward mobility, others may be more rigid, making it difficult for individuals to change their socio-economic status.

## **Power and Influence**

Social stratification involves the distribution of power and influence in a society. Those with higher socio-economic status often wield more influence over decision-making processes, shaping policies and affecting the overall structure of society.

Understanding the interplay between social stratification and socio-economic status is crucial for addressing issues of inequality and promoting policies that aim for a more equitable distribution of resources and opportunities within a society.

Caste, tribe, class, and gender are social constructs that intersect with socio-economic status, influencing individuals' positions within a society:

1. **Caste:** Refers to a social stratification system, often associated with traditional societies, where individuals are born into distinct hereditary groups with specific roles and privileges. Caste can impact socio-economic status through historical disparities in access to resources and opportunities.
2. **Tribe:** Typically denotes a social group with shared ancestry, culture, and often a sense of community. In some contexts, tribes may face socio-economic challenges due to historical marginalization, limited access to education, and economic resources.
3. **Class:** Represents a socio-economic hierarchy based on factors like wealth, income, and occupation. Social class influences access to education, job opportunities, and healthcare. It can intersect with other factors like caste and tribe, creating complex social dynamics.
4. **Gender:** Pertains to the roles, behaviors, and expectations society associates with being male or female. Gender can intersect with socio-economic status, as women, in many societies, face disparities in wages, employment opportunities, and access to education.

Understanding these intersections is crucial for addressing socio-economic inequalities, as individuals may face multiple forms of discrimination based on their caste, tribe, class, and gender. Policy interventions should consider these intersections to promote more inclusive and equitable societies.

The relationship between socio-economic status, social competence, and adjustment is complex and can be influenced by factors such as caste, class, gender, and tribe. Socio-economic status often plays a role in determining access to resources, education and opportunities, impacting social competence and overall adjustment. Caste, class, gender, and tribe can intersect with socio-economic factors, shaping individual's experiences. Discrimination or privilege associated with these factors may affect social interactions, competence, and one's ability to adjust to societal expectations. Understanding these dynamics requires a nuanced approach, recognizing that individuals may face unique challenges or advantages based on the intersections of caste, class, gender, tribe, and socio-economic status. Research in this area often explores how these variables interact to influence social outcomes and well-being. Here are some broader concepts of caste, class, gender and tribe has given for better understanding that how these four forms of stratification influenced socio-economic status of the societies.

## **Caste**

Hindu culture is caste-based. The idea of the Varna System in the Rigveda, which predates the Vedic Period, is where caste and Hinduism first came into contact. The inferior groups in society were enslaved and subjugated by the Aryans when they arrived in India. Unlike the Aryans from outside who were barbaric and illiterate, the Aryans who came here were civilised, cultured, and crop farmers. The Aryans were cattle breeders. Rather than by their location of birth, the four Varnas are distinguished by their professions.

## **Literature on Caste**

- Caste and Varna. Only four castes, referred to as varnas, are included in the Purushasukta of the Rigveda, which is in sharp contrast to the actual number of castes in India, which is estimated to be around 3000. When comparing Varna with Jati, there are two major differences. The first thing that Vama does is

provide a framework for all of India, within which the various castes may be generally positioned to show their standing. The Jati is the social interactional unit and effective local group. Endogamy, occupation, panchayat, and commensality are consequently features that are exclusive to a caste. Caste is therefore an outside group because of how Jati level traits operate. The second difference between the two is that although Varna establishes the normative part of caste, Jati does not. Jatis give examples of how the normative model actually works. The visible difference between Brahmin and Kshatriya, or between ritual status and political power, as well as the dominance of Brahmin, or ritual status over the Kshatriya, or political power, make up the normative component of caste. Caste rankings are traditionally based on ceremonial status rather than political clout in Hindu society. In terms of Varna, this removes the majority of doubt about caste ranking, nevertheless at the level of Jati, there is still considerable uncertainty due to the use of political power. Because of this, the Jatis do not follow the normative paradigm of the vama, and their form of mobility is centered on power acquisition.

- There are many differences between how caste is seen structurally and culturally. Stratification is a universal notion that may be applied in any civilization, according to the structural concept of caste. The cultural perspective on caste claims that it is a system unique to India. Thus, the structural perspective is unique from the cultural perspective in that it views caste as a system of stratification that is different from other systems only in degree and not in kind.

According to the cultural system, caste is different from other groups in both kind and degree. Another difference between the structural and cultural points of view is that, while the former emphasises structural characteristics like wealth and power, the latter uses them as the sole basis for ranking that is based solely on ceremonial notions and values. The structural understanding of caste is provided by Bailey, Bath, and other important theorists.

Caste is discussed from a cultural standpoint by prominent theorists like Weber, Srinivas, and Dumont. Weber can be used as an illustration of a cultural view of caste that can be distinguished from a structural one since he asserts that it is an example of a status group based on the way of life. As a result, caste develops as a tiny,

immovable group based on birth, and intercourse and intermarriage are restricted. According to Beteille, a cultural view of caste has the four following qualities.

- It emphasises concepts and principles.
- It places more weight on ideas based on the beliefs of particular communities than it does on observed behaviour.
- It gives spiritual texts importance
- Caste is not seen as a competitor with other social groups but rather as a complement to them.

Louis Dumont's perspective, which is the most prevalent example of the cultural concept of caste, contains each of the four components of this view as articulated by Andre Beteille. He contrasts the caste system, which has a hierarchical view of man, with the class structure in the west, which has an egalitarian (equality) viewpoint on man. In order to juxtapose western thought and the Hindu worldview, he names his work "Homo Hierarchicus" (1966) or the Hierarchical Man. Ritual is the foundation of hierarchy in Hinduism. Eastern ideologies place more emphasis on ideas of purity and contamination than western ideologies, where the main differences are those based on wealth and power with equal opportunity. The first four Varnas are more powerful than the untouchables combined. The first three Varnas, sometimes referred to as the Dwija or twice born, are overall purer than sudras. Brahmins are purer than vaishyas and have a higher ceremonial rank than Kshatriyas in the first two varnas. A weak Kshatriya will always be of lower status than a strong Kshatriya, and a weak Brahmin will always be of higher status than a strong Kshatriya. This implies that regardless of an individual's strength or wealth, caste standing is always determined by ceremonial values. The problem with Dumont's study is that it is unable to take into account the changes in caste status that have taken place as a result of changes in a group's degree of power. Furthermore, the rating problems with the caste system are not addressed. These are the major explanations for why some sociologists support the structural viewpoint when examining caste, particularly in the middle levels of the hierarchy.

Bailey argues that Dumont's description of Indian society as being completely driven by ritual concepts of purity and contamination is wrong and that caste is merely a type of stratification that is distinct in degree but not in kind from other types of

stratification like class. There is little space for individual mobility because the caste is organic and closed, which suggests that it is built on symbiotic activities. On the other hand, class is open and competitive, meaning that people from different classes must compete for the same occupation and that there is a possibility that an individual will go from one occupation to another. The natural conclusion of Bailey's argument is that caste is one sort of competitive, closed stratification that exists. However, he ignores the possibility of a fourth open, biological layer.

Different sociologists have expressed varying opinions about how caste is described, including that it is based on birth, that it is a hereditary social order, that its members are dependent on one another, and that there is stratification, disagreement, interaction, and division.

## **CLASS**

Class refers to the social and economic distinctions between groups in society. The socio-economic status of an individual or a family often depends on their class position. Higher-class individuals may have greater access to education, job opportunities, and resources, contributing to a higher SES. In sociological terms, a class refers to a group of people in society who share similar economic and social positions. This classification is often based on factors like income, wealth, occupation, and education. Social classes can influence individuals' access to resources, opportunities, and power, contributing to the overall structure and dynamics of a society.

The two most extreme forms of stratification are caste and class, according to the structural approach. It is common to emphasise this duality by saying that caste is typical of Indian society whereas class is indicative of western civilisation. Additionally, Indian civilization is perceived as being insular, ritualistic, collectivistic, and based on particularistic ideas. The basis of western civilization is the oppositional ideals of accomplishment, openness, individual merit, competition, and universalism. This theory of caste and class therefore predicts that caste would change into class as a result of developments like urbanisation, industrialisation, and westernisation. Yogendra Singh and K.L. Sharma have refuted this idea, nevertheless. Class and caste are not equally exclusive, and it is false to say that caste is produced by the soil while class is produced by machines. It is not conceivable to state that

caste would turn into class in India because caste and class can both be shown to be a part of the same reality. Caste has attracted particular attention in Indian society due to its distinctive qualities and status as a native group. This does not, however, imply that there have never been other classes in India.

Lloyd Warner, an American sociologist, popularised the American Approach to the study of class in his famed Yanke Community series of studies on the social structure of an American city. Since stratification must be defined in terms of the economy, Warner's research started with the premise that economic factors dominate the factors shaping America's social structure. He defined the term "class" in terms of a multitude of characteristics since, according to his research, American stratification is based on variables other than economic status.

As a result, in addition to the wealthiest people, those who were descended from families who had already settled in the city were also considered to be members of the upper class. They were positioned above the lower upper class, which was made up of new arrivals to the city that had lately accumulated wealth. The next group was the upper middle class, which was made up of respected business people and professionals. The lower middle class was made up of small business owners and white collar workers, because of their line of work, clerks, school teachers, etc., performed poorly. The higher lower class was made up of skilled employees with respectable employment, while the lower class was made up of unskilled labourers with jobs that were not considered to be dignified. America's six-tiered class structure was established based on four interrelated variables that is income, occupation, education, and length and location of residence. Lloyd Warner selected three of these characteristics as indicators for a fictitious definition of class since they were signs of status rather than economic standing. As a result, a status hierarchy based on how Americans describe their social class emerged, and people used it to determine who to interact with. There was a discernible tendency to socially associate only with others who were thought to be of the same status. This is one area where Warner's description of the American class system is more in line with Weber's status group theory than it is with Marx and Weber's ideas on class. Because they believe that America is a land of opportunity where there is no room for the formation of rigid and closed classes, a society in which nobody is extremely wealthy or extremely poor but everyone belongs to the middle class as demonstrated by numerous surveys, a society

in which there is no one who is very rich or extremely poor, the Americans do not, in fact, consider their society to be based on class in the classic sense of Marx-Weber where the role of ethnicity is paramount, than the role of class variance.

An agrarian culture is characterised by a caste-based society that is restricted, rigid, and coupled with ceremonial sanctions that forbid interactions and inter-marriage. In contrast, occupation and class are present in an industrial society, which has the opposite qualities. The American concept of class views caste and class as opposites in this manner. The Marx-Weber definition, which is frequently used in Europe, was contrasted with the interactional idea in Raymond Aron's article "Two Definitions of Class," which also referred to the American system of class as an attributional concept of class. In the attributional idea of class, a scale of ranking is constructed utilising a variety of attributes or characteristics as indicators (indexes). The establishment of groups with diverse economic interests is emphasised by the interactional method, and these groups are getting close to the point where their members might be able to recognise themselves and are willingly conscious of their group membership. A number of groups are at odds with one another, according to the interactional perspective, and could change as a result. This idea of class is adaptable and can be applied in any civilization. This is the Marx-Weber definition of class, which bases social classes like landowners, tenants, and labourers on differences in labour or property that may exist at any given time in all civilizations. In this way, caste and class both exist in India and are related to one another because they are a part of the same reality. It's critical to comprehend their past connection and how it has changed through time in order to better understand how they used to get along.

### **Structure of Simple Society**

Simple or tribal communities are also referred to as pre-literate, small-scale, or sustenance societies. Following are some traits of simple societies:

- They are modest in size due to their sparse population distribution throughout a small area of land.
- They are simple in that they have simple hunting and food gathering technology, simple pastoral or shifting agricultural technology, and simple based division.

- They have a subsistence economy, meaning they hardly ever have any surplus because they eat whatever they generate.
- They are pre-literate because they lack written language, which prevents them from having established theology, history, or written records.

These cultures are primarily studied through observation, and it is observed that many of them do not have the social stratification based on differences in position, income, and power that may be present in agrarian or industrial communities. Marshall Sahlins has made the following observations because, in the absence of historical and documentary evidence, it is difficult to explore the peculiarities of the stratification inherent in such primitive groups. Even the most rudimentary civilizations, according to Sahlins, had ranking systems. Age, gender, and character traits like bravery and wisdom all have their own distinctions. More than ranking on biological and psychological grounds, he continues, "most primitive societies have some form of institutionalised social inequality; these are societies where there is social economic and political stratification, i.e., groups that can be seen that differ in power prestige and wealth." Sahlins refutes views from the nineteenth century that claimed all prehistoric societies lacked social stratification and engaged in what Marx and others called "primitive communism."

Sahlins restricts the use of the term "strategy" to civilizations where there are groups with enduring differences in power and status. This centre may be a chief or a council of chiefs, and their capacity to distribute the surplus gives them wealth, power, and prestige. To put it another way, performing the position of the tribal banker—someone who gathers the surplus, stores it, and then uses it for the benefit of the tribe—gives one the ability to wield power. A guy in a primitive culture who owns anything is expected to share it with others, give it away, and serve as its trustee, claims Malinowski. He asserts that there is greater ability to distribute money the more money and power he has. With position comes a rising expectation of giving; the higher the rank, the bigger the duty. The relationship between power and prestige and economic redistribution is vividly shown by Malinowski's research of the Trobriand Island. One may also contend that production is impacted by resource allocation. The more surplus available for redistribution, or surplus, the more likely it is that there will be a divide between those who produce and those who distribute.

Since manufacturing's ability to produce goods at a competitive price determines surplus. One can contend that the development of technology has led to the emergence of a social structure that distinguishes between producers and distributors according to status. To put it another way, those who share surplus also acquire property rights and the capacity to employ others.

The main way that agrarian cultures differ from simple or primitive societies is through the use of more productive agricultural equipment. This surplus is used by those who obtain land, property rights, and employment rights. According to Andre Beteille in his book "Agricultural Social Relations," because the agrarian economy is a part of society rather than living in isolation, it is impossible to comprehend it without being aware of its social context. A social structure of rights and obligations, like the ones between a landlord and tenants or a landlord and labourers, is involved in agricultural activity. Beteille alludes to these class ties as having to do with the ownership, control, and usage of land. In addition to these class divisions, caste relationships based on lifestyle are also present, according to Beteille, in India's agricultural sector. Caste relations are more pronounced, well-defined, and intense than class relations, which are sometimes overlapping and less visible than caste relations. They both play a vital role in agriculture, but because to this, caste has received more attention than class. The caste of a person is defined by birth rather than by class because classes like landlord, tenant, and labourer are not recognised. A single person could fall under several of these headings. Agrarian life in India can be understood in terms of both, according to Beteille, who claims that caste and class are connected on two different levels. The caste system, in the first place, legitimises and recognises class interactions. Upper castes are prohibited from performing manual labour due to their way of life, which is a clear indication of their upper class rank.

Second, there is a clear link between caste and class because historically, members of the top castes, such as Brahmins and Rajputs, were landowners, followed by members of the middle castes, such as untouchables, who were tenants, and members of the lower castes, such as Dalits, who worked as labourers. When caste and class are linked together, Andre-Beteille refers to this as cumulative inequality. He contrasts this with dispersed inequality, in which the link between caste and class is broken and the top castes are no longer considered to be representative of the upper classes. In India, stratification has changed from cumulative to dispersed inequality as a result of

the green revolution and several socioeconomic events like land reforms and the marketability of land, claims Beteille. Understanding the social developments requires an understanding of the outdated class stratification structure in India.

## **GENDER**

The term "gender" refers to the parallel and socially unequal split into femininity and masculinity, according to Ann Oakley, who is credited with introducing it to sociology. "Sex" refers to the biological division into male and female. Because of this, gender highlights the socially manufactured components of gender disparities. However, the term gender has since been expanded to include not only a person's individual identity and personality but also, at a symbolic level, cultural ideals and stereotypes of masculinity and femininity, as well as, at a structural level, the gender-based division of labour in institutions and organisations. Although gender inequality has a long history, it still seems to be a persistent problem today. In the prehistoric culture, men predominated over women, according to renowned philosopher Althusser. The historical perspective of gender discrimination in society has been discussed by Karl Mannheim in his book *Ideology and Utopia* (1929). The gender problem has been sufficiently described throughout the world's oldest literature and books. The literature of the Jain, Buddhist, and Ramayan Puran sects as well as the Vedas and Ramayan Puran Upanishad provide numerous references to it in the Indian context. In conclusion, it is fair to claim that men have ruled society for the most of its history. Females had complete subordination to males under the feudal and monarchical systems in place in Europe and India. They were domestically oriented and denied the rights and responsibilities that their male colleagues received. Rising consciousness, educational advancement, sanity, a scientific temperament, a democratic political philosophy, equality, etc. are all related to the progress and development of society. These reasons were the main proponents of the French and industrial revolutions, which gave rise to the feminist movement. The social, economic, political, educational, and other forms of inequality faced by women in society gave rise to a movement among them. In order to combat their historical discrimination and low social status in society, they banded together and organised themselves. Positive outcomes from these movements and awakenings resulted in the beginning of a change in women's standing in European and western societies. Industrialization, urbanisation, modern education, specialisation, or what Durkheim

refers to as the distinctive feature of organic solidarity, improved the opportunity and status of women in western and European cultures. If you are aware of these issues, you can use the term gender productively. The concept of gender has the great benefit of encouraging the study of both masculinity and femininity, the relationships between the sexes, as well as the social position women, and a recognition of historical and cultural variety and change rather than a universalizing analysis, if it is acknowledged that there is a need to consider biological difference and structures of power in relation to the elaborate social construction of difference. In general, the term "gender issue" refers to bias, discrimination, and prejudice, as well as the unequal distribution of benefits, prestige, social position, and other things between men and women in society. Both men and women possess the same inherent potentialities and qualities, as has been scientifically demonstrated. In the 1970s, sociological and psychological interest was concentrated on proving the existence of gender, that is, proving that the distinctions and divisions between men and women cannot be explained by biological differences, and that the culturally predominate notions of masculinity and femininity are stereotypes that only loosely correspond to reality. It has been demonstrated that views on gender and the roles that men and women play differ greatly among cultures. Studies have examined how the socialisation processes in childrearing, schooling, youth culture, job practises, and family ideology shape young boys and girls into the men and women who will become our future employers. Studies on structural issues include the unequal division of labour in the home, even between men and women who both work outside the home full-time, and employment discrimination, where gender is largely responsible for determining job types and chances of promotion rather than individual skills and qualifications. Interest has lately been focused on how gender is being formed culturally, which is evolving.

## **TRIBE**

A tribe is a social group that has similar forebears, religious convictions, cultural traditions, and practises. A tribe is, generally speaking, a collection of people who live in close proximity and who have a same history, culture, or language. A shared ancestor among tribes is common, yet they frequently have their own closed societies. Additionally, they have a common set of moral standards or a common goal. Ethnic groupings, clans, and nations are other names for tribes that are sometimes used. As

some of the first forms of social organisation and habitation, tribes have been around since the dawn of humanity. Since long before the dawn of civilisation, tribes have existed. The majority of tribes were nomadic hunter-gatherers who isolated themselves from other cultures by living off the land. The tribes' interactions with the supposedly evolved or civilised cultures and societies for a very long time were merely passing. They were provoked to start agitations and wars by the tribal people's social, cultural, and economic exploitation. Following tribal uprisings and for other reasons, the British decided it would be a good idea to manage places where conventional laws did not apply in order to protect the tribes. The concept of tribe as a sociological category to distinguish them from other distinct groups arose along with the separate and specific arrangements made for places populated by tribals. Some clauses and the reservation policy for the tribes listed in the schedule were included in the Government of India Act, 1933. The tribes have been split into three geographical zones by Madan and Majumdar. (a) Northern Region: About 11.4% of the population is made up of tribes like the Gaddi from Himachal Pradesh, the Gujjars from Jammu and Kashmir, the Kinnaury from Himachal Pradesh, the Khasi, Garo, and Naga from the north-eastern region, etc. (b) Middle Region. 82% of all tribal people belong to tribes like the Santhals, Munda, Oraon, and Ho of Bihar and West Bengal, the Gond, Koya, and Baiga of M.P., the Meena and Bhils of Rajasthan, and the Bhils of Gujarat. c) The Southern Region. Todas and Kotas from Tamil Nadu, Kadar from Kerala, Andamanese, Nicobarese Onge, and Jarwas from the Andaman Islands were all included in these. Of the entire tribal population, they make up 7%.

Additionally, Madan and Majumdar claim that the economic, ethnic, and linguistic traits of the tribes match to the previously mentioned geographical location. As a result, tribes from the Mongoloid race make up the majority of the population in the northern parts, while the Portio Australoids make up the majority of the population in the middle and the Negroid race is represented in the southern sections. There were 68 million tribe's people in India as of the census taken in 1991. About 400 organisations are classified as scheduled tribes in the constitution. The size of these tribes varies, with some having 4 billion members and others having only a few and being on the verge of extinction. It should be highlighted that the constitution's political, rather than anthropological, description of tribes led to the inclusion of a large number of organisations that did not share tribal traits.

The relationship between caste, class, gender, tribe and socio-economic status is complex and interconnected. In many societies, these factors influence an individual's access to resources, opportunities, and overall well-being. Understanding these intersections is essential for addressing inequalities and developing inclusive policies that consider the diverse factors shaping individual's socio-economic positions.

socio-economic status can influence socialization processes, subsequently affecting sociality, social competence, and overall social adjustment. Understanding these dynamics can shed light on how socio-economic factors contribute to individuals' social experiences and outcomes

In the context of the effect of socio-economic status (SES) on social competence and adjustment, socialization can be influenced by various factors associated with SES, such as access to education, healthcare, and resources. Individuals from different socio-economic backgrounds may experience distinct socialization processes, impacting their social skills and ability to navigate social situations.

Sociality is closely tied to social competence and adjustment, as individuals from higher socio-economic backgrounds may have more opportunities for positive social interactions and access to social networks, which can contribute to better social adjustment. Conversely, individuals from lower SES backgrounds may face challenges in developing social skills and forming supportive social relationships, potentially impacting their overall adjustment.

Socialization refers to the lifelong process through which individuals learn and internalize the values, norms, beliefs, and behaviors of their culture or society. It is a crucial aspect of human development, shaping individuals' identities and helping them become functioning members of their social groups.

On the other hand, sociality is a broader concept encompassing the extent and nature of individuals' interactions with others. It involves the various forms of social relationships, cooperation, and interconnectedness within a society. Sociality reflects the inherent social nature of humans and the ways in which individuals engage with one another in different social contexts.

In sociological terms, socialization and sociality are interconnected aspects that contribute to the construction of social order and the continuity of cultural practices within a given society. Socialization facilitates the transmission of societal norms and values from one generation to the next, while sociality emphasizes the social bonds and networks that individuals form as they navigate their social environments. Both concepts play integral roles in understanding the dynamics of human societies.

Socialization refers to the process through which individuals learn and internalize the values, norms, and behaviors of their culture or society. It plays a crucial role in shaping an individual's social competence and adjustment. Sociality, on the other hand, refers to the extent to which individuals engage in social interactions and form social relationships.

## **1.1 SOCIO ECONOMIC STATUS**

### **Sociological Analysis of Socio-Economic Status**

Society is divided into different classes since ancient time. It has been observed that in a society all people are not equal in their statuses, some are rich and some are poor. On the basis of these distinction people are placed in different socio economic statuses. In sociology, the concept of social stratification is not new. The term "Stratification" refers to the separation of society into superior and inferior groups. The inequalities in income, power, and status are always used to rank people in society. Based on income, education, and occupation, socioeconomic status (SES) is an economic and sociological comprehensive measure of a person's work experience and of an individual's or family's economic and social position in comparison to others. The socio-economic level of a family is determined by the education of its members, the family's total monthly income, the type of residence, and the neighbourhood in which they live. While socio-economic status is more frequently used to characterise a wealth gap in society than any other term, it cannot be used in an absolute sense. To describe the three places a family or a person may fall into, socioeconomic status is typically classified into three tiers (high, middle, and low). Any or all of the three characteristics (income, education, and occupation) can be evaluated when assigning a family or individual into one of these groups. Low income and education have also been found to be important predictors of a variety of physical and mental health issues. These issues could be the result of poor working

conditions, or, in the case of impairments or mental diseases, they could be the root of the person's social difficulties. Adolescents of privileged socio-economic siblings excel in every field of life because they lived in a healthy environment and benefited by all the good things of life and better facilities of life as compared to children with low economic status. The basic requirement for lower socio-economic status is the food, clothing, safety and shelter, these people do not give importance to education of their children, because they seek for basic needs such as food, shelter and cloth rather than education. "Those of higher socio-economic status have access to more health knowledge, better housing and nutrition and better health care" (Adler and Snibbe 2003).

"It is an experience of life that all are not equal in societies. Some people are very rich; some are averagely rich while some are poor. Some have different levels of education while some are uneducated. Consequently, a whole society can be subdivided into strata or classes of people each being referred to as a social class." (Okoye 2000). "In most societies, there are basically three classes: These are the upper class, made up of the wealthy and aristocrats, the middle class, made up of the educated elites and the professionals. The third class is the lower class, made up of the masses that are mostly unskilled". (Ayeni & Adu 2003). In the book entitled 'Sociology Themes and Perspectives' (2012) According to an American perspective on class, members of the upper class included both the richest individuals as well as those who were descended from ancestors who had arrived in the city earlier, below them was the lower upper class consisted of those with newly acquired wealth and a shorter history of residence in the city. Below them came the upper middle class consisting of businessmen and professional people ranked high because of their occupation. The lower middle class consisted of small business men and white collarworkers e.g. clerks, school teachers, etc. Ranked low because of their occupation. Then there was the upper lower class consisting of skilled workers with respectable occupation and the lower class consisting of unskilled workers with occupation not considered dignified. (Haralambos and Heald 2012) "This six fold classification of class in America came to be based on four inter-related characteristics such as income, occupation, education, length and area of residence". So, the concept of socio-economic status is prevalent in the societies since the centuries. In every phase of societies differentiation related to the occupation, wealth,

power and prestige have been encountered by the people and the discrimination on the name of caste, economy and power is still alive in modern societies. So, we should talk together to find out the solution for this problem of differentiation. Socio-economic status is the fundamental problem in the modern world. Socio-economic status is consistently developing with the passage of time in urban and rural areas. Many policies and programmes have been implemented to advance the socio economic status of people in rural areas.

## **1.2 SOCIAL COMPETENCE**

### **Sociological analysis of Social Competence**

The ability to relate to others in a meaningful way is referred to as "social competence" in the study of sociology. It is an important ability that may be affected by actions. More than merely social skills are needed for social interactions and the development and maintenance of connections with others; social competency is a broad category of capabilities. In the modern society every individual should be proficient to deal with the complications of life and for that purpose being socially competent is very necessary to survive as a member of society. "Social competency is an important part of modern civilization and is one of the key traits of a progressive onward moving society," Sharma, Shukla, and Shukla (1992). Peer relationships are very crucial for children during adolescence. "A key developmental task of adolescence is the formation of an identity or sense of the kind of person one is and the kind of person one wants to be" (Ladd, 1999).

Gresham (1980) defined "Social competence as social skills, adaptive behaviour, and peer acceptance (peer acceptance is often used to assess social competence)". Social competence developed by those skills which allow us to know what to say, how to make appropriate decisions, and how to act in a variety of scenarios. It is a multifaceted idea that encompasses a wide range of abilities. Social skills include learning to be a friend, figuring out personal needs, and dealing with problems for the younger age. "Social competence" was defined by Goldfried and D'Zurilla (1969) as "The efficacy or sufficiency with which an individual is capable of responding to the many difficult situations that confront him". Social competence in modern era is very essential characteristics which every parents and teachers should need to study for the betterment of the adolescents. Since the ages have passed man needs to change their

ideology regarding their day to day life styles. In the period of adolescence great attention should be needed to modify the impulses which developed in this stage. Social competence helps individual to identify their needs, to make good relationship with their peers, to make their involvement in group discussions. Social competence developed the confidence in individual regarding their decisions if it is fully developed in an individual he/she is capable to express his needs in a well-defined way. In the study that was conducted by (Mc Cay and Keyes, 2002). "For children and adolescents to live happily in our society, they must build positive and supportive relationships with a variety of people (e.g., parents, siblings, relatives, peers, teachers, and other adults)." The extent to which an individual improves his abilities to cope with various periods of life is referred to as social competence.

The social, emotional, and cognitive abilities and behaviours that children require for successful social adaption are referred to as social competence. The ability to impede self-centred, instinctive or pessimistic civilized way of acting is also a consideration of a child's collective art. It is defined as the ability to properly manage social relationships. In other words, social competence is the ability to get along with others, create and sustain intimate relationships, and respond appropriately in social situations. "A person's age appropriate knowledge and skills for operating peacefully and creatively in his or her own community or social context," Orpinas and Horne (2006) defined social competence. Individuals create judgments of their own behaviour and build expectations for future interactions with others on the foundation of social competence. Social skills, social communication, and interpersonal communication are all examples of social competency. Social competence is described in a variety of ways, but it is most frequently characterised as the set of abilities required to get along with others and behave constructively in groups. Empathy, emotional regulation, perspective taking, cooperation, friendliness, and social problem-solving skills are all included.

The condition of having the social, emotional, and intellectual abilities and behaviours required to succeed as a member of society is known as social competence. It's a nebulous idea because the abilities and behaviours required for good social development differ depending on the child's age and the demands of specific situations. A socially competent preschool kid and a socially competent

adolescent behave differently. Hence it is very important for a child to be socially competent to become a successful member of the society.

Past and present research aims to learn more about how and why social competency is necessary for healthy social development. Children's social competency was linked to future mental health as well as scholastic troubles in the 1950s and 1960s, according to studies. Many studies have been conducted to better understand the concept of social competence, which is now defined as successful social functioning and information processing. Many researchers constructed social information processing models to explain what happens in a social interaction in order to understand why some children did not demonstrate social skills in some encounters. These models focused on aspects of interactions including behaviour and how people process and judge one another.

Social Competence Models include:

- The behavioural-analytical approach consists of five steps: (a) circumstance scrutiny, (b) retort specialize, (c) reply assessment, (d) estimate evolution, and (e) measure consideration.
- A social information-processing model is a frequently used method for determining social competence. The cognitive processes underlying response selection, enactment, and evaluation are more explicitly addressed in the social information-processing paradigm.
- The tri-component model considers three underlying subcomponents in a hierarchical framework to construct social competence.
  - Societal Adaptation
  - Gracious Effectiveness
  - Social abilities
- The quadripartite model- This model divides skills, talents, and capacities into four categories: (1) cognitive skills and abilities, (2) behavioural skills, (3) emotional competencies, and (4) motivational and expectancy sets. Peer approaches, social skill approaches, relational approaches, and functional approaches are only some of the ways to define social competence.

These theories and approaches aid in understanding the concept of social competence and identifying the problems that teenagers confront in their daily lives, as well as encouraging them to develop their social skills.

### **1.3 ADJUSTMENT**

#### **Sociological Analysis of Adjustment**

In sociology, adjustment is the process of adjusting, adapting, or changing individual or group behavioural patterns in order to bring them into compliance with other similar patterns, such as those offered by a cultural environment. The practise of utilising sociological theories or methods to encouraged more fruitful social interactions between members of different groups. Numerous sociological hypotheses relating to various types of adjustment have been offered by sociologists. Sociology is recognised as the field of study that best equips individuals of human society with the knowledge necessary for successful adjustment. The need to understand society is essential and crucial because, without understanding it, we run the risk of being weighed down by it. If we wish to have an impact on social processes, we must also comprehend them. Sociology can help us better understand ourselves since it examines how the social environment influences our thoughts, feelings, and behaviors. Sociologists can compile organised data to help with decision-making, offer perceptions into what is happening in a situation, and present options. The scientific study of society, including social interaction, cultural practises, and patterns of interpersonal interactions is known as sociology. Sociologists research everything relating to people, including interpersonal relationships and the intricate workings of society. One of the most important socio-psychological characteristics that contribute to a person's identity is social adjustment. The ability to adapt must be developed in the learner in order for them to mature into responsible members of society. Our interactions with others are greatly influenced by how we see them and how we interpret their actions.

“If a person obeys social norms and traditions and accepts its values willingly, he is likely to be acceptable to others. This acceptability will make him fully adjusted in the society” (Sharma 2007).

Adjustment is a constant process in which an individual modifies his behaviour in order to have a more harmonious relationship with his surroundings. Adjustment is a

balance between an individual's desires and the demands of the society in which he lives. Darwin (1859) introduced the concept of adjustment in his "Theory of Evolution," which he utilised as an adaptation to live in the physical environment. Adjustment is the quality of an individual's behaviour in relation to his interpersonal interaction. It is a process by which an individual appears to preserve physiological and psychological equilibrium and propels himself towards self-improvement. There is a constant interplay between the individual and his surroundings. This relationship is characterised as adjustment if it is beneficial to society and beneficial to an individual, and if the individual has the fortitude to achieve the goal. A well-adjusted person is productive and content in a somewhat pleasant setting.

"Adjustment is the process by which a living creature maintains a balance between its demands and the factors that impact the satisfaction of these needs," writes L. S. Shaffer (1961). "Adjustment" indicates "modifications to compensate for or meet particular situations," according to James Drever (1952). Adjustment offers us the strength and skill to bring about desired changes in our surroundings." Adjustment is the process of achieving happiness and contentment while keeping a balance between our demands and our ability to meet them. It persuades us to alter our lifestyle in response to the demands of the situation. Adjustment is a process in which a person maintains a balance between himself and his surroundings by changing his behaviour or changing the environment. According to Crow & Crow (1956) "An individual's adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment." The current study looks into six aspects of adjustment, including home adjustment, health adjustment, social adjustment, emotional adjustment, and educational adjustment, as well as complete/overall adjustment. "Home Adjustment- It is the adjustment of students to their home environment. Health Adjustment- Students should be physically and mentally healthy. Social Adjustment- It is the adjustment of students towards society, by following restrictions and norms of society. Emotional Adjustment – It is the type of adjustment in which student accepted the circumstances and deal with the hardship of everyday life. Educational Adjustment - This refers to how a student carries out his or her educational responsibilities.

In a book entitled 'Advanced Educational Psychology' (2001) Chauhan defined Adjustment in two different ways. Adjustment is both a goal and a process. In terms of adjustment as a skill, it refers to how well a person can carry out his responsibilities in a variety of challenging and favourable settings. A person faces many problems in adjustment if he has problem like his/her physical health is not good, in that case he/she will face difficulty in adjusting to the environment. An individual will experience adjustment issues if they have any psychological disorders, such as anxiety or depression. A person who makes full use of his or her occupational or social abilities can adapt to their surroundings. If a person follows social norms and rituals and accepts its values happily he is likely to be accepted to others. This acceptability will make him fully adjusted in the society. In Adjustment as a process: The Adjustment of a person largely depends on the interactivity to the outer surroundings in which he survives. This interchange is not an easy process it depends on many internal and external factors. Sometimes a person has to change his desire because of the conflicting conditions, so an individual has to make balance with his internal and external needs.

A mechanism of adjustment can specify while "Any habitual method of overcoming blocks, reaching goals, satisfying motives, relieving frustration and maintaining equilibrium". So, accommodating procedure is the way to adjust with itself and environment. It is called the indirect method of adjustment and tension reduction by using adjustment mechanism one can become mentally stable. To maintain the mental stability of an individual there are numerous modification mechanisms used by almost all the individuals. Some of these mechanisms are:

**Sublimation:** Sublimation is the process by which unconscious and unacceptable desires are channelled into activities that have strong social approval. Sublimation can be done through dancing, music, arts and crafts, etc.

**Compensation:** The term "compensation," really means "restitution." It has always been observed as a common tendency in man that, when he is deficient in a certain quality, he tries his best to excel in another in order to achieve a measure of compensation.

**Identification:** It is a mechanism by which an individual satisfies some of his basic needs by merging emotionally with or feeling one with another person, group of

persons, or institution. In identification, an individual tries to be similar to famous personalities or the person whom he likes most.

**Aggression:** A typical reaction to frustration is aggression. A person who does not have a socially acceptable outlet for his sentiments will either repress them or develop concerns, or he may become violent in non-socially acceptable ways and end up in trouble with the authorities.

**Rationalization:** It is an adjustment mechanism which is widely used to reduce guilt feelings and tensions. It is described as a technique by which a person justifies his or her ideas or activity to reproduce rationale other than those that triggered or inspire him. By rationalization an individual is able to excuse his shortcomings and maintain the defence of his ego.

**Projection:** This is a mechanism by which an individual may ascribe to others his own weaknesses, faults, and impulses. The term "projection" is also used to refer to the process by which an individual blames other people or inanimate objects for his own failure. In this sense, projection is essentially another form of rationalization. A person uses projection to try to find mental peace and adjust to his surroundings.

**Repression:** Experiences that end in failure or humiliation or that cause the person to feel guilt are more frequently forgotten than those that are of a more happy nature. The individual escapes from his troubles and conflicts by forgetting them.

**Withdrawal:** In the face of a troubling and distressing situation, some individuals find that the easiest way out is to withdraw. Withdrawal probably does not take as much energy as some of the other adjustment mechanisms, e.g., aggression or compensation. In the process of daydreaming, the individual achieves a certain amount of relief from tension and frustration through imaginative thinking.

**Regression:** It is a mechanism by which an individual returns to a less mature level of development or adjustment in order to maintain his personal integrity. Adolescents may use childish methods, and children may take on characteristics that served them well as babies.

In a nutshell, these are the most typical methods that people employ to preserve themselves or come out of confrontations with resentment. Defense adjustment mechanisms are what they're called. People almost always use these adjustment

mechanisms to live their lives in harmony by maintaining a balance between themselves and their environment in society and overcoming mental tension.

#### **1.4 ADOLESCENCE**

Adolescence is a sociological transition period from parental dependency to adult independence. A teenage year is probably the most controversial of all stages of human development. The period of adolescence lasts almost ten years, so it is very essential that we take care of their needs and problems and sort them out in a proper way so that they may achieve the stage of adulthood in a lenient way without having any conflict in their minds. Adolescence is a period full of energy and activism. Adolescents in their transition period need to utilise their energy in a proper way. Adolescence, according to Dorothy Rogers (1978), is "a process rather than a time, a process of developing the attitudes and beliefs necessary for effective involvement in society." Adolescence is defined as the process of achieving 'Identity.' Adolescence is the period of development from childhood to maturity.

Bigge and Hunt (1968) have remarked, "The one word which best characterizes adolescence is 'change'. The Physiological, sociological, and psychological changes all occur." It is a time of physical development. It is a stage of physical and psychological development that happens between puberty and legal adulthood. Early adolescence (years 11–14), middle adolescence (ages 15–17), and late adolescence (ages 18–21) are the three age groups. It is a universal fact that during this time, girls and boys achieve 90% of the height that they will have later in life when they reach maturity. Adolescence is a crucial stage in a person's life. During this stage, physical, sexual, social, emotional, and mental changes take place, and the boy develops manhood and the girl develops womanhood. It is a very delicate period of life. The all-round development of personality and behavior, good or bad, takes place during this period. This time has been labelled as a stormy and stressful period. During adolescence, adult habits and patterns of behaviour are formed. This is a period of revolutionary change. This period is marked with so many complexities and problems that every parent and teacher must know every little detail of it. In this period, the problems of adolescents are very unique, and if these problems are not solved by parents and teachers, they will suffer from many mental and physical diseases. Stanley Hall was one of the first psychologists to devote his time to the needs and

problems of adolescents. Stanley Hall (1904) has regarded adolescence as a "period of great stress and strain, storm and strife." G. Stanley Hall is best known for his prolific study in the fields of psychology, education, and popular culture, which moulded teenage themes. Adolescence, as defined by Stanley Hall, is the start of a new life and is intimately linked to the later stages of childhood. Adolphe Quételet, Auguste Comte, Herbert Spencer, Gustave Le Bon, and other early sociologists were among the authors who provided inspiration for Hall's interdisciplinary book *Adolescence*. Adolescence is acknowledged as a key subject of inquiry by several fields, including psychology (Petersen 1988), history (Modell and Goodman 1990), and anthropology. The multidisciplinary study of adolescents continues to be a significant theme (Schlegel and Barry 1991). The presuppositions and focus points of each discipline are nevertheless distinctive. Psychologists frequently concentrate on adolescents' cognitive, motivational, and emotional abilities as well as their maturation (often along universalistic lines, as seen in the work of Piaget and Erikson), interrelationships, and how experiences in nearby contexts, such as the family, peer group, school, and workplace, shape them. Focusing on the variety of experiences that puberty spans across geographical and historical time, anthropologists and historians study adolescence. These issues are frequently addressed in conjunction with sociological studies of adolescence, which reflect research interests in young social environments and how they affect the individual as well as the variation in this stage of life among societies and through time. But by using the life course paradigm as an analytical framework, sociologists have also preserved a distinctive point of view. The life course examines age-graded duties, opportunities, and restraints; how they change over the course of history; and how they influence a biography. The analytical emphasis is on the structural variety and complexity of social contexts throughout time and space, as well as the adaptability of people in these contexts (Dannefer 1984). By defining suitable actions and roles, each stage of life serves as a major source of identity for the individual and reflects social norms and institutional restraints (Elder 1980). Adolescence must be positioned in the life cycle and contrasted with childhood and maturity to identify its unique characteristics in order to be studied as a life period. Adolescence is typically portrayed as a stage of partial autonomy, symbolising the shift from childhood's total reliance on parents to adulthood's development of one's own means of support and family (e.g., Kett 1974; Katz 1979; Gillis 1974). The study of adolescence as a stage of life, however, also

necessitates that it be placed in historical context, that the shifting institutions and norms that define adolescence be recognized, and consequently, that the shifting characteristics of adolescent semi-autonomy be acknowledged. Social scientists have examined the historical persistence of adolescence as well as the elements that have defined this stage of life and marked its beginning and conclusion within this framework of life-stage analysis. Adolescence did not exist before societies modernised, according to early attempts to interpret the social history of youth (modernization refers to a constellation of societal changes that are believed to mark a break with earlier forms of social organisation. These changes include rapid technological change, the emergence of market economies, urbanisation, industrialization, the decline of agricultural life, secularisation, widespread political participation, the use of currency, and the spread of science [Kleiman 1998]). Norbert Elias (1994) proposed that as etiquette became more common and polished, notably with the fall of feudal cultures, children and adults became increasingly distinct in their behaviors. Adolescence is the cornerstone of a responsible social existence; hence, growth in emotions, body, intellect, and social behavior is an important element of adolescence. During this phase of transition, many changes occur, and the man begins to mature into a responsible adult. This is the era of life where an attitude of dependence emerges once more, but this time it is on friends rather than parents. Various urges are transformed into a distinct social behavior. They are full of energy at this time of their lives, and it is the primary responsibility of parents and teachers to channel that energy for the advancement of society. The success of a country is determined by how well its youth are guided in school and society. In fact adolescence is the point of departure for successful existence.

Every stage of development is important, but development during adolescence is particularly interesting and deserves more attention. According to Jersild (1957), "Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially, and physically." Individual attitudes and behavior develop during the adolescent phase, sometimes in a negative direction and sometimes in a positive direction, so it is the primary responsibility of parents and teachers to provide adequate care and attention to children. The following are the main stages of development of adolescents and their characteristics.

**Physical growth:** In terms of physical growth at this stage, adolescent girls and boys gain in height and weight and reach the upper limits of their genetic potential for height, skeletal growth, and endocrine development. Besides heredity, environment has a lot of influence on the physical development of adolescents, i.e., a good diet, a congenial environment, physical exercises, etc. Influence height, skeletal growth, and so on.

**Social development:** The development of social qualities is very important for the proper development of adolescents' personalities because it leads to social consciousness and results in emotional and social adjustment. Social development is heavily influenced by previous experiences, attitudes, the influence of family, peers, neighbors, and other social groups, as well as the individual's ability to adjust.

**Emotional development:** Adolescence is a period of emotional maturity. Adolescents attain the ability to give a partial response instead of a very strong response or not responding at all. The common emotions that an adolescent exhibits are love, affection, joy, pleasure, laughter, worries, fears, anger, annoyance, curiosity, jealousy, and envy. They also develop the ability to control their emotions, but this all depends upon the developmental guidance provided by parents and teachers, along with their love, care, and affection. Otherwise, adolescents have to face a lot of stress and strain due to the changes they face during this period.

**Intellectual Development:** During adolescence, intellectual development accelerates as the brain is fully developed. They are now able to comprehend and communicate the meanings of abstract concepts and behave accordingly. Now they develop the ability to make their own independent decisions, the ability to generalize things and develop long-term memory, and the ability to differentiate things.

Adolescence, as we all know, is a period of immense change in an individual's physical as well as mental structure. However, adolescents may resist these changes and experience a variety of difficulties.

**Strains of Transition:** Due to physical and physiological changes, varying developmental patterns, the development of secondary sex characteristics, and growth variability within individuals occur. These strains and stresses make adolescents disturbed and awkward, and sometimes a lot of depression occurs in adolescents.

**Role Confusion:** Because their identities are unclear, they experience role confusion, also known as an "identity crisis." They do not know what their role is in family, school, or society. Sometimes they are told that they are grown up, and other times they are considered too young to carry out any responsibility.

**Ambivalence:** Adolescents don't possess accurate knowledge of transition in the physical, sexual, and emotional aspects of their personalities. So they are very confused about why this is happening to them. These transitions make them disturbed.

**Inferiority Complexes:** This is the period in which adolescents want to imitate, look, and act like their idols. But when they are not able to do so, they develop inferiority complexes.

Aside from these, there are numerous other issues to consider, such as environmental stress, career choices, rejection scars, temporary over identification, and so on.

## **1.5 STATEMENT OF THE PROBLEM**

The problem for the present study is stated as:-

**“The Effect of Socio- Economic Status on the Social Competence and Adjustment of the Adolescents ”**

The major terms used in the present study are defined as under:-

**(i) Socio-economic status:** Socio-economic status is the social standing or class of an individual or group. It measures such factors as education, income, type of occupation and place of residence.

**(ii) Social competence:** Social competence is the ability to handle social interactions effectively, which enable us to know what to say, how to make good choices and how to behave in diverse situations.

**(iii) Adjustment:** Adjustment helps us in keeping balance between our need and the environment. It forces us to adapt our lifestyles to the demands of the situation.

**(iv) Adolescence:** Adolescence is the period of development and adjustment that occurs throughout the transition from childhood to adulthood. Adolescence is the most vital and crucial stage in a student's development with which the instructor must

deal. Adolescents confront a variety of challenging conditions, and education should be structured to help them deal with all of these issues.

### **Residential Areas:-**

It is comprises of urban and rural areas:

#### **A. Urban Area:**

It implies an area that is within the municipal limits of Jammu. In the present study, adolescents, both male and female, have been chosen from the colleges situated in the urban areas of Jammu, Kathua, and Samba.

#### **B. Rural Area:**

It implies the areas that lie outside the municipal limits of Jammu, Kathua, and Samba. In the present study, adolescents, boys and girls, were elected from the colleges situated in rural areas of Jammu, Kathua, and Samba.

It is critical to understand the role of socioeconomic status in impacting pupils' levels of adaptability in various areas of life. Teenagers' social competence may also play a role in determining their level of adjustment in various areas of life. Jammu is a major metropolis with inhabitants of many socioeconomic statuses and social competency levels. As a result, it is proposed that a study be conducted on the impact of socioeconomic situations on social competence among teenagers in Jammu Province. The level of adjustment of the student has been seen in different spheres of life, like home, health, social, emotional, educational, and overall. So the researcher finds it necessary to explore the effect of socio-economic conditions on the level of adjustment of students in different spheres of life, as mentioned above. The researcher also finds it important to compare the discrepancy between males and females with reference to social competence. Therefore, the researcher finds it necessary to know the problems of adolescents in Jammu Province by taking three variables, which are socio-economic status, social competence, and adjustment. The present study has been conducted in three districts, i.e., Jammu, Samba, and Kathua, of Jammu Province. The present study is conducted at different degree colleges located in rural and urban residential areas of the proposed three districts.

It may examine how economic inequalities contribute to differences in the social environments in which adolescents grow up, affecting their development of social

skills and adaptation to societal expectations. The concept of "social capital" is often invoked to understand how varying socioeconomic statuses can influence the availability of supportive social networks, impacting adolescents' ability to navigate social situations.

Additionally, it may explore the role of societal expectations and stereotypes associated with different socioeconomic backgrounds, shedding light on how these factors shape adolescents' self-perception and interpersonal relationships. Discussions may also touch upon the potential for socioeconomic disparities to create stressors that influence mental health and social well-being during adolescence.

Overall, the sociological discourse in this area seeks to unravel the complex interplay between socioeconomic status, social competence, and adolescent adjustment, considering both structural factors and individual experiences within the broader societal context.

## **1.6 GAP OF RESEARCH**

One of the most important functions of sociology is to find out the prevailing problems in society like socio-economic status, social-competence and adjustment of the adolescents. Today every fifth person in India is an adolescent, so investigating and investing in this segment is the best to strengthen nation and humanity. The need for good social adjustment is indispensable for development of all round personality among adolescents. So, the researcher attracts towards these problems and decided to conduct research on it because adjustment is one of the major issues of the adolescents and social competence is the major need of adolescents, social rank also take part in establishing the level of adjustment of the adolescents. Socio-economic status, social competence and adjustment are the most widely studied constructs in the social sciences. All these three variables are interconnected with each other and working in the same direction for the well- being of society. Socio-economic status gives us the picture of role of economy and prestige in society. Social competence defines the ability or capability of an individual. Adjustment is the behavioural process of reconciling conflicting demands or needs that are challenged by environmental barriers. All the three variables are equally relevant to the society.

Adolescence brings with it new problems and possibilities. The young people of today are the citizens of tomorrow. They are energy and knowledge reservoirs that, when directed in the correct way, may perform miracles. As a result, it is critical to understand the issues that individuals face on a daily basis. Socio-economic status is a determining factor in the current state; it matters a lot in the period of adolescence, and they are more conscious of their socio-economic status at this stage of their life because of this factor. Adolescents are lacking in the fields of social, emotional, and cognitive development, which are essential for successful social adaptation in society. It is extremely difficult for adolescents to adjust to society if they lack social competence. There are a few studies done in the fields of socio-economic status, social competence, and adjustment in Jammu and Kashmir. So, the researcher finds it necessary to study the effect of socio-economic status on the social competence and adjustment of the adolescents in Jammu Province.

### **1.7. SIGNIFICANCE OF STUDY**

The present study assumes significance due to the increasing number of problems with socio-economic status, social competence, and adjustment of adolescents in Jammu Province, because adjustment is one of the major issues facing adolescents and social competence is a major need for adolescents. We have seen that adolescence is a period during which tremendous changes occur at a very fast rate. These developments require balance, which may be attained only with developmental guidance for adolescents by parents and teachers, and in this study, by finding out their adjustment problems we can help them in their progressive future. Socio-economic status also plays an important role in determining the level of adjustment and social competence of the pupil. In this research study, the researcher has given a well-composed work. It helps us keep a balance between our needs and the detailed description of the effect of socio-economic status on the adjustment and social competence of adolescents. In this research, it is also described how social competence helped the adolescents adjust to different life situations. The current study will also be important for taking the necessary steps to improve the students' level of adjustment in various areas of life. All the three variables of the study are the major social issues which makes the life of the people comfortable. Benefitted parent and social organisation may be suggested to take necessary steps to make the life of

adolescents more comfortable and more progressive by adopting the findings of the present study.

## **1.8 OBJECTIVES**

The following objectives have been framed to study the effect of socio-economic status on social competence and adjustment in adolescents. All the objectives are designed in such a way that all the variables under study are covered.

1. To find out the significance of gender difference and residential areas (urban and rural) with respect to the level of socio-economic conditions, social competence and adjustment among the adolescents.
2. To study the relationship between socio-economic status and Social competence among adolescents.
3. To know the effect of Socio-economic status on the adjustment of adolescents.
4. To analyse the relationship between Adjustment and Social competence among adolescents.

## **1.9 HYPOTHESES**

The following hypotheses have been framed on the basis of above objectives.

1. There exists a significant difference between gender (male and female) and residential areas (urban and rural) with respect to the level of Socio-economic conditions, Social competence and Adjustment among the adolescents.
2. There exists a significant relationship between Socio-economic status and Social competence of adolescents.
3. There exists a significant effect of level of Socio-economic status of adolescents on the level of Adjustment of adolescents.
4. There exists a significant relationship between Social competence and Adjustment of adolescents.

### **1.10 DELIMITATIONS OF THE STUDY**

Despite of limited convenience and the time available at the disposal of the investigator, and to make the study manageable, objective, and economical, the present study has been widely delimited.

1. It covers the three Districts of Jammu province.
2. It covers both rural and urban areas of the Jammu district, Samba district and Kathua district.
3. It covers both male and female adolescents studying at six selected Government degree colleges of three selected districts.
4. The study is restricted to government colleges only.

#### **Summary**

This chapter ends with a theoretical explanation of the operational terms used in the research study. The statement of the research problem, the gap of the present study, and the importance of the study are also discussed in this part. The objectives of the study are also discussed, upon which this research has relied. The assumptions of the study, which have to be found out through the analysis of data and the delimitation of the study, are fully described in this chapter.

### **1.11. Structure of the Thesis**

This research study is organized into five main chapters placed in the following sequential order.

**1. Introduction-** This part included a brief introduction, definitions of terms, pronouncement based on topic, gap concerning to research, significance of investigation, objectives of the study, hypothesis of the study delimitations of the survey and an overview.

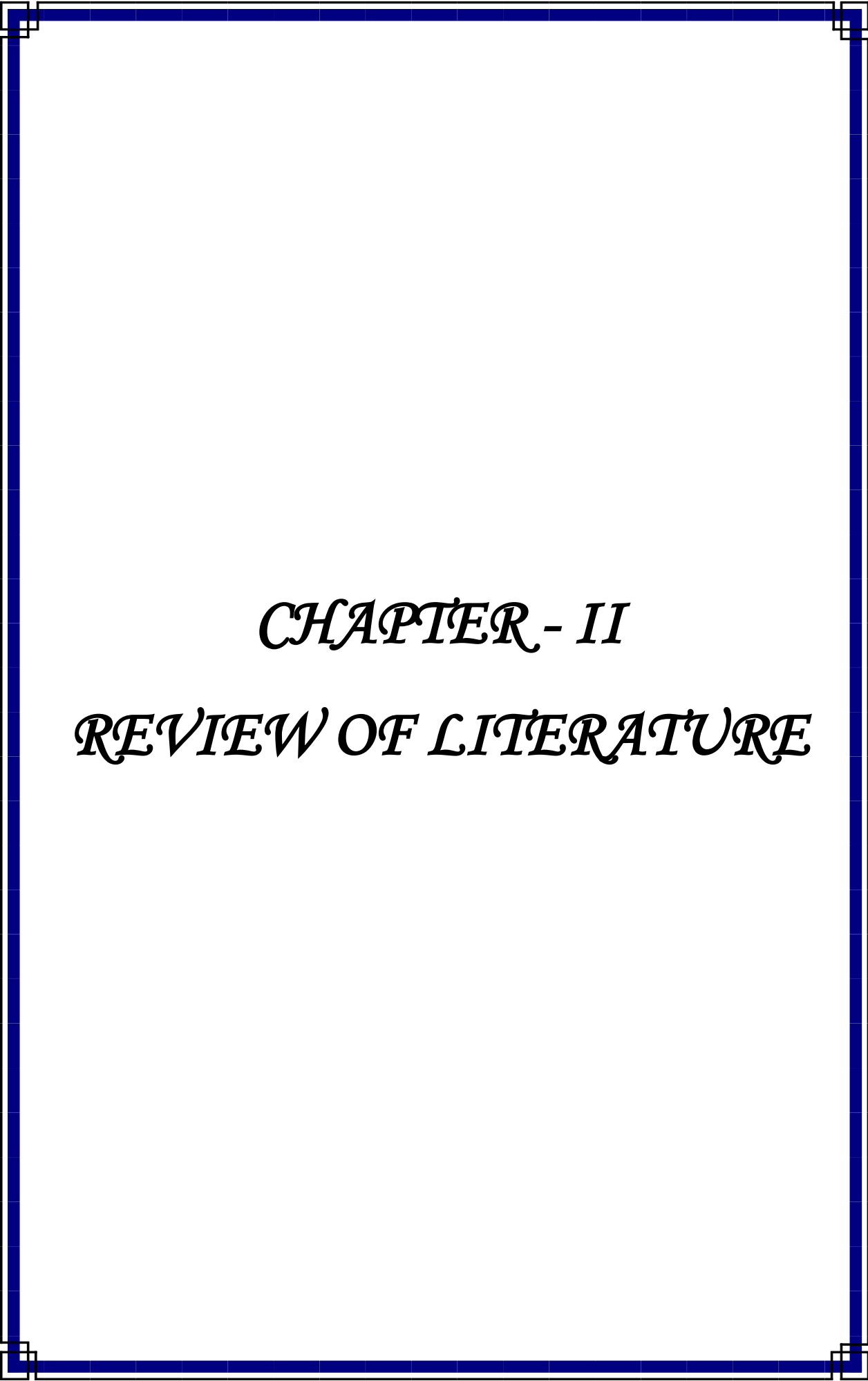
**2. Literature Assessment-** This part presents a discussion of the literature connected to socio-economic status, social competence, and adjustment. This chapter includes five sections defining the various studies that have been done with these three variables.

**3. Methodology-** This part explains the research procedure for the survey, including the process appropriate to the investigation, the population, the tools used for the

collection of data and their descriptions, the size of the sample, the statistical techniques used, and the explanation of the formulae used.

**4. Analysis of data-** This part presents the analysis of obtained data in tabular form by using (percentages, mean, standard deviation critical ratio and computation of correlation and by multivariate correlation) and explanation based on information.

**5. Conclusion and Suggestions-**This portion consider inferences, discussion, and recommendations for advanced analysis and restrictions of the inquiry.



*CHAPTER - II*  
*REVIEW OF LITERATURE*

## **CHAPTER - II**

### **REVIEW OF LITERATURE**

Social economic development should involve the entire society since it attempts to ensure that everyone meets their basic necessities, which are necessary for living a dignified life. Hunger, poverty, unemployment, bad health, illiteracy, corruption, greed, insecurity, and other socioeconomic obstacles hinder development processes.

#### **Socio-Economic Situation of Indian Society**

According to the National Family Health Survey-11, “18% of Indian households had a high standard of living, 44% had a medium standard of living, and 36% had a low standard of living”. The Indian government has revived its focus on socioeconomic programmes aimed at revitalising jobs, investments, exports, and improving access to healthcare, housing, and education for all. Therefore social and economic metrics such as gross domestic product (GDP), the socio-economic standing of a country was determined by factors such as life expectancy, literacy, and employment levels.

However, the literature work had done to recognize those challenges that adolescents face in their daily lives. Family structure, residence location, income, and employment are all social and economic factors that influence how well and how long we live. Ristkari et al. (2008) conducted research and discovered that adolescents whose parents had a low level of education and a low socioeconomic standing had not established life values, that these adolescents lacked the ability to confront life's challenges with hope, and that they were always stressed. Bradley & Corwyn (2002) specified that lower socio economic status families first priority is to provide food and shelter to their wards, so this scarcity of things have adverse effect on the growth of adolescents and developed physiological stress in children. Rutter (1985), parents with lower socio-economic position have lower levels of education, whereas parents with better socio-economic status have greater levels of education, implying that parents' educational levels retain noteworthy effect upon their wards educational adjustment.

The researcher can establish the boundaries of her field by reviewing related publications. It aids the researcher in defining and her issues. Knowledge of related literature keeps the researcher informed about what others have done. As a result, the objectives must be stated clearly and concisely. Positive findings are more likely to provide information in a meaningful way if the researcher selects those areas. The

researcher can avoid unintended repetition of well-established findings by reviewing related literature. It's pointless to reproduce a study if the results' consistency and legality have already been established. The review of related literature helps the researcher comprehend the research technique, which is the approach by which the investigation will be carried out. It gives an overview of statistical approaches for determining the validity of a result.

It assists an investigator in discovering facts that have been overlooked in past investigations. In any discipline, the literature serves as the foundation for developing future work. It is worthwhile for an investigator to have comprehensive survey of what has already been done on the problem and its related studies.

For the present investigation, the investigator consulted different books, journals, encyclopaedias, and websites to see the studies which have been conducted concerning to this field. There are some of the studies which have been undertaken both in India and abroad. However, they demonstrate the difficulties' contentious outcomes. It could be because these investigations were conducted on various groups of people and samples. The most significant purpose for examining related material is to learn about past suggestions. They listed researches for further research in their studies.

However, the following are a few related and distinct studies that may be made available.

This stage is alienated into several sections. First section deals with the Socio-Economic Status, Second section deals with the Social Competence, Third section deals with the Adjustment, Fourth section deals with the Socio-Economic Status and Adjustment and Fifth section deals with the Social Competence and Adjustment.

## **SECTION I**

The first section deals with the Literature collected on the study of Socio-Economic Status.

### **SOCIO-ECONOMIC STATUS**

Bilal and Ateeiq (2014) looked into the relationship between students' socioeconomic position and their academic achievement in senior secondary school. The goal of this research is to discover the rapport between socioeconomic status and academic performance amongst science students in senior secondary school. A stratified random

selection strategy was used to choose a sample of 100 students for the investigation. And the findings show that there is a substantial positive link between socioeconomic position and secondary school science students' academic achievement.

Bhagat (2014) investigated the relationship between senior secondary school students' academic achievement and IQ and their parents' education and socioeconomic level. It was discovered that academic achievement and parental education of senior secondary school kids have a strong link. Academic achievement and the socioeconomic position of parents of senior secondary school pupils have a substantial relationship. However, there is no clear link between IQ and socioeconomic level.

Cedeno, Arias, and Bueno (2016) investigated the effects of socioeconomic position on academic competence: a teacher's perspective. This paper aims to educate teachers on the need of knowing the scope in order to better comprehend the effects of socioeconomic position on learning and school accomplishment. To assist students, they should organize cognitive training intervention programmes repair disordered attention, giving hope to adolescents from low-income families who are struggling in school, and also discovered in their study that socio economic position is a powerful diviner of educational attainment.

Chandra (2013) examined the influence of socioeconomic position on academic achievement. A total of 614 students (358 males and 256 females) from classes IX and X, aged 13 to 17, were randomly recruited from 14 secondary schools in Lucknow, UttarPradesh, India. The data was collected using the socio-economic status scale produced by (Meenakshi, 2004), and the data was evaluated using statistical techniques such as the t-test and Karl Pearson's correlation coefficient, with the study's findings revealing a difference between academic achievement and SES groupings (high, average, and low). A positive link is discovered between Socio-economic position and scholastic accomplishment.

Davis (2012) looked at the effects of gender and socioeconomic background on early adolescent emotional intelligence. The population was described using descriptive statistics in this study. To determine the relationship between variables, the Pearson correlation method was used. The importance of gender, ethnicity, and socioeconomic position was determined using ANOVA. It was discovered that ladies' stress-

management abilities were on average higher than boys'. The higher socio- economic status group described upsurge workability.

Gnanadevan, Selvaraj, and Kumar (2015) investigated the impact of socioeconomic status on students' social, emotional, and behavioural problems, using a random sampling technique. The sample was chosen using this method. Adolescent adolescents at Adi-Dravidar Welfare School in Tamilnadu's Cuddalore district served as the study's sample. R. Gnanadevan (n.d.) was used for data collecting, and Kuppuswamy's socioeconomic status scale (n.d.) was utilized for data analysis. It was determined that socioeconomic status played a substantial role in kids' social, emotional, and behavioral issues.

Pettigrew (2009) looked into the effect of socioeconomic status on student achievement in a rural east Tennessee school district. Furthermore, the results revealed that the F test for the school by socioeconomic status in all of the research questions, the interaction term was not significant. It has been discovered that a student's socioeconomic background is a substantial predictor of their educational achievement.

Rather (2013) studied the impact of socioeconomic status (SES) on secondary school students' academic achievement. The researcher hypothesized that there is no significant difference in academic accomplishment and achievement in school topics between distinct (SES) groups (higher, middle, and lower) and mean difference between the categories of SES. There is a considerable mean difference between different SES categories, which is seen (upper, middle and lower). It was discovered that there was a significant difference in academic accomplishment and achievement of different secondary school topics, and that achievement increases as the number of subjects grows.

From preschool to early elementary school, Rikuya and Toshiki (2018) investigated the impact of socioeconomic status on behavioral disorders. They investigated the effects of children's families' socioeconomic situation during their early childhood and its impact on their mental health in this study. And they discovered that a child's health and well-being are strongly influenced by socio-economic status in terms of family economics and educational elements as (SES) indicators. In preschool to elementary school, family income and parental education were significant predictors of mental health problems.

According to Sharma and Vaid (2005), parental approbation has little to do with emotional development or self-actualization. The findings demonstrated that the majority of parents were from both socioeconomic strata, i.e. medium and low socioeconomic level, exhibited a level of approval that was moderate. It was also assumed that parents from various socioeconomic backgrounds would have distinct parenting styles, which would manifest itself in the adolescent's personality. The majority of the adolescents in both groups were emotionally unstable and had reached a level of self-actualization that was moderate.

Singh and Singh (2014) studied the effect of parents' socioeconomic level and home environment on students' study habits and academic accomplishments. And for the study, they choose a sample of 90 pupils in primary school from the Meerut area of Uttar Pradesh at random. The information was gathered using a socioeconomic status measure and analyzed using frequency, percentages, mean, and standard deviation. The socioeconomic level of parents does not have a substantial impact on kids' educational achievement. It was also discovered that kids with parents who have a higher educational level differ substantially from students whose parents are either illiterate or unable to watch their children's educational activities. It has also been noticed that providing students with freedom at home and the availability of means of leisure will have a substantial impact on their academic performance at the elementary level.

Sundaram and Paul (2016) investigated the socioeconomic position and well-being of early adolescents to determine how parental socioeconomic situation and gender influence adolescent well-being. The sample that was chosen for the socio-economic status scale and the personal well-being index school children were used to measure socio-economic status and well-being in 200 adolescents (100 boys and 100 girls) from government and private schools in South India. The data was analyzed using the mean, t-test, and one-way ANOVA. The research will reveal how the family's socioeconomic situation and gender influence the early adolescent's perception of well-being. Girls are believed to have a better sense of well-being than boys. This research gives us insight into how to build policies that will assist teenagers have a better future by providing them with greater opportunities and guiding them in the correct route.

Yufiarti, Sholikah, Yetti (2019) investigated early children literacy skills: the impact of socioeconomic position, family literacy environment, and social skills, using a survey methodology. The chosen sample consists of 120 pupils from a first-grade

primary school. Questionnaires in the form of a Likert scale and a rating scale were used to collect data for the study. Path analysis was used to examine the data. And it was discovered that there is a strong link between socioeconomic position, home literacy environment, and social literacy skills. Early childhood literacy skills are directly influenced by socioeconomic background, family literacy environment, and social skills.

Zebun and Islam (2017) Studied effect of socio- economic status on academic achievement among senior secondary school students. Only 170 senior secondary school students were involved in the study, which were preferred via a basic random sampling procedure. The data was gathered using a socioeconomic status scale, established by (Kalia and Sahu 2012), and the findings were calculated using Pearson's Correlation Coefficient and the t-test. The study's findings exposed that there is a link between socioeconomic position and academic achievement among senior secondary school pupils. In terms of academic achievement, there is a considerable gap among male and female students from different socioeconomic groups.

## **SECTION II**

The Second section deals with the Literature accumulated on the study of Social Competence.

### **SOCIAL COMPETENCE**

Bala (2008) investigated a research of college students' social and emotional competence in connection to their IQ level, and she found that the level of social competence of urban female college students was much greater than that of their male counterparts.

In terms of social competency, no considerable contradictions were detected intervening urban and rural male college students.

The location "urban/rural" was discovered to be a non-significant factor in determining the level of social competence among male college students.

In terms of emotional competency, no major distinctions were detected between urban and rural male college students. The location "urban/rural" was discovered to be a non-significant factor in determining the level among male college students in terms of social competency.

In terms of emotional competency, no important contrasts were detected among urban and rural male college students. The location "urban/rural" was discovered to be an insignificant factor in determining the level of emotional competence among male college students. Female college students with high levels of intellect have been found to have much higher social competence than their peers with low levels of intelligence. Intelligence has been identified as a key element in influencing the level of social competence among female college students.

Choudhery and Kaur (2018) in their study talk about the behavioral problems and the effect of these problems on the day to day social life. Through which they highlight school performance and various aspects of development of a child. They discovered that socially competent children were well-accepted in social groups and had no behavioral issues. Inadequate social competence, such as cooperation, empathy, and conflict resolution skills, leads to behavioral problems in children's social adjustment and social interaction skills.

Jena (2018) investigated research on social competency among school-aged adolescents by gender and school type. He also used a simple random technique to select 200 school-aged adolescents (100 from rural areas and 100 from urban areas) studying in government schools for his study. For gathering of data he used scale of Social Competence created by (Sharma, Shukla and Shukla (n.d.) and others. Statistical approaches were used to examine the acquired data, and it was discovered that there is no noteworthy disparity in social competence between male and female teenagers. It was discovered that gender differences and the sort of school they attended had no bearing on their social ability.

Kaur (2014) examined a study to find the social competence among secondary school students in relation to their parental encouragement. The data analysis revealed that there is no distinction in social competency between male and female secondary school students. Social competency does not differ between government and private high school students. Secondary school pupils in government and private schools, whether male or female, are encouraged by their parents does not differ. From the findings, it can be concluded that parental encouragement has little effect on secondary school kids' social skills.

Kaur (2018) investigated teenage social competency in connection to emotional maturity, testing her findings on 100 male and female students from public and private schools. And it finds that adolescent social competence and emotional maturity were unaffected by sex differences or school type. It is also found that emotionally mature adolescents have more social competence. Social competence and emotional maturity have a good and significant association among senior secondary school teenagers.

Kaur and Singh (2020) looked at a research on teenage social competency in respect to their peers. Self-esteem and emotional intelligence they have selected sample of 600 responders at random from six regions in India's Punjab state. The statistical tools utilized in the study's analysis were the t-test, Pearson's coefficient of correlation, fisher's z, and Z-observed values. And the conclusion unveil that there is an affirmative association between social competence and the factors of emotional intelligence, as well as self-esteem were establish considerably higher in both urban and rural groups of teenagers. The association between social competence and self-esteem was shown to be much stronger in rural adolescents than in urban adolescents.

Kurian and Prakasha (2016) investigated social competence in secondary school students of the next generation. The function of this research is to determine the value and need for Social Competence among next generation secondary school pupils. They listed many forms of social competencies as vital for the next generation of secondary school pupils in their study. It is also stated that building social skills helps students achieve success in their lives and allows them to come up with innovative solutions to their difficulties. It will assist future students in enhancing and improving their social abilities and learning experiences.

Mehta and Sharma (2020) investigated emotional competence and social intelligence in college students, selecting 80 students for the study (40 male and 40 female). Students between the ages of 17 and 22 have been chosen at random. Engineering, law, and other courses were among those considered. It has been discovered that social intelligence and emotional competence of college students have a substantial association. Furthermore, there is no substantial gender difference in college students' social intelligence or emotional competence.

Nayak (2014) investigated the impact of culture, gender, and age on social competency in teenagers in higher secondary school. She randomly picked 240 kids between the

ages of 15 and 18 from secondary schools in Odisha, India, for her study. And for the collecting of data social competent questionnaires were employed and for calculation of data descriptive statistics, multifactorial analysis of variance, correlational analysis and factor analysis was utilized. Females, according to the research, within the same cultural environment, female adolescents scored higher on average in social competence than male adolescents of the same age group. The average of girls' on the whole societal skill was commencing superior rather that of boys.

Patil and Minchekar (2020) investigated social competency in rural adolescents as a function of gender disparities. This study aimed to investigate the value of social competence in adolescents, and data from 60 students was collected using the social competence measure developed by (Sharma, Shukla, and Shukla, 2015). The results demonstrated that there is no remarkable variation in social competence between male and female school-aged adolescents when data was calculated using means, standard deviations, and the t-test.

Sanwal (2013) looked at a study on adolescent social skills. The research focused on adolescents between the ages of 13 and 15. A total of 120 teenagers were chosen at random from Jaipur city for the study, with 60 girls and 60 boys. The social competency measure developed by (Sharma, Shukla, Shukla (n.d)) was used to collect data. The data was examined utilizing frequencies, percentages, and the 't' test, as well as both qualitative and quantitative methodologies for evaluating the results. On the basis of results, it is evident that extensive divergence in social skill levels among men and women.

Serpil and Mehmeet (2016) investigated pre-schoolers' social ability and temperament. The purpose of this research was to determine the social competence and temperament of children in the (4-6) age range. There were 148 female children and 180 male children in the sample. The SCBE 30 social competence and behavior evaluation scale and the short temperament scale for children were used to collect data. And statistical tools were used to examine the data, which revealed that children's social competence levels differ considerably by gender, and that there is an optimistic and pessimistic significant association among the sub-domains of social competence and tendency.

Singh, G (2015) studied the link between social competence, emotional intelligence, and the family environment in adolescents. The research involved a sample of 100

eighth-grade students from government schools around the country in the Punjabi city of Ludhiana, India. The social competence measure (Sharma, Shukla, and Shukla, 2013), the emotional intelligence scale (Singh and Narain 2014), and the home environment inventory (Mishra 2012) were utilised for data collection. Data was calculated using statistical approaches such as mean, standard deviation, and critical ratio. The findings revealed that social competence and emotional intelligence have a considerable affirmative relationship. In addition, collective skills and all aspects of the family environment have a considerable favourable association.

Sohal (2012) investigated social competence among adolescents of Punjab and found that adolescents belonging to joint households are more socially competent than adolescents belonging to nuclear family. And the adolescents of parents with a higher educational qualification were more socially competent than adolescents of parents with a less educational qualification.

Syiem and Nongrum (2014) did a study on secondary school pupils' social competency in Shillong. The study's goal was to determine the social competence of Shillong Town secondary school pupils. A total of 83 pupils were chosen at random for the study. The data was collected using the social competency measure created by (Sharma, Shukla, and Shukla (n.d)). Statistical approaches were used to analyze the data collected. And it was discovered that there is no substantial dissimilarity in social skills between male and female students. There was no correlation between pupils' social ability and their academic achievement.

Ten Dam and Volman looked into educating for adulthood or citizenship: social competence as an educational goal (2007). And they arrived to the conclusion that social skills and competency are essential for children to mature and succeed in adult duties at the home, in the workplace, and in the community. In all three environments, members engage with one another, and their actions and inactions are intended to elicit favorable responses. Members of the family, business, and community rely on one another and must act socially properly because no one lives alone. Being socially adept has various and varied benefits. According to both theoretical and empirical evidence, people who display social competency receive various benefits.

Adolescents' social competence and home environment were investigated by Vimple and Sawhney (2017). The goal of this research was to determine the characteristics of

social competence and home environment. The study involved 800 children who were chosen at random from Jalandhar and Kapurthala schools. And the findings revealed that social skills and adolescent home environment have a considerable beneficial relationship. It was also determined that the home plays a crucial role in the development of social competence in teenagers, such as providing a loving and caring atmosphere at home that gives educational inducement, encouragement, freedom to express ideas and chance to get involved in home affairs.

Welsh, Parkea, Widaman and O'Neil (2001) examined a longitudinal survey on relationship between social competence and academic achievement. It has been investigated in a group of 163 school children using structural equation that there exists reciprocal relationship between both dimensions. It is indicating that academic achievement directly influenced social competence. It is observed that considerable evidences have been found supporting the notion that social competence can influence later development of the school children.

Zsolnai, (2002) explored children's social competence, learning motivation, and academic accomplishment. Furthermore, it was revealed that well developed, sociable skilled youngsters have strong networks in which they participate. This means that kids who are socially awkward will be turned down for friendship advances. Such people are inherently lonely, which can have an impact on their academic performance as well as their daily lives.

### SECTION III

The Third section deals with the Literature collected on the study of Adjustment.

#### ADJUSTMENT

Alam, M. (2018) investigated the adjustment of senior secondary school pupils, with a selection of 220 students drawn from government and private schools in both urban and rural locations. The data was collected using the Adjustment scale created by (Sinha and Singh, 1971), and the data was analyzed using descriptive and inferential statistics. It was discovered that senior secondary school pupils' adjustment differs significantly depending on their gender. It was also discovered that senior secondary school students adjust differently depending on their residential areas (rural and urban) and the type of school they attend (government and private school).

Bhagat (2016) investigated the differences in adjustment between males and girls in secondary school. She selected 200 9th grade children from different government and private schools in the Samba district of Jammu division for her research. The data was composed by means of adjustment scale advanced and standardized by (Sinha and Singh, 1971), and the results were evaluated using statistical techniques. The findings revealed that girls make more total modifications than boys. Girls are observed to be more adjusted emotionally and educationally than their male counterparts. Boys are also shown to be more socially adjusted than girls.

Bhagat (2016) researched secondary school students' self-efficacy and adjustment in relation to their parent-child relationship, gender, and academic accomplishment in her Ph.D. thesis. - There was no noteworthy sex discrepancy in self-regulatory skills among secondary school students; both male and female students had the same level of self-control.

There was no significant effect of academic achievement on students' self-regulatory skills, and there was also no substantial influence of parent-child relationships on secondary school students' self-regulatory skills.

Secondary school pupils' self-regulatory skills were found to be unaffected by gender or academic achievement.

Gender has a significant impact on male and female social accomplishment pupils in secondary school.

Secondary school students' self-regulatory skills and achievement were found to be significantly influenced by their parent-child connection.

Understanding teenage psychological difficulties requires a thorough understanding of self-efficacy and adjustment.

T. Bhartiya (2017) looked into the relationship between adjustment and environmental consciousness among Assamese high school pupils. And it was discovered that there is no link between environmental awareness and home, emotional, or health adjustments. However, there is a weak link between social adjustment and environmental awareness among schoolchildren. We discovered that, like other habits and beliefs, it is society that instils the culture of environmental protection.

In Jammu & Kashmir, Bilal and Gul (2015) performed research. It was shown that there is a favorable and important association among adolescent girls' socio-emotional adjustment along with academic achievement. Adolescent girls' socio-emotional adjustment has a substantial impact on their academic achievement.

In terms of socio-emotional adaptability, there was a considerable dissimilarity flanked by rural and urban teenage girls.

The current study's findings also revealed that urban teenage girls have better socio-emotional adjustment than rural adolescent girls. It's because current technical and scientific worlds expose metropolitan females to a lot of information. In comparison to rural areas, the parents from urban areas showed good support and care for their daughter, leading to healthy socio-emotional adjustment.

Chauhan (2013) looked at a review about the adjustment of Durg district higher secondary school pupils. The study used a sample of 111 students, and data was collected using the (Sinha and Singh,(n.d)) scale, and the results have been examined by employing statistical techniques and analyzed using mean, standard deviation, and 't' tests. The findings revealed a considerable variation in adjustment amongst upper secondary school students. The difference in adjustment between male and female students was also discovered, with female students being shown to be better adjusted than male students.

Dar and Tali (2014) investigated Kashmiri adolescent adjustment issues. The study focused on male and female teenagers who attended Kashmiri schools. And the findings revealed that Kashmiri teenage boys and girls had significant adjustment

issues in space like residence, school, collective, plus personal life. It was discovered that the accommodation challenges of adolescent boys and girls in Kashmir are not considerably dissimilar.

Devika (2014) conducted a comparative research of secondary school students' adjustment and determined that secondary school students' adjustment is average. In terms of family, social, educational, and emotional adjustment, there was no substantial disparity among male and female secondary school pupils.

N. Devi (2011) conducted research on student adjustment in connection to personality and achievement motivation. A total of 699 pupils from Haryana's high school courses were chosen for the study. To calculate the data, statistical procedures such as mean, median, and standard deviation are used. It was discovered that attainment incentive has no consequence on adaptation, and that rural kids outperformed urban pupils in terms of social, educational, and overall adjustment.

A comparative study of college students' adjustment and academic achievement was undertaken by Ganai and Mir (2013). There was no significant difference in total scores between male and female college students, according to the findings. The two groups did not differ in terms of scores obtained independently on any aspect of the adjustment scale. Furthermore, academic achievement did not differ significantly between the two groups.

Gehlawat (2011) looked into the gender differences in high school students' adjustment. The study was conducted on a sample of 100 pupils (50 boys and 50 girls) from Rohtak secondary schools. And it was discovered that there were no substantial disparities in emotional, social, educational, or overall adjustment of students based on their gender.

Ghatak (2018) looked into a study on teenage social adjustment, and a sample of 100 students was chose for the study. The schools were chosen using a purposeful selecting strategy, whereas the pupils were chosen using a basic random sample technique. There is a considerable difference in social adjustment between male and female youths, according to the study's findings. However, there were no discernible variations in social adjustment between urban and rural teenagers.

Gupta and Mehtani (2017) looked at how secondary students adjusted based on their academic achievement and gender. The data was collected from 250 students using a descriptive survey method and random sampling techniques. The data was analyzed

using statistical approaches such as mean, standard deviation, and ANOVA. Academic achievement and gender are revealed to have a substantial impact on secondary school adjustment.

Gupta (2017) looked into the transition issues that students' from joint and nuclear families encounter and how these affect their academic performance. And her findings, based on mean scores, revealed that girls have a higher mean than boys. The scholastic achievement of students from nuclear families differed significantly. Academic achievement of students from rural joint families did not differ much. It was also discovered that the adjustment of students from rural and urban joint families has no association.

Janardhanam and Murthy (2020) investigated adjustment among college students, using a sample of 60 male and female students at several colleges in Andhra Pradesh's Chittoor district. The data was collected using an adjustment scale designed by (Sinha and Singh, 1968), and the results were statistically evaluated using mean, standard deviation, and t-tests. Female pupils were shown to be more adaptable than male students. Students between the ages of 18 and 20 have a harder time adjusting than students between the ages of 21 and 24.

Kaur and Singh (2019) investigated adolescent pupils' adjustment tendencies in relation to academic stress. Adolescent girls have greater adjustment than adolescent boys, according to the data. When compared to adolescents in private schools, adolescents in government schools have a better adjustment. Academic stress is higher in teenage boys than in adolescent girls. Adolescents in private schools experience more academic stress than those in public schools. Academic stress has a substantial and unfavorable relationship with adjustment.

Kales (2014) looked at high school students' adjustment patterns and discovered that girls from border areas have much better home adjustment than boys. Adolescent boys from the border region had significantly different social adjustment than high school girls from the border region. The emotional adjustment of high school boys and girls differs insignificantly.

Menaga and Chandrasekaran (2015) investigated a study on college student adjustment with the goal of discovering disparities in gender, location, and other factors. The researcher employed both descriptive and differential statistical approaches to analyze

the acquired data, selecting 300 college students using a simple random technique. The study also discovered that there is a substantial difference in college students' adjustment based on their gender.

There is no discernible variation in college students' acclimation based on their type of location. There is no discernible variation in college students' adjustment depending on their family type. The adjustment of college students to their family income differs significantly.

Mondal (2021) conducted a comparison study of rural and urban teenage students' social adjustment. And for this research, a total of 140 pupils were chosen, with 70 from rural areas (35 males and 35 females) and 70 from metropolitan areas (35 male and 35 female). Purposive sampling was used to pick the sample, and the S.D., 't' test was used to evaluate it. Adolescents between the ages of 17 and 19 are reported to be well socially acclimated in society, with beneficial interactions between many conditions. Female adolescent students are also observed to have better social adjustment than male adolescent students.

Raju and Rahamatulla (2007) looked into how schoolchildren adjust. And it was observed that school variables such as the class in which they are enrolled and the medium of instruction utilized in the classroom, as well as the school's administration style, have a significant impact on school children's adjustment. Parental education and the occupation of the schoolchildren both influenced adjustment.

Higher secondary school students' emotional, social, and educational adjustments were researched in connection to academic achievement by Sekar and Lawrence (2016). They chose 350 youngsters from Thanjavur districts in Tamil Nadu for the programme. The adjustment questionnaire created by (Sinha and Singh, 2007) was utilized in this study, and it was discovered that there is a substantial association between emotional, social, and educational adjustment of higher secondary school students and academic achievement. Adjustment of higher secondary school students in (rural and urban) locations was found to have a significant association with academic attainment.

Sarkar and Bainik (2017) investigated the adjustment and academic achievement of adolescent pupils, using a sample of 120 adolescents. Standard deviation, mean, percentile, t-test, and Pearson product moment correlation were applied to analyze the data. There were no significant variations in adjustment and academic achievement

between boys and girls during adolescence. The findings also revealed that in the adolescent period, there was a substantial disparity in emotional adjustment, social adjustment, educational adjustment, and academic achievement. It was also discovered that adjustment and academic achievement have a beneficial association.

Sharma and Saini (2013) looked into a research of college students' physical, social, and emotional issues. The researcher chose two degree colleges in the Jammu region for the study from both urban and rural settings. For the data collection, one college was chosen from an urban location and the other from a rural area. Females were constructing to be normal in health and social adjustment, but unhappy in emotional areas. Males were found to have average social adjustment but poor health and emotional adjustment.

Sunny, Rengma, and Saikia (2017) investigated teenage adjustment and discovered that male respondents had a higher rate of great emotional adjustment than female respondents. Female respondents, on the other hand, had a higher percentage of outstanding social and educational adaptations.

#### **SECTION IV**

The Fourth section deals with the Literature collected on the study of Socio-Economic Status and Adjustment.

#### **SOCIO-ECONOMIC STATUS AND ADJUSTMENTS**

In Manipur, Adana, Mahananda, and Mathur (2018) investigated the adjustment patterns of youth from various socioeconomic classes. In the lower, middle, and upper economic categories, the majority of boys and girls had inadequate and average adjustment in the home, health, social, and emotional areas.

Aggarwal (2018) investigated adolescent student adjustment in relation to socioeconomic status and parent-child relationships. The findings revealed that adolescent students' adjustment is influenced by their socioeconomic level. In addition, parents with a high socioeconomic standing provide all of their children's needs and so have a better relationship with their children than parents with a low socioeconomic status. The parent-child bond is extremely important.

Gupta (2021) looked at a research of adolescent students' adjustment in connection to their socioeconomic condition, and the results showed that:-There is a substantial

association between male and female adolescent students' adjustment. A significant positive correlation between adolescent adjustment and socioeconomic status has been discovered. Furthermore, there is a large socioeconomic divide between male and female students.

Hassan and Singh (2016) conducted research on college students' adjustment challenges in connection to gender, socioeconomic position, and academic achievement. And it was discovered that college students have a good degree of adjustment and that there is a substantial link between academic accomplishment and college student adjustment. Significant disparities in college adjustment were discovered in the study. Play a role in adolescent adjustment with connection to socioeconomic class and gender.

Kour (2008) conducted a research on disciplined and non-disciplined college students' socioeconomic status, adjustment, and academic achievement, and her findings are as follows: The socioeconomic level of male and female college students has not been proven to be a significant influence in predicting their behaviour. Female college students had a substantially higher level of home adjustment than their male counterparts. Male and female college students' health adjustment levels were determined to be minimal. However, disciplined male college students' health adjustment was shown to be much higher than that of indiscipline male college students. Gender disparity among college students in terms of overall debt.

Sangeeta and Chirag (2012) investigated college students' adjustment challenges in terms of gender, socioeconomic position, and academic achievement. They also discovered in their research that college students with poor socioeconomic level and low academic achievement have more adjustment issues than students with high socioeconomic status and high academic achievement. Female college students have more difficulty adjusting than male pupils.

Sharma (2020) looked at the impact of socioeconomic position on senior secondary students' adjustment. The researcher used a basic random sample procedure to choose 200 students for her study and discovered that there was no considerable dissimilarity in pupil adjustment. Senior secondary students adjust differently to their school than junior secondary students. It was also discovered that socioeconomic position had no effect on the adaptation of senior secondary students.

Sharma and Kermene (2015) investigated college students' adjustment challenges in connection to gender, socioeconomic position, and academic achievement. And it was discovered that students with low socioeconomic condition have more adaptation issues than students with high socioeconomic position. The adjustment trouble of high academic achievement pupils and low academic achievement students did not differ significantly. There is a link uniting adjustment issues and academic achievement.

Rashmi (2020) investigated the social and emotional adjustment of adolescents from middle and lower socioeconomic backgrounds. And for the study, 200 teenagers from the middle and lower socioeconomic classes were chosen using Bell's adjustment inventory and Kuppuswamy's socioeconomic status scale. There was no remarkable variation in social and emotional adjustment between teenagers from medium and lower socioeconomic classes, according to the findings.

Trivedi (2014) looked into the effects of parents' socioeconomic and educational status on their children's accomplishment. And it was discovered that the socioeconomic level of parents and their educational qualifications had no bearing on the students' achievements. The adjustment challenges of high and low achievers were not significantly different. As a result, it was discovered that student achievement had no bearing on their adjustment.

## **SECTION V**

The Fifth section deals with the Literature collected on the study of Social Competence and Adjustment.

### **SOCIAL COMPETENCE AND ADJUSTMENT**

Alfred and Hillar (2021) looked at teenage social competence and discovered that there were disparities between adolescent social competence in urban, semi-urban, and rural populations. The social skills of male and female teenagers differ significantly. There was also a substantial distinction in social competence of teenagers based on the sort of parents they lived with, as well as a significant difference in residential (urban and rural) locations.

Anish, Divya, and Maria (2014) investigated the topic. Reflections on a social competency model for teenagers based on an intervention study. Self-concept, pro-social behavior, goal orientation, resilience, and rational thinking are the five domains

of social competence highlighted by the social competency paradigm. A t-test revealed significant changes in all subdomains of the social competence model after the intervention on 37 kids from a government school. It also proved that the social competency model works in developing the social competence of teenagers.

Boys and girls' social ability and prosocial behavior were investigated by Atlay and Gure (2012). Girls were shown to be more socially competent than boys, with more pro social behavior with classmates and teachers. Boys, on the other hand, have unfavorable connections with their peers and teachers and do not exhibit prosocial behavior. When compared to children whose moms have a permissive parenting style, those whose mothers have an authoritative parenting style indicate more pro social behaviors.

Beri and Kaur (2020) investigated the link between adjustment, social competence, and success motivation in school students. The study used a descriptive survey method to choose 478 school students and stratified technique of sampling. And it was discovered that senior secondary school students in urban government schools had higher levels of success motivation than students in rural private schools. Adjustment, social competence, and accomplishment motivation were found to differ significantly depending on gender, school type, and household neighborhood. There was no link between adjustment and social competence or achievement motivation.

Kumar (2014) conducted research to determine student social competence in connection to their socioeconomic level and family environment. The findings found that social competence among college students was divided into three categories: high, average, and low. Also, among college students, there was no significant link connecting social competence and family environment. There was also no substantial connection among college students' social competence and socioeconomic status.

Kumar and Thapar (2015) investigated the emotional competence and adaptability of nuclear family secondary school pupils. For the study, 200 secondary school pupils were chosen as a sample. The researchers employed the (Usha and Rekha, 2006) emotional competence scale and the adjustment inventory for school kids to collect data (Sinha and Singh, 1984). The study's findings revealed a substantial link between emotional competence and adjustment among secondary school pupils from nuclear homes.

Lee (2020) investigated Chinese children's IQ, social competency, and school adjustment. The study's goal was to see how social competence influences the relationship between intelligence quotient and school adjustment indicators. A total of 261 children (138 boys and 123 girls) were chosen from Jintan, China. Different sources were used to get information. Individuals with poor social competence were more strongly positively associated with all measures of school adjustment than those with high social competence, according to the findings.

### **Summary**

Studying the review of literature on socio-economic status, social competence, and adjustment is significant for understanding the intricate interplay between these factors in individuals' lives. The socio-economic status of individuals often influences their access to resources, opportunities, and educational attainment. Research suggests that individuals with higher socio-economic status generally have better access to quality education and healthcare, which can impact their social competence- the ability to navigate social interactions effectively. Social competence, in turn, plays a crucial role in an individual's ability to form relationships, communicate, and adapt to various social situations. Furthermore, socio-economic status can affect the level of stressors and support systems available to individuals, influencing their overall socio- psychological well-being. This, in turn, can impact their adjustment how well they cope with life changes, challenges, and transitions. Understanding the relationships between socio-economic status, social competence, and adjustment helps researchers, educators, and policymakers develop interventions and strategies to address disparities and promote positive outcomes for individuals across different socio-economic backgrounds. It contributes to a comprehensive understanding of the complex factors that shape individual's lives and well-being.

It has been observed that the socioeconomic situation of a person has a considerable influence on their improvement. Parents of high socioeconomic status have given a better life to their children as compared to parents of low socioeconomic status. By reviewing all of the research data, it is evident that adjustment is not always correlated with social competence, but in some cases, socioeconomic status is found to be effective in adolescent adjustment and social competence. In many circumstances, girls have been shown to be more emotionally adjusted than their counterpart boys, and

in certain cases, boys have been found to be more socially adjusted than their counterpart girls. Qualified parents also had a considerable impact on the adjustment of their children. In some cases, location of residence and gender affect social competence and areas of adjustment, but in some cases they have not been affected. Overall, we can say that more research is needed to clearly describe the problems of youngsters in terms of their socio-economic status, social competence, and adjustment.

*CHAPTER - III*  
*METHOD AND*  
*PROCEDURE OF THE*  
*STUDY*

## **CHAPTER - III**

### **METHOD AND PROCEDURE OF THE STUDY**

In order to collect the requisite data for any research problem in the social sciences, one has to apply a proper methodology. The researcher has selected appropriate methodology for her present research project. The area of the study is Jammu province, which is part of the Union Territory of Jammu and Kashmir. This study is partly doctrinal and partly empirical. For the doctrinal part of the study, reliance is mostly placed on secondary data collected from various sources like books, journals, and dissertations. For the empirical part, this study is confined to three districts of Jammu Province, i.e., District Jammu, District Samba, and District Kathua, which were selected randomly. It has been an attempt to understand and explore the conscious level of the target population. In order to know and understand the personal information, socio-economic status, social competence, and adjustment of the adolescent, the researcher has covered distinct areas of adjustment, for example, home adjustment, health adjustment, social adjustment, emotional adjustment, educational adjustment, and total adjustment. Respondents have been selected by employing a simple random sampling procedure from six degree colleges from the three selected districts. Both qualitative and quantitative methods have been used for the analysis of data. The primary data has been collected by employing the standardized tools of socio-economic status, social competence, and adjustment and by using interview scale to get more accurate and meaningful information from the adolescents. Data for the current study was analyzed by using both quantitative and qualitative techniques.

#### **3.1 STUDY DESIGN**

The present study has been undertaken to understand the effect of socio-economic conditions on the social competence and adjustment of college students. The present study has been designed to be purely descriptive in nature. This research study used both qualitative and quantitative methods for interpretation of data. Quantitative analysis involves numerical data and statistical methods, providing objective measurements. It helps researchers quantify relationships and patterns, offering statistical validity to findings. And qualitative analysis deals with non-numerical data, exploring the richness of experiences and meanings. Combining both enhances

research depth, allowing a comprehensive understanding by triangulating results and addressing limitations inherent in each approach.

### **3.2 SAMPLING TECHNIQUE**

For the current study, the researcher used a simple random sampling technique to select a sample from the entire population, ensuring that each unit of the population has an equal chance of sample selection for the quantitative analysis. And for the qualitative analysis the choice of a purposive sampling technique is used for the qualitative analysis. Purposive sampling is a deliberate and selective approach to participant selection, where individuals are chosen based on specific characteristics that hold significance in addressing the research questions. This method allows for a targeted and in-depth examination of the experiences and perspectives that contribute to a comprehensive understanding of the identified themes.

In the context of this study, the researcher has consciously endeavoured to capture a broad spectrum of voices by ensuring diversity in the participants' socioeconomic backgrounds. Recognizing the multifaceted nature of economic stress and its ramifications on adolescents, factors such as economic status, age, and gender have been meticulously taken into account during the participant selection process. By incorporating participants from various socioeconomic strata—low, middle, and high SES—the study aims to encompass a wide range of experiences, shedding light on both commonalities and divergences within the adolescent population.

Moreover, the consideration of age and gender further enriches the diversity of the sample. Adolescence is a dynamic phase characterized by unique challenges and developmental milestones, and incorporating participants across different age groups allows for a nuanced exploration of how these challenges may vary or evolve. Additionally, acknowledging the potential influence of gender on experiences related to economic stress, the inclusion of both male and female participants aims to capture a more comprehensive picture of the varied impacts on individuals of different genders.

Furthermore, the possible inclusion of geographic location as a factor in participant selection reflects an awareness of potential regional nuances that may influence the experiences of adolescents. By embracing a holistic approach to diversity, the study

strives to ensure that the findings are not only representative but also sensitive to the contextual intricacies that may shape the participants' responses.

The adoption of a purposive sampling technique in this qualitative study underscores a deliberate effort to gather a rich and varied dataset that will enable a nuanced exploration of economic stress and its consequences on adolescents. Through careful consideration of socioeconomic status, age, gender, and potential geographic influences, the researcher seeks to facilitate a comprehensive understanding of the multifaceted nature of the phenomena under investigation.

### **3.3 STUDY POPULATION**

This study has been confined to three districts of Jammu Province: Jammu, Samba, and Kathua. The term "population" generally refers to the number of people on whom the research is being conducted and the research project's findings are to be implemented. The population for the present study consists of male and female students studying in six selected government colleges situated in both the urban and rural areas of the three selected districts.

### 3.4 SELECTED THREE DISTRICTS

#### JAMMU

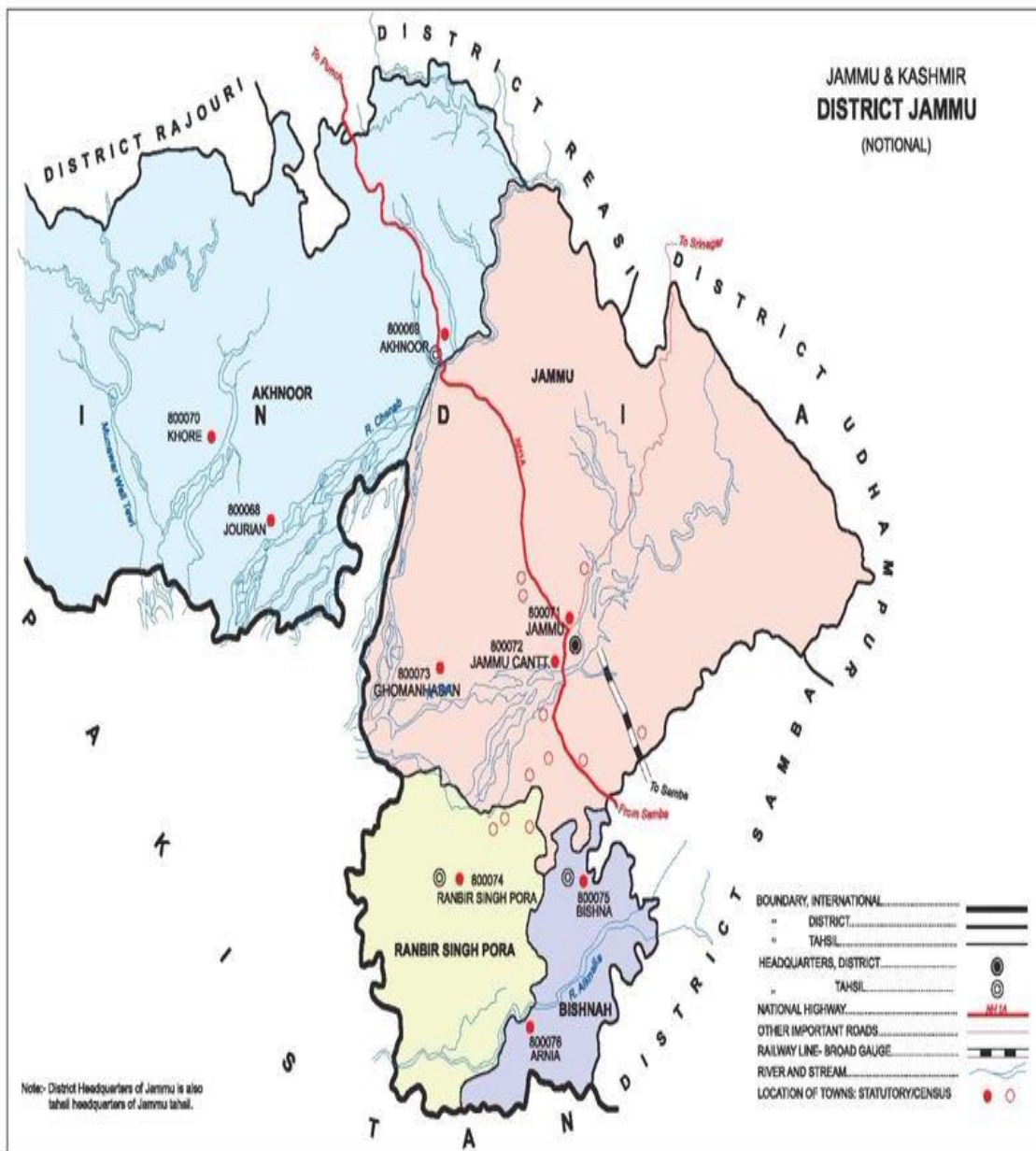


Figure: 3.4(a) (Map of Jammu)

Source: DCHJ

(<https://jammu.nic.in>)

The Indian union territory of Jammu and Kashmir's winter capital is Jammu. The major city and the district's administrative center are both in Jammu. The Himalayas are to the north and the northern plains are to the south of Jammu, which is located on the banks of the river Tawi and covers an area of 240 km<sup>2</sup> (93 sq mi) [3]. The union territory's second-most populous city is Jammu. The city is attributed to Raja Jamboo Lochan, who lived and reigned in the fourteenth century B.C. One day, while the Raja was out hunting, two animals were spotted drinking water from the same pond: a tiger and a goat. He was moved by this extraordinary occurrence and decided to build a city here so that the strong and the weak might live in peace and harmony. The sound of the term substantially changed through time and as a result of frequent use, leading to the city's current name of "Jammu." He finally founded the hamlet that got his name as its nickname, "Jamboo." The temples of Jammu are rightfully famous. It is known as the "city of temples" in reality, because each temple there tends to overshadow any nearby forts, forests, or strong ziarats. Numerous Muslim, Sikh, and Christian shrines may be found throughout the city. Jammu serves as the holy temple of Vaishno Devi's base camp. The state's rail hub is located in Jammu. Jammu, the former capital of the Indian state of Jammu and Kashmir, is home to the Amar Mahal Palace. The palace is currently a museum. The Mubarak Mandi in Jammu, India, is a palace. The palace served as the residence of the maharaja of Jammu and Kashmir, a member of the Dogra dynasty. It was their main house until 1925, when Maharaja Hari Singh moved to the Hari Niwas Palace in the northern part of Jammu. The palace is located in the heart of Jammu's old walled city and offers views of the Tawi River.



**Figure: 3.4 (b)**

**HARI PALACE JAMMU**



**Figure: 3.4 (c)**

### **MUBARAK MANDI PALACE JAMMU**

According to 2001 census data, the Jammu district of 3097 square kilometres has a population of approximately 15.88 lakh people. It is ranked as a "B" district and is the most populous district in the state with the second-highest population density. The District has the highest rate of literacy in the state, at 77%, according to the 2001 Census. Jammu has 1,529,958 residents as of the 2011 census, including 716,137 women and 813,821 males. Men made up 52.7% of the population, as opposed to women, who made up 47.3%. Male literacy was 93.13% and female literacy was 85.82% in Jammu, which had an average literacy rate of 89.66%, significantly higher than the national average of 74.4%. There were 898 more females than males in the population, compared to the national average of 940. The Jammu division is a revenue and administrative division in India's union territory of Jammu and Kashmir. Included in it are Jammu, Kathua, Samba, Doda, Ramban, Reasi, Kishtwar, Poonch, Rajouri, and Udhampur. The Pir Panjal Range in the eastern districts of Doda and Kishtwar, which separates it from the Kashmir valley and a portion of the Great Himalayas, is among the regions many hills and mountains. Its principal river is the Chenab. Hindu pilgrims frequently travel to Jammu because it is the location of some of the most well-known Hindu sites, including Vaishno Devi. While Sikhism and Islam have a substantial cultural presence in the region, other religions are also practised in the Jammu district, where Hindus make up the majority of the population. It was discovered that the socioeconomic development of people was positively connected

with both the presence of infrastructure and their degree of literacy. The two caste groups that make up the majority of the Hindu population in the Jammu region are Brahmins and Rajputs. Scheduled castes are those castes that, as a result of the strict caste system, are kept at the bottom of the hierarchy. The upper castes have socially discriminated against them and abused them since the beginning of time (Singh, 2009). Because people from these castes were known for engaging in immoral behaviors including cleaning the cow sheds of the upper castes, washing garments, and scavenging for dead animals. Because of their poor social rank, they were behind in politics, society, economics, and education. In order to advance their social, political, economic, and educational interests, many protections have been inserted to the Indian constitution. Scheduled castes are in abysmal socioeconomic circumstances despite various constitutional protections.



### **An examination of Samba's social structure**

Previously a part of the Jammu district, the Samba district in the Jammu division was recently established. The district has a total population of 2.86 lakh, consisting of 1.51 lakh men and 1.35 lakh women, as per the 2001 Census. There are 317 people per square kilometre in the area. While scheduled tribes like the Gujjars and Bakerwals make up just 4% of the district's overall population, scheduled castes make up 31% of the population. The main economies of the districts are supported by agriculture and military service. The forty-kilometer-distance Samba district is situated on a series of Shivalik hills next to National Highway 1-A and along the banks of the river Basantar Jammu, the city. Tehsil Samba is bordered to the north by the district of Udhampur, to the east by the district of Kathua, to the west by the Tehsils of Jammu and Bishnah, and to the south by Pakistan.

According to the 2011 census, 318,898 people made Samba district their home. Between 2001 and 2011, its population increased at a rate of 16.9% annually. In Samba, where the literacy rate is 81.4%, there are 886 females for every 1000 males.

The principality of Samba was established somewhere in or around 1400, according to local history. A local tribesman named Ghotar's family is where Malh Dev, the younger son of Rai Saidu of Lakhanpur, reportedly married and thereafter built Samba. He moved to Samba after getting married and established himself as the ruler of the tract, with Samba as its capital. In the end, Samba came under Jammu's rule in 1816 AD and during the reign of Hari Dev in 1846 AD as well. It developed into a crucial component of the Jammu and Kashmir State. A little over two-thirds of Samba's land is kandi and rain-fed. The government has given a specific priority to the growing of vegetables and the irrigation of the land on the southern side of the national highway using the Ravi Tawi irrigation canal network. In India, the command area development department is part of the ministry of water resources. The subtropical environment of the area makes the summers scorching and dry while the winters remain chilly. The nights here in these mountain foothills are a little bit colder than in the Punjabi regions close by. The temperature ranges from extremes between 6 and 47 degrees Celsius. The tourism industry plays a big role in the Samba district, 22 kilometres from Samba on the Samba-Udhampur highway is where you'll find the Mansar Lake. Small hills surrounding the lake are home to temples honoring different Hindu gods and goddesses, attracting

tourists and pious pilgrims alike, a place of worship located 39 kilometres from Jammu and connected to Samba via the Purmandal-Utterbani-Vijaypur Road.

**<https://abhipedia.abhimanu.com/Article/State/MTUwMzM5/Samba-District-Jammu-and-Kashmir-Jammu-and-kashmir>**

# KATHUA

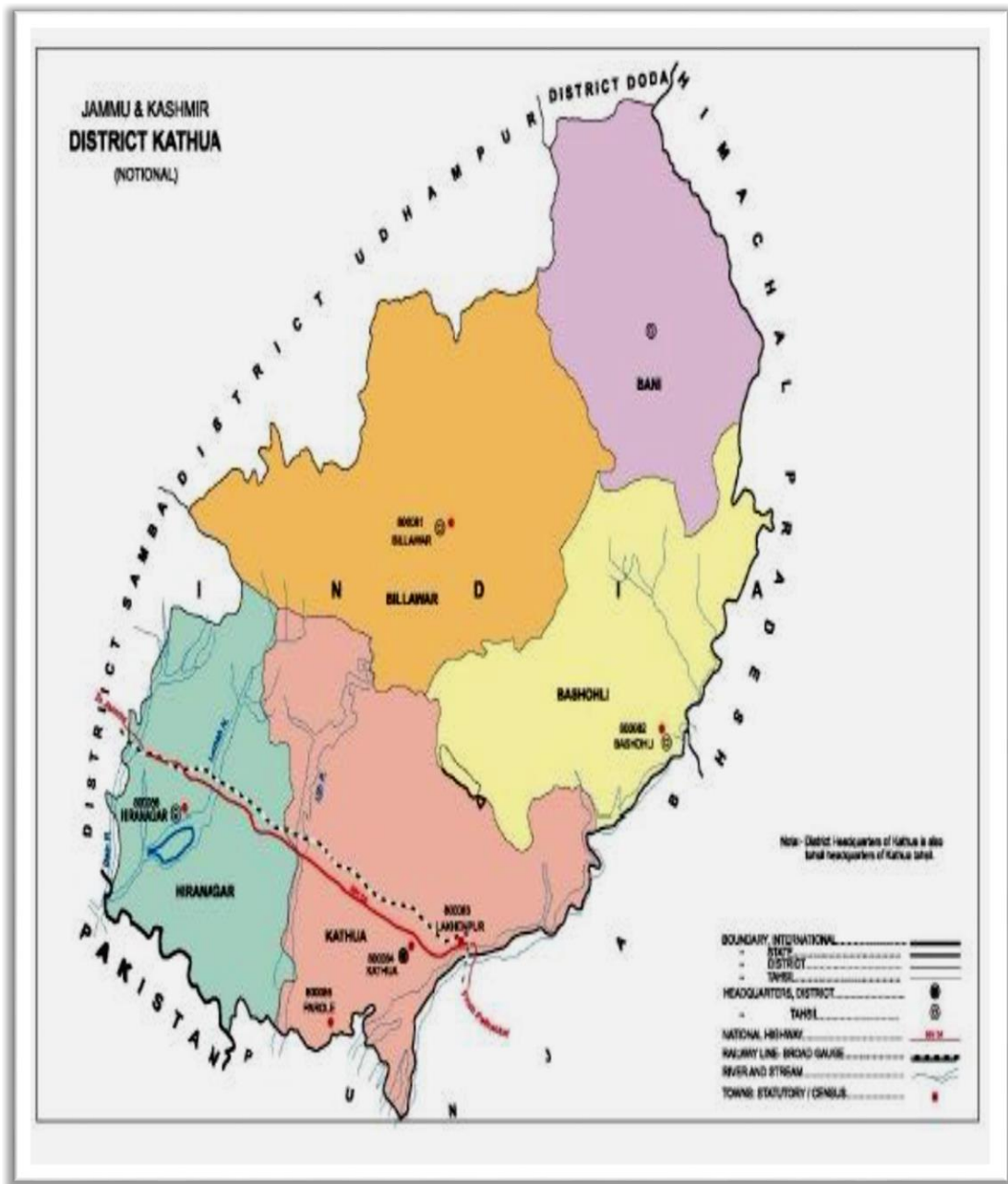


Figure: 3.4(e) (Map of Kathua)

Source: DCHK

(<https://kathua.nic.in>)

## District of Kathua sociological analysis

The Kathua district, which is found in the Jammu division, makes up 1.9% of the total area of the Union territory of Jammu and Kashmir. The district has a surface area of 2651 km<sup>2</sup>. The Kathua district does not have a thorough or documented history, although it is believed that Jodh Singh, a well-known Rajput of the Andotra clan, moved from Hastinapur to Kathua and lived there more than 2000 years ago. Numerous places commemorate the Pandavas' visit to Kathua. On his trip back from Jamawant on the Syamantaka Mani, Lord Krishna is said to have stopped in this area, according to legend. The three hamlets of Taraf Tajwal, Taraf Manjali, and Taraf Bhajwal were established by his three sons, Teju, Manjali, and Bhajwal. Kindal and Bhaju. The names of their descendants now include the Andotra sub-caste Rajputs Tajwalia, Bhajwalia, and Khanwalia. It serves as the entry point for Jammu and Kashmir's union territory. Originally, these three hamlets were called "KATHAI," but through time, this name changed to "KATHUA." Twenty administrative districts, including Kathua, make up the Indian union territory of Jammu and Kashmir. Jammu is located in the northwest; Doda and Udhampur are in the north; Himachal Pradesh is in the east; Punjab is in the south; and Pakistan's operational border is in the west. Its diversified topography includes mountains, rich agricultural areas along the Punjab/Kashmir border, and plains that extend eastward to the foothills, the Himalaya, and the rough Pahari region towards the east. The remaining seven blocks that make up the Kathua district are Bani, Barnoti, Basholi, Billawar, Duggan, Ghagwal, Hiranagar, Kathua, and Lohai Malhar.

The Kathua district is a part of Jammu and Kashmir that has Kathua City as its administrative center. There are 6,16,435 people residing in the district, 3,26,109 men and 2,90,326 women, according to the 2011 Census. The three most common languages are Dogri (81.92%), Hindi (12.29%), and Kashmiri (2.19%). For the years 2017 to 2018, the labour force participation rate was 54.04 percent. The district's main source of income is agriculture, with a per capita income of Rs. 17,332. The district's crime rate is 176.01 for the year 2020. There are 1331.44 square kilometres of forests and 1,17,479 hectares of total cropland (2019). The Dr. K.K. Birla Garden is one of Kathmandu's most notable and attractive parks and gardens. In the Jammu region, the city has a garden next to a branch of the Ravi River that is renowned for its beauty. There are a lot of small waterways that intersect Kathua. Dogri and Pahari are the two

main tongues used there. Urdu, English, and Hindi are the three primary languages used in education.

## **REASONS**

- These include the places with mixed rural and urban population.
- These include the areas where people of different economical groups are available.
- These include the most populated districts in Jammu division.
- These include areas where male and female population also available.
- The researcher is well acquainted to these areas.
- Researcher has communicability, trust, credibility with the target population
- It is safer to work in such areas as the researcher is a part of the community.

## **HIGHER EDUCATION SYSTEM IN JAMMU AND KASHMIR**

Jammu and Kashmir's educational system is separated into primary, middle, high school, college, and university levels. The Jammu and Kashmir Higher Education Department is in charge of all institutions of higher learning in the union territory of Jammu and Kashmir. Planning, executing, monitoring, and evaluating the efficiency of all the institutions in the region are among the many tasks that the higher education department in Jammu and Kashmir must do. All government institutions are subject to academic, administrative, quality, and monitoring oversight. Under the direction of the department's head of higher education, all colleges of education are subject to the rules and regulations of the University of Jammu. According to the census from 2011, the literacy rate in Jammu and Kashmir is 67.16%, which is lower than the 74.04% figure for all of India. The literacy rate for women is 56.43%. The good news is that literacy rates have risen from a pitiful 22.95 percent in 1961 to 67.16 percent in 2011. Jammu (83.4%) has the highest literacy rate in Jammu and Kashmir. The growth and prosperity of a nation and society are heavily reliant on education. It serves as a pillar of support and, as a result, offers effective training and development for future employment. Higher education, in addition to primary and secondary education, is the foundation of modern society. Higher education is essential to a nation's overall development, welfare, advancement, and security in a science-based world. A number of pertinent issues about the higher education system's standards of quality and the equitable accessibility of higher education facilities to all societal categories have been raised by its fast expansion. Many people in Jammu and Kashmir are members of lower middle-

class or middle-class households. Families from lower socioeconomic classes are also prevalent in significant numbers. Now that many families and their young people are suffering to meet their basic necessities, they must inevitably make compromises when it comes to higher education, especially for the youth in rural and isolated places. In Jammu and Kashmir, higher education institutions are typically found in major cities and towns, as is typical. Because of this, not every adolescent could leave their homes to pursue their education. However, as higher education has developed, numerous new degree-granting institutions have established themselves in Jammu Division's urban and rural areas. Because of the advancements made in Jammu and Kashmir's higher education system, every district now has more than three institutions, which has benefited numerous students from various socioeconomic backgrounds. Monitoring and controlling the spread of the higher education system in Jammu and Kashmir is the responsibility of the department of higher education. In order to obtain the best outcomes in the shortest amount of time, the Jammu and Kashmir administration has adopted a variety of approaches in the education sector, particularly in higher education.

**<https://abhipedia.abhimanu.com/Article/State/MTUzMzM5/Kathua-District-Jammu-and-Kashmir-Jammu-and-kashmir>**

**District wise distribution of selected colleges with number of male and female students studying in 2<sup>nd</sup> semester**

● **COLLEGES IN JAMMU DISTRICT** **NO.OF STUDENTS**

M.A.M degree College of Jammu	1129
R.S.Pura degree College Jammu	309

● **COLLEGES IN SAMBA DISTRICT**

Govt.degree College, Samba	1638
Govt.degree College, Vijaypur	200

● **COLLEGES IN KATHUA DISTRICT**

Govt.degree college, Kathua	1654
Govt.degree College, Hira Nagar	655

Total number of strength in six selected colleges = 5585

### **3.5 SELECTION OF SAMPLE**

It is not possible to make contact with the whole population under study. Sampling generally refers to the selection of the students in such a way that the whole population may be properly represented. The researcher has selected a sample of the population from different colleges in three selected districts in Jammu province. Accordingly, a sample of 300 students is proposed to be selected by employing a simple random sampling technique. The sample was chosen to represent the effect of socioeconomic status on social competence and adjustment of students studying in various colleges in Jammu province.

This study has been confined to three districts of Jammu province, i.e., Jammu district, Samba district, and Kathua district, which were selected randomly. Respondents were selected by a simple random sampling procedure from six government degree colleges taken from the three selected districts of Jammu province. Two degree colleges from each selected district have been selected for sample collection.

### **3.6 SAMPLE SIZE**

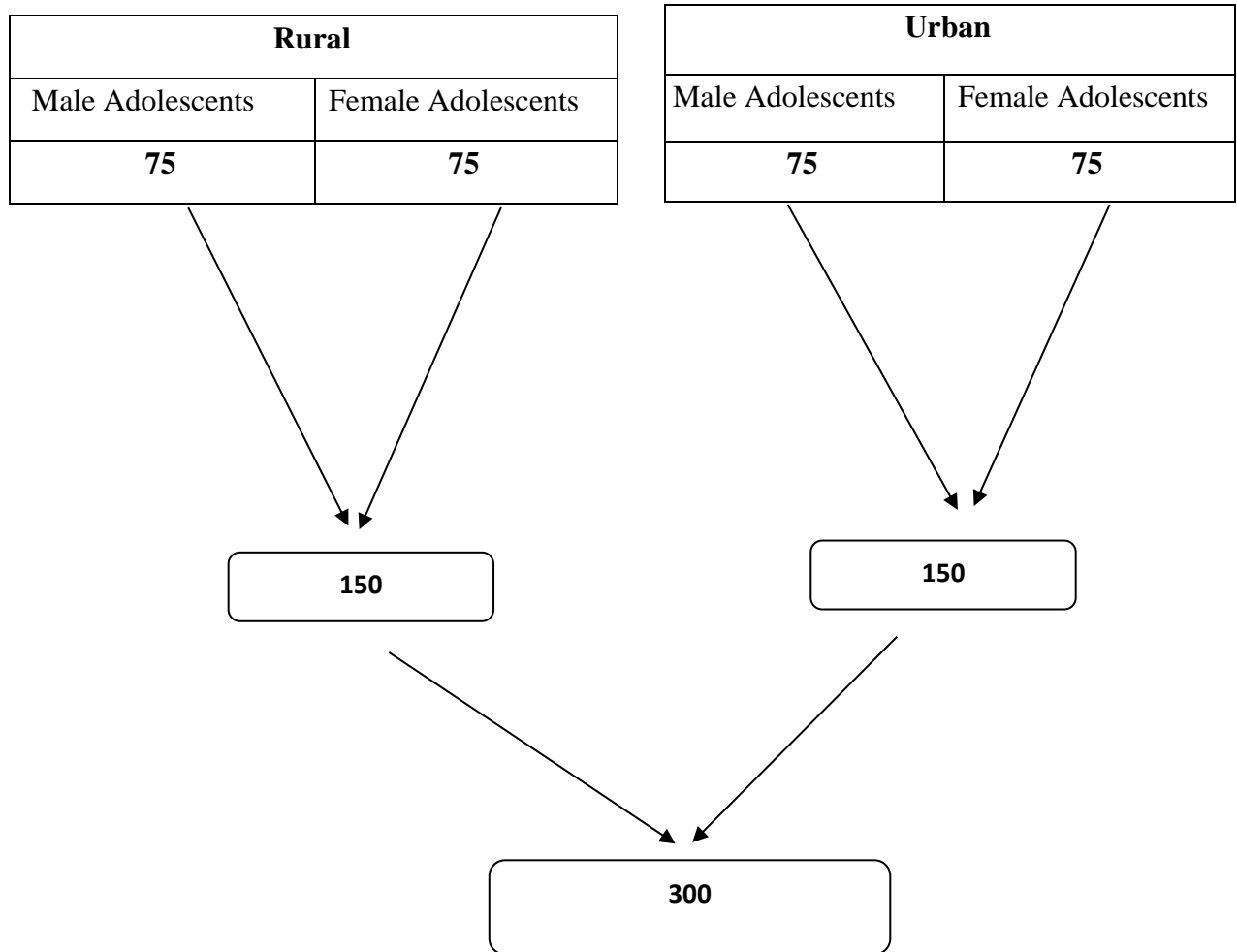
In this research study, a sample of 300 students with in the age group of (17-19) studying in second semester were drawn at random from six colleges of selected three districts. The size of the sample selected for study was 300 (150 from urban areas and 150 from rural areas). 75 male adolescents and 75 female adolescents have been selected from urban areas and 75 male adolescents and 75 female adolescents have been selected from rural areas. The researcher used simple random sampling method for collection of data from students of second semester those were available in colleges at the time of data collection. The sample of 100 students have been purposively selected by employing purposive sampling technique to get more insightful and accurate information from the students by using interview scale. This method is chosen to ensure the inclusion of individuals who can provide valuable insights or meet particular requirements for the study, enhancing the relevance and depth of the research.

**TOTAL STRENGTH= 300**

**NUMBER OF MALE STUDENTS= 150**

**NUMBER OF FEMALE STUDENTS= 150**

Showing the breakup of the Sample shown below:-



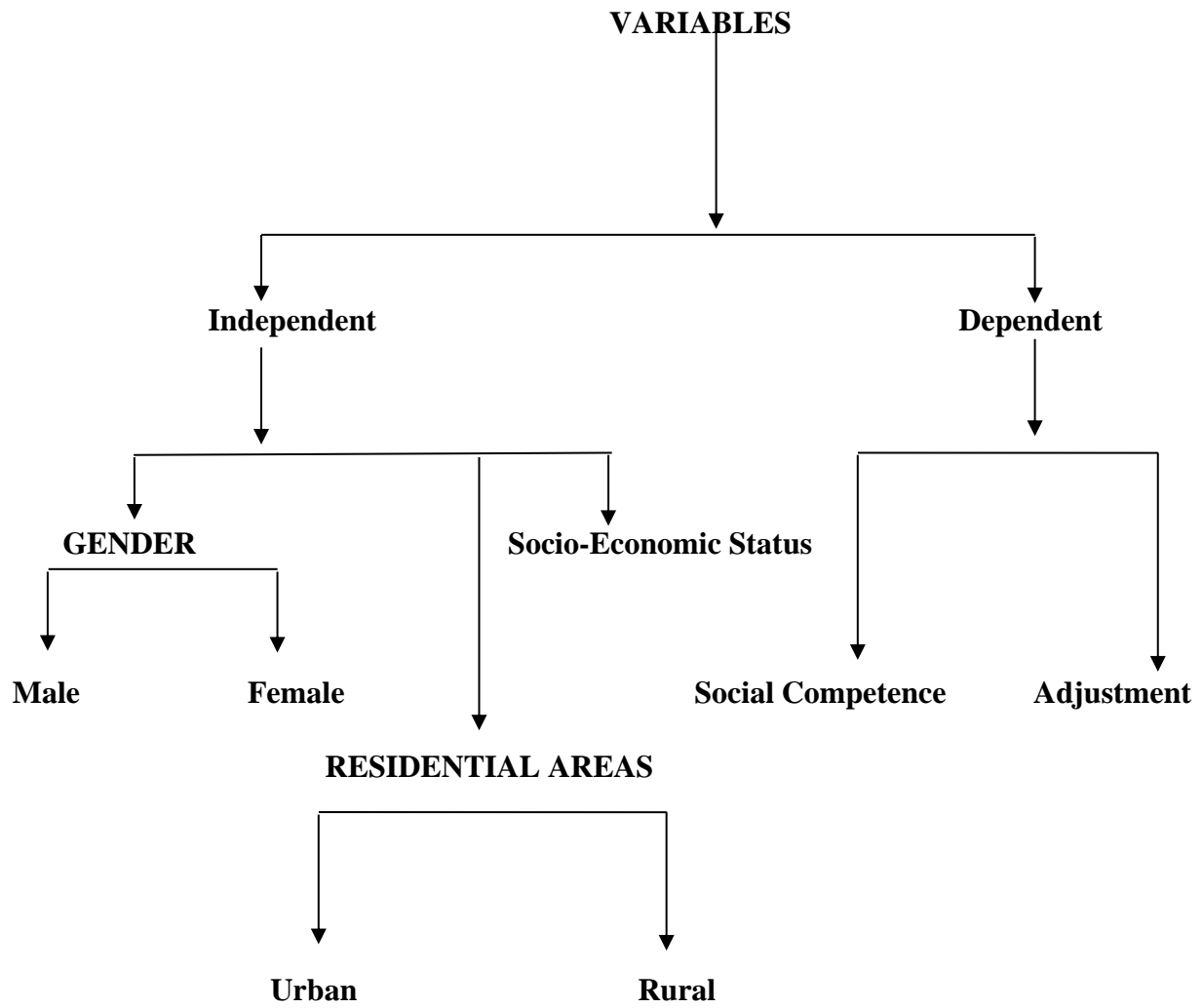
**SHOWING THE DETAILS OF SAMPLE OF STUDENTS FROM URBAN AREAS**

<b>S.NO.</b>	<b>Name of the Institution</b>	<b>Male</b>	<b>Female</b>
1.	Government degree college M.A.M Jammu	25	25
2.	Government degree college Samba	25	25
3.	Government degree college Kathua	25	25

**SHOWING THE DETAILS OF SAMPLE OF STUDENTS FROM RURAL AREAS**

<b>S.NO.</b>	<b>Name of the Institution</b>	<b>Male</b>	<b>Female</b>
1.	Government degree college R.S.Pura (Jammu)	25	25
2.	Government degree college Vijaypur (Samba)	25	25
3.	Government degree college Hiranagar (Kathua)	25	25

### 3.7 VARIABLES INVOLVED IN THE PRESENT STUDY



### 3.8 TOOLS USED FOR DATA COLLECTION:

For quantitative part following scales have been used for collection of data from the repondents

- Kuppuswamy's scale for Socio-Economic Status (2018)
- A.K.P. Sinha and R.P. Singh scale for Adjustment (2012)
- Sharma, Shukla and Shukla scale for Social Competence (2015)

### 3.9 DESCRIPTION OF TOOLS EMPLOYED

In socio-economic status scale of Kuppuswamy (2018) there are five classifications given on the basis of scores that a family gets in socio-economic class:-

Sr. No.	Score	Socio- economic class
1	26-29	UPPER (I)
2	16-25	UPPER MIDDLE (II)
3	11-15	LOWER MIDDLE (III)
4	5-10	UPPER LOWER (IV)
5	<5	LOWER (V)

In Adjustment scale of Sinha and Singh (2012) there are six areas of adjustment which are covered under 102 questions the different sections of adjustment in which different items are given like home adjustment, health adjustment, social adjustment, emotional adjustment, educational adjustment and overall adjustment

S. NO	AREAS	TOTAL NO. OF ITEMS
(a)	Home Adjustment	16
(b)	Health Adjustment	15
(c)	Social Adjustment	19
(d)	Emotional Adjustment	31
(e)	Educational Adjustment	21

In Social Competence scale of Sharma, Shukla and Shukla (2015) there are 50 questions rating from Very High, High, Average, Low and Very Low and the highest value in it is 250 and the lowest value is 50, its range lies between (250-50) all the questions given reveals out the level of social competence.

The present social competence scale is a five rating scale consisting of fifty items studying nineteen social factors which comprises of- social sensitivity, social maturity, social skills, social relations, social commitment, social sensitivity, social maturity, social skills, social relations, social commitment, social appreciation ability, social emotional integrity, social involvement, , social leadership, social cooperation and compliance, social acceptability, social respectability tolerance, social competition, social authority, adult- resource exploitability, social respectability, social tolerance, social participation, pro-social attitude composite social scale. The reliability of the test has been calculated as .67 and validity of the test has been established as .84 by the test constructors.

<b>S.No.</b>	<b>Factors of social competence</b>	<b>Number of items</b>
<b>1.</b>	<b>Social Sensitivity</b>	<b>2</b>
<b>2.</b>	<b>Social Maturity</b>	<b>13</b>
<b>3.</b>	<b>Social Skills</b>	<b>4</b>
<b>4.</b>	<b>Social Relations</b>	<b>3</b>
<b>5.</b>	<b>Social Commitment</b>	<b>1</b>
<b>6.</b>	<b>Social Appreciation Ability</b>	<b>1</b>
<b>7.</b>	<b>Social Emotional Integrity</b>	<b>2</b>
<b>8.</b>	<b>Social Involvement</b>	<b>1</b>
<b>9.</b>	<b>Social Respectability</b>	<b>2</b>
<b>10.</b>	<b>Social Leadership</b>	<b>3</b>
<b>11.</b>	<b>Social Cooperation and Compliance</b>	<b>1</b>
<b>12.</b>	<b>Social Acceptability</b>	<b>1</b>
<b>13.</b>	<b>Social Tolerance</b>	<b>6</b>
<b>14.</b>	<b>Social Competition</b>	<b>5</b>
<b>15.</b>	<b>Social Authority</b>	<b>1</b>
<b>16.</b>	<b>Adult-Resource Exploitability</b>	<b>1</b>
<b>17.</b>	<b>Social Participation,</b>	<b>1</b>
<b>18.</b>	<b>Pro-Social Attitude</b>	<b>2</b>

For qualitative part following interview scale have been used to get personal information from the selected group of adolescents:

## **INTERVIEW SCALE**

### **Section 1: Economic Stress and Its Impact**

#### Sub-theme 1.1: Economic Struggles

1. Can you share your experiences with economic stress and how it impacts your daily life, considering your socioeconomic background?
2. Participants from lower SES backgrounds mentioned financial constraints affecting extracurricular activities and social outings. How do these limitations influence your sense of belonging and inclusion?
3. Higher SES adolescents discussed pressure and expectations related to their family's socioeconomic status. Could you elaborate on how these expectations affect your well-being and daily life?

#### Sub-theme 1.2: Coping Strategies

4. If you come from a lower SES background, can you talk about any resilience or coping strategies you have adopted to deal with economic stress?
5. Higher SES participants mentioned the importance of a supportive social network. How does your social network help you cope with stress, especially related to expectations associated with your family's socioeconomic status?

### **Section 2: Parental Influence and Communication**

#### Sub-theme 2.1: Impact of Parental Stress

6. How does parental stress, particularly related to economic pressures, affect communication and dynamics within your family?
7. Even with financial stability, higher SES adolescents mentioned instances of parental stress influencing family interactions. How do these instances impact your relationships and home environment?

#### Sub-theme 2.2: Positive Role Modeling

8. Participants from middle SES backgrounds emphasized positive aspects of parental influence. Can you share examples of how your parents' behaviors have influenced your attitudes toward responsibility and life skills?

9. Regardless of SES, do you feel your parents have set positive examples for managing responsibilities, and how has this influenced your own behaviors?

### **Section 3: Social Competence and Peer Relationships**

#### Sub-theme 3.1: Social Inclusion and Exclusion

10. How do financial limitations, as discussed by lower SES participants, contribute to feelings of exclusion or inclusion in social activities?
11. Higher SES participants mentioned challenges related to societal expectations and judgment. How do these challenges impact your sense of belonging and interaction with peers?

#### Sub-theme 3.2: Formation of Supportive Networks

12. Can you elaborate on the formation of supportive networks, emphasizing the role of friendships and understanding in navigating social challenges?
13. How important do you believe empathy and acceptance are in friendships, irrespective of socioeconomic backgrounds?

### **Closing Questions**

14. Is there anything else you would like to share about your experiences with economic stress, parental influence, or social relationships that hasn't been covered in the questions above?
15. How do you envision positive changes or support systems that could improve the well-being of adolescents facing economic stress and its associated challenges?

### **3.10 ADMINISTRATION OF TOOLS**

The collection of data is very important in the conduct of any type of research. After selecting tools, the researcher visited all the selected government colleges of selected three districts personally for the administration of tools and for the collection of relevant data. Firstly, the permission was taken from the heads of the institutions and problem was explained to them fully. They were told about the purpose of the investigation and the time for the administration of the tools was also fixed with the concerned class teacher. In this way data was collected from the students. The students

were assured that their responses would be kept confidential hence they should try to be as honest and sincere in answering the question correctly as possible.

### 3.11 STATISTICAL TECHNIQUES EMPLOYED FOR ANALYSIS OF COLLECTED DATA

The researcher employed the following statistical techniques for the proper tabulation, computation and analysis of the data collected

(a) Computation of Mean:-

The researcher computed the mean of the scores obtained by different groups of the students by applying the formula stated below

$$\text{Mean } (\bar{X}) = \frac{\sum X}{N}$$

(b) Computation of Standard deviation

The researcher computed the S.D. of the scores for which the mean was computed by applying the formula

$$\text{S.D or } \sigma = \frac{\sqrt{N\sum x^2 - (\sum x)^2}}{N}$$

(c) Computation of Critical Ratio

In order to find out the significance of differences among various groups of students with regard to the various variables under study the investigator computed the critical ratio by applying the formula

$$= \frac{\left| M_1 - M_2 \right|}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where

$M_1 - M_2$  = Difference between two means.

$\sigma_1^2$  = Squares of standard deviation of first variable.

$\sigma_2^2$  = Squares of standard deviation of second variable.

$N_1$  = Number of scores in first variable.

$N_2$  = Number of scores in second variable.

(d) Computation of Correlation

The correlation is the extent of relationship between two or more variables. The Pearson Product Moment method is used for the present study to calculate coefficient of correlation between variables. It is denoted by the symbol 'r' and the formula applied is given below:-

$$r_{xy} = \frac{N\sum XY - \sum X \cdot \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2]} \sqrt{[N\sum Y^2 - (\sum Y)^2]}}$$

Where: -  $r_{xy}$  = Co-efficient of correlation between X and Y

$\sum X$  = sum of scores on the first set (X-variable)

$\sum Y$  = sum of scores on the second set (Y-variable)

$(\sum X)^2$  = Square of the sum of X scores

$(\sum Y)^2$  = Square of the sum of Y scores

$\sum X^2$  = sum of squared X scores

$\sum Y^2$  = sum of squared Y scores

$\sum XY$  = sum of the products of paired X and Y scores.

**Multivariate correlation is used for inter - correlation among three variables.**

$$R_{1.23} = \sqrt{\frac{r_{12}^2 + r_{13}^2 - 2r_{12}r_{13}r_{23}}{(1 - r_{23}^2)}}$$

### **Summary**

Chapter third presented the method of the study, research design of the study, population from which sample of the study have been selected. In order to explain the area of study map of selected districts have been given, tools and statistical techniques employed have been given with description of tables and formulae used.

*CHAPTER - IV*

*DATA ANALYSIS*

*AND*

*INTERPRETATION*

## **CHAPTER - IV**

### **DATA ANALYSIS AND INTERPRETATION**

After the data has been obtained, the following phase in the research process is to analyze and interpret the data, as well as to formulate findings and generalizations, in order to create a meaningful picture from the data. For valid results, data must be treated in a systematic and scientific manner.

Analyzing data entails looking through the tabulated information to find hidden facts or meanings. To discover new facts, the material is examined from as many perspectives as feasible. Analysis necessitates a vigilant, adaptable, and open-minded investigation. It's a good idea to design your analysis before you start collecting data.

Interpretations attempt to reveal the fundamental concepts following data analysis; if the data represents a body, the soul and spirit are its interpretation. As a result, the researcher will be able to attain the goal of opening new vistas of knowledge, provided he or she develops acceptable and clear interpretations and conclusions. The interpretation procedure is necessary to state the facts about the results. What exactly do they imply? The interpretation of the findings has a degree of latitude that no other stage of the scientific study process does. As a result, it is a mechanical process that necessitates a critical analysis of the outcomes. As a result, no research can effectively communicate its findings without this stage. Overall, it can be argued that no matter how valid, reliable, or appropriate data is, it is useless, unless it is properly and methodically evaluated, intellectually interpreted, and rationally concluded. The researcher has finished a critical ratio for the study of social competence and adjustment in college students. By evaluating numerous study publications and using a socioeconomic status scale, the total data was divided into five status categories for socioeconomic status. The leader of the family's occupation, income, and education are used to classify them.

This chapter is divided into two sections and section one deals with Analysis of data and section two deals Interpretation of data.

#### **Analysis or Tabulation of data and the Interpretation of data**

#### **Tabulation and interpretation of data**

**Table 4.1****Composition of the Students by Age**

<b>AGE GROUP</b>	<b>BOYS</b>	<b>GIRLS</b>
0-17	22	26
17-18	54	58
18-19	74	66
Total=3	150	150

Table 4.1 indicates that out of 300 students 22 boys and 26 girls fall in age group of (0-17) and 54 boys and 58 girls fall in age group of (17-18) and 74 boys and 66 girls fall in age group of (18-19).

**Table 4.2****Percentage of the Students by Age**

<b>AGE GROUP</b>	<b>Frequency of respondents</b>	<b>Percentage</b>
0-17	48	16%
17-18	112	37.3%
18-19	140	46.7%
Total	300	100

16% of the students falling in the age group of 17years and 37.3% of the students falling in the age group of 18 years and 46.7% of the students falling in the age group of 19 years

**Table 4.3****Composition According to the Residential Area**

<b>RESIDENTIAL AREA</b>	<b>MALE</b>	<b>%</b>	<b>FEMALE</b>	<b>%</b>
URBAN AREA	75	50%	75	50%
RURAL AREA	75	50%	75	50%
TOTAL	150	100%	150	100%

50% Male and 50% Female have been taken from urban area and 50% Male and 50% Female have been taken from rural area for present study.

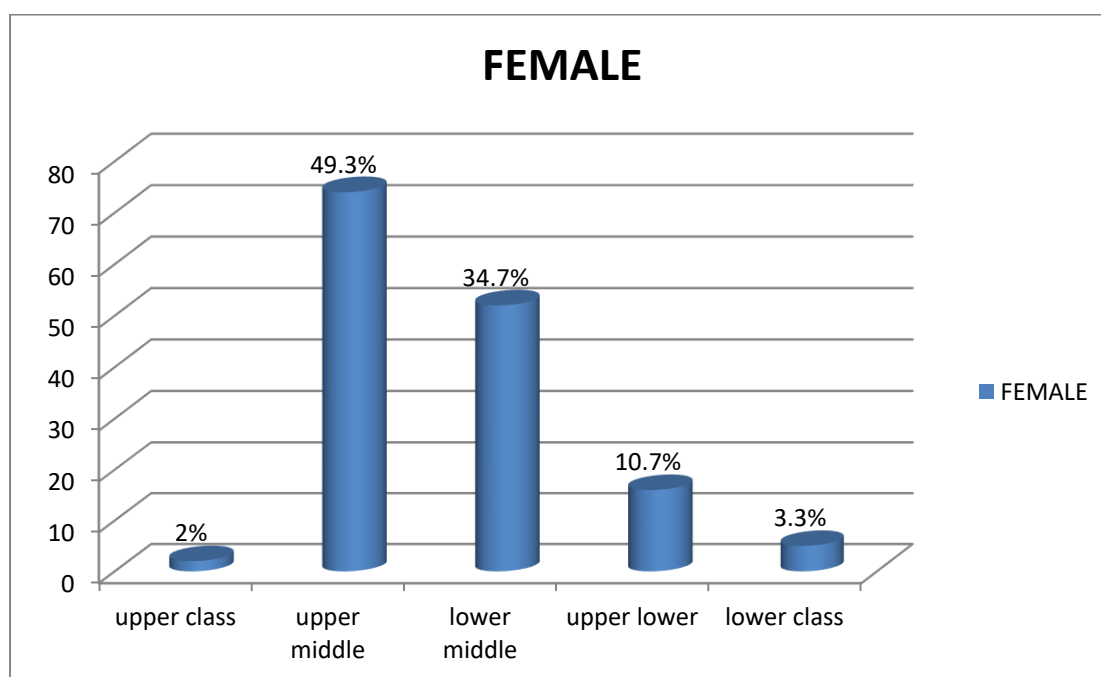
**Table 4.4****Composition of Students According to Socio-Economic Status**

<b>SOCIO-ECONOMIC STATUS</b>	<b>MALE</b>	<b>FEMALE</b>
UPPER CLASS	2	3
UPPER MIDDLE CLASS	50	74
LOWER MIDDLE CLASS	48	52
UPPER LOWER CLASS	44	16
LOWER CLASS	6	5
TOTAL= 5	150	150

**Table 4.5**

**Computation of Socio-Economic Status of Female Adolescents**

<b>SOCIO-ECONOMIC STATUS</b>	<b>FEMALE FREQUENCY</b>	<b>PERCENTAGE</b>
<b>UPPER CLASS</b>	3	2%
<b>UPPER MIDDLE CLASS</b>	74	49.3%
<b>LOWER MIDDLE CLASS</b>	52	34.7%
<b>UPPER LOWER CLASS</b>	16	10.7%
<b>LOWER CLASS</b>	5	3.3%
<b>TOTAL=5</b>	150	100

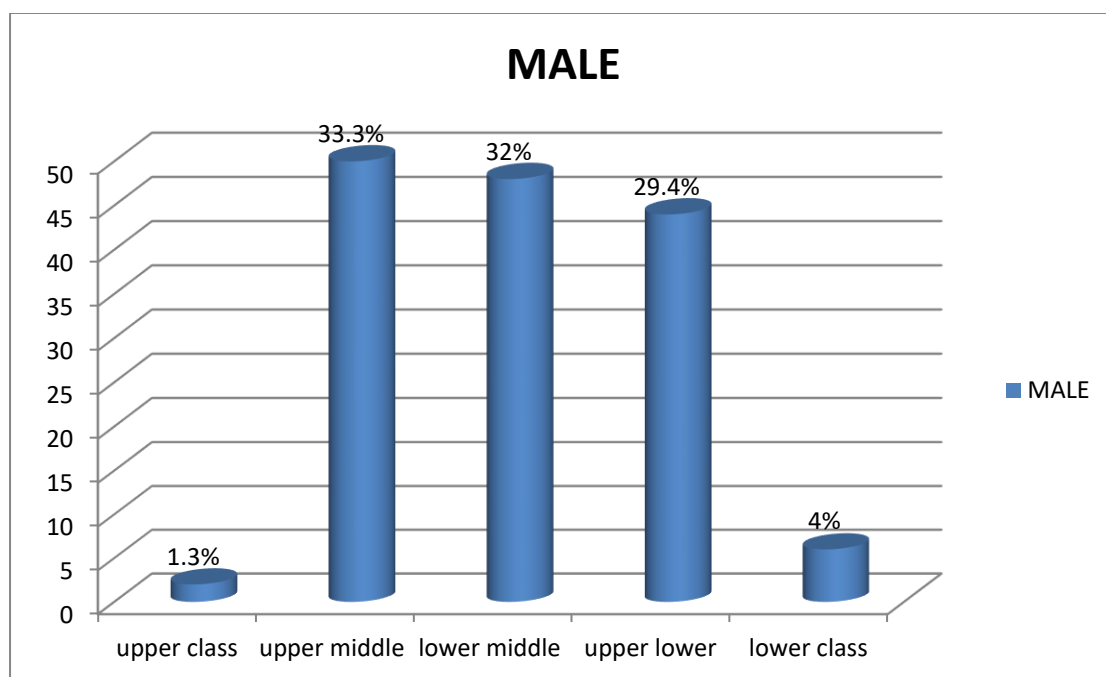


The above graph shows the socio-economic status of Female Adolescents 2% girls belongs to upper socio-economic status family, 49.3% girls belongs to upper middle socio-economic status family, 34.7% girls belongs to lower middle socio-economic status family, 10.7% girls belongs to upper lower socio-economic status family and 3.3% girls belongs to lower socio-economic status family.

**Table 4.6**

**Computation of Socio-Economic Status of Male Adolescents**

<b>SOCIO-ECONOMIC STATUS</b>	<b>MALE FREQUENCY</b>	<b>PERCENTAGE</b>
<b>UPPER CLASS</b>	2	1.3%
<b>UPPER MIDDLE</b>	50	33.3%
<b>LOWER MIDDLE</b>	48	32%
<b>UPPER LOWER</b>	44	29.4%
<b>LOWER</b>	6	4%
<b>TOTAL= 5</b>	150	100

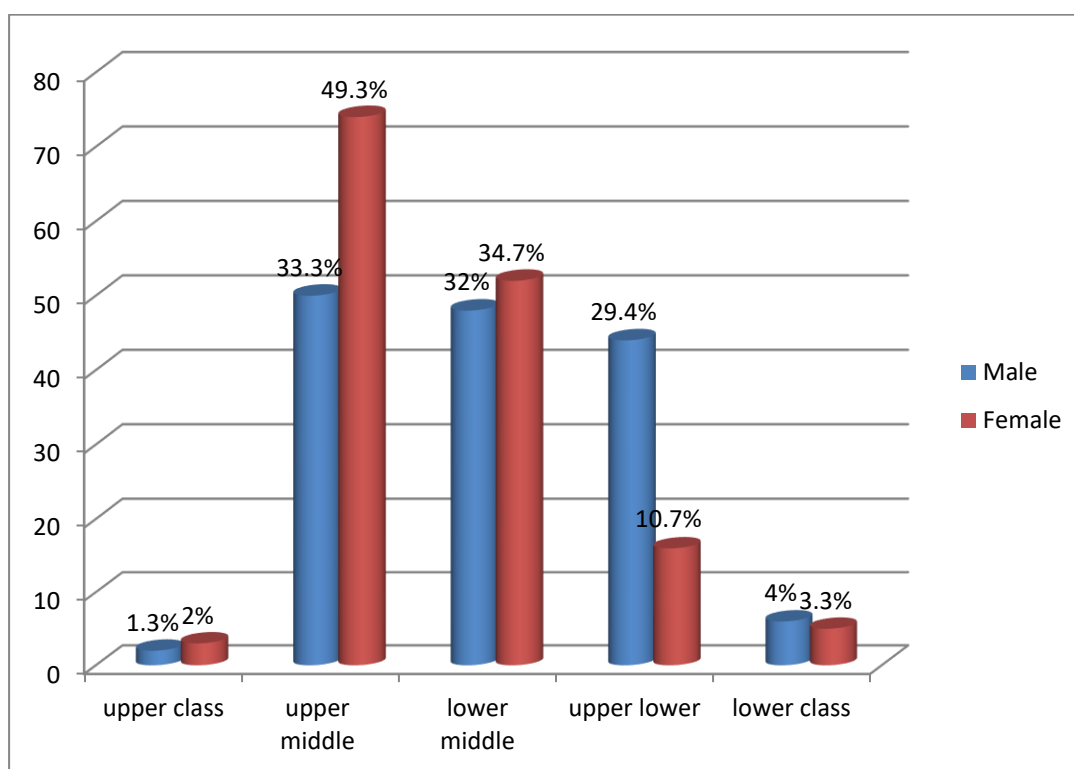


The above graph shows the socio-economic status of male adolescents, 1.3% boys falls in upper socio-economic status family, 33.3% boys falls in upper middle socio-economic status family, 32% boys falls in lower middle socio-economic status family, 29.4% boys falls in upper lower socio-economic status family and 4% boys falls in lower class socio-economic status family.

**Table 4.7**

**Showing the Frequency and percentage of Socio-Economic Status of Male and Female Adolescents of Urban and Rural residential areas**

SES	MALE	FEMALE
UPPER CLASS	2 (1.3%)	3 (2%)
UPPER MIDDLE	50 (33.3%)	74 (49.3%)
LOWER MIDDLE	48 (32%)	52 (34.7%)
UPPER LOWER	44 (29.4%)	16 (10.7%)
LOWER CLASS	6 (4%)	5 (3.3%)
TOTAL= 5	150 (100%)	150 (100%)



The above graph depicts the difference of socio-economic status between male and female adolescents and it is clearly observed that the socio-economic status of female adolescents of upper class, upper middle and lower middle is higher than their counterpart male adolescents and the strength of male adolescents in upper lower and lower class is higher than female adolescents.

**Table 4.8**

**Classification of SES according to Social Competence and Adjustment**

S.No.	S.E.S (Upper)				Social competence				Adjustment			
	Male		Female		Male		Female		Male		Female	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
1.	29	80	4	35	220	197	215	211	59	54	62	59
2.	-	-	16	-	-	-	210	-	-	-	59	-
	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	1.17%	1.05%	2.3%	1.13%	0.77%	0.71%	1.58%	0.77%
SES (Upper middle class)												
S.No.	S.E.S (Upper)				Social competence				Adjustment			
	Male		Female		Male		Female		Male		Female	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
1	12	36	9	1	245	219	197	199	61	50	53	57
2	18	43	13	10	245	216	202	179	53	63	43	54
3	26	51	15	18	195	181	206	214	50	42	65	55
4	30	53	20	23	212	208	200	198	50	58	56	53
5	34	77	27	24	245	189	168	190	53	52	52	52
6	37	78	29	36	161	203	174	187	36	53	50	54
7	38	86	30	39	184	135	188	214	41	41	59	51
8	39	87	31	57	175	171	213	202	37	49	54	54
9	57	119	40	58	142	220	213	199	32	62	50	54
10	64	121	42	67	148	205	185	211	29	50	55	50
11	75	124	44	78	166	209	200	175	48	54	49	57
12	81	125	52	80	138	186	223	121	41	43	34	50
13	84	132	53	83	175	192	198	187	46	51	53	50
14	85	137	54	85	150	193	215	192	39	50	53	57
15	88	149	59	95	168	158	217	205	47	36	55	51
16	98	-	62	100	147	-	170	160	42	-	46	51
17	102	-	64	112	145	-	182	193	32	-	49	50
18	103	-	65	114	150	-	169	178	38	-	50	53
19	105	-	66	124	151	-	157	202	41	-	57	44
20	108	-	68	126	154	-	196	187	37	-	55	47

21	110	-	69	129	207	-	182	200	59	-	53	46
22	114	-	70	132	138	-	168	185	32	-	49	47
23	120	-	71	133	132	-	202	179	38	-	45	58
24	123	-	72	137	190	-	190	188	50	-	45	47
25	128	-	73	138	195	-	185	193	50	-	43	44
26	129	-	74	140	164	-	156	178	44	-	50	41
27	130	-	75	141	150	-	169	189	44	-	54	44
28	133	-	82	142	153	-	155	167	51	-	51	43
29	135	-	84	143	123	-	205	177	31	-	53	49
30	141	-	87	146	175	-	189	162	44	-	49	49
31	143	-	90	150	180	-	177	188	50	-	52	52
32	144	-	94		208	-	158		54	-	35	
33	146	-	97		198	-	162		52	-	38	
34	147	-	98		176	-	171		48	-	41	
35	150	-	101		197	-	182		62	-	42	
36	-	-	102	-	-	-	165	-	-	-	41	
37	-	-	107	-	-	-	179	-	-	-	40	
38	-	-	108	-	-	-	206	-	-	-	48	
39	-	-	109	-	-	-	198	-	-	-	47	
40	-	-	113	-	-	-	187	-	-	-	39	
41	-	-	119	-	-	-	188	-	-	-	47	
42	-	-	121	-	-	-	199	-	-	-	49	
43	-	-	135	-	-	-	190	-	-	-	44	
					32.2%	15.3%	42.8%	30.9%	19.5%	9.8%	27.3%	20.4%

SES (Lower middle class)

S.No.	S.E.S (Upper)				Social competence				Adjustment			
	Male		Female		Male		Female		Male		Female	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
1.	9	10	3	2	177	121	143	153	41	37	41	51
2.	14	16	5	7	153	151	149	139	31	38	42	42
3.	20	17	6	8	147	171	154	128	25	48	40	31
4.	23	19	14	17	145	100	147	142	33	29	40	36
5.	27	31	19	28	144	148	132	140	38	42	32	48
6.	28	33	21	34	132	120	153	139	39	30	39	39
7.	42	44	22	37	142	110	128	158	28	21	21	53
8.	47	49	25	38	127	156	106	147	25	43	28	39

9.	52	54	32	41	147	132	107	136	26	35	22	37
10.	66	56	33	45	125	120	138	139	34	26	39	49
11.	67	58	46	48	121	124	127	164	28	37	27	26
12.	73	59	50	60	136	144	130	136	29	40	27	28
13.	74	60	51	61	117	125	165	139	33	36	39	37
14.	76	68	56	76	134	139	171	139	35	39	41	36
15.	89	70	63	79	122	127	161	121	41	46	36	25
16.	90	71	86	81	125	125	129	110	45	29	33	20
17.	99	72	92	88	136	148	146	132	35	36	35	35
18.	126	79	99	93	203	142	192	105	50	39	40	26
19.	134	95	106	103	141	184	121	123	41	51	30	25
20.	138	96	149	110	173	149	135	111	45	47	33	19
21.	145	104	-	120	140	138	-	122	48	42	-	27
22.	-	122	-	123	-	172	-	133	-	54	-	28
23.	-	131	-	125	-	124	-	125	-	36	-	26
24.	-	136	-	127	-	147	-	125	-	37	-	27
25.	-	139	-	130	-	127	-	140	-	37	-	35
26.	-	142	-	131	-	128	-	122	-	30	-	25
27.	-	148		134	-	115	-	140	-	28	-	39
28.				136				125				22
29.				139				146				47
30.				144				133				37
31.				145				128				32
32.				148				144				42
33.				-				-				-
34.					15.9%	19.6%	15.1%	22.5%	9.8%	12.7%	8.9%	14.2%

SES (Upper lower class)

S.No.	S.E.S (Upper)				Social competence				Adjustment			
	Male		Female		Male		Female		Male		Female	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
1.	3	2	26	136	170	170	174	159	51	52	37	54
2.	4	6	91	139	159	167	196	144	47	51	41	42
3.	15	7	96	144	155	156	140	173	51	49	36	46
4.	25	11	111	145	150	208	130	146	44	59	35	38
5.	41	22	115	148	144	138	158	148	36	24	37	37
6.	46	24	116	149	134	140	142	159	41	43	35	42

7.	48	35	122	-	151	157	146	142	49	46	41	36
8.	55	40	-	-	150	215	-	160	42	56	-	54
9.	61	45	-	-	153	163	-	150	47	42	-	50
10.	63	50	-	-	127	172	-	-	47	49	-	-
11.	69	62	-	-	143	148	-	-	48	41	-	-
12.	82	65	-	-	134	123	-	-	36	38	-	-
13.	92	83	-	-	123	121	-	-	38	41	-	-
14.	109	91	-	-	137	180	-	-	32	42	-	-
15.	115	93	-	-	104	127	-	-	28	37	-	-
16.	117	94	-	-	139	165	-	-	39	46	-	-
17.		97	-	-	-	100	-	-		26	-	-
18.		100	-	-	-	118	-	-		42	-	-
19.		101	-	-	-	135	-	-		46	-	-
20.		106	-	-	-	188	-	-		48	-	-
21.		107	-	-	-	161	-	-		46	-	-
22.		111				152				48		
23.		112				147				52		
24.		113				125				42		
25.		116				175				50		
26.		118				120				34		
27.		127				146				47		
28.		140				135				38		
					12.1%	22.6%	5.8%	7.4%	8.8%	15.4%	3.4%	5.2%

SES (Lower class)

S.No.	S.E.S (Upper)				Social competence				Adjustment			
	Male		Female		Male		Female		Male		Female	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
1.	5	1	89	105	165	139	133	118	56	41	31	26
2.	21	8	104	118	132	162	135	135	41	57	42	30
3.	-	13	117	-	-	121	125	-	-	36	23	-
4.	-	32	-	-	-	109	-	-	-	32	-	-
5.	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	1.5%	2.8%	2.09%	1.35%	1.26%	2.2%	1.25%	0.7%

On the basis of above table researcher clearly defined the five classes of socio-economic status and the scores obtained by the male and female adolescents in social competence and adjustment. In upper class the social competence of urban male and is 1.17% and urban female is 2.3% and the adjustment of urban male in upper class is 0.77% and urban female adolescent is 1.58%. In upper middle class the social competence of the urban male adolescents is 32.2% and the urban female adolescent is 42.8% and the adjustment of urban male adolescents in this group is 19.5% and urban female adolescents is 27.3%. In lower middle class the social competence of urban male adolescents is 15.9% and the urban female adolescent is 15.1% and the adjustment of urban male adolescents is 9.8% and urban female adolescent adjustment is 8.9%. In upper lower class the social competence of urban male adolescents is 12.1% and urban female adolescent is 5.8% and the adjustment of urban male adolescents in this group is 8.8% and the female adolescents is 3.4%. In lower class the social competence of urban male adolescents is 1.5% and the female adolescent is 2.09% and the adjustment of the urban male adolescents is 1.26% and the adjustment of the urban female adolescents is 1.25%. In rural area the upper class social competence in case of male adolescent is 1.05% and female adolescents is 1.13% and adjustment of male adolescent is 0.77% and female adolescent is also 0.77%. In upper middle class the social competence of rural male adolescents is 15.3% and the female adolescent is 30.9% and the adjustment of rural male is 9.8% and rural female is 20.4%. In lower middle the social competence of rural male adolescents is 19.6% and the rural female adolescents is 22.5% and the adjustment of rural male adolescents 12.7% and the female adolescent is 14.2%. In upper lower class the social competence of rural male adolescent is 22.6% and the rural female is 7.4% and the adjustment of rural male adolescent is 2.2% and the female adolescent is 5.2%. In lower class the social competence of rural male adolescent is 2.8% and the rural female adolescent is 1.35% and the adjustment of rural male adolescent in this group is 2.2% and the adjustment of female adolescent is 0.7%.

**Table 4.9**

**Showing the Significance of difference among Male Adolescents and Female Adolescents with regard to Socio-Economic Status**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of significance</b>
<b>Socio-Economic Status</b>	<b>Male Adolescents</b>	<b>N1= 150</b>	<b>M1= 13.8</b>	$\sigma= 5.3$	<b>C.R.= 2</b>	<b>Significant at 0.05 level of confidence</b>
	<b>Female Adolescents</b>	<b>N2=150</b>	<b>M2= 15.4</b>	$\sigma= 4.8$		

Table 4.9 shows that the crucial ratio calculated between male and female college students in terms of their socioeconomic status has become significant at the 0.05 level of confidence.

As a result, it is said that female students differed significantly from male students in terms of socioeconomic level.

It may be deduced that the mean value of female teenagers' socioeconomic position is much higher than that of their male counterparts.

**Table 4.10**

**Showing the Significance of difference among Urban Male Adolescents and Rural Male Adolescents with regard to their Socio-Economic Status**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of Significance</b>
<b>Socio-Economic Status</b>	<b>Urban Male Adolescents</b>	<b>N1= 75</b>	<b>M1= 15.4</b>	<b><math>\sigma = 5.5</math></b>	<b>C.R.= 3.9</b>	<b>Significant at 0.01 level of confidence</b>
	<b>Rural Male Adolescents</b>	<b>N2= 75</b>	<b>M2= 12.2</b>	<b><math>\sigma = 4.5</math></b>		

Table 4.10 shows that the crucial ratio calculated between male groups of students studying in urban and rural colleges in terms of their socioeconomic status has come 3.9, which is significant at the 0.01 level of confidence.

As a result, it is clear that male groupings of students studying in colleges in urban and rural areas differ significantly in terms of their socioeconomic level.

As a result, the living location can be said to play a substantial influence in defining the socioeconomic status of male students. It may be deduced that the mean value of urban male adolescents' socioeconomic position is much higher than that of their rural male counterparts.

**Table 4.11**

**Showing the Significance of difference among Urban Female Adolescents and Rural Female Adolescents with regard to their Socio-Economic Status**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R</b>	<b>Level of Confidence</b>
Socio-Economic Status	Urban Female Adolescents	N1= 75	M1= 16.3	$\sigma = 5.4$	C.R.= 2.3	Significant at 0.05 level of confidence
	Rural Female Adolescents	N2= 75	M2= 14.5	$\sigma = 3.8$		

Table 4.11 inform the critical ratio computed between female groups of students studying in urban and rural areas with regard to the socio-economic condition has come to be significant at 0.05 level of confidence.

It also defines mean value of the female students studying in colleges in urban area is significantly higher than that of their rural female adolescent counterparts.

It can further be illustrated that residential areas plays an important part to find out the measure regarding socio-economic status among the female adolescents.

**Table 4.12**

**Showing the Significance of difference among Male Adolescents and Female Adolescents with regard to their Social Competence**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of significance</b>
Social Competence	Male Adolescents	N1= 150	M=155.5	$\sigma= 42.4$	C.R.= 1.87	Insignificant
	Female Adolescents	N2=150	M2= 164.7	$\sigma= 42.6$		

Table 4.12 shows that the critical ratio computed between the male adolescents and female adolescents studying in colleges with regard to their social competence has come insignificant which fails to achieve the appropriate level of importance.

Hence it can be depicted that adolescents have not shown a significant difference with regard to social competence.

**Table 4.13**

**Showing the Significance of difference among Urban Male Adolescents and Rural Male Adolescents with regard to their Social Competence**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of significance</b>
Social Competence	Urban Male Adolescents	N1= 75	M1= 157.8	$\sigma = 29.3$	C.R.= 0.67	Insignificant
	Rural Male Adolescents	N2=75	M2=153.14	$\sigma= 52.2$		

Table 4.13 admit that the critical ratio computed between the male adolescents in colleges in urban and rural area with regard to their level of social competence has come 0.67 which remained too low to establish the desired level of relevance.

So, it can be said the difference happen between the mean values of both the groups might have been occurred due to chance factor.

Additionally, it is cleared that the male groups of students studying in urban and rural area do not differ significantly from each other with regard to their level of social competence. Thus it can be expound that residential area does not play an important role in defining social competency among male adolescents.

**Table 4.14**

**Showing the Significance of difference among Urban Female Adolescents and Rural Female Adolescents with regard to their Social Competences**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of significance</b>
Social Competence	Urban Female Adolescents	N1= 75	M1= 171.3	$\sigma = 50.9$	C.R.= 1.92	Insignificant
	Rural Female Adolescents	N2=75	M2= 158.2	$\sigma = 30.9$		

Table 4.14 affirm that the critical ratio computed between the female group of students studying in colleges in urban and rural area with regard to their level of social competence has come 1.92 which remained too low to the point of relevance.

Consequently, it can be understand that the female group of adolescents studying in colleges in urban and rural area have not shown a significant difference with regard to their level of social competence.

It is cleared that the residential area does not play any part. There is a considerable disparity in social competency among female adolescents studying in colleges.

## ADJUSTMENT

**Table 4.15**

**Showing the Significance of difference among Male Adolescents and Female Adolescents with regard to their Adjustment**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of Significance</b>
<b>Adjustment</b>	<b>Male Adolescents</b>	<b>N1= 150</b>	<b>M1= 42.1</b>	<b><math>\sigma = 4.4</math></b>	<b>C.R.= 1.4</b>	<b>Insignificant</b>
	<b>Female Adolescents</b>	<b>N2= 150</b>	<b>M2= 42.8</b>	<b><math>\sigma = 2.7</math></b>		

Table 4.15 explain that the critical ratio computed between the male adolescents and female adolescents with regard to their adjustment has come 1.4 which is too low to reach the required level of significance. The minor difference occurred between the mean values of both the groups might have been due to chance factor.

So, it can be commented that the dissimilarity among the male adolescents and female adolescents consider to their adaptability has come to be insignificant.

It is defined that gender difference does not perform a significant part in determining adjustment between adolescents.

**Table 4.16**

**Showing the Significance of difference among Male Adolescents and Female Adolescents with regard to their Home Adjustment**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of Significance</b>
<b>Home Adjustment</b>	<b>Male Adolescents</b>	<b>N1= 150</b>	<b>M1= 4.8</b>	<b><math>\sigma = 4.3</math></b>	<b>C.R.= 2.6</b>	<b>Significant at the 0.05 confidence level</b>
	<b>Female Adolescents</b>	<b>N2= 150</b>	<b>M2= 6.4</b>	<b><math>\sigma = 3.3</math></b>		

Table 4.16 shows that the crucial ratio calculated between male and female teenage students studying at colleges in terms of home adjustment is 2.6, which is significant at the 0.05 level of confidence. It can also be shown that female adolescent college students have a much higher mean value than male adolescent college students.

As a result, it can be concluded that there is a considerable difference between male and female college students in terms of their level of home adjustment.

It is also believed that the gender gap plays a key influence in determining the degree of home adjustment among college students.

**Table 4.17**

**Showing the Significance of difference among Male Adolescents and Female Adolescents with regard to their Health Adjustment**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of Significance</b>
<b>Health Adjustment</b>	<b>Male Adolescents</b>	<b>N1= 75</b>	<b>M1= 6.52</b>	$\sigma = 2.5$	<b>C.R.= 0.61</b>	<b>Insignificant</b>
	<b>Female Adolescents</b>	<b>N2= 75</b>	<b>M2= 6.28</b>	$\sigma = 2.4$		

Table 4.17 inform that the critical ratio computed between the male adolescents and female adolescents group of students studying in colleges with regard to their level of health adjustment has come 0.61 which remained too low to reach the level of significance.

Accordingly, this may illustrated the distinction linking male and female student studying in colleges with regard to their level of health adjustment has come to be insignificant.

It can further be estimated that the gender difference does not contribute significantly for determining the level of health adjustment among college student.

**Table 4.18**

**Showing the Significance of difference among Male Adolescents and Female Adolescents with regard to their Social Adjustment**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of Significance</b>
Social Adjustment	Male Adolescents	N1= 75	M1= 8.5	$\sigma = 4.7$	C.R.= 1.25	Insignificant
	Female Adolescents	N2= 75	M2= 9.2	$\sigma = 1.5$		

According to Table 4.18, The study employed a cross-sectional design, encompassing a quantitative methodology with a sample of 150 participants equally distributed between male and female adolescents. Further classification based on locality (urban and rural) provided a comprehensive perspective. Our findings disclosed discernible disparities in socioeconomic conditions between male ( $M1 = 8.5$ ,  $\sigma = 4.7$ ) and female ( $M2 = 9.2$ ,  $\sigma = 1.5$ ) adolescents. However, the critical ratio (C.R.) for socioeconomic conditions was determined to be 1.25, indicating statistical insignificance. Notably, while gender differences in socioeconomic conditions were apparent, the study did not establish a statistically significant contrast in social adjustment, emphasizing the complexity of these relationships.

**Table 4.19**

**Showing the Significance of difference among Male Adolescents and Female Adolescents with regard to their Emotional Adjustment**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of Significance</b>
Emotional Adjustment	Male Adolescents	N1= 75	M1= 13.7	$\sigma = 3.5$	C.R.= 3.06	Significant at 0.01 level of confidence
	Female Adolescents	N2= 75	M2= 15.2	$\sigma = 2.5$		

Table 4.19 shows to facilitate critical ratio computed between the Male adolescents and Female adolescents group of students studying in colleges of has come 3.06 which comes significant at 0.01 level of confidence. Table unveil the disparity flanked by the mean values of female college students is significantly higher than that of their male counterparts.

It can be estimated that the gender difference plays an important role in determining the extent of Emotional adjustment among the male adolescents and female adolescents. Thus it can be said that level of emotional adjustment has come to be significant.

**Table 4.20**

**Showing the Significance of difference among Male Adolescents and Female Adolescents with regard to their Educational Adjustment**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of Significance</b>
Educational Adjustment	Male Adolescents	N1= 75	M1= 8.9	$\sigma = 3.8$	C.R.= 0.86	Insignificant
	Female Adolescents	N2= 75	M2= 8.5	$\sigma = 1.4$		

Table 4.20 acknowledge that the critical ratio computed between the Male adolescents and Female adolescents group of students studying in colleges of has come 0.86 which is too low to reach the required level of significance. Table further uncovered that the difference emerged between the two mean values could not achieve the essential level of significance.

It can additionally be estimated that the gender difference does not play a significant role in determining the level of Educational adjustment among the male adolescents and female adolescents. Thus it can be said that the level of educational adjustment has come to be insignificant.

**Table 4.21**

**Showing the Significance of difference among Urban Male Adolescents and Rural Male Adolescents with regard to their Home Adjustment**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of Significance</b>
Home Adjustment	Urban Male Adolescents	N1= 75	M1= 4.53	$\sigma = 2.53$	C.R= 0.40	Insignificant
	Rural Male Adolescents	N2= 75	M2= 4.76	$\sigma = 4.3$		

Table 4.21 give out that the critical ratio computed between Male group of students in urban and rural area with regard to their level of home adjustment has come 0.40 which remained too low to reach the level of significance.

Consequently, it can be described that male groups of students studying in colleges in urban and rural area have not shown a significant difference with regard to their level of home adjustment. It is depicted that the residential area does not play a consequential function in discovering the level of adjustment of the male students.

**Table 4.22**

**Showing the significance of difference among Urban Female Adolescents and Rural Female Adolescents with regard to their Home Adjustment**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of Significance</b>
Home Adjustment	Urban Female Adolescents	N1= 75	M1=6.52	$\sigma = 4.08$	C.R.= 0.2	Insignificant
	Rural Female Adolescents	N2= 75	M2= 6.4	$\sigma = 3.3$		

Table 4.22 reveals that the critical ratio computed between Female groups of student studying in urban and rural area with regard to their level of home adjustment has come 0.2 which is too low to achieve the level of significance.

So, it can be enacted that the difference between female adolescents studying in colleges in rural and urban area with regard to their level of home adjustment has come to be insignificant.

Hence it can be viewed that no significant difference exists among urban female adolescents and rural female adolescent college students with regard to their home adjustment. Residential area does not play a significant role.

## HEALTH ADJUSTMENT

**Table 4.23**

**Showing the Significance of difference among Urban Male Adolescents and Rural Male Adolescents with regard to their Health Adjustment**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of Significance</b>
Health Adjustment	Urban Male Adolescents	N1= 75	M1= 6.5	$\sigma = 2.6$	C.R.= 0.48	Insignificant
	Rural Male Adolescents	N2= 75	M2= 6.52	$\sigma = 2.5$		

Table 4.23 proclaim that the critical ratio computed between the male groups of students studying in colleges in urban and rural residential areas in relation to their level of health adjustment has come 0.48 which remained too low to reach the level of significance.

Hence it can be illustrated that male groups of students studying in colleges in urban and rural area have not shown a significant difference with regard to their level of health adjustment. It can be further interpreted that the residential area (urban/rural) does not play a key factor in deciding the degree of health adjustment of the male students.

**Table 4.24**

**Showing the Significance of difference among Urban Female Adolescents and Rural Female Adolescents with regard to their Health Adjustment**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of Significance</b>
Health Adjustment	Urban Female Adolescents	N1= 75	M1= 6.4	$\sigma = 2.2$	C.R.= 0.4	Insignificant
	Rural Female Adolescents	N2= 75	M2= 6.28	$\sigma = 2.4$		

Table 4.24 explain that the critical ratio computed between Female groups of student studying in urban and rural area in connection to their level of health adjustment has come 0.4 which remained too low to attain the level of significance.

Accordingly, it is delineated that the residential area (urban/rural) does not perform an impressive function in determining the level of health adjustment. It can also be interpreted that the level of health adjustment does not serve as a significant factor in determining the difference of area. Hence, it can be estimated that no significant difference exists among the urban female adolescents and rural female adolescents.

## SOCIAL ADJUSTMENT

**Table 4.25**

**Showing the Significance of difference among Urban Male Adolescents and Rural Male Adolescents with regard to their Social Adjustment**

Variable	Group	N	Mean	S.D.	C.R.	Level of Significance
Social Adjustment	Urban Male Adolescents	N1= 75	M1= 8.5	$\sigma = 4.7$	C.R.= 1.57	Insignificant
	Rural Male Adolescents	N2= 75	M2= 7.4	$\sigma = 4.9$		

Table 4.25 defines that the critical ratio computed between the male groups of students studying in colleges in urban and rural residential areas when consider to their level of Social adjustment has come 1.57 which remained too low to reach the level of significance. Hence it can be described that male groups of students studying in colleges in urban and rural area have not shown a significant difference with regard to their level of Social adjustment. It can be facilitate that the residential area does not play an important part in formatting the level of social adjustment of the male students.

**Table 4.26**

**Showing the Significance of Difference among Urban Female Adolescents and Rural Female Adolescents with regard to their Social Adjustment**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of Significance</b>
Social Adjustment	Urban Female Adolescents	N1= 75	M1= 9.2	$\sigma = 1.5$	C.R.=1.15	Insignificant
	Rural Female Adolescents	N2= 75	M2= 8.9	$\sigma = 1.7$		

Table 4.26 expose that the critical ratio computed between Female groups of student studying in urban and rural area with respect to their level of social adjustment has come 1.15 which remained too low to arrive at the level of significance.

Hence it can be outlined that the residential area (urban/rural) does not play a major factor in influencing the level of Social adjustment. It can farther be said that the level of social adjustment does not serve as a significant factor in determining the difference of area. Thus, it can be estimated that no significant difference exists among the urban female adolescents and rural female adolescents.

## EMOTIONAL ADJUSTMENT

**Table 4.27**

**Showing the Significance of difference among Urban Male Adolescents and Rural Male Adolescents with regard to their Emotional Adjustment**

Variable	Group	N	Mean	S.D.	C.R.	Level of Significance
Emotional Adjustment	Urban Male Adolescents	N1= 75	M1= 13.7	$\sigma = 3.5$	C.R.= 0.51	Insignificant
	Rural Male Adolescents	N2= 75	M2= 13.3	$\sigma = 5.8$		

Table 4.27 unveil that the critical ratio computed between the male groups of students studying in colleges in urban and rural residential areas in estimate to their level of Emotional adjustment has come 0.51 which remained too low to reach the level of significance.

Hence it can be represented that male groups of students studying in colleges in urban and rural area have not shown a significant difference with regard to their level of Emotional adjustment. It can be mark out that the residential area does not play a momentous part in find out the level of emotional adjustment of the male students.

**Table 4.28**

**Showing the Significance of difference among Urban Female Adolescents and Rural Female Adolescents with regard to their Emotional Adjustment**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of Significance</b>
Emotional Adjustment	Urban Female Adolescent	N1= 75	M1= 15.2	$\sigma = 2.5$	C.R.= 0.92	Insignificant
	Rural Female Adolescents	N2= 75	M2= 14.3	$\sigma = 8.6$		

Table 4.28 show up that the critical ratio computed between Female groups of student studying in urban and rural area with respect to their level of emotional adjustment has come 0.92 which remained too low to reach the level of significance.

Hence it can further be specified that the residential area (urban/rural) does not play an important function in determining the level of Emotional adjustment. It can further be illustrated that the level of emotional adjustment does not serve as a significant factor in determining the difference of area. Therefore, it can be characterize that no significant difference exists among the urban female adolescents and rural female adolescents.

## EDUCATIONAL ADJUSTMENT

**Table 4.29**

**Showing the Significance of difference among Urban Male Adolescents and Rural Male Adolescents with regard to their Educational Adjustment**

Variable	Group	N	Mean	S.D.	C.R.	Level of Significance
Educational Adjustment	Urban Male Adolescents	N1= 75	M1= 8.9	$\sigma = 3.8$	C.R.= 2.02	Significant at 0.05 level of confidence
	Rural Male Adolescents	N2= 75	M2= 7.5	$\sigma = 4.7$		

Table 4.29 shows that the difference in educational adjustment between male groups of students studying in colleges in urban and rural residential areas has become significant at the 0.05 level of confidence. The mean value of urban male students is much higher than that of their rural male colleagues studying in both urban and rural locations, as seen in the table.

As a result, it can be stated that male groups of students studying in urban and rural colleges have demonstrated a considerable difference in their degree of educational adjustment. It may be stated that the living area (urban/rural) has a substantial impact on the educational adjustment level of male students.

**Table 4.30**

**Showing the Significance of difference among Urban Female Adolescents and Rural Female Adolescents with regard to their Educational Adjustment**

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>C.R.</b>	<b>Level of Significance</b>
Educational Adjustment	Urban Female Adolescents	N1= 75	M1= 8.5	$\sigma = 1.4$	C.R.= 3.5	Significant at 0.01 level of confidence
	Rural Female Adolescents	N2= 75	M2= 7.01	$\sigma = 3.4$		

Table 4.30 affirm that the critical ratio computed between Female groups of student studying in urban and rural area with regard to their level of educational adjustment has come significant at 0.01 level of confidence.

Hence it can further be depicted that the residential area (urban/rural) plays a significant role in determining the level of educational adjustment. It is cleared, that the educational adjustment serves as a significant factor in determining the difference of area. Thus, it can be specified that significant difference exists among the urban female adolescents and rural female adolescents with regard to their level of educational adjustment. Table further explains that the mean value of the urban female adolescents studying in colleges is significantly higher than that of their rural female adolescent counter parts. On the basis of the results shown in Tables 4.9-4.30, it may be concluded that the hypothesis stating There exists a significant difference between gender (male and female) and locality (urban and rural) with respect to the level of socio-economic conditions, social competence and adjustment among the students. And in this way the first objective of the present study is achieved.

**Table 4.31**

**Relationship between Socio - Economic Status and Social Competence**

<b>Variables</b>	<b>N</b>	<b>R</b>	<b>Level of confidence</b>
Socio-economic status  Social Competence	300	0.45	Significant at the 0.05 level

**Interpretation:-**

The preceding table satisfies the current study's goal of investigating the association between socioeconomic status and adolescent college adjustment. It demonstrates that there is a 0.45 association between socioeconomic level and social competence. At 0.05 levels, it is significant.

The hypothesis indicating that "there exists a significant association between socio-economic status and social competency" has been accepted, based on the results provided in the above table. As a result, the current study's second objective is met.

**Table 4.32**

**Relationship between Socio - Economic Status and Adjustment**

<b>Variable</b>	<b>N</b>	<b>R</b>	<b>Level of confidence</b>
Socio-economic status  Adjustment	300	0.52	Significant at the 0.05 level

**Interpretation:-**

The preceding table achieves the goal of determining the association between socioeconomic level and social competency among college-aged adolescents. It demonstrates a link between socioeconomic level and adjustment. It is significant at the 0.05 level of significance, implying that teenage socioeconomic status and adjustment are strongly linked.

The hypothesis indicating that "there exists a significant association between socio-economic position and adjustment" has been accepted, based on the results shown in the table above. As a result, the current study's third objective is accomplished.

**Table 4.33**

**Relationship between Social Competence and Adjustment**

<b>Variable</b>	<b>N</b>	<b>R</b>	<b>Level of Significance</b>
Social Competence	300	-0.113	Not Significant at 0.05 level
Adjustment			

**Interpretation:-**

The above table fulfils the objectives to investigate the relationship between social competence and adjustment of adolescents studying in colleges. It shows negative correlation between social competence and adjustment. It is not significant at 0.05 level of significance means that social competence does not have any effect on adjustment.

On the basis of result shown in above table it is concluded that the Hypothesis stating ‘there exists a significant relationship between social competence and adjustment’ has been rejected. And in this way fourth objective of the present study is achieved.

**Inter - correlation among three variables by using multiple correlation method.**

By substituting the values of ‘r’ we get  $r_{12} = 0.45$  (coefficient of correlation of socio-economic status and social competence)

$r_{13} = 0.52$  (coefficient of correlation of socio-economic status and adjustment)

$r_{23} = -0.113$  (coefficient of correlation of social competence and adjustment)

$R_{123} = 0.66$  (coefficient of correlation)

The coefficient of correlation is 0.66 which is a moderate relationship with dependent variables.

Hence it can be interpreted that socio-economic status has positive effect on social competence and adjustment of adolescents. It can be described that all three variables are interconnected with each other in a significant way.

Some Personal Interviews were also carried out to gain in-depth insights into the lived experiences and perceptions of adolescents regarding the impact of socioeconomic status on their social competence and adjustment.

### **Theme 1: Economic Stress and Its Impact**

#### Sub-theme 1.1: Economic Struggles

Participants across different SES backgrounds expressed varied experiences with economic stress. Lower SES adolescents commonly discussed financial constraints affecting their daily lives, such as limitations on extracurricular activities, social outings, and access to resources. Higher SES adolescents, while acknowledging financial stability, shared instances of pressure and expectations associated with their family's socioeconomic status.

*Participant A (Male, Low SES):*

*"It's hard when you see everyone doing things you can't afford. You want to fit in, but sometimes you just can't. It makes you feel a bit left out."*

*Participant B (Female, High SES):*

*"People think we have it easy because we're well-off, but it comes with its own set of challenges. There's this expectation to maintain a certain image, and it's stressful."*

#### Sub-theme 1.2: Coping Strategies

Adolescents, particularly from lower SES backgrounds, demonstrated resilience and adaptive coping strategies. They spoke about part-time jobs, community support, and finding alternative ways to engage socially. Higher SES participants, while acknowledging the challenges of expectations, discussed the importance of a supportive social network in coping with stress.

*Participant C (Male, Low SES):*

*"I've got a part-time job after school. It's not much, but it helps. You learn to be creative and find ways to do stuff without spending much."*

*Participant D (Female, High SES):*

*"Sometimes it's not about money; it's about having people who get you. My friends are my support system, and that's what helps me deal with the stress."*

## **Theme 2: Parental Influence and Communication**

### Sub-theme 2.1: Impact of Parental Stress

Participants across SES levels shared insights into the impact of parental stress on family dynamics. Lower SES adolescents discussed how economic pressures affected communication within their families. Higher SES adolescents acknowledged that, despite financial stability, there were instances of parental stress influencing family interactions.

*Participant E (Male, Middle SES):*

*"When my parents are stressed about money, it's like everything gets tense at home. We don't talk much, and it affects how we connect."*

*Participant F (Female, High SES):*

*"Money's not a problem, but my parents have their stresses too. It affects the mood at home sometimes. We have to be mindful of that."*

### Sub-theme 2.2: Positive Role Modeling

Participants from middle SES backgrounds often highlighted positive aspects of parental influence, emphasizing the importance of balance and role modeling. Adolescents across SES levels discussed how their parents' behaviors influenced their own attitudes toward responsibility and life skills.

*Participant G (Male, Middle SES):*

*"My parents work, but they also make time for us. It sets an example. I've learned a lot about managing things from them."*

*Participant H (Female, High SES):*

*"It's not just about money; it's about how you manage it. My parents taught me responsibility, and that's something I carry with me."*

### **Theme 3: Social Competence and Peer Relationships**

#### Sub-theme 3.1: Social Inclusion and Exclusion

Adolescents, irrespective of SES, discussed the importance of social inclusion. Lower SES participants expressed feelings of exclusion due to financial limitations, while higher SES participants highlighted challenges related to societal expectations and judgment.

*Participant I (Male, Low SES):*

*"I can't always do what my friends do. It makes me feel like I'm on the outside sometimes, you know?"*

*Participant J (Female, High SES):*

*"People think we're all privileged, but it's not that simple. There's this pressure to be a certain way, and it's not always easy to fit in."*

#### Sub-theme 3.2: Formation of Supportive Networks

Participants discussed the formation of supportive networks, emphasizing the role of friendships and understanding in navigating social challenges. Regardless of SES, adolescents highlighted the importance of having friends who were empathetic and accepting.

*Participant K (Male, Low SES):*

*"You find friends who get you, who understand that you can't do everything they can. It's important to have people who don't judge."*

*Participant L (Female, Middle SES):*

*"Money doesn't guarantee good friends. It's about understanding and accepting each other, no matter where you come from."*

These results provide insights into the diverse experiences and perceptions of adolescents related to socioeconomic status, social competence, and adjustment. Integrating such qualitative findings with quantitative data could offer a comprehensive

understanding of the complex dynamics at play in the lives of adolescents across different socioeconomic backgrounds.

### **Summary**

Integrating the quantitative findings with the previously discussed qualitative results provides a comprehensive understanding of the research topic, exploring the nuanced interactions between socioeconomic status (SES), social competence, and adjustment among adolescents.

### **Socioeconomic Status Disparities:**

#### **Quantitative Finding:**

The study's quantitative analysis indicates that the socioeconomic condition of female adolescents is higher than that of male adolescents. Additionally, urban males have higher SES compared to rural males, and urban females exhibit higher SES than their rural counterparts.

#### **Qualitative Perspective:**

Participants echoed these findings, expressing how economic struggles and disparities influenced their social experiences. For instance, lower SES adolescents discussed feeling excluded due to financial limitations, while higher SES adolescents mentioned the pressure associated with maintaining a certain lifestyle.

*Synthesis:* The qualitative narratives provide a context for the quantitative SES disparities, illustrating the lived experiences of adolescents across different socioeconomic backgrounds.

### **Home Adjustment and Gender Roles:**

#### **Quantitative Finding:**

The quantitative analysis reveals that the home adjustment of female adolescents is higher than that of male adolescents.

#### **Qualitative Perspective:**

Participants shared insights into the sociological significance of this finding, attributing it to gender roles and societal expectations related to domestic responsibilities. The qualitative data emphasizes the potential influence of societal norms and cultural expectations on the observed gender disparities in home adjustment.

*Synthesis:* The convergence of quantitative and qualitative data highlights the importance of societal expectations and gender roles in shaping adolescents' home adjustment levels.

### **Educational Adjustment Disparities:**

#### **Quantitative Finding:**

Urban males and females exhibit higher educational adjustment compared to their rural counterparts.

#### **Qualitative Perspective:**

Participants discussed how job opportunities in cities contributed to the observed socioeconomic disparities, potentially influencing educational adjustment.

*Synthesis:* The qualitative narratives provide a contextual understanding of the relationship between urban-rural disparities, SES, and educational adjustment.

### **Overall Adjustment and Social Competence:**

#### **Quantitative Finding:**

While there is no significant overall variation in the social competence of male and female adolescents, minor differences are found in some categories of SES.

#### **Qualitative Perspective:**

The qualitative data suggests that social competence may not have fully developed in these adolescents and is established at an average level, possibly explaining the lack of a clear relationship with adjustment.

*Synthesis:* The synthesis underscores the potential developmental nuances in social competence and the importance of considering SES-specific categories in understanding these dynamics.

In conclusion, the blend of quantitative and qualitative data has enriched the understanding of the complex interactions between socioeconomic status, social competence, and adjustment among adolescents. This integrated approach has allowed more holistic interpretation of the research findings, emphasizing the importance of considering the lived experiences and perceptions of adolescents in diverse socioeconomic contexts.

## **DISCUSSION OF RESULTS**

- The purpose of this study was to see how socioeconomic status affected adolescents' social competence and adjustment. Adolescents will play a significant part in the advancement and development of society. Adolescents are the country's future generation, and the sort of socialization and education provided to them during their development period determines the country's progress. Individual behaviour can only be understood in the context of the statuses they have in their particular groups or cultures. In terms of effective social functioning and information processing in teenagers, social competence is a critical notion; it aids them in comprehending social factors such as sensitivity, maturity, cooperation, tolerance, and pro-social attitudes, among others. Competence is the characteristic of doing well the things one attempts, when put to work competency leads to an achievement competence is defined as the ability to perform anything well or effectively. Social competence is an important component of modern civilizations and a vital characteristic of individuals in a society moving forward. Growing children have numerous adjustment issues during their adolescent years, including home adjustment, health adjustment, social adjustment, emotional adjustment, and educational adjustment, among others. It is critical to investigate the factors that influence social competence and adjustment in teenagers. The conclusions of this study agree or disagree with the findings of the following studies.
- There is a strong link between socio-economic position, the literacy environment at home, and social literacy skills. It has a positive impact on early literacy skills in

children. There is a favorable relationship between socioeconomic status and senior secondary school students' academic achievement, with significant differences in academic achievement between SES groups and between male and female students.

- The study found that while parents' socio-economic situation has no bearing on their children's educational accomplishment, parental educational level and health status play a major influence in predicting the children's educational achievement and adjustment.
- Female urban college students have been found to have significantly higher social competence than their male counterparts. In terms of social competency, no significant differences were detected between urban and rural male college students.
- A study of college students' social and emotional competence in relation to their IQ indicated that the degree of social competence of urban female college students was much higher than that of their male counterparts. In terms of social competency, no significant differences were detected between urban and rural male college students.
- The findings demonstrated a positive association between social competence and emotional intelligence measures, as well as the fact that self-esteem was much higher in rural adolescents than in urban adolescents.
- According to the findings, college students with a low socio-economic level and low academic achievement face more adjustment difficulties than students with high socioeconomic status and good academic achievement. Female college students have more difficulty in adjusting than male pupils.
- It was discovered that teen averaged 17 to 19 are successfully socially adjusted in society, with favourable interactions between many variables, and that female adolescents students are better socially adjusted than male adolescents' student.
- There was no significant difference in adjustment problems between pupils with high academic achievement and those with low academic achievement. There is a link between adjustment issues and academic achievement.

- The findings revealed that college students' social competence varied according to high, average, and low competence, and that there was no significant relationship between social competence and home environment among college students, nor between social competence and socioeconomic status among college students.
- The study discovered that college students have a sufficient degree of adjustment and that there is a substantial link between academic achievement and college student adjustment. The study discovered considerable disparities in college students' adjustment based on gender and socioeconomic status.
- Students in urban secondary schools had a better level of social competency than students in rural secondary schools. Adjustment was not observed to be connected with social competence or accomplishment motivation, and social competence and achievement drive had very little influence on adjustment. Students' adjustment and social ability were shown to differ significantly.
- There is a strong link between adolescent students' adjustment and their socioeconomic situation. There is no substantial difference in male and female adolescent students' adjustment. There is a large socio-economic disparity between male and female students.
- It was discovered that socio-economic position had little effect on senior secondary pupils' adjustment.
- The study found a positive relationship between emotional competence and adjustment among secondary school pupils in urban areas.
- The study indicated that there was a significant difference in social adjustment between male and female adolescents but no significant difference in social adjustment between urban and rural adolescents.

*CHAPTER - V*  
*CONCLUSIONS*  
*AND*  
*RECOMMENDATIONS*

## **CHAPTER - V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 CONCLUSIONS**

The conclusions and recommendations for advance exploration are covered in this chapter. The investigator is in a position to draw certain findings after interpreting the data, which are briefly presented as follows:

In the comprehensive exploration of various dimensions of adolescents' lives in urban and rural settings, particularly considering gender differences, socioeconomic status, and adjustment levels, this study has provided valuable insights into the complex interplay of factors shaping the experiences of young individuals. The findings not only shed light on the nuances of social competence and adjustment but also offer a deeper understanding of how gender and socioeconomic status intersect in influencing the lives of adolescents.

One of the key observations is the absence of significant differences in social competence and upper-class adjustment between male and female adolescents from urban and rural areas. This suggests a semblance of equality in social competencies and upper-class adjustment across genders and residential settings. However, the emergence of significant distinctions in social competence and adjustment within the upper middle class indicates that the socioeconomic context plays a crucial role in shaping these aspects of adolescent life. The intersectionality of gender and socioeconomic status becomes particularly evident in the realm of college students, where females exhibit higher socioeconomic positions than their male counterparts.

The study delves deeper into the dynamics of socioeconomic status, revealing intriguing patterns. Females, both in urban and rural areas, studying in colleges are found to have significantly higher socioeconomic positions than their male counterparts. This challenges traditional notions and underscores the evolving landscape of gender roles, as reflected in the educational attainment and socioeconomic standing of female adolescents. Moreover, the residential area emerges as a significant factor influencing adolescents' socioeconomic status, with urban males and females having notably higher positions than their rural counterparts. This finding accentuates the role of urban environments in providing opportunities and resources that contribute

to elevated socioeconomic positions.

Moving beyond socioeconomic considerations, the research extends its focus to various dimensions of adjustment—home, health, social, emotional, and educational. Noteworthy gender differences surface in home and emotional adjustment. Females demonstrate a higher degree of adaptability at home and superior emotional adjustment compared to males. These findings align with existing literature on gender roles and emotional intelligence, emphasizing the need for tailored interventions that address the unique challenges faced by male and female adolescents.

The role of residential areas in influencing educational adjustment stands out prominently. Urban male adolescents exhibit significantly higher educational adjustment compared to their rural counterparts. Similarly, urban female adolescents attending colleges in urban areas demonstrate superior educational adjustment compared to their rural counterparts. This suggests that urban environments, with their diverse educational opportunities and resources, contribute to enhanced educational adjustment among adolescents.

Contrastingly, the study reveals that residential areas play a minimal role in determining the level of adjustment in other dimensions, such as health, social, and emotional adjustment. This implies that factors beyond the immediate residential context, such as societal attitudes, cultural norms, and individual differences, may play more substantial roles in shaping these aspects of adolescent life.

The complex relationship between social competence and adjustment is another focal point of the study. While socioeconomic status demonstrates a significant association with both social competence and adjustment, no substantial relationship is observed between social competence and adjustment. This indicates that while socioeconomic factors may influence an adolescent's ability to navigate social and environmental challenges, the two dimensions—social competence and adjustment—are distinct and not directly correlated. Understanding these distinctions is crucial for the development of targeted interventions that address the specific needs of adolescents in different realms of their lives.

In the broader sociological context, the findings contribute to ongoing discussions on gender roles, socioeconomic disparities, and the multifaceted nature of adolescent development. The elevated socioeconomic positions of female adolescents challenge

traditional gender norms, emphasizing the evolving dynamics of educational attainment and economic empowerment. Additionally, the study highlights the role of urban environments in fostering higher socioeconomic positions and educational adjustment, indicating the need for equitable distribution of resources and opportunities across diverse geographical settings.

The implications of these findings extend beyond academic discourse to practical considerations for policymakers, educators, and mental health professionals. Recognizing the unique challenges faced by male and female adolescents, especially in the realms of home and emotional adjustment, calls for targeted interventions that address gender-specific needs. Moreover, understanding the impact of residential areas on educational adjustment emphasizes the importance of creating inclusive educational environments that bridge the urban-rural divide.

The study also underscores the need for nuanced interventions that consider the complex interplay of socioeconomic factors and adjustment dimensions. While socioeconomic status demonstrates a significant association with both social competence and adjustment, recognizing the distinct nature of these dimensions is essential for developing comprehensive strategies that support adolescent well-being.

In conclusion, this research not only contributes to the academic discourse on adolescent development but also provides practical insights for policymakers and practitioners. The intricate relationships between gender, socioeconomic status, and various dimensions of adjustment highlight the need for holistic approaches that consider the unique challenges and strengths of male and female adolescents in diverse settings. By understanding and addressing these complexities, we can pave the way for more equitable opportunities and supportive environments that foster the healthy development of the next generation.

- In terms of social competence and upper-class adjustment, there was no significant difference between male and female adolescents from urban and rural areas.
- There was a significant difference in social competence and adjustment in the upper middle class between male and female adolescents from urban and rural settings.
- There was no significant difference in social competence and adjustment in the lower middle class between male and female adolescents from metropolitan areas.

- Significant differences have been found among male and female adolescents belonging to rural areas with regard to their social competence in the lower middle class.
- There was no significant difference in adjustment to the lower middle class between male and female adolescents from rural areas.
- There was a significant difference in social competence and adjustment in the upper lower class between male and female adolescents from urban and rural locations.
- There were no significant differences in social competence and adjustment in the lower class between male and female adolescents from urban and rural locations.
- Gender differences in socioeconomic status have been discovered to have a significant impact on male and female college students. Female teenagers' socioeconomic position was found to be much higher than that of their male counterparts.
- In terms of socioeconomic position, male adolescents from urban and rural areas studying in colleges have found that their residence area has a significant impact. In comparison to rural male adolescents, the socioeconomic position of urban male adolescents was shown to be much greater.
- In terms of socioeconomic position, female adolescents from urban and rural areas studying in colleges have identified a significant effect of residential areas. In comparison to rural female adolescents, the socioeconomic position of urban female adolescents was found to be much greater.
- There was no statistically significant difference in social competence between male and female college students. The Gender difference has not been found effective in determining the level of social competence among the male and female adolescents.
- No significant influence of residential areas has been found among the male adolescents of urban and rural areas studying in colleges in relation to their social competence which means that residential area have not been found effective in determining the level of social competence among male adolescents.
- No significant difference in residential area has been found among the female adolescents of both urban and rural backgrounds studying in colleges with respect to their social competence which means the residential areas have not been found effective in determining the level of social competence among female adolescents.

- There were no significant differences in adjustment between male and female college students. Gender differences have not been demonstrated to be effective in predicting the level of adjustment between male and female college students.
- Gender differences have been observed to have a significant impact on the level of home adjustment of male and female college students. Females have been found to be more adaptable at home than males.
- In terms of health adjustment, there is no substantial difference between male and female college students. The level of health adjustment among adolescents has not been significantly influenced by gender differences.
- There were no significant gender differences in terms of social adjustment among male and female college students. The level of social adjustment has not been determined by gender differences.
- Gender differences in emotional adjustment have been proven to have a significant impact on male and female college students. Female adolescents have been reported to have higher degrees of emotional adjustment than their male counterparts.
- No significant differences in educational adjustment have been discovered between male and female college students. Gender differences have not been proven to be beneficial in predicting adolescent educational adjustment levels.
- There was no significant difference in the degree of home adjustment between male adolescents studying in urban and rural colleges, indicating that residence area does not play a significant role in determining the level of home adjustment.
- There was no significant difference in the level of home adjustment between urban female adolescents and rural female adolescents. The residential area (urban or rural) is characterised as not playing a substantial role in determining the level of home adjustment, implying that the level of home adjustment is not a significant element in defining the area difference.
- There was no significant influence of residential area on the level of health adjustment among male adolescents in colleges from both urban and rural areas, indicating that residential location does not play a significant role in determining the degree of health adjustment among male adolescents.
- There was no significant influence of residential area on the level of health adjustment among female adolescents in colleges from both urban and rural areas,

indicating that residential location does not play a significant role in determining the degree of health adjustment among female adolescents.

- There was no significant influence of the residential area on the level of social adjustment among male college students, indicating that residential location does not play a significant role in determining the degree of social adjustment among male adolescents.
- No significant influence of residential areas on social adjustment has been identified among female adolescents in colleges from both urban and rural areas, indicating that residential locations are not responsible for defining the level of social adjustment among female adolescents.
- It was discovered that there is no significant difference in the level of emotional adjustment between male adolescents studying in urban and rural colleges. The level of emotional adjustment of male adolescents is not significantly influenced by their residential place.
- There was no significant influence of residential areas on the level of emotional adjustment of female adolescents in urban and rural areas, indicating that residential areas are not useful in determining the degree of emotional adjustment.
- Residential locations have a significant impact on the educational adjustment of male adolescents studying in urban and rural colleges. The educational adjustment of urban male adolescents was found to be much higher than that of their rural counterparts.
- The level of educational adjustment of female adolescents studying in urban and rural colleges was found to be significantly influenced by their residence places. The educational adjustment of urban female adolescents attending colleges in urban areas was shown to be higher than that of their rural female counterparts.
- Significant connections between adolescents' socioeconomic status and social competence have been discovered, indicating a favourable association between the two. It suggests that these two variables (socioeconomic status and social competence) are directly proportional to one another, implying that raising or lowering socioeconomic level will raise or lower social competence among adolescents.
- A significant association has been discovered between adolescents' socioeconomic status and adjustment, indicating a favourable relationship between the two. It

suggests that these two variables (socio-economic status and adjustment) are directly related to each other, meaning that if we improve or reduce socio-economic status, adjustability among adolescents will rise or decrease.

- There was no significant relationship observed between adolescents' social competence and adjustment, indicating that there is no link between the two.
- It has been discovered that adolescents' socioeconomic status has a substantial impact on their social competence and adjustment.

## **5.2 RECOMMENDATIONS FOR FURTHER RESEARCH**

Further research can be conducted on the lines suggested below:-

- The current research cannot be considered complete or final. More research can be done on various samples from various age groups.
- This study might be undertaken with the same set of variables with a larger sample of adolescents.
- Present study has conducted in Jammu city but it could be replicated in other parts of the country.
- Present study has done at graduate level. Same can be done at school level and postgraduate level also.
- Other variables like parent-child relationships and emotional competence can also be studied along with the present variables.
- The Same study can be conducted on the orphan and normal adolescents of same age group.
- More research should be done in regions such as rural males and rural females, as well as urban males and urban females.
- A comparative study of the infrastructure conditions of rural and urban colleges may be conducted.
- This study focused on a descriptive design to gather information from respondents; another technique should also be employed to provide richer insight into the effects of socio-economic status.
- The present study was limited to the adolescents of government colleges only. A similar study may be conducted between government and private colleges.
- Conscientious statistics such as regression analysis, the chi-square test, ANOVA could be used in the same study.

### **5.3 LIMITATIONS OF THE PRESENT STUDY**

- Even though the study had its own constraints that would limit the researcher's ability to make inferences and generalisations, the current study attempted to investigate the effect of socioeconomic position on the social competence and adjustment of teenagers.
- The sample size drawn from each district was not large. So the findings of this study cannot be summarized for a large population.
- Very few colleges from each district have been included in the present study; the same study could be replicated on more colleges and on a larger sample.
- The study was restricted to the Jammu division only. In this investigation, simple random sampling and purposive sampling technique was used; however, any sampling strategy might be used in the same study.

### **SUMMARY**

The study suggests that socio-economic factors influence aspects of adolescent development. The higher socio-economic status of female adolescents, particularly in home adjustment, may indicate a need for tailored support for male adolescents in these areas. Urban areas seem to offer better socio-economic conditions, emphasizing the importance of addressing rural-urban disparities. The lack of gender distinctions in certain areas and overall social competence suggests that interventions should focus on social-economic factors rather than gender to enhance adolescent adjustment. These findings underscore the importance of considering socio-economic disparities in designing programs or policies aimed at improving adolescent well-being. This research study also summarised significant social and managerial implications. Socially, it may highlight disparities in opportunities and resources for adolescents from different socio-economic backgrounds. This understanding can inform policies aimed at reducing social inequalities and promoting equal access to education and support systems. Managerially, businesses and organizations might consider these findings when designing programs or initiatives targeting adolescent well-being. Recognizing the impact of socio-economic factors can lead to more inclusive strategies for employee assistance programs, mentorship, or community outreach efforts, fostering a more supportive environment for individuals from diverse backgrounds.



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# *APPENDICES*

## APPENDICES

 <small>T. M. Regd. No. 564838 Copyright Regd. No. © A-73256/2005 Dt. 13.5.05</small>	<p style="margin: 0;"><b>Consumable Booklet</b></p> <p style="margin: 0;">of</p> <p style="margin: 0;"><b>SCS-sss</b></p> <p style="margin: 0;"><i>(English Version)</i></p>
<p>Prof. V.P. Sharma (Raipur)</p> <p>Dr. (Mrs.) Kiran Shukla (Raipur)</p> <p>Dr. (Mrs.) Prabha Shukla (Raipur)</p>	

*Kindly write the following Biographical informations : Date*

Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ Sex : Male  Female

Educational Qualification \_\_\_\_\_

Social Status \_\_\_\_\_

Kind of Family : Joint / Nuclear \_\_\_\_\_

Total Monthly Income \_\_\_\_\_

Total No. of Brothers and Sisters \_\_\_\_\_

Educational Qualification of Your Father \_\_\_\_\_

Educational Qualification of Your Mother \_\_\_\_\_

Father's Profession / Occupation \_\_\_\_\_

Mother's Profession / Occupation \_\_\_\_\_

### INSTRUCTIONS

Fifty statements pertaining to your social competence have been given in the following pages. Your reactions or evaluation in terms of your competence that each statement bears have to be expressed in any one of the five sequential points from : Very high, High, Average, Low, and Very low; presented in Five-Points Scale.

You are requested to read each of these 50 statements and assess the level of your social competence that each statement contains by putting a tick mark  against each statement below that point in Five-Point Scale in which the level of your social competence occurs as you think. The ideas inherent in the statement reveal social competence. You assess your own level of social competence and express the level of your social competence as you think right in you. Remember that your reactions are neither right nor wrong. They are simple expression of the extent to which social competence is inherent in you. You are requested to cooperate with us freely and frankly. We express our thanks to you for the cooperation.

Have you anything to say ? Please go to the next page when you are asked to do so.

### SCORING KEY

Page	2	3	4	5	6	7	8	9	10	11	12	Total	Interpretation
Raw Score													

Scorer \_\_\_\_\_

Estd. 1971	www.npcindia.com	☎:(0562) 2601080
<b>NATIONAL PSYCHOLOGICAL CORPORATION</b>		
UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007		

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	
1.	Howsoever enmity we have with the different members of our family or society, it is our prime duty to participate in various social or religious functions of our home or society with full sensitivity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	To serve the human beings from the core of our heart in thoughts, words and deeds, and thereby displaying leadership in social and religious functions, is nothing but is service to the God.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	Maharana Pratap was so much involved in his self-respect that he compelled his children to eat bread prepared from grass in order to maintain his false social prestige. This idea reflects his social maturity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	“Oh God ! Give me only that much which may enable me to satisfy my own hunger, and by which my ‘Saint Guest’ is not forced to return hungry.” In the modern context also, this idea is relevant in India.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	To safeguard the interest of even the surrendered enemies is the index of humanity. It is, therefore, needed that the surrendered enemies be set free as a mark of protection of humanity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	Teasing a person when he is dinning, amounts to child criminality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	In the attempts to satisfy one’s own desire, to have the mental peace and to attain self satisfaction, one should never hesitate in performing and completing any social or religious function; howsoever expensive it may be from the points of wealth; and howsoever difficult it may be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
						Total score page 2	<input type="text"/>

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	

8. Man is imperfect but exemplary creation of God who is involved in various kinds of Sin-oriented and Goodness (Punya)-oriented activities which have to be borne and performed as a mark of humanity by human beings. It is, therefore, inferred that not man, but God is responsible for the results of all bad deeds. Such an assumption is an index of irrational/reasoning of an immatured individual.
9. From the ceremonial place of marriage, a dacoit eloped with the bride at the point of his gun, and the bridegroom simply watched the scene being helpless. The lover of the bride at the risk of his life saved and got her free from the dacoit. The bride, then denied to marry with that bridegroom.
10. Many princes were present in the 'Seeta Swayamvar' to break the bow of Lord Shiv. At that moment, Laxman challenged the strength of 'Parasuram' and said 'he is not so weak as to die merely by the perception of his little finger as happens in case of the flower of pumpkin (Kumhada). The idea inherent in this statement violates the spitt of social manner and social respectability.
11. After 14 years of exile in the forest, when Ram returned to Ayodhya with Seeta, on the complaint of a dhobi doubting her purity, Ram relinquished her. By his action. Ram exemplified in the world his high order social maturity.

Total score page 3

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	

12. Kidnapping of women in the present society everyday is a common phenomenon, as happened in the past in case of Ravan but the war like Ram-Ravan is not perceived in the present day. It appears that the social leaders believe in the fact that violation of social norms and limits is their very rights and duties.
13. When Dronacharya refused Eklavya to accept him as his student to teach the art of archery, he acquired it before his idol and in return as his Guru Daxina, he cut his Thumb and offered it to him. This act of Eklavya is a noble example of superior social thinking and intercaste emotional integration of the deprived community.
14. Whether it is a joint family or a nuclear one, the feeling of social organization among its members is generated only when all the members of the family live together.
15. Dushasan did not think it improper attempting Droupadi naked on the order of king Duryodhan; nor even great warriors like Bhishma and Drona opposed such a violation of the modesty of women in the society. They all remained dumb spectators of this social injustice. Being dumb spectators thereby tolerating such social injustice rather than opposing it, has become the unusual culture of the civilized and cultured elites of the modern society which they have acquired from their forefathers.

Total score page 4

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	
16.	It is the duty of the head of the family to grant full freedom to all the members of his family to discharge their social and religious duties as they desire and to allow them to participate freely in these functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	In order to strengthen the financial status of the family, it is essential that every member of the family, whether male or female, must deposit his/her monthly salary with full honesty and sincerity to the head of the family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	When the members of the family attain adolescence, they hesitate in the compliance of the orders and challenge the authority of their parents. This behaviour of the adolescence is against the social norms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	In a family, there are only two persons—the husband and wife. They have no issue. They are jealous of the children of others, with the remarks as to why the God has given the pleasure of children to them; and not to us. This reveals their unhealthy social thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	A poor student from a deprived community subsequently became the honourable Justice of the country due to his intelligence, deligence and honest efforts; but the orthodox members of his society as well as the members from the upper society did not recognise his talent and did not think desirable to give him proper place in the society. They deliberately ignored his potentiality and assessed him always inferior associating him with his lower socio-economic status of the past asserting that this boy from the deprived community cannot acquire and occupy such a prestigious position. He has no right for it. Such a thinking challenges the very social order of democratic thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
						Total score page 5 <input type="text"/>	

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	

21. Some members of the upper social class think it as their right to exploit the members of the deprived class in order to retain their superiority and hold over them. This social attitude of the upper social class violates the spirit of social justice.
22. How can you think of social equality when all the five fingers are not equal. This may be a myth; but establishment of social equality is the fundamental requirement of a healthy society; and it is essential to make efforts as much and as long as possible to minimize the social distance in the society in the process of establishment and perpetual continuance of social equality.
23. Our understanding that non-observance of our rituals like worshipping our forefathers by offering them water during specified period, will assign us a place in the hell after our death, is a symbol of our social misunderstanding and religious non-existence.
24. According to Indian tradition, to serve the Guest is to serve the God, and a person should perform this social duty even when he is in the most miserable condition so that he is entitled for the Renouncement or Nirvan after death.
25. Thinking that 'service to self is service to God', I tried to deduct commissions from the money given to me for the purchase of essential official goods, but my conscientious did not allow me due to my guilt-feeling behaviour and I have been saved from committing such a social crime.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total score page 6

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	

26. I am a respectable man of a society. A civil contractor thinks it right and justified to mix greater quantity of sand in the cement than the prescribed one with a view to earn more for the welfare of his children. I consider this act of the contractor as a social crime; and I am prepared to face any consequences in the processing of awarding punishment to him.
27. Members of the upper social class celebrate the 'Thread Ceremony' of their children. This is nothing but wasting national wealth and reveals social hypocrisy.
28. The aged parents have a desire to have a son like 'Shravan Kumar' when they attain the 'Vanprastha stage' of life. Such a thinking is nothing but a 'wishful thinking' and is only an imaginary idea in the present age.
29. As God has given the birth to everyone with their own fortune, so it is the duty of God to bear the responsibility of growing up them not of the parents. These type of views can only be seen in social-delinquents.
30. Challenging the contemporary traditional norms and values of society, and thereby establishing one's own identity through the process of practising modern reformatory social ideology in the society is undoubtedly, an index of high morale and self-confidence.

Total score page 7

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	

31. The proposal for an inter-caste marriage may symbolize the openmindedness of an individual, but it reflects the feeling of ignoring the welfare of the future generation of his family.
32. Indian Constitution has delegated equal rights to man and woman, but the custom of 'Sati' reflects the dominance of man over woman and subordination of woman to man. The 'Sati System', therefore, violates the constitutional provision of equality of man and woman in the society.
33. Leprosy is considered to be an infectious as well as an incurable disease in the society; but Gandhiji advocated that service to Leprosy patients is not only a great social service but is also a noble service to humanity.
34. An intense competitive spirit is generated in me when I find people of my society advancing and making greater progress than me.
35. Encouragement to beggary in the society not only strengthens the feeling of helplessness among the beggars but also promotes a feeling of laziness among the working hands; which undoubtedly, accounts for unaccountable financial loss to the society. It is, therefore, the prime responsibility of the progressive members of the society that they should give up the the feeling of kindness and charity to the beggars; and make efforts to raise their morale by inculcating the feeling of competition in them in the process of earning their own livelihood by themselves.

Total score page 8

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	

36. Those social leaders must be congratulated who effectively lead and successfully complete the social programmes. The social skills that they display are exemplary to other members of the society who must incorporate them into their system; rather than making criticism and comments against them. To appreciate the good qualities of a man, rather than criticizing his vices, is a better formula for social reform in the society.

37. Since God is the creator of all human beings, the feeling of untouchability and inequality in the society are symbolic to social prejudices and closeness and are against the principles of natural justice.

38. In order to bring effectiveness in social organization and maintain social discipline. Ravan thought it essential to banish Vibhishan from the country on the charges of conspiracy against the King. This banishment enabled Vibhishan to pool up his communicative social resources and exploit them effectively in the process of help extended to Lord Ram against Ravan. This conduct of Vibhishan was perfectly in accordance with social justice and humanity.

39. Mahabharat war between Kaurawas and Pandawas as brothers of the same family for the acquisition of property symbolizes the intense feeling of hoarding of wealth, which is not only improper but is also the reflection of animal instinct inherent in human beings.

Total score page 9

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	

40. Bali's power and strength is evident from the incidence of kidnapping the wife of Sugriva as well as from banishing him from his kingdom after snatching his property and lapsing his state which enabled him to regain social prestige in society. This event sketches the contemporary social system but such ideas and events are rather condemnable in the present democratic social system.
- 
41. The 'Pardah System' perpetuates social purity, modesty and sobriety among the women; but in the context of the present Indian Consitution, it not only obstructs the freedom of women in India, but also inhibits significantly the total development of their personality.
- 
42. With a view to making the future life of his daughter happier and her financial condition stronger, the father gives dowary to his daughter during her marriage, which could be said to be justified; but demanded dowary in kind and cash undoubtedly, symbolizes social greediness. It reflects devaluation of social prestige and leads to maladjustment in the family life of the husband and wife.
- 
43. The concept of sin and goodness (Punya) in the society functions on the logic that people may improve not only their earthly life but their heavenly life also. The person who has obliged others does get in return the goodness that he has shown to others.
- 

Total score page 10

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	

44. The marriage age may be quite justified from the points of their physique, but from the points of their social and emotional maturity, it creates problems of social adjustment between the couple.
45. The denial of widow-remarriage by the society promotes frustration and helplessness in them which is nothing but social injustice to them. With the permission for widow-remarriage, the widows will get encouragement for the total development of their personality.
46. In the process of attaining his social prestige and marking his individual identity in the society, Surya Kumar Suryavanshi who has come up from a depressed section of the society by dint of his involvement and hardwork, has become not only the victim of anger and hatred of some of the members of the upper social class, but has also become the prey of rivalry and jealousy of his fellow beings. The process of pulling down the upward moving man as a tradition of the society is not only an index of social injustice but is condemnable as well.
47. The nationalization of the Indian festivals seems to be essential for emotional integration in the country.

Total score page 11

Sr. No.	STATEMENTS	Reaction : To what extent the ideas expressing social competence are inherent in you ?					SCORE
		Very High	High	Average	Low	Very Low	

48. The castes and sub-castes as well as the Varnashram system of the Indian Society promote intercaste hatred and rivalry; and fail to propagate the feeling of individual specificity, inter-caste diversity, cultural richness and secularism.

49. The development and organization of a non-violent society does not symbolize cowardice characteristics of the members; but it reflects their enormous bravery, high morale and saturated self-development.

50. India was divided due to haughty nature of some persons. Inter-caste combats spread in the country like the flames of fire. I thought it foolish and cowardice to leave the country without my property which I had accumulated facing great misfortunes and miseries; but at the same time, at every moment, I had the danger of losing my life. Under these critical dilemic conditions, I decided to keep up and raise the morale of the members of my family; and this decision I took at the risk of my life which I considered to be the only service to the humanity and to the society.

**Total score page 12**

4 Reusable Booklet of AICS-ss

Sr. No. STATEMENTS

- 1 Have you ever strongly desired to go home ?
- 2 Do you often daydream ?
- 3 Do you feel that many of your friends have better educational background than in many subjects ?
- 4 Is it difficult for you to sleep sometimes even when there is no noise disturbing you ?
- 5 Do you avoid meeting your friends in a public place ?
- 6 Do you feel that true love and affection is lacking in your home ?
- 7 Do you feel quite tired by the end of the day ?
- 8 Do you feel difficulty sometimes ?
- 9 Are you often worried because of your poor memory ?
- 10 Has your home become full of problems for you, due to lack of money ?
- 11 Do you get discouraged easily ?
- 12 Are you of a shy nature ?
- 13 Do you get excited in debates ?
- 14 Are you more interested in the cinema actors than in the learned people ?
- 15 Have your parents interfered or objected to the company of some of your friends with whom you move around ?
- 16 Have you ever had a major operation ?
- 17 Does your father or mother get irritated soon ?
- 18 Do you generally ask the speaker some questions in a meeting ?
- 19 Do you believe that you are nervous ?
- 20 Do you often quarrel with your brothers and sisters ?
- 21 Do you often feel dizzy ?

Sr. No.

# STATEMENTS

- 22 Does it displease you when something little is said against you ?
- 23 Do you forget easily what you have read ?
- 24 Do your eyes get exerted when you see ?
- 25 Have you ever organized any social function by yourself ?
- 26 Are you unable to sleep because of some disturbed thoughts in your mind ?
- 27 Do you feel that your parents are more strict with you than they should be ?
- 28 Do you feel tired when you get up in the morning ?
- 29 Do you worry over an insulting experience for a long time?
- 30 Do you worry over what your future job will be ?
- 31 Are you afraid of telling your problems to your teacher ?
- 32 Is it difficult for you to speak in public ?
- 33 Do you cry easily over simple things ?
- 34 Do you get contrary ideas of love and hate towards your family members ?
- 35 Do you often have throat troubles ?
- 36 Do you often complain about nausea feeling or vomiting feeling ?
- 37 Do you think that your teachers take side of the other students ?
- 38 Has any one of your senior family members made you unhappy by passing comments on your appearance ?
- 39 Do you feel loneliness even when you are among the people ?
- 40 Do you feel gloomy when you get less marks in the examination
- 41 Do you feel that your friends get better results in the examination because they have better facilities ?
- 42 Were you sick for a long time in your childhood ?

Sr. No.

## STATEMENTS

- 43 Do you dislike the kind of happiness that makes others happy?
- 44 Are you afraid of appearing for examinations ?
- 45 Are you happy and satisfied with the presents atmosphere at home ?
- 46 Do you sometimes get strong headache ?
- 47 Do you fear that you might jump when you climb to a high place ?
- 48 Is it difficult for you to grasp the subject-matter taught in the class ?
- 49 Do you get very little help from home ?
- 50 Are you often absent from college due to sickness ?
- 51 Have you ever been unable to answer a question in class because of being afraid of speaking.
- 52 Do you get angry easily ?
- 53 Is it difficult for you to set your mind into studies ?
- 54 Do you feel inferior because your friends home atmosphere is happier than yours ?
- 55 Do you cross the road to avoid meeting a certain individual ?
- 56 Are you unhappy because of inferiority feeling ?
- 57 Is it difficult for you to write notes in the class ?
- 58 Do you feel that your parents are of old ideas ?
- 59 Are you sometimes affected with skin disease ?
- 60 Do you worry about expected problems to come ?
- 61 Do you know how to get ready for examination ?
- 62 Are you always worried because of physical morbidity ?
- 63 Do you make friends easily ?

Sr. No.

## STATEMENTS

- 64 Do you feel perplexed that people on the road are looking at you only ?
- 65 Do you feel sleepy in class even after you have had enough of sleep during the night ?
- 66 Do you feel that you are a burden to your parents ?
- 67 Does your health always trouble you ?
- 68 Do you get much disturbed because of criticism ?
- 69 Do you think of leaving the college sometimes ?
- 70 Are you satisfied with the behaviour of your brothers and sisters ?
- 71 Does the idea of being infected with a contagious disease often terrify (frighten) you ?
- 72 Do you get confounded (or baffled) very much when a teacher comes to your home suddenly ?
- 73 Do you have any doubt on the value of things you read ?
- 74 Do you have difficulty starting up a conversation with a stranger ?
- 75 Do you get bewildered easily ?
- 76 Do you like to take part in celebrating festivals or other entertainment programmes ?
- 77 Do you hesitate in coming into a room where some people are sitting and talking among themselves ?
- 78 Does your emotional or sentimental being rise or fall without any obvious cause ?
- 79 Is it difficult for you to express your ideas in writing ?
- 80 Do you often experience loneliness ?
- 81 Do you get frightened in the darkness when you are alone ?
- 82 Do you think that you get encouragement from your teacher ?
- 83 Are you careful in speaking something that hurts others ?
- 84 Does praise please you more than the work achievement ?
- 85 Do you disregard other sentiments to achieve any important goal (or object) ?

Sr. No.

## STATEMENTS

- 86 Do you think that your teacher have no interest in you ?
- 87 Do people take advantage of you sometimes ?
- 88 Does it worry you that your teachers think of you less than you really are ?
- 89 Do you come forward and bring life into a dead party or function ?
- 90 Does your mind sometimes wander or get confused so much that you forget the order of the work that you are doing ?
- 91 Do you like to work in groups ?
- 92 Do you get sometimes pleasing and sometimes sad thoughts one after the other without any reason ?
- 93 Do you think that you have chosen subjects that are most appropriate for you ?
- 94 Is it difficult for you to keep up with the progress in class ?
- 95 Do you think that after you have finished studying, you will not get the kind of job you like ?
- 96 Do you sometimes feel that you should not have been born ?
- 97 Do you have many friends in college in whom you trust ?
- 98 Do you sometimes do some things unknowingly ?
- 99 Do you quarrel with your classmates over little things ?
- 100 Do you have to be often out to have peace at home ?
- 101 Doesn't it grieve you when a teacher praises any other student ?
- 102 Are you often so much lost in thinking that you do not know what is happening around you ?



## ANSWER SHEET

## ADJUSTMENT INVENTORY FOR COLLEGE STUDENTS (AICS)

A. K. P. SINHA and R. P. SINGH

Name (नाम)---

Sex (लिंग)---

Age (आयु)---

Father's Occupation (पिता का व्यवसाय)---

Education (शिक्षा)---

Monthly Income (मासिक आय)---

Q. No. प्र० सं०	Yes हाँ	No नहीं	Q. No. प्र० सं०	Yes हाँ	No नहीं	Q. No. प्र० सं०	Yes हाँ	No नहीं	Q. No. प्र० सं०	Yes हाँ	No नहीं
1	<input type="checkbox"/>	<input type="checkbox"/>	26	<input type="checkbox"/>	<input type="checkbox"/>	51	<input type="checkbox"/>	<input type="checkbox"/>	77	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	27	<input type="checkbox"/>	<input type="checkbox"/>	52	<input type="checkbox"/>	<input type="checkbox"/>	78	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	28	<input type="checkbox"/>	<input type="checkbox"/>	53	<input type="checkbox"/>	<input type="checkbox"/>	79	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	29	<input type="checkbox"/>	<input type="checkbox"/>	54	<input type="checkbox"/>	<input type="checkbox"/>	80	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	30	<input type="checkbox"/>	<input type="checkbox"/>	55	<input type="checkbox"/>	<input type="checkbox"/>	81	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	31	<input type="checkbox"/>	<input type="checkbox"/>	56	<input type="checkbox"/>	<input type="checkbox"/>	82	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	32	<input type="checkbox"/>	<input type="checkbox"/>	57	<input type="checkbox"/>	<input type="checkbox"/>	83	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	33	<input type="checkbox"/>	<input type="checkbox"/>	58	<input type="checkbox"/>	<input type="checkbox"/>	84	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	34	<input type="checkbox"/>	<input type="checkbox"/>	59	<input type="checkbox"/>	<input type="checkbox"/>	85	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	35	<input type="checkbox"/>	<input type="checkbox"/>	60	<input type="checkbox"/>	<input type="checkbox"/>	86	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	36	<input type="checkbox"/>	<input type="checkbox"/>	61	<input type="checkbox"/>	<input type="checkbox"/>	87	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	37	<input type="checkbox"/>	<input type="checkbox"/>	62	<input type="checkbox"/>	<input type="checkbox"/>	88	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	38	<input type="checkbox"/>	<input type="checkbox"/>	63	<input type="checkbox"/>	<input type="checkbox"/>	89	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>	39	<input type="checkbox"/>	<input type="checkbox"/>	64	<input type="checkbox"/>	<input type="checkbox"/>	90	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	40	<input type="checkbox"/>	<input type="checkbox"/>	65	<input type="checkbox"/>	<input type="checkbox"/>	91	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	41	<input type="checkbox"/>	<input type="checkbox"/>	66	<input type="checkbox"/>	<input type="checkbox"/>	92	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	42	<input type="checkbox"/>	<input type="checkbox"/>	67	<input type="checkbox"/>	<input type="checkbox"/>	93	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	43	<input type="checkbox"/>	<input type="checkbox"/>	68	<input type="checkbox"/>	<input type="checkbox"/>	94	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	44	<input type="checkbox"/>	<input type="checkbox"/>	69	<input type="checkbox"/>	<input type="checkbox"/>	95	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>	45	<input type="checkbox"/>	<input type="checkbox"/>	70	<input type="checkbox"/>	<input type="checkbox"/>	96	<input type="checkbox"/>	<input type="checkbox"/>
21	<input type="checkbox"/>	<input type="checkbox"/>	46	<input type="checkbox"/>	<input type="checkbox"/>	71	<input type="checkbox"/>	<input type="checkbox"/>	97	<input type="checkbox"/>	<input type="checkbox"/>
22	<input type="checkbox"/>	<input type="checkbox"/>	47	<input type="checkbox"/>	<input type="checkbox"/>	72	<input type="checkbox"/>	<input type="checkbox"/>	98	<input type="checkbox"/>	<input type="checkbox"/>
23	<input type="checkbox"/>	<input type="checkbox"/>	48	<input type="checkbox"/>	<input type="checkbox"/>	73	<input type="checkbox"/>	<input type="checkbox"/>	99	<input type="checkbox"/>	<input type="checkbox"/>
24	<input type="checkbox"/>	<input type="checkbox"/>	49	<input type="checkbox"/>	<input type="checkbox"/>	74	<input type="checkbox"/>	<input type="checkbox"/>	100	<input type="checkbox"/>	<input type="checkbox"/>
25	<input type="checkbox"/>	<input type="checkbox"/>	50	<input type="checkbox"/>	<input type="checkbox"/>	75	<input type="checkbox"/>	<input type="checkbox"/>	101	<input type="checkbox"/>	<input type="checkbox"/>
						76	<input type="checkbox"/>	<input type="checkbox"/>	102	<input type="checkbox"/>	<input type="checkbox"/>

## SCORING TABLE (फलांकन तालिका)

Adjustment Area समायोजन क्षेत्र	a क	b ख	c ग	d घ	e च	Total योग	Interpretation विवेचन

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## Socio-Economic Status Scale by Kuppuswamy

Socioeconomic scale is important to maintain the validity of this scale as the scale depends on the overall income of the family/individual and it is susceptible to change with revision consumer price index.

14th October 2016

**Table 1: Modified Kuppuswamy Socioeconomic scale updated for January 2018.**

**(a) Occupation of the Head of the Family: -**

Sr. No.	Occupation of the Head	Score
1	Legislators, Senior Officials & Managers	10
2	Professionals	9
3	Technicians and Associate Professionals	8
4	Clerks	7
5	Skilled Workers and Shop & Market Sales Workers	6
6	Skilled Agricultural & Fishery Workers	5
7	Craft & Related Trade Workers	4
8	Plant & Machine Operators and Assemblers	3
9	Elementary Occupation	2
10	Unemployed	1

**(b) Education of the Head of the Family: -**

Sr. No.	Education of the Head	Score
1	Profession or Honours	7
2	Graduate	6
3	Intermediate or diploma	5
4	High school certificate	4
5	Middle school certificate	3
6	Primary school certificate	2
7	Illiterate	1

**(c) Total Monthly Income of the Family: -**

Sr. No.	Updated Monthly Family Income in Rs. (2012)	Updated Monthly Family Income in Rs. (2016)	Updated Monthly Family Income in Rs. (2018)	Score
1	>30375	≥ 40,430	>126,360	12
2	15188-30374	20,210-40,429	63,182-126,356	10
3	11362-15187	15,160-20,209	47,266-63178	6
4	7594-11361	10,110-15,159	31,591-47262	4
5	4556-7593	6060-10,109	18,953-31589	3
6	1521-4555	2021-6059	6327-18949	2
7	≤1520	≤ 2020	≤6323	1

**(d) Kuppuswamy's Socio-Economic Status Scale 2018: -**

Sr. No.	Score	Socioeconomic Class
1	26-29	Upper (I)
2	16-25	Upper Middle (II)
3	11-15	Lower Middle (III)
4	5-10	Upper Lower (IV)
5	< 5	Lower (V)

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Raw Scores of Rural Male Adolescents studying in degree colleges for their Socio-Economic Status Scale

S. No	Raw Scores for SES
1.	5
2.	6
3.	6
4.	8
5.	7
6.	5
7.	10
8.	5
9.	12
10.	14
11.	9
12.	18
13.	4
14.	12
15.	10
16.	11
17.	13
18.	18
19.	13
20.	11
21.	5
22.	7
23.	15
24.	8
25.	9
26.	16
27.	13
28.	14
29.	26
30.	24
31.	15
32.	4
33.	14
34.	19
35.	10
36.	19
37.	18
38.	23

Raw Scores of Rural Male Adolescents studying in degree colleges for their Socio-Economic Status Scale

S. No	Raw Scores for SES
39.	22
40.	10
41.	9
42.	15
43.	19
44.	12
45.	10
46.	8
47.	13
48.	10
49.	15
50.	10
51.	17
52.	13
53.	16
54.	12
55.	10
56.	15
57.	18
58.	13
59.	13
60.	12
61.	10
62.	8
63.	7
64.	16
65.	8
66.	12
67.	14
68.	13
69.	7
70.	12
71.	13
72.	15
73.	13
74.	10
75.	20

Raw Scores of Urban Male Adolescents studying in degree colleges for their Socio-Economic Status Scale

S. No	Raw Scores for SES
1.	15
2.	22
3.	19
4.	15
5.	26
6.	18
7.	8
8.	10
9.	17
10.	21
11.	16
12.	18
13.	22
14.	14
15.	12
16.	10
17.	9
18.	8
19.	9
20.	12
21.	15
22.	8
23.	20
24.	15
25.	13
26.	10
27.	19
28.	21
29.	14
30.	20
31.	7
32.	9
33.	22
34.	7
35.	21
36.	6
37.	9
38.	7
39.	20

Raw Scores of Urban Male Adolescents studying in degree colleges for their Socio-Economic Status Scale

S. No	Raw Scores for SES
40.	10
41.	8
42.	3
43.	4
44.	20
45.	21
46.	16
47.	14
48.	17
49.	16
50.	24
51.	14
52.	4
53.	20
54.	16
55.	18
56.	13
57.	17
58.	20
59.	15
60.	23
61.	13
62.	18
63.	11
64.	14
65.	3
66.	25
67.	13
68.	18
69.	22
70.	15
71.	20
72.	25
73.	13
74.	23
75.	19

Raw Scores of Urban Female Adolescents studying in degree colleges for their Socio-Economic Status Scale

S. No	Raw Scores for SES
1.	16
2.	11
3.	15
4.	26
5.	12
6.	14
7.	14
8.	13
9.	21
10.	17
11.	10
12.	10
13.	16
14.	14
15.	22
16.	22
17.	14
18.	24
19.	14
20.	16
21.	14
22.	11
23.	18
24.	17
25.	14
26.	8
27.	18
28.	14
29.	24
30.	16
31.	18
32.	15
33.	14
34.	12
35.	28
36.	18
37.	13
38.	7

Raw Scores of Urban Female Adolescents studying in degree colleges for their Socio-Economic Status Scale

S. No	Raw Scores for SES
39.	16
40.	17
41.	11
42.	17
43.	7
44.	17
45.	14
46.	13
47.	9
48.	15
49.	10
50.	14
51.	14
52.	20
53.	16
54.	17
55.	7
56.	15
57.	16
58.	16
59.	16
60.	12
61.	14
62.	17
63.	15
64.	18
65.	19
66.	22
67.	17
68.	16
69.	17
70.	16
71.	16
72.	23
73.	16
74.	22
75.	19

Raw Scores of Rural Female Adolescents studying in degree colleges for their Socio-Economic Status Scale

S. No	Raw Scores for SES
1.	12
2.	9
3.	16
4.	11
5.	22
6.	14
7.	25
8.	18
9.	19
10.	18
11.	14
12.	21
13.	15
14.	21
15.	14
16.	13
17.	6
18.	21
19.	2
20.	20
21.	8
22.	23
23.	25
24.	13
25.	12
26.	26
27.	18
28.	14
29.	5
30.	5
31.	14
32.	17
33.	19
34.	21
35.	12
36.	19
37.	9
38.	15
39.	22

Raw Scores of Rural Female Adolescents studying in degree colleges for their Socio-Economic Status Scale

S. No	Raw Scores for SES
40.	14
41.	16
42.	13
43.	20
44.	14
45.	12
46.	15
47.	18
48.	10
49.	16
50.	9
51.	21
52.	13
53.	4
54.	16
55.	11
56.	13
57.	16
58.	16
59.	15
60.	25
61.	11
62.	20
63.	18
64.	15
65.	16
66.	17
67.	18
68.	24
69.	15
70.	4
71.	21
72.	3
73.	4
74.	4
75.	20

Raw Scores of Urban Male Adolescents studying in degree colleges for their  
Adjustment Scale

S. No	Raw Scores for Adjustment
1.	59
2.	61
3.	53
4.	50
5.	50
6.	53
7.	36
8.	41
9.	37
10.	32
11.	29
12.	48
13.	41
14.	46
15.	39
16.	47
17.	42
18.	32
19.	38
20.	41
21.	37
22.	59
23.	32
24.	38
25.	50
26.	50
27.	44
28.	44
29.	51
30.	31
31.	44
32.	50
33.	54
34.	52
35.	48
36.	62
37.	41
38.	31

Raw Scores of Urban Male Adolescents studying in degree colleges for their  
Adjustment Scale

S. No	Raw Scores for Adjustment
39.	25
40.	33
41.	38
42.	39
43.	28
44.	25
45.	26
46.	34
47.	28
48.	29
49.	33
50.	35
51.	41
52.	45
53.	35
54.	50
55.	41
56.	45
57.	48
58.	51
59.	47
60.	51
61.	44
62.	36
63.	41
64.	49
65.	42
66.	47
67.	47
68.	48
69.	36
70.	38
71.	32
72.	28
73.	39
74.	56
75.	41

Raw Scores of Rural Male Adolescents studying in degree colleges for their  
Adjustment Scale

S. No	Raw Scores for Adjustment
1.	54
2.	50
3.	63
4.	42
5.	58
6.	52
7.	53
8.	41
9.	49
10.	62
11.	50
12.	54
13.	43
14.	51
15.	50
16.	36
17.	37
18.	38
19.	48
20.	29
21.	42
22.	30
23.	21
24.	43
25.	35
26.	26
27.	37
28.	40
29.	36
30.	39
31.	46
32.	29
33.	36
34.	39
35.	51
36.	47
37.	42
38.	54

Raw Scores of Rural Male Adolescents studying in degree colleges for their  
Adjustment Scale

S. No	Raw Scores for Adjustment
39.	36
40.	37
41.	37
42.	30
43.	28
44.	52
45.	51
46.	49
47.	59
48.	24
49.	43
50.	46
51.	56
52.	42
53.	49
54.	41
55.	38
56.	41
57.	42
58.	37
59.	46
60.	26
61.	42
62.	46
63.	48
64.	46
65.	48
66.	52
67.	48
68.	50
69.	34
70.	47
71.	38
72.	41
73.	57
74.	36
75.	32

Raw Scores of Urban Female Adolescents studying in degree colleges for their  
Adjustment Scale

S. No	Raw Scores for Adjustment
1.	62
2.	59
3.	53
4.	43
5.	65
6.	56
7.	52
8.	50
9.	59
10.	54
11.	50
12.	55
13.	49
14.	34
15.	53
16.	55
17.	46
18.	49
19.	50
20.	57
21.	55
22.	53
23.	49
24.	45
25.	45
26.	43
27.	50
28.	54
29.	51
30.	53
31.	49
32.	52
33.	35
34.	38
35.	41
36.	42
37.	41
38.	40

Raw Scores of Urban Female Adolescents studying in degree colleges for their  
Adjustment Scale

S. No	Raw Scores for Adjustment
39.	48
40.	47
41.	39
42.	47
43.	49
44.	44
45.	41
46.	42
47.	40
48.	40
49.	32
50.	39
51.	21
52.	28
53.	22
54.	39
55.	27
56.	27
57.	39
58.	41
59.	36
60.	33
61.	35
62.	40
63.	30
64.	33
65.	37
66.	41
67.	36
68.	35
69.	37
70.	35
71.	41
72.	31
73.	42
74.	23
75.	53

Raw Scores of Rural Female Adolescents studying in degree colleges for their  
Adjustment Scale

S. No	Raw Scores for Adjustment
1.	59
2.	57
3.	54
4.	55
5.	53
6.	52
7.	54
8.	51
9.	54
10.	54
11.	50
12.	57
13.	50
14.	50
15.	57
16.	51
17.	51
18.	50
19.	50
20.	44
21.	47
22.	46
23.	47
24.	58
25.	47
26.	54
27.	41
28.	44
29.	43
30.	49
31.	49
32.	52
33.	51
34.	42
35.	31
36.	36
37.	48
38.	39

Raw Scores of Rural Female Adolescents studying in degree colleges for their  
Adjustment Scale

S. No	Raw Scores for Adjustment
39.	53
40.	39
41.	37
42.	49
43.	26
44.	28
45.	37
46.	36
47.	25
48.	20
49.	35
50.	26
51.	25
52.	19
53.	27
54.	28
55.	26
56.	27
57.	35
58.	25
59.	39
60.	22
61.	47
62.	37
63.	32
64.	42
65.	44
66.	42
67.	46
68.	38
69.	37
70.	42
71.	36
72.	54
73.	50
74.	26
75.	30

Raw Scores of Urban Female Adolescents studying in degree colleges for their  
Social- Competence Scale

S. No	Raw Scores for Social-Competence
1.	215
2.	210
3.	197
4.	202
5.	206
6.	200
7.	168
8.	174
9.	188
10.	213
11.	213
12.	185
13.	200
14.	223
15.	198
16.	215
17.	217
18.	170
19.	182
20.	169
21.	157
22.	196
23.	182
24.	168
25.	202
26.	190
27.	185
28.	156
29.	169
30.	155
31.	205
32.	189
33.	177
34.	158
35.	162
36.	171
37.	182
38.	165

Raw Scores of Urban Female Adolescents studying in degree colleges for their  
Social- Competence Scale

S. No	Raw Scores for Social-Competence
39.	179
40.	206
41.	198
42.	187
43.	188
44.	199
45.	143
46.	149
47.	154
48.	147
49.	132
50.	153
51.	128
52.	106
53.	107
54.	138
55.	127
56.	130
57.	165
58.	171
59.	161
60.	129
61.	146
62.	192
63.	121
64.	135
65.	174
66.	196
67.	140
68.	130
69.	158
70.	142
71.	146
72.	133
73.	135
74.	125
75.	190

Raw Scores of Rural Female Adolescents studying in degree colleges for their Social-Competence Scale

S. No	Raw Scores for Social-Competence
1.	211
2.	199
3.	179
4.	214
5.	198
6.	190
7.	187
8.	214
9.	402
10.	199
11.	211
12.	175
13.	121
14.	187
15.	192
16.	205
17.	160
18.	193
19.	178
20.	202
21.	187
22.	200
23.	185
24.	179
25.	188
26.	193
27.	178
28.	189
29.	167
30.	177
31.	162
32.	188
33.	153
34.	139
35.	128
36.	142
37.	140
38.	139

Raw Scores of Rural Female Adolescents studying in degree colleges for their Social-Competence Scale

S. No	Raw Scores for Social-Competence
39.	158
40.	147
41.	136
42.	139
43.	164
44.	136
45.	139
46.	139
47.	121
48.	110
49.	132
50.	105
51.	123
52.	111
53.	122
54.	133
55.	125
56.	125
57.	140
58.	122
59.	140
60.	125
61.	146
62.	133
63.	128
64.	144
65.	159
66.	144
67.	173
68.	146
69.	148
70.	159
71.	142
72.	160
73.	150
74.	118
75.	135

Raw Scores of Urban Male Adolescents studying in degree colleges for their Social-  
Competence Scales

S. No	Raw Scores for Social Competence
1.	220
2.	245
3.	245
4.	195
5.	212
6.	245
7.	161
8.	184
9.	175
10.	142
11.	148
12.	166
13.	138
14.	175
15.	150
16.	168
17.	147
18.	145
19.	150
20.	159
21.	154
22.	207
23.	138
24.	132
25.	190
26.	195
27.	164
28.	150
29.	153
30.	123
31.	175
32.	180
33.	208
34.	198
35.	176
36.	197
37.	177
38.	153

Raw Scores of Urban Male Adolescents studying in degree colleges for their Social-  
Competence Scale

S. No	Raw Scores for Social – Competence
39.	147
40.	145
41.	144
42.	132
43.	142
44.	127
45.	147
46.	125
47.	121
48.	136
49.	117
50.	134
51.	122
52.	125
53.	136
54.	203
55.	141
56.	173
57.	140
58.	170
59.	159
60.	155
61.	150
62.	144
63.	134
64.	151
65.	150
66.	153
67.	127
68.	143
69.	134
70.	123
71.	137
72.	104
73.	139
74.	165
75.	132

Raw Scores of Rural Male Adolescents studying in degree colleges for their Social-Competence Scale

S. No	Raw Scores for Social-Competence
1.	197
2.	219
3.	216
4.	181
5.	208
6.	189
7.	203
8.	135
9.	171
10.	220
11.	205
12.	209
13.	186
14.	192
15.	193
16.	158
17.	121
18.	151
19.	171
20.	100
21.	148
22.	120
23.	110
24.	156
25.	132
26.	120
27.	124
28.	144
29.	125
30.	139
31.	127
32.	125
33.	148
34.	142
35.	184
36.	149
37.	138
38.	172

Raw Scores of Rural Male Adolescents studying in degree colleges for their Social-Competence Scale

S. No	Raw Scores of Social-Competence
39.	124
40.	147
41.	127
42.	128
43.	115
44.	170
45.	176
46.	156
47.	208
48.	138
49.	140
50.	157
51.	215
52.	163
53.	172
54.	148
55.	123
56.	121
57.	180
58.	127
59.	165
60.	100
61.	118
62.	135
63.	118
64.	161
65.	152
66.	147
67.	125
68.	175
69.	120
70.	146
71.	135
72.	139
73.	162
74.	121
75.	109

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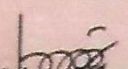
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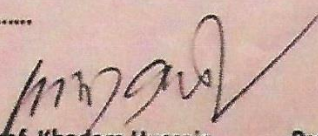


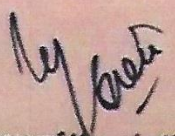
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