



## ACHIEVEMENT MOTIVATION, ADJUSTMENT LEVELS AND WELL-BEING OF THE STUDENTS EXPOSED TO VIOLENCE

Aijaz Bhat<sup>1</sup>, Dr Zahoor Ahmed Lone<sup>2</sup>, Hitesh Mohan<sup>3</sup>

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### Abstract

Adolescence is a period of transition marked by changes in one's identity and the consolidation of prior knowledge. It is characterized by the setting of objectives, which determines one's drive for achievement and adjustment. Young people are particularly susceptible to developmental trajectories or aberrations due to extended exposure to violence. There is little research on the adolescent school-age population living in conflict zones' coping mechanisms, motivation for accomplishment, and overall wellbeing. This study aimed to investigate how patterns of adjustment, motivation for accomplishment, and well-being of school-going teenagers in Kashmir were influenced by exposure to violence and use of different social networking sites. A sample of 503 school-going adolescents between the ages of 15 and 17 was purposefully chosen for this cross-sectional study. Living under an enforced curfew (90.7%), seeing a friend or family member being beaten or humiliated (42.5%), and verbal abuse (35%), were the most often reported violence-related occurrences by participants. Only 13.52% of participants demonstrated highly inadequate adjustment, and only 4.57% of participants demonstrated lowest success drive, despite having grown up in violent environments. A substantial positive association between psychological health and accomplishment motivation was also found in the data. The outcome indicates that adjustment and well-being have a positive association, which means that one will have an impact on the other when the other is affected.

**Keywords:** Adolescents, Achievement, Motivation, Well-being, and Adjustment.

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<sup>1</sup>Research Scholar, Department of Psychology, Lovely Professional University, Punjab, India,

<sup>2</sup>Assistant Professor, Department of Psychology, Lovely Professional University, Punjab, India,

<sup>3</sup>Research Scholar, Department of Psychology, Lovely Professional University, Punjab, India,

ORCID ID: <https://orcid.org/0000-0002-3362-3103>

Email: <sup>1</sup>[aijaz\\_psychologist@ymail.com](mailto:aijaz_psychologist@ymail.com), <sup>2</sup>[zahoor.20966@lpu.co.in](mailto:zahoor.20966@lpu.co.in), <sup>3</sup>[hitesh.mohan71@gmail.com](mailto:hitesh.mohan71@gmail.com)

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## **1. Introduction**

The prolonged violence in Kashmir has a significant negative impact on young residents' psychological development and mental health. Daily violent incidents do take place in Kashmir. When two sides have conflicting objectives or ideologies, violence results. Security forces and the general populace are the two groups involved in the Kashmir situation. Nearly everyone in Kashmir has been traumatized by violence. According to human rights organizations and news organizations, the total number of deaths in the conflict in Kashmir as a result of insurgency and counterinsurgency actions was about 70,000 (as opposed to the 47,000 claimed by Indian officials). Additionally, there have been 8,000 recorded enforced disappearances (4,000, according to Indian officials), and in both of these cases, civilians make up the majority of these groups (Dar, 2011).

The frequency of people with mental health issues was negligible prior to the beginning of violence in Kashmir Yaswi and Haque, (2008). The general people in Kashmir had been traumatized by the cycles of violence, which led to suffering and misery being a recurring feature in the life of the civilian population De Jong et al., (2008). According to Margoob et al., (2006), there has been an increase in psychosocial morbidity among residents of Kashmir as a result of the regular exposure of locals to high levels of violence. The clashes between militants and authorities often occur at public places, the general population is literally caught in the crossfire between militants and security forces and forced to witness the violence first hand. People having exposure to violence on daily basis usually suffer from psychological disorders like PTSD Sack et al., (1999); Seino et al., (2008). People diagnosed with PTSD in Kashmir; the worst affect population is younger age group in comparison to older adults Wani, and Margoob (2006). Violence in situation poses many multiple psychological, social, economic, and environmental challenges to integrity of an individual and to public life (Pedersen, 2006). Living under such conditions for prolong period interferes with individual's sense of identity (Das, 2007) and negatively impacts his or her psychological integrity (Baker and Shalhoub (1999); Giacaman et al., (2007); Punamaki et al., (2002).

Evidence indicates lifetime prevalence of traumatic events experienced by the inhabitants of four districts of the Indian part of Kashmir and the most frequently reported traumatic events were witnessing firing and explosions (81%) and reported (74%) of exposure to combat zones Margoob et al., (2006). In a community survey conducted by de Jong et al., (2008) found a high level of ongoing violence across the region with civilians being caught in the crossfire. The majority of people stated having been exposed to exposed to crossfire (86%)

and round-up raids (83%). A significant proportion of people reported being subjected to maltreatment (44%), forced labour (33%), kidnapping (17%), torture (13%) and sexual violence (12%). Similarly, in another study inhabitants of north Kashmir reported witnessing beating of family member or friend (37%), living under enforced prolonged curfew (78%) and 27% reported being threatened with death as violence-related events Bhat and Rangaiah (2015). The psychosocial consequences of a violence situation interfere with the psychological development of the individual and the collective Baker and Shalhoub (1999); Punamäki et al., (2002). Many studies have focused on posttraumatic growth and symptoms, predictive factors in conflict Dahl et al., (1998); Seino et al., (2008). In majority of these studies, severity of stressors was predictive of the level of posttraumatic symptoms and the outcome, which was posttraumatic stress disorder (PTSD).

When coping with stress brought on by environmental constraints, adjustment is the behavioral process of maintaining a balance of positive feelings, competing needs, or needs toward one's life and self (White, 1974). According to McClelland et al. (1953), achievement motivation is a well-established universal notion and a frequently explored aspect of psychological functioning. In many cultures, academic and professional success has typically been linked to the desire to achieve social prestige and respect through the accomplishment of difficult tasks, competition, and autonomous work (Matsumoto, 2009). Violence's effects on motivation for accomplishment and adjustment in the high-risk group, such as school-age children or teenagers, have not yet been studied. The current study aims to investigate the relationship between adjustment, drive for achievement, and exposure to violence. Additionally, studies on the relationships between these characteristics and social media, socioeconomic status, and academic performance have been conducted. People are now more likely to experience stress and hopelessness due to the difficult circumstances. The research study mentioned above not only clarifies the stress and problems that individuals face, but it also highlights the numerous coping mechanisms that people have adopted to deal with the pressure they are placed under. This also refers to the fact that the research study describes the various measures people have attempted to deal with the resulting mental and emotional consequences. The research study also offers a thorough overview of the findings that clarify the causes of stress and elaborate on the motivations behind the coping strategies people adopt to manage the stress and protect their mental health during these tough times Mohan and Lone (2022)

## **2. Method**

### **Design**

This study utilised a cross-sectional correlation design.

### **Sample**

A cross-sectional sample of 503 students in the age group of 15–17 years was obtained using the purposive sampling technique. The sample was drawn from higher secondary schools in ten districts (Anantnag, Baramulla, Bandipora, Budgam, Ganderbal, Kulgam, Kupwara, Pulwama, Shopian, and Srinagar,) of Kashmir.

### **Procedure**

The researcher requested permission from the school administration to interview adolescents for data. The study's purpose and the students' rights as volunteers were explained to them. They were given the assurance of confidentiality and asked to participate only if they wished to. Before participating in the study, participants and their parents were asked to sign an informed consent form, and each student and parent was given a copy of the form. In about 50 to 60 minutes, the participants completed the surveys. The study's response rate was 93%. In this study, initial contact was made with 600 individuals, who were then evaluated for Kashmir conflict exposure. For the assessment, 540 participants met the requirements for inclusion, and 540 test sets were given to participants in 10 districts. There were only 532 response sets returned, and 8 people did not respond. Only the data for 503 of the 532 individuals were examined. Six participants had scores between 20 and 33 on the social desirability scale, and their responses were disregarded from the study. 23 participants were also removed from the study because they only partially completed test questions. Our study had a marginal attrition rate of 6.86%; nonetheless, this attrition rate is relatively common in non-experimental studies in the literature.

### **Ethical considerations**

The Indian Council of Medical Research (ICMR)'s (treatment of participants) adhered to its ethical standards. The researcher has tried to protect the participants' identity. This is essential to make sure that the data is impartially and ethically analysed. The researcher also made sure that each participant understood the goal of the study. This involves making sure that participants are free to leave the study if they experience any pain. Last but not least, the researcher has ensured that each participant signs a release allowing the research study to disclose the data obtained. Therefore, it can be concluded that the researcher has succeeded in doing this study of research ethically, which will ultimately increase its validity, by making sure that the aforementioned criteria are followed.

### **Measures**

### **Demographic data schedule**

In the current study socio-demographics were assessed by using latest version of socio-demographic scale Singh et al., (2017). Furthermore, data schedule also elicited information about usage of multiple social networking sites, family structure, and marks obtained in last attended examination.

### **Social Desirability Scale**

This scale will be used to assess the 'faking good' and 'faking bad' responses in participants Crowne and Marlowe (1960). This scale consists of 33 items and each item is responded as true or false. Responses are classified as low scorers (0-8), average scores (9-19), and high scores (20-33).

### **Exposure to violence**

The checklist 'was developed by Bhat and Rangaiah in (2015) and it was designed after traumatic events reported in previous studies on Kashmir conflict Dar, (2011). The final version of the checklist consists of 16 items and the respondent had to report whether or not a particular event had occurred. For example, "Have you been hit with a bullet?" or "Have your family members been killed?". The respondent had to report whether or not a particular event had occurred; for instance, "Have you been hit with a bullet?" or "Have your family members been killed?". Every item that receives a response of "yes" is scored as 1 and the range of possible scores is 0–16. Higher scores reflect greater exposure to violence. Based on their responses, the participants were categorized into three groups differing in level of exposure to violence: Group 1: mild exposure, which reported exposure up to five traumatic events; Group 2: moderate exposure, which reported being exposed to six two to ten of the traumatic events listed; and Group 3: high exposure, whose members reported being exposed to eleven or more traumatic events.

### **Adjustment inventory**

The adjustment inventory for school students (AISS-ss) was developed by Sinha and Singh (2008) designed to assess adjustment in adolescents aged between 14 to 18 years. The reliability of the scale was established using a sample of 40 schools ( $n = 1950$ ) in the age range 14-18 years from Bihar and the authors reported that AISS-ss has an acceptable internal consistency coefficient (0.94) and adequate test-retest reliability (0.93). The AISS-ss has 60-items that are answered on a 3-point Likert type scale ranging from 'always', 'sometimes', and 'never'. The range of possible scores on the test is 0–120 and higher scores on the AISS-ss indicate unsatisfactory adjustment. The AISS-ss has three subscales: (1) emotional adjustment, (2) social adjustment and (3) educational adjustment. In the current study, Cronbach's  $\alpha$  values were 0.96, 0.97, and 0.97 for emotional adjustment, social

adjustment, and educational adjustment subscales, respectively.

#### **Achievement motivation scale**

The achievement motivation scale (AMSn-DM) is a 50-item self-report measure of factors behind achievement motivation Deo and Mohan (2008). Each item is rated on a 5-point Likert-type scale ranging from “always” to “never”. The total score ranges from 0 to 200. The reliability of the scale was established using a sample of 134 young adults and the authors reported that AMSn-DM has an adequate test-retest reliability over a 4–6 weeks period (0.69).

#### **Psychological Wellbeing**

It should be noted that the 18 psychological wellbeing questions have been used in the questionnaire covering 6 factors (Autonomy, The Environmental Mastery, The Personal Growth, The Positive Relations with Others, The Purpose in Life, and The Self-Acceptance) developed by Ryff et al., (2007) that help in measuring psychological wellbeing.

#### **Data Analysis**

Descriptive analysis was conducted to depict distribution of socio-demographics, levels of adjustment, achievement motivation and academic performance. Furthermore, correlational analysis was also conducted to demonstrate relationships among variables and significant correlations were reported at 0.05 level of significance. All analyses were performed using IBM SPSS Statistics Version 23.

### **3. Results**

#### **Demographic Characteristics**

In the current study the 503 participants took part and their age ranged from 15 years to 17 years with 69.80% being male. The most participants were from nuclear families (77.5%) and mostly residing in urban locations (60.5%). Participants were also using multiple social networking sites i.e., 59.44%, 48.31% belonging to upper-lower class socio-economic status and 49.50 were having moderate exposure to violence and more details are presented in (table 1 about here).

#### **Description of exposure to violence**

A distribution of the violence-related events experienced by the participants was assessed to gauge the level of exposure to violence among school going students in Kashmir. The highest percentage of participants (90.66) reported having spent prolonged time under curfew as a conflict-related event they experienced, whereas the least reported event (2.58%) was witnessing an encounter between militants and security forces. (table 2 about

here) presents the complete distribution of violence-related events witnessed by participants.

#### **Description of adjustment and achievement motivation levels**

The distribution of participants according to different levels of adjustment and achievement motivation and the percentage, mean and SD at each level is presented in (table 3 about here). In the sample under consideration, 48.11% participants showed average adjustment; 13.52% participants showed extremely unsatisfactory adjustment and only 5.37% were highly adjusted. Similarly, on achievement motivation 37.57% participants showed average motivation; 0.40% were highly motivated and only 4.57% showed lowest motivation.

#### **Correlates of adjustment and achievement motivation**

Table 4 shows the results of the correlation analysis which was performed to investigate relationship among all the study variables. Person's and Point Biserial correlation coefficients were computed. The results showed that overall adjustment was negatively correlated with achievement motivation, academic performance and socio-economic status. Whereas overall adjustment was found to be positively associated with exposure to violence and social media. Similarly, achievement motivation and academic performance have been found positively associated with socio-economic status. Whereas achievement motivation and academic performance were negatively correlated with exposure to violence and social media.

#### **Psychological Well-being**

The mean, standard deviation, skewness, and kurtosis of all six subscales of the 18-item psychological wellbeing scale are reported in (table 5 about here). The response to the questionnaire has been collected from 503 respondents. It is found that out of 503 respondents' percentage of female are 29.82% and the percentage of male are 70.18%.

Autonomy is the factor that measures the confidence of a person. From the analysis it is found that autonomy is almost equivalent for female and male. Therefore, it can be said that confidence level of male and female remains same due to violence.

Again, if environmental mastery is considered then it is found that scale score of males is greater than in case of females. Environmental mastery measures the psychological state that where a person feels in control of his or her life. Therefore, higher scale score in environmental mastery indicates better psychological wellbeing just like autonomy. Hence, in case of violence hit people it is found that environmental mastery score is higher in case of males compared to females indicates better psychological wellbeing of males.

Personal growth is another aspect that measures psychological wellbeing of a person. It measures the challenge taking attitude of a person and his or her tendency to experience new things and view about the world. If the score is high, then it adds positive impact on psychological wellbeing. From the study on 503 people, it is found that for male's personal growth score is higher than females.

Furthermore, it is found from the analysis that scale score of males in case of positive relations with others is higher compared to females. Positive relations with others measure the tendency of a person to meet with others and willingness to spend time with others. Higher scale score of the factor better will be the psychological wellbeing. The findings indicate that male tend to meet more people compared to females.

It can be observed that the scale score related to purpose in life is higher in case of males compared to females. In order to measure focus towards life goals and ambitions, purpose of life factor is used. Due to violence, the purpose of life score is found to be lower in case of females. It indicates females became less focussed towards ambitions and goals due to violence.

Finally, from (table 6, gender about here), it can be observed that the scale score of self – acceptance is higher in case of females compared to males. It is used for measuring the satisfaction level a person gains from his or her achievements. Higher the scale score of self – acceptance, better will be psychological wellbeing. Due to violence, the self – acceptance of males got much more adversely affected.

#### **Correlates of Psychological Wellbeing and Achievement Motivation**

Presenting correlation coefficients between dimensions of psychological wellbeing and achievement motivation (table 7 about here)

The results show that there is a significant positive correlation between the domains psychological wellbeing and achievement motivation. Each dimension of psychological wellbeing is significantly correlated to achievement motivation.

#### **Correlates of Psychological Wellbeing and Adjustment**

The (table 8 about here) indicates positive or negative correlation between different parameter of adjustment and Well-being. Correlation between 0 to 1 is Positive and between 0 to -1 is negative between different parameter of adjustment and Well-being. Correlation between educational adjustment and wellbeing is 0.12 which shows positive relation. Correlation between social adjustment and wellbeing is 0.16 which shows positive relation, correlation between emotional adjustment and wellbeing is -0.06 which shows negative relation. This shows that adjustment and

well-being have positive relation which means effect on one will lead to impact on other.

#### **4. Discussion**

The findings of the study show high prevalence of violence-related events among the participants and similar findings were reported in other researches Bhat and Rangaiah (2015); De Jong et al., (2008); Margoob et al., (2006). Most commonly reported violence related events were living under enforced curfew (90.7%), witnessing family member or friend being beaten or humiliated (42.5%) and verbal abuse (35%). Similar, prevalence rates of violence related events were observed by Bhat and Rangaiah (2015) in young Kashmiri adults aged 19 to 24 years. Participants were mostly belonging to lower middle class (31%) and upper lower class (48%). The current study also reported 59% participants were using multiple social networking sites. Participants were having prolonged exposure to violence; mild exposure (30%); moderate exposure (50%); and high exposure (20%).

Despite living under war zones for prolonged period only 13.52% participants showed extremely unsatisfactory adjustment. Similarly, 4.57% participants showed lowest motivation. Unsatisfactory adjustment was negatively associated with higher achievement motivation, academic performance, and socio-economic status. Further, unsatisfactory adjustment was positively related with higher level of violence and multiple social networking sites. Higher socio-economic status was positively associated with achievement motivation and academic performance. High level exposure to violence and usage of multiple social networking sites was associated with low achievement motivation and poorer academic performance. The present study has certain limitations that restrict the generalizability of findings to an extent. The sample was selected purposively and in ten districts only 50 students were assessed due to which representativeness of sample may be limited. The exposure to violence was measured by the number of incidences experienced from birth till date of assessment and we relied on participants recall as evidence suggests retrospective studies are vulnerable to recall bias De Jong et al., (2008). In general, those who are motivated to be successful are more interested in moving toward the future and paying attention to innovative activities and they are more involved in future plans. Such people understand the situations in which their abilities are tested motivation as a prerequisite for success and superiority.

#### **Limitations and Recommendations**

The study provides an insight into various problems being faced by the adolescents of Kashmir in different areas. The findings cannot be generalized

as the sample was taken from ten districts. The results are limited to the information obtained from the questionnaires only. A longitudinal study may help in better understanding of the adolescence related issues as these changes are ongoing. A strong need is felt in terms of providing of community-based care to the adolescents of Kashmir to enhance their level of adjustment in various spheres of life. Adolescents should be provided with congenial atmosphere at home, society and in school to take decisions and provide opinions. As the frustration due to problems could get expressed through various antisocial activities, a strong need of community-based care is being felt for the youth. This study can also help in devising various intervention programs which could be problem specific. Findings could also be helpful for, researcher, policy maker, teachers, and other school personals to understand their students and can deal with them effectively. Government should provide every avenue for the betterment of the adolescents of Kashmir.

## **5. Conclusion**

We assume that the findings of the present study can contribute to understand the devastated consequences of violence on developmental trajectories of school going adolescents in Kashmir. Trauma and deviant patterns in behaviour are inherited in societies living under prolonged conflict. This study aimed to understand relationship of violence with adjustment and achievement motivation. Higher level of exposure to violence was found to be strongly related to unsatisfactory adjustment and low achievement motivation.

Adolescents are vital, potential agents for positive societal change. But in Kashmir the ability of Adolescents to engage in socio-political transformation is hindered by the lack of safe space and continued political insecurity. The use of non-violent means to voice their aspirations has failed to make an impact, resulting in widespread disillusionment. Promoting competencies has the potential to prevent high risk behaviours, psychological problems and enhance resilience among the children and adolescents. Worldwide increasing attention has been given on primary prevention of mental illness and risk reduction to vulnerability to mental illness. School based interventions possess a great potential in reducing the risk factors and increasing the protective factors to promote the mental health and well-being of adolescents. A well-timed comprehensive program in the schools using teachers as facilitators have the potential for building competencies results in yielding high long-term returns on investment on adolescent. A mental health promotion program for adolescents can only be successful if it is centered on their felt needs and concerns, age specific, flexible, and culturally appropriate.

It's seen that some adolescents are able to deal with these changes successfully, but some may not be able to move ahead because of many reasons like parenting, school environment, peer support and individual factors. In the present study analysis of the result showed that adolescent boys and girls of Kashmir are maladjusted in different areas like family, school, and social and on personal front. Comparing male and female adolescents in various problem areas it was found that the two groups do not differ significantly to each other. The possible reasons for the above finding may be that both adolescent boys and girls of Kashmir are facing same type of adjustment problems like Parental dominance, fake administration, corrupted officials, incompetent teachers, social inferiorities, insecurity, lack of affiliation, isolation, home violence etc. in different areas of life like in family, schools, society, personal front, etc. which have made their lives equally maladjusted. However adolescent boys of Kashmir have shown somewhat higher level of adjustment as compared to the adolescent girls as per their means. This may be because the males are usually considered as bread earners especially in Indian families which may have increased the parental and social expectations and may lead to different problem behaviours among them like frustration, illogical fears, worries related to present and future career, depression, personal handicap, health, feeling of failure and inferiority etc.

## **Suggestions**

The basic needs for the promotion of motivation, adjustment, and wellbeing of adolescents in schools is through Seminars and conferences are:

- An environment that enables adolescents to help to address community issues should be encouraged. These could include opportunities to affect change to the local education system and support localized entrepreneurial capacity.
- The students must be informed about how to have a positive state of mind. They should be provided training related to skills of self-confidence and self-esteem. Information should be provided on how to overcome stressful situations and how to use skills for solution of problems. There is need to manage negative feelings, such as, sadness, anger, anxiety, and worries. In today's generation children think that to share difficulties with others as their weakness. In Schools environment needs to be changed. Teachers need to teach students in a friendly way. There should be no gap between teachers and student, then and only the teachers will be able to understand the minds of the children.
- The students in schools must be given training that will prevent them from dangerous steps like suicide due to exam failure, love failure or other personal life problems. In home they should not

feel that domestic violence is going upon them. Suicidal thoughts are common among children. They do not know how to take failures in a positive way. Due to pressure from parents and high expectations the students feel like failure means weakness.

- Students should be provided information about how to recognize early signs of psychological problems. The teachers must be also informed about common psychological and behavioral weakness among adolescents. Teachers should be also trained about how to identify and help students with psychological problems. Teachers need to be sensitized about psychological issues of adolescents.
- The students need to be trained how to handle exam fear, failure, and stress. Teachers need to have teaching skills to improve motivation, study habits, concentration, and memory among students. Care must be taken of dropout students, and they must not lose their hope but should continue their studies. Parents want 'A' grade results and use to send their students for special and extra classes. They are not allowed to play or take a break. The students are forced to get good results. Here, parents and the system are responsible. The students need rest and time to play. The educational approach needs to become skills oriented rather than grade oriented. Every child has a potential and talent which needs to be identified and enhanced.
- The adolescents must be provided skills to handle sexual abuse, sexual harassment, bullying and eve teasing. The girl students feel scared while traveling or waking alone because they are looked by some men in a dirty way. They should be provided information how to protect oneself in public places and how to prevent from sexual abuse.
- The students should be provided skills to build values and life skills.
- The students must learn about time management skills, setting goals and career planning. The parents should find the interest of their children related to career plan. It is common that student want to become something, and the parents want him to become something else.
- The Parents should be educated to treat both boy and girl equally. The girl students feel that why there more rules for girls? Why do parents give more importance to boys? Why do they have to do all the work at home?

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Variable	Level	Frequency	Percentage
Age	15years	91	18.09
	16years	227	45.13
	17years	185	36.78
Gender	Male	353	69.8
	Female	150	29.6
Family Structure	Single	392	77.5
	Joint	63	12.5
	Extended	48	9.5
Location	Urban	306	60.5
	Rural	197	38.9
Social media	Facebook	77	15.30
	WhatsApp	105	20.87
	Twitter	22	04.37
	More than one	299	59.44
Socio-economic	Upper Class	26	5.17
	Upper Middle Class	78	15.51
	Lower Middle Class	156	31.01
	Upper Lower Class	243	48.31
Exposure to violence	Mild Exposure	151	30.00
	Moderate Exposure	249	49.50
	High Exposure	103	20.48

	Type of violence events	N	%
1	Under custody/imprisonment	45	8.95
2	Exposure to torture	60	11.93
3	Death threats/warrants	108	21.47
4	Death of a family member in conflict	97	19.28
5	Sexual harassment	25	4.97
6	Bullet or explosive injuries	21	4.17
7	Witnessing family member/friend being beaten or humiliated	214	42.54
8	Verbal abuse	176	34.99
9	Killing of friend or relative in conflict	138	27.44
10	Disappearance of family member or relative in conflict	32	6.36
11	Being kidnapped	14	2.78
12	Spending prolonged time under curfew	456	90.66
13	Witnessing media portrayal of conflict (images or videos)	206	40.95
14	Taking part or witnessing protests	196	38.97
15	Witnessing encounter between militants and security forces	13	2.58
16	Feeling of living in the conflict situation	29	5.77

Variable	Levels	Frequency	Percentage	Mean	SD
Overall Adjustment	Extremely unsatisfactory adjustment	68	13.52	102.12	4.33
	Unsatisfactory adjustment	2	0.40	90.00	0.00
	Below average adjustment	80	15.90	70.20	1.75
	Average/moderate adjustment	242	48.11	47.08	3.52
	Above average adjustment	84	16.70	37.58	2.89
	High adjustment	27	5.37	24.59	7.01
Achievement Motivation	Highly motivated	2	0.40	194.00	0.00
	High motivation	25	4.97	184.68	4.62
	Above average motivation	123	24.45	168.57	4.42
	Average motivation	189	37.57	150.42	5.98
	Below average motivation	27	5.37	132.04	6.01
	Low motivation	114	22.66	117.61	4.20
	Lowest motivated	23	4.57	107.39	2.57

Variable	1	2	3	4	5	6	7	8	9	10
1. Age	--									
2. Emotional adjustment	-0.01	--								
3. Social adjustment	0.03	<b>0.90**</b>	--							
4. Educational adjustment	0.02	<b>0.90**</b>	<b>0.91**</b>	--						

5. Overall adjustment	0.02	<b>0.96**</b>	<b>0.97**</b>	<b>0.97**</b>	--					
6. Socio-economic status	0.02	- <b>0.39**</b>	- <b>0.42**</b>	- <b>0.38**</b>	- <b>0.41**</b>	--				
7. Social media	0.03	<b>0.33**</b>	<b>0.37**</b>	<b>0.35**</b>	<b>0.36**</b>	- <b>0.76**</b>	--			
8. Exposure to violence	<b>0.15**</b>	<b>0.69**</b>	<b>0.72**</b>	<b>0.72**</b>	<b>0.73**</b>	- <b>0.66**</b>	<b>0.66**</b>	--		
9. Achievement motivation	-0.02	- <b>0.78**</b>	- <b>0.80**</b>	- <b>0.80**</b>	- <b>0.82**</b>	<b>0.41**</b>	- <b>0.38**</b>	- <b>0.69**</b>	--	
10. Academic performance	0.08	- <b>0.45**</b>	- <b>0.41**</b>	- <b>0.40**</b>	- <b>0.43**</b>	<b>0.47**</b>	- <b>0.37**</b>	- <b>0.36**</b>	<b>0.44**</b>	--
<i>Note.</i> Boldface type indicates significant correlations ** $p < .001$ ; Correlation is significant at the 0.01 level (2-tailed)										

Table 5

**Descriptive Statistics of the subscales PWB**

Items	Item Mean	Item SD	Univariate Skewness	Univariate Kurtosis
Autonomy	13.35	3.25	-0.70	2.40
Environmental Mastery	12.85	3.29	-0.04	2.53
Personal Growth	12.86	3.24	-0.61	2.84
Positive Relations with Others	11.64	3.05	-0.40	2.77
Purpose in Life	11.10	3.50	0.18	2.39
Self-Acceptance	11.73	3.11	0.17	1.94

Table 6

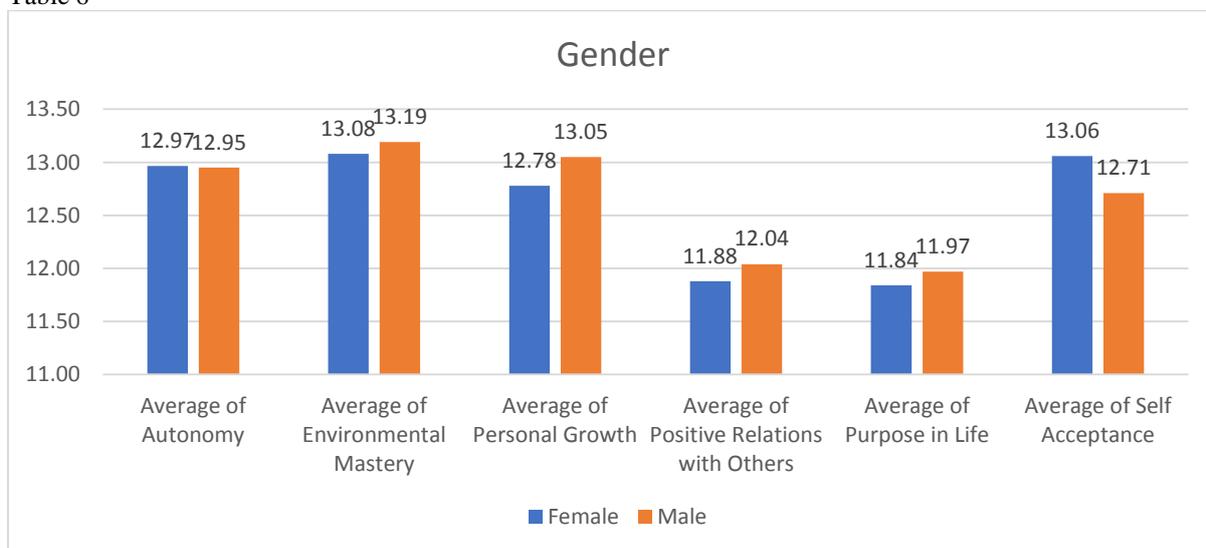


Table 7

Variable	Achievement Motivation
Autonomy	.198** (p=.004)
Environmental Mastery	.219** (p=.001)
Personal Growth	.325** (p=.000)
Positive Relations with Others	.314** (p=.000)
Purpose In Life	.401** (p=.000)
Self-Acceptance	.256** (p=.000)

\*\*p<0.01, NS Insignificant

Table 8 describing Positive/Negative correlation between different parameter and well-being

S. No.	Components	Correlation with Well-being	Relation (+ve /-ve)
1	Educational Adjustment	0.12	Positive
2	Social Adjustment	0.16	Positive
3	Emotional Adjustment	-0.06	Negative

At 0 to 1 = Positive At -1 to 0 = Negative