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[\[PDF \(238K\)\]](#) [\[References\]](#)**Social Responsibility Goals, Feelings of School Adjustment, and Academic Motivation**[Takahiko Deguchi](#)¹⁾, [Motoyuki Nakaya](#)²⁾, [Takashi Tohyama](#)³⁾ and [Shuji Sugie](#)⁴⁾

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The purpose of the present research was to investigate the relationship among social responsibility goals, feelings of school adjustment, and academic motivation. We looked at two different subordinate social responsibility goals: compliance and prosocial goals. One hundred and fifty-seven elementary school children and seventy junior high school students completed a questionnaire. In order to examine the relationships among variables, covariance structure analysis was conducted. Results showed that compliance goal was positively associated with teacher adjustment. Prosocial goal was positively associated with friend and teacher adjustment. And teacher adjustment was positively associated with academic motivation and academic adjustment.

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