

Achievement Motivation of Secondary Students in Relation to their School Adjustment

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Abstract:

The present study investigates achievement motivation of secondary school students in relation to their school adjustment, with particular focus on emotional, social and educational adjustment. Employing a descriptive survey research design, the study examined a sample of 1,948 students (comprising both male and female cohorts) enrolled in Grades IX and X. The participants were drawn from Uttar Pradesh (U.P.) Board and CBSE/ICSE-affiliated schools within the Shahjahanpur District utilizing a stratified random sampling technique. Data collection was facilitated through two standardized tools: the Achievement Motivation Scale (Deo & Mohan) and the Adjustment Inventory for School Students (Sinha and Singh). The quantitative data were rigorously analysed using both descriptive and inferential statistics, specifically percentage analysis, the Mann–Whitney U test, the Kruskal–Wallis H test, the Chi-square test of independence, and correlation analysis.

The findings revealed that the majority of secondary students possessed average or below-average achievement motivation, whereas most exhibited average or above-average school adjustment. Significant differences in achievement motivation were observed across different levels of emotional, social, and overall school adjustment. However, no statistically significant difference was found across the levels of educational adjustment. Bonferroni-adjusted pairwise comparisons identified significant differences between selected emotional adjustment groups, whereas no individual pairwise comparison remained significant for social or overall adjustment. Correlation analysis further revealed statistically significant but weak negative relationships between achievement motivation and emotional, social, and overall school adjustment scores. In contrast, educational adjustment showed a statistically non-significant relationship with achievement motivation. The study concluded that achievement motivation was associated with selected dimensions of school adjustment, particularly emotional and social adjustment. The findings highlighted the importance of considering different adjustment dimensions separately when examining achievement-oriented behaviour among secondary students.

Keywords: School Adjustment, Achievement Motivation, Emotional Adjustment, Social Adjustment, Educational Adjustment, Secondary students.

Introduction

Education involves much more than the transmission of knowledge and acquisition of subject matter. A student's educational development also depends upon the ability to cope with classroom demands, maintain satisfactory relationships, respond constructively to emotional situations, follow school

expectations, and remain motivated toward worthwhile goals. During secondary education these requirements become particularly important because students experience increasing academic pressure along with substantial emotional and social changes.

Adolescence is a transitional stage during which students face changes in physical development, emotional responses, peer relationships, academic responsibilities, expectations of parents and teachers, and decisions concerning their future. Successful adjustment to these conditions enables students to participate effectively in school life. Difficulty in adjustment may interfere with concentration, confidence, classroom participation, interpersonal relationships, and persistence in academic tasks.

School adjustment therefore occupies an important place in educational psychology. It concerns the manner in which students respond to the academic, emotional, behavioural, and interpersonal requirements of school. An adjusted student is generally able to establish a workable balance between personal needs and the expectations of the surrounding environment.

Achievement motivation represents another important psychological characteristic of learners. It encourages students to strive toward standards of excellence, accept challenging tasks, persist despite obstacles, and improve their previous performance. McClelland, Atkinson, Clark, and Lowell (1953) considered the need for achievement an important learned motivational tendency. In school situations, its influence may be observed in students' study behaviour, persistence, goal orientation, willingness to compete with standards, and desire for successful accomplishment.

School adjustment and achievement motivation are theoretically related because motivation operates within a social and educational setting. A learner who is emotionally disturbed, socially isolated, or unable to cope with educational requirements may experience difficulties in directing effort toward achievement goals. Conversely, students who adjust successfully may be more capable of concentrating their energies on academic and personal achievement. Earlier research has consequently examined the connection between adjustment and achievement-related behaviour among adolescents. Pathak (2022), for example, reported that school adjustment was significantly associated with achievement motivation among secondary-level students.

Achievement Motivation

Achievement motivation refers to an individual's desire to accomplish challenging tasks successfully, improve performance, achieve meaningful goals, and attain accepted standards of excellence. According to Atkinson (1957), achievement-oriented behaviour is influenced by the motive to achieve success, expectations of success, and the incentive value of an achievement outcome. Achievement motivation thus provides direction, intensity, and persistence to goal-directed behaviour (Eccles & Wigfield, 2002). Students with stronger achievement motivation generally demonstrate persistence, responsibility, goal orientation, willingness to make sustained efforts, and a desire for continuous improvement (Schunk et al., 2014). Achievement motivation is not necessarily restricted to competition with other students. Learners may also strive to improve upon their previous performance, master challenging tasks, or attain personally valued standards of excellence. Elliot and McGregor (2001) distinguished between mastery-oriented goals, which emphasize the development of competence and improvement in performance, and performance-oriented goals, which involve demonstrating competence in comparison with others.

At the secondary stage, achievement motivation assumes particular significance because students encounter increasing curricular demands, board examinations, academic competition, career-related decisions, and expectations concerning further education. Eccles and Wigfield (2002) emphasized the

importance of students' expectations of success, subjective task values, and achievement goals in understanding their academic motivation and educational choices. Achievement motivation is therefore an important psychological factor in understanding students' academic engagement, sustained effort, educational aspirations, and responses to academic challenges (Schunk et al., 2014).

School Adjustment

Adjustment may broadly be understood as the process through which an individual maintains a workable relationship between personal needs and environmental demands. In the school setting, adjustment refers to the student's capacity to respond appropriately to teachers, peers, classroom situations, academic responsibilities, institutional rules, examination pressure, and other school experiences.

The Adjustment Inventory for School Students (AISS-SS) developed by A. K. P. Sinha and R. P. Singh assesses adjustment in three major areas- Emotional Adjustment, Social Adjustment, and Educational Adjustment. The instrument has been widely used for secondary-school populations and contains items relating to these three adjustment areas.

- **Emotional Adjustment:** Emotional adjustment concerns the ability of students to manage feelings, anxieties, frustrations, emotional instability, tension, and reactions to challenging situations. A student with satisfactory emotional adjustment is more capable of responding calmly and constructively to ordinary problems. Emotional stability may allow the learner to concentrate on academic goals without excessive interference from anxiety or emotional disturbance.
- **Social Adjustment:** Social adjustment refers to the ability to establish and maintain satisfactory relationships with peers, teachers, classmates, and other individuals in the school environment. It includes appropriate participation, cooperation, social confidence, acceptance of others, and effective interpersonal behaviour. Positive social experiences may provide encouragement and a sense of belonging that can support students' motivation.
- **Educational Adjustment:** Educational adjustment concerns the manner in which students adapt to instructional requirements, classroom activities, schoolwork, examinations, study expectations, discipline, and other academic demands. Students who adjust successfully to educational requirements are generally more capable of organizing their behaviour around school responsibilities.

Relationship between School Adjustment and Achievement Motivation

The relationship between school adjustment and achievement motivation can be understood from the fact that achievement-directed behaviour requires psychological stability and effective interaction with the learning environment. A student may possess ability and educational opportunity, but emotional difficulties or social maladjustment may interfere with the effective use of those resources.

Emotional adjustment may support achievement motivation by enabling students to manage academic stress, disappointment, competition, examination pressure, and temporary failure. Social adjustment can provide a supportive context through positive interaction with teachers and peers. Educational adjustment may facilitate regular participation in school activities and effective response to curricular demands.

Research findings have generally supported the educational importance of adjustment. Sijimol (2019), in a study of secondary school students, reported a significant relationship between adjustment and achievement motivation. Pathak (2022) similarly concluded that school adjustment was associated with achievement motivation among secondary-level students.

More recently, Wankhar and Sreedevi (2024) studied achievement motivation in relation to emotional, social, and educational adjustment among adolescent students. Their findings indicated that the relationship may differ according to the particular dimension of adjustment being examined. Such findings justify treating school adjustment as a multidimensional construct rather than relying only upon an overall adjustment score.

Literature Background

Gupta and Mehtani (2017) investigated adjustment among secondary school students in relation to academic achievement and gender. The study found significant effects of academic achievement and gender on students' adjustment, along with an interaction between these variables. **Ramana & Devi (2018)** concluded that science stream students have better emotional intelligence abilities in comparison with students of Maths orientation. A positive correlation was found between Emotional Intelligence and Academic Achievement of students. **Sijimol (2019)** examined the relationship between adjustment and achievement motivation among secondary school students and reported a significant positive relationship between the two constructs. **Pathak (2022)** specifically investigated school adjustment and achievement motivation at the secondary level. The study reported that school adjustment significantly affected achievement motivation and emphasized the importance of adjustment-oriented programmes for school students. **Wankhar and Sreedevi (2024)** examined achievement motivation in relation to emotional, social, and educational adjustment among adolescents. Their study further indicated that different adjustment areas may not relate to achievement motivation in exactly the same manner. **Thakur (2025)** concluded that no significant difference in adjustment between male and female students. However, male students showed slightly higher mean scores than female students.

The literature therefore indicates that adjustment and achievement-oriented behaviour are interconnected, but the strength and pattern of association may vary across different dimensions and populations. This creates a need for a large-sample examination of the relationship among secondary students in Shahjahanpur District.

Significance of the Study

The present study was significant in understanding the relationship between school adjustment and achievement motivation among secondary school students. Adolescence is a crucial developmental stage during which students experience increasing academic demands, emotional changes, peer influences, and social expectations. In this context, examining the relationship between achievement motivation and school adjustment was important for understanding students' academic and psychological development. The study examined emotional, social, educational, and overall school adjustment separately to identify their respective associations with achievement motivation. This dimension-wise investigation provided a clearer understanding of the aspects of school adjustment associated with students' achievement-oriented behaviour. The inclusion of a large sample of Class IX and X students from U.P. Board and CBSE/ICSE schools enhanced the study's relevance to the secondary education context of Shahjahanpur District. The findings provided useful insights for teachers, parents, counsellors, school administrators, and educational planners in identifying students' adjustment difficulties and developing appropriate educational, counselling, and motivational support programmes to promote students' academic progress and overall development.

Objectives of the Study

1. To assess the level of achievement motivation among secondary students.
2. To compare achievement motivation of secondary students based on socio-demographic factors: gender, school board, caste category and residential status.
3. To assess the status of school adjustment among secondary students.
4. To compare school adjustment of secondary students based on socio-demographic factors: gender, school board, caste category and residential status.
5. To compare the achievement motivation of secondary students having different levels of the various dimensions of school adjustment.
6. To examine the relationship between achievement motivation and the dimensions of school adjustment.

Hypotheses of the Study

Following null hypotheses were formulated:

1. There is no significance difference in achievement motivation of secondary students based on gender, school board, caste category and residential status.
2. There is no significance difference in school adjustment of secondary students based on gender, school board, caste category and residential status.
3. There is no significant difference in achievement motivation of secondary students having different levels of school adjustment.
4. There is no significant relationship between achievement motivation and school adjustment of secondary students.

Methodology

Research Design and Procedure:

Keeping the stated objectives in view, the present study was *descriptive in nature*. The investigation focused on secondary schools situated in *Shahjahanpur District*, and the required data were collected and analysed by employing the *descriptive survey method*.

Study Population:

The population of the study comprised all students enrolled in Classes IX and X in secondary schools located in Shahjahanpur District. According to the information provided by the District Inspector of Schools (DIOS), Shahjahanpur, the district had 368 high school and intermediate colleges and 30 CBSE/ICSE secondary schools, with approximately 80,000 students studying in Classes IX and X across rural and urban areas. Since it was not feasible for the researcher to approach every student included in the population, a representative sample was selected from the total population for the purpose of the investigation.

Sample & Sampling Technique

For the collection of primary data, the researcher employed the stratified random sampling technique. Since schools affiliated with the CBSE/ICSE Boards constituted only about 8.27% of the total schools, the population was first divided into two strata, namely U.P. Board schools and CBSE/ICSE schools, to ensure more balanced representation. In the first stage, approximately 15% of U.P. Board schools (about 50 schools) and 30% of CBSE/ICSE schools (about 10 schools) were selected randomly. In the second stage, nearly 20% of the students enrolled in Classes IX and X were randomly selected from the chosen

schools. Through this procedure, the final sample consisted of approximately 1,948 students drawn from 60 secondary schools.

Tools Used:

1. Achievement Motivation Scale (AMSn-DM)

The Achievement Motivation Scale developed by Pratibha Deo and Asha Mohan (2022) was used for measuring achievement motivation. The instrument consists of achievement-related items intended to assess students' motivational tendencies toward accomplishment and standards of excellence.

2. Adjustment Inventory for School Students (AISS-SS)

School adjustment was measured through the Adjustment Inventory for School Students by A. K. P. Sinha and R. P. Singh (2023). The instrument assesses three major areas of adjustment- Emotional, Social, and Educational Adjustment. The version commonly used in related secondary-school research contains 60 items covering the three areas.

Statistical Techniques

Percentage analysis was used to describe levels of achievement motivation and school adjustment. Whereas the students were classified into categorical levels according to test norms, the percentage analysis, Mann–Whitney U test, Kruskal–Wallis H test, Chi-square test of independence, and correlation analysis were used to compare and examine the association between achievement motivation and school adjustment. Pearson's coefficient of correlation was employed to examine the relationship between achievement motivation scores and individual dimensions of school adjustment when assumptions for its use were satisfied. Statistical significance was judged at the .05 and .01 levels of significance.

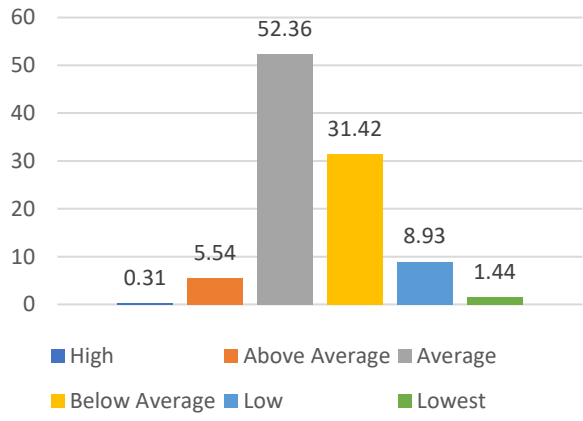
Data Analysis and Results

Achievement Motivation of Secondary Students

To assess the level of achievement motivation among secondary students, percentage analysis was carried out on the basis of the different levels of achievement motivation. The table 1 presents the percentage-wise distribution of secondary students across these levels.

Table 1
Levels of Achievement Motivation among Secondary Students

Level of Achievement Motivation	Total	
	N	%
High	6	0.31
Above Average	108	5.54
Average	1020	52.36
Below Average	612	31.42
Low	174	8.93
Lowest	28	1.44
Total	1948	100.00



Considering the overall sample of 1,948 students, the largest proportion, 1,020 students (52.36%), belongs to the Average Motivation category. This is followed by 612 students (31.42%) in the Below Average category, 174 students (8.93%) in the Low category, and 108 students (5.54%) in the Above Average category. Only 28 students (1.44%) fall in the Lowest Motivation category, while merely 6 students (0.31%) show High Motivation. Thus, the findings indicate that the achievement motivation of most secondary students is concentrated at the average and below-average levels.

Socio-demographic Comparisons of Achievement Motivation

A socio-demographic analysis of data was also conducted with a view to identifying dispositions of achievement motivation regarding gender, school-board affiliation, caste categories and residential status of students. The table 2a, 2b, 2c and 2d present the socio-demographic comparisons of secondary students across these independent factors.

Table 2a
Comparison of Achievement Motivation
between Male & Female Secondary Students

Gender	N	U_{Stat}	p
Male	1018	479840	0.602
Female	930		
Total	1948		
Null hypothesis retained.			

Independent-Samples Mann-Whitney U Test

Gender

Female
N = 930
Mean Rank = 981.46

Male
N = 1018
Mean Rank = 968.14

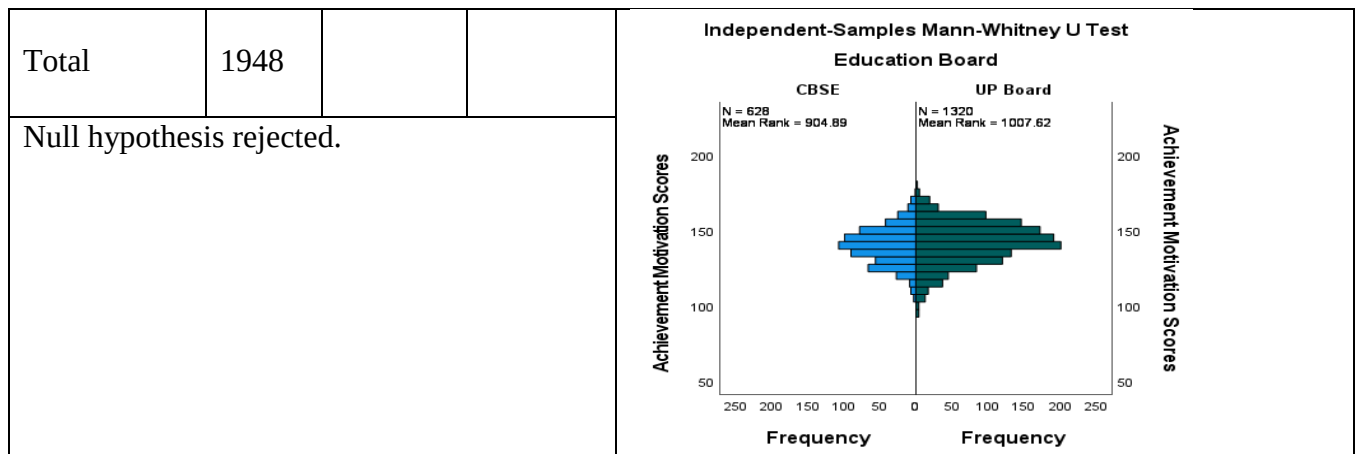
Achievement Motivation Scores

Frequency

The Mann–Whitney U test was applied to compare the achievement motivation of male and female secondary school students. The obtained U-value was 479840 with a two-tailed significance value of 0.602, which is greater than the 0.05 level of significance. Although female students (Mean Rank = 981.46) showed a slightly higher achievement motivation than male students (Mean Rank = 968.14), the difference was not statistically significant. Therefore, the null hypothesis was not rejected, indicating that male and female secondary school students did not differ significantly in their achievement motivation.

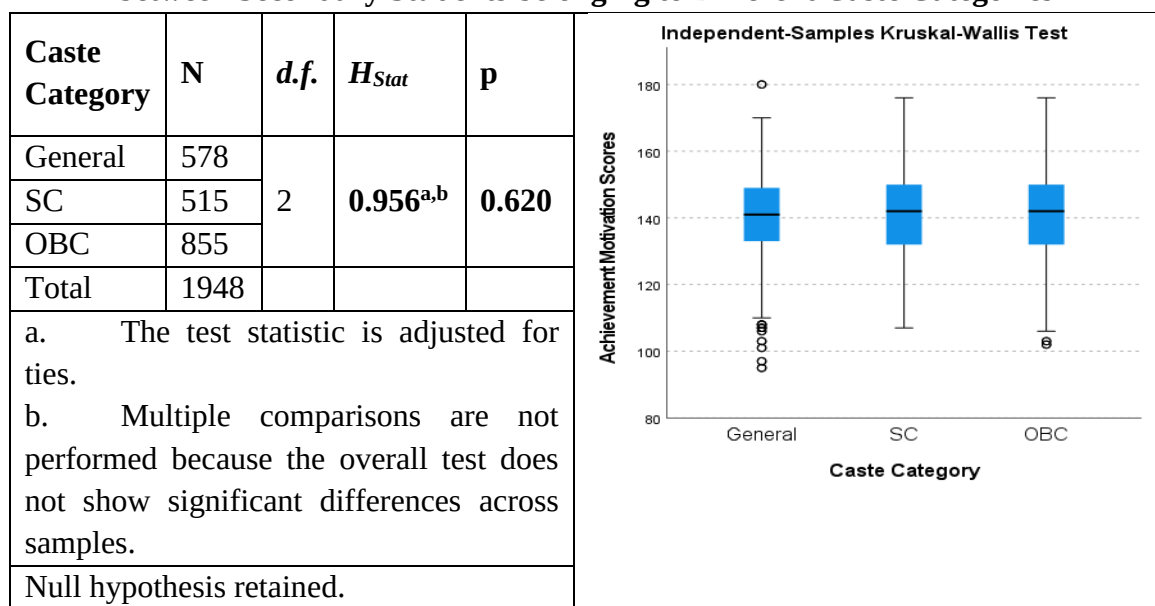
Table 2b
Comparison of Achievement Motivation between
Secondary Students of UP Board and CBSE/ICSE

Education Board	N	U_{Stat}	p	
UP Board	1320	370762	< 0.001	
CBSE/ ICSE	628			



The Mann–Whitney U test was employed to compare the achievement motivation of secondary students studying under the UP Board and CBSE/ICSE Boards. The obtained U-value was 370762 with a two-tailed significance value of $p < 0.001$, indicating a statistically significant difference at the 0.01 level. The mean rank of UP Board students (1007.62) was higher than that of CBSE/ICSE students (904.89), showing comparatively higher achievement motivation among UP Board students. Therefore, the null hypothesis was rejected, indicating a significant difference in achievement motivation with respect to education board.

Table 2c
Comparison of Achievement Motivation
between Secondary Students belonging to Different Caste Categories



The Kruskal–Wallis H test was applied to compare the achievement motivation of secondary students belonging to General, SC and OBC caste categories. The obtained H-value was 0.956 with 2 degrees of freedom and a significance value of 0.620, which is greater than the 0.05 level of significance. Therefore, the difference in achievement motivation across the three caste categories was found not to be statistically significant. Hence, the null hypothesis was retained, indicating that secondary students belonging to

General, SC, and OBC categories did not differ significantly in their achievement motivation. Since the overall test was non-significant, further post hoc comparisons were not required.

Table 2d
Comparison of Achievement Motivation
between Rural & Urban Secondary Students

Residential Status	N	U_{Stat}	p
Urban	787	517574.5	< 0.001
Rural	1161		
Total	1948		
Null hypothesis rejected.			

Independent-Samples Mann-Whitney U Test

Residential Status

Rural Urban

N = 1161 N = 787
Mean Rank = 1026.80 Mean Rank = 897.34

Achievement Motivation Scores

Frequency Frequency

The Mann–Whitney U test was applied to compare the achievement motivation of rural and urban secondary students. The obtained U-value was 517574.5 with a two-tailed significance value of $p < 0.001$, indicating a statistically significant difference at the 0.01 level. The mean rank of rural students (1026.80) was higher than that of urban students (897.34), showing comparatively higher achievement motivation among rural secondary students. Therefore, the null hypothesis was rejected, indicating a significant difference in achievement motivation with respect to residential status.

School Adjustment of Secondary Students

To assess the status of different dimensions of school adjustment among secondary students, dimension-wise percentage analysis was carried out on the basis of the different levels of school adjustment. The table 3 presents the percentage-wise distribution of secondary students across these levels.

Table 3
Dimension-wise Assessment of School Adjustment of Secondary Students

Dimension Level	Emotional Adjustment		Social Adjustment		Educational Adjustment		Total Adjustment	
	N	%	N	%	N	%	N	%
Unsatisfactory	78	4.0	6	0.3	2	0.1	6	0.3
Below Average	172	8.8	134	6.9	88	4.5	72	3.7
Average	836	42.9	1064	54.6	820	42.1	992	50.9
Above Average	610	31.3	652	33.5	898	46.1	808	41.5
High	252	12.9	92	4.7	130	6.7	70	3.6
Total	1948	100.0	1948	100.0	1948	100.0	1948	100.0

Table 3 presents the dimension-wise school adjustment of 1,948 secondary students. The findings revealed that most students demonstrated Average or Above Average adjustment across all dimensions. Emotional

Adjustment was predominantly Average (42.9%), followed by Above Average (31.3%). Similarly, Social Adjustment was mainly Average (54.6%), followed by Above Average (33.5%). In contrast, Educational Adjustment showed the highest concentration in the Above Average category (46.1%), followed by Average (42.1%). Regarding Total School Adjustment, 50.9% of students exhibited Average adjustment and 41.5% showed Above Average adjustment. Overall, the findings indicated that most secondary students demonstrated Average to Above Average school adjustment, with comparatively higher levels of educational adjustment and a relatively small proportion experiencing unsatisfactory adjustment.

Socio-demographic Comparisons of School Adjustment

A socio-demographic analysis of data was also conducted with a view to identifying distribution of school adjustment scores across gender, school-board affiliation, caste categories and residential status of students. The table 4a, 4b, 4c and 4d present the socio-demographic comparisons of secondary students across these independent factors.

Table 4a
Gender-wise Assessment of School Adjustment of Secondary Students

		Male		Female		Total	
Level of Adjustment		N	%	N	%	N	%
Unsatisfactory		2	0.20	4	0.43	6	0.31
Below Average		38	3.73	34	3.66	72	3.70
Average		516	50.69	476	51.18	992	50.92
Above Average		412	40.47	396	42.58	808	41.48
High		50	4.91	20	2.15	70	3.59
Total		1018	100.00	930	100.00	1948	100.00

Comparison between Male & Female Students		Independent-Samples Mann-Whitney U Test	
		Gender	
		Female	Male
		N = 930 Mean Rank = 977.04	N = 1018 Mean Rank = 972.18
U _{Stat}	p	Total School Adjustment Scores	
475736	0.849		
Null hypothesis retained.		Frequency	

Table 4a presents the gender-wise distribution of school adjustment among 1,948 secondary students. The findings revealed that most male students exhibited Average (50.69%) and Above Average (40.47%) adjustment. Similarly, the majority of female students demonstrated Average (51.18%) and Above Average (42.58%) adjustment. Female students showed slightly higher proportions in both categories,

whereas male students had a higher proportion in the High Adjustment category (4.91%) than female students (2.15%). Overall, 50.92% of students demonstrated Average adjustment and 41.48% showed Above Average adjustment. The findings indicated that school adjustment was predominantly concentrated at Average and Above Average levels among both genders, with only minor differences in their distribution. Comparison of total school adjustment scores between male and female students show U_{stat} not significant at 0.05 level of significance. Hence, the inferences drawn indicate no significant difference in overall school adjustment of male and female students.

Table 4b
School-wise Assessment of School Adjustment of Secondary Students

Level of Adjustment	UP Board		CBSE/ICSE		Total	
	N	%	N	%	N	%
Unsatisfactory	6	0.45	0	0.00	6	0.31
Below Average	58	4.39	14	2.23	72	3.70
Average	662	50.15	330	52.55	992	50.92
Above Average	538	40.76	270	42.99	808	41.48
High	56	4.24	14	2.23	70	3.59
Total	1320	100.00	628	100.00	1948	100.00
Comparison between Students of UP Board and CBSE/ICSE			Independent-Samples Mann-Whitney U Test			
			Education Board			
UStat	p		CBSEUP Board			
			N = 628 Mean Rank = 976.03N = 1320 Mean Rank = 973.77			
415440	0.934		Total School Adjustment Scores			
Null hypothesis retained.			FrequencyFrequency			

Table 4b presents the school board-wise distribution of school adjustment among 1,948 secondary students. The findings revealed that most U.P. Board students exhibited Average (50.15%) and Above Average (40.76%) adjustment. Similarly, CBSE students predominantly demonstrated Average (52.55%) and Above Average (42.99%) adjustment. CBSE/ICSE students showed slightly higher proportions in both categories, whereas U.P. Board students had higher proportions in the High (4.24%) and Below Average (4.39%) categories. No CBSE/ICSE student was classified in the unsatisfactory category. Overall, the findings indicated that school adjustment was predominantly concentrated at Average and Above Average levels among students of both boards, with minor differences in their distributions. Comparison of total school adjustment scores between students belonging to UP Board and CBSE/ICSE

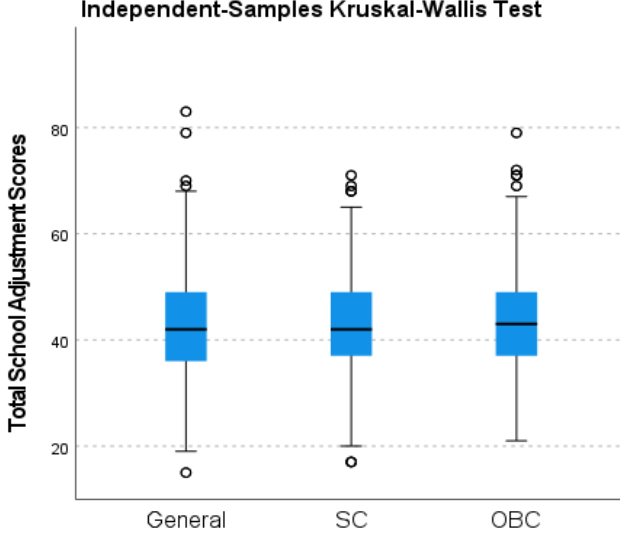
show U_{stat} not significant at 0.05 level of significance. Hence, the inferences drawn indicate no significant difference in overall school adjustment of students based on their education board affiliation.

Table 4c
Category-wise Assessment of School Adjustment of Secondary Students

Level of adjustment	General		SC		OBC		Total	
	N	%	N	%	N	%	N	%
Unsatisfactory	4	0.69	0	0.00	2	0.23	6	0.31
Below Average	18	3.11	24	4.66	30	3.51	72	3.70
Average	294	50.87	257	49.90	441	51.58	992	50.92
Above Average	236	40.83	212	41.17	360	42.11	808	41.48
High	26	4.50	22	4.27	22	2.57	70	3.59
Total	578	100.00	515	100.00	855	100.00	1948	100.00

Comparison between Students of Different Caste Categories	
H_{Stat}	p
.283 ^{a,b}	.868
$d.f. = 2$	
a. The test statistic is adjusted for ties. b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.	
Null hypothesis retained.	

Independent-Samples Kruskal-Wallis Test



Total School Adjustment Scores

General SC OBC

Caste Category

Table 4c presents the category-wise distribution of school adjustment among 1,948 secondary students. The findings revealed that most General category students exhibited Average (50.87%) and Above Average (40.83%) adjustment. Similarly, SC students predominantly demonstrated Average (49.90%) and Above Average (41.17%) adjustment, while OBC students showed corresponding proportions of 51.58% and 42.11%. OBC students had slightly higher proportions in both categories, whereas General category students showed a higher proportion in the High Adjustment category (4.50%). Overall, the findings indicated that school adjustment was predominantly concentrated at Average and Above Average levels across all three social categories, with only minor variations in their distributions. Comparison of total school adjustment scores across the three categories of students show H_{stat} not significant at 0.05 level of significance. Hence, the inferences drawn indicate no significant variation in overall school adjustment of students belonging to different caste categories.

Table 4d
Residential Status-wise Assessment of School Adjustment of Secondary Students

Level of Adjustment	Urban		Rural		Total	
	N	%	N	%	N	%
Unsatisfactory	0	0.00	6	0.52	6	0.31
Below Average	36	4.57	36	3.10	72	3.70
Average	455	57.81	537	46.25	992	50.92
Above Average	288	36.59	520	44.79	808	41.48
High	8	1.02	62	5.34	70	3.59
Total	787	100.00	1161	100.00	1948	100.00

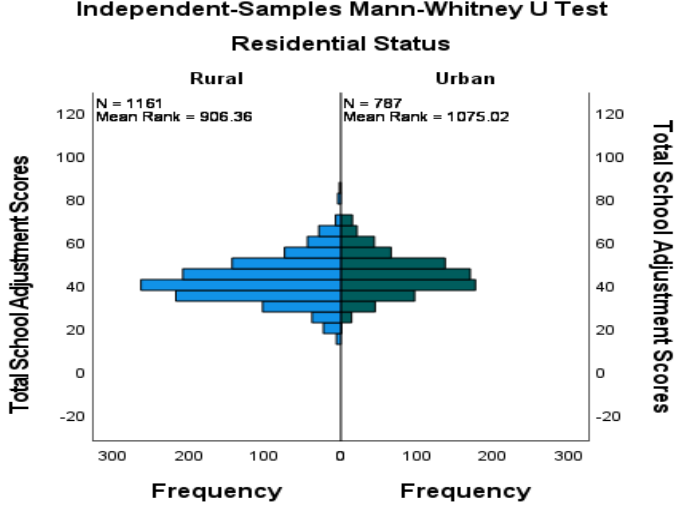
Comparison between Urban & Rural Students		Independent-Samples Mann-Whitney U Test	
U_{Stat}	p	Residential Status	
377746	< .001		
Null hypothesis rejected.			

Table 4d presents the residential status-wise distribution of school adjustment among 1,948 secondary students. The findings revealed that most urban students exhibited Average (57.81%) and Above Average (36.59%) adjustment. Similarly, rural students predominantly demonstrated Average (46.25%) and Above Average (44.79%) adjustment. Urban students showed a higher proportion in the Average category, whereas rural students had higher proportions in the Above Average (44.79%) and High (5.34%) categories. Overall, the findings indicated that school adjustment was mainly concentrated at Average and Above Average levels in both residential groups, with rural students showing comparatively greater representation in the higher adjustment categories. Comparison of total school adjustment scores between urban and rural students show U_{Stat} with a p-value < 0.01, indicating significant difference in overall school adjustment of urban and rural students.

Comparison of Achievement Motivation of Secondary Students having Different level of School Adjustment

To compare achievement motivation of secondary students having different level of school adjustment researcher used Kruskal-Wallis H test. Dimension-wise analysis is given in table 3.

Table 5
Comparison of Achievement Motivation of Secondary Students having Different Levels of School Adjustment

Dimensions School Adjustment	Level of School Adjustment							Total	d.f.	H_{Stat}	Significance (2-Tailed)
	Extremely Unsatisfactory	Unsatisfactory	Below Average	Average	Above Average	High	Extremely High				
Emotional Adjustment	14	64	172	836	610	220	32	1948	6	33.170^a	< 0.001
Social Adjustment	0	6	134	1064	652	92	0	1948	4	10.523^a	0.032
Educational Adjustment	0	2	88	820	898	130	10	1948	5	8.585 ^{a,b}	0.127
Total	0	6	72	992	808	70	0	1948	4	12.788^a	0.012

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

Table 5 presents the comparison of achievement motivation across different levels of school adjustment among 1,948 secondary students using the Kruskal–Wallis H test. The findings revealed statistically significant differences in achievement motivation across the levels of Emotional Adjustment ($H = 33.170$, $p < 0.001$), Social Adjustment ($H = 10.523$, $p = 0.032$), and Total School Adjustment ($H = 12.788$, $p = 0.012$). However, the difference across the levels of Educational Adjustment ($H = 8.585$, $p = 0.127$) was statistically non-significant. Thus, the null hypothesis was rejected for Emotional, Social, and Total School Adjustment and was not rejected for Educational Adjustment.

Inter Group Comparison of achievement motivation of secondary students having different significant dimensions of School Adjustment

The Bonferroni-adjusted pairwise comparisons revealed significant differences in achievement motivation across five pairs of Emotional Adjustment levels, particularly between lower and higher adjustment categories (adjusted $p = .001-.029$). However, no pairwise comparisons were statistically significant for Social Adjustment or Total School Adjustment after Bonferroni correction, although their overall Kruskal–Wallis tests were significant. The closest comparisons were Below Average versus Above Average Social Adjustment (adjusted $p = .060$) and Unsatisfactory versus Above Average Total Adjustment (adjusted $p = .051$). Thus, the post hoc findings identified specific group differences only in Emotional Adjustment, while no individual group differences were confirmed for Social or Total School Adjustment after correction for multiple comparisons.

Relationship between Achievement Motivation and Home Environment

To find out relationship between achievement motivation and school adjustment of secondary students, researcher applied test of independence and correlation analysis. Those are given in tables 4a and 4b.

Table 6a
Test of Independence of Achievement Motivation and School Adjustment
of Secondary Students

School Adjustment		Level of Achievement Motivation					d.f.	χ^2
		Above Average or High	Average	Below Average	Low or Lowest	Total		
Level of Emotional Adjustment	Unsatisfactory	4	28	38	8	78	12	54.298**
	Below Average	8	70	64	30	172		
	Average	56	422	256	102	836		
	Above Average	28	342	196	44	610		
	High	18	158	58	18	252		
	Total	114	1020	612	202	1948		p < .001
Level of Social Adjustment	Unsatisfactory or Below Average	6	56	54	24	140	9	29.533**
	Average	72	554	316	122	1064		
	Above Average	35	352	216	48	652		
	High	1	57	26	8	92		
	Total	114	1020	612	202	1948		P=.0005
Level of Educational Adjustment	Unsatisfactory or Below Average	6	40	34	10	90	9	12.796
	Average	52	410	258	100	820		
	Above Average	50	500	270	78	898		
	High	6	70	50	14	140		
	Total	114	1020	612	202	1948		p=.0172
Level of Total School Adjustment	Unsatisfactory or Below Average	4	28	42	4	78	9	38.162**
	Average	64	494	304	130	992		
	Above Average	42	458	244	64	808		
	High	4	40	22	4	70		
	Total	114	1020	612	202	1948		p < .001

** Significant at 0.01 Level of Significance

Table 6a presents the association between school adjustment and achievement motivation among secondary students using the Chi-square test. The findings revealed statistically significant associations between achievement motivation and Emotional Adjustment ($\chi^2 = 54.298$, $p < .01$), Social Adjustment ($\chi^2 = 29.533$, $p < .01$), and Total School Adjustment ($\chi^2 = 38.162$, $p < .01$). However, Educational Adjustment ($\chi^2 = 12.796$, $p > .05$) showed no statistically significant association. Thus, the null hypothesis was rejected for Emotional, Social, and Total School Adjustment but was not rejected for Educational Adjustment. Overall, the findings indicate that achievement motivation was significantly associated with emotional,

social, and overall school adjustment, whereas no significant association was established with educational adjustment.

Table 6b
Correlation between Achievement Motivation Scores and School Adjustment of Secondary Students

	Achievement Motivation		
School Adjustment	r	d.f.	Significance (2-tailed)
Emotional Adjustment	-0.106	1946	< 0.001
Social Adjustment	-0.079	1946	< 0.001
Educational Adjustment	-0.044	1946	0.052
Total Adjustment Scores	-0.101	1946	< 0.001

Table 6b presents the relationship between achievement motivation and different dimensions of school adjustment among secondary students. The findings revealed statistically significant but weak negative correlations with Emotional Adjustment ($r = -0.106$, $p < .01$), Social Adjustment ($r = -0.079$, $p < .01$), and Total School Adjustment ($r = -0.101$, $p < .01$). However, the correlation with Educational Adjustment ($r = -0.044$, $p = .052$) was statistically non-significant. Thus, the null hypotheses were rejected for Emotional, Social, and Total School Adjustment but were not rejected for Educational Adjustment. Overall, the findings indicated weak inverse relationships between achievement motivation and selected dimensions of school adjustment, although the direction of these relationships should be interpreted in accordance with the scoring procedure of the adjustment scale.

Findings

The major findings may be summarised as follows:

1. The achievement motivation of secondary students was predominantly concentrated at the Average (52.36%) and Below Average (31.42%) levels. Only 5.54% of students demonstrated Above Average achievement motivation, while 0.31% belonged to the High Motivation category.
2. No statistically significant difference in achievement motivation was observed between male and female students ($p = .602$) or among students belonging to different social categories ($p = .620$). However, significant differences were found with respect to school board and residential status ($p < .001$), with higher mean ranks among U.P. Board and rural students.
3. The majority of secondary students demonstrated Average or Above Average school adjustment across all dimensions. Emotional Adjustment (42.9%) and Social Adjustment (54.6%) were predominantly Average, whereas Educational Adjustment was mainly Above Average (46.1%). Regarding Total School Adjustment, 50.9% of students demonstrated Average adjustment and 41.5% exhibited Above Average adjustment.
4. The gender-wise, school board-wise, social category-wise, and residential status-wise distributions revealed that most students belonged to the Average and Above Average adjustment categories. Rural students showed comparatively higher proportions in the Above Average and High adjustment categories than urban students.
5. The Kruskal–Wallis H test revealed statistically significant differences in achievement motivation across the different levels of Emotional Adjustment ($H = 33.170$, $p < .001$), Social Adjustment ($H =$

10.523, $p = .032$), and Total School Adjustment ($H = 12.788$, $p = .012$). However, Educational Adjustment ($H = 8.585$, $p = .127$) showed no statistically significant difference.

6. Overall school adjustment scores were found to be significantly different between urban and rural students, whereas no significant variations were found based on gender, school affiliation and caste categories.

7. Bonferroni-adjusted pairwise comparisons identified five statistically significant differences between selected levels of Emotional Adjustment. However, no pairwise comparisons remained significant for Social Adjustment or Total School Adjustment after correction for multiple comparisons.

8. The Chi-square test revealed statistically significant associations between achievement motivation and Emotional Adjustment ($\chi^2 = 54.298$), Social Adjustment ($\chi^2 = 29.532$), and Total School Adjustment ($\chi^2 = 38.161$) at the .01 level. However, the association with Educational Adjustment ($\chi^2 = 12.796$) was statistically non-significant.

9. Correlation analysis revealed statistically significant but weak negative relationships between achievement motivation and Emotional Adjustment ($r = -.106$), Social Adjustment ($r = -.079$), and Total School Adjustment ($r = -.101$). The relationship with Educational Adjustment ($r = -.044$, $p = .052$) was statistically non-significant.

Overall, the null hypotheses concerning the differences and relationships between achievement motivation and school adjustment were rejected for Emotional, Social, and Total School Adjustment but were not rejected for Educational Adjustment.

The findings of the present study were also compared with previous investigations to understand the relationship between achievement motivation and different dimensions of school adjustment among secondary school students.

Sijimol (2019), in a study involving 1,200 secondary school students, reported a statistically significant positive relationship between adjustment and achievement motivation. The present study similarly established significant relationships between achievement motivation and emotional, social, and overall school adjustment. However, the obtained correlation coefficients were negative and weak in magnitude. This difference in direction requires consideration of the scoring procedures employed in the respective adjustment instruments before drawing conclusions about the consistency of the findings. Pathak (2022) investigated school adjustment and achievement motivation among 100 secondary students and reported a significant relationship between the two variables among students from science and arts streams. The present findings were consistent with Pathak's results in establishing a statistically significant association between school adjustment and achievement motivation. However, the present investigation extended the analysis by examining emotional, social, educational, and overall adjustment separately. It revealed significant associations for emotional, social, and overall adjustment, whereas educational adjustment showed no statistically significant association with achievement motivation.

Wankhar and Sreedevi (2024), in their investigation of 120 adolescent students, reported no significant gender difference in achievement motivation. However, they identified a significant interaction between gender and emotional adjustment in relation to achievement motivation, while the corresponding interactions involving social and educational adjustment were non-significant. The present study similarly found no significant gender difference in achievement motivation and established a significant relationship between emotional adjustment and achievement motivation. Nevertheless, the present investigation did

not examine gender-by-adjustment interactions, so its findings cannot be considered a direct replication of their interaction results.

Overall, the comparative analysis indicated broad agreement with previous studies regarding the existence of a relationship between achievement motivation and school adjustment. The present study further demonstrated that the relationship varied across different dimensions of adjustment, with emotional and social adjustment showing statistically significant but weak associations, whereas educational adjustment showed no significant relationship.

Conclusions

The empirical findings of this study demonstrate that achievement motivation is significantly associated with distinct dimensions of school adjustment among secondary school students. Variance analyses indicate that achievement motivation differs significantly across varying levels of emotional, social, and composite school adjustment; conversely, no statistically significant differences were observed across levels of educational adjustment. Furthermore, demographic analyses reveal a significant divergence in school adjustment based on geographic location (urban versus rural locales). However, adjustment scores remain invariant across gender, school-board affiliation, and socioeconomic or institutional categories. Inferential statistics via correlation analysis reveal statistically significant, albeit weak, negative relationships between achievement motivation and emotional, social, and overall school adjustment. Collectively, these data indicate that the interplay between school adjustment and achievement motivation is highly differentiated across specific adjustment domains.

These outcomes underscore the methodological necessity of conceptualizing and operationalizing school adjustment as a multidimensional construct, rather than relying strictly on composite scores. Specifically, the data suggest that emotional and social adjustment constitute critical domains for understanding students' achievement-oriented behaviours. However, the attenuated nature of these correlations implies that school adjustment possesses limited explanatory power, accounting for only a nominal fraction of the variance in achievement motivation.

Consequently, these findings offer an empirical foundation for designing targeted, school-based guidance, counselling, and psychosocial student-support programs that simultaneously address localized adjustment difficulties and motivation. Finally, given the cross-sectional nature of these data, prospective longitudinal research is warranted to elucidate the causal mechanisms underlying these variables.

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