

Achievement Motivation in Relation to Adjustment among Adolescent Students

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ABSTRACT

The study investigates “Achievement Motivation in relation to Adjustment among adolescent students”. Achievement motivation is relatively a new concept in the world of motivation. Achievement motivation refers to the tendency to strive for success or strive for excellence. The adjustment of adolescent is very important as it help the adolescent in adjusting to the environment. If the adolescent were not well adjusted it may lead to psychological, social and mental problem (Marcell, 2007). Adolescence has been thought to be a period of “stress and storm” where many changes occur that changes the individual (Hurlock, 2010). Problem in the adolescent state may lead to different problems like risk factors for suicide attempts, conduct problems, past substance used and abuse, depression and academic difficulties. The objective of the study is to find the relationship between Adjustment and Achievement Motivation among Adolescent students. **Methods** – A sample of 120 females and males belonging to the age group of 16-18 years was collected from PUC students from Shillong city (Meghalaya). Adjustment Inventory for School Student and Achievement Motivation Test were administered to the samples. Two-way ANOVA was used to produce the results. **Results** – In the present study it was stated that there is no gender difference in Achievement Motivation among adolescent students. There is no interactive effect of gender and social and educational adjustment on achievement motivation among adolescent students. But there is interactive effect of gender and emotional adjustment on achievement motivation among adolescent students. **Interpretation and conclusion** – There are no gender difference in Achievement Motivation among adolescent students. It showed that High Female Emotional group scored high on Achievement Motivation than High Male Emotional group. There is a relationship between Achievement Motivation and Adjustment.

Keywords: *Emotional Adjustment, Social Adjustment, Educational Adjustment, Achievement Motivation, Gender and Adolescents*

“Only those who attempt the absurd can achieve the impossible.” - Albert Einstein

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Adolescence comes from Latin word “adolescere” which means “to grow up”. Adolescence has a unique character in their own way and they experience differently depending on their physical, emotional and cognitive maturation (UNICEF global databases, 2010). Adolescence is a period where many changes and development happen like the physical maturation, independence, increased of social and peer interactions, and the brain development of an individual (Blakemore, 2008).

It is a time where they become “adult-like” in their behavior and thought and thinking. They not only the physical growth but the emotional, psychological, social, and mental growth. It is a period starting from age 13 to 19 (Marcell et al., 2007).

Achievement motivation

Achievement motivation is relatively a new concept in the world of motivation. It is now widely used and heard in the area of education. Achievement motivation refers to the tendency to strive for success or the attainment of desired end (Sharma, 1988). According to Atkinson and Feather (1966) “Achievement motivation is conceived as a talent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment” (Atkinson & Feather, 1996)

People with greater achievement motivation prefer tasks and situations where they can do their best. Achievement motivation leads people to set realistic but challenging goals. It is considered a prerequisite for success in academic settings. It is an important issue for psychologists and individuals who focus in the field of education because achievement motivation has been correlated with academic self-concept, academic self-efficacy, personality traits, developmental level and gender differences (Shekhar & Devi, 2012)

Adjustment

Adjustment is a process where a behaviour reach a relationship with the environment. When people say they are in an “adjustment period” they typically mean they are going through a process of change and are searching for some level of balance or acceptance with the environment, others, or themselves (Pathak, 1990).

The adjustment of adolescent depends on the fulfilment of their specific needs that consist of physical needs, emotional needs, social needs intellectual needs, moral needs and vocational needs (Hurlock, 2010).

Emotional Adjustment

Emotion of an individual changes the person entirely. Some people adjust to their emotion and some do not. Emotional adjustment is stressed because emotionality has an effect on adjustment during adolescence. Emotional maladjustment will happen when an individual finds problem in their lives that they cannot solve like pressure and facing new situation (Hurlock, 2010).

Social adjustment

Social adjustment are similar to physiological adjustments. People strive to be comfortable in their surroundings and to have their psychological needs (such as love or affirmation) met through the social networks they inhabit. When needs arise, especially in new or changed surroundings, they try to satisfy those needs. In this way, people increase their familiarity

Achievement Motivation in Relation to Adjustment among Adolescent Students

and comfort with their environments, and they come to expect that their needs will be met in the future through their social networks (Agrawala, 2010).

Educational adjustment

Educational adjustment is concerned with improving adolescent functioning. It focuses on the psychological aspects of education, to understand the nature and process of learning and to gather knowledge. It helps to understand differences in attitudes, intelligence, social adjustment, and other characteristics among students and their effect on how well students learn. Such understanding helps development of methods that teachers can use to help students learn more effectively. Educational psychologists also develop tests and other methods to measure what students have learned and how much they are able to learn (Srividhya, 2007).

Gender differences in Adolescents

There are some gender differences in adolescents that we see as girls are more concern about their personal attractiveness, their interpersonal characteristics and their general competence whereas boys they are more concern about their achievement competence, their wealth/poverty, their athletics, their job success and their criminal activity. Adolescent's girls have higher levels of interpersonal vulnerability than boys. Adolescent's boys and girls differ in regard to the kinds of activities they engage with their friends. Boys they tend to engage in more action-oriented pursuits, and girls they spend more time talking with each other (Gentry & Campbell, 2002).

Adolescent who are well adjusted do not have any psychological problems but adolescent who are maladjusted they engaged in excessive delinquency, used both drugs and drink alcohol heavily, and they lacked a positive support system (Wynn, 2010).

METHODOLOGY

Sample

A sample of 60 males and 60 females ranging from the age of 16 to 18 years was chosen from different school resided in Shillong City (Meghalaya). A purposive sampling design was used to collect the samples.

Research Design

2X2 Factorial Research design has been used in the present study. The study undertakes the Achievement motivation in relation to Adjustment and the gender difference between males and female adolescent students.

Instrument / Tools Used

- **Achievement Motivation Test (ACMT)** – This inventory was developed by Bhargava in the year 1994. It has 50 items consisting of three boxes in which they have to choose one box among the three. The age group is 16 – 22 years. The Test-retest reliability is 0.87, by comparing the responses on similar items is 0.79. Validity by correlating it with the test scores of SCT of B. Mukherji was 0.80 and with Educational Achievement Test it was 0.75.
- **Adjustment Inventory for School Students (AISS)** – This inventory is conducted by Sinha & Singh, which consists of 60 items. The scale consists of three areas in Adjustment. They are Emotional Adjustment, Social Adjustment and Educational Adjustment. It aims in identifying the well-adjusted and poorly adjusted students. It is applicable for the age group of 14 to 18 years. A score of one is given to the items

Achievement Motivation in Relation to Adjustment among Adolescent Students

that is there in the scoring keys. The items in the scoring key represent Poor Adjustment. And hence High Scores indicates Poor Adjustment. Split-half reliability and test-retest reliability were found to be 0.90 and 0.96 respectively.

Procedure

In this study in order to find out Achievement Motivation in relation to Adjustment among adolescent the data was collected from the adolescent students from Shillong, Meghalaya. In order to collect the data, first permission was taken from the principal of St. Agnes College. After the principal gave her consent, 120 samples were chosen from males and females PUC students from different school and college which fall on the age group of 16 to 18 years which were the ages required for study. Permission was taken from the principal and respected lecturers and the cooperation had been attained by the students of the class. The students have to tick the responses based on the instruction gave to them. The tests had to complete within few minutes and the data sheets were collected from them after they were done giving their responses. After the data collection was done the responses of the subjects had to be scored separately for both the tests in order to find out result.

RESULTS

The aim of the study is to find out the Achievement Motivation in relation to Adjustment on adolescent students. It also examined to find out the gender difference in Achievement Motivation. Data was collected from 120 adolescent students, 60 males and 60 females ranging from the age of 16 to 18 years of Pre University students (PUC) were chosen from different school located in Shillong city.

Table 1. Descriptive statistics of Achievement Motivation among the Adolescent groups compared.

		Emotional Adjustment						TOTAL		
		High			Low					
		M	SD	N	M	SD	N	M	SD	N
Gender	Female	22.03	4.32	29	19.87	4.19	31	20.92	4.36	60
	Male	19.73	3.94	40	21.45	5.09	20	20.30	4.39	60
TOTAL		20.70	4.22	69	20.49	4.58	51			

The total mean of 69 High Emotional Adjustment Group is 20.70 and SD is 4.22. The total mean of 51 Low Emotional Adjustment Group is 20.49 and SD is 4.58.

The mean value obtained by 29 high emotional adjustment female group is 22.03 and its SD is 4.32. The mean value obtained by 31 low emotional adjustment female group is 19.87 and its SD is 4.19.

The mean value obtained by 40 high emotional adjustment male group is 19.73 and its SD is 3.94. The mean value obtained by 20 low emotional adjustment male group is 21.45 and its SD is 5.09.

The total mean and SD of emotional adjustment female group is 20.92 and 4.36 respectively for a sample of 60. The total sample of 60 on emotional adjustment male group has a mean of 20.30 and standard deviation of 4.39.

Achievement Motivation in Relation to Adjustment among Adolescent Students

Table 2. Summary of the two way ANOVA relating Gender and Emotional Adjustment with Achievement Motivation among Adolescent students.

The table 2, shows the Summary of the two way ANOVA relating Gender and Emotional

SOV	SSQ	Df	MSQ	F	Sig
GENDER	3.764	1	3.764	.203	P > 0.05
HLEA	1.357	1	1.357	.073	P > 0.05
INTERACTION EFFECT OF GENDER AND HLEA	106.677	1	106.77	5.763	P < 0.05
ERRORS	2147.374	116	18.512		
TOTAL	53233.000	120			

Adjustment with Achievement Motivation among Adolescent students. The F-ratio obtained $F(1) = 0.203$ is not significant at 0.05 level ($p > 0.05$). This indicates that there is no difference in gender. The result also shows that there is no difference between High and Low emotional adjustment group on Achievement Motivation as the F-ratio obtained $F(1) = 0.073$ is not significant at 0.05 level ($p > 0.05$). The F-ratio obtained for interaction effect of gender and emotional adjustment on Achievement Motivation $F(1) = 5.763$ is significant at 0.05 level ($p < 0.05$). This indicates that there is interaction effect of gender and emotional adjustment on achievement motivation.

Table 3, post-hoc t-test results comparing different groups of Adolescents showing the interactive effect of Gender and Emotional Adjustment on Achievement motivation.

Group Compared	N	M	SD	SE	T	Sig
Female High Vs Female Low						
FHEA	29	22.03	4.32	1.09	1.98	P<0.05
FLEA	31	19.87	4.19			
Female High Vs Male Low						
FHEA	29	22.03	4.32	1.34	0.43	P> 0.05
MLEA	20	21.45	5.09			
Female High Vs Male High						
FHEA	29	22.03	4.32	0.996	2.30	P<0.05
MHEA	40	19.73	3.94			
Female Low Vs Male High						
FLEA	31	19.87	4.19	0.983	0.14	P>0.05
MHEA	40	19.73	3.94			
Male Low Vs Female Low						
MLEA	20	21.45	5.09	1.305	1.21	P>0.05
FLEA	31	19.87	4.19			
Male Low Vs Male High						
MLEA	20	21.45	5.09	1.19	1.44	P>0.05
MHEA	40	19.73	3.94			

Table 3, shows the post-hoc t-test results comparing different groups of Adolescents showing the interactive effect of Gender and Emotional Adjustment on Achievement motivation.

The t value comparing Female High Vs Female Low and Female High Vs Male High showed a significant difference at 5 % level. That is $t(58) = 1.98$ is significant ($P < 0.05$) and t

Achievement Motivation in Relation to Adjustment among Adolescent Students

(67) =2.30 is significant ($P < 0.05$). the mean value of Female High Emotional Adjustment group (22.03; SD-4.32) was consistently higher than the mean values of Female low (19.87; SD-4.19) and Male High emotional adjustment groups (19.73; SD-3.94) respectively.

The t test results comparing Female High Vs Male Low, Female Low Vs Male High, Male Low Vs Female Low and Male Low Vs Male High were not significant at 5 % level.

Table 4. Descriptive statistics of Achievement Motivation among the Adolescent groups compared.

		Social Adjustment						TOTAL		
		High			Low			M	SD	N
		M	SD	N	M	SD	N			
Gender	Female	21.17	4.49	36	20.54	4.22	24	20.92	4.36	60
	Male	20.68	5.20	25	20.03	3.76	35	20.30	4.39	60
TOTAL		20.97	4.76	61	20.23	3.93	59			

The total mean of 61 high social adjustment group is 20.97 and SD is 4.76. The total mean of 59 low social adjustment group is 20.23 and SD is 3.93.

The mean value obtained by 36 high social adjustment female group is 21.17 and its SD is 4.39. The mean value obtained by 24 low social adjustment female group is 20.54 and its SD is 4.22.

The mean value obtained by 25 high social adjustment male group is 20.68 and its SD is 5.20. The mean value obtained by 35 low social adjustment male group is 20.03 and its SD is 3.76.

The total mean and SD of social adjustment female group is 20.92 and 4.36 respectively for a sample of 60. The total sample of 60 on emotional adjustment male group has a mean of 20.30 and standard deviation of 4.39.

Table 5. Summary of the two way ANOVA relating Gender and Social Adjustment with Achievement Motivation among Adolescent students.

SOV	SSQ	Df	MSQ	F	Sig
GENDER	7.242	1	7.242	.374	$P > 0.05$
HLSA	11.805	1	11.805	.610	$P > 0.05$
INTERACTION EFFECT OF GENDER AND HLSA	.005	1	.005	.000	$P > 0.05$
ERRORS	2245.370	116	19.357		
TOTAL	53233.000	120			

The table 5, shows the Summary of the two way ANOVA relating Gender and Social Adjustment with Achievement Motivation among Adolescent students. The F-ratio obtained $F(1) = 0.374$ is not significant at 0.05 level ($p > 0.05$). This indicates that there is no difference in gender. The result also shows that there is no difference between High and Low social adjustment group on Achievement Motivation as the F-ratio obtained $F(1) = 0.610$ is not significant at 0.05 level ($p > 0.05$). The F-ratio obtained for interaction effect of gender and social adjustment on Achievement Motivation $F(1) = 0.000$ is not significant at

Achievement Motivation in Relation to Adjustment among Adolescent Students

0.05 level ($p > 0.05$). This indicates that there is no interaction effect of gender and social adjustment on achievement motivation.

Table 6. Descriptive statistics of Achievement Motivation among the Adolescent groups compared.

		Educational Adjustment						TOTAL		
		High			Low			M	SD	N
		M	SD	N	M	SD	N			
Gender	Female	21.00	4.46	27	20.85	4.34	33	20.92	4.36	60
	Male	20.27	4.87	37	20.35	3.58	23	20.30	4.39	60
TOTAL		20.58	4.69	64	20.64	4.01	56			

The total mean of 64 high educational adjustment group is 20.58 and SD is 4.69. The total mean of 56 low educational adjustment group is 20.64 and SD is 4.01.

The mean value obtained by 27 high educational adjustment female group is 21.00 and its SD is 4.46. The mean value obtained by 33 low educational adjustment female group is 20.85 and its SD is 4.34.

The mean value obtained by 37 high educational adjustment male group is 20.27 and its SD is 4.87. The mean value obtained by 23 low educational adjustment male group is 20.35 and its SD is 3.58.

The total mean and SD of educational adjustment female group is 20.92 and 4.36 respectively for a sample of 60. The total sample of 60 on educational adjustment male group has a mean of 20.30 and standard deviation of 4.39.

Table 7. Summary of the two way ANOVA relating Gender and Emotional Adjustment with Achievement Motivation among Adolescent students.

SOV	SSQ	Df	MSQ	F	Sig
GENDER	10.982	1	10.982	.565	P > 0.05
HLEDA	.040	1	.040	.002	P > 0.05
INTERACTION EFFECT OF GENDER AND HLEDA	.381	1	.381	.020	P > 0.05
ERRORS	2256.757	116	19.455		
TOTAL	53233.000	120			

The table 7, shows the Summary of the two way ANOVA relating Gender and Emotional Adjustment with Achievement Motivation among Adolescent students. The F-ratio obtained $F(1) = 0.565$ is not significant at 0.05 level ($p > 0.05$). This indicates that there is no difference in gender. The result also shows that there is no difference between High and Low educational adjustment group on Achievement Motivation as the F-ratio obtained $F(1) = 0.02$ is not significant at 0.05 level ($p > 0.05$). The F-ratio obtained for interaction effect of gender and educational adjustment on Achievement Motivation $F(1) = 0.020$ is not significant at 0.05 level ($p > 0.05$). This indicates that there is no interaction effect of gender and educational adjustment on achievement motivation.

DISCUSSION

The results of the present study “Achievement Motivation in relation to Adjustment on adolescent students” are discussed in this chapter. The adjustment of adolescent is very important as it help the adolescent in adjusting to the environment. If the adolescent were not well adjusted it may lead to psychological, social and mental problem. Peoples who do not have any problem in adjustment with others or himself, they can achieve the goals in life.

The results revealed that there is no Gender difference on Achievement Motivation among adolescent students. This indicates that every individual in the society has an equal chance in achieving the level of Achievement Motivation.

According to Cokley et al., 2001. He also found that that there is no gender difference in Achievement Motivation.

In another study by Nagarathnamma & Roa, 2007. They found that there is no gender difference in Achievement Motivation and similar finding were reported by Kaushik & Rani, 2005.

Even by Ligon, 2006. He found that there is no gender difference in Achievement Motivation.

Based on the review of literature it was found that there was a mixed results regarding the gender difference in achievement motivation. In order to find out whether there is gender difference in the sample selected for the present study, the researcher compared the two groups in achievement motivation. As the result obtained in few studies Cokley et al., 2001; Nagarathnamma & Roa, 2007; Kaushik & Rani, 2005; Ligon, 2006. There was no Gender difference in Achievement Motivation among Adolescent Students.

It is also found that there is no difference between High and Low Emotional Adjustment groups on Achievement Motivation among adolescent students and since the result is not significant. This shows that High and Low Emotional Adjustment groups of adolescent students are equal in the level of Achievement Motivation. Results also revealed that there is no difference between High and Low Social Adjustment groups on Achievement Motivation among adolescent students and since the result is not significant. This shows that High and Low Social Adjustment groups of adolescent students are equal in the level of Achievement Motivation This can be due to reasons like their intelligence, sportsmanship etc.

A study by Lehman, 1981, found that, there is a relationship between intelligence and emotional and social adjustment.

One study by Lundstedt, 2001, found that there is relationship between intelligence and adjustment.

A study conducted by Altus 1959, found that Intelligence and good adjustment are significant.

Another study conducted by Forlano & Kirkpatrick, 1945, found that intelligence and social adjustment correspond to each other.

Achievement Motivation in Relation to Adjustment among Adolescent Students

A study by Evans & Nail, 2010, found that there is a relationship between emotional adjustment and intelligence.

A study by Cowell, 1949, found that the individual who have a good sportsmanship have a good social relationship with other individual.

Another study conducted by McIntyre John, 1957, found that emotional adjustment of an individual who like sharing emotion and happiness they have a good sportsmanship and these individuals they demonstrated more self-control and have appropriate manners.

Results also revealed there was no difference between High and Low Educational adjustment groups on Achievement Motivation among adolescent students. This shows that High and Low Educational adjustment do not affect the Achievement Motivation among adolescent students. The researcher expected that high educational adjustment group have more achievement motivation than low educational adjustment groups. But the result obtained was contradictory. So, it is recommended for further studies to find out why there is no difference between High and Low Educational Adjustment groups on Achievement Motivation among adolescent students.

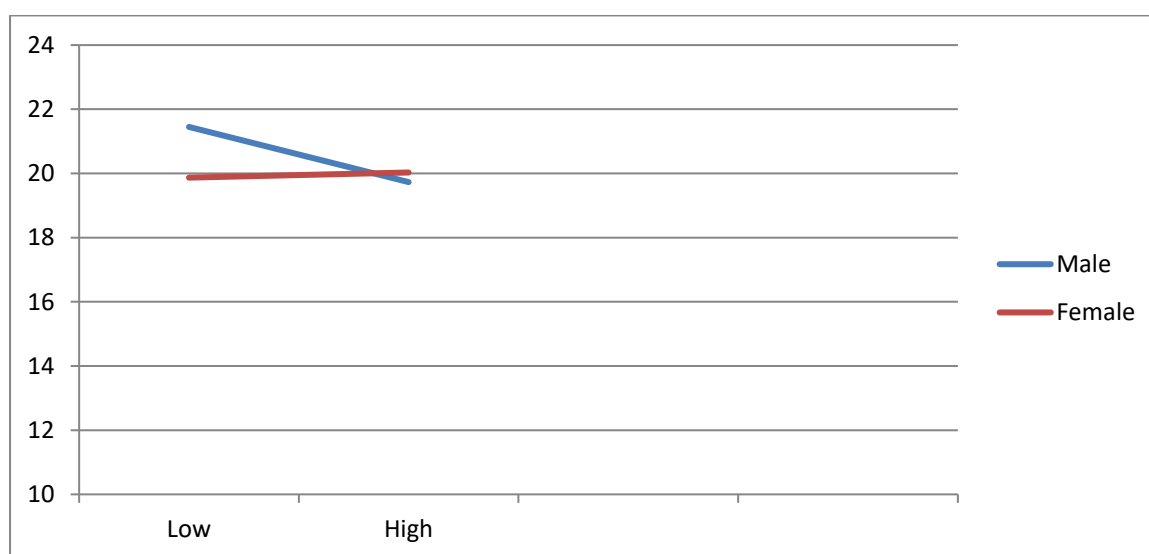


Figure no. 1, shows the interactive effect of Gender and Emotional Adjustment on Achievement Motivation among Adolescent students.

The above table shows that there is an interaction effect of Gender and Emotional Adjustment on Achievement Motivation. This indicates that Females have more Emotional adjustment than males which leads to more Achievement Motivation.

Studies reveal that Emotional Adjustment plays a very important role in Achievement Motivation. And Females have more Emotional Adjustment than Males.

Other study mentioned that adolescent females need to control in expressing anger. But adolescent males are okay to feel and express emotions like anger and aggressive. So here gender difference can be seen in the Emotional of a person. Males and females can differ in the challenges they face in their emotional development (Pollack & Shuster, 2000).

Achievement Motivation in Relation to Adjustment among Adolescent Students

It could be the reasons such as the role of culture in bringing up the children of different gender (Goleman, Daniel, 1994).

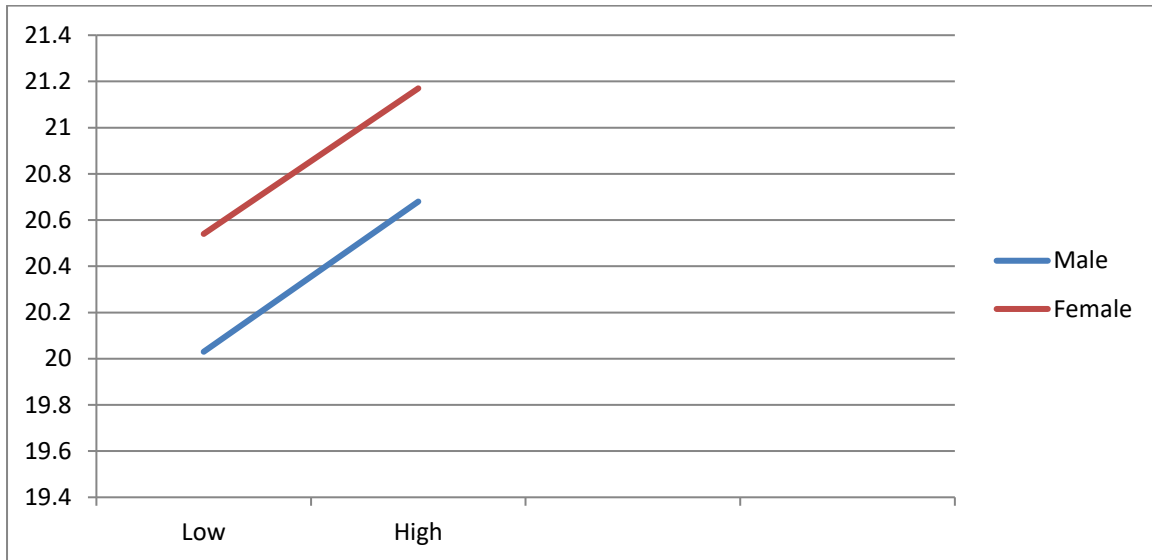


Figure no. 2, shows there is no interactive effect of Gender and Social Adjustment on Achievement Motivation among Adolescents students.

So, that means that being Female or Male and has High or Low Social Adjustment has no interactive effect on Achievement Motivation among Adolescents students.

Social Adjustment is related to peer group and how gender can adjust in the society. It was found that Positive peer relations during adolescence have been linked to positive psychosocial adjustment (Hansen et al., 1995).

The study by Ryan, et al., 2008. They found that social achievement goals are an important aspect of young adolescents' social motivation. Effects for social achievement goals were independent of perceived social competence and gender.

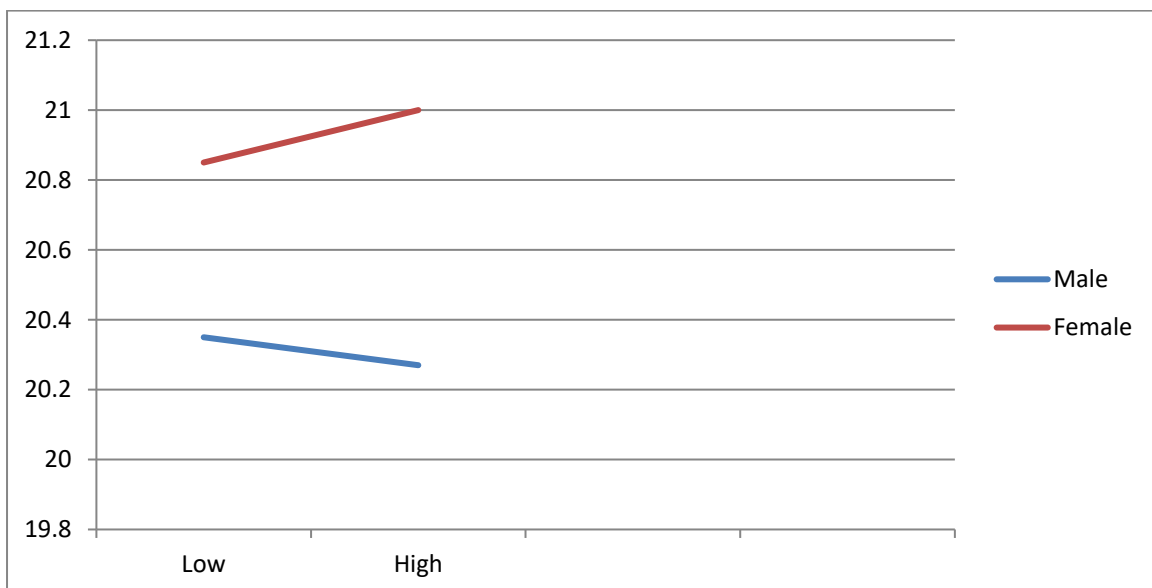


Figure no. 3, shows there is no interactive effect of Gender and Educational Adjustment on Achievement Motivation among Adolescent students.

Achievement Motivation in Relation to Adjustment among Adolescent Students

And comparing dependent variable with different groups of High and Low, Female and Male Educational adjustment groups it was found that there was no interaction effect of gender and educational adjustment on achievement motivation. So, that means that being Female or male or having High or low Educational Adjustment, has no interaction effect on Achievement Motivation among adolescent students.

During the interview it was reported by the respondents that teachers give importance to both males and female in their class, the teaching styles are good and both (males and females) the groups have the same class room environment in school. This may be the reason why there is no interactive effect of Gender and Educational Adjustment on Achievement motivation among adolescent students.

CONCLUSION

This chapter concludes the conclusion of the present study, "Achievement Motivation in Relation to Adjustment on Adolescent students".

Overall, the results of the current study are given below:

- There is no difference between High and Low Adjustment Groups on Achievement Motivation among Adolescent student.
- There is no difference in High and Low Emotional Adjustment group on Achievement Motivation among Adolescent student.
- There is no difference in High and Low Social Adjustment group on Achievement Motivation among Adolescent student.
- There is difference in High and Low Educational Adjustment group on Achievement Motivation among Adolescent student.
- There is no gender difference on Achievement motivation among Adolescent students.
- There is interactive effect of gender and emotional adjustment on achievement motivation among adolescent students.
- There is no interactive effect of gender and social adjustment on achievement motivation among adolescent students.
- There is no interactive effect of gender and educational adjustment on achievement motivation among adolescent students.

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Achievement Motivation in Relation to Adjustment among Adolescent Students

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Conflict of Interest

The author(s) declared no conflict of interest.

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