

## **Abstract**

The purpose of this study is to explore the relationship between achievement goal orientation, academic resilience, and school adjustment among school children. The achievement goal orientation refers to the underlying cognitive framework that guides an individual's approach to tasks, encompassing mastery and performance perspectives. Academic resilience consists of maintaining optimal functioning despite challenges, setbacks, and stressors. It involves aligning students' social, emotional, and academic experiences within the school environment. The study will employ a cross-sectional research design to examine the relationships between achievement goal orientation, academic resilience, and school adjustment in school children. This design will allow for the collection of data at a single point in time, providing a snapshot of the variables of interest. Convenient sampling strategy and G-power analysis will be used in this study to collect data from public and private schools. A sample of 300 students, 150 girls and 150 boys will be collected from schools. The age range will be 14-17 years. Those students are selected that are currently studying, both parents are alive and both boys and girls are included. Those students that are not selected are disabled or physical or psychological problem. Three questionnaires were administered on them that are Achievement Goal Questionnaire-R (Elliot & Murayama, 2008), Academic Resilience Scale (Martin & Marsh 2006) and School Adjustment Scale (Fast Track Project). Results revealed that the Achievement Goal questionnaire has significant positive correlation with its subscales that is Mastery Approach) and it was also manifested that Achievement Goal questionnaire has non-significant positive correlation with School adjustment.

Keywords: Achievement Goal Orientation, Academic resilience, School Adjustment