

ACADEMIC MOTIVATION AND COLLEGE ADJUSTMENT OF FIRST YEAR PRE-SERVICE TEACHERS FROM EDUCATION COLLEGES

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Abstract

The main purpose of this study was to investigate academic motivation and college adjustment of first year pre-service teachers from selected Education Colleges. Moreover, the present study was to compare academic motivation and college adjustment of first year pre-service teachers in terms of gender and colleges. The quantitative research design and survey method were used in this study. A total of 780 first year pre-service teachers (male = 379, female = 411) were randomly chosen from four selected Education Colleges in Upper Myanmar as participants of the study. In this study, Academic Motivation Scale (AMS) consisting of 28 items (Cronbach's alpha = 0.869) was used to measure the first year pre-service teachers' academic motivation and Student Adaptation to College Questionnaire (SACQ) consisting of 50 items (Cronbach's alpha = 0.818) was used to measure the college adjustment of first year pre-service teachers. The data were analyzed by using descriptive statistics, independent samples *t* test, One way ANOVA and Pearson Product-moment correlation. The results revealed that there were significant differences in academic motivation and college adjustment by gender and colleges. The female first year pre-service teachers were higher than the male first year pre-service teachers in both academic motivation and college adjustment. The first year pre-service teachers from Education College 2 were higher in academic motivation and college adjustment than that from other three Education Colleges. The Pearson Product-moment correlation result revealed that a positively significant relationship ($r = 0.655$) was found between academic motivation and college adjustment. The results of this study revealed that first year pre-service teachers who have high academic motivation may experience better college adjustment. Besides, this study suggested that instructors should assist college students to improve academic motivation for better college adjustment. So, it is vital to emphasize first year pre-service teachers' academic motivation and college adjustment.

Keywords: Motivation, Academic Motivation, Adjustment, College Adjustment

Introduction

People must face a great number of changes throughout one's life. As students embark on the novel journey of transitioning to college or university, they are met with many new situations and presented with challenges that they have not faced before (Stoklosa, 2015). So, pursuing a college education requires "adjustment" on the part of all students.

If students become unable to adjust to the challenges effectively, they experience higher level of stress, depressive symptoms (Dyson & Renk, 2006). In contrast, if they can adapt well, they are likely to have more time to spend with peers, have more opportunities to explore different lifestyles and values and be challenged intellectually by academic work (Heaven, 2000). Therefore, college life is both opportunity and challenge for them.

Moreover, first year at college can be a very stressful period of social and academic change. The students often find that learning packages, teaching styles, classes are different from what obtained at the secondary school level. The competition is more acute. For these situations, students need to adjust academically. Likewise, instructors also need to guide them how to cope these situations. Socially, students need to form and establish new friends both with peers and lecturers. Living with roommates in hostels or halls in the college can present special problems. Sommer (2013) described students who engage in and who are part of social activities may adjust better. In contrast, students who have difficulty adjusting socially to college may feel isolated or

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alone; and as a result experience a lack of self-esteem and start to develop negative attitudes towards college. If students should be given enough social support from family and friends, they are able to handle adjustment challenges more competently.

Although college adjustment may be affected by numerous influences, the psychosocial resource (motivation) serves a fundamental role in a person's abilities to adjust to various situations. Stoklosa, 2015 described motivation to succeed in college is an important aspect of college outcomes.

Motivation may influence on performance in academic settings. Besides, academic is related to school, college, university and education. Thus, academic motivation can most simply be defined as the factors that influence a person to attend school and obtain a degree (Hakan & Munire, 2014). Besides, self-determination theorists posited that academic motivation is multidimensional in nature, and is comprised of three global types of motivation: intrinsic motivation, extrinsic motivation, and amotivation (Deci & Ryan, 1985).

Much of the literature on the effects of academic motivation on educational outcomes showed that it is linked to adjustment and academic performance at university (Baker, 2004). A greater understanding of academic motivation and its correlation can provide instructors and researchers alike with valuable information regarding how student adjusts to the college setting (Hakan & Munire, 2014). So, academic motivation can impact on college adjustment. Above these facts, this study aims to investigate academic motivation and college adjustment of first year pre-service teachers or college students.

Self-determination theory (SDT) consists of four mini-theories; cognitive evaluation theory, organismic integration theory, causality orientations theory, and basic needs theory. Among these mini-theories, cognitive evaluation theory and organismic integration theory was used in this study.

Cognitive evaluation theory, the first, was formulated to describe the effect of the environment and social contexts on intrinsic motivation (Deci, 1975; Deci & Ryan, 1980; as cited in Ryan & Deci, 2002). Thus, their theory examines the conditions that sustain versus diminish this innate propensity. CET suggested that social environments can facilitate or forestall intrinsic motivation by supporting versus thwarting people's innate psychological needs (autonomy, competence and relatedness).

Within SDT, Deci and Ryan (1985) introduced a second sub-theory, called organismic integration theory (OIT), to detail the different forms of extrinsic motivation and the contextual factors that either promote or hinder internalization and integration of the regulation for these behaviors. Organismic integrations theory (OIT) classified extrinsic motivation into four categories; external regulation, introjected regulation, identified regulation and integrated regulations. OIT posited that motivation can be viewed as a continuum with amotivation at the lowest end of the continuum and intrinsic motivation at the top. OIT proposed that supports for feelings of relatedness, support for competence and support for autonomy are, indeed, crucial for promoting internalization.

Tinto (1993) contended that students travel through three stages during their first year to determine if they will depart or separate from their college setting. The first stage, separation requires students to disassociate themselves physically and socially from their previous. The second stage, transition comes either during or after the separation stage. They may not yet be

fully integrated or adapted into their new environment. They may be searching for a connection with their new and old settings (norms, values, relationships). In the last stage, adjustment or incorporation, the students are expected to become integrated or incorporated into the university community.

Besides, it is also very important that students have the ability to develop social and academic integration skills in both informal and formal ways. Formal academic integration includes researching topics in the library, attending labs and classes and engagement in various activities related to academic success. Informal academic engagement includes student interaction with both staff and faculty. In terms of social integration, informal social integration involves interaction with peers, whilst formal social integration involves extracurricular activities. Higher levels of interaction can lead to higher levels of student persistence and graduation (Tinto, 1993).

According to Tinto's (1993) student integration theory, if students manage to have informal and formal social and academic integration, they can re-examine their commitments, goals and intentions from and to the institution. Based on these commitments, and levels of success and integration, students can decide if they want to remain at university.

Aims of the Study

The main aim of this study is to investigate academic motivation and college adjustment of first year pre-service teachers from selected Education Colleges. The specific objectives are as follow;

- To compare academic motivation and college adjustment of first year pre-service teachers by gender,
- To compare academic motivation and college adjustment of first year pre-service teachers by colleges,
- To examine whether there is a relationship between academic motivation and college adjustment of first year pre-service teachers

Definitions of Key Terms

Motivation: refers to the reasons underlying behavior (Guay et al., 2010).

Academic Motivation: Self-determination theorists posited that academic motivation is multidimensional in nature, and is comprised of three global types of motivation: intrinsic motivation, extrinsic motivation, and amotivation (Deci & Ryan, 1985).

Adjustment: is a continual process by which a person varies his/her behavior to produce a more harmonious relationship between himself/herself and his/her environment (Aggarwal, 1998).

College adjustment: refers to how successfully a student meets educational demands, commits to the institutional goals, deals with interpersonal experiences, and manages psychological distress during their first year of college (Baker & Siryk, 1989).

Materials and Methods

Research Design and Participants

The quantitative research design and survey method were used in this study. A total of 780 first year pre-service teachers (male = 369, female = 411) were randomly chosen from four

selected Education Colleges: Monywa, Magway, Meiktila, and Myitkyina in Upper Myanmar as participants of the study.

Instrumentation

Academic Motivation Scale (AMS): This inventory modified from Academic Motivation Scale (AMS) made by Vallerand et al., 1992. This inventory was build based on autonomy and contains 28 items for three subscales: intrinsic motivation, extrinsic motivation and amotivation. The extrinsic motivation and intrinsic motivation scales were each separated into three subcategories (Vallerand et al., 1992). According to the approach of Vallerand and Ratelle (2002), the scale was scored as a single composite of weighted dimensions such that intrinsic motivation was summed and weighted +2x, identified motivation was summed and weighted +1x, introjected motivation was not considered and extrinsic regulation was summed and weighted -1x and amotivation was summed and weighted -2x (Vallerand and Ratelle (2002; as cited in Alivernini & Lucidi, 2008). Multiplying the score for each subscale by its corresponding weight and adding all the products yielded an index for the individual's self-determined motivation. In this way, the final RAI measure served as an indicator of a person's overall motivational orientation with positive scores representing more autonomous regulation and negative scores representing more controlling regulation (Vallerand and Ratelle, 2002; as cited in Alivernini & Lucidi, 2008). This is 5-point Likert scale questionnaire.

Student Adaptation to College Questionnaire (SACQ): Student Adaptation to College Questionnaire (SACQ) developed by Baker & Siryk, (1989). This questionnaire is a self-report instrument. The original questionnaire contains 67 items for four subscales. The revised and applied questionnaire contains 50 items: 17 items for academic adjustment, 14 items for social adjustment, 11 items for personal-emotional adjustment, 6 items for institutional/attachment adjustment and 2 items for full scale. Moreover, items (1, 5, 9, 10, 11, 13, 17, 20, 22, 25, 26, 32, 34, 35, 37, 40, 47, 48, 49, 50) are positively scored. Other items are reversed scored. The instrument is a five-point Likert scale.

Findings

Descriptive Statistics for Academic Motivation of First Year Pre-Service Teachers

In terms of descriptive statistics, minimum-maximum scores, mean and standard deviation of academic motivation were calculated and used to describe the data. The results of analysis were described in Table 1.

Table 1 Descriptive Statistics for First Year Pre-service Teachers' Academic Motivation

Variable	Minimum	Maximum	Mean	SD
Academic Motivation	-10	9	3.35	2.439

Table 1 indicated that the mean score and standard deviation for the whole scale were 3.35 and 2.439 respectively. According to the approach of Vallerand and Ratelle (2002), a person's overall motivational orientation with positive scores represents more autonomous regulation and negative scores represents more controlling regulation. In this study, the range of this scale was -10 to 9 and the mean score of the whole score is 3.35. Therefore it can be said that the first year pre-service teachers in four selected Education Colleges have more autonomous regulation.

Descriptive Statistics for College Adjustment of First Year Pre-Service Teachers

In terms of descriptive statistics, minimum-maximum scores, mean and standard deviations of college adjustment were calculated and used to describe the data. The results of analysis were described in Table 2.

Table 2 Descriptive Statistics for First Year Pre-service Teachers’ College Adjustment

Variable	Minimum	Maximum	Mean	SD
College Adjustment	70	245	185.26	24.570

As shown in Table 2, the mean score and standard deviation for the whole scale were 185.26 and 24.570 respectively. The theoretical mean score for college adjustment was 150. Therefore, it can be said that the first year pre-service teachers in four selected Education Colleges had satisfied college adjustment.

Comparison of Academic Motivation of First Year Pre-Service Teachers by Gender

To know whether the two groups of gender varied significantly in their academic motivation, the independent samples *t* test was administered. There were 369 male first year pre-service teachers and 411 female first year pre-service teachers in this study. The results were shown in Table 3.

Table 3 Comparison of Means and Standard Deviations, and the Result of Independent Samples *t* test for Academic Motivation by Gender

Variables	Gender	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>	<i>MD</i>
Academic Motivation	Male	2.99	2.667	-3.922***	778	.000	-.687
	Female	3.68	2.166				

Note: *** The mean difference is significant at 0.001 level.

For the academic motivation, the average mean score of male first year pre-service teachers was 2.99 and that of females was 3.68. The mean score of female first year pre-service teachers exceeds 0.69 points than that of the male first year pre-service teachers in academic motivation. According to the table 3, the result of independent samples *t* test showed that there was a significant difference between male and female first year pre-service teachers in academic motivation ($t=-3.922, p < .001$). Therefore, the academic motivation of female first year pre-service teachers was higher than that of male first year pre-service teachers.

Comparison of College Adjustment of First Year Pre-Service Teachers by Gender

To know whether there was a significant difference in college adjustment between male and female first year pre-service teachers, independent samples *t* test were shown in Table 4.

Table 4 Comparison of Means and Standard Deviations, and the Result of Independent Samples *t* test for College Adjustment by Gender

Variables	Gender	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>	<i>MD</i>
College Adjustment	Male	180.78	25.961	-4.862***	778	.000	-8.507
	Female	189.28	22.533				

Note: *** The mean difference is significant at 0.001 level.

According to Table 4, the mean score of male first year pre-service teachers for college adjustment was 180.78 and that of females was 189.28. The mean difference of college adjustment between male and female first year pre-service teachers was 8.5 points. And the result of *t* test confirmed that there was a significant difference between male and female first year pre-service teachers in college adjustment ($t=-4.862$, $p< .001$). Therefore, female first year pre-service teachers had better college adjustment than male first year pre-service teachers.

Comparison of Academic Motivation and College Adjustment of First Year Pre Service Teachers by Colleges

In this study, four selected Education Colleges was renamed into Education College (EC)-1, Education College (EC)-2, Education College (EC)-3 and Education College (EC)-4.

Comparison of Academic Motivation of First Year Pre-Service Teachers by Colleges

In order to investigate whether there was a significant difference in first year pre-service teachers' academic motivation by education colleges, descriptive statistics was firstly conducted. The result can be seen in Table 5.

Table 5 Means and Standard Deviations for Academic Motivation of First Year Pre-Service Teachers by Colleges

Variable	Colleges	<i>N</i>	Mean	<i>SD</i>
Academic Motivation	EC-1	200	3.30	2.032
	EC-2	194	4.46	1.940
	EC-3	190	2.72	2.128
	EC-4	196	2.93	3.105

According to Table 5, EC-2 students got the highest mean scores (4.46) for academic motivation while EC-3 students got the least mean scores (2.72) for academic motivation among the four selected Education Colleges. To explore whether the differences of academic motivation by colleges were significant or not, one way analysis of variance (ANOVA) was conducted. The results of the analysis were displayed in Table 6.

Table 6 Result of ANOVA for Academic Motivation by Colleges

Variable		Sum of Square	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Overall Academic Motivation	Between groups	348.220	3	116.073	21.025	.000
	Within groups	4284.119	776	5.521		
	Total	4632.338	779			

Note: ***The mean difference is significant at .001 level.

According to the result of Table 6, there were significant differences in first year pre-service teachers' academic motivation by colleges at .001 level. To obtain more detailed information on which particular colleges had the significant differences, the Post Hoc Test was carried out by Games-Howell method. The results were shown in Table 7.

Table 7 The Result of Games-Howell Test for Academic Motivation by Colleges

Variable	(I) College	(J) College	MD (I-J)	Std. Error	p
Academic Motivation	EC-1	EC-3	.574*	.211	.034
	EC-2	EC-1	1.164***	.200	.000
		EC-3	1.738***	.208	.000
		EC-4	1.525***	.262	.000

Note: ***The mean difference is significant at .001 level.

*The mean difference is significant at .05 level.

According to Table 7, Games-Howell Test showed that there was a significant difference between EC-1 and EC-3. There were also significant differences between EC-2 and other three Education Colleges. Therefore, the first year pre-service teachers from EC-1 were significantly higher in academic motivation than those from EC-3 at .05 level. Moreover, the first year pre-service teachers from EC-2 were significantly higher in academic motivation than those from other colleges at .001 level. Therefore, it can be concluded that there was significant differences among four selected Education Colleges on academic motivation. And so, there was the influence of Education Colleges on academic motivation.

Comparison of College Adjustment of First Year Pre-Service Teachers by Colleges

In order to investigate whether there was a difference in first year pre-service teachers' college adjustment by colleges, the following descriptive statistics was conducted. The result can be seen in Table 8.

Table 8 Mean and Standard Deviation for College Adjustment of First Year Pre-Service Teachers by Colleges

Variable	Colleges	N	Mean	SD
College Adjustment	EC-1	200	187.56	22.229
	EC-2	194	194.70	22.287
	EC-3	190	178.31	21.771
	EC-4	196	180.32	28.120

According to Table 8, EC-2 students got the highest mean score (194.70) for college adjustment while EC-3 students got the lowest mean score (178.31) for college adjustment among the four selected Education Colleges. To explore whether the differences of college adjustment by colleges were significant or not, one way analysis of variance (ANOVA) was conducted. The results of the analysis were displayed in Table 9.

Table 9 Result of ANOVA for College Adjustment by Colleges

Variables		Sum of Square	df	Mean Square	F	p
Overall College Adjustment	Between groups	32292.650	3	10764.217	19.072	.000
	Within groups	437977.518	776	564.404		
	Total	470270.168	779			

Note: ***The mean difference is significant at .001 level.

Table 9 indicated that a statistically difference was found that among four selected Education Colleges in over college adjustment at .001 level. To investigate more specifically how first year pre-service teachers' college adjustment differed in relation to their Education

Colleges, the Post Hoc Test was carried out by Games-Howell method. The results were shown in the following Table 10.

Table 10 The Result of Games-Howell Test for College Adjustment by Colleges

Variable	(I) College	(J) College	MD (I-J)	Std. Error	p
College Adjustment	EC-1	EC-3	9.244***	2.228	.000
		EC-4	7.239*	2.551	.025
	EC-2	EC-3	16.385***	2.248	.000
		EC-4	14.380***	2.568	.000
		EC-1	7.141**	2.243	.009

Note: ***The mean difference is significant at .001 level.

**The mean difference is significant at .01 level.

*The mean difference is significant at .05 level.

According to Table 10, Games-Howell Test revealed that there were significant differences between four selected Education Colleges on college adjustment. The first year pre-service teachers from EC-1 were significantly higher in college adjustment than those from EC-3 and EC-4 at .001 and .05 levels. The first year pre-service teachers from College-2 were significantly higher in college adjustment than those from other three Education Colleges at .001 and .01 levels. Therefore, it can be concluded that there were significant differences among four selected Education Colleges on college adjustment. And, there was the influence of Education Colleges on adjustment.

The Relationship between Academic Motivation and College Adjustment

To know whether there were significant relationships between academic motivation scores and college adjustment scores; Pearson Product-Moment Correlation was conducted. The results of the analysis were displayed in Table 11.

Table 11 Relationship between Academic Motivation and College Adjustment

Variables	Academic Adjustment	Social Adjustment	Personal-Emotional Adjustment	Institutional/Attachment Adjustment	Overall College Adjustment
Intrinsic Motivation	.401***	.411***	.171***	.378***	.405***
Extrinsic Motivation	.152***	.176***	.004	.229***	.161***
Amotivation	-.606***	-.542***	-.506***	-.465***	-.630***
Overall Academic Motivation	.643***	.605***	.417***	.538***	.655***

Note: *** Correlation is significant at the 0.001 level (2-tailed).

According to Table 11, the result revealed that there was a statistically significant positive correlation between overall academic motivation and overall college adjustment ($r=0.655$, $p<.001$). So, it can be seen that academic motivation was positively correlated with college adjustment.

Moreover, it can be seen that intrinsic motivation is positively correlated with all subscales of college adjustment and overall college adjustment. And extrinsic motivation is also

positively correlated with overall college adjustment and the subscales of college adjustment except personal-emotional adjustment. Therefore, it can be said that the first year pre-service teachers with high intrinsic motivation and well integrated extrinsic motivation may be better their college adjustment. Nevertheless, amotivation is negatively correlated with all subscales of college adjustment and overall college adjustment. So, it can be said that the first year pre-service teachers with high amotivation may be low their college adjustment.

Discussion

Levels of Academic Motivation: Findings of this study showed that the first year pre-service teachers from four selected Education Colleges had more autonomous regulation. The reason behind this may be due to the following facts. The pre-service teachers from four selected Education Colleges learned academic subjects, three educational subjects, and co-curricular subjects and activities in their education colleges. Therefore, they may be curious and have eager to explore about their interests. Intrinsically motivated behavior is characterized by “curiosity, exploration, manipulation, spontaneity, and interest” (Petersen, Louw & Dumont, 2009). To maintain and improve first year pre-service teachers’ intrinsic motivation, faculty members should equally provide autonomy, competence and relatedness.

Level of College Adjustment: The results of finding showed that the first year pre-service teachers from four selected Education Colleges had high college adjustment. The reasons behind this may be due to the following facts. Students who were well adjusted to university reported to receive more social support than moderately or poorly adjusted students (Halamanadaris & Power, 1997). In addition, the first year pre-service teachers may replace family support systems with peer support systems to separate past communities (Law, 2007). Misra et al., (2000) described perceived social support from friends was predictive students’ adjustment. Above these facts, the first year pre-service teachers from four selected Education Colleges had better college adjustment.

The instructors should guide college students to seek adequate social support for adjusting to the new demands, tasks, responsibilities and requirements of college life.

Gender Differences in Academic Motivation: The result of independent sample *t* test for comparing academic motivation revealed that the female first year pre-service teachers had more academic motivation than the male first year pre-service teachers. These findings are consistent to that of (Vallerand, et al., 1992; Ryan and Deci, 2000; Brouse, et al., 2010; Vecchione, et al., 2014) who reported that females tend to have higher levels of academic motivation than males. The reason behind this may be the following facts. Charles-Ogan (2015) described that the female students have better study habits (recording note taking carefully and spending greater amount of time on homework) than males. Student motivation will be associated with study habits and efforts (completion of assignments and hours spent studying) and finals grade (Maurer et al., 2008). Therefore, it may be said that the female first year pre-service teachers’ academic motivation is higher than that the male first year pre-service teachers. Teachers should try to help male first year pre-service teachers to record note taking carefully, to spend more time for studying and to do more effort.

Gender Differences in College Adjustment: The result of independent samples *t* test for comparing college adjustment revealed that the female first year pre-service teachers had more college adjustment than the male first year pre-service teachers. This finding is consistent to that

of Halamandaris & Power, (1999) who found that females scored higher in overall adjustment to college than males. The reason why the female first year pre-service teachers reported to have better adjustment in this study could be attributed to the following facts. The female first year pre-service teachers may display a greater need for support because they tend to suffer more anxiety, depression and stress than males (Abdullah et al., 2009; as cited in Fernandez, 2017). So, females may seek for social support when they suffer anxiety and depression. Females' seeking for social support in the face of stress, particularly emotional support, made them more adjusted than males (Day & Livingstone, 2003). Therefore, the female first year pre-service teachers' college adjustment is better than the male first year pre-service teachers. To improve college adjustment of the male first year pre-service teachers, the teachers should help them to seek for social support when they face stresses

Differences in Academic Motivation by Colleges: The ANOVA results for academic motivation by colleges revealed that there was significant difference in academic motivation among four selected Education Colleges. According to the Post Hoc Test Games-Howell results, it was found that there was significant difference EC-1 and EC-3, EC-2 and EC-1, EC-2 and EC-3 and EC-2 and EC-4. It can be concluded that the academic motivation of EC-1 was higher than that of EC-3. Moreover, the academic motivation of EC-2 was higher than that of the other three Education Colleges. The reasons behind this may be the following facts. The study habits and efforts of pre-service teachers may not equal because of their different values and expectations regarding their college life. Student motivation will be associated with study habits and efforts (Maurer et al., 2008).

Differences in College Adjustment by Colleges: The ANOVA results for college adjustment by colleges showed that there was significant difference in college adjustment among four selected Education Colleges. According to the Post Hoc Test Games-Howell results, it was found that there was significant difference EC-1 and EC-3, EC-1 and EC-4, EC-2 and EC-1, EC-2 and EC-3 and EC-2 and EC-4. It can be said that the college adjustment of EC-1 was better than that of EC-3 and EC-4. Moreover, the college adjustment of EC-2 was better than that of the other three Education Colleges. The reasons behind this may be the following facts. Students' interaction with faculty (teachers) may diverse among Education Colleges. If there was a rapport between students and teachers, students may have opportunities to discuss their feelings and adjustment difficulties and may also get guidance from teachers (faculty support). Students who dedicate their energy to interact with faculty members, their adjustment level increase (Yalim, 2007).

The Relationship between Academic motivation and College Adjustment: The study found that academic motivation had a significant positive correlation with college adjustment. It is consistent with the previous researches conducted by Baker, 2004; Petersen et al., 2009; Sommer, 2013; Bryan, 2013; Vallerand & Bissonnette (1992). The reasons behind this may be the following facts. Academic motivation was divided into intrinsic, extrinsic and amotivation. Intrinsic motivation was positively related to all four adjustment dimensions. Extrinsic motivation was also positively related to all four adjustment dimensions except personal-emotional adjustment. Lack of motivation will relate to poor adjustment to college and will be more prone to dropout. And so, amotivation was negatively related to all four adjustment dimensions. Above these facts, the higher levels of academic motivation will be better their college adjustment.

Conclusion

According to the result of the study, previous researches and literatures, it was found that the higher academic motivation, the better adjustment to college of first year pre-service teachers. Besides, what academic motivation is and how to sustain and foster it may be understood. Moreover, factors needed to have better adjustment to college are also known. For improving and maintaining academic motivation and having better college adjustment of first year pre-service teachers, this research may provide information for instructors in their educational field. In addition, this research suggests that the other facts such as performance, achievement, persistence and coping may influence academic motivation and college adjustment of first year pre-service teachers. It is anticipated that this research will be applicable for the future research field.

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