



INFLUENCE OF ACADEMIC MOTIVATION AND SELF-EFFICACY AMONG UNIMAS
UNDERGRADUATE STUDENT'S ADAPTATION TO UNIVERSITY LIFE

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Influence of Academic Motivation and Self-Efficacy on The Undergraduate Student's Adaptation to
University Life

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ABSTRACT

The university student's adaptation to the campus environment is seen as a key predictor of university achievement. Through quantitative research methodology, the research objectives focused on the relationship between academic motivation and self-efficacy towards adaptation among undergraduate university students in Universiti Malaysia Sarawak (UNIMAS).

Keyword: academic motivation, self-efficacy, adaptation, university students

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CHAPTER 1

INTRODUCTION

1.0 Overview

This chapter aims to provide a general overview of the research. It includes the statement of the problem, research objectives, research questions, research hypotheses, conceptual and operational definitions of key terms, a conceptual and theoretical framework, the significance of the study, and a summary.

1.1 Background of Study

During the transition to university life, students face a range of stressors, including economic, academic, and social challenges (Avcı, 2024). These stressors often hinder their ability to adapt to new academic and social environments, impacting both their well-being and academic performance. The transition to university is a critical period that requires students to develop strategies for successful adaptation. It is essential to understand the factors that facilitate this process for enhancing students' overall well-being and academic success.

Academic motivation plays a vital role in this adaptation process. It refers to an individual's intrinsic drive to achieve success and excel in academic pursuits. This drive encompasses the willingness to set and attain challenging goals, which is particularly important for navigating the demands of university education. Research indicates that students with high levels of academic motivation are more likely to actively engage in their studies, persist through obstacles, and achieve better academic outcomes (He & Tang, 2024).

Similarly, self-efficacy, a concept developed by Albert Bandura, is another critical factor influencing student adaptation. It is defined as an individual's belief in their ability to succeed in specific tasks or situations. High self-efficacy is strongly associated with resilience, proactive coping strategies, and the confidence to face challenges. Studies suggest that self-efficacy significantly affects students' academic performance and their ability to adapt to university life. Students with strong self-efficacy

beliefs are more likely to adopt effective study habits, seek support when needed, and maintain positive social interactions (Yadak, 2017).

This study addresses an important gap in literature by examining the combined impact of academic motivation and self-efficacy on undergraduate university students' adaptation levels. By focusing on these psychological constructs, this research aims to provide insights into how students can better navigate the challenges of the university transition, ultimately improving both their academic and personal outcomes.

1.2 Problem Statement

Adjusting to university poses significant challenges for many students, with far-reaching consequences for academic performance and emotional well-being. For instance, a 2024 study of first-year U.S. undergraduates reported that 59–70% experienced high stress, and 57–63% felt loneliness during their transition to university life. College mental health support providers also warn of persistent anxiety, depression, and dropout risk linked to poor adjustment.

Academic motivation helps students persist with challenging goals, while self-efficacy enhances resilience. Research has confirmed that self-efficacy significantly promotes academic motivation (Tanjung & Maharani). For example, motivated students set and achieve ambitious goals, while those with strong self-efficacy persist through challenges. However, there is limited research on how these two traits interact to influence student adaptation. Additionally, little attention has been given to the factors that foster these traits, especially in diverse cultural and educational settings.

However, how these traits interact to influence adaptation remains understudied. Moreover, contextual factors such as peer support, academic stressors, and cultural adaptation, which are critical influencers of both traits, are seldom examined jointly. For example, students experiencing stress-induced loneliness tend to show lower self-efficacy and reduced sense of belonging (Lee et al., 2025). Most existing studies focus on Western contexts, leaving gaps in understanding how these dynamics operate in Southeast Asian universities like Universiti Malaysia Sarawak (UNIMAS).

Despite their importance, the interaction between academic motivation and self-efficacy remains poorly understood. It is unclear how these traits reinforce or balance each other to shape adaptation

outcomes. Addressing this gap is critical for developing interventions that enhance these traits and maximize their combined impact on students. Current research often overlooks diverse cultural, socioeconomic, and educational backgrounds, limiting the relevance of findings to multicultural and non-Western settings.

This study aims to address these gaps by exploring the relationship between academic motivation and self-efficacy in relation to student adaptation, focusing on academic, social, and emotional dimensions. Insights from this research can guide the development of targeted strategies, such as mentorship programs to build self-efficacy, workshops to boost motivation, and initiatives to enhance peer support and cultural integration. These interventions can improve student engagement, well-being, and overall success in higher education.

1.3 Research Objectives

The research aimed:

1. To determine the influence of academic motivation and self-efficacy on the undergraduate students' adaptation to university life.
2. To examine the relationship between academic motivation and students' adaptation to university life.
3. To assess the relationship between self-efficacy and students' adaptation to university life.
4. To identify the differences in academic motivation, self-efficacy, and students' adaptation to university life in term of gender.
5. To identify the differences in academic motivation, self-efficacy, and students' adaptation to university life in term of faculty.

1.4 Research Questions

The research questions of this study are:

1. Is there any influence of academic motivation and self-efficacy on the undergraduate student's adaptation to university life?
2. Is there any relationship between academic motivation and students' adaptation to university life?
3. Is there any relationship between self-efficacy and students' adaptation to university life?
4. Is there any differences between academic motivation, self-efficacy, and students' adaptation to university life in term of gender?
5. Is there any differences between academic motivation, self-efficacy, and students' adaptation to university life in term of faculty?

1.5 Research Hypotheses

The research questions of this study are:

H_0 1: There is no significant influence of academic motivation and self-efficacy on student's adaptation to university life.

H_0 2: There is no significant relationship between academic motivation and adaptation to university life.

H_0 3: There is no significant relationship between self-efficacy and adaptation to university life.

H_0 4: There is no significant influence of academic motivation and self-efficacy on the adaptation to university life in terms of gender.

H_0 5: There is no significant differences in academic motivation, self-efficacy, and students' adaptation to university life in terms of faculty.

1.6 Definition of Terms

1.6.1 Academic motivation

Conceptual definition

Academic motivation is the internal drive that pushes students to work hard, achieve success, and excel in their studies. It plays a key role in how students set and achieve academic goals, adapt to challenges, and persist through difficulties. Psychologists McClelland and Atkinson (1964) describe academic motivation as a desire to reach excellence while working to avoid failure. It is the “fuel” that keeps students striving for success in their learning journey.

Operational definition

Academic motivation can be measured using tools like the Academic Motivation Scale (AMS-C 28). This tool includes questions that assess students' willingness to put effort into academic tasks and their desire to receive feedback. For example, students may rate their motivation on a scale, showing how much effort, they are willing to invest in completing challenging assignments or improving their performance.

1.6.2 Self-efficacy

Conceptual definition

Self-efficacy is the belief in one's ability to plan and successfully carry out tasks or achieve goals. It reflects confidence in overcoming challenges and solving problems. According to psychologist Albert Bandura (1997), self-efficacy affects motivation, learning, and the effort people invest in achieving their goals. Students with high self-efficacy are more likely to set challenging goals, stay committed, and keep going even when faced with obstacles. On the other hand, students with low self-efficacy may doubt themselves and avoid difficult tasks.

Operational definition

Self-efficacy can be evaluated using tools like the General Self-Efficacy Scale (GSES). This scale asks students to rate their confidence in handling different academic tasks, such as completing assignments or performing well on exams. For instance, students might be asked to rate their confidence in staying motivated during tough study periods or overcoming challenges in their coursework, using a scale from “not at all true” to “exactly true.”

1.6.3 Adaptation to University Life

Conceptual definition

Adaptation is the process of adjusting to new environments, conditions, and demands. In university life, it includes academic adjustment, where students learn to handle the demands of coursework and exams; social adjustment, which involves building relationships and engaging in campus life; personal-emotional adjustment, which addresses managing stress, homesickness, and personal challenges; and institutional attachment, which reflects the student’s sense of belonging and connection to their college or university. Successful adaptation in these areas helps students thrive in the university setting (Zhao et al., 2022).

Operational definition

Adaptation in the context of university life can be measured using the Student Adaptation to College Questionnaire (SACQ). This tool evaluates how well students adjust in four areas: academic, social, personal-emotional, and institutional attachment. Higher scores indicate better adaptation. For instance, high academic adjustment scores reflect the ability to manage academic responsibilities effectively, while high social adjustment scores suggest active engagement and satisfaction with social interactions on campus.

1.7 Research Framework

1.7.1 Conceptual Framework

The diagram below shows the conceptual framework of this study outlining the main independent and dependent variables.

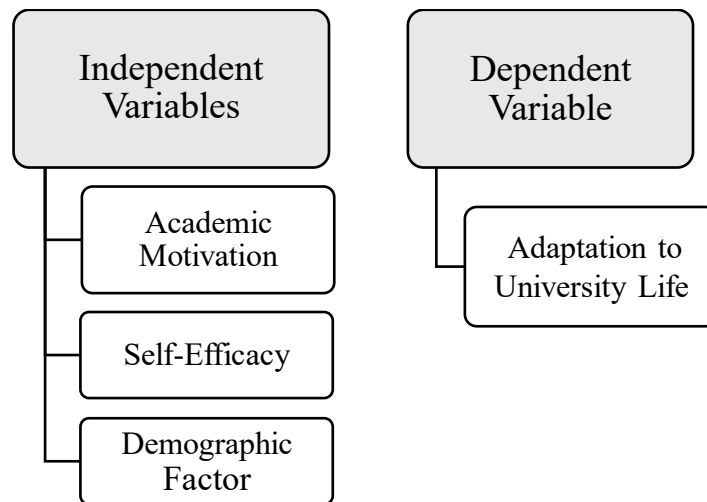


Figure 1 : Conceptual Framework

For conceptual framework, based on the figure above, it can be seen this study illustrates the relationships between academic self-efficacy, academic motivation, and adaptation to university life. This study employs a correlational design, which is a non-experimental research method aimed at identifying associations between independent variables (IVs) and dependent variables (DVs) after the occurrence of specific events or actions. According to the Encyclopedia of Research Design (Sage Research Methods, 2010, as cited in Lawrence, 2023), correlational designs explore potential causal relationships by comparing different groups of individuals to determine whether the IVs have a significant effect on the DV.

In this study, the IVs are academic motivation and self-efficacy, while the DV is the level of adaptation among undergraduate students at UNIMAS. The research investigates how these psychological constructs contribute to students' ability to adjust academically, socially, and emotionally to university

life. The term "effect" is used to indicate the influence that academic motivation and self-efficacy exert on students' adaptation, as guided by this research design.

Previous studies (e.g., Ismail, Rahul, Patra, & Rezvani, 2022) have demonstrated that IVs such as academic motivation significantly influence DVs like student adaptation. For example, Dominguez-Lara et al. (2022) found that higher levels of academic motivation and self-efficacy correlate positively with improved student adaptation outcomes. This research builds on these findings by applying a similar framework to a Southeast Asian context, specifically focusing on first-year and university students at UNIMAS.

1.7.2 Theoretical Framework

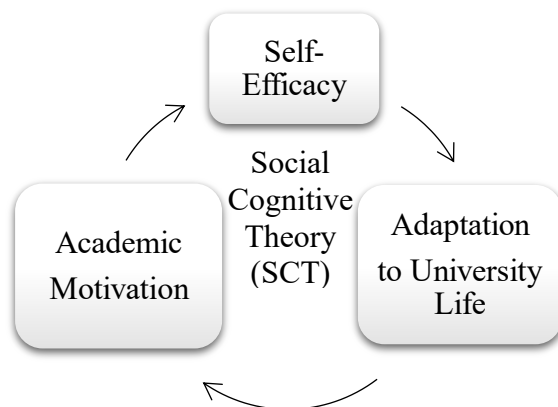


Figure 2 : Theoretical Framework

The theoretical framework for this study grounded in Social Cognitive Theory (SCT), developed by Albert Bandura (1986). SCT provides a comprehensive explanation of how personal beliefs, behaviors, and environmental factors interact dynamically to influence learning and motivation. Its focus on personal agency aligns with the study's emphasis on motivation and self-efficacy. This integrative perspective makes it particularly suitable for understanding the complex process of student adaptation to university life.

A central concept of SCT is self-efficacy, defined as an individual's belief in their capacity to execute actions necessary to achieve specific goals. Bandura (1997) emphasized that self-efficacy significantly impacts motivation, persistence, and performance. Students with high self-efficacy are more inclined to engage in challenging academic tasks, sustain effort over time, and demonstrate resilience when encountering setbacks. This belief in their capabilities empowers them to make constructive choices, maintain focus, and navigate obstacles effectively, all of which are critical for successful adjustment to the academic, emotional, and social demands of university life.

By applying SCT, this study aims to explore how self-efficacy interacts with academic motivation, another key factor influencing university adaptation. SCT's emphasis on reciprocal determinism (the interplay between personal, behavioral, and environmental factors) allows for a nuanced understanding of how students' internal beliefs and external contexts work together to shape their experiences and outcomes in higher education. This framework provides a robust foundation for examining the multifaceted processes involved in student adaptation and offers insights into how targeted interventions can enhance self-efficacy and motivation to support university students' overall success.

1.8 Significance of research

This study aims to explore their interrelationship and impact on various dimensions of adaptation, which are academic, social, emotional, and institutional. By examining these dynamics, the research seeks to provide insights into effective interventions that can enhance student support systems in higher education settings. By understanding the role of academic motivation and self-efficacy in student adaptation, educators can develop strategies to support students' social and emotional development. Findings from this study help to improve understanding on students' adaptation in university especially the new intake.

Besides that, this study is significant for counseling as it sheds light on the roles of academic motivation and self-efficacy in shaping students' ability to adapt to university life. By understanding these factors, counselors can develop evidence-based support programs tailored to address the specific challenges faced by students, particularly during their critical period. These programs can focus on building students' intrinsic motivation and enhancing their confidence in managing academic tasks and personal challenges.

The findings of this study also help counselors identify students at risk of poor adaptation early on. With this knowledge, counselors can design personalized interventions that target individual needs, such as stress management strategies, goal-setting techniques, and skill-building workshops. These interventions can not only reduce stress and anxiety but also promote mental health and resilience, enabling students to navigate university life more effectively.

Next, the study of academic motivation and self-efficacy can inform the development of evidence-based strategies to improve student retention and graduation rates. Research has shown that students who are motivated and confident in their abilities are more likely to persist in their studies and achieve academic success. By identifying the factors that influence academic motivation and self-efficacy, educators can develop targeted interventions to support students who are at risk of dropping out.

1.9 Scope of Study

This study aims to explore the relationships between academic motivation, self-efficacy, and the adaptation levels of university students. It focuses on key dimensions of adaptation, including academic, social, emotional, and institutional aspects. The target population is undergraduate students at Universiti Malaysia Sarawak (UNIMAS), a demographic particularly relevant due to the significant transitions they undergo from high school to higher education, including exposure to new academic and social environments.

UNIMAS undergraduates are an ideal population to study the influence of academic motivation and self-efficacy on adaptation, as several postgraduate works (e.g., Mansoor Ajmal, 2012; 2014) have confirmed that students face various stressors related to academic pressure and unfamiliar university systems. First-year students, in particular, often encounter challenges in adjusting to this new phase of life. By examining the relationships among academic motivation, self-efficacy, and adaptation levels within this group, the study aims to provide deeper insights into the psychological factors that facilitate or hinder successful adjustment to university life.

1.10 Conclusion

The researcher addresses the research problem, objectives, and theoretical foundations. This chapter establishes a clear and comprehensive approach to investigating undergraduate students' adaptation. It highlights the challenges undergraduate students face during their university transition, specifically focusing on the interplay between academic motivation, self-efficacy, and adaptation processes.

CHAPTER 2

LITERATURE REVIEW

2.0 Overview

This chapter synthesizes existing research and contextualizes the current study within ongoing scholarly discussions. The purpose of this literature review is to explore the relationships between academic motivation, self-efficacy, and various dimensions of student adaptation. Related theory about the relationship between academic motivation, self-efficacy, and student adaptation to university life in UNIMAS by other authors on this topic is also discussed.

2.1 Undergraduate University's Students Adaptation Process

Adaptation is about adjusting to new situations and balancing personal needs with external expectations. For first-year university students, this means adapting to academic demands (managing studies), social changes (making new friends), personal challenges (living away from home), and institutional life (understanding university rules and resources) (Hassan et al., 2023). Starting university can be exciting but also overwhelming. Students may feel homesick, lonely, or stressed by their workload. For instance, Subhi et al. found that students from Sabah and Sarawak face unique challenges but succeed through self-adjustment. Oguchi (2024) highlights that the transition to university is crucial, as it shapes students' academic success and whether they continue their studies.

Academic adaptation is about learning how to study effectively, manage time well, and meet course expectations (Niesing et al., 2024). Students who are motivated and eager to learn tend to see academic challenges as chances to grow and improve. Social adaptation involves making friends and feeling part of the university community. Moving to a new environment can make students feel lonely, but those with confidence and motivation often take the lead in meeting new people and joining activities. This helps them feel more connected and supported.

Personal-emotional adaptation focuses on mental health and well-being. Starting university can bring stress, anxiety, or homesickness, which may slow down the adjustment process. Universities should support students' mental health by providing counseling and promoting self-confidence to help them cope better. Institutional attachment refers to feeling connected to the university. Activities like orientation programs help students make friends, learn about resources, and feel part of the campus community. This connection increases motivation, engagement, and satisfaction with university life.

2.2 Relationship between Academic Motivation and Student's Adaptation to University Life

A considerable amount of literature has been published on academic motivation and its influence on student adaptation to university life. Academic motivation, defined as the internal drive to set and achieve academic goals, which is crucial for shaping student performance, persistence, and satisfaction (McClelland et al., 1953). Numerous studies emphasize that academic motivation is pivotal for student success and overall well-being. For example, Howard et al. (2021) found that intrinsic motivation significantly impacts students' success and well-being, while personal values play a key role in sustaining persistence, particularly during challenging academic transitions. Intrinsic motivation, driven by internal satisfaction and curiosity, is consistently associated with positive outcomes, including improved academic performance and emotional well-being, in contrast to extrinsic motivation, which is driven by external rewards such as grades or recognition (Ryan & Deci, 2020). It has been demonstrated that students driven by intrinsic motivation tend to engage more deeply in learning, actively participate in discussions, and demonstrate resilience in overcoming challenges (Zimmerman & Schunk, 2008). This perspective is further supported by Wu et al. (2020), who highlight the critical importance of intrinsic motivation for students in demanding fields such as medicine. Their findings suggest that intrinsically motivated students are better equipped to navigate academic challenges, enhancing their ability to adapt successfully to university life.

Measuring academic motivation in students involves assessing their ability to effectively overcome and engage in their studies environment. Motivated students are more likely to participate actively in their learning, seek assistance when faced with difficulties, and remain committed even when

the workload becomes demanding. According to study by Van Tuan (2020), he highlights that students with high academic motivation tend to exhibit proactive and resilient behaviors. For example, they actively seek clarification on challenging concepts, participate in group discussions, and utilize academic resources such as tutoring or study groups. When faced with challenges such as heavy workloads, complex assignments, or time management difficulties, highly motivated students maintain focus, seek appropriate resources, and employ effective study strategies. This proactive approach not only enhances academic performance but also contributes to emotional well-being, as students with high motivation often experience lower stress levels, long-term adaptation, and greater satisfaction with their academic journey.

Besides that, Prokopenko and Kaigorodova (2022) demonstrated that motivated students manage their time effectively and balance academic responsibilities, leading to better adjustment outcomes. Other studies have considered the relationship between motivation and engagement, showing that students with higher motivation tend to participate in collaborative learning activities, which enhances their adaptation to university life (Taylor et al., 2014). In addition to academic factors, the interplay between motivation and mental health requires deeper exploration, particularly during the university transition, a period when students are vulnerable to stress and emotional challenges. Pham et al. (2019) revealed that lower motivation levels correlate with higher risks of depression among medical students. However, inconsistencies exist regarding the role of external rewards. While extrinsic motivation can foster engagement in specific contexts, its effects may be short-lived, as it often lacks the sustainability of intrinsic motivation.

2.3 Relationship between Self-Efficacy and Student's Adaptation to University Life

Self-efficacy, introduced by Albert Bandura, is a fundamental psychological concept that shapes individuals' confidence in their ability to plan and execute actions necessary to achieve goals or overcome challenges (Al-Abyadh & Abdel Azeem, 2022). In the context of higher education, self-efficacy is crucial as it significantly impacts students' ability to adapt to the academic, social, and personal demands of university life.

Self-efficacy, defined as an individual's belief in their ability to succeed in specific situations, plays a crucial role in students' adaptation to university life. Kolil et al. (2020) investigated the influence of self-management skills on self-efficacy and academic achievement among university students, revealing that enhanced self-management positively impacts self-efficacy, which in turn influences academic adaptation. This study provides empirical support for the notion that developing self-efficacy can foster better adaptation outcomes for university students. This finding aligns with Wu et al. (2020), who emphasized that self-efficacy mediates the relationship between motivation and academic performance, acting as a bridge that transforms intrinsic motivation into tangible success. Bandura's Social Cognitive Theory suggests that self-efficacy also shapes students' emotional responses and behaviors, influencing how they approach academic challenges (Suryandoko, 2023).

Students with high self-efficacy approach their studies with confidence, resilience, and determination, leading to better adaptation outcomes. Similarly, Abdelrahman (2020) highlights the role of self-efficacy in reducing perceived stress and enhancing students' adaptability. Moreover, self-efficacy helps students foster resilience, enabling them to handle university stress more effectively. Saad et al. (2023) highlight that students with strong self-efficacy are better equipped to manage academic pressures, leading to lower stress levels and better emotional resilience. These students are more likely to persist in the face of academic challenges and demonstrate greater adaptability to the demands of university life. Similarly, Morton et al. (2014) identified self-efficacy as a strong predictor of students' intent to persist in their studies, underscoring its role in long-term academic success. This link is attributed to the confidence and problem-solving abilities that fosters self-efficacy. These findings underscore the importance of fostering self-efficacy in higher education.

The connection between self-efficacy and social support is also crucial. Kahu et al. (2019) demonstrate that optimism enhances resilience among undergraduate students, which in turn supports their adaptation to university life. This suggests that self-efficacy is not just an individual trait but is influenced by broader psychological and social factors. Furthermore, Facey-Shaw et al. (2019) illustrate how anxiety can negatively impact self-efficacy, particularly during transitional periods like the COVID-19 pandemic. Their research indicates that anxiety can adversely affect self-efficacy, thereby influencing

students' overall adjustment. Their findings emphasize the importance of providing students with coping strategies to manage stress and enhance their self-efficacy during transitional periods.

Self-efficacy is a critical psychological factor that influences students' academic performance, stress management, and social adaptation. Universities should prioritize creating supportive environments that foster self-efficacy through mentorship programs, goal-setting initiatives, and social support structures. By doing so, institutions can help students navigate the challenges of higher education and successfully adapt to university life.

2.4 Influence of Academic Motivation and Self-Efficacy on Student's Adaptation to University Life

The adaptation process of university students is influenced by multiple factors, with academic motivation and self-efficacy playing pivotal roles. Academic motivation drives students' commitment to their academic goals, while self-efficacy determines their belief in their ability to achieve these goals. When combined, these factors significantly shape how students navigate the academic, social, and personal challenges of university life, affecting their overall adaptation to the higher education environment.

Adaptation involves different areas of a student's life, including academic, social, personal, and institutional aspects. First-year students often face challenges like feeling homesick, loneliness, and the stress of managing heavier academic workloads (Casanova et al., 2022). Research shows that successful adaptation is closely connected to academic motivation and self-efficacy (Ariff et al., 2022). When students believe in their abilities and feel motivated, they are more likely to take part in social activities and stay engaged with their studies. This helps them adjust better to university life and have a more positive overall experience.

Hu et al. (2020) underscore the interdependency of academic motivation and self-efficacy, highlighting that self-directed learning strategies can enhance both. This finding aligns with Saeid and Eslaminejad (2016), who link higher academic motivation with lower procrastination, facilitating better adaptation outcomes. Together, these studies suggest that fostering both academic motivation and self-efficacy is essential for supporting undergraduate students' success. This relationship is further supported

by Han et al. (2021), who explain how self-efficacy influences students' perceptions of their capabilities, directly impacting their motivation levels.

While existing research has explored the individual roles of motivation and self-efficacy, there remains a significant gap in understanding how these factors collectively influence the multidimensional aspects of adaptation, including both academic and social adjustments. Most studies have tended to examine these aspects separately, leaving a need for a more integrated approach that explores how academic motivation and self-efficacy interact to influence students' holistic adaptation to university life.

To enhance undergraduate students' adaptation to university life, educational interventions should promote both academic motivation and self-efficacy. For example, offering workshops on goal setting and time management could help students develop self-directed learning strategies, while mentorship programs could foster a sense of competence and confidence. These interventions would not only boost students' academic motivation but also strengthen their belief in their ability to overcome challenges, thus enhancing their overall adaptation.

The interaction between academic motivation and self-efficacy is crucial for students' adaptation to university life. While existing research has illuminated the individual contributions of these factors, a more integrated approach is needed to explore how they work together to shape students' academic and social adjustments. Future research should investigate these multidimensional influences, and universities should consider interventions that enhance both academic motivation and self-efficacy to support students' holistic adaptation to higher education.

2.5 Previous studies on Academic Motivation, Self-Efficacy, and Students' Adaptation to University Life in terms of Gender and Programme of Study

Research consistently highlights gender-specific coping strategies in academic settings. Graves et al. (2021) revealed that female students predominantly rely on emotional coping mechanisms, such as seeking social support, whereas male students prefer problem-focused strategies. Furthermore, 60% of

female students reported chronic stress compared to 40% of male students. These findings highlight the unique pressures faced by female students, such as societal expectations and caregiving roles. Universities can address these challenges by introducing mindfulness workshops, resilience training, and gender-inclusive peer mentoring programs.

Studies also demonstrate that self-efficacy varies by the field of study, with students in professional programs (e.g., engineering, medicine) reporting higher stress levels than those in general education. Wu et al. (2020) emphasized that these program-specific variations influence academic motivation and adaptation strategies. Tailored interventions, such as program-specific mentoring or skill-building workshops, can foster self-efficacy in underperforming groups.

Prowse et al. (2021) reported significant declines in academic performance and mental health among female students, attributed to caregiving responsibilities and resource constraints. Universities should offer flexible academic policies, hybrid learning models, and gender-sensitive counseling to mitigate these challenges. Male students, who often underutilize support services, may benefit from initiatives normalizing emotional well-being discussions.

2.6 Theories Underlying Research

2.6.1 Social Cognitive Theory

According to Albert Bandura (1977), self-efficacy significantly influences motivation and persistence in tasks. This theory posits that self-efficacy affects academic performance by impacting students' choices, effort levels, and their ability to cope with challenges. For example, higher self-efficacy enhances students' willingness to engage in academic tasks and persist through challenges. Bandura's theory suggests that self-efficacy affects students' choices, the amount of effort they put into tasks, and their ability to persist despite difficulties, all of which are critical factors in successful adaptation.

2.6.2 Self-Determination Theory

Deci and Ryan's (1985) Self-Determination Theory explain that intrinsic motivation, the drive increased by personal interest or the desire, leads to more effective learning and greater academic achievement. Intrinsic motivation refers to the drive to engage in an activity for personal interest or enjoyment, rather than external rewards or pressures. For example, a student's driven by intrinsic motivation not only achieves higher academic success but also develops a lifelong love for learning. This mindset helps them thrive in university and beyond, fostering resilience and adaptability in the face of challenges. This theory focuses on intrinsic and extrinsic motivations, highlighting the importance of autonomy, competence, and relatedness in fostering motivation. It supports the idea that students who feel competent with high self-efficacy are more likely to be intrinsically motivated.

2.7. Conclusion

The researcher reviews the literature on key themes relevant to the study, including academic motivation, self-efficacy, and students' adaptation to university life. It provides theoretical foundation for current research, setting the stage for a comprehensive investigation of undergraduate student experiences at UNIMAS. The review underscores the critical need for targeted research that can inform institutional strategies for supporting student success during this pivotal transition period.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Overview

In this chapter, the researcher explains the process on how this study was conducted. It includes research design, population and sample, research instruments, data collection, data analysis and the limitation of study that been used in this study.

1. Research Design

The research design of this study is a correlational research design. This design is appropriate for exploring the influences between variables (academic motivation, self-efficacy, and adaptation to university life and allows for the collection of numerical data that can be statistically analyzed. The study will utilize cross-sectional data collection to assess participants gain insights into their current experiences and perceptions.

3.2 Research Sampling

3.2.1 Research Population

This study employs convenience sampling to select undergraduate students at UNIMAS as participants. Convenience sampling is practical and efficient, allowing the researcher to gather data quickly from students who are readily available and accessible. ear students are ideal for this study as they are in the critical transition phase of adapting to university life, making them the most relevant group to explore the roles of academic motivation and self-efficacy in adaptation. By focusing on this population, the study aims to provide insights that can directly inform support programs tailored to the unique challenges faced by undergraduate students.

3.2.2 Sample Size

The sample size of this study is 97 based on Cohen (1992) formula with alpha level 0.01, power analysis of 0.08 to detect the medium effect size.

3.3 Data Collection Techniques

Prior to data collection process, researchers have identified the participants for the study. During the process of data collection, participants were briefed about the study. In the questionnaire, researchers explained the topic and purpose of the study as well as digital consent form to be agreed before the respondents proceed answering the survey. There was no time limit for each respondent to answer the questionnaire. However, it is commonly taking 10 minutes to 15 minutes to answer the questionnaire completely which involves 3 main sections which were, Section A-Demographic of Respondent (6 items), Section B- Academic motivation scale (28 items) and Section C- General Self-Efficacy Scale (10 items) and Section D: Student Adaptation to College Questionnaire (47 items). Moreover, the questionnaire was posted to the WhatsApp and Telegram for UNIMAS channel. After the process of data collection, data were analyzed using the Statistical Package for Social Sower (SPSS) version 22.

3.4 Research Instruments

The research instruments for this study consist of three sections, which include (1) Section A: Demographic Profile (example: gender, race, origin, age, year of study and faculty); (2) Section B: Academic Motivation Scale (AMS-C 28); (3) Section C: General Self-Efficacy Scale (GSES) and (4) Section D: Student Adaptation to College Questionnaire (SACQ). The instruments used have been officially published by experts in the relevant field and had passed reliability (0.7 and above) and validity (0.35 and above) requirements.

3.6.1 Section A: Demographic Profile

The respondents are also required to complete the demographic survey. The demographic survey is designed to collect the basic information of respondents. The features that are included in the demographic are gender, race, origin, age, CGPA, year of study and faculty.

3.6.2 Section B: Academic Motivation Scale (AMS-C 28)

The Academic Motivation Scale (AMS-C 28) consist of 28 items, designed to measure various dimensions of academic motivation among students. It assesses both intrinsic and extrinsic motivation, which are critical for understanding how motivated students are in their academic pursuits. AMS-C 28 shows level of agreement with each statement on a Likert scale ranging from 1 (not at all true) to 7 (very true), A higher score means high level of academic motivation. A high academic motivation is indicated by scores above 75% on standardized motivation scales. Cronbach's alpha levels for the seven subscales of AMS indicated a good inter-item consistency, from 0.72 to 0.82 (Vallerand et al. 1992).

3.6.3 Section C: General Self-Efficacy Scale (GSES)

The General Self-Efficacy Scale (GSES) consist of 10 items to assesses student beliefs in their ability to succeed in various situations. Self-efficacy is a crucial factor that can affect students' motivation and adaptation to university life. GSES indicate a level of agreement with each statement on a 4-point Likert scale from 1 (not at all true) to 4 (exactly true). A higher score means a high level of self-efficacy. Cronbach's alpha consistently above 0.80 across studies, indicating strong internal reliability (Nel & Boshoff, 2015). The interpretation of scores:

10-20: Low self-efficacy

21-26: Moderate self-efficacy

27-40: High self-efficacy

3.6.4 Section D: Student Adaptation to College Questionnaire (SACQ)

The Student Adaptation to College Questionnaire (SACQ) is 47 items that evaluates different aspects of students' adaptation to university life, including academic adjustment, social adjustment, personal-emotional adjustment, and institutional attachment. This assessment is vital for understanding how well students are adjusting to their new environment. SACQ assesses various dimensions of academic adjustment through statements rated on a Likert scale (e.g., from 1 = strongly disagree to 5 = strongly agree). Subscale Cronbach's alpha values range from 0.80–0.90 (Baker & Siryk, 1999). A

higher total score indicates better overall adaptation to college life (generally above 200 out of a possible maximum of around 603).

3.5 Data Analysis

This research used the Statistical Package for Social Sciences (SPSS) version 26.0 to analyze data. Two key tools, the Academic Motivation Scale (AMS), General Self-Efficacy Scale (GSES) and Student Adaptation to College Questionnaire (SACQ), were used to measure students' levels of academic motivation, self-efficacy and adaptation in university life, respectively.

Research Questions		Analysis
1.	Is there any influence of academic motivation and self-efficacy on the student's adaptation to university life?	Multiple regression
2.	Is there any relationship between academic motivation and students' adaptation to university life?	Correlation analysis
3.	Is there any relationship between self-efficacy and students' adaptation to university life?	Correlation analysis
4.	Is there any differences between academic motivation, self-efficacy, and students' adaptation to university life in term of gender?	T test
5.	Is there any differences between academic motivation, self-efficacy, and students' adaptation to university life in term of faculty?	ANOVA

Table 1 : Data Analysis

The multiple regression analysis will be conducted to determine how academic motivation and self-efficacy influence the students' adaptation to university life. The dependent variable will be students' adaptation, while academic motivation and self-efficacy will serve as independent variables. This analysis will assess how much variation in adaptation is explained by these predictors, and the significance of their individual contributions will be examined by interpreting the regression coefficients, R-squared value, and p-values.

Next, a correlation analysis will be performed for the second objective. This will explore the linear relationship between academic motivation and adaptation to university life. Depending on the distribution of data, either Pearson's or Spearman's correlation will be used to measure the strength and direction of the relationship, and the correlation coefficient along with its significance will be reported. Similarly, for the third objective, a correlation analysis will be conducted to assess the relationship between self-efficacy and adaptation to university life. If the data is continuous and normally distributed, the Pearson correlation will be used and if the data is not normally distributed, Spearman's correlation will be used to understand the strength and direction of the relationship, with an emphasis on statistical significance.

Moreover, differences in academic motivation, self-efficacy, and adaptation across genders will be assessed using a T-test and ANOVA. If there are only two gender categories (e.g., male and female), an independent samples T-test will compare the means of these two groups. Homogeneity of variances will be checked using Levene's test, and significant differences will be reported through the t-statistic, p-value, and effect size. If gender includes more than two categories, an ANOVA will be used to compare the means, followed by post hoc tests to pinpoint the differences between groups.

Finally, to examine the differences in academic motivation, self-efficacy, and adaptation across different faculties, a one-way ANOVA will be performed. The means of academic motivation, self-efficacy, and adaptation will be compared across faculties, and Levene's test will check for homogeneity of variances. Significant results will be followed by post hoc tests (e.g., Tukey's HSD) to identify which specific faculties differ. Effect size will be reported to quantify the magnitude of the differences.

3.6 Limitation

If the sample size is too small, it may not adequately represent the broader population of undergraduate students, leading to limited generalizability of the findings. The convenience sampling method used in this study also have limited the generalization of the findings to similar populations. A limited sample can lead to skewed results and reduce the statistical power of the findings.

While AMS-C 28, GSES, and SACQ are validated instruments, they may not capture all dimensions of academic motivation, self-efficacy, or adaptation comprehensively. Self-reported instruments may not capture objective measures of adaptation (e.g., actual academic performance), which could provide a more complete picture of students' experiences.

This is a survey research design. The weaknesses of conducting survey research design is respondents may provide answers they believe are more socially acceptable rather than their true feelings or behaviors. Surveys also typically use standardized questions that may not capture the complexity of respondents' thoughts and feelings. Researchers must carefully design surveys to minimize biases and errors.

3.7 Conclusion

In conclusion, in chapter 3, the researcher used quantitative research design. It explains how the study was conducted. It transforms complex research into a clear and understandable in every step of the research process.

CHAPTER 4

FINDING AND RESULTS

4.0 Overview

This chapter explains the research's findings and discussion which will cover all the hypothesis of this research. Data collected from 103 respondents were analyzed using descriptive statistics, Spearman correlation, multiple regression, independent t-tests, and one-way ANOVA. These analyses were conducted to examine the influence of academic motivation and self-efficacy on students' adaptation to university life.

4.1 Summary of Demographic Profile

Respondents' Demographics		Frequency	Percentage
Gender	Female	88	85.4%
	Male	15	14.6%
Race	Bumiputera Sabah	11	10.7%
	Bumiputera Sarawak	28	27.2%
	Chinese	11	10.7%
	Indian	1	1.0%
	Malay	52	50.5%
Origin	Bau, Sarawak	3	2.9%
	Betong, Sarawak	2	1.9%
	Bintulu, Sarawak	3	2.9%
	Johor	2	1.9%
	Kapit, Sarawak	1	1.0%
	Kelantan	1	1.0%
	Kuching, Sarawak	30	29.1%
	Melaka	1	1.0%
	Miri, Sarawak	4	3.9%
	Mukah, Sarawak	2	1.9%
	Padawan, Sarawak	2	1.9%
	Pahang	3	2.9%
	Perak	2	1.9%

	Sabah	10	9.7%
	Samarahan, Sarawak	12	11.7%
	Sarikei, Sarawak	1	1.0%
	Selangor	3	2.9%
	Serian, Sarawak	8	7.8%
	Sibu, Sarawak	6	5.8%
	Siburan, Sarawak	4	3.9%
	Simunjan, Sarawak	1	1.0%
	Terengganu	2	1.9%
Age Range	19 - 21	69	67.0%
	22 - 24	33	32.0%
	24 - 26	1	1.0%
Year of Studies	Year 1	65	63.1%
	Year 2	18	17.5%
	Year 3	18	17.5%
	Year 4	2	1.9%
Faculty	FACA	2	1.9%
	FCSHD	66	64.1%
	FCSIT	4	3.9%
	FEB	1	1.0%
	FENG	9	8.7%
	FLE	6	5.8%
	FMHS	3	2.9%
	FSSH	12	11.7%

Table 2 : Frequency and Percentage of Respondents According to Gender, Race, Origin, Age Range, Year of Study and Faculty

The data table above displays six demographic categories: gender, race, origin, age range, year of studies and faculty. A total of 103 respondents participated in the study. The data is further categorized into frequency and percentage. The majority were female (85.4%), while only 14.6% were male.

In terms of racial background, most respondents identified as Malay (50.5%), followed by Bumiputera Sarawak (27.2%), Bumiputera Sabah (10.7%), Chinese (10.7%), and Indian (1.0%). The respondents predominantly originated from Sarawak, with the highest concentration from Kuching (29.1%), Samarahan (11.7%), and followed by Serian (7.8%), Sibu (5.8%), Miri (3.9%), and several

other Sarawak districts. A notable number also came from Sabah (9.7%), representing a significant portion of the East Malaysian group. Additionally, several respondents came from Peninsular Malaysia, including those from Johor (1.9%), Kelantan (1.0%), Melaka (1.0%), Pahang (2.9%), Perak (1.9%), Selangor (2.9%), and Terengganu (1.9%). This indicates some diversity in geographic background, although the sample is still predominantly from East Malaysia.

The majority of participants were aged 19–21 years (67.0%), consistent with a typical undergraduate cohort. Most were in their first year of study (63.1%). Faculty-wise, the majority of respondents were from the Faculty of Cognitive Sciences and Human Development (FCSHD) (64.1%), followed by the Faculty of Social Sciences and Humanities (FSSH) (11.7%), Faculty of Engineering (FENG) (8.7%), Faculty of Language and Education (FLE) (5.8%), Faculty of Computer Science and Information Technology (FCSIT) (3.9%), Faculty of Medicine and Health Sciences (FMHS) (2.9%), Faculty of Applied and Creative Arts (FACA) (1.9%) and Faculty of Economics and Business (FEB) (1.0%).

4.2 Overall Mean and Standard Deviation

Descriptive Statistics			
	N	Mean	Std. Deviation
OverallMeanAMS	103	3.63	.266
Valid N (listwise)	103		

Table 3 Descriptive Statistics of Academic Motivation Scale (AMS-28)

According to Table 3, the descriptive statistic table indicates that the average score for the Academic Motivation Scale (AMS-28) is 3.63. The standard deviation for responses to AMS-28 is 0.266. These results suggests that students had relatively high levels of academic motivation.

Descriptive Statistics			
	N	Mean	Std. Deviation

OverallMeanGSES	103	2.99	.433
Valid N (listwise)	103		

Table 4 : Descriptive Statistics of General Self-Efficacy Scale (GSES)

According to Table 4, the descriptive statistic table indicates that the average score for the General Self-Efficacy Scale (GSES) is 2.99. The standard deviation for responses to GSES is 0.433. These results suggest that students demonstrated relatively moderate self-efficacy.

Descriptive Statistics			
	N	Mean	Std. Deviation
OverallMeanSACQ	103	3.21	.297
Valid N (listwise)	103		

Table 5 : Descriptive Statistics of Student Adaptation to College Questionnaire (SACQ)

According to Table 5, the descriptive statistic table indicates that the average score for the Student Adaptation to College Questionnaire (SACQ) is 3.21. The standard deviation for responses to GSES is 0.297. These results suggest that students demonstrated relatively average levels of adaptation.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
OverallMeanAMS	.206	103	.000	.898	103	.000
OverallMeanGSES	.180	103	.000	.941	103	.000
OverallMeanSACQ	.077	103	.145	.985	103	.312

a. Lilliefors Significance Correction

Table 5 : Test of Normality of Overall Mean of Academic Motivation Scale (AMS-28), General Self-Efficacy Scale (GSES) and Student Adaptation to College Questionnaire (SACQ)

Normality tests revealed that academic motivation and self-efficacy were not normally distributed (Shapiro-Wilk, $p < .01$), while student adaptation were normally distributed ($p > .01$). As a result, Spearman's rank-order correlation was chosen as the main method for examining the relationships between the variables, as it does not assume a normal distribution and is more robust to non-linear or non-parametric data.

4.2.1 Multiple Regression: To determine the influence of academic motivation and self-efficacy on the undergraduate students' adaptation to university life.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.325	2	.163	1.877	.158 ^b
	Residual	8.666	100	.087		
	Total	8.992	102			

a. Dependent Variable: OverallMeanSACQ

b. Predictors: (Constant), OverallMeanGSES, OverallMeanAMS

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.434	.402		6.056	.000
	OverallMeanAMS	.210	.119	.189	1.766	.081
	OverallMeanGSES	.003	.073	.004	.037	.970

a. Dependent Variable: OverallMeanSACQ

Table 6 : Multiple Regression Analysis of Academic Motivation and Self-Efficacy on Students' Adaptation To University Life

A multiple regression analysis was conducted to assess whether academic motivation (AMS) and self-efficacy (GSES) significantly predict student adaptation to university life (SACQ). Since the p-value for the regression model is 0.158, which is greater than the significance level of 0.01, we fail to reject the null hypothesis.

4.2.2 Spearman Correlation: Relationship between academic motivation and students' adaptation to university life

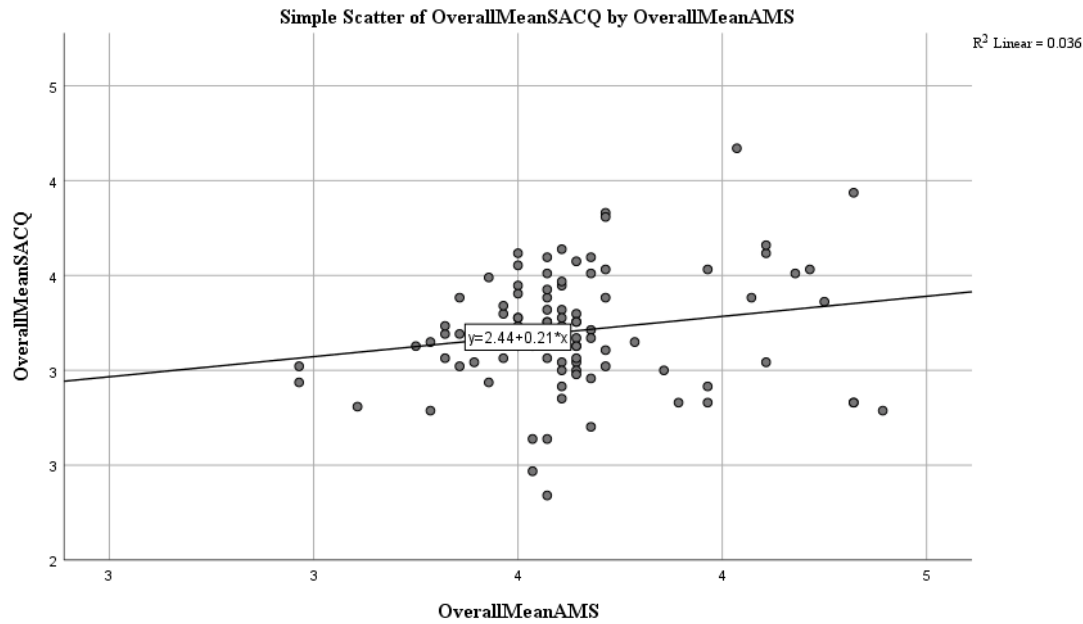


Figure 3: Academic Motivation V.s Students' Adaptation to University Life

Correlations

			OverallMeanA MS	OverallMeanS ACQ
Spearman's rho	OverallMeanAMS	Correlation Coefficient	1.000	.125
		Sig. (2-tailed)	.	.208
		N	103	103
	OverallMeanSACQ	Correlation Coefficient	.125	1.000
		Sig. (2-tailed)	.208	.
		N	103	103

Table 7 :Correlations of Academic Motivation Scale (AMS) and Student Adaptation to College Questionnaire (SACQ)

A Spearman's rank-order correlation was conducted to examine the relationship between academic motivation and student adaptation. The result showed a positive but very weak correlation, which was not statistically significant, $\rho = 0.125$, $n = 103$, $p = 0.208$. This means that there is no meaningful monotonic relationship between academic motivation and student adaptation to university life.

4.2.3 Spearman Correlation: Relationship between self-efficacy and students' adaptation to university life

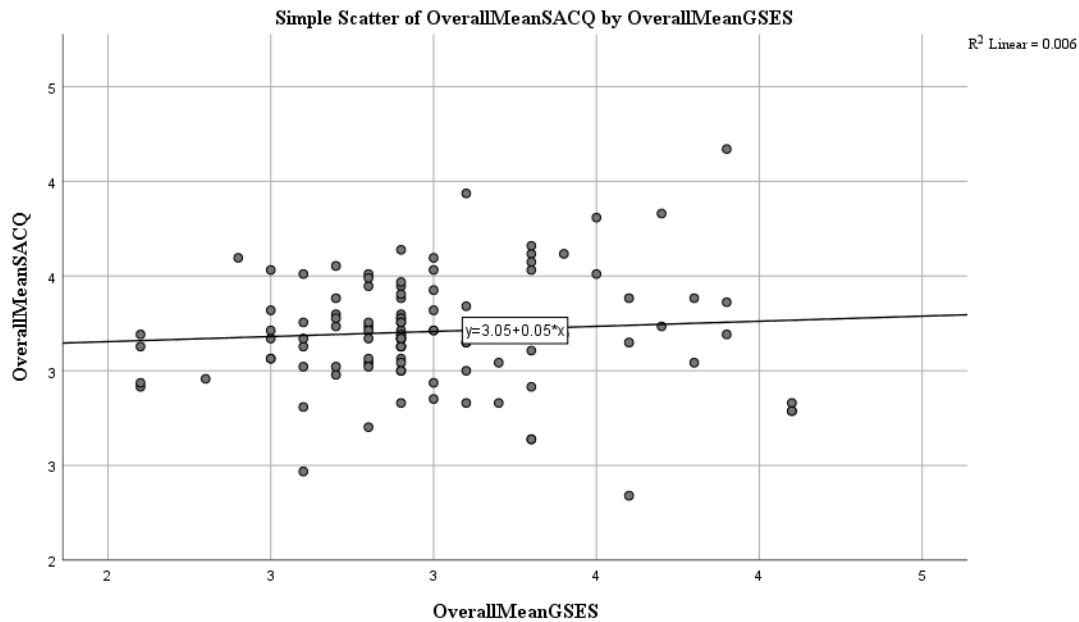


Figure 4 : Self-Efficacy Vs Students' Adaptation to University Life

Correlations

			OverallMeanG SES	OverallMeanS ACQ
Spearman's rho	OverallMeanGSES	Correlation Coefficient	1.000	.080
		Sig. (2-tailed)	.	.420
		N	103	103

OverallMeanSACQ	Correlation Coefficient	.080	1.000
	Sig. (2-tailed)	.420	.
	N	103	103

Table 8 : Correlations of General Self-Efficacy Scale (GSES) and Student Adaptation to College Questionnaire (SACQ)

A Spearman's rank-order correlation was conducted to examine the relationship between general self-efficacy and student adaptation among university students. The result indicated a very weak positive correlation, which was not statistically significant, $\rho = 0.080$, $p = 0.420$, $n = 103$.

This suggests that there is no meaningful monotonic relationship between students' self-efficacy and their adaptation to university life in this sample. Students who reported higher levels of self-efficacy were not consistently more likely to report better adaptation.

4.2.4 T-test: Differences between academic motivation, self-efficacy, and students' adaptation to university life in terms of gender

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
OverallMeanAMS	Female	88	3.63	.263	.028
	Male	14	3.60	.215	.058
OverallMeanGSES	Female	88	2.99	.422	.045
	Male	14	2.89	.416	.111
OverallMeanSACQ	Female	88	3.20	.295	.031
	Male	14	3.25	.308	.082

Table 9 : Group Statistic of academic motivation, self-efficacy, and students' adaptation to university life in term of gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
OverallMeanAMS	Equal variances assumed	.485	.488	.421	100	.675	.031	.074	-.116	.178
	Equal variances not assumed			.487	19.755	.631	.031	.064	-.102	.165
OverallMeanGSES	Equal variances assumed	.203	.654	.781	100	.436	.095	.121	-.146	.335
	Equal variances not assumed			.789	17.530	.441	.095	.120	-.158	.347
OverallMeanSACQ	Equal variances assumed	.251	.618	-.542	100	.589	-.046	.085	-.215	.123
	Equal variances not assumed			-.525	17.012	.607	-.046	.088	-.232	.140

Table 10 : Independent Samples t-Test Results for Academic Motivation, Self-Efficacy, and Student Adaptation Based on Gender

An independent samples t-test was conducted to examine differences in academic motivation, self-efficacy, and adaptation to university life based on gender. The results showed there were no significant gender differences in students' Academic Motivation (AMS), General Self-Efficacy (GSES), or Student Adaptation to College (SACQ). Descriptive statistics show that female students ($n = 88$) had slightly higher mean scores in AMS ($M = 3.63$, $SD = 0.263$) and GSES ($M = 2.99$, $SD = 0.422$) compared to male students ($n = 14$) with means of 3.60 ($SD = 0.215$) and 2.89 ($SD = 0.416$) respectively. In contrast, male students reported a slightly higher mean score in SACQ ($M = 3.25$, $SD = 0.308$) compared to females ($M = 3.20$, $SD = 0.295$).

There were no statistically significant gender differences in academic motivation ($p = 0.675$), self-efficacy ($p = 0.436$), or adaptation to university life ($p = 0.589$). This suggests that male and female students at UNIMAS experience these variables similarly, highlighting a balanced academic environment across genders.

4.2.5 One Way ANOVA: Differences between academic motivation, self-efficacy, and students' adaptation to university life in term of faculty

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
OverallMeanGSES	Between Groups	1.476	7	.211	1.138	.346
	Within Groups	17.612	95	.185		
	Total	19.088	102			
OverallMeanSACQ	Between Groups	1.117	7	.160	1.925	.074
	Within Groups	7.875	95	.083		
	Total	8.992	102			

Table 11 : One-Way ANOVA Results for Academic Motivation, Self-Efficacy, and Student Adaptation In term of Faculty

A one-way ANOVA was conducted to examine whether academic motivation (AMS), self-efficacy (GSES), and student adaptation (SACQ) significantly differed across faculties. The analysis revealed that adaptation to university life (SACQ) did not show a statistically significant difference across faculties, with $F(7, 95) = 1.925$, $p = .074$, which exceeds the alpha level of 0.01, indicating no significant difference. Similarly, differences in academic motivation ($F(7, 95) = 1.783$, $p = .100$) and self-efficacy ($F(7, 95) = 1.138$, $p = .346$) were not statistically significant, as their p-values also exceeded the 0.01 threshold. Therefore, the one-way ANOVA results indicate that there are no statistically significant differences between faculties in students' academic motivation, self-efficacy, or adaptation to college life. The null hypothesis failed to be rejected.

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
OverallMeanAMS	Based on Mean	4.932	6	95	.000
	Based on Median	4.000	6	95	.001
	Based on Median and with adjusted df	4.000	6	82.176	.001
	Based on trimmed mean	4.837	6	95	.000
OverallMeanGSES	Based on Mean	.683	6	95	.664
	Based on Median	.498	6	95	.809
	Based on Median and with adjusted df	.498	6	88.234	.808
	Based on trimmed mean	.644	6	95	.695
OverallMeanSACQ	Based on Mean	.667	6	95	.676
	Based on Median	.476	6	95	.824
	Based on Median and with adjusted df	.476	6	85.578	.824
	Based on trimmed mean	.654	6	95	.686

Table 12 : Table 3.4: Test of Homogeneity Of Mean academic motivation (AMS), self-efficacy (GSES), and student adaptation (SACQ)

Based on Table 12 of test of homogeneity of variances. Since all p-values were greater than the alpha level of 0.01, we fail to reject the null hypotheses. This indicates that there are no statistically significant differences in academic motivation, self-efficacy, or student adaptation across faculties.

4.3 Discussion

This study found that academic motivation and self-efficacy did not significantly predict student adaptation to university life. While both variables are often emphasized in literature (e.g., Wu et al., 2020; Abdelrahman, 2020), they had limited influence in this context. One reason could be the

complex and multifactorial nature of adaptation, which may involve other unmeasured variables such as mental health, peer and family support, stress and time management and emotional intelligence.

While earlier correlation analyses showed weak but positive relationships between academic motivation and adaptation ($r = .190$), and between self-efficacy and adaptation ($r = .078$), these correlations were either not statistically significant or too weak to have meaningful predictive value. When both variables were examined together in a multiple regression model, their combined predictive power was limited, suggesting that they may play a minor or indirect role in the university adjustment process. Alternatively, their impact may be mediated or moderated by other variables not included in this study.

Furthermore, no significant gender or faculty differences were found. This contrasts with studies (e.g., Graves et al., 2021) showing gender disparities in stress and coping, suggesting that UNIMAS may provide a relatively balanced and supportive learning environment for all students.

A key consideration is the regional context of the sample, where most respondents were from Sarawak. Cultural values such as collectivism and community support may influence how students interpret motivation, self-efficacy, and adaptation, which may differ from other populations in Malaysia or abroad. Therefore, generalizing these findings should be done cautiously.

Lastly, it is possible that adaptation is multi-dimensional (academic, social, emotional, institutional), and broad measures of motivation and self-efficacy may not capture these nuanced experiences fully.

4.4 Conclusion

The study found that academic motivation and self-efficacy do not significantly predict undergraduate students' adaptation to university life. While weak positive correlations were observed, only self-efficacy showed a statistically significant but minimal relationship with adaptation. No significant differences were found based on gender or faculty. Overall, students' adaptation, motivation, and self-efficacy appear similar across groups, suggesting these factors have limited influence on adaptation in this sample.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.0 Overview

This chapter presents a summary of the key findings, discusses their implications, addresses the limitations of the study, and offers recommendations for future research and practice. The aim of the study was to examine how academic motivation and self-efficacy influence undergraduate students' adaptation to university life. This research is significant as it sheds light on psychological and motivational factors that affect students' transition to higher education.

5.1 Research Summary

The study investigated the relationship between academic motivation, self-efficacy, and students' adaptation to university life among 103 undergraduate UNIMAS students. The research utilized validated instruments, including the Academic Motivation Scale (AMS-28), the General Self-Efficacy Scale (GSES), and the Student Adaptation to College Questionnaire (SACQ). Multiple regression, Spearman correlations, t-tests, and one-way ANOVA were used for data analysis.

Chapter 1 introduced the background and rationale of the study, focusing on the importance of academic motivation and self-efficacy in influencing students' adaptation to university life. The problem statement highlighted the challenges students face during the transition to higher education. The research objectives, questions, and hypotheses were clearly outlined, along with the significance and scope of the study. Key terms were also defined to guide understanding.

Chapter 2 provided a comprehensive review of relevant literature on the three main constructs: academic motivation, self-efficacy, and student adaptation. Theoretical frameworks such as Self-Determination Theory and Bandura's Self-Efficacy Theory were discussed. Empirical studies were presented to show the relationships between these constructs. The chapter also identified research gaps and justified the need for further investigation, particularly in the Malaysian university context.

Next, Chapter 3 described the research design, which employed a quantitative approach using survey questionnaires. It detailed the population and sampling method, with a total of 103 undergraduate students from UNIMAS participating. Instruments used included the Academic Motivation Scale (AMS-28), General Self-Efficacy Scale (GSES), and the Student Adaptation to College Questionnaire (SACQ). Procedures for data collection, ethical considerations, and the statistical methods used for analysis (descriptive statistics, Spearman correlation, t-tests, ANOVA, and multiple regression) were explained.

Chapter 4 presented the results of the data analysis. Descriptive statistics showed moderate levels of self-efficacy, relatively high academic motivation, and average adaptation among students. Normality tests revealed that two variables were not normally distributed, leading to the use of non-parametric tests. Correlation analyses found weak and non-significant relationships between academic motivation and adaptation, as well as between self-efficacy and adaptation. Multiple regression showed that the two predictors did not significantly predict student adaptation. No significant differences were found based on gender or faculty.

Lastly, Chapter 5 discussed the implications of the findings in relation to previous research, highlighting that academic motivation and self-efficacy may not be strong standalone predictors of student adaptation. Limitations such as gender imbalance, small sample size, and limited generalizability were acknowledged. Implications were outlined for educators, counselors, and future researchers. The chapter concluded that a more holistic and context-sensitive approach is needed to support student adaptation in university settings. Recommendations for future studies included exploring additional variables and expanding the sample to different universities.

5.2 Limitation

The limitation of this study is the gender of respondents are imbalance, which is more female respondents are participated in this study than male respondents. Besides that, the small sample size had also become the limitation in this study. It seems that there were only 65 students who represented the whole population of undergraduate students, and the rest are from second, third and fourth year. There is a sample composition, in which the sample consisted primarily of students from Sarawak,

especially from the Faculty of Cognitive Sciences and Human Development (FCSHD). This limits the generalizability of the findings to other regions. Since two of the main variables (AMS and GSES) were not normally distributed, the use of non-parametric tests limited some of the statistical power and generalizability of the findings. The result interpretations might not be accurate as the findings cannot be generalized.

The data collected were limited because the population just focused on one university. Hence, the researcher cannot conclude that other universities students will reveal the same problems as students in UNIMAS. Therefore, further studies could be done in different populations to compare the research findings. Besides that, the small sample size had also become the limitation in this study. It seems that there were only 65 students who represented the whole population of undergraduate students, and the rest are from second, third and fourth year.

In this study, a stricter rule was used to decide whether a result is “statistically significant”, the alpha level was set at 0.01 instead of the more common 0.05. This means that only results with very strong evidence were considered significant. While this helps reduce the chance of false positives, which is mistakenly thinking there is an effect when there is not, it also increases the chance of missing real effects that are weaker but still important. This is called a Type II error, when the study fails to detect something that actually exists, possibly because the standard for detecting it was too strict.

Next, data collected through self-administered questionnaires, which may lead to social desirability bias. The study focused only on academic motivation and self-efficacy. although the instruments used were well-established, other relevant factors influencing adaptation, such as mental health, peer relationships, teaching quality, and family support, were not considered in this study. Other factors such as personality traits, family support, and social integration were not explored but may also influence adaptation.

5.3 Implications of Study

The findings from this study offer several important implications for educational institutions, counselors, and future researchers. Firstly, the weak and non-significant relationships between

academic motivation, self-efficacy, and student adaptation suggest that focusing solely on these two psychological constructs may not be sufficient to enhance student adjustment at the university level.

For higher education institutions like UNIMAS, the findings suggest that focusing solely on enhancing academic motivation and self-efficacy may not be sufficient to improve students' adaptation to university life. Instead, a more comprehensive approach is needed, one that includes support systems targeting emotional resilience, peer integration, stress management, and mental health awareness. Educators can design inclusive learning environments and co-curricular activities that foster a sense of belonging and community among students.

For counselors and student support services, the results highlight the importance of adopting holistic counseling practices that address multiple dimensions of student well-being, including social and emotional adjustment, not just academic concerns. Providing early intervention, personalized guidance, and mental health resources could help students adapt more successfully.

Additionally, the regional concentration of the sample implies that cultural and social norms may play a role in how students perceive and respond to academic and personal challenges. This calls for context-sensitive interventions that are tailored to the unique needs of students in East Malaysia, particularly Sarawak. From a research perspective, the study underscores the importance of exploring other influential variables, such as mental health, personality traits, or social support, for future investigations to better understand the multifaceted nature of student adaptation. Overall, this study contributes to the growing discourse on university adjustment and offers valuable direction for targeted student support strategies and future academic inquiries.

5.4 Recommendation

Based on the findings and limitations of this study, several recommendations are proposed to enhance students' adaptation to university life.

5.4.1 Recommendation for Educational Institutions

For educational institutions, it is recommended to strengthen orientation and counseling services by developing structured programs that support both the psychological and academic

transition of university students. These programs should place particular emphasis on strategies that build academic motivation and enhance students' self-confidence. Additionally, faculties with significantly lower reported adaptation levels (based on the ANOVA result), should be provided with additional academic and psychosocial support, such as peer mentoring programs and student support workshops. Although motivation and self-efficacy levels did not significantly vary across faculties, the variation in adaptation indicates a need for tailored interventions to help students from specific faculties better adjust to university life.

5.4.2 Recommendation for Lecturers and Academic Advisors

For lecturers and academic advisors, the promotion of active learning is strongly encouraged. Implementing teaching strategies that foster intrinsic motivation and encourage students to take ownership of their learning can positively influence their adjustment and academic performance. Furthermore, academic staff should be equipped with the skills to monitor student wellbeing and identify individuals who may be facing challenges in adapting. Early identification and timely referrals to support services are essential to ensure students do not fall behind or feel isolated.

5.4.3 Recommendation for Future Researchers

For future researchers, it is recommended to expand the sample size and research settings to include a broader and more diverse population from various universities across Malaysia. This will enhance the generalizability of the findings. Moreover, longitudinal research is encouraged to examine how academic motivation and self-efficacy develop over time and how they affect students' long-term adaptation and academic success. Future studies should also consider including additional variables such as mental health, resilience, peer support, and learning strategies to gain a more holistic understanding of the factors influencing student adaptation in higher education.

5.5 Conclusion

This study concludes that while academic motivation and self-efficacy are positively linked to student adaptation, their influence is weak and statistically insignificant in this context. The findings underscore the importance of exploring other contributing factors that might more substantially affect

how students adjust to university life. Although the research contributes valuable insights within the UNIMAS context, especially regarding psychological and demographic variables, its limitations suggest caution when generalizing the results. Moving forward, a more holistic, multidimensional, and culturally aware approach to student development is essential in enhancing university transition experiences. By acknowledging the complexity of student adaptation and addressing the full spectrum of influencing factors, higher education institutions can better support student success and well-being.

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Appendix

I. Appendix A: Google Forms

The online questionnaire was developed using Google Forms and consisted of four main sections: (1) the informed consent form, (2) demographic information, (3) the Academic Motivation Scale, and (4) the General Self-Efficacy Scale and Student Adaptation to College Questionnaire instruments. All sections were presented in a single form to ensure a smooth and organized flow for participants.

Final Year Project: Influence of Academic Motivation and Self-Efficacy on The Undergraduate Student's Adaptation to University Life

My name is Hudzwah Nazihah Binti Syaifudin (82590). I am a third-year student from Counselling with at University of Malaysia Sarawak (UNIMAS). This research is under the supervision of Dr Azzahrah Binti Anuar (aazzahrah@unimas.my). You are invited to take part in a research project titled "**Influence of Academic Motivation and Self-Efficacy on The Undergraduate Student's Adaptation to University Life.**"

INFORMED CONSENT

Purpose of the study

This study aims to explore the relationships between academic motivation, self-efficacy, and the adaptation levels of university students.

The findings of this study contribute to improve understanding on students' adaptation in university especially the new intake and develop targeted interventions to support students who are at risk of dropping out.

Procedure

This study consists of consent form and four sections.

- Section A: Demographic Profile
- Section B: Academic Motivation Scale (28 items)
- Section C: General Self-Efficacy Scale(10 items)

- Section D: Student Adaptation College Questionnaire(47 items)

Duration

The questionnaire will take approximately 10-15 minutes to complete.

Voluntary Participation

Your participation in this study is completely voluntary. It is your choice whether or not to take part. You will be asked to sign a consent form if you decide to participate. After signing the consent form, you can withdraw from the study at any time and for any reason without any consequences. Withdrawing will not impact your relationship with the researcher. If you cancel before data collection is finished, your data will either be returned to you or destroyed.

Risks and benefits

Participation in this study may involve some minimal risks. You might feel discomfort while answering questions related to your behaviors and emotions. However, you can decline to answer any questions and terminate your involvement anytime.

Your participation in this study will not provide you with direct benefits. Nonetheless, the information obtained will help enhance understanding on students' adaptation in university especially the new intake. The findings offer develop interventions to support first year students. Although no direct individual benefits exist, your involvement expands knowledge in this important area. We sincerely appreciate your participation.

Right to withdraw

If you are uncomfortable answering the questions, you can leave this study anytime. All your data will be deleted after you stop participating in this study. If you decide to withdraw at any point, there won't be any penalties.

Confidentiality

We will keep your answers to this study private. The researcher and the supervisor will be the only ones with secure access to all acquired data. Without your approval, the data you submit will not be shared or used for any other reason; it will only be utilized for this study.

Contact Information

If you have any inquiries about this research study, you can contact me via Email:

82590@siswa.unimas.my

Phone/ WhatsApp: +6011-31056517

* Indicates required question

1. **Acknowledgement**

*

I have read and agree to the informed consent.

Tick all that apply.

☐ I agree to participate.

DEMOGRAPHIC PROFILES

2. **Gender** *

Mark only one oval.

☐ Male ☐ Female

3. **Race** *

Mark only one oval.

- ☐ Malay
- ☐ Chinese
- ☐ Indian
- ☐ Bumiputera Sabah
- ☐ Bumiputera Sarawak
- ☐ Other: _____

4. **Origin (specific area, Example: Sibul, Sarawak)** *

5. **Age (Example: 20)** *

6. Year of Studies *

Mark only one oval.

☐ Year 1

☐ Year 2

☐ Year 3

☐ Year 4

7. Faculty *

Mark only one oval.

☐ FCSHD

☐ FEB

☐ FSSH

☐ FENG

☐ FRST

☐ FBE

☐ FMHS

☐ FLE

☐ FACA

☐ FCSIT

ACADEMIC MOTIVATION SCALE (AMS-28)

Each scale represents: 1 :

Does not correspond at all

2 : Corresponds a little

3 : Corresponds moderately

4 : Corresponds a lot

5 : Corresponds exactly

I want to study...

1. Because with only a high-school degree I would not find a high-paying job later on. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

2. Because I experience pleasure and satisfaction while learning new things. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

3. Because I think that a college education will help me better prepare for the career I have chosen. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

4. For the intense feelings I experience when I am communicating my own ideas to others. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

5. Honestly, I don't know; I really feel that I am wasting my time in school.

*

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

6. For the pleasure I experience while surpassing myself in my studies.

*

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

7. To prove to myself that I am capable of completing my college degree. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

8. In order to obtain a more prestigious job later on.

*

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

9. For the pleasure I experience when I discover new things never seen before.

*

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

10. Because eventually it will enable me to enter the job market in a field that I like.

*

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

11. For the pleasure that I experience when I read interesting authors. *

Mark only one oval.

☐	☐	☐	☐	☐
1	2	3	4	5

12. I once had good reasons for going to college. However, now I wonder whether I should continue. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

13. For the pleasure that I experience while I am surpassing myself in one *
of my personal accomplishments.

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

14. Because of the fact that when I succeed in college I feel important. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

15. Because I want to have "the good life" later on. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.

*

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

17. Because this will help me make a better choice regarding my career orientation.

*

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

18. For the pleasure that I experience when I feel completely absorbed by what certain authors have written.

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

19. I can't see why I go to college and frankly, I couldn't care less.

*

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.

*

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

21. To show myself that I am an intelligent person. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

22. In order to have a better salary later on. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

23. Because my studies allow me to continue to learn about many things that interest me.

*

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

24. Because I believe that a few additional years of education will improve my competence as a worker. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

25. For the "high" feeling that I experience while reading about various interesting subjects. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

26. I don't know; I can't understand what I am doing in school. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

27. Because college allows me to experience a personal satisfaction in my quest for excellence in my studies. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

28. Because I want to show myself that I can succeed in my studies. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

GENERAL SELF-EFFICACY SCALE (GSES)

Each scale represents:

- 1 : Not at all true
- 2 : Hardly true
- 3 : Moderately true
- 4 : Exactly true

1. I can always manage to solve difficult problems if I try hard enough. *

Mark only one oval.

1	2	3	4
☐	☐	☐	☐

2. If someone opposes me, I can find means and ways to get what I want. *

Mark only one oval.

1	2	3	4
☐	☐	☐	☐

3. It is easy for me to stick to my aims and accomplish my goals. *

Mark only one oval.

1	2	3	4
☐	☐	☐	☐

4. I am confident that I could deal efficiently with unexpected events. *

Mark only one oval.

1	2	3	4
☐	☐	☐	☐

5. Thanks to my resourcefulness, I know how to handle unforeseen situations.

*

Mark only one oval.

1	2	3	4
☐	☐	☐	☐

6. I can solve most problems if I invest the necessary effort. *

Mark only one oval.

1	2	3	4
☐	☐	☐	☐

7. I can remain calm when facing difficulties because I can rely on my coping abilities.

*

Mark only one oval.

1	2	3	4
☐	☐	☐	☐

8. When I am confronted with a problem, I can usually find several solutions.

*

Mark only one oval.

1	2	3	4
☐	☐	☐	☐

9. If I am in a bind, I can usually think of something to do. *

Mark only one oval.

1	2	3	4
☐	☐	☐	☐

10. I can usually able handle whatever come to my ways. *

Mark only one oval.

1	2	3	4
☐	☐	☐	☐

STUDENT ADAPTATION TO COLLEGE QUESTIONNAIRE (SACQ)

47 items

- 1 : Strongly disagree.
- 2 : Disagree.
- 3 : Neutral.
- 4 : Agree.
- 5 : Strongly agree.

1. I have experienced sadness and quite a few mood swings lately. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

2. I am not able to control my emotions lately. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

3. I find it difficult to cope with the stress that university causes me. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

4. I feel tired most of the time lately. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

5. I don't feel very motivated to study lately. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

6. I have headaches lately. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

7. I often feel confused. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

8. I've been feeling nervous lately. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

9. I find it difficult to be alone and have so many responsibilities. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

10. I don't sleep well lately. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

11. I feel good lately. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

12. I get mad very easily lately. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

13. I think I am not able to do everything that is required of me. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

14. I'm not doing it well enough because of the amount of work I do. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

15. I've been thinking about asking for psychological help lately. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

16. I have good friends and acquaintances in the Career to tell them about any problem. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

17. I'm adjusting well to university. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

18. I am meeting people and making friends at the university. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

19. I think I fit in well at the university. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

20. I think I have enough social skills to integrate well to the university life.

*

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

21. I am satisfied with my life at the university. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

22. I have close personal relationships at the university. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

23. I have felt very lonely in the career lately. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

24. I'm thinking of leaving the university definitively. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

25. I hope to finish my studies in this faculty. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

26. I'm thinking of moving to another faculty. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

27. I am satisfied with my decision to go to college. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

28. I wish I was in another university or college faculty. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

29. I know why I am in college and what I want to get out of it. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

30. Most of the things that I am interested in are not related to what I do in the career.

*

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

31. I am seriously considering taking time off from college and continuing later.

*

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

32. My academic goals are well defined. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

33. I doubt the value that a university career can have. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

34. I am satisfied with the subjects in my course. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

35. I am satisfied with quality of subjects I have. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

36. I am satisfied with the number and variety of subjects I have. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

37. I am very satisfied with the teachers that I have this course. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

38. I like the work I do in the subjects. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

39. I am very satisfied with the social activities offered by the university. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

40. I like to do the term papers. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

41. In short, I would rather be at home than college. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

42. I have a hard time getting homework scheduled. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

43. I am satisfied with the pace at which I am working. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

44. I am very involved in the university life. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

45. I am satisfied with my participation in the social activities offered by the university.

*

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

46. I am attending classes regularly. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

47. I am not comfortable with certain people in the career. *

Mark only one oval.

1	2	3	4	5
☐	☐	☐	☐	☐

Well done! You have survived. Thanks for your time. May your day be filled with happiness and love ♥



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Google Forms

II. Appendix B: SPSS Data

	AcknowledgementI have read and agree to the informed consent	Gender	GenderRecorded	Race	Origins	RecordedOrigin	AgeRange	Yearof Studies	Faculty	RecordedFaculty	Age
1	I agree to participate.	Female	1.00	Bumiputera Sabah	Sabah	Sabah	19 - 21 Year 1	FCSHD		FCSHD	
2	I agree to participate.	Female	1.00	Bumiputera Sabah	Sabah	Sabah	19 - 21 Year 1	FCSHD		FCSHD	
3	I agree to participate.	Female	1.00	Bumiputera Sabah	Sabah	Sabah	22 - 24 Year 3	FCSHD		FCSHD	
4	I agree to participate.	Female	1.00	Bumiputera Sabah	Sabah	Sabah	22 - 24 Year 3	FCSHD		FCSHD	
5	I agree to participate.	Female	1.00	Bumiputera Sabah	Sabah	Sabah	22 - 24 Year 3	FSSH		FSSH	
6	I agree to participate.	Female	1.00	Bumiputera Sabah	Sabah	Sabah	22 - 24 Year 3	FSSH		FSSH	
7	I agree to participate.	Female	1.00	Bumiputera Sabah	Sabah	Sabah	22 - 24 Year 3	FSSH		FSSH	
8	I agree to participate.	Female	1.00	Bumiputera Sarawak	Bau, Sarawak	Bau, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
9	I agree to participate.	Female	1.00	Bumiputera Sarawak	Bau, Sarawak	Bau, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
10	I agree to participate.	Female	1.00	Bumiputera Sarawak	Bau, Sarawak	Bau, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
11	I agree to participate.	Female	1.00	Bumiputera Sarawak	Serian, Sarawak	Serian, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
12	I agree to participate.	Female	1.00	Bumiputera Sarawak	Serian, Sarawak	Serian, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
13	I agree to participate.	Female	1.00	Bumiputera Sarawak	Serian, Sarawak	Serian, Sarawak	19 - 21 Year 2	FCSHD		FCSHD	
14	I agree to participate.	Female	1.00	Bumiputera Sarawak	Sibu, Sarawak	Sibu, Sarawak	22 - 24 Year 2	FCSHD		FCSHD	
15	I agree to participate.	Female	1.00	Bumiputera Sarawak	Sibu, Sarawak	Sibu, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
16	I agree to participate.	Female	1.00	Bumiputera Sarawak	Siburan, Sarawak	Siburan, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
17	I agree to participate.	Female	1.00	Bumiputera Sarawak	Siburan, Sarawak	Siburan, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
18	I agree to participate.	Female	1.00	Bumiputera Sarawak	Siburan, Sarawak	Siburan, Sarawak	19 - 21 Year 3	FENG		FENG	
19	I agree to participate.	Female	1.00	Bumiputera Sarawak	Siburan, Sarawak	Siburan, Sarawak	22 - 24 Year 2	FENG		FENG	
20	I agree to participate.	Female	1.00	Chinese	Sibu, Sarawak	Sibu, Sarawak	22 - 24 Year 4	FMHS		FMHS	
21	I agree to participate.	Female	1.00	Chinese	Sibu, Sarawak	Sibu, Sarawak	22 - 24 Year 4	FMHS		FMHS	
22	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	22 - 24 Year 3	FCSHD		FCSHD	
23	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
24	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
25	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	22 - 24 Year 1	FCSHD		FCSHD	
26	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
27	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
28	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
29	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
30	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
31	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
32	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
33	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 2	FCSHD		FCSHD	
34	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 2	FCSHD		FCSHD	
35	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
36	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
37	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
38	I agree to participate.	Female	1.00	Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
39	I agree to participate.	Female	1.00	Malay	Samarahan, Sarawak	Samarahan, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
40	I agree to participate.	Female	1.00	Malay	Samarahan, Sarawak	Samarahan, Sarawak	22 - 24 Year 1	FCSHD		FCSHD	
41	I agree to participate.	Female	1.00	Malay	Samarahan, Sarawak	Samarahan, Sarawak	22 - 24 Year 2	FCSHD		FCSHD	
42	I agree to participate.	Female	1.00	Malay	Samarahan, Sarawak	Samarahan, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
43	I agree to participate.	Female	1.00	Malay	Samarahan, Sarawak	Samarahan, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
44	I agree to participate.	Female	1.00	Malay	Samarahan, Sarawak	Samarahan, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
45	I agree to participate.	Female	1.00	Malay	Samarahan, Sarawak	Samarahan, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
46	I agree to participate.	Female	1.00	Malay	Samarahan, Sarawak	Samarahan, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
47	I agree to participate.	Female	1.00	Malay	Serian, Sarawak	Serian, Sarawak	22 - 24 Year 1	FCSHD		FCSHD	
48	I agree to participate.	Female	1.00	Malay	Serian, Sarawak	Serian, Sarawak	19 - 21 Year 1	FCSHD		FCSHD	
49	I agree to participate.	Female	1.00	Malay	Pahang	Pahang	22 - 24 Year 3	FCSIT		FCSIT	

50	I agree to participate.	Female	1.00 Malay	Pahang	Pahang	19 - 21 Year 1	FCSIT	FCSIT
51	I agree to participate.	Female	1.00 Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 2	FENG	FENG
52	I agree to participate.	Female	1.00 Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 2	FENG	FENG
53	I agree to participate.	Male	2.00 Bumiputera Sabah	Sabah	Sabah	22 - 24 Year 3	FCSHD	FCSHD
54	I agree to participate.	Male	2.00 Bumiputera Sabah	Sabah	Sabah	19 - 21 Year 1	FCSHD	FCSHD
55	I agree to participate.	Male	2.00 Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSHD	FCSHD
56	I agree to participate.	Male	2.00 Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSHD	FCSHD
57	I agree to participate.	Male	2.00 Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 2	FCSHD	FCSHD
58	I agree to participate.	Female	2.00 Indian	Melaka	Melaka	22 - 24 Year 3	FACA	FACA
59	I agree to participate.	Female	1.00 Bumiputera Sabah	Samarahan, Sarawak	Samarahan, Sarawak	22 - 24 Year 3	FACA	FACA
60	I agree to participate.	Female	1.00 Bumiputera Sabah	Sabah	Sabah	19 - 21 Year 1	FENG	FENG
61	I agree to participate.	Female	1.00 Bumiputera Sarawak	Betong, Sarawak	Betong, Sarawak	22 - 24 Year 3	FCSHD	FCSHD
62	I agree to participate.	Female	1.00 Bumiputera Sarawak	Kapit, Sarawak	Kapit, Sarawak	22 - 24 Year 2	FCSHD	FCSHD
63	I agree to participate.	Female	1.00 Bumiputera Sarawak	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSHD	FCSHD
64	I agree to participate.	Female	1.00 Bumiputera Sarawak	Miri, Sarawak	Miri, Sarawak	22 - 24 Year 3	FCSHD	FCSHD
65	I agree to participate.	Female	1.00 Bumiputera Sarawak	Mukah, Sarawak	Mukah, Sarawak	19 - 21 Year 1	FCSHD	FCSHD
66	I agree to participate.	Female	1.00 Bumiputera Sarawak	Samarahan, Sarawak	Samarahan, Sarawak	19 - 21 Year 1	FCSHD	FCSHD
67	I agree to participate.	Female	1.00 Bumiputera Sarawak	Sankei, Sarawak	Sankei, Sarawak	19 - 21 Year 1	FCSHD	FCSHD
68	I agree to participate.	Female	1.00 Bumiputera Sarawak	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSIT	FCSIT
69	I agree to participate.	Female	1.00 Bumiputera Sarawak	Serian, Sarawak	Serian, Sarawak	19 - 21 Year 1	FENG	FENG
70	I agree to participate.	Female	1.00 Bumiputera Sarawak	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FSSH	FSSH
71	I agree to participate.	Female	1.00 Bumiputera Sarawak	Padawan, Sarawak	Padawan, Sarawak	22 - 24 Year 3	FSSH	FSSH
72	I agree to participate.	Female	1.00 Chinese	Johor	Johor	22 - 24 Year 3	FCSHD	FCSHD
73	I agree to participate.	Female	1.00 Chinese	Miri, Sarawak	Miri, Sarawak	19 - 21 Year 1	FCSHD	FCSHD
74	I agree to participate.	Female	1.00 Chinese	Perak	Perak	22 - 24 Year 3	FCSHD	FCSHD

75	I agree to participate.	Female	1.00 Chinese	Sibu, Sarawak	Sibu, Sarawak	19 - 21 Year 2	FCSHD	FCSHD
76	I agree to participate.	Female	1.00 Chinese	Bintulu, Sarawak	Bintulu, Sarawak	19 - 21 Year 1	FENG	FENG
77	I agree to participate.	Female	1.00 Chinese	Miri, Sarawak	Miri, Sarawak	19 - 21 Year 2	FMHS	FMHS
78	I agree to participate.	Female	1.00 Chinese	Selangor	Selangor	22 - 24 Year 2	FSSH	FSSH
79	I agree to participate.	Female	1.00 Malay	Bintulu, Sarawak	Bintulu, Sarawak	19 - 21 Year 1	FCSHD	FCSHD
80	I agree to participate.	Female	1.00 Malay	Perak	Perak	19 - 21 Year 1	FCSHD	FCSHD
81	I agree to participate.	Female	1.00 Malay	Selangor	Selangor	19 - 21 Year 2	FCSHD	FCSHD
82	I agree to participate.	Female	1.00 Malay	Simunjan, Sarawak	Simunjan, Sarawak	19 - 21 Year 1	FCSHD	FCSHD
83	I agree to participate.	Female	1.00 Malay	Terengganu	Terengganu	22 - 24 Year 3	FCSHD	FCSHD
84	I agree to participate.	Female	1.00 Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FCSIT	FCSIT
85	I agree to participate.	Female	1.00 Malay	Samarahan, Sarawak	Samarahan, Sarawak	24 - 26 Year 3	FEB	FEB
86	I agree to participate.	Female	1.00 Malay	Johor	Johor	22 - 24 Year 1	FENG	FENG
87	I agree to participate.	Female	1.00 Malay	Serian, Sarawak	Serian, Sarawak	19 - 21 Year 2	FENG	FENG
88	I agree to participate.	Female	1.00 Malay	Bintulu, Sarawak	Bintulu, Sarawak	19 - 21 Year 1	FLE	FLE
89	I agree to participate.	Female	1.00 Malay	Pahang	Pahang	22 - 24 Year 2	FLE	FLE
90	I agree to participate.	Female	1.00 Malay	Selangor	Selangor	19 - 21 Year 1	FLE	FLE
91	I agree to participate.	Female	1.00 Malay	Terengganu	Terengganu	19 - 21 Year 1	FLE	FLE
92	I agree to participate.	Female	1.00 Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FSSH	FSSH
93	I agree to participate.	Female	1.00 Malay	Miri, Sarawak	Miri, Sarawak	22 - 24 Year 2	FSSH	FSSH
94	I agree to participate.	Female	1.00 Malay	Samarahan, Sarawak	Samarahan, Sarawak	19 - 21 Year 1	FSSH	FSSH
95	I agree to participate.	Male	2.00 Bumiputera Sarawak	Padawan, Sarawak	Padawan, Sarawak	19 - 21 Year 1	FCSHD	FCSHD
96	I agree to participate.	Male	2.00 Bumiputera Sarawak	Sibu, Sarawak	Sibu, Sarawak	19 - 21 Year 1	FCSHD	FCSHD
97	I agree to participate.	Male	2.00 Bumiputera Sarawak	Betong, Sarawak	Betong, Sarawak	22 - 24 Year 2	FSSH	FSSH
98	I agree to participate.	Male	2.00 Bumiputera Sarawak	Mukah, Sarawak	Mukah, Sarawak	19 - 21 Year 1	FSSH	FSSH
99	I agree to participate.	Male	2.00 Bumiputera Sarawak	Serian, Sarawak	Serian, Sarawak	19 - 21 Year 1	FSSH	FSSH

99	I agree to participate.	Male	2.00 Bumiputera Sarawak	Serian, Sarawak	Serian, Sarawak	19 - 21 Year 1	FSSH	FSSH
100	I agree to participate.	Male	2.00 Chinese	Kuching, Sarawak	Kuching, Sarawak	22 - 24 Year 1	FCSHD	FCSHD
101	I agree to participate.	Male	2.00 Chinese	Kuching, Sarawak	Kuching, Sarawak	22 - 24 Year 1	FLE	FLE
102	I agree to participate.	Male	2.00 Malay	Kelantan	Kelantan	22 - 24 Year 1	FCSHD	FCSHD
103	I agree to participate.	Male	2.00 Malay	Kuching, Sarawak	Kuching, Sarawak	19 - 21 Year 1	FLE	FLE
104								

SPSS FYP.sav [DataSet1] - IBM SPSS Statistics Data Editor

Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
1	Timestamp	Date	40	0	None	None	11	Right	Scale	Input
2	Acknowledg	String	23	0	Acknowledgem...	None	23	Left	Nominal	Input
3	Gender	String	8	0	Gender	{1, Female}...	8	Left	Nominal	Input
4	GenderRec	Numeric	8	2	GenderRecoded	None	15	Right	Nominal	Input
5	Race	String	18	0	Race	{1, Malay}...	18	Left	Nominal	Input
6	Origins	String	23	0	Origin	{1, Kuching}...	23	Left	Nominal	Input
7	RecodedOri	Numeric	8	2	RecodedOrigin	{1 00, Kuchi...	15	Right	Nominal	Input
8	AgeRange	Numeric	8	2	AgeRange	{1 00, 19 - 2...	10	Right	Nominal	Input
9	YearofStudies	String	6	0	Year of Studies	{1, Year 1}...	6	Left	Nominal	Input
10	Faculty	String	5	0	Faculty	{1, FCSHD}...	5	Left	Nominal	Input
11	RecodedFa	Numeric	8	2	RecodedFaculty	{1 00, FCS...	16	Right	Nominal	Input
12	Age	Numeric	3	0	Age	{1, 19}...	12	Right	Scale	Input
13	AMS1	Numeric	2	0	1. Because wit...	None	12	Right	Nominal	Input
14	AMS2	Numeric	2	0	2. Because I ex...	None	12	Right	Nominal	Input
15	AMS3	Numeric	2	0	3. Because I thi...	None	12	Right	Nominal	Input
16	AMS4	Numeric	2	0	4. For the inten...	None	12	Right	Nominal	Input
17	AMS5	Numeric	2	0	6. For the pleas...	None	12	Right	Nominal	Input
18	RevAMS5	Numeric	8	0	5. Honestly, I d...	None	10	Right	Nominal	Input
19	AMS7	Numeric	2	0	7. To prove to	None	12	Right	Nominal	Input
20	AMS8	Numeric	2	0	8. In order to ob...	None	12	Right	Nominal	Input
21	AMS9	Numeric	2	0	9. For the pleas...	None	12	Right	Nominal	Input
22	AMS10	Numeric	2	0	10. Because ev...	None	12	Right	Nominal	Input
23	AMS11	Numeric	2	0	11. For the plea...	None	12	Right	Nominal	Input
24	AMS13	Numeric	2	0	13. For the plea...	None	12	Right	Nominal	Input
25	RevAMS12	Numeric	8	0	12. I once had ...	None	10	Right	Nominal	Input
26	AMS14	Numeric	2	0	14. Because of ...	None	12	Right	Nominal	Input
27	AMS15	Numeric	2	0	15. Because I ...	None	12	Right	Nominal	Input
28	AMS16	Numeric	2	0	16. For the plea...	None	12	Right	Nominal	Input

Data View Variable View

SPSS FYP.sav [DataSet1] - IBM SPSS Statistics Data Editor												
File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help												
	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role	
73	RevSACQ25	Numeric	8	0	25. I hope to fin...	None	None	11	Right	Nominal	Input	
74	RevSACQ26	Numeric	8	0	26. I'm thinking ...	None	None	11	Right	Nominal	Input	
75	RevSACQ28	Numeric	8	0	28. I wish I was ...	None	None	11	Right	Nominal	Input	
76	RevSACQ29	Numeric	8	0	29. I know why ...	None	None	11	Right	Nominal	Input	
77	RevSACQ30	Numeric	8	0	30. Most of the ...	None	None	11	Right	Nominal	Input	
78	RevSACQ31	Numeric	8	0	31. I am serious ...	None	None	11	Right	Nominal	Input	
79	RevSACQ33	Numeric	8	0	33. I doubt the ...	None	None	11	Right	Nominal	Input	
80	SACQ35	Numeric	2	0	35. I am satisfi...	None	None	12	Right	Nominal	Input	
81	SACQ36	Numeric	2	0	36. I am satisfi...	None	None	12	Right	Nominal	Input	
82	SACQ37	Numeric	2	0	37. I am very s...	None	None	12	Right	Nominal	Input	
83	SACQ38	Numeric	2	0	38. I like the wo...	None	None	12	Right	Nominal	Input	
84	SACQ39	Numeric	2	0	39. I am very s...	None	None	12	Right	Nominal	Input	
85	SACQ40	Numeric	2	0	40. I like to do t...	None	None	12	Right	Nominal	Input	
86	RevSACQ41	Numeric	8	0	41. In short, I w...	None	None	11	Right	Nominal	Input	
87	RevSACQ42	Numeric	8	0	42. I have a har...	None	None	11	Right	Nominal	Input	
88	SACQ44	Numeric	2	0	44. I am very in...	None	None	12	Right	Nominal	Input	
89	SACQ45	Numeric	2	0	45. I am satisfi...	None	None	12	Right	Nominal	Input	
90	SACQ46	Numeric	2	0	46. I am attendi...	None	None	12	Right	Nominal	Input	
91	RevSACQ47	Numeric	8	0	47. I am not co...	None	None	11	Right	Nominal	Input	
92	SACQ11	Numeric	2	0	11. I feel good I...	None	None	12	Right	Nominal	Input	
93	SACQ16	Numeric	2	0	16. I have good ...	None	None	12	Right	Nominal	Input	
94	SACQ27	Numeric	2	0	27. I am satisfi...	None	None	12	Right	Nominal	Input	
95	SACQ32	Numeric	2	0	32. My academ...	None	None	12	Right	Nominal	Input	
96	SACQ34	Numeric	2	0	34. I am satisfi...	None	None	12	Right	Nominal	Input	
97	SACQ43	Numeric	2	0	43. I am satisfi...	None	None	12	Right	Nominal	Input	
98	OverallMean...	Numeric	8	0	OverallMeanAMS	None	None	10	Right	Scale	Input	
99	MeanGSES	Numeric	8	0	OverallMeanGS	None	None	10	Right	Scale	Input	
100	MeanSACQ	Numeric	8	0	OverallMeanSA	None	None	10	Right	Scale	Input	