

**Acculturative Stress Academic Motivation and Personality Among Indian Students
Studying Abroad**

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Bachelor of Science in Psychology

By

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CERTIFICATE

This is to certify that the dissertation entitled, “ Acculturative Stress Academic Motivation And Personality Among Indian Students Studying Abroad”, is a bonafide record submitted by Navya Saji, Reg.no.SB20PSY059 , of St. Teresa’s College, Ernakulam under the supervision and guidance of Ms. Faculty Ms Annleena Anil and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title or recognition before.

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I, Navya Saji, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Annleena Anil, Assistant Professor, Department of Psychology, St. Teresa's College, Ernakulam, it has not been submitted by me to any other university or institution for the award of any degree, diploma, fellowship, title or recognition before.

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Abstract

The current study examine the effect of relation between academic motivation, acculturation stress and personality on international students based on a sample of 200 (Indian) international students by using spearman correlation normality test and non- parametric test. The tools used were Acculturative stress scale for international students (ASSIS), academic motivation scale and big five inventory -2 for which the international students were given Google form to fill and the data collection was done. The study show's there is a significant relationship between academic motivation, acculturation stress and personality. The limitations of the study was there was no face to face conversations, it was a rare and specific population. The future researches can include the gender differences, other types of sampling and deeper analysis can be done among the variable other than correlation.

Keywords: Acculturative Stress , Academic Motivation And Personality

Chapter 1

Introduction

India has a huge variety of cultures all around the country, each country and even the different states, district or the small localities within the country differ in their own way. It can be through rituals, celebrations, gods, food and most importantly language. As it differs this much within in the country itself obviously it will be different when compared to other non-Asian countries. There are many different western cultural characteristics; some include individuality, scientific rationalism, capitalism, and the rule of law. Now the number of students and people going abroad from India has increased and there will be problems affecting them because of the cultural differences. Now most of the children are being forced to study abroad for their higher studies as everyone consider education in abroad as a really great thing not only students, other citizens of India are also planning to go abroad for different reasons such as job, visiting visa etc and they after sometime take citizenship there and plans not to come back to India. This can be due to certain reasons but for a huge percentage of people this can become a stress or a problem should be facing at least for a small period. This can cause acculturation, communication difficulties, health issues etc. Main problem that will be faced by the immigrants from India will be acculturation and acculturative stress due to the difficulty of adapting from a culture to an entirely different culture. It may also affect the individual's personality and even academic motivation as the dominance of one culture on the other can make them inferior or even lack their motivation to do anything they want do to. The process of acculturation may impact both social and psychological well-being. Adjusting to life in college can be stressful any students but for international students, this stress is often multiplied (Nilsson, Butler, Shouse & Joshi, 2008). It is because moving to a new country involves acculturative stress (Berry & Annis, 1974).

Acculturative stress is stress due to the acculturation process between two cultures. Psychocultural stress due to cultural differences found between a host culture and an incoming culture marked by reduction in the physical and mental health status of individuals or groups

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undergoing acculturation. It is also marked by physical and psychological changes due to the adaptation required in diet, climate, housing, interactional styles, norms, and values to a new culture. Acculturative stress is the phenomenon individuals or groups experience in their adjustment to a new culture (Berry, Kim, Minde & Mok, 1987). It is manifested as a reduction in the psychological, somatic, and social balance of individuals or groups. The variation in intensity of this stress rests heavily on the similarities or dissimilarities between the host culture and that of the new entrants. This includes personal characteristics, amount of exposure, level of education and skills, sex, age, language, race and psychological and spiritual strengths, as well as the host culture's political and social attitudes, especially toward the newcomers. The more radical and different the host culture is in comparison to the newcomer's native cultures, the more acculturative stress will be experienced (Cox, 1987). When international students first start taking academic classes, they experience several concerns related to understanding classroom instruction, participating in classroom discussions, or figuring out the lecturer's expectations. Students also tend to worry about achieving their academic goals in order to graduate. To help students reach greater academic achievement and attain their goals, encouraging students to interact with faculty members (i.e., talking with the faculty member after class) has been suggested (Anaya & Cole, 2001).

An extended orientation program during the first few months of the students' academic life might also help them to find successful ways of dealing with these concerns. In addition, helping students increase their English proficiency will likely lead to higher levels of academic self-efficacy (Poyrazli, Arbona, Nora, McPherson, & Pisecco, 2002) and higher academic achievement. International students may display various reactions to the host country and culture. Some become very involved in their new community, while others may feel distant. The similarity between the students' home culture and the host culture, perceived discrimination, being extraverted, high communication skills and a positive approach to forming relationships with other students are noted as variables affecting this attitude (Ying, 2002). Usually students from more traditional cultures (i.e., Asian cultures) may feel distant to the American culture and experience more adjustment difficulties (Poyrazli et al., 2004). Furthermore, as the level of perceived prejudice increases, so does the likelihood that international students will identify with other international students rather than host nationals (Schmitt, Spears, & Branscombe, 2003).

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Academic achievement prepares students for future career and allow them enter competitive fields. It can also affect student's opportunities for further education and future occupation (Strenze, 2007; Jonsdottir, 2012). Lubienski and Lubienski, (2006) compared academic achievement among charter, private and public schools and the findings revealed that students from private schools scored higher than charter and public schools related. The positive perception of parent adolescent interactions has a positive effect on the academic achievement of adolescent males (Shearin, 2002; Thomas, 2002). Lizzio et al., (2002) reported that the perception of good teaching was positively associated with academic grades, whereas the perception of a heavy workload and inappropriate assessment were negatively associated. Teacher support was also found to be positively correlated with achievement (Patrick et al., 2007). Once students start building relationships with Americans, however, their experiences may be more positive, and they may experience an increased level of social support. During their initial transition, international students may feel lost, confused, overwhelmed, helpless, and isolated. As they try to settle into their new environment with the start of the semester, they may also feel academic stress similar to their domestic counterparts. However, unlike the other students, international students usually do not have similar resources to combat this stress (Sandhu & Asrabadi, 1998). This lack of resources coupled with the previous stated psychological experiences could lead to homesickness, depression, or anxiety. There is some evidence that the culture of international students determines the amount and type of psychological reactions they show. In America, European students, for example, report experiencing less acculturative stress than students from Asia, Central/South America, and Africa (Poyrazli et al., 2004; Yeh & Inose, 2003). Studying in a foreign country can create additional adjustment problems (Ishiyama, 1989; Pedersen, 1991).

According to Schram and Lauver (1988), international students often experience (a) alienation (feelings of powerlessness to achieve desired outcomes), (b) meaninglessness (inability to make sense of what is happening to them), and (c) social estrangement (feelings of loneliness).

Strong differences between individuals exist in their tendency to experience cultural transitions as an opportunity, or as a challenge or threat; as a consequence, they also vary in the way they respond to those transitions. Whereas some individuals might happily embrace the new

culture and engage in intercultural contacts, others may avoid such contacts and may experience strong feelings of distress and frustration.

In this chapter, we will discuss the role of personality and other relevant individual differences in the acculturation process. We will first give an overview of individual difference dimensions that have been related to acculturation outcomes, both among immigrants and among other groups of sojourners. Subsequently, we will discuss how the link between personality and acculturation outcomes can be understood from a differential use of acculturation strategies. The relevance of personality dispositions for acculturation outcomes is increasingly acknowledged (e.g., Van der Zee & Van Oudenhoven, 2013, 2014). One of the most influential general models of personality, the five-factor model (FFM; Costa & McCrae, 1992; Digman, 1990; Goldberg, 1993) describes personality in terms of five general dimensions: (1) extraversion (surgency, sociability), (2) agreeableness (warmth, likeability), (3) conscientiousness (control, orderliness), (4) negative emotionality (emotionality, anxiety), and (5) intellect/autonomy (independence, curiosity), also referred to as openness to experience (Costa & McCrae, 1992). That these five factors have predictive value against acculturation. The present study investigated the type of acculturative stress to which most international students experience and the different of stress level among students and how their personality has been related.

Need and significance of the study:

The number of people migrating from India is increasing day by day. Also a result of this , nowadays most of the Indian students prefer to study abroad and also stay abroad for their educational purpose and even for their entire life time . This is due to living environment and many other facilities or education system etc ,which they believe India or Indian institutions are lacking. But there can be or there are many inconvenience or other difficulties they must face as an Indian in many aspects like race, language, food ,people ,culture ,beliefs, moral values etc. This leads to acculturation which can later lead to acculturative stress. Acculturative stress has been found to be associated with a wide range of negative outcomes for international students, including lower self-esteem, higher depression and anxiety symptoms, suboptimal college adjustment, and poorer academic performance. They should be able to cope with these

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experiences also. Although acculturative difficulties seem to be natural aspect of adjustment to the new environment, they can develop into many discomforts or even develop into devastating mental health problem especially if there is a lack of clear understanding of the major acculturative stressor and their psychological impact. Also, their adjustment styles is influenced by their personality. Here we analyze how different personality types impacts the living and adjustment styles. This study is done to find the relationship between acculturative stress, personality and academic motivation among Indian students studying abroad because not only the positive side of the immigrants should be projected but also the other side of student's life studying there should also be addressed. To make them aware of both the sides of the life and to take better choices for their future and for the countries well-being and existence .They should also be able to cherish the positive and valuable culture of their country along with achieving their goals or ambitions in a proper and desired way by understanding and accepting both the true side of life without affecting their personality and their motivation for their education and for surviving from all the dragging down experiences and to live a happy life more than so called successful life.

Chapter 2

Review Of Literature

In the study, School adaptation among immigrant youth from a Dutch integration program: The influence of acculturative stress and bicultural identity integration on academic motivation by Vanessa K. Weva, Jenilee-Sarah Napoleon, Eva Malkus, Michael Hoover, Lydia Krabbendam, Jacob A. Burack & Mariëtte Huizinga (2022). Their findings highlight that non-Western immigrant youth are mismatched with the self-construal orientations typically promoted in Dutch schools, and that there is specificity in the way that migration challenges relate to different levels of academic motivation. In the study Adult attachment, personality factors, social support, and acculturative stress of international students by Chiachih DC Wang, Ling Jin, Gabriel Zamudio (2020), the results of the structure equation modeling (SEM) analyses indicated that higher attachment anxiety and negative emotionality were significantly associated with acculturative stress. In this study. Acculturative stress and coping processes among middle-aged Vietnamese-born American Catholics: The findings suggest that psychologists and other helping professionals consider clients' religious beliefs and practices, and capacity for resilience, as important components of assessment and treatment when helping middle-aged Vietnamese-born American Catholic immigrants to manage psychological distress and enhance life satisfaction. Another study was based on understanding the role of acculturative stress on refugee youth mental health: A systematic review and ecological approach to assessment and intervention by Ana d'Abreu, Sara Castro-Olivo and Sarah K. Ura (2019), findings identify that acculturative stress as a main risk factor to consider for assessment and intervention of mental conditions. In this study was conducted in Spain regarding acculturative stress and mental health among economically disadvantaged Spanish-speaking Latinos in primary care: The role of anxiety sensitivity by Jafar Bakhshaie, Abigail E Hanna, Andres G Viana, Monica Garza, Jeanette Valdivieso, Melissa Ochoa-Perez, Chad Lemaire, Jodi Berger Cardoso, Andrew H Rogers, Nubia A Mayorga, Daniel Bogiaizian, Michael J Zvolensky (2018). Results indicated that acculturative stress was indirectly related to the number of mood and anxiety disorders, anxious arousal, social anxiety, and depressive symptoms through anxiety sensitivity. Another study was on, Acculturative stress as a moderator of the effect of drinking motives on alcohol use and

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problems among young adults by Bridgid Mariko Conn ^a, Kida Ejese ^b, Dawn W. Foster . (2017) Findings shows that stronger drinking motives were associated with greater alcohol consumption and alcohol-related problems, and this relationship was stronger among Asian and Hispanic students who reported higher levels of acculturative stress. For Black students, greater acculturative stress was observed to weaken the relationship between coping, enhancement, and conformity motives and alcohol drinking frequency. This study was based on friendship development and the Big Five personality traits by Kelci Harris, Simine Vazire (2016)the study suggests that agreeableness has the most consistent effects on both romantic relationships and friendships, followed by negative emotionality. In the study disaggregating the effects of acculturation and acculturative stress on the mental health of Asian Americans.by Wei-Chin Hwang, Julia Y Ting ,findings suggest that acculturative stress is a more proximal risk factor and increases risk for mental health .,Generational and personality differences in acculturative stress among Mexican Americans and Japanese Americans by Amado M Padilla, Yuria Wagatsuma, Kathryn J Lindholm Results suggest that 1st-generation Ss in both groups perceived greater stress than later-generation . First-generation Mexicans reported the most stress, followed by 3rd/later-generation Mexican Americans, 2nd-generation Japanese Americans, and 1st-generation Japanese. Self-esteem was the best predictor of stress for both groups. The relationship between the entrepreneurial personality and the Big Five personality traits by Franziska Leutner ^a, Gorkan Ahmetoglu ^b, Reece Akhtar ^a, Tomas Chamorro- Premuzic (2014) importance of the findings is twofold. Firstly, it reveals that personality accurately predicts several entrepreneurial outcomes, thereby demonstrating personality's influence on entrepreneurial success. Circadian preferences, sleep quality and Sleep patterns, personality, Academic Motivation and Academic Achievement of university students results suggested that circadian preferences, Sleep quality and sleep patterns, personality and Academic Motivation were interrelated and had a significant effect on academic achievement. In the study , The role of acculturative stress on mental health symptoms for immigrant adolescents: a longitudinal investigation by Selcuk R Sirin, Patrice Ryce, Taveeshi Gupta, Lauren Rogers-Sirin(2013) , the results show significant decline in internalizing mental health problems during the high school years. At the same time, greater exposure to acculturative stress predicted significantly more withdrawn, somatic, and anxious/depressed symptoms. International students' race-ethnicity, personality and acculturative stress by Senel Poyrazli, Rajat K Thukral, Erdinc Duru(2010).

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Results showed that only one personality type, negative emotionality was significantly correlated with the overall acculturative stress. In the study, The relationship between the big five personality traits and academic motivation by (2005) results are interpreted in terms of creating an appropriate fit between teaching modalities and individual differences in students' academic motivation due to personality traits. Relations between the Big Five personality traits and dispositional coping in Korean Americans: Acculturation as a moderating factor by Scott C. Roesch, Christian Wee, Allison A. Vaughn (2006) these results show that there is considerable within-culture variation for the dimensions of the five-factor model of personality, coping styles, and acculturation in this largely bicultural sample. In the study The Effectiveness of Mixed Personality Trait Analysis with Multiple Stress Education Model in Coping with Stress Among International Students in American by Xiaoyang Mei(2002) The findings of this research reveal that the Multiple Education Stress Model intervention combined with personality trait analysis can be considered effective in decreasing acculturative stress levels and improving coping skills. In the study, Medical students' motivation and academic performance: the mediating roles of self-efficacy and learning engagement ,by Hongbin Wu, Shan Li, Juan Zheng, Jianru Guo (2020)Male students reported higher intrinsic motivation but surprisingly lower academic performance than females. The total effect of intrinsic motivation on academic performance was larger than that of extrinsic motivation. In the study, Acculturative stress and specific coping strategies among immigrant and later generation college students by Francisco J Mena, Amado M Padilla, Margarita Maldonado (1987)Findings revealed that late immigrant students experienced greater acculturative stress than the other groups. Also, late immigrants coped with stress more frequently by taking a direct, planned actions. In the study, Acculturative Stress and Acculturation Attitudes Among Indian Immigrants to the United States by Ahalya Krishnan, John W Berry (1992) Acculturative stress had significant positive relationships with attitudes of Separation and marginalization but negative relationship with Integration. Assimilation was found predictive of psychological stress, Separation of psychosomatic stress and Integration of overall stress.

Chapter 3

Methodology

Aim:

To study the relationship between acculturative stress, academic motivation and personality among Indian students studying abroad.

Objective:

- To study the relationship between acculturative stress and academic motivation among Indian students studying abroad.
- To study the relationship between acculturative stress and openness.
- To study the relationship between acculturative stress and conscientiousness.
- To study the relationship between acculturative stress and extraversion.
- To study the relationship between acculturative stress and agreeableness.
- To study the relationship between acculturative stress and negative emotionality.
- To study the relationship between academic motivation and openness.
- To study the relationship between academic motivation and conscientiousness.
- To study the relationship between academic motivation and extraversion.
- To study the relationship between academic motivation and agreeableness.
- To study the relationship between academic motivation and negative emotionality.

Hypothesis

H1: There will be a significant relationship between acculturative stress and academic motivation.

H2: There will be a significant relationship between acculturative stress and openness.

H3: There will be a significant relationship between acculturative stress and conscientiousness.

H4: There will be a significant relationship between acculturative stress and extraversion.

H5: There will be a significant relationship between acculturative stress and agreeableness.

H6: There will be a significant relationship between acculturative stress and negative emotionality.

H7: There will be a significant relationship between academic motivation and openness.

H8: There will be a significant relationship between academic motivation and conscientiousness.

H9: There will be a significant relationship between academic motivation and extraversion.

H10: There will be a significant relationship between academic motivation and agreeableness.

H11: There will be a significant relationship between academic motivation and negative emotionality.

Operational Definitions:**Acculturative stress:**

Acculturative stress is a special form of stress that manifests in physical, social, and psychological problems when people move among different nations.

Academic motivation:

Academic motivation refers to the cause of behaviors that are in some way related to academic functioning and success, such as how much effort students put forth, how effectively they regulate their work, which endeavors they choose to pursue, and how persistent they are.

Personality:

Personality refers to the enduring characteristics and behavior that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns.

Research design: the study uses correlational research design.

Sample and sampling: The study was conducted on a sample of 200 participants between age 18 and 25 who are Indian students studying abroad. Convenient sampling is used in the study.

Inclusion criteria:

- Both genders can participate.
- Participants studying any courses are accepted.

Exclusion criteria

- Participants of age less than 18 are excluded.
- Migration period less than 2 months are excluded.

Tools used for data collection**A. Acculturative stress scale**

The Acculturative Stress Scale for International Students (ASSIS; Sandhu & Asrabadi, 1994). The original version of ASSIS consists of 36-item, to be rated on 5-point Likert-type scale (1 = strongly disagree, 3 = unsure, 5 = strongly agree) that assesses adjustment problems. The ASSIS comprised of seven subscales, including Perceived Discrimination (8 items; e.g., I am treated differently in social situations), Homesickness (4 items; e.g., I feel sad leaving my relatives

behind), Perceived Hate/Rejection (5 items; e.g, Others do not appreciate my cultural values), Fear (4 items; e.g., I feel insecure here), Stress due to Change/Culture Shock (3 items; e.g., I feel uncomfortable to adjust to new cultural values), Guilt (2 items; e.g., I feel guilty that I am living a different lifestyle here), and Nonspecific Concerns (10 items; e.g., I worry about my future for not being able to decide whether to stay here or to go back). It has been reported that ASSIS internal consistency scores range from .87 to .95 for the total items measured by Cronbach's alpha (Poyrazli et al., 2004; Yeh & Inose, 2003). Sandhu and Asrabadi (1998) reported the Cronbach's alpha of 0.94 and Guttman split-half reliability of 0.96 for all 36 items of the scale. Construct validity was supported by a positive association with depression (Constantine, Okazaki, & Utsey, 2004) among international students. Total score ranges from 36 to 180 .Low score 36 to 72 Moderate 73 to 144 ,Over 144 high .

B. Academic motivation scale:

Academic motivation scale - 28 items - author - Robert J. Vallerand, Luc G. Pelletier, Marc R. Blai - 7 likert scale .AMC-C28 is a questionnaire developed by Vallerand, Pelletier, Blais, Briere, Senecal, & Vallieres in 1992 for measuring self-motivation; SCEQ is a questionnaire that was developed to measure college students' engagement in their learning. It has been established that these two research instruments are reliable (AMC-C28). Cronbach's $\alpha = .8$, SCEQ Cronbach's $\alpha = .94$) so they meet the research requirements of this study. # 2, 9, 16, 23 Intrinsic motivation - to know # 6, 13, 20, 27 Intrinsic motivation - toward accomplishment # 4, 11, 18, 25 Intrinsic motivation - to experience stimulation # 3, 10, 17, 24 Extrinsic motivation - identified # 7, 14, 21, 28 Extrinsic motivation - introjected # 1, 8, 15, 22 Extrinsic motivation - external regulation # 5, 12, 19, 26 Amotivation.

C. The Big Five Inventory–2 Short Form (BFI-2-S)

The Big Five Inventory – 2 Short Form by Oliver P. John and Christopher J. Soto. It consists of 30 questions ,5 likert scale. Item numbers for scoring the BFI-2-S domain and facet scales are listed below. Reverse-keyed items are denoted by “R.” Due to the limited reliability of the twoitem facet scales, we only recommend using them in samples with approximately 400 or

more observations. Domain Scales Extraversion: 1R, 6, 11, 16, 21R, 26R Agreeableness: 2, 7R, 12, 17R, 22, 27R Conscientiousness: 3R, 8R, 13, 18, 23, 28R Negative Emotionality: 4, 9, 14R, 19R, 24R, 29 Open-Mindedness: 5, 10R, 15, 20R, 25, 30R Facet Scales Sociability: 1R, 16 Assertiveness: 6, 21R Energy Level: 11, 26R Compassion: 2, 17R Respectfulness: 7R, 22 Trust: 12, 27R Organization: 3R, 18 Productiveness: 8R, 23 Responsibility: 13, 28R Anxiety: 4, 19R Depression: 9, 24R Emotional Volatility: 14R, 29 Aesthetic Sensitivity: 5, 20R Intellectual Curiosity: 10R, 25 Creative Imagination: 15, 30R. For the BFI-2-S, the reliability of scores was in the range 0.70–0.82 for the domain scales, and 0.27–0.76 for the facet scales (Table 10). Thus, the reliability is very low for some facets, as expected when using only two items per scale.

Procedure

The students studying abroad were provided the google form through various methods like mails, WhatsApp and passing on consent letters and the link to the questionnaire through social media. the participants were selected based on the inclusion and exclusion criteria. Participants were provided with detailed information about the study and were asked to accept an informed consent form before they begin. This form includes information about the purpose of the study, the data collection process, the potential risks and benefits, and the participant's right to withdraw from the study at any time. Participants were supposed to complete a set of questions to assess acculturative stress, academic motivation and personality.

Ethical considerations

- The participants were asked consent to participate in the study.
- The participants were given the opportunity to refuse or withdraw from the study.
- The research study was fully confidential.
- The researches assure the participant that the data collected will be used only for research purposes.

Data analysis

The normality of the data was checked using the Kolmogorov-Smirnov test. The study uses Spearman's Correlation test for correlation analysis as the data was not normal. The data was analyzed using SPSS package.

Table 4.1

The table shows result of Kolmogorov – Smirnov normality test.

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Acculturative stress	.106	200	<.001
Academic motivation	.093	200	<.001
Personality scale	.069	200	.023

Kolmogorov -Smirnov test of normality has been used. Results showed that the data doesn't follow normal distribution. thus, as the data are non-parametric, spearman's rank correlation method has been used.

Chapter 4

Result And Discussion

The study was done to find the relationship between acculturative stress, academic motivation and personality. The data for this study was collected using convenient sampling from the age group 18 – 25 years. Questionnaire were sent through online methods as google form. The participants were Indian students residing abroad. Normality was tested using Kolmogorov – Smirnov test. The data was found to be not normal, hence non parametric tests has been used.

Table 4.2

The table shows spearman's correlation between acculturative stress and academic motivation.

Variables	Academic motivation
Acculturative stress	-.634**

significance at the 0.01 level (2-tailed).

Table 4.2 shows the correlation between acculturative stress and academic motivation. The correlation value is $-.634(p < 0.01)$ and it shows a negative correlation which indicates that the academic motivation decreases as the acculturative stress increases.

Table 4.3

The table shows spearman's correlation between acculturative stress and open mindedness.

Variables	Open Mindedness
Acculturative Stress	.391**

significance at the 0.01 level (2-tailed).

Table 4.3 shows the significant relationship between acculturative stress and open mindedness which was a dimension of the personality. The correlation value is .391($p < 0.01$). Result shows that there is a positive correlation between the two and that indicates that when acculturative stress increases with an individual who has high openness. The values are significant.

Table 4.4

The table shows spearman's correlation between acculturative stress and conscientiousness.

Variables	Conscientiousness
Acculturative Stress	-.425**

significance at the 0.01 level (2-tailed).

Table 4.4 shows the correlation between acculturative stress and conscientiousness. Here it shows a moderate negative correlation($r = -.424$) ($p < 0.01$) between acculturative stress and conscientiousness which indicates that conscientiousness and acculturative stress are inversely proportional . The values are significant.

Table 4.5

The table shows spearman's correlation between acculturative stress and extraversion.

Variables	Extraversion
Acculturative Stress	-.450**

significance at the 0.01 level (2-tailed).

Table 4.5 shows the relationship between acculturative stress and extraversion the correlation value is $-.450$ ($p < 0.01$). Results shows that there is a significant moderate negative correlation between both which indicates that n acculturative stress and extraversion are inversely proportional . The values are significant.

Table 4.6

The table shows spearman's correlation between acculturative stress and agreeableness.

Variables	Agreeableness
Acculturative Stress	.443

Significance at the 0.01 level (2-tailed)

Table 4.6 shows the correlation between acculturative stress and agreeableness. The correlation value is .443($p < 0.01$). Results show that there is moderate positive correlation between acculturative stress and agreeableness which indicates that acculturative stress increases with a person who has high agreeable characteristics .

Table 4.7

The table shows spearman's correlation between acculturative stress and negative emotionality.

Variables	Negative Emotionality
Acculturative Stress	.448**

significance at the 0.01 level (2-tailed).

Table 4.7 shows the relation between acculturative stress and negative emotionality. The correlation value is -.448($p < 0.01$) . Its shows a moderate positive correlation which indicates that acculturative stress and negative emotionality are directly proportional . The values are significant.

Table 4.8

The table shows spearman's correlation between academic motivation and open-mindedness.

Variables	Open mindedness
Academic motivation	.609**

significance at the 0.01 level (2-tailed).

Table 4.8 shows the relation between academic motivation and open mindedness, the correlation value is .609($p < 0.01$). It shows a strong positive correlation between the two and that indicates that a person with high openness as his personality trait would show high academic motivation skills. The values are significant .

Table 4.9

The table shows spearman's correlation between academic motivation and conscientiousness.

Variables	Conscientiousness
Academic Motivation	.658**

significance at the 0.01 level (2-tailed).

Table 4. 9 shows the relationship between academic motivation and conscientiousness , there shows a strong positive correlation between both with correlation value .658($p < 0.01$) and that indicates that academic motivation increases with individual with high conscientiousness trait. The values imply that they are significant.

Table 4.10

The table shows spearman's correlation between academic motivation and extraversion.

Variables	Extraversion
Academic Motivation	.665**

significance at the 0.01 level (2-tailed).

Table 4.10 shows a significant relationship between academic motivation and extraversion ,the correlation value is .665 ($p < 0.01$)this shows a strong positive correlation between the two and that indicates when academic motivation increases with a person who has high extraversion characteristics . The values are significant.

Table 4.11

The table shows spearman's correlation between academic motivation and agreeableness

Variables	Agreeableness
Academic	-.640**

significance at the 0.01 level (2-tailed).

Table 4.11 shows the significant relation between academic motivation and agreeableness. The results shows a strong positive correlation and the correlation value is $-.640(p < 0.01)$ and that indicates that academic motivation and agreeableness are inversely proportional. The values are significant.

Table 4.12

The table shows spearman's correlation between academic motivation and negative emotionality

Variables	Negative emotionality
Academic motivation	.670**

significance at the 0.01 level (2-tailed).

Table 4.12 shows the significant relation between academic motivation and negative emotionality. The results shows a negative correlation between the two. The correlation value is $.670(p < 0.01)$ and that indicates that academic motivation and negative emotionality are directly proportional. The values are significant.

This study was conducted to find if there is any significant relationship between acculturative stress, academic motivation and personality. Migration is an important concept that is always associated with the stress of an individual and every individual differ in their personality and here we seek how the different personality types are associated with both acculturative stress and academic motivation. Hypothesis was done to find if there is any significant relationship between acculturative stress and academic motivation. Table 4.2 shows

that both acculturative stress and academic motivation found to have negative correlation this supports the earlier studies which also provided the same result where it shows a negative correlation (Alfaro et al .2009 ,Loren j albeg .,2013) that is when the stress due to difference in culture increases academic motivation tends to decrease . They may tend to show poor academic performances, as there would be difficulty for an individual to adapt to a new environment in every aspects. Acculturation theory prescribes an analysis of the linguistic, historical, and cultural aspects of the culture of origin and the culture of settlement in order to assess the cultural distance and the resultant acculturative stressors experienced by intercultural migrants (Berry, 1997). It predicts that such acculturative stresses, amplified by the degree of cultural distance between the culture of origin and the culture of settlement, may impact the migrants' psychological wellbeing, academic motivation, social interaction and cognitive functioning (Berry, 1997; Glass & Westmont, 2012; Li, Chen & Duanmu, 2010; Sullivan & Kashubeck-West, 2015; Stone, Feinstein & Ward). This prediction has been supported by research confirming that acculturative stress can negatively impact academic performance and cognitive function in a variety of intercultural migrant groups (Berry, 1980, 1990, 1994, 1995; Glass & Westmont, 2012; Li, Chen & Duanmu, 2010; Sue & Zane, 1985; Sullivan & Kashubeck-West, 2015; Stone, Feinstein & Ward, 1990; Ward & Rana-Deuba, 1999). In light of this previous guiding research, the current study predicted a significant inverse correlation between acculturative stress and academic performance.

Table 4.3 and 4.7 shows the correlation between acculturative stress with open mindedness and negative emotionality. Both showed a positive correlation with acculturative stress .This supports the study conducted by poyrazli et al (2010) .Open mindedness is when a person is open to new ideas and uniquely , all the stress and difficulty that could make them give up half way can make them open minded and high level of negative emotionality because international students with higher neurotic traits may be easily disturbed by and emotionally reactive to unfamiliar cultural and social situations , this personality disposition is directly associated with acculturation .Table 4.5 shows the correlation done between acculturative stress and extraversion which showed a negative correlation which contradicts the earlier study conducted by Park , Song Kwan min lee (2014) and consistent with the study conducted by Namkee Park, Hayeon Song, Kwan Min Lee(2014). A low extraverted person who is not so

socialized and active tend to have high stress in new culture. They may find it difficult to meet and interact in the new environment. Table 4.6 shows the relation between acculturative stress and agreeableness which showed a positive correlation which supports earlier studies conducted by Roesh , Christian wee , Vaughn (2006), that is a person with high agreeable character shows more of acculturative stress that is agreeable people could handle stress more affectively as agreeableness indicates interpersonal tendencies and people high on agreeableness can apply for coping styles . Acculturative stress showed a negative correlation with conscientiousness (table 4.4) which supports the study conducted by Xinyang Mei (2021) where a person who is less diligent , careless , disorganized and less efficient tend to have more of stress.

Table 4.8 and 4.10 shows the hypothesis done between academic motivation with open mindedness and extraversion where both showed a positive correlation which supports the previous study conducted by Komarraju and karau (2005).This suggests that students who are sociable and enjoys exposure to new ideas are likely to be engaged in educational experience and may benefit from discussion and interactive learning . Table 4. 9 shows the relation between academic motivation and conscientiousness which showed a positive correlation. This has contradicted with researches conducted in previous years by O’Conner & Paunonen(2007) and is consistent with the study conducted by Nikolas Apostolov, Madelyn Geldenhuys, (2022) it is likely that student who is conscientious would be able to adapt their learning strategies to fit the task parameters . The next hypothesis was done between academic motivation and agreeableness (table 4.11) which showed a negative correlation. The result is consistent with the studies of Komarraju et al., (2009); Feyter et al., (2012); and contrast with the studies of Poropat, (2009), Ariani (2013), Bozanoğlu & Sapançı, (2015). It is assumed that this personality trait doesn’t seem relevant to gauge the academic motivation because as stated by Shiner (2000) agreeableness acts as an important predictor in relationship domains but not act as an important predictor of academic efforts. Next hypothesis was done between academic motivation and negative emotion (table 4.12) which showed a positive correlation The result is consistent with the studies of Komarraju et al., (2009); Clark and Schroth (2010) and contrast with the studies of Bauer and Liang (2003); Bozanoğlu and Sapançı (2015). The result implies that individual that has high negative emotionality are motivated to acquire knowledge because as stated by Child (1969) neurotic individuals are usually self-centered and avoid social situations so they enjoy

abstracts and bookish material. Another justification of this positive association is given by Bidjerano and Yun Dai (2007), they stated that neurotic students in order to cope up with their anxiety related to failure intensify their efforts to prevent it.

Conclusion

The objective of the study was to understand if there existed any significant relationship between acculturative stress, academic motivation and personality. The study was conducted among Indian students residing abroad from age 18 to 35. The questionnaires used was Acculturative Stress Scale for International Students (ASSIS), Academic motivation scale and the Big five inventory

Findings

- There is a significant negative relationship between acculturative stress and academic motivation.
- There is a significant positive relationship between acculturative stress and openness.
- There is a significant negative relationship between acculturative stress and conscientiousness.
- There is a significant negative relationship between acculturative stress and extraversion
- There is a significant positive relationship between acculturative stress and agreeableness.
- There is a significant positive relationship between acculturative stress and negative emotionality.
- There is a significant positive relationship between academic motivation and openness.
- There is a significant positive relationship between academic motivation and conscientiousness.
- There is a significant positive relationship between academic motivation and extraversion.

- There is a significant negative relationship between academic motivation and agreeableness.
- There is a significant positive relationship between academic motivation and negative emotionality.

Implications

This study helps us to understand the inverse relation of acculturative stress and academic motivation in students studying abroad which can help them cope easily even in long run. This can also be an awareness to the society that not to force people to leave their country at any cost. The present study also understands the dissociation of acculturative stress with conscientiousness and extraversion. These can help people to alter their traits in a desirable way. The positive correlation between the personality traits and academic motivation can make the people to understand improve their personality to achieve their goals .

Limitations

The limitations of this study are that the sample size was small, gender difference was not checked, the study was limited to Indian college students and the questionnaire was provided as google forms through emails, WhatsApp, social media and so there was less face to face contact with the participants and there could be chances of participants not being completely honest. As the current study used self-report measures to collect data, the data is subjected to bias such as social desirability. Another limitation of this study is that it is cross-sectional, which limits the findings to a particular period of time.

Suggestions for future study

The future studies can make use of a more advanced sampling rather than just convenience sampling. The sample size must be large in order to ensure that the study is accurately applied to the whole population. Longitudinal studies must be conducted to understand the variation of individuals acculturative stress, academic motivation and personality.

Studies that include the checking of gender difference of acculturative stress academic motivation and personality should be done. Studies other than correlation like regression can be used to find the cause-and-effect rather than just the relationship.

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APPENDICES

Appendix A

Informed Consent

In the following survey, you will be asked to fill out questions relating to acculturative stress , academic motivation and personality . Please provide sincere answers.

Kindly fill out the form if you belong to the age range of 18-25 years and if your native country is India.

Your participation in the research is completely voluntary. You may stop participating at any time, for any reason, if you decide. All data obtained will solely be used for academic purposes and will be kept confidential.

By clicking " I Agree" below,

1. You have read the above description of the study.
2. You attest that you belong to the age group 18-25 years.
3. You are an Indian student studying abroad.
4. You have freely consented to participate in this research study.

Agree

Disagree

Appendix B

Socio Demographic Data

Name (Initials)

Gender

Female

Male

Other:

Age

Education

Course

Since how long you have been migrated

Appendix C

Questionnaires

ACCULTURATIVE STRESS SCALE FOR INTERNATIONAL STUDENTS (ASSIS)

Please read the following statements and indicate how much you agree with them by circling the appropriate number to the right of the statement as follows:

1= strongly agree

2= agree

3= not sure

4 = disagree

5 = strongly disagree

1. Homesickness bothers me.

2. I feel uncomfortable to adjust to new foods.

3. I am treated differently in social situations.

4. Others are sarcastic toward my cultural values.

5. I feel nervous to communicate in English.

6. I feel sad living in unfamiliar surroundings.

7. I fear for my personal safety because of my different cultural background

8. I feel intimidated to participate in social activities.

9. Others are biased toward me.

10. I feel guilty to leave my family and friends behind

11. Many opportunities are denied to me.

12. I feel anry that my people are considered inferior fete.

13. Multiple pressures are placed upon me after migration.
14. I feel that I receive unequal treatment.
15. People show hatred toward me nonverbally.
16. It hurts when people don't understand my cultural values.
17. I am denied what I deserve. 18. I frequently relocate for fear of others.
19. I feel low because of my cultural background.
20. Others don't appreciate my cultural values.
21. I miss the people and country of my origin.
22. I feel uncomfortable to adjust to new cultural values
23. I feel that my people are discriminated against.
24. People show hatred toward me through actions
25. I feel that my status in this society is low due to my cultural background.
26. I am treated differently because of my race.
27. I feel insecure here.
28. I don't feel a sense of belonging (community) here.
29. I am treated differently because of my color.
30. I feel sad to consider my people's problems
31. I generally keep a low profile due to fear.
32. I feel some people don't associate with
33. People show hatred toward me verbally.
34. I feel guilty that I am living a different lifestyle here.
35. I feel sad leaving my relatives behind.
36. I worry about my future for not being able to decide whether to stay here or to go back

The Big Five Inventory–2 Short Form

(BFI-2-S) Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

1 Disagree strongly

2 Disagree a little

3 Neutral; no opinion

4 Agree a little

5 Agree strongly

I am someone who...

1. Tends to be quiet.
2. Is compassionate, has a soft heart.
3. Tends to be disorganized.
4. Worries a lot.
5. Is fascinated by art, music, or literature.
6. Is dominant, acts as a leader.
7. Is sometimes rude to others.
8. Has difficulty getting started on tasks.
9. Tends to feel depressed, blue.
10. Has little interest in abstract ideas.
11. Is full of energy.
12. Assumes the best about people.
13. Is reliable, can always be counted on.

14. Is emotionally stable, not easily upset.
15. Is original, comes up with new ideas.
16. Is outgoing, sociable.
17. Can be cold and uncaring.
18. Keeps things neat and tidy.
19. Is relaxed, handles stress well.
20. Has few artistic interests.
21. Prefers to have others take charge.
22. Is respectful, treats others with respect.
23. Is persistent, works until the task is finished.
24. Feels secure, comfortable with self.
25. Is complex, a deep thinker.
26. Is less active than other people.
27. Tends to find fault with others.
28. Can be somewhat careless.
29. Is temperamental, gets emotional easily.
30. Has little creativity.

ACADEMIC MOTIVATION SCALE (AMS-C 28) COLLEGE VERSION

Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to college.

Does not correspond at all 1

Corresponds a little 2

Corresponds moderately 3

Corresponds alot. 4

Corresponds exactly. 5

WHY DO YOU GO TO COLLEGE?

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

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

1 2 3 4 5 6 7

