

# **THE ROLE OF ACADEMIC ADAPTATION ON LEARNING MOTIVATION**

## ***Abstract***

*This study aimed to investigate the relationship between academic adaptation and learning motivation (achievement goals) and the differences of these constructs regarding gender, the momentum of the course, and type of educational institution. A total of 236 students from public and private universities participated in this research ( $M_{age} = 23.61$ ; standard deviation [SD] = 5.499), most of them female ( $n = 176$ ). The students answered the Academic Adaptation to Higher Education Questionnaire and the Learning Motivation Rating Scale through Google Forms. The results indicated correlational and predictive relationships between personal-emotional adaptation and study with achievement goals. There was no differentiation in academic adaptation between the genders. Students from private institutions and first-year students were better suited to the study. Women, students from public universities, and those in the middle of the course presented a motivational profile for the performance-approach goal. These results can be used in the foundation of intervention programs to promote academic adaptation and to raise students' motivational quality.*

**Keywords:** *Academic Adaptation. Achievement Goals. Psychoeducational Assessment.*