

UNIVERSITY SUPPORT, MOTIVATION TO LEARN, EMOTIONAL ADJUSTMENT, AND ACADEMIC PERFORMANCE

Theresia Indira Shanti (Corresponding author)

post-graduate student at the Behavioural Science Institute, Radboud University, Nijmegen, The Netherlands and
lecturer at the Faculty of Psychology, Atma Jaya Catholic University of Indonesia, Jl. Jenderal Sudirman 51,
Gedung C lantai4, Jakarta 12930, **INDONESIA**

J.M.A.M. Janssens

Full Professor at the Behavioral Science Institute, Radboud University, Montesorilaan 3, Nijmegen,
THE NETHERLANDS

&

Bernadette Setiadi

Full Professor of Psychology at the Faculty of Psychology, Atma Jaya Catholic University of Indonesia, Jl.
Jenderal Sudirman 51, Jakarta, **INDONESIA**

ABSTRACT

The main purpose of this study was to examine relationships between university support and academic performance, as mediated by motivation to learn and emotional adjustment among freshmen of X University. Data were collected from 327 X University's freshmen at the end of their first year. Results indicated that university support was positively related to motivation to learn as well as to emotional adjustment; while inadequate university support was negatively related to motivation to learn as well as to emotional adjustment. Moreover, motivation to learn and emotional adjustment were positively related to academic performance. Motivation to learn and emotional adjustment mediated the relationship between university support and academic performance as well as between inadequate university support and academic performance. Limitations and future research are discussed in the light of these findings.

Keywords: University's Support, Motivation To Learn, Emotional Adjustment, Academic Performance