

**Searching for connections between motivation for studying in  
Japan, intercultural adaptation and academic achievement in the  
case of Monbukagakusho Scholarship Pre-Undergraduate Students  
(II)**

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This is the second part of a series of studies that examines the connection between motivation for studying in Japan, intercultural adaptation and academic achievement shown among pre-undergraduate students who receive Monbukagakusho Scholarship. In the previous issue, a critical literature review was conducted.

Two studies were conducted for international students 1) during a period of stay for three months and then 2) at one year after their arrival in Japan: In the first study, a set of questionnaires regarding motivation to study abroad, socio-cultural adaptation, and positive/negative emotion were administered. In the second study, a set of the questionnaire of the same three aspects, as well as reading proficiency test were administered.

The results of the second study were presented in this paper, and compared to those of the first round presented elsewhere. The comparison indicated that introjected regulation in motivation was slightly correlated with negative emotion in the second round as well as in the first round, but the other four kinds of correlations observed in the first round were not seen in the second round. In the next issue, the relationship between students' Japanese proficiency, tests results in the center, etc. will be examined.