The Relationship between Academic Self-Efficacy, Intrinsic Motivation, Coping, Academic Adjustment and Academic Achievement in African International Students

Yvette Dufola Jaff

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Prof. Dr. Mustafa Tümer
Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master of Science in Developmental Psychology.

Assoc. Prof. Dr. Şenel Hüsnü Raman
Chair, Department of Psychology

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Science in Developmental Psychology.

Assoc. Prof. Dr. Mehmet Erginel
Co-Supervisor

Asst. Prof. Dr. İlmiye Seçer
Supervisor

Examining Committee

1. Assoc. Prof. Dr. Yacoub Khallad

2. Assoc. Prof. Dr. Şenel Hüsnü Raman

3. Asst. Prof. Dr. İlmiye Seçer

ABSTRACT

An increasing number of students travel abroad for higher education and this has led to a growing interest in exploring the factors that influence international students' academic performance in the host country. This study sought to explore the relationship between academic self-efficacy, coping, academic adjustment and the academic achievement of African international students in North Cyprus. A further aim was to examine the mediation effect of academic self-efficacy between intrinsic motivation and academic performance. A total of 138 students (68 males, 70 females), aged between 18-35 years old (*M*= 23.08) from African countries such as Nigeria, Cameroon, and Zimbabwe studying at Eastern Mediterranean University completed the Motivated Strategies for Learning Questionnaire, the Proactive Coping Inventory Scale, and the College Adaptation Questionnaire. Results showed that academic self-efficacy was the only significant predictor of academic performance and that academic self-efficacy mediated the relationship between intrinsic motivation and academic performance. These findings suggest that intrinsic motivation can lead to higher academic achievement via positive beliefs about one's ability to succeed in academic tasks.

Keywords: Academic self-efficacy, Intrinsic Motivation, Academic achievement, AfricaninternationalstudentsNorthCyprus.

ÖZ

Artmakta olan sayılarda öğrenci yüksek öğrenim için yurtdışına seyahat etmektedir, ve bu uluslararası öğrencilerin bulundukları ülkedeki akademik performanslarını etkileyen faktörler konusunda bir ilgi artışına neden olmuştur. Bu çalışma Kuzey Kıbrıs'taki Afrikalı uluslararası öğrencilerde akademik özyeterlik, başa çıkma ve akademik uyum ile akademik başarı arasındaki ilişkiyi araştırmayı hedeflemektedir. Bir başka hedef ise içsel motivasyonun akademik özyeterlik ile akademik performans arasında oynadığı kısmi aracılık rolünü incelemektir. Doğu Akdeniz Üniversitesi'nde öğrenim gören, Nijerya, Kamerun ve Zimbabve gibi Afrika ülkelerinden 18-35 yaşları arasında ve 68 erkek,70 kadın olmak üzere toplam 138 öğrenci (M= 23.08) Güdülenme ve Öğrenme Stratejileri Ölçeği, Proaktif Başa Çıkma Ölçeği ve Üniversite Adaptasyon Ölçeği'ni tamamlamıştır. Sonuçlar akademik performansın kayda değer ölçüde sadece akademik özyeterlik tarafından yordandığını, ayrıca içsel motivasyonun akademik özyeterlik ile akademik performans arasında kısmi aracılık rolü oynadığını göstermiştir. Bu bulgular, uluslararası öğrencilerin becerileri ve akademik kapasiteleriyle ilgili olumlu düşüncelerinin, çalışma motivasyonlarını artırabileceğini ve buna bağlı olarak daha yüksek akademik başarıya neden olabileceğini işaret etmektedir.

Anahtar kelimeler: Akademik özyeterlik, akademik başarı, Afrikalı uluslararası öğrenciler,KuzeyKıbrıs.

To my mother Mrs. LENSIMO Jaff Florence

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LIST OF ABBREVIATIONS AND SYMBOLS

B	Coefficient
CI	Confidence Intervals
e.g.	For example
EMU	Eastern Mediterranean University
Doi	Digital Object Identifier
F	F-ratio
i.e.	That is; that is to say
M	Mean
P	Probability
r	Pearson's Correlation Coefficient
R2	R-square
ΔR2	R-square change
SD	Standard Deviation
SEb	Standard Error
sr^2	R-square of Each Variable
t	Critical Value
Vs.	Verse
α	Alpha
β	Beta

Chapter 1

INTRODUCTION

International students are individuals registered to an institution of higher education in a region or country of which he/she is not a permanent resident (UNESCO, 1971). Today, worldwide approximately 5 million international students are studying outside of their home country and this number has tripled since the year 1990 wherein there were only 1.3 million students (International Consultants for Education and Fairs, (ICEF), 2015). The United States hosts 842,384 international students (UNESCO Institute of Statistic (UIS), in 2014). Likewise, relative to the total population of the international students in Turkish Republic of North Cyprus, that is 58,318 (Ministry of Education, 2015), 19,631 international students from foreign nationals excepting the Republic of Turkey constituted a significant portion of the population in the year 2015 (Ministry of Education, 2015). Based on these figures, it is evident that an increasing number of individuals are traveling abroad for higher educational purposes, which makes the study of international students' well-being and academic success highly significant.

Research (e.g. Khan, Hamdan, Ahmad, & Mustaffa, 2015) has shown that one main reason why individuals decide to study in another country is the belief that an international degree can increase one's chance of a successful academic and/or professional career. International students also believe that the experience of studying abroad is advantageous as it brings more travelling opportunities, job

opportunities, easy acceptance in a graduate school, personal enrichment and awareness of cultural diversity and global issues (e.g. Langley & Breese, 2005). In their new environment, international students, however, face and deal with certain challenges/difficulties such as cultural differences, communication problems, and language barriers (e.g. Liamputtong & Ang, 2008), which can impact upon their academic success (e.g. Banjong, 2015). It is therefore essential that research be carried out to address the issues faced by international students and allow them a successful academic life in their host country. An objective of the current thesis was, therefore, to determine potential factors (i.e., academic self-efficacy, coping style, and academic adjustment) that could impact upon international students' academic achievement.

Academic achievement can be defined as distinction in class, in all academic subjects, as well as extracurricular activities such as arts, communication skills and sports which can be acquired only when an individual is well adjusted (Ganai & Mir, 2013). Academic achievement can also be defined as one's level of competence in academic tasks mainly assessed by standardized tests and conveyed in units or a grade based on the performance of the student (Trow, 1956). With regard to the above definitions of achievement, it is evident that achievement includes elements of test scores assigned by class teachers. Therefore, widely used measures of academic achievement include students' grade point average (GPA) and cumulative grade point averages (CGPA) (Choi, 2005; DeBerard, Spielmans, & Julka, 2004; DeFreitas, 2012) and will be used by the current study to assess students' academic achievement.

1.1 Predictors of Academic Achievement in International and Non-International Students.

Much research (Gibbons, 2000, Hagedorn, & Ren, 2012; Struthers, Perry, & Menec, 2000, Valka, 2015) has been conducted to examine factors that influence academic achievement. For example, while some studies (e.g. Hagedorn & Ren, 2012) have investigated the influence of demographic factors (such as socio-economic status and gender) and academic adjustment (e.g. Valka, 2015) in international students, others have assessed personality traits (e.g. Richardson, Bond, & Abraham, 2012), academic self-efficacy (Chemers, Hu, & Garcia, 2001; Gutman & Midgley, 2000), study time/study environment (Masui, Broeckmans, Doumen, Groenen, & Molenberghs, 2014; Plant, Ericson, Hill, & Asberg, 2005), coping skills (e.g. Aspinwall & Taylor, 1992) in non-international students on academic achievement.

1.1.1 Self-Efficacy

In Bandura's (1977, 1982, 1986, 1997) social cognitive theory, self-efficacy is defined as "the belief in one's capabilities to organize and execute courses of action required to produce given attainments" (Bandura, 1997, p. 3). Self-efficacy influences people's behavior, resilience, effort, task choice, persistence, and performance via its effects on components such as emotion, motivation, attribution and self-regulation (Bandura, 1997, 1994; Pajares, 2002; Schunk, 1991, 1995). This theoretical framework of self-efficacy shows that an individual's behavior and activities are the result of a dynamic interrelationship of three important elements. These are: (i) a person's functioning (e.g. academic skills), (ii) personal components such as beliefs and ideas and (iii) environmental state (e.g. school environment). Self-efficacy emerges from four sources: (i) vicarious experience (second hand skill acquired via observing a peer doing a specific assignment), (ii) mastery experience

(personal skill of mastery of a task), (iii) verbal persuasion (motivation and assistance by other people), and (iv) physiological state (emotional reawaken, comprise of controlling an individual's level of stress, fatigue, and anxiety). Personal experience of adequately mastering a task has been pinpointed as the most direct and important source of self-efficacy (Bandura, 1977, 1986).

1.1.1.1 Academic Self-Efficacy

Self-efficacy plays a powerful role in the academic performance of students (Zimmerman, 2000). Self-efficacy which is important in an academic milieu is called academic self-efficacy, one's belief of his/her abilities and/or chance to succeed in the academic environment to complete designated academic tasks (Bandura, 1997; Eccles & Wigfield, 2002; Linnenbrink & Pintrich, 2002; Robbins et al., 2004; Schunk, 1991; Schunk & Pajares, 2002), which is the focus of the current thesis. Academic self-efficacy may differ in strength as a result of task hurdle wherein some individuals may be confident and are most efficacious on difficult assignments, while others only on easier assignments (Bandura, 1977). Some students have to academically adjust which certainly alters the way they think, relate with course mates, communicate, build a network of support, and also have the belief /confidence to achieve their academic goals (Tidwell & Hanassab, 2007). It should be well-known that sources of academic self-efficacy stems from Bandura's self-efficacy theory.

1.1.1.1.1 Academic Self-Efficacy and Academic Achievement in Non-International and International Students.

Recurrent findings reveal a significant positive relationship between academic self-efficacy and academic achievement in students studying in the United States, (Campbell, 2007; Chemers et al., 2001; Gore, 2006; Pajares, 1996; Vuong, Brown-

Welty, & Tracz, 2010; Zajacova et al., 2005), Turkey (Köseoğlu, 2015), Iran (Motlagh, Amrai, Yazdani, Abderahim, & Souri, 2011), and in Nigeria (Adeyemo, 2007). For example, Chemers et al. (2001) investigated whether higher levels of academic self-efficacy were associated with higher levels of academic performance (i.e., higher grades in terms of GPA). Participants were asked to rate how much they believed in their ability to perform well academically during the 1st week of the winter quarter and at the end of their last quarter of the year. Findings from this study showed that academic self-efficacy was a significant predictor of academic performance (GPA), that is, students with higher levels of academic self-efficacy had higher average grade points.

The procedure behind this relationship seems to be that self-efficacy has its most powerful motivational effect through the process of systematic goals/aims (Bandura, 1997), which set the base for self-regulation of efforts by producing a standard for assessing the efficacy and sufficiency of strategy and goal relevant efforts (Bandura & Cervone, 1983). Self-efficacy therefore affects learning, academic drive, and performance (Pajares, 1996; Schunk, 1995).

Nevertheless, contradictory results have been published by a few empirical studies (Jeffreys 1998; Reynolds & Weigand, 2010). For instance, Reynolds and Weigand (2010) contemporarily investigated the relationship between psychological attitudes, academic attitudes, such as (resilience, academic self-efficacy and academic achievement) in a population of 164 undergraduate first year students enrolled from a predominant white university in the United States. Results showed that there was no significant relationship between academic self-efficacy and academic achievement, as assessed by the first semester GPA. One reason for the absence of non-significant

results could be the dependence on first-semester GPA as the only measure of academic achievement. Reynolds and Weigand (2010) explained that higher order cognitive factors such as self-concept and academic self-efficacy have a greater effect on academic performance in the long term than short term.

Although a greater number of studies have been carried out to determine the relationship between academic self-efficacy and academic achievement in non-international students, to date, only one study to the best of our knowledge (i.e., Heather, 2014) has examined this relationship in international students. In this study, 83 international college students from 17 different countries were enrolled in community college level English classes and intensive pre-college/English Language programs in the United States. Results from this study (i.e., Heather, 2014) showed that there was a significant positive relationship between academic self-efficacy and academic achievement, indicating that students with higher levels of academic self-efficacy had higher academic performance.

1.1.1.1.2 Academic Self-Efficacy, Intrinsic Motivation, and Academic Performance in Non-International Students

Intrinsic motivation is an inner drive that allows people to engage in tasks because one finds them interesting, challenging, involving, and satisfying (Chowdhury & Shahabuddin, 2007). It plays a major part in students' curiosity in learning and impels them to study and attain their aim gradually (Remali, Ghazali, Kamaruddin, & Kee, 2013), which directs their behavior towards the fulfillment of a goal (i.e., academic success). Students who are intrinsically motivated engross in tasks because of their interest, satisfaction, and zeal of studying (Otis, Grouzet, & Pelletier, 2005). They are self-driven and autonomous, are more likely to put a lot of effort in their studies and complete their homework more often, show persistence when acquiring

detail information about a given academic task, and are usually more prepared before exams (Lee, Mclnerney, Liem, & Ortiga, 2010; Moneta & Spada, 2009, Ryan & Deci, 2000; Thomas, 2002). Therefore, intrinsically motivated students have higher academic performance than those who are not intrinsically motivated to perform well (Gottfried, Marcoulides, Gottfried, Oliver, & Guerin, 2007; Lee et al., 2010; Moneta & Spada, 2009; Walker, Greene, & Mansell, 2006). For example, students who are not motivated in a particular class may lose interest to attend the class and this can result in frequent absences eventually leading to low grade point averages (Brewer & Burgess, 2005).

One source of intrinsic motivation for students is academic self-efficacy (Bandura, 1977). Intrinsic motivation (such as instructors setting goals which are easy to achieve by students) influences student's academic performance through change in individuals' behavior, effort, task choice (Bandura, 1997). This influence/change of behavior, effort, task choice is regarded as the individuals' academic self-efficacy which is the belief that one can successfully execute a behavior to accomplish a specific task/goal (Bandura, 1997). Individuals who are intrinsically motivated persist in their efforts until they are satisfied with their level of performance to achieve their desired goal (Bandura, 1997). For example, Chowdhury and Shahabuddin (2007) found that students recruited in an introductory marketing course at a university in Bangladesh who had higher levels of intrinsic motivation also had higher levels of academic self-efficacy and performed better academically than those students with lower levels of academic self-efficacy and intrinsic motivation. Intrinsic motivation adds to academic self-efficacy by allowing students' belief that a particular course of action will produce desired results but if they doubt they won't be motivated to change their behavior (Bandura, 1997).

Overall, although the relationship between academic self-efficacy, intrinsic motivation, and academic performance has been studied extensively in non-international students, however, there has been no study to examine this in international students.

1.1.2 Coping

According to Lazarus and Folkman (1984) coping is a process in which people change their cognitive and behavioral efforts to control certain external and/or internal need that are rated as challenging or surpassing the person's resort. Coping and appraisal are the two factors involved in the process of coping (Lazarus, 1966). Appraisal is the act of assessing a stressor (e.g., interpersonal stressors) and analyzing an individual's capability to master that stressor. Once a stressful situation is appraised, a course of action or how to 'cope' with the stressor is decided upon, either by choosing to deal it, lessen it, or accept it.

1.1.2.1 Coping Strategies

There are three major coping strategies that people engage when trying to solve or eliminate a stressor: problem-focused coping (active), emotion-focused coping, and avoidance coping (e.g. Berkel, 2009). Problem-focused/active coping is highly action focused and requires altering or dealing with the issue that is generating the stress by assembling the resources needed (i.e. tools, skills, and knowledge) and planning and making decisions necessary to deal with the stressor (Berkel, 2009; Lazarus & Folkman, 1984). On the other hand, emotion-focused coping can appear in different ways such as venting of emotions, tolerance of the stressor and seeking social support (Carver, Scheier, & Weintraub, 1989), which help reduce the negative emotions related with the stressor (Admiraal, Korthagen, & Wubbels, 2000; Folkman & Lazarus, 1980). Avoidance coping is the third strategy, which can be defined as

behavioral and cognitive efforts targeted at reducing, rejecting, or ignoring dealing with a stressful circumstance (Holahan, Holahan, Moos, Brennan, & Schutte, 2005). Overall, coping can be referred to as a process that protects one from being physically or psychologically damaged by an external force applying stress on the individual (Monat & Lazarus, 1991).

1.1.2.2 Active Coping and Academic Performance in Non-international and International Students

Past research (e.g., Alimoglu, Gurpinar, Mamakli, & Aktekin, 2010; Kuncharin & Mohamad, 2014; Shields, 2001) has shown that non-international students' ability to cope (e.g., using active coping) with academic demands contributes to their academic performance. For example, Shields (2001) found a significant positive relationship between active coping and academic performance in African American students studying in the United States. Findings showed that students who attempted to seek help and information for school-related needs than those who did not had higher academic achievement (i.e., GPAs). Likewise, Macan, Shahani, Dipboye, and Phillips (1990) found that students' perceived self-reported time management behaviors which is an example of active coping, was positively related to their academic achievement (i.e., self-reported GPA). Results suggested that learners who believed that they had mastery of time use performed well academically compared to those who reported lower levels of control of their time. Furthermore, Alimoglu et al. (2010) found that medical students who actively engaged in finding solutions to the difficulties they faced in their studies had higher exam scores than those who didn't make efforts in finding solutions to their academic problems. Furthermore, it was found that students' who adopted this coping strategy, were self-confident, optimistic, and better at adapting to the requirements of the learning environment.

With regard to the relationship between active coping and academic performance of students, only one study to the best of our knowledge (i.e., Banjong, 2015) has been found to examine international students. In this study, Banjong (2015) found a positive impact on international students' (i.e., students from North America, Asia, Europe and Africa) academic outcome in the US. For those students who reported having felt lonely and homesick, had financial difficulties, and faced English language difficulties, visiting the counseling center for help and the writing center to seek help with their homework. Overall, research has shown that active coping can improve academic performance by allowing students to attend class, participate in class activities, and persist when faced with setbacks or failure in general (Aun, Kimura, Hern, & Ahmad, 2011).

1.1.2.3 Avoidance Coping and Academic Performance in Non-International Students

Past studies (Alimoglu et al., 2010; Aspinwall & Taylor, 1992; Ruthig, Marrone, Hladkyj, & Robinson-Epp, 2011) have shown that non-international students who use avoidance coping strategies have low academic performance. For example, Ruthig et al. (2011) carried out a longitudinal study on college students' academic performance (i.e., self-reported course grades) taking an introductory psychology course with regard to their avoidant coping behaviors (e.g., binge drinking and smoking). It was found that binge drinking was a negative predictor of academic performance in female students while increased tobacco consumption was a negative predictor of academic performance for male students. Likewise, Alimoglu et al. (2010) found that students who avoided performing their academic tasks such as homework had lower exam scores than those who were not undertaking this avoidant coping behavior. Furthermore, Aspinwall and Taylor (1992) found that freshman

students at the University of California who utilized active coping methods (e.g. students who knew what had to be done in their academic task and redoubled their efforts to make things work in their studies) as opposed to avoidant coping (e.g. students who try to forget about their academic difficulties) methods had higher levels of academic achievement.

Since, the ability to cope with challenges and setbacks is an important element in students' achievement (Dweck & Sorich, 1999), avoidance coping may have a negative impact on academic performance because students do not seek ways to overcome the difficulties they may face in the academic environment (e.g., language difficulties). As a result, they may be less inclined to participate in class discussion (Alimoglu et al., 2010). Although much research (Aspinwall & Taylor, 1992; DeBerard et al., 2004; Lenz, 2010; Struthers et al., 2000, Baker & Siryk, 1984; Sennett, Finchilescu, Gibson, & Strauss, 2003; Wintre & Yaffe, 2000) has examined the relationship between active and avoidance coping on academic achievement in non-international students, fewer studies (Banjong, 2015, Kadhiravan & Kumar, 2012) have examined this in international students.

1.1.3 Adjustment

Adjustment can be defined as a behavioral process by which individuals and animals maintain a balance between their different wants or among their needs and the hindrances of their surrounding (Ganai & Mir, 2013). It plays a crucial part in the evolution of an individual as it takes of charge for the coordination of behavior to life circumstance in every domain (Ganai & Mir, 2013). Adjustment is important for everyone including students because if they do not academically adjust properly, it can lead to the changing of schools, or even to failure to pass their classes (Boulter, 2002).

Huntley (1993) outlined different stages of adjustment experienced by international students. The first phase is when the student expects to travel abroad for study purposes, this thought is often mixed with feelings of anxiety, fear, and excitement regarding his/her new life in the near future. The second phase surfaces when the student arrives at the host country and the student is usually an onlooker or an observer to the happenings in the new environment. The individual examines the current surrounding and any problems experienced is seen positively, yet after some time disappointment and dissatisfaction sets and small bitterness or difficulties are bust out of measure (Oberg, 1954). Thus, positive events that were initially encountered as cultural variation become annoying and the individual might perceive the absence of power of his/her life, distaste, followed by many disappointments which might generate to depression (Winkelman, 1994). An example of psychological problem faced by most individuals who travel abroad for studies is the culture (crisis) shock.

The idea of the culture shock phase was brought by Oberg (1954) as worry, feelings of deprivation, and confusion due to disappearance of cultural and social signals when connected with a new and foreign culture. In this period the international student undergoes isolation and depression which might lead to the end of his/her studies as well as the return to his/her home country. However, the cultural shock phase also determines the adjustment of foreign students in that, they get to build more or less successful relationships which helps them integrate in the host country. The final adjustment stage occurs when the individual masters how to adjust to the unfamiliar milieu. One who wants to remain in the new surrounding builds up the ability to control the everyday problems they encounter. The difficulties of the culture shock phase are still there but the individual builds a more positive outlook

regarding the difficulties and puts efforts on solving them. Some individuals might prefer isolating themselves and confining themselves to an affiliated ethnic group delineating their knowledge of the unfamiliar culture (Winkelman, 1994).

There are several types of adjustment such as cultural adjustment but this thesis will be based only on one aspect of adjustment, which is academic adjustment. According to Baker and Siryk (1999) academic adjustment refers to the level at which a student succeeds in coping with academic needs for example the drive for being in school and studying (motivation), applying the drive into substantial academic work, succeeding academically after putting effort and contentment with the academic milieu.

1.1.3.1 Academic Adjustment

Academic concerns such as being prepared academically before travelling abroad, adjustment to foreign teaching methodology, unfamiliar educational system, work load issues, English language proficiency, supervisors and student relationship represent major transition issues faced by international students (Eze & Inegbedion, 2015; Sam, Zain, Jamil, Souriyavongsa, & Quyen, 2013; Walker, 1999). It has been found that international students can be unfamiliar with tasks such as oral presentations and writing reports and essays (Carroll, 2006) and have difficulty interacting with their tutors and lecturers, working with a group of other non-international students, and participating in class discussions (Chen, 1999; Edgeworth, & Eiseman, 2007; Mori, 2000; Townsend & Poh, 2008). It is important to study academic adjustment in light of academic achievement, as it has been found to be an important predictor of international students' academic performance (Eze & Inegbedion, 2015). The following section will expand on studies that have examined the relationship between academic adjustment and achievement in international

students.

1.1.3.2 Academic Adjustment and Academic Achievement in International Students

A number of studies (Andrade, 2006; Eze & Inegbedion, 2015; Hagedorn & Ren, 2012; Rienties, Beausaert, Grohnert, Niemantsverdriet, & Kommers, 2012; Valka, 2015) have examined the academic adjustment of international students in relation to their academic performance. For example, Valka (2015) revealed that European, Chinese, South Korean, Russian and Turkish students studying at a university in Latvia had low academic performance, which was related to their low English proficiency. Likewise, Eze and Inegbedion (2015) found that students from Nigeria, Cyprus, Pakistan, Bangladesh, India, Kuwait, Saudi Arabia, and Sri Lanka, studying in the UK faced difficulties (e.g. inadequate acquaintance with the English language, difficulties adjusting to the teaching method and satisfaction with the academic environment), which negatively affected their academic performance.

Another study by Hagedorn and Ren (2012) investigated factors (such as teaching and learning method) that could influence the academic performance (CGPA) of international graduate students from Africa, Central and South America, Central and South Asia, East and Southeast Asia, Europe, Middle East studying in the United States. Results showed that students who had not adjusted to the lecture teaching method had low GPA while students who adjusted to the reading learning method had higher GPA. This indicates that students need to adjust to the teaching and learning method of the school environment in order to better perform academically.

Rienties et al. (2012) examined the role of ethnicity, academic and social integration in international students' (79 nationalities) academic performance. Results showed that academic adjustment positively predicted students' GPA for all distinguished

ethnic groups that is, students who were more motivated to study derived more satisfaction and a sense of accomplishment from their studies thus performed better academically. It was further found that despite the initial actual distinction in the level of academic adjustment among the four ethnic student categories (Western, Dutch and Non-Western Mixed- Western), academic performance after 1 year of study was mainly dictated by the level to which students were academically adjusted and not by ethnicity. In conclusion, academic adjustment is important as it increases international students' academic performance by increasing their motivation to fulfill their academic aims, believe in their capabilities to accomplish academic demands, try to attain their academic goals, and have feelings of satisfaction with their academic environment.

1.2 The Current Study

In the year 2013/2014, of the 4.1 million people who traveled aboard for academic purposes, approximately 480,000 of them were African students, with Nigeria 57,000 students from Nigeria, 56,000 from Morocco, 41,000 from Zimbabwe, 27,000 from Algeria, 25,000 from Cameroon and 23,000 from Tunisia (Organisation for Economic Co-operation and Development (OECD), 2014). The Turkish Republic of North Cyprus (TRNC) is a self-declared State officially recognized only by Turkey. It encompasses the northeastern part of the island of Cyprus. North Cyprus has a population estimated at 313,626 (TRNC State Planning Organization, 2015) and is home to eight universities which are all approved by the Higher Education Council of Turkey. In the 2014-2015 academic year, there were 73,894 university level students in North Cyprus of which 19,631 where international students from countries other than Turkey (Ministry of Education, 2015) and approximately 2000 African international students in Eastern Mediterranean University (EMU

International Office, 2016).

Although a significant number of African students study outside of their home countries, few studies (Eze & Inegbedion, 2015; Hagedorn & Ren, 2012) have considered the academic achievement of students from Africa in their host environment. Furthermore, few studies (Banjong, 2015; Heather, 2014; Kadhiravan & Kumar, 2012) have investigated the relationship between academic self-efficacy, coping (active and avoidance), and academic achievement in international students. Likewise, given that academic adjustment is not explicitly considered in most cross-cultural and adaptation studies (Ward & Kennedy, 1993, Ward et al., 1998; Ward & Rana-Deuba, 1999) of international students to higher education (Zhou, Jindal-Snape, Topping, & Todman, 2008), there is thus a need for further research that examines the academic adjustment of international students. Therefore, the aim of the current thesis was to explore the relationship between academic self-efficacy, coping (active & avoidance), academic adjustment, and the academic achievement of African international students in North Cyprus. A further aim of the current thesis was to investigate the mediating effect of academic self-efficacy between intrinsic motivation and academic performance in a sample of African international students.

According to Bandura (1997) people are internally driven to engage in a task because of their belief that they will succeed in that particular task. This belief will entail changing of behavior, task choice or putting efforts. Although limited studies (Bandura, 1997; Pajares, 1996; Schunk, 1995) have examined the mediating effect of academic self-efficacy between intrinsic motivation and academic performance, there has been no study to the best of our knowledge to examine this effect in international students thus a need for further research as Pajares, (1996) suggested that beliefs of personal competence help determine how much effort people will expend on a task,

how long they will persevere when confronted with obstacles and how resilient they will prove in the face of adverse situations (the higher the sense of efficacy, the greater the effort, persistence, and resilience). Beliefs of personal competence also influence the level of accomplishment they realize in a particular task that is, people who believe in their ability to be successful in a particular task view difficult task as challenges to be mastered rather than as dangers to be avoided (Pajares, 1996). Therefore, students who are intrinsically motivated set themselves challenging goals/task, maintain strong commitment to them, work hard, exert maximum efforts and engage in activities/behaviors they believe will enable them achieve their goals(Schunk, 1995). Reynolds and Weigand (2010) reported that students, who engage themselves in their academics, perform well as they always put efforts in accomplishing their academic task and withstand academic difficulties than those who are not intrinsically motivated. It is therefore predicted that students high in internal motivation will also have high self-efficacy which will influence their academic achievement.

Therefore, in light of past findings which have examined the relationship between academic self-efficacy, intrinsic motivation, coping, academic adjustment and academic achievement (Aspinwall & Taylor, 1992; Banjong, 2015; Chemers et al., 2001; Chowdhury & Shahabuddin, 2007; Valka, 2015), it was expected that:

1) There will be a positive relationship between academic self-efficacy and academic achievement in African international students,

2) Academic self-efficacy will mediate the relationship between intrinsic motivation and academic achievement in African international students,

3) Active coping will be positively related to academic achievement while avoidance coping will negatively related to academic performance in African international students and,

4) Academic adjustment will be positively related to academic achievement in Africaninternationalstudents.

Chapter 2

METHODOLOGY

2.1 Participants

One hundred and thirty-eight (68 male, 70 female) English speaking students aged between 18-35 years old (*M*=23.08, *SD*=3.64) from African countries studying at Eastern Mediterranean University (EMU) for at least one semester participated in the current study. The participants' length of stay in North Cyprus ranged from 7 months to 66 months (*M*=25.54, *SD*=14.31).

Table1: Demographic Characteristics for International African Students (*N*=138)

Variable	Total	
	N	%
Gender		
Male	68	49.3
Female	70	50.7
Education		
Undergraduate	105	76.1
Masters	24	17.4
PhD	8	5.8
Marital Status		
Single	107	77.5
Divorced	1	0.7
Married living together	8	5.8
Married living separate	4	2.9
In a relationship living together	2	1.4
In a relationship living separate	16	11.6
Nationality		
Cameroon	15	10.9
Nigerian	88	63.8
Zimbabwe	14	10.1
Liberian	2	1.4
Swaziland	1	0.7
South Africa	3	2.2
Egyptian	1	0.7
Zambia	3	2.2

Rwanda	1	0.7
Benin	1	0.7
Uganda	2	1.4
Tanzania	1	0.7
Kenya	4	2.9
Moroccan	1	0.7
Ghana	1	0.7
Department		
Publicrelations& Advertisement	5	3.6
Architecture	1	0.7
Banking & Finance	6	4.3
Business administration	8	5.8
Civil engineering	6	4.3
Radio & TV communication	2	1.4
Computer engineering	2	1.4
Information technology	18	13.0
Economics	9	6.5
Electrical engineering	4	2.9
Molecular biology & genetics	10	7.2
Human resource management	3	2.2
Industrial engineering	1	0.7
International relations	8	5.8
Managementinformation system	1	0.7
Marketing management	2	1.4
Mathematic	1	0.7
Mechanical engineering	8	5.8
Pharmacy	10	7.2
Political science	1	0.7
Psychology	11	8.0
Tourism & Hospitality	1	0.7

2.2 Materials

For the current thesis, four questionnaires were used to complete data collection: demographics questionnaire, Motivated Strategies for Learning Questionnaire (MSLQ), Proactive coping inventory (PCI), and the College Adaptation Questionnaire (CAQ).

2.2.1 Demographic Questionnaire

The demographic questionnaire was used to obtain background information (e.g., age, gender, nationality, level of education, department, marital status, time spent in

North Cyprus, and GPA and CGPA) from students (see Appendix C).

2.2.2 Motivated Strategies for Learning Questionnaire (MSLQ)

The MSLQ (Pintrich & DeGroot, 1990) emerged out of the perceived need to see how students learning skills and motivation could be measured which eventually will assist students and faculty make learning easier (Duncan & McKeachie, 2005). MSLQ thus measures the types of learning strategies and academic motivation used by students (Pintrich & DeGroot, 1990). The MSLQ has completely showed structural, factorial, and predictive validity (Davenport, 2003)

The MSLQ is a self-report measure consisting of 44 items scored on a Likert scale ranging from 1 (not at all true of me) to 7 (very true of me). MSLQ consists of five sub-scales, including: self-efficacy intrinsic value, test anxiety and cognitive strategy use self-regulation. Cronbach alpha for all subscales range from .89 to .74. The self-efficacy subscale was used to assess academic self-efficacy in the present study and the intrinsic value subscale was used for the mediation analysis. The self-efficacy subscale is made up of nine statements designed to rate students' ability and belief in achievement of class activities. The minimum and maximum score a student can get in this scale is 29 and 60 respectively. An example item is "compared with other students in this class I expect to do well". The scores of the scale were gotten by calculating the mean of items after reversing the statements which were worded negatively. Higher degrees of self-efficacy were denoted by higher mean scores. This subscale in the past showed as having high internal consistency reliability with a Cronbach alpha of .89 (Pintrich & DeGroot, 1990). In the current study, the Cronbach's alpha value for the self-efficacy subscale was .50. The intrinsic value subscale consists of nine items and it was used to measure intrinsic motivation in the present study. The minimum and maximum score a student can get in this scale is 28

and 62 respectively. An example item is “I prefer class work that is challenging so I can learn new things”. Previously it has been shown to have a Cronbach alpha of .87 (Pintrich & DeGroot 1990) and in the current study the Cronbach alpha is .64. (See Appendix D).

2.2.3 Proactive Coping Inventory (PCI)

The PCI was developed by Greenglass, Schwarzer, Jakubiec, Fiksenbaum, and Taubert (1999) to assess people’s feelings about how they deal or react to different situations. The scale has seven sub scales (i.e. proactive coping, reflective coping, strategic planning, preventive coping, instrumental coping, emotional coping, avoidance coping) with a total of 55 items and is scored on a Likert scale that begins with “not at all true” to “completely true”. Cronbach alpha for all subscales range from .71 to .86. Due to the focus of this study, items from the proactive coping and avoidance coping scales were used for the regression analysis. The proactive coping subscale is made up of 14 items that include statements regarding goal setting, self-regulatory goal attainment behavior and cognitions. The minimum and maximum score a student can get in this scale is 31 and 56 respectively. A sample statement is “After attaining a goal, I look for another, more challenging one”. It is highly reliable in that it has a Cronbach alpha of .85 and .80 (Greenglass, Schwarzer, Jakubiec, Fiksenbaum, & Taubert, 1999). In this study, the Cronbach alpha was .75. The avoidance coping subscale has 3 items and a Cronbach alpha of .86 (Greenglass et al., 1999). In this study, the Cronbach alpha was .77. The minimum and maximum score a student can get in this scale is 3 and 12 respectively. An example statement is “When I have a problem I like to sleep on it”. Answers from participants were added to acquire a summed score for each of the 7 subscales. It should be noted that 3 items of the proactive coping subscale are reverse scored (items 2, 9 and 14). (See

appendix E).

2.2.4 The College Adaptation Questionnaire (CAQ) (Crombag, 1968)

CAQ has been developed by Crombag (1968) to assess how well students adjust to the university. The scale consists of 18 items (e.g., "am very satisfied with the course of my studies") and is measured using a 7 point Likert scale. Scoring of the scale is done by first of all reversing the statements which shows lack of adjustment a then summing all items scores. 8 items shows good adjustment while 10 indicates lack of adjustment. The minimum and maximum score a student can get in this scale is 46 and 111 respectively. The scale has a Cronbach alpha of 0.83 (van Rooijen, 1986). In this study, the Cronbach alpha value was 82. The total score for CAQ was used for data analysis (See Appendix F).

2.2.5 Academic Achievement

Academic achievement was measured using students' average grade points (GPA) or cumulative average grade points (CGPA). Respondents provided a self-report of their GPA and CGPA on the demographic form.

2.3 Procedure

Before commencement of data collection, ethical approval from EMU, Psychology Department the Research and Ethics Committee was obtained (See Appendix A). The present study used the convenient sampling procedure in recruiting respondents before they began their lectures and at the university library. Data was collected during a four week period that spanned from the first to the last week of May 2016. Potential participants were briefed about the objectives of the study and those who opted to participate were requested to fill the Informed Consent form (See Appendix B). Respondents were then given the four questionnaires, which were in English, and they were allowed to either fill it out instantly or later at their convenience. For those

who did not complete the questionnaire immediately, appointments were made to collect the completed questionnaire at a later time. The response rate was 88%. Completion of the questionnaires took approximately 30 minutes. Once the questionnaires were completed and returned, a debrief form was given to respondents which also described the aims of the study (See Appendix G). Respondents were given the opportunity to pose questions regarding the study or were enlightened of sources from which more information could be gotten. A statistical computer software program known as Statistical Package for Social Sciences (SPSS- Version 20) was used to analyze data.

2.4 Research Design

The present study employed the correlation method and a survey design. Self-reported questionnaires were distributed to students after briefing them on the aims/objectives of the study, those who opted to participate were requested to fill the Informed Consent form. In the present study, there were four predictors variables (academic self-efficacy, intrinsic motivation, coping (active and avoidance), and academic adjustment) and one dependent variable (academic achievement measured via students' CGPA).

Chapter 3

RESULTS

3.1 Data Preparation

Before inferential analyses were carried out, a number of procedures were undertaken to ensure that the academic achievement data (i.e., GPA and CGPA) were normally distributed and met the assumptions of a regression analysis. After signing the consent form and indicating that they would like to participate in the study, seven participants did not return their completed questionnaires. Furthermore, 19 participants did not provide their GPA or CGPA score on the demographic questionnaire, two participants were not enrolled at the university, and one participant indicated that their length of stay in Cyprus was three months (i.e., did not meet the inclusion criteria that length of stay should at least be one semester) hence were excluded from the data set.

Scatterplot analysis revealed that the GPA data did not meet the assumptions of a regression and violated linearity, thus was not used as a dependent variable in further analysis. Results showed that the CGPA data however did not violate the assumptions of normality, linearity, multicollinearity and homoscesdascity and served as the dependent variable for the current thesis. Using z-scores, two cases in the CGPA data were identified to be -2.5 SDs below the mean and two cases in the college adjustment data were identified to be -2.5 SDs below and 2.5 SDs above the mean hence were further excluded from the analysis. Following exclusion of outliers,

statistical analysis was carried out with a total of 138 participants.

A hierarchical multiple regression analysis was conducted to determine the relationship between academic self-efficacy, coping (i.e., active and avoidance coping), academic adjustment and academic achievement in African international students. Regarding all inferential statistical analysis, a 0.05 alpha level and the enter method was employed.

3.2 Descriptive Statistics

Table 2 below represents the standard deviations (SD) and mean scores of academic achievement, academic self-efficacy, coping (i.e., active and avoidance), and adjustment. Concerning the descriptive statistics and analysis, CGPA scores reflected academic achievement, and the total scores for: (a) the academic self-efficacy subscale of the motivated strategy for learning questionnaire, (b) the active and avoidance subscale of the proactive coping inventory questionnaire, and (c) the college adaptation questionnaire were used.

Table 2: Mean and standard deviations of variables

Variables	Mean	SD	Min.	Max.
CGPA	3.32	0.44	2	4
Academic self-efficacy	46.44	6.56	29	60
Intrinsic motivation	46.6	7.44	28	62
Active coping	44.16	5.94	31	56
Avoidance coping	8.65	2.50	3	12
Adjustment	77.75	12.67	46	111

3.3 Correlation Analysis

Pearson correlation was used to test the relationship between the predictor variables (Academic self-efficacy, intrinsic motivation, coping (active and avoidance), and academic adjustment) and the dependent variable (academic achievement).The correlation coefficients can be seen in Table 3.

Table 3: Correlation amongst variables

Variable	1	2	3	4	5	6
1. CGPA	-					
2. Academic self-efficacy	.35***	-				
3. Intrinsic motivation	.28**	.65***	-			
4. Active coping	.19*	.29**	.43***	-		
5. Avoidance coping	-.06	-.25**	-.23**	-.34***	-	
6. Academic adjustment	.20*	.14	.24**	.25**	-.06	-

Note: *p<.05, ** p<.01, ***p<.001

The correlation between the academic self-efficacy and academic achievement was positively significant, r=.35, n=138, p<.001, there was also a positive correlation between the intrinsic motivation and academic achievement, r=.28, n=138, p<.01. The correlations between active coping and academic achievement was weak but positively significant r=.19, n=138, p<.05 while there was no correlation between avoidance coping and academic achievement were not significant, and r=-.06, n=138, p>.05 respectively. There was a significant weak and positive correlation between academic adjustment and academic achievement, r=.20, n=138, p<.05.

3.4 Academic Self-Efficacy, Intrinsic Motivation, Coping, Academic Adjustment and Academic Achievement of African International Students.

A three step hierarchical multiple regression was conducted to determine the predictive variable between the predictor variables (academic self-efficacy, active and avoidance coping, academic adjustment). Academic achievement (i.e., CGPA scores) was the dependent variable while intrinsic motivation, academic self-efficacy, active and avoidance coping, and adjustment were the predictor variables. Because intrinsic motivation alone has been found to positively predict students' academic performance (Niehaus, Rudasill, & Adelson, 2012), it was entered in step 1, while academic self-efficacy was entered in Step 2. This is because academic self-efficacy has previously been found to be more related to academic performance than coping strategies (Khan, 2013). Hence, coping (active and avoidance) and academic adjustment were entered in Step 3. The relationship among the study variables are shown in Table 4.

The results showed that at Step 1, intrinsic motivation had a significant contribution to the regression model, F (1,136) =11.15, p= 0.001 and accounted for 28% of the variation in academic achievement. At Step 2, adding academic self-efficacy variable explained an additional 5% of the variation in academic achievement and this change in R^2 was significant, F (1,135) = 8.17, $p < 0.05$. Academic self-efficacy ($\beta = .30$, p = 0.005) significantly predict academic achievement. In the third step, adding coping (active and avoidance), academic adjustment to the regression model explained an additional 3% of the variation in academic achievement and this change in R^2 was not significant, F (3,132) =1.38, p >0.05. In the final model, one variable, academic

self-efficacy (β = .31, p = 0.004) significantly predicted academic achievement. Together all the variables accounted for 39% of the variance in academic achievement.

Table 4: Hierarchical multiple regression of variables predicting academic achievement

Variables	R	R^2	ΔR^2	B	SEb	β	sr^2
Step1	.28	.08	.08				
Intrinsic motivation				.02	.01	.28**	.28
Step2	.36	.13	.05				
Intrinsic motivation				.01	.01	.08	.06
Academic self-efficacy				.02	.01	.30*	.23
Step3	.39	.16	.03				
Intrinsic motivation				.00	.01	.02	.01
Academic self-efficacy				.02	.01	.31**	.24
Active coping				.01	.01	.08	.07
Avoidance coping				.01	.02	.05	.05
Academic adjustment				.01	.00	.14	.13

Note:N=138;*p<.05,**p<.01

3.5 Intrinsic Motivation on Academic Achievement through Academic Self-Efficacy

Two linear regressions and two hierarchical regression analyses were conducted to test whether the relationship between intrinsic motivation and academic achievement is mediated by academic self-efficacy. First, it was found that intrinsic motivation was positively related to academic achievement (β= 0.28, t (138) = 4.34, p=.001). Secondly, intrinsic motivation was also positively related to academic self-efficacy (β = .65, t (138) = 10.0, p=.000). Thirdly, academic self-efficacy was positively associated with academic achievement (β = .30, t (138) = 2.9, p=.005) while

controlling for intrinsic motivation. Lastly, when controlling for academic self-efficacy, the significant relationship between intrinsic motivation and academic performance became non-significant β=.08, p=.46. A Sobel test was significant Z= 4.32 *p*= 0.000. Therefore, the impact of intrinsic motivation on academic achievement of African international students has been found to be completely mediated by academic self-efficacy (see Figure 3).

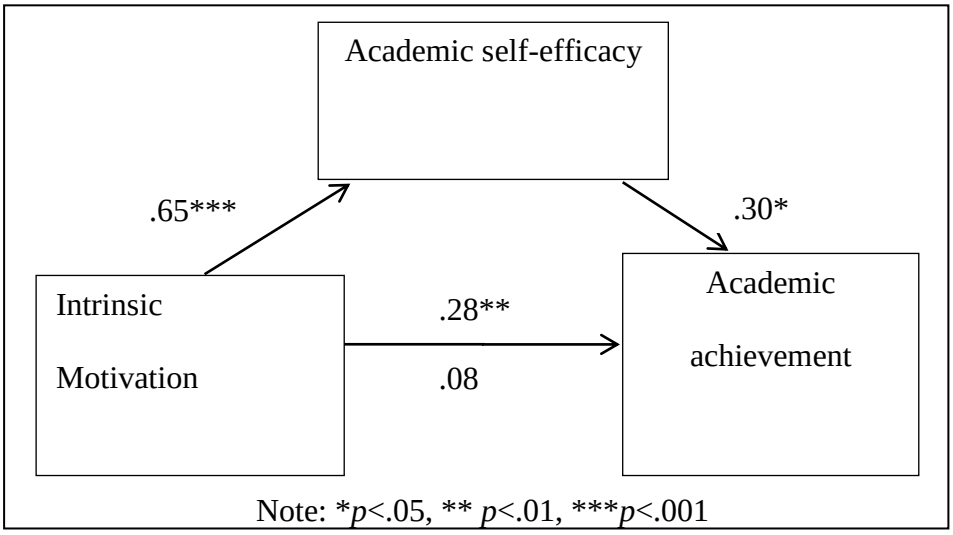

Figure 3: The standardized regression coefficient between intrinsic motivation and academicachievement, controllingforacademicself-efficacy.

Chapter 4

DISCUSSION

The current study explored the relationship between academic self-efficacy, coping (active & avoidance), academic adjustment, and academic achievement in African international students studying in North Cyprus. It was expected that there will be a positive relationship between academic self-efficacy, active coping, academic adjustment and academic achievement while avoidance coping would negatively relate with academic achievement and these expectations were partially supported. Findings showed that academic self-efficacy, active coping and academic adjustment were positively related with academic achievement in African international students but only academic self-efficacy predicted academic performance in African international students. It was further expected that academic self-efficacy would positively mediate the relationship between intrinsic motivation and academic achievement and this expectation was supported. It was found that African international students who reported to be intrinsically motivated had higher academic performance (i.e., reported higher CGPAs) as they believed in their ability to succeed in academic tasks.

With regard to academic self-efficacy and academic achievement, the current findings have shown that academic self-efficacy accounts for 13% of the variance in the academic achievement. These findings are similar to those of past studies which find that academic self-efficacy is an important predictor of academic achievement

for non-international students (Adeyemo, 2007; Chemers et al., 2001; Chye, Walker, & Smith, 1997; Gore, 2006; Hackett & Betz, 1989; Hsieh et al., 2007; Klomegah, 2007; Robbins et al., 2004; Zajacova et al., 2005) and international students (Heather, 2014). These findings suggest that it is important for students (non-international and international) to believe in their academic abilities and capabilities in order to have higher academic performance. Some past studies (Jeffreys, 1998; Reynolds & Weigand, 2010), however, suggest that academic self-efficacy is not a significant predictor of academic achievement in non-international students, which differs from the current thesis findings.

One possible account for the mixed findings in relation to whether academic self-efficacy is a significant predictor of academic performance could be dependent on the type of measure used to assess academic performance (i.e., CGPA versus GPA). For example, while the current study used CGPA, Reynolds and Weigand (2010) used GPA to measure students' academic performance. Reynolds and Weigand (2010) explain that higher order cognitive factors such as self-concept and academic self-efficacy have a greater impact on academic performance in the long term. Therefore, long term indicators of academic performance (i.e., CGPA) better capture the relationship between academic-self-efficacy and academic performance than short-term indicators (i.e., GPA). Since Reynolds and Weigand (2010) used students' first semester GPA, it is possible that the impact of academic self-efficacy might have been less for these students, accounting for their non-significant findings between academic self-efficacy and academic performance. Unlike Reynolds and Weigand (2010), the current study excluded first semester students and assessed CGPA (i.e., students' grades from all other semesters), thus the current study may have been better able to capture the influence of academic self-efficacy on academic

performance. These differences in the measurement of academic performance between the two studies could potentially account for the different findings with regard to whether academic self-efficacy does predict academic performance.

The relationship found between academic self-efficacy and academic performance could be described within the light of Bandura's (1977, 1982) social cognitive theory, which suggests the confidence one has in his/her ability usually predicts his/her behavior. In light of this view, students in the current study who were confident in their academic skills (i.e., those who have higher academic self-efficacy) and strongly believed in their capacity to carry out academic tasks (i.e., complete assignments) might have anticipated successful academic outcomes such as higher marks on exams. Therefore, they may have invested more effort in their academic activities (i.e., spend more time completing their assignments), participated more readily in classroom discussions, worked harder, and persisted longer in the face of difficulty than do those who doubt their capabilities (Bandura, 1997; Pajares, 1996; Reynolds & Weigand, 2010).

The current findings are further in line with past research (Bandura, 1997; Chowdhury & Shahabuddin, 2007; Schunk 1991; Schunk & Zimmerman, 1994), which has shown that intrinsic motivation is related to the academic performance of students through academic self-efficacy. Students who are deeply engrossed in academic activities believe in their ability to be successful academically as such firmly dedicate themselves to those tasks and continue putting efforts when faced with disappointment which can lead to high academic performance. Also, students who are intrinsically motivated are more confident in their academic abilities as they put more effort in learning and understanding their academic course work, develop

new skills and cognitive strategies for solving academic problems which can lead to high academic achievement. Lastly, intrinsically motivated students set themselves achievement goals which they belief to successfully achieve them by working harder and exerting maximum efforts to reach to those goals which can lead to high academic performance (McClelland, 1985).

The current thesis findings have revealed a significant relationship between intrinsic motivation and African international students' academic achievement. Such findings are, however, consistent with those of past studies (Bandura, 1997; Chowdhury and Shahabuddin, 2007; Lepper et al., 2005) which find that non-international students who engrossed and more interested in their schoolwork, who enjoy learning new and challenging information are more successful in their classes and have higher academic performance (Lepper et al., 2005). However, intrinsic motivation did not significantly predict academic performance in the final model. One possible account for the mixed findings in relation to whether intrinsic motivation is a significant predictor of academic performance could be dependent on the type of measure used to assess intrinsic motivation (i.e., intrinsic value versus intrinsic motivation). For example, while the current study used intrinsic value to measure intrinsic motivation which assess perceived importance of course work while Chowdhury and Shahabuddin, (2007) used intrinsic motivation as a measures of intrinsic motivation which measures the degree to which students' engage in academic task because they are curious, interested, challenged and involved. Unlike Chowdhury and Shahabuddin, (2007), the current study did not specifically assess students' engagement in academic task because they are curious, interested, challenged and involved , thus the current study may have been less able to capture the influence of intrinsic motivation on academic performance. These differences in the measurement

of intrinsic motivation between the two studies could potentially account for the different findings with regard to whether intrinsic motivation does predict academic performance.

The current thesis findings have revealed a significant relationship between active coping strategies and African international students' academic achievement. These findings are consistent with those of past studies (Banjong, 2015; Shields, 2001), which find that non-international students who seek for help/assistance in completing their academic tasks (e.g., assignments) perform better academically than those students who do not seek help. Other studies (Aspinwall & Taylor, 1992; Struthers et al., 2000, Banjong, 2015) further indicate the importance of coping strategies (active coping/problem-focused coping) in performing well academically (i.e., higher CGPAs).

However, active coping strategy did not significantly predict academic performance. One possible reason could be explained in the light of Banjong (2015), who found that international students have enhanced academic performance when they visit counseling and writing centers to seek help with difficulties that they face at the university such as loneliness, financial issues, and difficulties communicating in the English language. Unlike Banjong (2015), the current study did not specifically assess the challenges students encounter at the university (e.g., homesickness) but rather generally measured the level of skill they retain in actively coping with distress. Therefore, the current study may have been less able to capture the influence of active coping on academic performance. Differences in the measurement of active coping between the current study and those of past studies (Aspinwall & Taylor, 1992; Banjong, 2015; Struthers et al., 2000) could potentially account for the

different findings with regard to whether active coping does predict academic performance.

With regards to the use of avoidance coping strategy and academic performance, the findings of the currents thesis with those of past research (e.g., Alimoglu et al., 2010; Aspinwall & Taylor, 1992; Ruthing et al., 2011), which have shown that avoidance coping strategies (e.g., binge drinking, smoking, sleeping, and avoiding doing the academic tasks) significantly and negatively predicts academic performance in non-international students. Avoidant coping did not significantly predict academic performance in the present study. Also, results of the current study indicate a rather low standard deviation for the use of avoidance coping, indicating that students in general engaged in avoidance coping strategies in a similar fashion. It may therefore be possible that the low variance between participants may have prevented an accurate prediction of avoidance coping and academic achievement.

The current thesis findings have also revealed a significant relationship between academic adjustment and African international students' academic achievement. The finding of the current thesis is inconsistent with those of past studies (Eze & Inegbedion, 2015; Hagedorn & Ren, 2012; Rienties et al., 2012) which have shown that students who are academically adjusted to the teaching and learning method of the university environment as well being satisfied with the academic milieu perform better academically. However, academic adjustment did not significantly predict academic performance of African International students. An explanation for this result could be seen in the light of Rienties et al., (2012) as they found that academic adjustment increases international students' academic performance by increasing their motivation to fulfill their academic aims, believe in their capabilities to

accomplish academic demands, try to attain their academic goals, and have feelings of satisfaction with their academic environment.

Unlike Rienties et al., (2012), the current study did not specifically assess the ability of African international students' success in coping with different educational demands such as motivation, application, performance and satisfaction with the academic environment but rather measured students' general adjustment to the university. Therefore, the current study may have been less able to capture the influence of academic adjustment on academic performance. Differences in the measurement of academic adjustment between the current study and those of past studies (Hagedorn & Ren, 2012; Rienties et al., 2012; Valka, 2015) could potentially account for the different findings with regard to whether academic adjustment does predict academic performance.

Overall, the current findings add to the present literature (Heather, 2014) in support of a relationship between academic self-efficacy and academic performance in international students and also the fact that academic self-efficacy mediates the relationship between intrinsic motivation. Currently, academic self-efficacy was found to account for 13% of the variance in academic achievement while others studies (Zajacova et al., 2005) show that this rate is much higher (i.e., 32%) in other student populations. Such findings suggest that other factors such as adjustment to the academic culture (i.e., the learning and teaching method of the university) may further play a role in African international students' academic performance in North Cyprus. The current study was, however, limited in assessing the impact of adjustment to the academic culture on academic performance. The college adjustment questionnaire used in the current study assessed students' general

adjustment to the university environment (e.g., how much they like being a student) but did not assess students' adjustment to the academic culture (e.g., to the learning and teaching methods of the university), which has been shown to be an important contributor to students' academic success (Hagedom & Ren, 2012; Yuan, 2010). It is therefore recommended that future studies that aim to explore the factors that contribute to African international students' academic performance take into account their level of adjustment to the academic culture.

The usage of self-report measure to collect the academic achievement data (i.e., self-reported CGPAs) was another limiting factor in current thesis. Past research (e.g., Miller & Peyton, 2006) has shown that students have a tendency to over-report more often than under-report their grades. It may therefore be possible that the current average of students' academic achievement is an inflated score. Future studies could therefore use more objective measures such as introductory course grades obtained from course instructors as done in the Struthers et al. (2000) study to assess academic performance.

Likewise, although academic self-efficacy was found to be a significant predictor of academic achievement in the current sample of African international students, it is important to note that the academic self-efficacy scale had a low level of Cronbach's alpha (i.e., .50). Future studies could therefore examine the relationship between academic self-efficacy and academic performance in African international students using other measures of academic self-efficacy.

Furthermore, although North Cyprus is home to international students from a number of countries, the current findings are limited in their generalizability to student

populations other than African international students, who are one of the dominant groups of international students at EMU. It is therefore important to further examine academic self-efficacy, intrinsic motivation, and academic performance in other international student groups studying at EMU, which may be of a dominant (e.g., Turkish) or minority (e.g. South Africa) student group. Literature searches have revealed limited research examining the differences in academic performance for international students who are of a majority versus a minority international student group. Such research may be important because the minority students' may experience higher levels of stress which might affect his/her academic performance differently than student populations who are dominant and may experience less stress or may encounter different stressors (Zajacova et al., 2005).

Lastly, the current research was correlational in nature, thus cause and effect relationship cannot be obtained from this study. Future studies could use a causal comparative design to compare the level of academic self-efficacy between two groups of students high achieving students (above 2.0 GPA) vs. low achieving students (below 2.0 GPA) (Hsieh et al., 2007).

In conclusion, findings of the present thesis reveal that academic self-efficacy and intrinsic motivation are major predictors of African international students' academic performance. Also they reveal that academic self-efficacy mediates the relationship between intrinsic motivation and academic performance. Based on these findings, it is important to determine ways in which academic self-efficacy and intrinsic motivation can be increased. One way is through incorporating Bandura's (1989) sources of self-efficacy (mastery experiences, modeling, Verbal persuasion, and managing physiological arousal) to the plan of a course and the design of classroom

activities. For example, instructors may consider developing the self-efficacy of students by incorporating approaches based on these four sources.

To enhance the academic self-efficacy of students through mastery of experiences, it is suggested that small group projects be created in which students help guide each other through complex task (Schmuck & Schmuck, 1992). Likewise to modeling, students may be provided with opportunities and tools to learn how to handle success or failure, to imitate high-achieving role models (classmates), to devise ways for overcoming obstacles and to conceive approaches for managing performance anxiety. To enhance the academic self-efficacy of students, instructors may set goals that are rather easy to achieve, thereby giving students the opportunity to succeed (Köseoğlu, 2015). Verbal persuasion can be engaged by instructors providing students with clear and direct examples of passing assignments, clarifying expectations, and giving adequate and positive feedback to help students' develop self-efficacy (Judge, Jackson, Shaw, Scott, & Rich, 2007; Kusurkar, Croiset, & Ten Cate, 2011). Lastly, since stress and anxiety can easily affect accustomed behavior, providing students with relevant insight and means for managing stressful conditions can be an irreplaceable cache for both advancing self-efficacy and can be a way of managing physiological arousal (Köseoğlu, 2015).

To strengthen the motivational beliefs of students, educators can point out to the practical value of the material that is being studied and the importance of putting effort in their academic work (Linnenbrink & Pintrich, 2002). They can identify and nurture what students need and want by making an attempts to understand what students want out of the teaching sessions and structure the format of teaching around these needs (Kusurkar et al., 2011). Students can be encouraged to accept

responsibility for their learning by ending the session with further questions to be discussed in the next sessions and allotting some ‘nice to know’ topics for self-study (Kusurkar et al., 2011). Educators might also acknowledge students’ expressions of negative effect by listening patiently to the students and empathize with them if students express their disinterest or dissatisfaction with a particular topic or a particular method of teaching. This is important because if the teacher refuses to accept negative feelings from students, students may likely lose all interest in the class (Kusurkar et al., 2011).

Being involved in some of the planning of the course helps students feel closely related to the course and enhances their intrinsic motivation, which allows them to do the things required for the course due to their feelings of being stakeholders in the teaching–learning activities (Kusurkar et al., 2011). Therefore, it is suggested that teachers give opportunity for students to make choices (e.g., the possible sequence of topics) whenever possible in order to bring in autonomy. To increase intrinsic motivation, teachers could try to increase feelings of relatedness between students and the teacher. To do so, it is suggested that teachers encourage active participation in the class, which makes the learning process more autonomous and also allows teachers to provide feedback during discussion of ideas (Kusurkar et al., 2011).

Overall, the findings and implications of the present study can be useful in developing future research in the domain of international student’s academic self-efficacy and intrinsic motivation. The findings of the current study contribute new data to available empirical work by investigating the academic performance of international students since studies in this area have mostly focused on non-internationalstudents.

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APPENDICES

Appendix A: Department's Ethics and Research Committee Approval Letter

Eastern Mediterranean University

The Department of Psychology
Eastern Mediterranean University
Research & Ethics Committee
Senel Husnu Raman-Chairperson

Famagusta, Turkish Republic of Northern Cyprus
Tel: +(90) 392 630 1389
Fax: +(90) 392 630 2475
e-mail: shenelhusnu.raman@emu.edu.tr
Web: http://brahms.emu.edu.tr/psychology

Ref Code: 16/04-01

Date: 14.04.2016

Dear Yvette Dufola,

Thank you for submitting your revised application entitled *The relationship between academic self-efficacy, coping, academic adjustment and academic achievement*. Your application has now been *approved* by the Research & Ethics Committee on 14.04.2016.

If any changes to the study described in the application or supporting documentation is necessary, you must notify the committee and may be required to make a resubmission of the application. This approval is valid for one year.

Yours sincerely,

Assoc. Prof. Dr. Senel Husnu Raman
On Behalf of the Research & Ethics Committee
Psychology Department
Eastern Mediterranean University

Appendix B: Inform Consent Form

Department of Psychology
Eastern Mediterranean University
Famagusta, Turkish Republic of Northern Cyprus
Tel: +(90) 392 630 1389 Fax: +(90) 392 630 2475
Web: http://brahms.emu.edu.tr/psychology

Appendix A

The relationship between academic self-efficacy, coping, academic adjustment and academic achievement

Dear Participant,

Please take a few minutes to read the following information on this research carefully before you agree to participate. **If at any time you have a question regarding the study, please feel free to ask the researcher who will provide more information.**

This study is being conducted by Yvette Dufola Jaff supervised by Assist. Prof. Dr. Ilmiye Secer and Assoc.Prof. Dr. Mehmet Erginel. The aim of the current study is to investigate factors that predict academic achievement in African students who are studying in North Cyprus. The questionnaire should take not more than 20 minutes to complete.

Of course, you are not obliged to participate in this research and are free to refuse to participate. You may also withdraw from the study at any point without giving any reason. In this case, all of your responses will be destroyed and committed from the research. If you agree to participate in and complete the study, all responses and questionnaires will be treated **confidentially**. Your name and identifying information will be kept securely and separately from the rest of your questionnaire. Data will be stored for a maximum of six years after the study. Once the data is analyzed, a report of the findings may be submitted for publication.

To signify your voluntary participation, please complete the consent form below.

CONSENT FORM

The Relationship between Academic self-efficacy, coping, academic adjustment and academic achievement.

Name of Researchers: Yvette Dufola Jaff
Email: jaffyvette@gmail.com
Department of Psychology
Eastern Mediterranean University
Famagusta, Turkish Republic of Northern Cyprus

Please tick the boxes to confirm that you agree to each statement.

1. I confirm that I have read and understood the information sheet for this study and have had the opportunity to ask any questions. ☐
2. I understand that my participation is voluntary and that I may withdraw from the study at any time without explanation. ☐
3. I agree to take part in this study. ☐

Name/ID of Participant _____ Date _____ Signature _____

If you have any concerns about the ethical conduct of this study, please inform Dr. Şenel Husnu Raman, Chair of the Psychology Research & Ethics Committee at Eastern Mediterranean University, in writing, providing a detailed account of your concern (shenelhusnu.raman@emu.edu.tr).

Appendix C: Demographic Questionnaire

1

DERMORGRAPHIC INFORMATION

Please take a few minutes to read the following and tick or indicate in the space below corresponding information about yourself.

1. Gender: Male ☐ Female ☐
2. Nationality: _____
3. Age: _____
4. Marital status:

   Married and living together ☐ Married and living separate ☐
   In a relationship, living together ☐ In a relationship, living separate ☐
   Divorced ☐
5. Are you currently enrolled as a student at EMU? Yes ☐ No ☐
   please indicate your department _____
6. Please indicate your level of studying: Undergraduate Graduate ☐ Postgraduate ☐
7. Please state the date of your first entry to North Cyprus (year/month): _____
8. In which academic semester are you in? _____
9. What was your GPA of last semester? _____
10. What was your last semester CGPA? _____
11. Please rate your overall academic performance on a scale of 1 to 10 (10 indicates best performance).

    1 2 3 4 5 6 7 8 9 10
12. What is your father's educational qualification? _____
13. What is your mother's educational qualification? _____
14. What is your father's occupation? _____
15. What is your mother's occupation? _____
16. How many siblings are living with at your home back in your country? _____
17. Are your parents' owners of the home they live in? _____
18. What is your first language? _____
19. Please rate your Turkish language proficiency

No reading ability	Very poor ☐	Poor ☐	Average ☐	Good ☐	Very Good ☐
No writing ability	Very poor ☐	Poor ☐	Average ☐	Good ☐	Very Good ☐
No speaking ability	Very poor ☐	Poor ☐	Average ☐	Good ☐	Very Good ☐
No listening ability	Very poor ☐	Poor ☐	Average ☐	Good ☐	Very Good 20)

20. Which other languages do you speak and what is your proficiency in that language

a) _____ Very poor ☐ Poor ☐ Average ☐ Good ☐ Very Good ☐

b) _____ Very poor ☐ Poor ☐ Average ☐ Good ☐ Very Good ☐

c) _____ Very poor ☐ Poor ☐ Average ☐ Good ☐ Very Good ☐

21. How often do you interact with Turkish and /or Cypriot individuals?

Home

Not at all ☐ sometimes ☐ often ☐ moderately often ☐ very often ☐

On campus

Not at all ☐ sometimes ☐ often ☐ moderately often ☐ very often ☐

In other public places (market, banks, restaurants)

Not at all ☐ sometimes ☐ often ☐ moderately often ☐ very often ☐

22. How often do you interact with individuals from sub-Saharan African country including your home country in different settings?

Home

Not at all ☐ sometimes ☐ often ☐ moderately often ☐ very often ☐

On campus

Not at all ☐ sometimes ☐ often ☐ moderately often ☐ very often ☐

In other public places

Not at all ☐ sometimes ☐ often ☐ moderately often ☐ very often ☐

23. Please in one or two paragraphs explain the types of academic problems you often face?

24. Please explain in one or two paragraphs the type of problems you face as a student apart from academics?

Appendix D: The Motivated Strategies for Learning Questionnaire

Motivated Strategies for Learning Questionnaire

Please rate the following items based on your behavior in this class. Your rating should be on a 7-point scale where 1= not at all true of me to 7=very true of me . There are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, tick in the boxes below 7; if a statement is not at all true of you, tick in the boxes below 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you and tick in the boxes below. Please respond to every statement. Thank you.

	1 not at all true of me	2	3	4	5	6	7 very true of me
1. I prefer class work that is challenging so I can learn new things.							
2. Compared with other students in this class I expect to do well.							
3. I am so nervous during a test that I cannot remember facts I have learned.							
4. It is important for me to learn what is being taught in this class.							
5. I like what I am learning in this class.							
6. I'm certain I can understand the ideas taught in this course.							
7. I think I will be able to use what I learn in this class in other classes.							
8. I expect to do very well in this class.							
9. Compared with others in this class, I think I'm a good student.							
10. I often choose paper topics I will learn something from even if they require more Work.							
11. I am sure I can do an excellent job on the problems and tasks assigned for this Class.							
12. I have an uneasy, upset feeling when I take a test.							
13. I think I will receive a good grade in this class.							
14. Even when I do poorly on a test I try to learn from my mistakes.							
15. I think that what I am learning in this class is useful for me to know.							
16. My study skills are excellent compared with others in this class.							

Motivated Strategies for Learning Questionnaire

Please rate the following items based on your behavior in this class. Your rating should be on a 7-point scale where 1= not at all true of me to 7=very true of me . There are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, tick in the boxes below 7; if a statement is not at all true of you, tick in the boxes below 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you and tick in the boxes below. Please respond to every statement. Thank you.

17. I think that what we are learning in this class is interesting.							
18. Compared with other students in this class I think I know a great deal about the Subject.							
19. I know that I will be able to learn the material for this class.							
20. I worry a great deal about tests.							
21. Understanding this subject is important to me.							
22. When I take a test I think about how poorly I am doing.							
23. When I study for a test, I try to put together the information from class and from the book.							
24. When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly.							
25. I ask myself questions to make sure I know the material I have been studying.							
26. It is hard for me to decide what the main ideas are in what I read.							
27. When work is hard I either give up or study only the easy parts.							
28. When I study I put important ideas into my own words.							
29. I always try to understand what the teacher is saying even if it doesn't make sense.							
30. When I study for a test I try to remember as many facts as I can.							
31. When studying, I copy my notes over to help me remember material.							
32. I work on practice exercises and answer end of chapter questions even when I don't have to.							
33. Even when study materials are dull and uninteresting, I keep working until I finish.							
34. When I study for a test I practice saying the important facts over and over to myself.							

Motivated Strategies for Learning Questionnaire

Please rate the following items based on your behavior in this class. Your rating should be on a 7-point scale where 1= not at all true of me to 7=very true of me . There are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, tick in the boxes below 7; if a statement is not at all true of you, tick in the boxes below 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you and tick in the boxes below. Please respond to every statement. Thank you.

35. Before I begin studying I think about the things I will need to do to learn.							
36. I use what I have learned from old homework assignments and the textbook to do new assignments.							
37. I often find that I have been reading for class but don't know what it is all about.							
38. I find that when the teacher is talking I think of other things and don't really listen to what is being said.							
39. When I am studying a topic, I try to make everything fit together.							
40. When I'm reading I stop once in a while and go over what I have read.							
41. When I read materials for this class, I say the words over and over to myself to help me remember.							
42. I outline the chapters in my book to help me study.							
43. I work hard to get a good grade even when I don't like a class							
44. When reading I try to connect the things I am reading about with what I already know.							

Appendix E: The Proactive Coping Inventory Scale

Proactive Coping Inventory Items by Scale

Reactions to Daily Events Questionnaire "The following statements deal with reactions you may have to various situations. Indicate how true each of these statements is depending on how you feel about the situation. Do this by checking the most appropriate box." Please respond to every statement. Thank you

	1 not at all true	2 barely true	3 somewh at true	4 completely true
1 I am a "take charge" person				
2 I try to let things work out on their own.				
3 After attaining a goal, I look for another, more challenging one.				
4 I like challenges and beating the odds.				
5 I visualise my dreams and try to achieve them				
6 Despite numerous setbacks, I usually succeed in getting what I want.				
7 I try to pinpoint what I need to succeed				
8 I always try to find a way to work around obstacles; nothing really stops me.				
9 I often see myself failing so I don't get my hopes up too high.				
10 When I apply for a position, I imagine myself filling it.				
11 I turn obstacles into positive experiences.				
12 If someone tells me I can't do something, you can be sure I will do it.				
13 When I experience a problem, I take the initiative in resolving it.				
14 When I have a problem, I usually see myself in a no-win situation.				
15 I imagine myself solving difficult problems.				
16 Rather than acting impulsively, I usually think of various ways to solve a problem.				
17 In my mind I go through many different scenarios in order to prepare myself for different outcomes.				
18 I tackle a problem by thinking about realistic alternatives.				
19 When I have a problem with my co-workers, friends, or family, I imagine beforehand how I will deal with them successfully.				

Proactive Coping Inventory Items by Scale

Reactions to Daily Events Questionnaire "The following statements deal with reactions you may have to various situations. Indicate how true each of these statements is depending on how you feel about the situation. Do this by checking the most appropriate box." Please respond to every statement. Thank you

20 Before tackling a difficult task I imagine success scenarios				
21 I take action only after thinking carefully about a problem.				
22 I imagine myself solving a difficult problem before I actually have to face it.				
23 I address a problem from various angles until I find the appropriate action.				
24 When there are serious misunderstandings with co-workers, family members or friends, I practice before how I will deal with them.				
25 I think about every possible outcome to a problem before tackling it.				
26 I often find ways to break down difficult problems into manageable components.				
27 I make a plan and follow it.				
28 I break down a problem into smaller parts and do one part at a time.				
29 I make lists and try to focus on the most important things first.				
30 I plan for future eventualities.				
31 Rather than spending every cent I make, I like to save for a rainy day.				
32 I prepare for adverse events.				
33 Before disaster strikes I am well-prepared for its consequences.				
34 I plan my strategies to change a situation before I act.				
35 I develop my job skills to protect myself against unemployment.				
36 I make sure my family is well taken care of to protect them from adversity in the future.				
37 I think ahead to avoid dangerous situations.				
38 I plan strategies for what I hope will be the best possible outcome.				
39 I try to manage my money well in order to avoid being destitute in old age.				

Proactive Coping Inventory Items by Scale

Reactions to Daily Events Questionnaire "The following statements deal with reactions you may have to various situations. Indicate how true each of these statements is depending on how you feel about the situation. Do this by checking the most appropriate box." Please respond to every statement. Thank you

40 When solving my own problems other people's advice can be helpful.				
41 I try to talk and explain my stress in order to get feedback from my friends.				
42 Information I get from others has often helped me deal with my problems.				
43 I can usually identify people who can help me develop my own solutions to problems.				
44 I ask others what they would do in my situation.				
45 Talking to others can be really useful because it provides another perspective on the problem.				
46 Before getting messed up with a problem I'll call a friend to talk about it.				
47 When I am in trouble I can usually work out something with the help of others.				
48 If I am depressed I know who I can call to help me feel better.				
49 Others help me feel cared for.				
50 I know who can be counted on when the chips are down.				
51 When I'm depressed I get out and talk to others.				
52 I confide my feelings in others to build up and maintain close relationships.				
53 When I have a problem I like to sleep on it.				
54 If I find a problem too difficult sometimes I put it aside until I'm ready to deal with it.				
55 When I have a problem I usually let it simmer on the back burner for a while.				

Appendix F: The College Adaptation Questionnaire

College Adaptation Questionnaire

Please read each statement and circle the number which applies to you. Please respond to every statement .Thank you.

	Not applicable 1 2 3 4 5 6 7 Very applicable
1. I am very satisfied with the course of my studies.	1 2 3 4 5 6 7
2. Sometimes I want to give it all up.	1 2 3 5 6 7
3. I often ask myself what I am doing here.	1 2 3 4 5 6 7
4. I would prefer to study somewhere else.	1 2 3 4 5 6 7
5. I made many friends here.	1 2 3 4 5 6 7
6. I do not feel very at home at the University.	1 2 3 4 5 6 7
7. I never feel bored here.	1 2 3 4 5 6 7
8. Sometimes I feel very discouraged here.	1 2 3 4 5 6 7
9. I find life as a student very pleasant.	1 2 3 4 5 6 7

10. Sometimes I feel rather lonely.	1	2	3	4	5	6	7
11. Sometimes I don't know what to do with my time.	1	2	3	4	5	6	7
12. I find it hard to get used to life here.	1	2	3	4	5	6	7
13. What I miss here is someone to talk to freely from time to time.	1	2	3	4	5	6	7
14. I am very satisfied with my way of life.	1	2	3	4	5	6	7
15. If I feel blue, my friends will help me to get out of it.	1	2	3	4	5	6	7
16. I find it very difficult to adjust to student life.	1	2	3	4	5	6	7
17. I am glad that I came to study here.	1	2	3	4	5	6	7
18. I feel very much at home here.	1	2	3	4	5	6	7

Appendix G: Debrief Form

Department of Psychology
Eastern Mediterranean University
Famagusta, Turkish Republic of Northern Cyprus
Tel: +(90) 392 630 1389 Fax: +(90) 392 630 2475
Web: http://brahms.emu.edu.tr/psychology

Participant Debrief Form

Thank you very much for participating in this study with the title **The relationship between academic self-efficacy, coping, academic adjustment and academic achievement.** Please take a few more minutes to read the following information, which will explain the aims and purpose of the research further. If you have any questions, please feel free to ask the researcher whose contact details are stated below.

The aim of this research was to examine factors that influence academic achievement of African students in North Cyprus. Academic achievement is very important considering the fact that it's the primary aim of international students (Church, 1982). Aspinwall and Taylor (1992) found that students who used active coping methods were better adjusted academically as a result had better academic performances. Chemer et al. (2001) further found that students with high academic self-efficacy had higher GPAs compared to those with low academic self-efficacy. Previous research has been done mostly on Asian and African American students in the United States .We are extending this work by considering the African population in North Cyprus. This study will provide efficient ways/methods of obtaining better academic performances.

If during the completion of this questionnaire you felt any distress or discomfort and you would like to speak to a professional, please contact the EMU Psychological Counselling and Guidance Center (PDRAM) located below the EMU Health Center. You may also contact the researcher Yvette Dufola Jaff, tel: +905338527971, email:jaffyvette@gmail.com or the research supervisors Assist. Prof. Dr. Ilmiye Secer email: ilmiye.ozreis@emu.edu.tr and Assoc. Prof. Dr. Mehmet Erginel email: mehmet.erginel@emu.edu.tr with any questions.

Once again thank you for your valuable contribution to this research. Your participation is greatly appreciated.

Yours sincerely,

Dufola Jaff Yvette