ATILIM UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPERTMENT OF BUSINESS ADMINISTRATION
BUSINESS ADMINSTRATION MASTER'S PROGRAMME

AN INVESTIGATION OF RELATIONSHIP AMONG UNCERTAINTY AVOIDANCE, CROSS-CULTURAL SOCIAL-EFFICACY, SOCIO-CULTURAL ADAPTATION, AND ACADEMIC ENGAGEMENT OF INTERNATIONAL STUDENTS

Master's Thesis

Esraa Sajm Alsaeedi

Ankara - 2020

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ACCEPTANCE AND APPROVAL

This is to certify that this thesis titled “An Investigation Of Relationship Among Uncertainty Avoidance, Cross-Cultural Social-Efficacy, Socio-Cultural Adaptation And Academic Engagement Of International Students” and prepared by Esraa Sajm Alsaeedi meets with the committee's approval unanimously/ by a majority vote as Master’s Thesis in the field of Business Administration following the successful defence of the thesis conducted in 07/08/2020.

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ETHICS DECLARATION

I hereby declare that;

- I prepared this thesis in accordance with Atılım University Graduate School of Social Sciences Thesis Writing Directive,
- I prepared this thesis within the framework of academic and ethics rules,
- I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,
- I cited all sources to which I made reference in my thesis,
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ÖZ

SAJM ALSAEEDI, ESRAA.ULUSLARARASI ÖĞRENCİLERİN BELİRSİZLİKTEN KAÇINMA, KÜLTÜRLERARASI SOSYAL YETERLILIK, SOSYO-KULTUREL UYUM VE AKADEMİK KATILIMLARI ARASINDAKİ İLİŞKİSİNİN INCELENMESI

YÜKSEK LİSANS, …… Bölümü

Tez Yöneticisi: Ceyhan Çiğdemoğlu

ANKARA AGUSTOS 2020,

Bu çalışma, uluslararası öğrencilerin belirsizlikten kaçınmalarını, kültürler arası sosyal yeterliliklerini, sosyo-kültürel adaptasyonlarını, ve akademik katılım arasındaki ilişkilerini araştırmak üzere yapılmıştır. Bu amaçla, uluslararası öğrencilerden veri toplamak için, önceki çalışmaların dayalı olarak araştırılan kavramlara ilişkin ölçekleri içeren bir anket tasarlanmıştır. Ölçekler; belirsizlikten kaçınma, kültürler arası sosyal etkinlikler, sosyo-kültürel uyum, ve akademik katılım hakkındadır. Anket, 260 öğrenciye dağıtılmış, 16 farklı ülkeden gelen öğrencilerden toplamda 215 geçerli yanıt toplanmıştır. Ölçekler, önce geçerlilik ve güvenilirlik açısından analiz edilmiş, ardından hipotezler test edilmiştir. Sonuçlar, analize dayalı olarak belirsizlikten kaçınmaanın uluslararası öğrencilerin sosyo-kültürel uyumunu etkilediğini, belirsizlikten kaçınmanın kültürler arası sosyal yeterlilik üzerindeki etkisini ve sosyo-kültürel uyumların akademik katılımı etkilediğini göstermektedir. Buna ek olarak, çalışmanın değişkenleri yaş ve cinsiyete göre de incelendiğinde, sosyo-kültürel uyum, kültürler arası sosyal etkinlik, belirsizlikten kaçınma ve akademik katılım puanlarında hiç bir fark görülmemiştir. Fakat, ev sahibi ülkede geçirilen değişken zaman ve değişken kökenler belirsizlikten kaçınma konusunda bir değişiklik ortaya koymuştur. Ayrıca, eğitim seviyesi, sosyo-kültürel uyum ve kültürler arası yeterlik konularında fark yaratmıştır. Bu çalışma, uluslararası öğrencilerin akademik katılımının Türkiye bağlamında sosyo-kültürel adaptasyonları, kültürler arası sosyal etkinlikleri ve belirsizlikten kaçınma ile nasıl bir ilişki içerisinde olduklarını ortaya koymaktadır. Buna ekolarak, başka araştırmacıların daha büyük örnekler ile benzer çalışmalar yürütmeleri önerilmektedir.

AnahtarKelimeler: belirsizlikten kaçınma, kültürler arası sosyal yeterlilik, sosyo-kültürel adaptasyon, akademik katılım.

ABSTRACT

Sajm Alsaeedi, Esraa. AN INVESTIGATION OF RELATIONSHIP AMONG UNCERTANITY AVOIDANCE, CROSS-CULTURAL SOCIAL-EFFICACY, SOCIO-CULTURAL ADAPTATION, AND ACADEMIC ENGAGEMENT OF INTERNATIONAL STUDENTS

Master. Department of Business Administration

ANKARA AUGUST 2020

This study explore the relationships among international students' uncertainty avoidance, cross-culture social-efficacy, socio-culture adaptation, and academic engagement. A questionnaire, including scales on the investigated concepts, was designed based on previous studies to collect data from international students. The scales were about uncertainty avoidance, cross-cultural social efficacy, socio-cultural adaption and academic engagement. The questionnaire was distributed to 260 international students; 215 valid responses were collected from students coming from 16 different countries. First, the scales were analyzed, for the validity and reliability, and then the hypotheses were tested. Based on the analysis the results indicate that uncertainty avoidance affected international students' socio-cultural adaptation, uncertainty avoidance affect on cross-cultural social-efficacy, socio-cultural adaptations affect academic engagement. Additionally, the study's variables were investigated across age and gender there was no difference in uncertainty avoidance, cross-cultural social efficacy, socio-cultural adaption, and academic engagement scores. But the variable about time spent in the host country and variable about Origins made a change in uncertainty avoidance. Also, education level makes the difference with socio-cultural adaption and cross-cultural efficacy. Finally, the time spent on academic studies makes a difference between socio-cultural adaption and academic engagement. The study reveals how international students' academic engagement is related to uncertainty avoidance, cross-culture social-efficacy, socio-culture adaption in the Turkish context.

Additionally, further researchers are recommended to conduct similar works with a larger sample size.

Keywords: uncertainty avoidance, cross-culture social-efficacy, socio-culture adaptation, academic engagement.

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INTRODUCTION

In this age of globalization and technical transformation, for any human action, schooling is seen as a first step. This is playing a crucial role in the creation of human resources and is correlated with the well-being and prospects for a better life of an adult (Battle & Lewis, 2002). Training also ensures information and learning skills that enable individuals to improve their productivity and their quality of life. The productivity improvement has the ability to exploit new outlets that add to a country's economic development (Saxton, 2000). Some strategies require the quality of making a difference on the local, regional, national and global levels. Increasing globalization and interdependence have contributed to a more globalized economy across the world's many diverse countries. This company globalization has developed faster than the internationalization of business schools, especially in terms of recognizing the value of increasingly increasing emerging markets. The disparity between company-needed global business skills and mainstream business education systems was first identified in the 1980s (Patel & Agarwal, 2008).

Over a long time educators, coaches, and scholars have been involved in investigating factors that lead to the consistency of learner interaction. Such factors can be inside and outside the universities that influence the standard of foreign students ' academic participation. Such factors may be named causes of pupils, family factors, school factors, and peer factors (Crosnoe, Johnson, & Elder, 2004). These variables typically include age, class, regional membership, race, marital status, socio economic status (SES), parental schooling, language, employment, and religious affiliations. Typically these are discussed under the umbrella of demographic variables (Farooq, Chaudhry, Shafiq, & Berhanu, 2011), which are referred to as a means of examining behavior and consequences in the biological and social sense. Unfortunately, identifying and assessment of the quality of education is not an easy problem and the difficulty with that process increases because of the evolving perceptions of quality attributes related with the prospects of the various stakeholders (Blevins, 2009; Parri, 2006).

In an internationalized institution, there is no formula or collection of metrics. Internationalization is a transition mechanism that is designed to suit the needs and desires every higher education institution (Knight, 2014). Therefore, there is no pattern of internationalization "one-size fits all" Adopting a series of priorities and tactics 'in vogue' and 'branding' simply negates the idea that each plan, organization, or country needs to decide its particular path to internationalization on the basis of its own explicitly defined rationals, objectives, and planned outcomes. This acknowledges that the internationalization process is driven by evaluation of needs and goals, and that a 'formulaic' or latest fad strategy is unacceptable, helpful or permanent. That truth can also present challenges. Of example, what if an institution or county sees the internationalization of higher education as an tool for economic benefit or political advantage? This is an example where the academic goals and values of cooperation, mutual benefit and partnership need to be emphasized. Schools, colleges, and universities have no value without the students. Students are the most important assets of any institution of education. The academic achievement plays an important role in producing the best quality graduates who will become the leading manpower in the country and thus be responsible for the country's economic and social development (Ali et al., 2013).

Education paves the way for future success for a culture. People's evolution, from literacy to innovation, leads to new discoveries and innovations of the centuries to come. Learning involves gathering and transforming knowledge, abilities, strategies, beliefs, attitudes, and behaviors. Schunk (2009) states that schooling is not simply an instructional program. It starts long before school, and goes on again after school for a long time. In addition, learning takes place in parallel with university and in a very different environment in a number of ways. The way students learn is also influenced by their motivational orientations (Pritchard, 2015). According to De Alencar, Eunice, Fleith, and Denise (2016), the relationship between cognitive processes and orientation towards motivation is important. The encouragement of the learning environment is critical, according to Valerio and Krystle (2012). For example, an atmosphere in which a pupil feels a deserving individual improves his or her ability to participate in the learning process. According to Valerio, (2012), various workable learning tasks can also increase motivation that helps students see how information

and skills are used in real life. Motivation plays a crucial role in learning and behavior (Deci & Ryan, 2000), there are several influences that influence foreign students ' academic participation directly. Such factors differ in the degree of their effect, but their combined existence or the existence of more than one factor of others may contribute to a distinct decline in the academic performance of the student and thereby affect his academic engagement. The chapter includes an explanation as to why this topic is important, the issue of research, purpose, importance and the research issues as well as the boundaries of study.

Background of the Study

In many areas, students' efforts, educational background, family education and income, self-motivation, age, learning preferences (Mahmood, 2008), class participation, and entrance qualifications are among the influences that have a major influence on foreign student academic involvement. According to Ali et al., (2013), class, age, schooling, father / guard social economic status, residential region, educational method, tuition rate, day-to-day study hours and accommodation habits are factors influencing academic engagement. Yet some other factors might affect their engagement for international students, for example the impact of culture. Foreign students undergoing host university education can encounter a cultural shock when the host university's education organization varies from the behaviors and standards of the culture of the students (Zhou, Jindal, Topping, & Todman 2008). According De Vita (2001), relates to this as a cultural style of learning, "which proposes to relearn as a cultural phenomenon can explain then why to teach methods, learning environments and tasks that promote learning in some cultures in others may be ineffective." Ward, Okura, Kennedy, and Kojima, (1998) found that psychological and socio-cultural adjustment has been easier for international students by making a relatively small cross-cultural transition (e.g. from Germany to the Netherlands) rather than a major cross-cultural transition (e.g. from China to the Netherlands). According to Drogendijk and Slangen (2006), refer to this notion as cultural isolation, whereby foreign students with common values should feel fewer tension than students with specific values while studying abroad. In fact, several work indicates that extremely socially effective graduates are best prepared to complete their schooling effectively (Bandura,

Barbaranelli, Caprara, & Pastorelli, 2001). By comparison, students with poor social success appear to experience a greater risk of academic disappointment and prefer to view learning activities as more challenging and overwhelming than they really are. Notably, Bandura (2006) claims the impact of minimizing ambiguity illustrates how leaders of the group try to overcome fear by rising confusion. Those with a large degree of fear of confusion in societies appear to be more emotive. Through planning and enforcing legislation, laws and regulations, they seek to rising the incidence of uncertain and uncommon situations and slowly push on with reform. Individuals in low-level societies, on the other hand, escape confusion by embracing casual circumstances or shifting conditions, feel relaxed with them, and aspire to follow as few laws as they can. People of such societies appear to be more optimistic and change-to lerant. It seems that the reasons correlated with involving foreign students in their academic search have gained fewer consideration (Zhao, Vansteenkiste, Lens, & Soenens, 2005). Although these research offer useful knowledge about the campus environments and methods of mediating cultural gaps among international students, less is understood about how international students really participate in the learning process.

Problem Statement

Foreign students especially foreign bachelors face similar difficulties to those students experience in adjusting to a new culture and climate, such as the first time they live away from home (Hurny, 2014). But students transitioning to a foreign community and school environment (and also to a new language) will often encounter more complex problems (Fritz, Chin, & DeMarinis, 2008; Koltko-Rivera, 2004). It will adversely impact the foreign students ' academic participation. Therefore, social-efficacy plays a vital position as a personal tool throughout the traumatic transition of a new society that can defend against adverse perceptions and feelings, as well as health impairments.

Tinto (2006) proposed a broad variety of retention powers for graduates, political, physical, social, and administrative. Which include inadequate readiness for higher learning; weak educational and/or performance matches; poor learning experience; shortage of social integration; personal and financial problems (Jones,

2008). In this analysis, the variables and conditions that would significantly influence the learning participation of the respondent in order to suggest a conceptual structure reflecting the interaction between these variables will be examined.

Significance of the Study

There is also a complex combination of students from various nations, ethnicities and communities of educational institutions. Despite of this variety, it is becoming more prudent to be vigilant when communicating with them to avoid mistakes. The fallacy here resides in the form of strain, harassment or even annoyance of the students in the general setting, which directly influences their academic engagement. Consequently, one of the most significant causes that play a major role in enhancing student participation or its deterioration is the environmental influences and the lack of happiness with life in general, if overlooked. Throughout the Turkish background, though, there are no works exploring ambiguity avoidance, social cognitive self-efficacy, socio-cultural transition and scholarly participation. It raises the significance of our research in the analysis of the effect such factors have on international students in Turkey. This research provides a twofold advantage for educational organizations as well as school workers. Particularly in advanced institutions of education which have a diverse mix of foreign and domestic students. This research is helpful in identifying important points which will strengthen the international student's personality and thereby increase their academic engagement. This research explores the variables that influence the academic involvement of the international students, be they social, cultural, psychological or even academic influences. All those considerations have a strong effect on their academic engagement.

Without a question, the enthusiasm and funding for this research would contribute to excellent outcomes in terms of recognizing the international student's personality and therefore seek to boost his academic participation. Motivation for achievement has been a long seen as a key element of personality, exploration, perseverance, and education (Atkinson, 1957; Brunstein & Heckhausen, 2018), This research aims to investigate the relationship between uncertainty avoidance with socio cultural adaption and cross cultural social efficacy of international student, investigate

the relationship between the perspective of international students on avoidance of confusion and their academic involvement, investigate the relationship between cross-cultural social efficacy and their academic engagement, investigate the relationship between socio-cultural adaptation of international students and their academic involvement, investigate the impact of demographic variables on adaptation of international student.

Research Questions

This thesis will investigate answers to the following research questions focused on the above-mentioned purposes: The central query and sub-questions are:

1. Does adaptation of uncertainty avoidance, cross-culture social-efficacy, socio-culture adaptation, and academic involvement of international students change across demographic variables (age, gender, marriage status, mother tongue, religion, ethnicity, education, etc...)?
2. Is there a relationship between uncertainty avoidance and socio-cultural adaptation?
3. Is there a relationship between uncertainty avoidance and cross-cultural social-efficacy?
4. Is there a relationship between uncertainty avoidance and academic engagement?
5. Is there a relationship between cross-cultural social-efficacy and academic engagement?
6. Is there a relationship between socio-cultural adaptation and academic engagement?

CHAPTER 1

LITERATUR REVIEW

As foreign students move from their home country, they can experience some problems in adjusting to the new community and adjusting to it. First, it is essential to describe adaptation and adjustment in the sense of the experiences of international students (Ramsay, Jones, & Barker, 2007). Adjustment Disorder is a short-term disorder that happens when a person is unable to cope or adjust to a new stress source. Such pressures may involve a drastic shift in life, failure or incident. Unlike major depression, an adjustment disorder is caused by social stress and normally goes away after the individual has adjusted to the condition (Berry, 1997). In 2011, 20 per cent of the 15-64 years old Australians enrolled in the study programme, with approximately 39 per cent entering an institution of tertiary education, like university (Australian Statistics Bureau, 2011). Nearly a quarter (23 percent) of Australian students in their first year consider dropping out of or leaving university altogether (James, Krause, & Jennings, 2010). It is generally accepted that variables that affect student dropout are not well known (Coley & Coley, 2010; Tinto, 2006). Rarely does a pupil fail to complete a course for a single reason (Crosling, 2008). These include: poor preparation for higher education; weak institutional and/or course match; unsatisfactory academic experience; lack of social inclusion; financial and personal matters (Jones, 2008). The psychological health tests in these trials were restricted to symptoms of illness such as stress, anxiety, depression and social dysfunction. Certain indicators, such as subjective wellbeing (SWB) and meaning in life, extracted from the positive literature on psychology, was not yet available explored in accordance for university adaptation. SWB, also referred to as pleasure, comprises of three components: the enjoyment of living, the optimistic nature of Attitude and the lack of depressive mood (Deci & Ryan, 2000).

1.1 International Students versus Domestic Students

Prior research includes models theoretical of foreign students including adaptation in the study stage of higher education to their learning climate, and student principles like acculturation, retention and adaptation (Sam & Berry, 2006). Adapting

students with different cultures is an evolutionary challenge to acculturate with the culture and environment of the host country while contacting students coming from a different culture, like local students (Sam & Berry, 2006). Nearly half of a sample of international students in Australian study felt a considerable amount of anxiety that was cultural shocks usually cause that, self-perception. Global students in general are not well acquainted with the needs of host country higher education institutes. When operating in a community they need to acculturate the local students and change for them, which often occurs for domestic students, they need to know how to transition while operating of foreign students and end up with a good outcome with a group functioning. Although students of many cultures function as a collective (includes two or three communities), cultural differences exist in each student from locals to internationals, but often one category varies less than the rest, this community is considered the dominant ones (Berry, 1999). In order to socially adjust to their current educational condition, international students are often put in a role that demands three. One reason the harder international student social integration relates to their family, friends of their home country, and even social communities in the home country (Zhou et al., 2008). It should also be noted that international student they do not have social communities sufficient opportunities to fully understand that culture is explicit and implicit, customs and traditions from the host country or / University. This relates particularly to foreign students who begin their educational life by entering a higher education institute in a country with a different culture from their home country (Zhou et al., 2008; Russell, Rosenthal, & Thomson, 2010). According to Baker and Siryk (1999), there are many principles that play key roles in student academic fulfillment. Three types of adaptation these concepts are indicated between them; they are academic adaptation, social adaptation and personal-emotional adjustment. A favorable association between the success of students in their studies and these three forms of change in a large amount of U.S. academic study was found (Baker & Siryk, 1999). Academic participation of students in higher education is also affected by how well they adapt to their college life academically, economically, individually and emotionally (Baker & Siryk, 1999). Some additional concepts may well affect academic adjustment, perfect social acculturation, and successful personal and emotional adaptation of students, especially for international students (Russell et al.,

2010; Sam & Berry, 2006). Mosha (2014) said students' engagement was affected by the lack of English teachers and the lack of teaching and learning material. However, her findings revealed that the involvement of untrained, under-qualified and inept teachers resulted in the absence of teaching certain challenging subjects in the syllabus and the restricted usage of English by students at school and at home, broad class size, teachers' duties, weak educational and learning atmosphere in the schools, minimal home support environments.

1.2 Academic Adjustment

According to Rienties et al., (2011), the academic engagement of a student is not just measured by his intellectual skill or analytical abilities, but is also characterized from a student's desire to satisfy his academic objectives, belief in his ability to reach educational expectations, striving to accomplish his academic aims and feelings pleased with the academic environment. All of these things are important problems that make students change their curriculum academically better (Baker & Siryk, 1999).

1.3 Social Adjustment

Throughout the intellectual a student's life that he would become interested in the social and learning climate of the higher education institution. Previous researchers have identified social participation and acceptance in the learning community as influential influences in the student's academic engagement during the study process, social transition of students in higher education involves many essential such elements as attempting to establish social interaction with the other students, implementing social practices together, to socialize with one another.

1.4 Personal-emotional match

Students with physical as well as emotional problems exist in a significant field of college adaptation called psycho-emotional adaptation as the third form of transition for students throughout their school life (Baker & Siryk, 1999; Rienties et al., 2011). This form of change, according to Pappas and Loring (1985), is linked to the the

somatic, psychological condition of students position, such as physical fitness, emotions, self-esteem and mental problems.

Students of personal-emotional adaptation have found themselves influenced by their academic successes (Baker & Siryk, 1999; Rienties et al., 2011). Several researchers have described students with specific emotions and physical condition on the basis of previous research, such as self-worth, emotional and physical illness, self-crisis, anxiety, depression, self-esteem and bodily distress wellbeing, controlling their academic interest and directing their study result throughout their college life.

1.5 Related Works

Educational programs are also not measurable and impossible to quantify, since they shape the information, social skills and behavioural improvements of the learners (Tsinidou, Gerogiannis, & Fitsilis, 2010). Therefore there is no generally accepted concept of consistency that refers to the educational sector. Defining the standard of education differs across societies (Manikutty et al., 2007). The climate of the learners and their unique characteristics play on a significant role in their academic engagement. The students seek encouragement and assistance from the school administrators, families and community leaders for the excellence of their academic participation. This social support plays a crucial role in achieving the engagement of the school students (Goddard, 2003). In addition to the social structure, parents ' involvement in the education of their child is increasing the rate of academic success for their child (Topor, Keane, Shelton, & Calkins, 2010).

The relationship between gender and academic achievement among students has been debated for decades (Eitle, 2005). There was a difference between the successes of boys and girls, with girls turning up higher than boys in certain cases (Chambers & Schreiber, 2004). Gender, ethnicity, and father-occupation make a significant contribution to student achievement (McCoy, 2005).

The effects of Socio Economic Status (SES), over and above the other demographic factors, are still prevalent at the individual level. The SES can be deliberated in a number of different ways; most often it is calculated by using parental

education, occupation, income, and facilities to look at individuals separately or collectively. The parental education and family SES degree has strong associations with the students performance rate (Mitchell & Collom, 2001). Students with a high SES score do higher than lower class students and upper class students do better than low SES students (Kirkup, 2008).

Student performance has a detrimental connection with the weak SES rating of the community, because it impedes person exposure to information channels and services (Eamon, 2005). High SES ratings have a significant impact on the performance of the graduates, bringing them down to a lower level. The influence is more evident at the post-secondary stage. This is often found that the socially deprived parents are not likely to bear the schooling expenses of their children at higher rates and thus are not performing to their maximum ability (Rouse & Barrow, 2006). Krashen, (2005) reported that students whose parents are educated on standardized exams perform better than those whose parents were not taught. Educated parents can better communicate with their kids about the work, activities and information being taught at school. We will help support their offspring in their jobs and engage in education (Fantuzzo & Tighe, 2000; Trusty, 1999).

Walberg's Theory of Academic Productivity (1981) defined three classes of nine variables for learning efficiency focused on affective, cognitive, and behavioral abilities influencing the level of student engagement: aptitude (capacity, growth and motivation); instruction (amount and consistency); atmosphere (home, school, friends, and television) (Roberts, 2007).

Home atmosphere often influences learning interaction with the pupils. Educated parents may provide such an atmosphere for academic performance which fits their children best. The school authorities should offer counselling and advice to parents to build a supportive home atmosphere for the children to enhance their standard of education (Marzano, 2003). Students ' academic performance is highly contingent on parents' participation with their school efforts with order to reach the best level of academic achievement (Barnard, 2004; Shumox & Lomax, 2001).

The student commitment is influenced by a variety of reasons (Waters & Marzano, 2006). A number of variables should be considered when determining the factors which influence the level of academic performance. Identifying the factors that relate most to academic success is a very dynamic and demanding work.

1.6 Socio-Cultural Adaptation

Since socio-cultural adaptation is situated inside a cultural learning context and includes interpersonal abilities, literature on its predictors or antecedents has concentrated primarily on the social factors correlated with the learning cycle. The meta-analysis involves eight of these widely studied situational variables: duration of residency overseas, prior cross-cultural or foreign interaction, cultural awareness, geographic gap, linguistic fluidity, host and co-national communication and potential discrimination.

The beginning of this research compiler on socio-cultural adaptation starts with this essay, which outlines a meta-analytical analysis of the correlates of cultural competencies as assessed by the Socio-cultural Adaptation Scale (SCAS; Ward & Kennedy, 1999). The analysis attempts to resolve two main concerns. Firstly, since theoretical and empirical research on socio-cultural adaptation has historically been performed within the context of cultural learning, far less study has centered on the impact of an individual's personality traits on their adaptation to a new socio-cultural environment, although some researchers have recognized the lack of personality research in this field or empirical it Second, no quantitative, systematic review based on empirical evidence using the SCAS investigated how demographic, situational variables, other aspects of adaptation, such as psychological adjustment, and individual differences, including factors such as personality and motivation, are related to an individual's adaptation to a new culture.

Socio-cultural adaptation is based on the cultural learning model, which stresses recognizing and developing different behavioral repertoires within social experiences and communication in order to manage cross-cultural circumstances effectively (Ullah, 2007). Socio-cultural adaptation often relates to social learning theory, which suggests that human behavior is learned mainly through the replication

of other actions rather than through individual learning. All of these learning ideas contribute to the development of knowledge within the cultural transfer phase. The SCAS is based on the work of Argyle and colleagues on social competence as a behavioral index of socio-cultural adaptation, Searle and Ward (1990) developed the SCAS based on this foundation of social competence, and conceptualized socio-cultural adaptation as the acquisition of behavioral skills necessary for living in new cultural environments as measured by the difficulties associated with interpersonal. The SCAS layout involved more than 20 cross-sectional and longitudinal analyses (Ward & Kennedy, 1999), and the scale was deemed a consistent and objective indicator of high empirically validated behavioral adaptability (Gudykunst, 1999). By 2012, more than 100 articles were conducted using the SCAS, and it is this literature that sets the foundations for the present meta-analysis.

Knowledge and skills learning in a new cultural environment are necessary for successful socio-cultural adaptation. Many studies have indicated that intercultural interaction and cross-cultural preparation aid early stages of ability development or cultural awareness, making an participant transition from layperson to cultural novice (Masgoret & Ward, 2006), and much work has hypothesized the positive impact of training on successful learning results such as multicultural competency and life satisfaction. There is some debate about the general learning ability (e.g. transfer of skill-based knowledge or experience from one context to another) to other settings (Masgoret & Ward, 2006), but a significant amount of learning theory and research have shown that learning generalization occurs in cross-cultural contexts. In fact, previous foreign exposure has been correlated with an improved willingness to deal with the daily facets of new society such as accommodation and shopping, job transition and stronger overall transition. Based on these findings, a positive relationship between past cross-cultural training or international experience and socio-cultural adaptation is hypothesized.

International students have trouble adapting to their new surroundings and new lifestyles. Shih and Brown (2000) noted that international students were generally confronted with more adjustment issues than U.S. students, and that the top five adjustment issues were (1) lack of English skills, (2) inadequate financial resources,

(3) social adjustment or integration problems, (4) daily living problems, and (5) loneliness or homesickness. Shih and Brown (2000), concluded that such transition problems continued to influence foreign students ' academic engagement, mental and physical wellbeing, degree of comfort with their cross-cultural interactions and attitudes towards the host nations as they try to adapt to their new climate. Foreign students, though, may not receive therapy as do domestic students (Misra & Castillo, 2004), since others find the word therapy to be a derogatory concept (Onabule & Boes, 2013), others might not be comfortable with the counseling method (Olivas & Li, 2006). Nonetheless, Sherry, Shery, and Chui (2010) have shown that the writing center with its paper composition has been of great help to international students. Shih and Brown (2000) have described acculturation as a complex process of relating to a dominant community, in which a minority group selectively adopts its belief system and cultural norms while engaging in integration processes with and separation from the dominant group, resulting in three potential outcomes. These results include: (a) assimilation in which a person belonging to a minority group replaces his / her own culture with the attitudes, values and behaviors of the host culture; (b) resistance to assimilation in which a person belonging to a minority group clings to his / her own culture and resists the culture of the host country (Banjong, 2015; Suinn, Khoo, & Ahuna, 1995), and (c) biculturalism in which a person belonging to a minority culture adopts aspirations; Although Suinn uses the word biculturalism, Gibson (2001) uses the term integration and acculturation without assimilation to describe that the student maintains his / her home culture but practices and participates in the host countries society, thereby combining the two cultures to promote adaptation. The type of culture these students take determines the extent to which they experience stress.

1.7 Cross-Cultural Social-Efficacy Scale for Students

Social-efficacy is characterized by Bandura as a person's confidence in his / her capacity to "mobilize the energy, cognitive abilities, and course of action required to effectively carry out a specific task within a specified framework" (Stajkovic & Luthans, 1998: 63). This is not, however, a static ability, but "a complex range of self-beliefs related to particular areas and practices of interaction" (Lent, 2013: 118). When a person makes a decision, it is not only on the basis of the feedback obtained that the

decision is made, but also on how well he or she will execute the assigned role (Stajkovic & Luthans, 1998). Students with lower social effectiveness in math, for example, may question being able to perform well in a major science and engineering, and as a result did not want that sort of major. This may obtain its social-efficacy from various sources. Bandura's social cognitive theory states that the main source of social efficacy is one's mastery experience (Joët, Usher, & Bressoux, 2011). This is, an individual's interaction perceptions will have a huge influence on his or her social effectiveness. In expanding the principle of Bandura, Lent (2013) proposed that self-efficacy in the career domain should be developed and changed primarily across four sources of knowledge, which are 26 (1) personal achievement, (2) vicarious experience, (3) social influence, and (4) an affective and physiological conditions. There are three dominions of freedom. They are: magnitude of expectations for effectiveness, power of expectations for performance, and social-efficacy generality (Stajkovic & Luthans, 1998). Magnitude of effectiveness standards relates to the person's confidence in achieving a mission (Stajkovic & Luthans, 1998). Efficient performance shows how much they trust in their own standards (Stajkovic & Luthans, 1998). The generality of social effectiveness applies to how strong this confidence in the willingness of one to contribute in certain fields and activities (Stajkovic & Luthans, 1998). However, most studies have concluded that social efficacy is a domain issue because high social efficiency in one domain in another does not guarantee high efficiency in another domain (Lent, 2013). The influence of social efficacy on individuals' jobs has been fine established and is regarded as one of the factors to forecast one's job choice in the principle of social cognitive profession (Lent, 2013). However, evidence indicates that social success is correlated with the transition of college students in the USA (Brady-Amoon & Fuertes, 2011). Brady-Amoon and Fuertes (2011) conducted a study with 271 graduate students who completed their Liberal Arts Masters degree. We consider social effectiveness and change to be strongly and favorably associated utilizing the social efficacy inventory of the college to assess social effectiveness (Brady-Amoon & Fuertes, 2011). In view of the position that various areas of social-efficacy play in foreign student transition, social-efficacy is believed to be one of the variables that decide student reactions when confronted with challenges (Liu, 2009). Research has shown that high levels of social

effectiveness can reduce the risk of emotional maladjustment to one's ability and personal ability (Hess, 2014). On arrival in the United States, foreign students can use their social effectiveness as a basis for evaluating their transition and strain (Hechanova-Alampay, Beehr, Christiansen, & Christiansen, 2002). The effects on the modification of various social-efficacy contexts has been examined in the previous literature, including academic social-efficacy (Hechanova-Alampay et al., 2002; Yusoff, 2012), social-efficacy (Lin & Betz, 2009), job effectiveness (Rahman & Rollock, 2004), cross-cultural social-efficacy (Li & Gasser, 2005). All of the above research indicated a positive relationship between different social-efficacy domains and international student adjustment in the hosting country. Hechanova-Alampay et al., (2002) performed a retrospective analysis among 188 domestic students transferring to another university for schooling and 106 foreign students for transfer tension test. This work used quantitative methodology and was undertaken over a six-month span. Such students were tested every 3 months, and the transition and pressure were regularly measured. Nevertheless, only the first study assessed social efficacy. The third survey included the category of social help and the variable of cultural novelties. The finding found that foreign students have lower transition rates after admission and three months into the semester than their counterparts in the US (Hechanova-Alampay et al., 2002). It has suggested that foreign students can face any its American peers have a sort of difficulty may not experience (Hechanova-Alampay et al., 2002). They also found that the relationship between foreign students and domestic students social effectiveness and adjustment and strain were strongest upon entry (Hechanova-Alampay et al., 2002). While that study compared the impact of social-efficacy the researchers did not define the scope of an adjustment between foreign students and domestic students' social-efficacy they were examining. Additionally, through their engagement at school, vicarious training, feedback from others, and stress levels they have experienced, social efficacy can change over time (Lent, 2013). It was not investigated in this analysis if the shift in social-efficacy was a factor in human adaptation.

Many other researches have examined how the integration of foreign students in the United States has affected different social -efficacy domains. Has past research shown that foreign students with greater academic social efficacy have better

adjustment reported and less strain (Yusoff, 2012). For example, Poyrazli, Arbona, Nora, McPherson and Pisecco (2002) showed that academic social effectiveness led to the average adjustment scale of foreign students and that 122 foreign graduate students recorded less adjustment problems. Ramos-Sánchez and Nichols (2007) explored the function of social-efficacy in college student academic participation and university transition. The methods they used assessed the students' effectiveness of the course, social effectiveness and roommate performance. Ramos-Sánchez and Nichols (2007) concluded that their adjustment was predicted at the beginning of college by the level of social-effectiveness of the students. The researchers merged different social-efficacy fields in this study and explored their effect on the overall student transition framework. It turned out that the course's success would lead to the foreign students ' class changes but not to their psychosocial changes. Similarly, social effectiveness can influence the sense of belonging of foreign students but not its academic in the United States commitment. The importance of the social-efficacy possible domains ignored in this analysis. A causal association was identified in another analysis regarding foreign students' cumulative acculturation experience and their social effectiveness in job decision-making (Liu, 2009). Rahman and Rollock (2004) suggested that their degree of depression is linked to the job efficacy and social effectiveness of South Asian foreign students. Nonetheless, since mental illness can often rely on other risk factors like a inadequate social or coping aid mechanisms, it is unknown if loss of competencies are the primary trigger of depression (Rahman & Rollock, 2004).

Lin and Betz (2009) investigated factors relating to social-efficacy in terms of social-efficacy and concluded that increasing social-efficacy of Chinese and Taiwanese students engaging in English could reduces tension on acculturation. The research further shows that social success is correlated with implicit self-respect and duration of residency in the U.S. However, this research only included foreign Chinese and Taiwanese students where English is not a mother tongue. This is uncertain if foreign students from places where English is an official or common-speaking language, such as India and England, will have comparable experience. Social-efficacy is in certain instances not explicitly linked to the transition of the host country's foreign students. Cross-cultural social impact has an important influence on the socio-cultural transition in the United States among Asian foreign students (Li & Gasser, 2005). Li

and Gasser (2005) have found out that Asian foreign students ' social efficacy will mediate the indirect impact that learning targets orientation has on social adaptation. Asian international students' cross-cultural social -efficacy and socio-cultural adjustment is partially mediated by their interaction with the Americans (Li & Gasser, 2005). Social- effectiveness, as mentioned above, is a domain phenomenon and high social- effectiveness in one area does not guarantee high performance in another area (Lent, 2013). However, some of the research did not identify the social -efficacy contexts that they were researching. For example, Hechanova-Alampay et al., (2002) showed that social-efficacy upon arrival in the US would predict foreign students' adjustment and strain during the transfer, but did not define the precise region of social-efficacy. The same issue is also found in the 2010 research undertaken by Ramos-Sánchez and Nichols (2007). It seems that most research focused on academic social efficacy (Hechanova et al., 2002; Yusoff, 2012) requires more research on the impact on international student adjustment of other areas of social efficacy (e.g. social efficacy, cross-cultural social efficacy). Moreover, most research did not specify the adjustment area that affected social effectiveness (Poyrazli et al., 2002; Ramos-Sánchez & Nichols, 2007). Future work needs to be more precise, both in terms of social-efficacy and adaptation.

1.8 Potential Obstacles for Social Integration of International Students

Research shows that social environments and students networks have a major impact on how students in the first year become affected (Christie, Munro, & Fisher, 2004; Serveries & Wolff, 2008; Wilcox, Winn, & Fyvie-Gauld, 2005; Zepke & Leach, 2005). Within the foreign students background, additional factors may contribute to efficient adaptation, acculturation and social and academic integration (Russell, et al., 2010; Sam & Berry, 2006; Ward, Leong, & Low, 2004; Zhou, Jindal-Snape, Topping, & Todman, 2008). For Ward et al., (1998) a (historical) overview of theoretical models of acculturation and adaptation for international students of higher education. Perry (1999: 40) describes the transitional challenges facing students from two different cultures as acculturation, which has been defined in the broadest sense as 'the process of cultural change that results when two (or more) cultural groups come into contact

with each other; changes occur in both groups but one (dominant group) usually changes less than the other (groups).' Compared with local students, foreign students need to devote special attention and commitment to social integration, as their family and acquaintances from home and social networks are still not within reach (Zhou, et al., 2008). Additionally, it is unlikely that the social network will be completely conscious of the customs or culture represented and implied by the institute / host country , particularly when non-Western students attend Western higher education (Asmar, 2005; Ullah, 2007; Rienties et al., 2011; Russell et al., 2010; Zhou et al., 2008). Consequently, based on a comprehensive review of the concepts of student retention (Baker & Siryk, 1999; Beyers & Goossens, 2002) and acculturation and adaptation (Berry, 1999; Sam & Berry, 2006; Ward & Rana-Deuba, 1999; Zhou et al., 2008), the Tinto model has been expanded to include five additional factors relevant to international students: faculty members' awareness, faculty perception that is the appreciation or perceived reputation by family, friends, the general public, and future employers of faculty / institute members, affects the social integration of students (Gloria, Castellanos, Lopez, & Rosales, 2005; Thomas, 2002). For example, Ozga and Sukhnandan (1998), found that unfinished students had less compatibility with the institute, partly due to fewer social networks. Higher education organizations are becoming increasingly mindful of the consequences of foreign rankings such as those reported in the Financial Times about choices made by international students while selecting an educational program. In addition, appropriate instructional support systems and administrative resources were found to improve learning performance for students (Russell et al., 2010; Chu, Tse, & Chow, 2011). Higher education institutions are therefore making great efforts to provide academic (non) facilities to students (such as support for academic study, campus, ICT facilities and social life) in order to distinguish themselves from other institutes (Bok, 2003; Thomas, 2002). Consequently, we expect a well-studied reputation of a higher education institution to have a positive impact on academic engagement through the students ' social network. Second, Wilcox et al., (2005) found that the first year students were motivated by family and friends' academic and social encouragement for the progress of the school. In general, attitudes and motivations of the family's role in the students are found consistently in educational psychology (such as Attewell, Lavin, Domina, & Levey,

2006; Cokley, Bernard, Cunningham, & Motoike, 2001; Ozga & Sukhnandan, 1998). Students removed from higher education frequently complain that their social networks did not have adequate follow-up assistance (Christie et al., 2004; Meeuwisse, Severiens, & Born, 2010; Ozga & Sukhnandan, 1998). That is why we anticipate family and community by research and social interaction to have a significant effect on academic participation. Second, beyond the classroom environment social life has a significant impact on student integration. Adequate numbers of friends from the same community as the host culture (Ullah, 2007), share housing with other learners (Ward et al., 1998), being part of a study group, student brotherhood, or entering a sports club will influence social participation and eventually improve academic engagement (Bok, 2003; Ozga & Sukhnandan, 1998; Russell, et al., 2010; Severiens, 2010). This allows students to develop a social life which is directly associated with the academic community. Extremely pressured foreign students appear less linked to academic and social life at the university (Russell et al., 2010; Ward et al., 2004). Fourth, research on the leakage and retention factors indicates that financial constraints can have a major impact on the study's progress (Thomas, 2002). For example, significant financial concerns were reported by 45 per cent of the group being investigated by Thomas (2002). Meeuwisse et al., (2010) noticed that students with a weak social and economic history were more impacted by home problems or personal concerns specifically linked to their emotional and cultural help via their social networks. Eventually, anxious foreign students in the host college are also worried about their financial condition (Russell, et al., 2010). Finally, research on cultural differences highlighted the influence of national and ethnic identity on how students learn in social networking (Asmar, 2005; Yazdjian and Toews, 2006). Some foreign student study utilizes a single variable to assess ethnic origin among students, much of which is regional (such as Morrison, Merrick, Higgs, & Le Métais, 2005; Russell et al., 2010; Ward & Kennedy, 1999). However, much of the research has shown that parental nationality and ethnicity have a strong influence on the cognitive and social development and ethnic identity of the students (Gloria, Castellanos, Lopez, & Rosales, 2005; Meeuwisse et al., 2010). Parents with different (multiple) cultural backgrounds are increasingly increasing numbers of students due to the increasing movement and internationalization of the workforce in Europe. When studies examine

the 'racial history' of the parents, this is often achieved by examining the ethnicity of the parents. Nevertheless, this may trigger an absence in the cultural identification of a pupil. For example, a Turkish family of the third generation living with German citizenship in Germany may speak Turkish only at home. This student will be classified as German in studies that only take citizenship into account while at the same time feeling German and Turkish, called Mixed Ethnic Identity or "Mixed Western Identity".

1.9 International Students' Adapting with Turkish Society

There are several explanations why students move outside of the country for overseas college programmes. This includes the opportunity to experience another culture and its educational system, to make new friends, to develop cultural skills, to increase self-esteem and trust, and to broaden horizons (Andrade, 2006; McClure et al., 2007; Sherry, Thomas, & Chui, 2009) and academic qualities. Host countries and organizations that cannot fulfill the standards of foreign students could be triggering regret, frustration, surprise, and misunderstanding (Sherry, Thomas, & Chui, 2009). According to the results of a number of studies, many international students are subject to language barriers, cultural barriers, academic difficulties, economic problems, racial discrimination, homesickness, cultural shock, hesitation and even physical illness (Biggs, 1996; Brown, 2007; Burnham & Gullone, 1997). For example, a recent study by Russell, Rosenthal, and Thomson (2010), revealed that 41% of Australia's 900 international students experienced high stress levels, usually due to homesickness, cultural shock, or perceived discrimination. Altbach and Teichler (2001), found foreign students to be a insecure, open-ended demographic in the context of poor quality schooling, financial exploitation and neglect. We will look into some of the more common issues facing international students in their new framework in the following paragraphs.

Canada, Australia, the United Kingdom and the United States are also the most favored nations for foreign graduates. Owing to the UK's stringent immigration laws, patterns in foreign student movement have moved to countries such as the USA, Australia and Canada (Choudaha, Rahul, & Chang, 2012). As a result of this trend international students in Australia became a political, social and economic issue (Jakowicz &

Monani, 2010). The high proportion of international students in a country not only contributes to its internationalization and cultural diversity, but also makes significant economic contributions to the host countries. In other words, as the number of international students in the countries increases, the economic benefits of education become more obvious. Nevertheless, the financial, educational and cultural factors outside the economic advantages of global internationalization are often important and this dimension of the trend is not well established (Ward, 2001). According to studies from foreign organizations, such as the World Bank, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organization for Economic Cooperation and Growth (OECD), about 20 million students studied worldwide in 1985, 26 million studied worldwide in 1990, increased to 38 million and grew exponentially after 1995, when it reached 85 million students. It is projected that this number currently exceeds 100 million, which is anticipated to hit 200 million by 2020 (YÖK, 2007: 14). Governments encourage the migration of foreign students for cultural, financial, economic (labor market, etc.) and business factors. Higher education organizations from the public and private sectors contend for foreign students who see them as a means of income (OECD, 2004: 18). In recent years more Middle East and Turkish Republic students have come to Turkey for higher education. A variety of courses was assigned to foreign students at Turkish public and private colleges, and thousands of international students was taught at Turkish universities. The rising number of foreign students in Turkey is taking an curiosity in the lives of these citizens and the cycle of transitioning to Turkey. The studies conducted in that direction are considered as fresh. Clarifying the challenges encountered by foreign students studying in Turkey is helpful in this regard.

1.9.1 Language factors

Language competencies are among the factors influencing student achievement. According to Andrade (2006), language abilities play a significant role in the performance of foreign students as regards socio-academic transition. Yeh and Inose (2003) have indicated that language skills are one of most visible challenge confronting foreign students, since they are essential to interactions in social and academic. Focused on the study, for example, Probertson, Line, Jones, and Thomas

(2000) noticed the faculty was not accommodating to low-speaking foreign students, and blamed them for not being concerned regarding their academic growth. Data from another study indicate that, due to the limited language skills, international students frequently claimed to understand each other's interactions with their teachers when they did not (Terui, 2012). Consequently, teachers often question the ability of meeting foreign students to course demands, expect them to take corrective steps lessons or reproach their dialects. According to a report at the University of Toledo (Sherry et al., 2009), foreign students presented a shortage of oral contact abilities as more challenging than written language problems. It can be attributed to daily language difficulties that can hinder contact with teachers, employees, colleagues that group management. However, a research by Fass-Holmes and Vaughn (2015) showed the international students may are effective in the research given contrasting language gaps in education systems which may also be a obstacle for foreign students, as clarified by Palmer (2015), Who wrote about feeling like a stranger in "The direction of external research is not so simple" (p. 541). In several countries, education relies primarily on material achievement, competitiveness, excellence, ambition and success. Other countries promote values that are moderate, sympathetic and cooperative, franchisees are reduced to a minimum, and failure is clearly a step towards success (Hart, 2012). Students of learner-centric learning programs will face big difficulties in transitioning to a teacher-centric education program, vice versa. In fact, male and female student inclusion in the same classroom can be discouraged in certain communities because of religious sensitivity (Carr, Miki, Koyama, & Thiagarajan 2003).

1.9.2 Cultural factor

According to Zhou and Griffiths (2011), culture make be considered some of the practices that separate one community of other citizens. Surface level culture can be described as anything that constitutes a whole way of life for a citizen, including food, clothing, enjoyment, etc. Culture consists of the larger degree of practices, rituals, ideas, opinions, principles and attitudes this is generally recognized that people use culture to describe perceptions and behaviours: as Hofstede (1997: 1) claimed, "it

is the system of thought." According to Spindler (2000), from one group to another individual with the same cultural context continue to hold common views, values and attitudes. This cultural transition-a series of commonly accepted beliefs and behaviors-usually happens inside the family, education, workforce, society and media (Scollon & Scollon, 1995). Poor contact and confusion are mostly attributed to social isolation between individuals who are representatives of various societies similar to the first encounter of the foreign community may be very challenging to international students who have not already traveled abroad. When traveling or researching, even some students who still have familiarity with other cultures also need to adjust to a foreign culture (e.g, Yeh & Inose, 2003). Mismatches between foreign students and others on the local community that occur while engaging where there is a lack of knowledge across cultures. For example, due to a lack of awareness among cultures, when students not adjusting their attitudes and actions to suit entirely diverse social contexts, they can easily encounter a cultural shock (Burke, Joseph, Pasick, & Barker 2009). Accordingly, people respond to a cultural shock can experience feelings of self-pity and frustration, and complain that others don't understand them, contributing to negative feelings about the new culture (Brown, 2007). Archer and Nickson (2012) used the word "Culture Bump" to apply to circumstances in which individuals of various cultural origins feel confusion and strangeness when communicating. According to Archer, and Nickson (2012), there comes a cultural bulge when people from other cultures perceive a person's expected behavior differently. Precultural perceptions thus have a direct or indirect impact on the social, cultural and personal interpretation of attitudes and behaviours. Cultural burrs may be the product of modes of communicating, perception of time, human presence or even objects and architecture. For example people of different cultures may wish to greet one another. They can however experience sensations of anxiety and fear of differences in physical representation and formal differences. Usual American males the obtain and shake hands according to relationship while greeting, while Turkish men go a step further by either kissing or knock their heads to each other to demonstrate their support and unity if they are near friends. In reality, all males from entirely separate societies may try to be frank about the salutation, but the other individual who has specific standards of conduct may misinterpret their physical response. Turkish people prefer to embrace

whenever they do interact and because this is deemed "natural" in their society; they can find the British, who appear to be more traditional, "sweet." That's why; foreign students seeking studying abroad will take into consideration cultural discrepancies such as the "racial jump" since it is unavoidable in cultures. Through their local community and ethnic backgrounds, including values, customs, literature, food, clothes, music, etc., foreign students will add to the cultural diversity of the country and host institution. This means that by interacting with people from different backgrounds they can helping local groups grow their world-view and cultural consciousness (Hammer, Bennett, & Wiseman 2003). While both of these benefits can be provided by foreign students, many of them also face prejudice. For example, a study analyzing attitudes against foreign students showed that American students perceived international students as a danger to their rights, schooling, interests, traditions, physical integrity, and social life (Charles-Toussaint & Crowson, 2010). And there is a lack of intercultural contact and cultural knowledge will contribute to anxiety regarding communicating with people from diverse backgrounds. This will build a derogatory form of representation for international students that might have a specific culture, background, value framework, personality, language and perception of gender if the group is involved in approaching foreigners. For starters, Hitlan, Carillo, Zárate and Aikman (2007), found that since September 11 there has been a stronger understanding of the danger to Mexican and Arab immigrants in the USA. In the last few years, Turkey's number of foreign students has slowly risen in line with global developments (Özer, 2012). International students would of course start learning the Turkish language soon after their arrival to adjust to the new climate. Many of them take Turkish language courses either from their host universities or from TÖMER (Turkish and Foreign Languages Study and Development Centre) to pursue their studies and work well within Turkish society, including daily issues such as public transport or shopping.

1.9.3 Personal factor

May foreign students may feel lonely in their new home. The loss of immediate mates, professional networks and cultural or linguistic interaction is one of the key explanations for the isolation (Sawir et al., 2008). Homesickness may also induce distress and depression (Mesidor & Sly, 2016). Through family and new friends, social support and social connectivity contribute significantly to international student success in its contemporary environment (Sam, 2006; Wilcox, Winn, & Fyvie-Gauld, 2005). For instance, Severiens and Wolff (2008) was recorded that those foreign students who felt at home and were well-connected to the host institution (including faculty and staff) and participated in it extracurricular activities were more likely to be successfully both academically and socially. Glass (2012) also found that the views on cultural diversity and personal and social development are more positive reported by international students in the university and local community who participated in cooperative and group-orientated programs. But it has been observed the foreign students who have a lot of mates from the same world as in the host country, who shares accommodation with other students and who serves in various student organizations, is more professionally engaged and academically well established (Russell et al., 2010). A review of results from other studies also shows a strong connection between socio-curricular activities and a good integration of international students into the academic and local communities (Saenz, Ngai, & Hurtado, 2007; Trice, 2004). Thus we can infer that a friendly and welcoming institution and culture plays an significant role in international students ' psychological well-being (Sümer, Poyrazli, & Grahame, 2008). Previous research shows that financial strain is another critical problem facing international students, which could lead to low academic participating (e.g., Thomas, 2002). Lack of financial resources, low family income, incapacity to find part-time jobs and additional tuition costs are listed as financial barriers. In fact, foreign students who do not get financial assistance would pay education expenses and live alone. That is understood the fee charged to the host university by international students is often very high relative to the local students. According to Singh (2008), the bulk of foreign students come from developed countries with far smaller GDPs which is why financial problems are expected. Meeuwisse, Severiens, and Born (2010) have also suggested closing association between dropouts of foreign students and poor socio-economic history. A detrimental

effect of discrimination and ethnic bias of foreign students has been fine recorded (e.g, Gareis, 2012; Hanassab, 2006). International students explicitly or indirectly subjected to discrimination (e.g., ethnicity, colour, religion, class, identity) feeling more anxious and frustrated by verbal abuse (Jung, Hecht, & Wadsworth, 2007). The literature suggests ways that the host institution and community can be more beneficial (or less) in addressing problems like international student discrimination. The various researches illustrate the functions of the host organization or country's social support networks in reducing the impacts of prejudice (Noh & Kaspar, 2003; Poyrazli, Kavanaugh, Baker, & Al-Timimi, 2004). Since they reside in the nation host for quite a long periods, foreign students can continue to remain there to take advantage of work opportunities after completing their studies (Baruch, Budhwar & Khatri, 2007). One explanation is because they might find because having returned to their home country, further career prospects may be created through work experience abroad (Dustmann & Weiss 2007). This is job experience in another world, especially for a developing nation, maybe perceived as expertise and reputation in the home country that can draw domestic employers. Nonetheless, since several foreign students complete their studies, seeking an suitable career in the host country isn't always simple.

1.10 Summary

This chapter reviewed the literature and previous research exploring the factors impacting the academic participation of international students. The key variables have therefore been defined in order to develop the analytical structure for the analysis, as it will be discussed in the next chapters.

CHAPTER 2

THEORETICAL BACKGROUND

2.1 Theoretical Background

During the past 30 years, the school achievement of higher education students has the topic of comprehensive research A variety of predictors for engagement have been identified regarding quality standards of the course (e.g., Yorke, 1991). These factors were further pooled in the areas scholarly, psychosocial, cognitive and demographic categories by some researchers like a McKenzie and Schweitzer (2001). As for the academic aspects, a previous academic accomplishment is the students' main academic predictor potential accomplishments at higher learning levels. Several reports have found that this plays a major function in predicting learning results for students (McKenzie & Gow, 2004; McKenzie & Schweitzer, 2001). Academic dedication has allegedly affected cognitive skills and behaviors (Nako, 2015).

Learning strategies and approaches concerning academic involvement were also well researched. For instance (De Alencar et al., 2016), used the survey design while Sadler-Smith (1996) used the revised test inventory approaches to research the above-mentioned ties. These studies have shown that which approaches learning have a certain predictive value to academic achievement. Education strategies may be divided into subject-specific, and general methods of learning. General learning approaches involve metacognitive techniques, such as preparing, tracking and assessing one's own interpretation of it; cognitive approach, such as combining fresh information with existing knowledge; and resource management technique, such as physical commitment, peer interaction and finding support (Pokay & Blumenfeld, 1990). Relative to the techniques in qustion, more attention was given to general learning strategies, particularly resource management strategies, that have demonstrate varying degrees of association with academic achievement. Vermunt and Donche (2017), for example, considered the attempt to be the only clear indicator of leaning results of all the general strategies set out above. Nonetheless, contradictory data was also seen in the literature, such as the research of Plant, Ericsson, Hill, and Asberg (2005), which indicated an detrimental association between the overall test period and

grade point average. In the current study, therefore, it is interesting to look at these unconclusive issues.

2.2 Self-Determination Theory (SDT)

Motivation how to drive oneself or others to act is one of people's main concerns. Anywhere, family, students, coaches and employers struggle with how to inspire others they are mentoring, and individuals struggle to locate strength, organize commitment, and succeed in living and working activities. Sometimes individuals are influenced by social stimuli such as incentive programs, ratings, tests, or the opinions some may dread. Self-determination philosophy terrain is the interplay between the extrinsic powers operating on people and the underlying desires and needs found in human behavior.

Self Determination Theory (SDT) is an extensive framework the study of human motivation and personality. The SDT articulates a meta-theory for framing motivational studies, a formal theory defining inherent and varied extrinsic sources of motivation, and a description of the respective roles of intrinsic and types of extrinsic motivation in cognitive and social development and in individual differences. Perhaps more specifically, the SDT recommendations often reflect on whether, beyond their well-being and the nature of their participation, social and cultural influences promote or impede the spirit of will and effort of the citizens. Conditions that reflect the individual's perception of autonomy, integrity and relatedness are claimed to promote the most active and high-quality modes of behavior inspiration and involvement, including increased commitment, dedication, and creativeness. Therefore, SDT argues that the degree to which all of these three therapeutic conditions are ignored or hindered in a social environment would have a significant adverse impact on health in this setting (Deci & Ryan, 2000).

With concrete recommendations outlined in SDT, the complexities of psychological need assistance and need thwarting have been analyzed inside communities, schools, departments, organizations, clinics and societies. Therefore, the SDT framework has broad and behavior-specific implications for understanding practices and structures that enhance compared to decrease need satisfaction and the

full functioning that follows. The varied papers mentioned on this page, ranging from fundamental work on motivating micro-processes to applicable clinical trials aimed at patient effects, better expose so several consequences (Deci & Ryan, 2000).

Consequently, the theory of self-determination is one of the most important factors directly related to the student's academic engagement, as it may lead to a feeling of psychological pressure and consequently the student's academic engagement has declined. Or it can lead to a great stimulation resulting from their sense of responsibility and turning pressure into a real product which will reflect positively on their academic commitment.

2.2.1 Social -Efficacy

The learners get knowledge to determine their social-efficacy through their direct participation, their vicarious interactions, the persuasions they get from others, and their physiological reactions. Social values-effectiveness drives role collection, commitment, dedication, endurance, and accomplishment (Schunk, 1995). Relative to students who question their cognitive abilities, those who feel successful in studying or completing a mission are more likely to engage in the growth of social academic success, function harder, succeed longer when they face challenges, and achieve a higher degree (Schunk & Pajares 2002). In brief, social-efficacy is meant to provide a degree of influence over the individual's emotions, feelings and behavior. In other terms, human assumptions in their talents and the results of their actions affect how they can respond in different ways. So it is not shocking that several studies indicate that social-efficacy affects the inspiration, learning and academic achievement of academic achievement, Mahyuddin et al., (2006). According to these results, (as cited by Mousoulides & Philippou, 2005) documented a favorable association between social-efficacy and academic performance, and that their academic engagement often increases as students are conditioned to have stronger social-efficacy beliefs. Students with good social sense, the movement towards effectiveness entails demanding assignments, spending more time and patience, and displaying excellent academic engagement relative to students who lack such trust (as cited by Nasiriyan, Azar, Noruzy, & Dalvand, 2011).

2.3 Uncertainty Avoidance

Avoiding confusion relates to society's capacity for complexity and ambiguity, reflecting the degree to which representatives of a group feel endangered by unclear and unknown circumstances. The fifth and latest long-term cultural dimension distinguishes societies in addressing future rewards or fulfilling current needs and desires. Previous work showed that the cultural aspects have a substantial influence on the modes of learning and teaching: see, for example, Hofstede, Jonker, and Verwaart, (2008). Student-centered curriculum is an outstanding illustration of a learning and teaching approach tailored to students who are comfortable with low power distances and poor avoidance of confusion, such as the Netherlands or the UK.

H 1: Uncertainty avoidance is related to social cultural adaptation.

H 2: Uncertainty avoidance is related to cross-cultural social efficacy.

2.4 Cross Cultural Social-Efficacy

Research also concentrated on numerous causes that have an effect on foreign student transition. However, little is known about the direct, indirect and moderate relationship between language, perceived social support, cultural values, and intercultural styles of conflict handling, perceived discrimination, and how those factors influenced international students ' level of socio-cultural adjustment. Past research has concluded that international students may encounter several possible cultural stressors, including language barriers, educational stressors, socio-cultural stressors, discrimination, and practical or lifestyle cultural stressors (Smith & Khawaja, 2011). Among these stressors, one's social network, examined and discussed in several articles, is identified as a critical factor in international student acculturation and as a source of social effectiveness (Araujo, 2011).

Creating a new social network once the host country arrives is particularly necessary for foreign students. Clear social assistance will help foreign students boost their social success in transitioning to the host country. Some research suggests that if international students had strong family support and social support for graduation, the

stress levels would be reduced (Araujo, 2011). At the other hand, Yeh and Inose (2003) found out that divergence from important those who have embraced the sense of self of international students in the past will trigger them tremendous pain, and as a consequence the sense of self of international students can be shaken. Furthermore, language barriers, cultural norms and the nature of friendships between the host country can all prevent international students from building a strong social network (Smith & Khawaja, 2011).

H 4: Cross cultural social efficacy is related to academic engagement.

2.5 Socio-Cultural Adaptation

Global student mobility has grown exponentially ever since the beginning of the twenty-first century. Globally, since 2000 , the number of students seeking higher education abroad has more than doubled to around four million in 2012 (UN Educational Organization, 2014). This concentration hit more than 50 per cent for other topics, including engineering and information technology (AEI, 2015). Foreign students also encounter an number of obstacles in the course of transitioning to modern teaching and learning structures. This cycle was termed 'academic shock,' as students growing initially fail to adjust to an atmosphere that varies dramatically from their previous educational experiences. Moreover, foreign graduate students with a higher degree may often experience difficulties in adjusting to the social and cultural way of life. While not all foreign students would consider it difficult to adjust to other social classes in Australia (Kashima & Abu-Rayya, 2014), work has shown that higher-level socio-cultural adaptation also has a significant effect on academic performance and psychological well-being.

H 5: Socio-cultural adaptation is related to academic engagement.

2.6 Students' Academic Engagement

Student motivation is a big subject in higher education, contributing in part to the value of academic success in their personal lives. Lumsden (1994) studied that an enthusiasm for learning tends to fade down as children grow up. Training is sometimes

mandatory rather than enjoyable, which is why a large number of students quit pre-graduate education. In reality very few are psychologically present in the classroom owing to the negative mindset of the students towards schooling. The element which guides the students ' attitude towards the learning process is student motivation. Numbers of tests were conducted to examine the role of student motivation in academic participation, and numerous researchers used different principles of student motivation. For instance Lumsden (1994) discussed students' participation in school as well as the source of their motivation. Altun (2017) saw the enthusiasm of the students as a factor that benefitted the learner. Most motivation researchers believe that inspiration is needed for the execution of all acquired responses and that lean behavior does not occur unless it is energized.

H 3: Uncertainty avoidance is related to academic engagement.

2.7 Summary of Conceptual Framework

Using a group of international students from Turkey, we devised a questionnaire focused on the literature discussed above to evaluate socio-cultural tolerance of foreign students, uncertainty avoidance, cross-cultural social effectiveness, and social academic participation. In the past five years the institution has graduated more than 500 foreign students from several different nations. We proposed that a valuable method for forecasting the socio-cultural transition of foreign students as expatriates in Western societies should involve (a) foreign students' academic social identity; (b) students' cross-cultural social efficacy; (c) their level of avoidance of uncertainty; and (d) students' socio-cultural change. The present study put five hypotheses to the test as seen from table 1, the hypothesis are given:

Table 1: Hypothesis Description

No	Hypothesis
Hypothesis 1	Uncertainty avoidance is related to socio cultural adaptation.
Hypothesis 2	Uncertainty avoidance is related to cross cultural efficacy.

Hypothesis 3	Uncertainty avoidance is related to academic engagement.
Hypothesis 4	Cross cultural social efficacy is related to academic engagement.
Hypothesis 5	Socio-cultural adaptation is related to academic engagement.

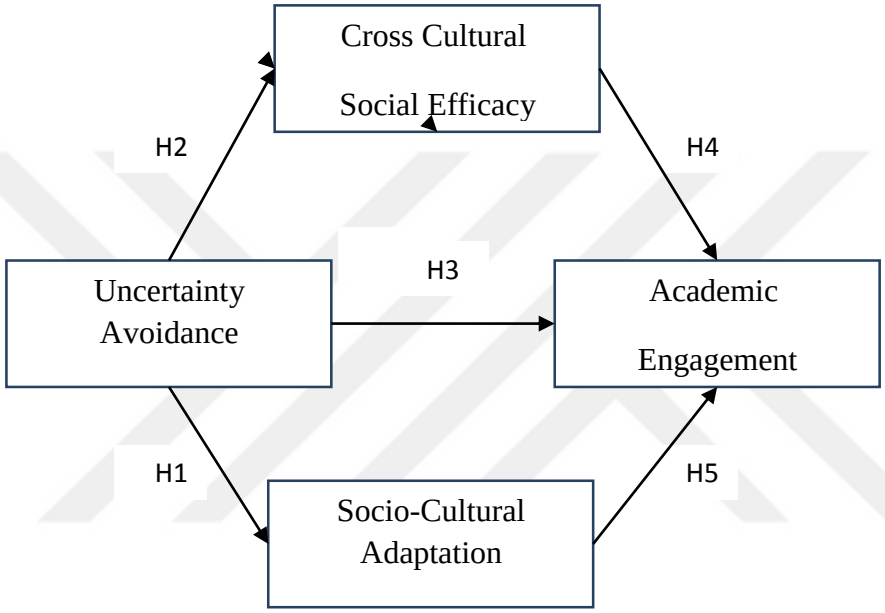

Figure 1: Conceptual Framework Summary

This chapter looked at the basic concepts falling within the theoretical background of factors affecting foreign student academic engagement. The purpose of this study is to investigate the factors that affect foreign students ' academic level by depending on the variables specified in the report. This analysis addressed the key variables used to build the suggested hypotheses. The questionnaire will be designed and circulated to foreign students in order to conduct the necessary tests to verify the validity of these theories, based on these assumptions.

CHAPTER 3
METHODOLOGY

This chapter will clarify how the study will be conducted on the basis of the study research design, explanation of how the variables of analysis are measured, target population and sampling size estimation, sampling methodology employed, data collection instrument, data collection procedures , data analysis , validity and reliability.

3.1 Research Method

The current thesis uses a technique in quantitative analysis to analyze the relationships between independent and dependent variables. A cross-sectional survey methodology is primarily being employed. We administered a questionnaire to the 260 international students at Atilim University. The questionnaire was developed for every item depending on the factors defined in this study, this questionnaire would be of considerable value as it reflects international students at the university, because they can share both their social-efficacy, transition to Turkish society, and academic motivation challenges and obstacles. We evaluated after gathering the data in order to arrive at the actual findings and equate them with the hypotheses.

3.2 Population and Sample

Denscombe (2010) described a community as a preferably generalized category with results from the analysis. Atilim University has a student body of over 9000. We will focus on a population of 260 students reflecting the foreign students in our university in this study.

The sample size determined using the equation derived from Cohen's Statistical Power Analysis is approved for this analysis. Based on Cohen (1998) and cross-checked using Raosoft Sample Size Calculator, a total of 260 samples are needed at Atilim University in Ankara to reflect a cross-section of 260 for a given population of 260 at Atilim University in Ankara, we used a convenient samples study in data collection process.

3.3 Data Collection Tools, the Questionnaires

In this analysis the questionnaire has been split into two parts. Firstly, the demographic issue, secondly, this component consisted of variables (socio-cultural change, social-efficacy cross-culture, avoidance of confusion and academic involvement).

For in this study, as seen in Table 2, four primary variables are dependent and independent variables. Such variables were carefully chosen based on previous studies study. This table also describes the number of elements that were introduced to calculate every element. The conceptual structure was developed based on these variables, by demonstrating the interaction between the variables.

Table 2: Describing Variables

No	Variables	Type	No. of Item	Resources	Reliability
1	Social-Cultural Adaptation	Independent Variable	29	(Ward & Kennedy ,1999)	,977
2	Cross-Cultural Social-Efficacy	Independent Variable	20	(Fan & Mak,1998)	,874
3	Uncertainty Avoidance	Independent Variable	9	(Da Trindade, 2015)	,794
4	Academic Engagement	Dependent Variable	20	(Kuh, 2001).	,913

3.3.1 Demographic items

Some of the main elements of each questionnaire were about demographics. We questioned 14 demographic components in this questionnaire so that we could obtain the details needed. These issues varied from age to ethnicity, marital status, college, level, etc. Such demographic tests are used to assess the main characteristics of respondents that may affect opinion.

3.3.2 Uncertainty avoidance scale

This scale developed by Da Trindade, (2015) evaluated using the 9 items developed in the GLOBE Beta questionnaire. Every item in the questionnaire is positive. Each item was a 7-point likert, ranging from 1 (strongly agree) to 7 (strongly disagree). The 9-item measurement has two subscales related to the avoidance aspect of uncertainty: Societal Practices (items 1, 2, 3 and 6) and Societal Values (items 4, 5, 7, 8 and 9). The subscale of Societal Practices assesses the beliefs of individuals regarding the norms and practices in their society. The subscale of Societal Values measures people's concerns about the norms and values that ought to be in their society. Average scores of the 9 items were used to measure the general questionnaire on avoidance of uncertainty.

3.3.2.1 Factor analysis for uncertainty avoidance scale

The KMO value was calculated as 0.789 in the factor analyzes for the uncertainty avoidance scale. The number of tests is best suitable for component research. (The KMO>0.500).

Table 3: Uncertainty Avoidance Scale KMO and Bartlett Test Results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,798
Bartlett's Test of Sphericity	Approx. Chi-Square	687,844
	Df	28
	Sig.	,000

In the framework of the Bartlett test X2value was estimated as 687,844 and statistically relevant ($p<0,05$) was considered to be. Accordingly, the normal state of distribution is given. It is assumed that the data are appropriate for factor analysis according to the findings of the KMO and Bartlett study.

Table 4: Factor Analysis Results of Uncertainty Avoidance Scale

Dimension	Item	Factor Load	Open variance rate	Cronbach's Alpha
Dimension1	UA2	,936	45,902	,873
	UA3	,874		

	UA1	,823		
	UA5	,704		
	UA7	,700		
	UA8	,840		
Dimension2	UA4	,742	18,241	,621
	UA6	,688		
Uncertainty Avoidance			64,143	,794

It was established that the scale consists of 2 dimensions, relying on the outcome of factor analysis. The 9th element was not included in the study because the load factor was below 0.300. The scale's overall variation description rating was 64.143 per cent; and the coefficient of precision is 0.794. And the scale's degree of precision is very strong.

The first dimension of the scale comprises of 5 objects varying from 0.700 to 0.936 with factor costs. Maximum dimensional deviation description average is 45.902 per cent; and the reliability coefficient is 0.873. Accordingly the dimensional durability standard is very strong.

The second dimension of the scale comprises of 3 elements varying from 0.688 to 0.840 of factor loadings. Maximum dimensional deviation description average is 18.241 percent; and reliability coefficient is 0.621. Accordingly the dimensional reliability level is quite high.

Based on CFA analysis for uncertainty avoidance scale, it is observed that the fit indices of $\chi 2$ / sd, GFI, AGFI, CFI and RMSEA have appropriate fit indices, while only the fit index of RMR is similar to and reasonable, table 5 indicates these values.

Table 5: CFA Results and Roadmap for Uncertainty Avoidance Scale

Acceptable Fit Indices	**Calculated Fit Indices**
$\chi 2$/sd<5	2,088
GFI >0.90	0,956

AGFI >0.90	0,913
CFI >0.90	0,971
RMSEA <0.08	0,072
RMR <0.08	0,111

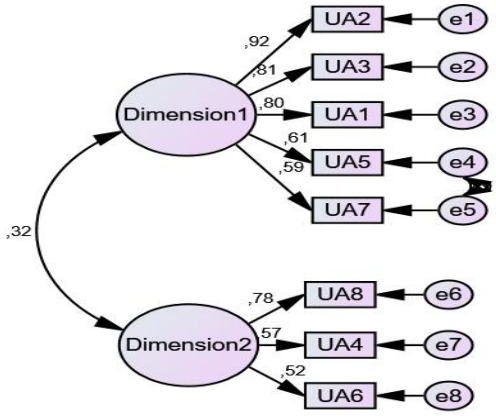

Figure 2: Roadmap of the Uncertainty Avoidance Scale

3.3.3 Cross-Cultural Social-Efficacy Scale for Students

This scale consists of 20 positive items which were constructed by Fan and Mak (1998). These items are on a 7-point likert ranging from 1 (firmly accept) to 7

(strongly disagree). The scale includes four subscales: loss of social challenges (items 1 ton9), lack of social trust (10 to 14), mutual concern (15 to 17), and initiative of friendship (18 to 20). We used the average scores of the 20 elements to determine the participants' degree of cross-cultural social-efficacy.

3.3.3.1 Factor analysis for cross cultural efficacy scale

KMO meaning was determined as 0.820 in factor review for Cross Cultural Efficacy Index. The number of samples therefore suits factor analysis (KMO>0,500).

Table 6: Results of KMO and Bartlett Tests of Cross Cultural Efficacy Scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,820
Bartlett's Test of Sphericity	Approx. Chi-Square	2232,672
	Df	153
	Sig.	0,000

X2 value was estimated as 2232,672 within the framework of the Bartlett study, and it was determined to be statistically important (p<0,05). Accordingly, the standard requirement for delivery is given. It is assumed that the data are appropriate for factor analysis according to the findings of KMO and Bartlett study.

It was decided that the scale consisted of 3 dimensions, relying on the outcome of factor analysis. The first item was not included in the analysis since the factor load was less than 0.300 and due to duplication; the 13th element was not included in the analysis. The scale's cumulative variance description rating is 63,286 per cent; and the coefficient of precision is 0,874. The scale reliability standard is therefore very high.

The first item of the scale comprises of 8 items varying from 0.674 to 0.799 with factor loadings. The dimensional overall variation description average is 25.150 percent; and the coefficient of reliability is 0.889. Accordingly, the dimensional precision is very strong.

The second item of the scale comprises of 7 items varying from 0.671 to 0.835 of factor loads. The dimensional cumulative variation description rate is 25.048

percent; and the coefficient of reliability is 0.889. Accordingly, the dimensional precision is very strong.

Table 7: Factor Analysis Results of Cross Cultural Efficacy Scale

Dimension	Item	Factor Load	Open variance rate	Cronbach's Alpha
Dimension1	Ccse5	,799	25,150	,889
	Ccse4	,783		
	Ccse8	,783		
	Ccse3	,767		
	Ccse7	,755		
	Ccse6	,724		
	Ccse9	,676		
	Ccse2	,674		
Dimension2	Ccse16	,835	25,048	,898
	Ccse18	,813		
	Ccse17	,794		
	Ccse19	,767		
	Ccse15	,748		
	Ccse20	,714		
	Ccse14	,671		
Dimension3	Ccse11	,812	13,088	,826
	Ccse10	,758		
	Ccse12	,718		
Cross Cultural Efficacy			63,286	,874

The scale's third dimension component loadings comprise of 3 objects between 0.718 and 0.812. Complete dimensional variation description rate is 13.088 percent; and reliability coefficient is 0.826. Consequently, the dimensional stability is quite high.

Based on CFA analysis, fit indices for ind2 / sd and RMR are found to have acceptable fit indices, while fit indices for CFI, GFI, AGFI, and RMSEA are similar to appropriate fit index. Table 8 shows the details:

Table 8: CFA Results and Roadmap for Cross Cultural Efficacy Scale

Acceptable Fit Indices	**Calculated Fit Indices**
$\chi 2/sd<5$	3,086
GFI >0.90	0,832
AGFI >0.90	0,770
CFI >0.90	0,879
RMSEA <0.08	0,100
RMR <0.08	0,047

The path map for cross cultural efficacy scale built in the CFA study is presented below.

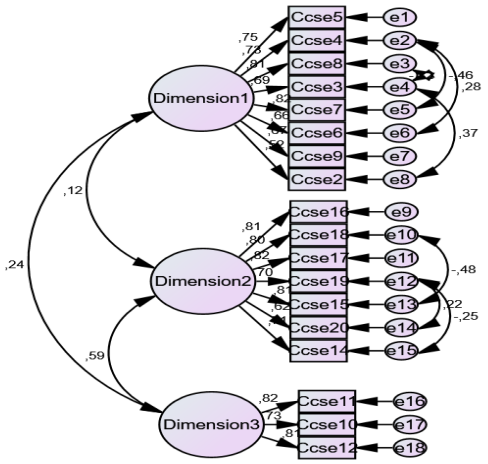

Figure 3: Roadmap of Cross Cultural Efficacy Scale

3.3.4 Socio-Cultural adaptation scale

The measure contains 29 items created by Ward and Kennedy (1999). Such objects are assessed on the basis of 5 ratings varying from 1 (no difficulty) to 5 (extreme difficulty). Scores from the scale showed perceptions of the respondents, when they were experiencing difficulties in understanding American cultures and

values. The 29 item contains two main dimensions which can be measured separately. One is behavioral adjustment difficulty of participants with 22 items (items 1; 2; 3; 4; 6; 7; 9; 11; 12; 13; 14; 15; 16; 17; 19; 20; 21; 22, 24; 25; 27; and 28), and the other assesses the cognitive adjustment difficulty with 7 items (items 5; 8; 10; 18; 23; 26; and 29). The mean scores of the 29 items were used to assess socio-cultural adaptation overall.

3.3.4.1 Factor analysis for socio cultural adaption scale

The KMO value was estimated as 0.946 in the factor comparison created for the Socio cultural Adaption Scale. The number of tests is best suitable for component research. (The KMO>0.500).

Table 9: KMO and Bartlett Test Results of Socio Cultural Adaption Scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,946
Bartlett's Test of Sphericity	Approx. Chi-Square	6296,647
	Df	406
	Sig.	0,000

It was estimated as 6296,647 within the framework of the Bartlett test X2value and it was considered statistically significant (p<0,05). Accordingly, the normal state of distribution is given. It is assumed that the details are appropriate for factor review according to the findings of the KMO and Bartlett studies.

Table 10: Factor Analysis Results of Socio Cultural Adaption Scale

Dimension	Item	Factor Load	Open variance rate	Cronbach's Alpha
Dimension1	Sca7	,934	60,296	,955
	Sca5	,816		

	Sca8	,805		
	Sca4	,801		
	Sca2	,756		
	Sca3	,734		
	Sca9	,711		
	Sca6	,688		
	Sca1	,615		
	Sca11	,612		
	Sca10	,554		
	Sca27	,903		
	Sca28	,713		
	Sca26	,706		
Dimension2	Sca25	,696	4,695	,935
	Sca24	,627		
	Sca29	,555		
	Sca23	,472		
	Sca19	,905		
	Sca17	,835		
	Sca15	,810		
	Sca18	,685		
	Sca16	,679		
Dimension3	Sca13	,660	2,771	,956
	Sca12	,637		
	Sca14	,635		
	Sca21	,629		
	Sca20	,459		
	Sca22	,443		
Socio cultural Adaption			67,762	,977

It was established that the scale consists of 3 dimensions, based on the outcome of factor analysis. The scale's total variance explanation rate is 67,762 per cent; and the coefficient of reliability is 0.977. Therefore the scale's degree of precision is very strong.

The scale's first dimension consists of 11 items having factor loads ranging from 0.554 to 0.934. Total dimensional variance explanation rate is 60.296 percent;

and reliability coefficient is 0.955. Accordingly the dimensional durability standard is very strong.

The second dimension of the scale comprises of 7 items varying from 0.472 to 0.903 of factor costs. Complete dimensional variation description rate is 4.695 percent; and reliability coefficient is 0.935. Accordingly the dimensional durability standard is very strong.

The third dimension of the scale comprises of 11 items varying from 0.443 to 0.905 with factor price. The dimensional overall variation clarification average is 2.771 percent; and the coefficient of reliability is 0.956. Accordingly the dimensional durability standard is very strong.

Based on confirmatory factor analysis, the fit values are shown in table 11.
Table 11: CFA Results and Roadmap for Socio Cultural Adaption Scale

Acceptable Fit Indices	**Calculated Fit Indices**
$\chi 2/sd<5$	2,727
GFI >0.90	0,778
AGFI >0.90	0,731
CFI >0.90	0,900
RMSEA <0.08	0,091
RMR <0.08	0,036

The road map created in the CFA analysis for the socio cultural adaption Scale is given below. In the DFA analysis performed, it is seen that the $\chi 2$ / sd, CFI, and RMR fit indices are found to provide acceptable fit indices, whereas GFI, AGFI and RMSEA fit indices are close to and are acceptable.

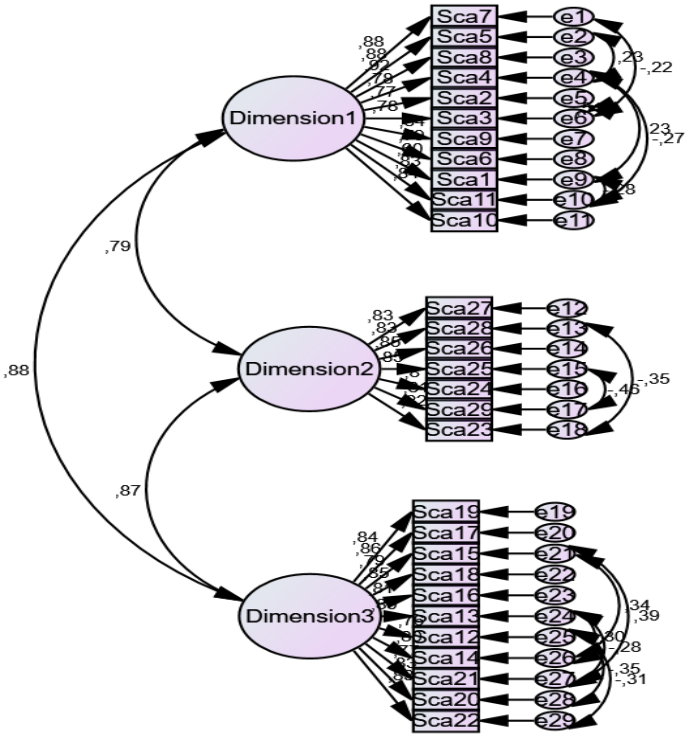

Figure 4: Roadmap of Socio Cultural Adaption Scale

3.3.5 Student's academic engagement scale

The scale comprises of 22 items, all are positive items that have been developed by (Kuh, 2001). These items are measured using a scale of 4 points from 1 (very little) to 4 (very much). The scale has 3 subscales; the first is academic engagement items 1, 2 and 3), the second is effective and collaborative learning items described by items 6,7 and 8, the third is student-faculty interaction items represented by 10,11,12,13 and 14. Averages rating of 22 itemes were used to assess the overall contribution of the foreign students.

The KMO value for the Student Participation scale was estimated as 0.869 in the factor analysis. The amount of samples therefore matches for component analysis (KMO>0,500). In the framework of the Bartlett study X2 value 3338,701 meaning was

measured as 3338,701 and it was determined to be statistically important (p<0,05). It is assumed that the data are appropriate for factor analysis according to the findings of the KMO and Bartlett study.

Table 12: KMO and Bartlett Test Results of Academic Engagement Scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,869
Bartlett's Test of Sphericity	Approx. Chi-Square	3338,701
	Df	171
	Sig.	0,000

3.3.5.1 Factor analysis for academic engagement scale

Based on the outcome of factor analysis, the scale consists of 3 dimensions, items 8th and 9th were not included in the analysis because of low factor loadings. Maximum size deviation description rate was 71.015 percent; and the coefficient of reliability is 0.913. Therefore the scale's degree of precision is very strong.

The scale's first dimension is comprised of 8 items with factor loads varying from 0.668 to 0.867. The overall description rate of variance for the item is 31,260 percent; and the coefficient of reliability is 0,940. Accordingly the dimensional durability standard is very strong.

The second dimension of the scale comprises of 7 items varying from 0.624 to 0.839 with factor costs. Dimensional cumulative variation clarification average is 21,446 percent; and the coefficient of precision is 0,889. Consequently, the dimensional stability is quite high.

Table 13: Factor Analysis Results of Academic Engagement Scale

Dimension	Item	Factor Load	Open variance rate	Cronbach's Alpha
Dimension1	Ae13	,867	31,260	,940
	Ae15	,845		
	Ae11	,838		
	Ae14	,830		
	Ae16	,829		
	Ae10	,763		
	Ae12	,760		
	Ae17	,686		
Dimension2	Ae2	,839	21,446	,889
	Ae3	,788		
	Ae4	,716		
	Ae6	,696		
	Ae1	,670		
	Ae5	,665		
	Ae7	,624		
Dimension3	Ae19	,945	18,310	,939
	Ae20	,938		
	Ae21	,903		
	Ae18	,882		
Academic Engagement			71,015	,913

The third dimision of the scale comprises of 4 items varying from 0.882 to 0.945 with factor charges. The total explanation rate for variance of the dimension is 18.310 percent; and the coefficient of reliability is 0.939. Accordingly the dimensional durability standard is very strong.

Table 14 shows values obtained from CFA analysis.

Table 14: CFA Results and Roadmap for Academic Engagement Scale

Acceptable Fit Indices	**Calculated Fit Indices**
χ2/sd<5	2,154
GFI >0.90	0,882
AGFI >0.90	0,841
CFI >0.90	0,951
RMSEA <0.08	0,075
RMR <0.08	0,061

The road map created in the CFA analysis for the Academic Engagement Scale is given below. In the CFA analysis conducted, it is seen that the χ2 / sd, CFI, RMSEA and RMR fit indices provide acceptable fit indices, whereas GFI and AGFI fit indices are close to and are acceptable.

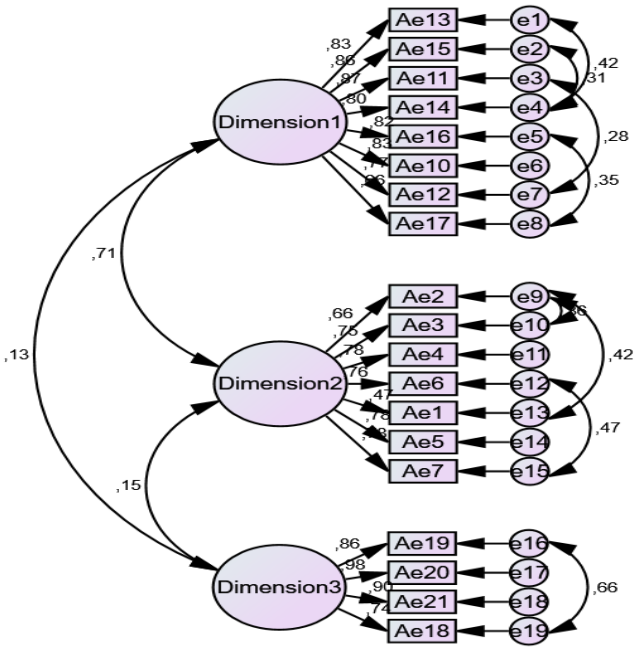

Figure 5: Road map of Academic Engagement Scale

3.4 Data Analysis

Our research was carried out using the programs SPSS 21.0 and AMOS 21.0 and the test was performed at a trust point of 95 per cent. For the usual distribution between +3 and -3, the kurtosis and skewness values obtained from the scales inside the objects seem to be adequate (De Carlo, Murray, & Saeke, 1997). For this purpose, in our study, parametric Independent Groups t test, ANOVA test, Turkey test and Pearson correlation were used. Using the t test, the disparity in scale scores compared to variables using 2 groups was evaluated and the position of the discrepancies with regard to variables with 3 or more groups was examined using the ANOVA method. Turkey check was used for numerous tests in the case of a discrepancy in ANOVA study. Pearson correlation test evaluated the relation between the scores of the scale. The research used Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) to assess the construct integrity of the scales and measured Cronbach's Alpha coefficient to evaluate the degree of reliability.

EFA is used to render certain unknown factors more controllable, i.e. to lower and quantify the data. KMO and Bartlett testing should be conducted to see whether the scale is appropriate for factor analysis. Whereas the KMO coefficient is determined for measuring sample size, the Bartlett method tests the usual distribution state. For this case, the outcome of the KMO test should be .50 and beyond, and the outcome of the Bartlett spherical test should be statistically relevant as well.

To evaluate the factor structure of the scale, Scree Plot graph showing the extension of own values will be analyzed. Nevertheless, if the number of factors is greater than 1, then utilizing the Varimax vertical rotation method, the process of assigning the objects to the appropriate factors would be carried out. Component load values are taken into consideration when assigning measure objects to variables or when component measurement is subtracted from measure.

3.5 Summary

It chapter discusses the methods of the study analysis and how the knowledge is gathered for the creation of the proposed migration model. The chapter reflects on the demographic, sample size and structure of the survey during the research, and the method used to collect the information required for the analysis. The chapter explains the analysis methodology introduced in the report, preceded by Chapter 4 in which knowledge is evaluated using the program.

The next step uses the sample questionnaire that was evaluated using the SPSS statistical software package to evaluate the results and conclusions of the research where the respondent collected data. The outcomes study is described in two parts: Part A and Part B. Part A deals with the profile of the respondents, and section B deals with autonomous, contingent variables and intervention variables relevant to the factors relationship.

CHAPTER 4
RESULTS

The current study dealt with some demographic details such as (age, class, residence period in Turkey (months), marital status, whether the individual is married, is the spouse living together with the individual in Turkey? Number of children, if the individual has a child, is the spouse living in Turkey together? , Mother tongue, culture , heritage, what language do you use in Turkey the most? , Level of education, faculty, Where are you from? And time spent weekly on academic studies).

Furthermore, statistics were performed to figure out if the data were informative or non-parametric via the coefficients of skewness and kurtosis, and it was found that the data were parameterized (under the standard distribution curve).
Some demographic factors have been evaluated to evaluate the degree of their effect on study variables such as (age, class, residence period in Turkey, ethnicity, education level, and time spent on academic studies), in conclusion, correlation and impact tests have been conducted among study variables using SPSS and AMOS programs.

4.1 Results Based on the Demographics

The proportions and concentrations of demographic variables for the survey sample would be explained in this part to create a impression regarding the existence of the research population. The percentage of people above 30 is 35.1 percent; the ratio of women is 51.4 percent; the ratio of children aged 1-12 months remaining in Turkey is 45.4 percent; the ratio of single individuals is 55.3 percent; if married, the ratio of persons residing with their spouse in Turkey is 42.2 percent; the ratio of children without children is 62.9 percent; the proportion of children live with their spouse in Turkey is 42.2 percent. The percentage of those whose primary language is Arabic is 81.5%; the proportion of those who follow Islam as their religon is 98.6%; 61.4% of those of Asian descent and 48.5% of most English- and Turkish-speakers in Turkey.

The average for those with a master's degree is 45 and the average for those with a foreign language college staff is 29.8%.

The number of Iraqis is 30.8 per cent. The average is 36.5 percent among those who devote 10 hours or fewer a week on academic research. The table displays specific results (table 15).

Table 15: Demographics

		n	%
Age	20 years and under	19	9,1
	20-24 years	54	26,0
	24-30 years	62	29,8
	30 years and above	73	35,1
Sex	Male	101	48,6
	Female	107	51,4
Residence time in Turkey (months)	1-12 months	93	45,4
	13-18 months	62	30,2
	19-72 Months	50	24,4
Marital status	Single	115	55,3
	Married	91	43,8
	Divorced	2	1,0
	Widow	0	0,0
If the person is married, is the spouse living together with the person in Turkey?	Yes	86	42,2
	No	20	9,8
	Not applicable	98	48,0
Number of children	0	124	62,9
	1	35	17,8
	2	26	13,2
	3	11	5,6
	4	1	,5
If the person has a child, is the spouse living together with the person in Turkey?	Yes	74	36,6
	No	15	7,4
	Not applicable	113	55,9
Native Language	Arabic	167	81,5
	Bambara	6	2,9
	Bangala	8	3,9
	English	12	5,9
	German	2	1,0
	Kurdish	3	1,5
	Pastho	2	1,0

	Persian	2	1,0
	Somali	1	,5
	Turkmen	1	,5
	Urdu	1	,5
Religion	Islam	205	98,6
	Hinduism	1	,5
	Judaism	0	0,0
	Catholicism	0	0,0
	Christian	2	1,0
	Other	0	0,0
Origins	Africa	68	32,9
	Asia	127	61,4
	Other	12	5,8
What language do you speak most in Turkey?	Arabic	6	2,9
	English	89	43,2
	English and Turkish	100	48,5
	Turkish	9	4,4
	German	1	,5
	English and Arabic	1	,5
Education level	Undergraduate	67	32,2
	Graduate	95	45,7
	Postgraduate	46	22,1
Faculties	Faculties of Arts	22	10,6
	Faculties of Law	22	10,6
	Faculties of Business	58	27,9
	Faculties of Engineering	36	17,3
	School of Health Sciences	8	3,8
	Schools of Foreign Languages	62	29,8
Country of Origin?	Afghanistan	3	1,4
	Austria	1	,5
	Bangladesh	8	3,8
	Ethiopia	1	,5
	Germany	1	,5
	India	5	2,4
	Iran	5	2,4
	Iraq	64	30,8
	Kuwait	6	2,9

	Libya	29	13,9
	Mali	9	4,3
	Pakistan	6	2,9
	Palestine	7	3,4
	Saudi Arabia	26	12,5
	Sudan	16	7,7
	Syria	21	10,1
Weekly time spent on academic studies	10 hours and less	74	36,5
	11-35 hours	63	31,0
	36 hours and above	66	32,5

About the participants;

We provided normality and used parametric test techniques in our analysis for our independent and dependent variables, table 16 shows the results.

Table 16: Descriptive Statistics Based on Scores

	n	Minimum	Maximum	Average	ss	Skewness	Kurtosis
Socio Cultural Adaption	208	1,00	4,86	1,88	0,71	,813	1,316
Cross Cultural efficacy	208	1,00	3,00	1,85	0,48	,265	0,445
Uncertainty Avoidance	208	1,00	4,50	2,17	0,85	,597	-0,418
Academic Engagement	208	1,00	4,00	2,68	0,69	-,152	-0,369

4.2 ANOVA test results for Examining Demographic Factors with Study Variables

The ANOVA test will be performed in this article to check the importance of certain demographic considerations for the sample variables, and the information will be dealt with as follows:

ANOVA test results are given below for examination of the points in terms of age.

Table 17: Analysis of Variables Based on Age

Age		N	Average	SS	F	P
Socio cultural Adaption	20 years and under	19	1,74	0,89	1,800	,148
	20-24 ages	54	1,98	0,78		
	24-30 ages	62	1,74	0,65		
	30 years and above	73	1,97	0,64		
Cross Cultural Efficacy	20 years and under	19	1,92	0,33	0,985	,401
	20-24 ages	54	1,76	0,58		
	24-30 ages	62	1,89	0,36		
	30 years and above	73	1,88	0,51		
Uncertainty Avoidance	20 years and under	19	1,91	0,72	2,346	,074
	20-24 ages	54	2,01	0,64		
	24-30 ages	62	2,36	0,98		
	30 years and above	73	2,21	0,87		
Academic Engagement	20 years and under	19	2,79	0,91	0,520	,669
	20-24 ages	54	2,62	0,74		
	24-30 ages	62	2,64	0,56		
	30 years and above	73	2,74	0,69		

***p<0,05**

There's no statistically significant difference in scores in the groups with different ages. P > 0.05.

The results of the t test for Gender Point Assessment are presented below.

Table 18: Analysis of Variables Based on Gender

Gender		N	Average	SS	t	P
Socio cultural Adaption	Male	101	1,85	0,70	-,612	,541
	Female	107	1,91	0,73		
Cross Cultural Efficacy	Male	101	1,81	0,42	-1,314	,190
	Female	107	1,90	0,52		

Uncertainty Avoidance	Male	101	2,20	0,90	,410	,682
	Female	107	2,15	0,80		
Academic Engagement	Male	101	2,63	0,65	-1,013	,312
	Female	107	2,73	0,72		

***p<0,05**

In terms of scores there is no statistically important gap between men and women (p>0.05).

ANOVA Test Results for Time Spent Investigation in Turkey, the values are given below.

There is a substantial statistical gap (p<0,05) between the groups with separate residency periods in Turkey. The overall score for those who remained 19-72 months is the best and the lowest is the rating for those who remained from 13-18 months.

Table 19: Analysis of Variables Based on Time Spent in Turkey

Residence time in Turkey (months)		N	Average	SS	F	P	Multiple comparison
Socio cultural Adaption	1-12 ay	93	1,92	0,77	,461	,631	
	13-18 ay	62	1,90	0,71			
	19-72 ay	50	1,80	0,62			
Cross Cultural Efficacy	1-12 ay	93	1,85	0,48	,012	,989	
	13-18 ay	62	1,86	0,54			
	19-72 ay	50	1,85	0,41			
Uncertainty Avoidance	1-12 ay	93	2,05	0,80	8,629	,000*	1<3
	13-18 ay	62	1,99	0,75			2<3
	19-72 ay	50	2,57	0,90			
Academic Engagement	1-12 ay	93	2,66	0,67	,255	,775	
	13-18 ay	62	2,69	0,74			
	19-72 ay	50	2,75	0,68			

***p<0,05**

ANOVA test results for the Examination of Points in terms of Origins are given below.

Table 20: Analysis of Variables in Terms of Origins

Origins		n	Average	SS	F	P	Multiple comparison
Socio-cultural Adaption	Africa	68	1,86	0,67	,059	,942	
	Asia	127	1,89	0,75			
	Other	12	1,93	0,55			
Cross Cultural Efficacy	Africa	68	1,78	0,50	1,540	,217	
	Asia	127	1,88	0,48			
	Other	12	2,00	0,18			
Uncertainty Avoidance	Africa	68	1,98	0,72	11,276	,000*	1<3
	Asia	127	2,17	0,85			2<3
	Other	12	3,19	0,85			
Academic Engagement	Africa	68	2,65	0,74	2,620	,075	
	Asia	127	2,74	0,67			
	Other	12	2,28	0,45			

***p<0,05**

There is a statistically important gap in the Ambiguity Avoidance ($p<0,05$) for groups with separate roots. While the average points of those whose origins belong to other countries are considerably high, the lowest is the average points of those whose origin is Africa.

The results of the ANOVA test points about the standard of education are presented below.

Table 21: Analysis of Variables in Terms of Education Level

Education Level		n	Average	ss	F	p	Multiple comparison
Socio Cultural Adaption	Bachelor	67	1,87	0,73	4,719	,010*	2<3
	Master	95	1,76	0,67			
	Doctorate	46	2,15	0,72			
Cross Cultural Efficacy	Bachelor	67	1,75	0,47	2,933	,050*	1< 3
	Master	95	1,87	0,43			
	Doctorate	46	1,97	0,57			
Uncertainty Avoidance	Bachelor	67	2,09	0,79	0,526	,592	
	Master	95	2,23	0,91			
	Doctorate	46	2,18	0,82			
Academic Engagement	Bachelor	67	2,68	0,78	0,661	,517	
	Master	95	2,64	0,60			
	Doctorate	46	2,78	0,72			

***p<0,05**

There is a statistically important gap in socio cultural adaptation ($p<0.05$) between the groups of various rates of schooling. The average value for those with a doctorate degree is slightly higher, while the lowest is the rating for those with a master degree.

There is a statistically important disparity between the cross cultural effectiveness classes of specific schooling rates ($p<0.05$). Although the overall Doctoral rating score is the highest, the value declines as the degree declines.

ANOVA test results are provided below to analyze the points as for the average weekly time spent on academic research.

Table 22: Analysis of Variables in Terms of Weekly Time Spent for Academic Studies

Time Spent for Academic Studies		N	Average	ss	F	p	Multiple Comparison
Socio Cultural Adaption	10 hours and less	74	1,72	0,74	4,132	,017*	1< 2
	11-35 hours	63	2,06	0,76			
	36 hours and more	66	1,84	0,57			
Cross Cultural Efficacy	10 hours and less	74	1,86	0,51	0,038	,962	
	11-35 hours	63	1,84	0,46			
	36 hours and more	66	1,85	0,47			
Uncertainty Avoidance	10 hours and less	74	2,06	0,83	2,533	,082	
	11-35 hours	63	2,33	0,85			
	36 hours and more	66	2,04	0,80			
Academic Engagement	10 hours and less	74	2,76	0,62	5,088	,007*	1>2
	11-35 hours	63	2,47	0,72			2< 3
	36 hours and more	66	2,83	0,70			

***p<0,05**

There is a statistically important gap in socio cultural adaptation ($p<0.05$) between the groups of various rates of schooling. The average value for those with a doctorate degree is slightly higher, while the lowest is the rating for those with a master degree.

There is a statistically important disparity between the cross cultural effectiveness classes of specific schooling rates ($p<0.05$). Although the overall Doctoral rating score is the highest, the value declines as the degree declines.

ANOVA test results are provided below to analyze the points in terms of the weekly time spent on academic research.

4.3 Statistics for Hypothesis Testing

The results of the Pearson correlation test to analyze the connection between the scores as shown below.

Table 23: Examining the Relationship Between Variables

		Socio-cultural Adaption	Cross Cultural Efficacy	Uncertainty Avoidance	Academic Engagement
Socio-Cultural Adaption	r	1	,096	,295**	-,128
	p		,167	,000	,064
Cross Cultural Efficacy	r		1	,150*	,098
	p			,030	,159
Uncertainty Avoidance	r			1	-,015
	p				,835
Academic Engagement	r				1
	p				

***p<0,05; **p<0,01**

Correlations of ratings from the scales for avoidance of uncertainty, socio cultural adaptation, cross cultural efficacy, student engagement shows some important associations (Table).

There is a slight positive correlation amongst socio cultural adaptation and cross cultural efficacy ($r = 0.096$, $p > .05$), there is a positive correlation between socio cultural adaptation and uncertainty evasion ($r = 0.295$, $p < .01$). There is a significant negative correlation between socio cultural adaptation and student engagement ($r = -0.128$, $p > .05$), There is a small positive association between cross culture.

Below is given the path map that was generated for effect analysis in the Route study. All fit indexes determined in the route review are shown to have appropriate fit indices.

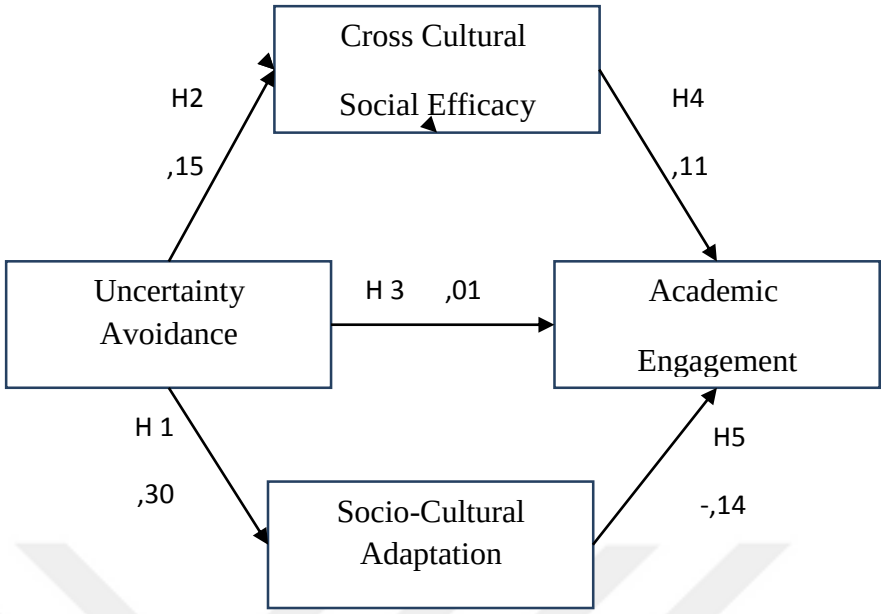

Figure 6: Path Analysis Road Map

Table 24: Investigation of the Impact

Affected		Affecting	Prediction	sh	t	p
Socio cultural Adaption	←	Uncertainty Avoidance	,247	,056	4,443	***
Cross Cultural Efficacy	←	Uncertainty Avoidance	,084	,039	2,186	,029*
Academic Engagement	←	Uncertainty Avoidance	,0009	,059	,150	,881
Academic Engagement	←	Cross Cultural Efficacy	,159	,100	1,590	,112
Academic Engagement	←	Socio cultural Adaption	-,137	,069	-1,985	,047*

As seen from the table 23 uncertainty avoidance is positively affects socio cultural adaption (p<0,05 B=0,247), uncertainty avoidance positively affects cross cultural efficacy (p<0,05 B=0,084), uncertainty avoidance does not affect academic engagement ((p>0,05), cross cultural efficacy does not affect academic engagement

(p>0,05), socio cultural adaption negatively affects academic engagement (p<0,05 B=-0,137).

DISCUSSION AND CONCLUSION

Theoretical Implications

This research sought to explore the relationship of foreign students between uncertainty avoidance, cross-cultural social-efficacy, socio-cultural adaptation, and academic participation. Accordingly the research in Atilim University raises various theoretical ramifications in the academic field. Studies should learn from the current research to concentrate on how cultural disparities, social success and the fear of confusion should affect student participation. This observation serves as a foundation for more in-depth work in this field of analysis being carried out by other researchers.

A previous academic achievement has been identified for academic variables as a primary academic indicator of future student accomplishments at the higher stage. However, multiple reports have shown that this plays a major function in forecasting learning results for students McKenzie and Gow, 2004; McKenzie and Schweitzer, (2001).

This research has identified academic engagement and others have failed to recognize it since the link between academic engagement and other Critical variables has not been developed. Throughout this situation, academic involvement is affected by adaptation to socio-culture, cross-cultural social-efficacy, avoidance to confusion At the other side, academic involvement fluctuated by shift Demographic variables such as (age, class , ethnicity, degree of education .. etc).

This thesis has shown that avoidance of uncertainty can affect socio-cultural adaptation and social-efficacy across cultures, and both adaptation of culture and social-efficacy across cultures can affect academic involvement.

It suggests a detrimental fear of confusion contributes to harmful adaptation of the socio-culture. Social-efficacy and academic commitment cross-culture, such result is important as it demonstrates the substantial connection between avoidance of

uncertainty and socio-cultural adaptation, avoidance of uncertainty and cross-cultural effectiveness.

Managerial Implications

The study is also informative to current and future deans and universities as it presents sufficient information that can be used within universities to make informed decisions. Deans have discovered, for example, that there is a link between sensitivity to socio-culture, cross-cultural social-efficacy, avoidance of confusion, and student participation. Thus, Deans ought to ensure they establish proactive approaches that will facilitate foreign student academic participation within universities. Uncertainty avoidance has a positive effect on socio-cultural adaptation and social-efficacy across cultures; additions to socio-cultural adaptation have a positive effect on academic commitment. It will ultimately change student transition, avoidance of confusion and foreign academic participation. Foreign students – particularly foreign bachelors – experience similar difficulties to those students encounter while transitioning to a new community and climate, such as the first time they live away from home. It is because student participation inside the colleges should be inspired and concentrated on completing their assignments and exams. They would therefore feel proud of the universities and this would boost the image of the universities in the future. In addition, as developed by home (Zhao, Kuh, & Carini, 2005; Hurny, 2014), academic participation would increase as well as growth and sustainability in the university community in the literature review in this report. Accordingly, it will also boost academic participation among international students. Deans also ought to insure the students in the university have socio-cultural tolerance, cross-cultural social-efficacy, and intellectual contribution to the university.

In this study the findings of research questions are covered in section below.

Research Question 1: Do variables shift through demographic variables (age, class, marital status, mother tongue, faith, race, degree of education, etc ...?

The study explored the uncertainty avoidance, cross-cultural social-efficacy, socio-cultural adaptation, and academic engagement of international students. The findings of the study about uncertainty avoidance change by residence time in Turkey

and, origins. It means the greater the length of the student's stay, whenever the home country is close to the country of the international university where they study, avoiding uncertainty will decrease. The current study has reached that socio-cultural adaption and cross-cultural efficacy change over education level, additionally, socio-cultural adaption and academic engagement change over time spent for academic studies. As it is shown in the Tables: 5.15, 5.17, 5.20, 5.21, 5.22, the numbers and ratio according to the demographics stated above changed. For example, out of 19 individuals who are at or under the age of 20, 9,1% showed academic engagement. Of 54 participants who are between 20 and 24, on the other hand, 26% showed academic engagement. While 48,6% of 101 male individuals showed academic engagement, 51,4% of 107 women individuals showed academic engagement. (To see the data on this, please check Table 5.15.)

Research Question 2: Is there a relationship between uncertainty avoidance and socio-cultural adaptation?

The hypothesis was supported in the present study. This result may be due to the difference in uncertainty avoidance related to socio-cultural adaptation, the results of the current study were consistent with a study Hofstede (2008) avoidance of uncertainty refers to the tolerance of society for uncertainty and ambiguity, indicating to what extent members of a culture feel threatened by ambiguous and uncertain situations. Also in the Table 5.26, it has been shown that with ,247 prediction ,056 shema script, 4,443, uncertainty avoidance affects socio cultural adaptation.

Research Question 3: Is there a relationship between uncertainty avoidance and cross-cultural social efficacy?

The hypothesis was supported in the present study. This result may be due to the difference in uncertainty avoidance related with cross-cultural social-efficacy, this result indicates that most of the sample members have matched their culture with the culture of the host country and this explains the positive relationship between the two variables. Moreover, as it can be seen in the Table 5.26, there is a relationship between uncertainty avoidance and cross cultural efficacy with ,084 prediction, ,039 shema script, 2,186 t and p ,029 .

Research Question 4: Is there a relationship between uncertainty avoidance and academic engagement?

Hypothesis was not supported in the present study. This result may, in part, be due to the different uncertainty avoidance not related with academic engagement; the results of the current study were not consistent with a study. Most motivation theorists believe that motivation is involved in the execution of all learned responses and that lean behavior will not occur unless it is energized.

Research Question 5*:* Is there a relationship between cross-cultural social-efficacy and academic engagement?

As it can be seen in the Figure 5.5, there is a direct relationship between cross cultural efficacy and academic engagement. As it is shown in numbers in the Table 5.26, with ,099 shema script, in the relationship between Cross cultural efficacy and academic engagement, t number is 1,626; p number is ,104; and prediction is ,161. This result may, in part, be due to the differences in cross-cultural social–efficacy not related with engagement academic, the results of the current study were consistent with a study (Kashima, 2014), and research has found that socio-cultural adaptation of higher-level researchers often has a major impact on academic outcomes and psychological well-being.

Research Question 6: Is there a relationship between socio-cultural adaptation and academic engagement?

As it is shown in the analysis made, there is a slightly negative effect of socio-cultural adaptation on academic engagement as it can be seen in Table 5.25. In this research, demographic, situational variables, other aspects of adaptation, psychological adjustment, individual differences, including factors such as personality and motivation are investigated by using SCAS. In socio cultural adaptation r number is shown as 1 while it is shown as -,128 for academic engagement. Also, according to the Table 5.26, socio cultural adaptation affects academic engagement with -,135 prediction; ,066 shema script; -2,030 t; and ,042 p. According to the data analyses, it can be concluded that there is a slightly negative relationship between socio-cultural

adaptation and academic engagement. The literature suggests that relationships in school play a particularly crucial role in promoting socially competent behavior in the classroom and in fostering academic engagement and achievement (Fredricks, Blumenfeld, & Paris, 2004; Furrer & Skinner, 2003). The results of the current study were consistent with a study (Smith & Khawaja, 2011) it's found that language barriers, cultural norms and the nature of the host country's friendships can all prevent international students from establishing a strong social network.

Strengths and Limitations

The primary strength of this research analysis was the researcher's distinction with the current literature and the evidence gathered on the relationship with socio-cultural change, social-efficacy cross-culture, avoidance of ambiguity and intellectual participation. However, all the parameters used by the researcher were fulfilled by the participants that were included in this analysis and this improved the precision and validity of the test findings. Results were also obtained from diverse participants with a broad variety of viewpoints on this subject, removing any prejudice that may influence the analysis. The key restriction faced by the research team was an unpredictable climate during the period of data collection due to Corona Virus (Covid-19) that was actually taking place in the nation where the test was carried out. A shipment of 260 pupils, for example, there are a minimum of 208 answers.

Recommendations

This study examined the problem of socio-cultural tolerance, cross-cultural social-efficacy, avoidance of confusion and academic participation of foreign students, the study recommends that there be a need to examine the factors influencing academic activity, however, the current study recommends that more researchers be carried out on a broad scaffold in this field.

The report also suggests that cross-cultural social-efficacy and ambiguity prevent rising socio-cultural adaptation, and socio-cultural adaptation represented by improving foreign student academic interaction Atilim University.

More research will need to be carried out about how socio-cultural adaptation, cross-cultural social-efficacy, avoidance of ambiguity, and student participation in universities. That is because the analysis showed that socio-cultural adaptation, cross-cultural social-efficacy, avoidance of ambiguity brings importance to universities, rendering it more effective in the international arena

In this situation, research need to concentrate on whether universities considering the age dimension while admitting new applicants, because the longer the longer the younger the period, the less ambiguity avoidance, there is little gap in socio-cultural tolerance for both sexes, and the avoidance of ambiguity may reduce if the length of the student stays in the host nation.

In brief, colleges ought to consider the demographic considerations when hiring foreign students and providing cultural gaps programs and courses and how to address the challenge of foreign community to increase the academic participation of international Atilim university students.

Conclusion

In short, University must understand the reality that, by improving its credibility among international students, academic engagement is a philosophy that promotes University development. Therefore, University cannot neglect the reality that cross-cultural social-efficacy is a significant factor in socio-cultural adaptation reflected by the degree of academic participation and the avoidance of confusion decreases socio-cultural adaptation and hence decreases the academic presence of foreign students at University.

University will take the age dimension for internationalization even when welcoming new applicants, because the younger the younger the younger the period, the less ambiguity avoidance, there is little gap in socio-cultural tolerance for both sexes, except the uncertainty avoidance would reduce if the length of the student stays in the host country.

The response of students to socio-cultural adaptation and cross-cultural effectiveness often varies with the shift in the level of schooling, socio-cultural adaptation and academic engagement, as it raises the time spent on academic studies.

A strong correlation of ambiguity avoidance with socio cultural tolerance and cross-cultural effectiveness was observed in the present research. Uncertainty evasion often influences socio-cultural integration and cross-cultural efficiency, as well as socio-cultural integration due to academic participation of foreign students at Atilim University.

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APPENDIX A

Dear International Students,

The purpose of this study is to investigate international students' adaption. All data and information obtained from this questionnaire will be used in a Master's thesis for the educational purpose. Dear student your participation is voluntary: you may quit from study whenever you want. Your information will be kept confidential and will not be shared with any third party. Please click on the following link and fill out the questionnaire completely without mentioning any name. We are grateful for your honest responses and thank to you for your support. Wish you success in your studies.

https://www.surveymonkey.com/results/SM-3JYLWH637

You can obtain information about of this study by contacting with

sajmalsaeedi.esraa@student.atilim.edu.tr

Demographic Questions

1. Your age: _____

2. Your sex: Male _____Female _____

3. Which country are you from? _____

4. How many months have you been in the Turkey? _____

5. Your marriage status? Single _____Married _____ Divorced _____Widowed_____

6. If married, is your spouse living with you here in the Turkey?

Yes_____ No _____Not applicable _____

7. How many children do you have? _____

8. If you have children, are they living with you here in the Turkey?

Yes _____ No _____Not applicable _____

9. What is your first language? _____

10. What is your religion?

Islam____ Hinduism_____ Judaism_____ Catholicism_____ Christianity_____ Other____

11. What is your ethnicity?

African_____

Asian_____

Other_____

12. Which language do you speak most foreign in Turkey? _____

13. What is your grade level?

Bachelor's Degree_____

Master's Degree_____

Doctorate's Degree_____

14. What is your faculty?

School of Arts _____

School of Law_____

School of Business_____

School of Engineering_____

School of Health Sciences_____

School of Foreign Language_____

SOCIOCULTURAL ADAPTATION SCALE

Please indicate how much difficulty you experience in **ATILIM UNEVERSITYY** in each of these areas. Use the following 1 to 5 scale.

		No difficulty	**Slight difficulty**	**Moderate difficulty**	**Great difficulty**	**Extreme difficulty**
	Question	1	2	3	4	5
1	Making friends.					
2	Finding food that you enjoy.					
3	Following rules and regulations.					
4	Dealing with people in authority.					
5	Taking a ___ (host country) perspective on the culture.					
6	Using the transport system.					
7	Dealing with bureaucracy.					
8	Understanding the_____ (host country) value system.					
9	Making yourself understood.					
10	Seeing things from a _____'s (host national's) point of view.					
11	Going shopping.					
12	Dealing with someone who Is unpleasant.					
13	Understanding jokes and humor.					
14	Accommodation.					

15	Going to social gatherings.					
16	Dealing with people staring at you.					
17	Communicating with people of a different ethnic group.					
18	Understanding ethnic or cultural Differences.					
19	Dealing with unsatisfactory service.					
20	Worshipping.					
21	Relating to members of the opposite sex.					
22	Finding your way around.					
23	Understanding the ____ (host country's) political system.					
24	Talking about yourself with others.					
25	Dealing with the climate.					
26	Understanding the____ (host country's) world view.					
27	Family relationships.					
28	The pace of life.					
29	Being able to see two sides of an inter-cultural issue.					

Cross-cultural Social-Efficacy Scale for Students

		Strongly agree			Neither	Strongly disagree		
	Question	1	2	3	4	5	6	7
1	I do not handle myself well in social gatherings.							
2	It is difficult for me to make new friends.							
3	I have difficulties making new friends in University.							
4	I find it difficult to hold a conversation with most people.							
5	I have difficulties participating in class discussions.							
6	I am usually quiet and passive in social situations.							
7	I have difficulties getting a data when I want one.							
8	I have difficulties talking to university staff.							
9	It is difficult for me to express a different opinion.							
10	I feel confident asking a lecturer a question.							
11	I feel confident talking to my lecturers.							
12	I feel confident in asking questions in class.							
13	I am confident of my language skills.							
14	I feel comfortable requesting information.							
15	I have common interests with local people.							
16	I have common topics for conversation with local people.							
17	I enjoy activities that most local people enjoy.							

18	When I'm trying to become friends with someone who seems uninterested at first, I don't give up easily.							
19	If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me.							
20	I feel confident in joining a student organization.							

Uncertainty Avoidance Questionnaire

Please select the best alternative for you. In this society means "Turkish Society"

1	In this society, orderliness and consistency are stressed, even at the expense of experimentation and innovation.						
	strongly agree 1	agree 2	agree somewhat 3	neutral 4	disagree somewhat 5	disagree 6	strongly disagree 7
2	In this society, people lead highly structured lives with few unexpected events.						
	strongly agree 1	agree 2	agree somewhat 3	neutral 4	disagree somewhat 5	disagree 6	strongly disagree 7
3	In this society, societal requirements and instructions are spelled out in detail so citizens know what they are expected to do.						
	strongly agree 1	agree 2	agree somewhat 3	neutral 4	disagree somewhat 5	disagree 6	strongly disagree 7
4	This society has rules or laws to cover:						
	almost all situations 1	2	3	some situations 4	5	6	very few situations 7
5	I believe that orderliness and consistency should be stressed, even at the expense of experimentation and innovation.						
	strongly agree 1	agree 2	agree somewhat 3	neutral 4	disagree somewhat 5	disagree 6	strongly disagree 7

6	I believe that a person who leads a structured life that has few unexpected events:						
	has a lot to be thankful for 1	2	3	4	5	6	is missing a lot of excitement 7
7	I believe that societal requirements and instructions should be spelled out in detail so citizens know what they are expected to do.						
	strongly agree 1	agree 2	agree somewhat 3	neutral 4	disagree somewhat 5	disagree 6	strongly disagree 7
8	I believe that society should have rules or laws to cover:						
	almost all situations 1	2	3	some situations 4	5	6	very few situations 7
9	I believe that leaders in this society should:						
	provide detailed plans concerning how to achieve goals 1	2	3	4	5	6	allow the people freedom in determining how best to achieve goals 7

Survey on international student engagement

Below we have questions about your engagement, please provide your responses.

1. on average, how many hours a week do you spend doing academic work (studying, reading, writing, doing lab work, analyzing data, and other academic activities)? LAC

2. While you were taking courses in the current program, how often have you worked harder than you expected to meet a course instructor's standards and expectations? LAC

Very little	Little	Some	Very much
1	2	3	4

3. To what extent does your academic program emphasize each of the following?

LAC, SCE, SCE, SE

	Very Little	Little	Some	Very much
	1	2	3	4
Spending significant amounts of time studying and doing academic work.				
Socializing with international and Turkish students.				

Providing the support you need to help you succeed academically.				
Providing the support you need to socialize with people.				

4. During your study in the current program, how often have you done each of the following?

ACL, ACL, ACL, EEE, SFI, SFI, SFI, SFI, SFI, EEE, SE, SE

	Very little 1	Little 2	Some 3	Very much 4
Asked questions in class or contributed to class discussions.				
Worked actively with other students on projects during class.				
Worked with classmates outside of class to prepare class assignments.				
Used technology (blackboard, listserv, face book) to discuss ideas from your readings or classes with others outside of class (peers, family members, etc.).				
Discussed grades or assignments with a course instructor.				

Discussed ideas from your readings or classes with faculty members outside of class.				
Talked about career plans with a faculty member or advisor.				
Worked with faculty members on activities other than coursework (committee, orientation, student life activities, etc.).				
Worked on a research project with a faculty member outside of course or program requirements.				
Participated in co-curricular activities which are related to your academic program (teaching/research assistantship, academic organizations, campus publications, etc.).				
Participated in extra-curricular activities which are not related to your academic program (campus groups, clubs, organizations, programs, etc.).				
Attended an art, exhibit, dance, music, theater, or other performance.				

5. Rate the quality of your social relationships at your university. SCE

	Very little 1	Little 2	Some 3	Very much 4
Relationships with other international students.				
Relationships with Turkish students.				
Relationships with faculty members.				
Relationships with administrative personnel and staff.				

LAC --- Level of Academic Challenge, NSSE items

ACL – Active and Collaborative Learning, NSSE items

SFI – Student-Faculty Interaction, NSSE items

EEE – Enriching Educational Experiences, NSSE items

SCE – Supportive Campus Environment, NSSE items

SE – Social Engagement

WE DEEPLY APPRIATE YOUR RESPONSES, THANK YOU VERY MUCH FOR YOUR CONTRIBUTION.

Research Team

turnitin report

ORIJINALLIK RAPORU

%15	%	%	%
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6	Yaser SNOUBAR. "INTERNATIONAL STUDENTS IN TURKEY: RESEARCH ON PROBLEMS EXPERIENCED AND SOCIAL SERVICE REQUIREMENTS", Journal of International Social Research, 2017 Yayın	%1
7	i-rep.emu.edu.tr:8080 İnternet Kaynağı	%1

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Bibliyografyayı Çıkart	Kapat		

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