



NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
GENERAL PSYCHOLOGY PROGRAM

**THE EFFECTIVE OF SELF-CONCEPT ON THE ACADEMIC
STRESS AND RESILIENCE OF INTERNATIONAL
STUDENTS IN NEAR EAST UNIVERSITY**

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THE EFFECTIVE OF SELF-CONCEPT ON THE ACADEMIC STRESS AND RESILIENCE OF INTERNATIONAL STUDENTS IN NEAR EAST UNIVERSITY

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DECLARATION

I'm Zainab Momeny, hereby declare that this dissertation entitled "The effective self-concept on the academic stress and resilience of international students in Near East University " has been prepared myself under the guidance and supervision of "Assist. Prof. Dr. Ezgi Ulu" in partial fulfillment of The Near East University, Graduate School of Social Sciences regulations and does not to the best of my knowledge breach any Law of Copyrights and fully cited and referenced for all that material's that are not original to this work.

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ABSTRACT

THE EFFECTIVE SELF-CONCEPT ON THE ACADEMIC STRESS AND RESILIENCE OF INTERNATIONAL STUDENTS IN NEAR EAST UNIVERSITY

The role of self-concept, resilience, and academic stress international student and during academic life is very important. And each of these variables can have an impact on students' educational process. Especially international students who are away from their families and experience a different student life than others. The aim of this study is the role of self-concept on academic stress and resilience and the study of the relationship between these three variables among international students, taking into account the gender, the academic year, and the field of study. in the present study include 145 NEU international students from 2019-2020 academic years. The result of this study showed the finding of this study shows that there is a statistically significant relationship between all three variables of self-concept, resilience, and academic stress. And these three variables are not significantly related to gender, and the year of study is not related to self-concept and academic stress. But, there is a significant relationship between year of study and resilience. there is no statistically significant between field and self-concept, academic stress, and resilience. The most important thing for parents, universities, and counselors can be the role of self-concept, academic stress, and resilience in international students' academic life. Especially during the first year of they live.

Keywords: self-concept, resilience, academic stress, international students

ÖZ

YAKIN DOĞU ÜNİVERSİTESİ'NDEKİ ULUSLARARASI ÖĞRENCİLERİN AKADEMİK STRESİ VE ESNEKLİĞİ ÜZERİNE ETKİLİ BENLİK KAVRAMI

Benlik kavramı, esneklik ve akademik stres uluslararası öğrencinin ve akademik yaşam boyunca rolü çok önemlidir. Ve bu değişkenlerin her birinin öğrencilerin eğitim süreci üzerinde bir etkisi olabilir. Özellikle ailelerinden uzak ve diğerlerinden farklı bir öğrenci hayatı yaşayan uluslararası öğrenciler. Bu çalışmanın amacı, benlik kavramının akademik stres ve dayanıklılık üzerindeki rolü ve bu üç değişken arasındaki ilişkinin cinsiyet, akademik yıl ve çalışma alanı göz önünde bulundurularak uluslararası öğrenciler arasında incelenmesidir. Bu çalışmada 2019-2020 akademik yılından 145 NEU uluslararası öğrenci bulunmaktadır. Bu çalışmanın sonucu, bu çalışmanın bulgularının üç benlik kavramı, esneklik ve akademik stres değişkenleri arasında istatistiksel olarak anlamlı bir ilişki olduğunu gösterdiğini göstermiştir. Ve bu üç değişken cinsiyetle anlamlı bir şekilde ilişkili değildir ve eğitim yılı benlik kavramı ve akademik stresle ilgili değildir. Ancak, eğitim yılı ile esneklik arasında anlamlı bir ilişki vardır. alan ve benlik kavramı, akademik stres ve esneklik arasında istatistiksel olarak anlamlı bir fark yoktur. Ebeveynler, üniversiteler ve danışmanlar için en önemli şey, uluslararası öğrencilerin akademik yaşamında benlik kavramı, akademik stres ve dayanıklılığın rolü olabilir. Özellikle yaşadıkları ilk yıl boyunca.

Anahtar Kelimeler: Benlik kavramı, esneklik, akademik stres, uluslararası öğrenciler

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CHAPTER 1

INTRODUCTION

The Subject of the relationship among self-concept, resilience and academic stress among students and the relationship between these three variables and its impact on students' academic achievement and mental health has led to many studies on these variables A brief explanation of these issues reveals the role of these variables in education.

The self- concept is a trait of cognitive personality that can be positive and negative form. In general, self-concept is an intricate system that is shaped and changing and growing by beliefs, attitudes, and thought, and this is true for each person, also any person carries it in life. also referred to as some points that be able to influenced self- concept such as, parenting, family, parents, depression, self-criticism, and inadequacy can also affect and influence the development of each self-concept of any person. Also, the author mentioned teachers have an important role in improving a positive self-concept but any person gets a positive self- concept by positive and rational thinking, befriend with oneself, always appreciate oneself (Yahaya & Rami, 2009).

According to Franken (1994), much research has shown that self-concept can be a source of motivational behavior. Self-concept in itself can create, shape, maintain, and promote behavior. Of course, we compare what we did with what others expected of us, and finally the achievements we made in meditating with others. Thus, self-concept is not innate, but self-concept is achieved through interaction with the environment and communication with others.

In addition to self-concept, the power of academic stress on academic achievement cannot be overlooked by researchers. Academic stress, this concept is an important concept for all persons who deal with education. According to Ramachandiran, & Dhanapal (2018) collaged life is one of the most interesting and full challenges for students. Students have academic stress more than school time. When students transfer from school to university they have been encounter many things that can impact or hamper their academic performance and emotional and social well- being.

Besides, stress is the main issue for college students as they cope with a manifold of, social, academic, and personal challenges. (Towbes and Cohen, 1996). Furthermore, the source of Academic stress among of college students can change daily their life such as a change in sleeping habits, change in eating habit, and change in the social activities, and taking the time of vocation and break, also, confronting by new responsibility, financial difficulties, and trying to solving many assignments Willis, & Burnett (2016 as cited in Ross, 1999).

Resilience is another variable that I interested to know the level of this variable relates to the self-concept and academic stress of students. Presently, we can observe many studies of resilience, and this interesting concept has been applied in a variety of fields, including employees of a company or department, in jobs, universities, medical, social, and different age groups. Of course, there are different definitions. Also, Mestre (2017), mentioned that resilience as a personality trait and resilience as a developmental factor.

Resilience is considered a dynamic process that changes over time and is affected by environmental conditions, (Gómez-Molinero, Zayas, Ruíz-González, & Guil 2018, as cited in Lee et al., 2012). However, Reuters sees resilience as an ability that helps a person cope successfully in adverse situations, (Rutter, 2008). Resilience is also one of the important issues that have had a significant relationship with academic success, self-concept, and academic stress. Resilience can be seen as an approach to predicting deep learning and academic

achievement, and it can also be considered a strategy for coping with academic stress (De la Fuente, Fernández-Cabezas, Cambil, Vera, González-Torres & Artuch-Garde, 2017).

On the other hand, resilience is related to students' positive self-concept, and also, the role of self-concept in improving university performance and increasing student satisfaction can be seen. (Miškolciová & Ďuricová, 2015).

1.1. Statement of the problem

Student life is one of the most stressful periods of any person's life, as students have to pay attention to the expectations of family members, teachers, and the community and use coping with stress to their satisfaction.

In another hand, many studies have shown that too much stress causes students to develop disorders including eating, sleeping, and mental disorders, the most common of which is depression and anxiety disorder (Beiter, Nash, McCrady, Rhoades, Linscomb, Clarahan, Sammut, 2015).

Furthermore, the inadequate attention of the academic systems to students' cognitive skills, and in particular the power of self-concept, and its impact on student stress and student resilience, can play a major role in academic achievement and academic activities (Pandey, 2016). Therefore, it is clear that students' psychological problems and the quality of teaching and learning at the university require serious attention to this issue. The researcher tries to find out is there any relationship between self-concept, academic stress, and resilience in international students?

1.2. Aim of the study

This study aims to find out the effective self- concept on the academic stress and resilience of undergraduate international students at Near East University. The researcher wants to understand the answer to fowling these questions:

1. Is there a relationship between gender and self-concept, academic stress, and resilience of international students?
2. Is there any relationship between self-concept, academic stress, and resilience in the year of education in international students?
3. Is there any relationship between self-concept, academic stress, and resilience in the field of education in international students?
4. is there any relationship between self-concept, academic stress, and resilience?

1.3. Significance of the study

Many stimuli in the academic environment can each provide a challenging resource for academic students. Staying away from family, living in a dormitory, participating in group work, finances, exams, and academic competitions with his or her classmates so, in these conditions, students should be having the ability of students to have good resilience for achieving good academic achievement.

Extensive research on academic stress shows that stress sources have a significant relationship with the mental health of university students. Things like academic performance, the pressure to succeed, and post-graduate programs, financial worries, sleep quality, friends' relationships, family relationships, public health, body image, self-confidence. And when stress, anxiety, and depression scores were compared with students' living conditions, it became clear that students living outside of college had higher levels of anxiety and stress than students who were on the campus. Students who were transferred were also at a higher level of stress than other students (Beiter, Nash, McCrady, Rhoades, Linscomb, Clarahan, & Sammut, 2015).

Self-concept is one of the most important cognitive and personality skills that can help students' academic achievement. the level of self-concept of students related to satisfaction with the growth environment and family training of students (Salmalian, & Kazemnezhad, 2014). Therefore, awareness of self- concept in

students can be an inner helping force that raises the quality of their education. People with a high level of self-esteem have more self-esteem and also more respect for others. On the other hand, self-concept increases self-confidence and has a greater adaptive capacity with others, and also, it plays an effective role in dealing with stress. Finally, it reduces depression and risk (Morales, 2017).

No- awareness of this skill is important not only for the students but also for the teachers as it is effective in maintaining communication between the students and the teachers. The Not knowing interpersonal communication skills of students and One of the reasons for the inability of students to process learning is the negative self-concept or low level of self-concept among teachers and students. Thus, teachers with understanding the level of self-concept of students be able to use the good methods for teaching and learning processes Yahaya, & Ramli, (2009, as cited in Barnes, Douglas & Frankie Todd, 1977).

According to Yahaya, & Ramli (2009), The main goal among students is their excellent academic performance. But, learning subjects and achieving top academic achievement is not just enough memory work but, the level of self-concept is coupled effectively on academic performance. Also, the self -concept is an interpersonal communication skill that effective technique for academic performance. Furthermore, One of the important roles in the formation of students' self-concept is to create connections between students in the classroom.

One more, measuring these variables creates a good learning environment for students. Besides, there is a strong mental and intellectual motivation for the students.

1.4. Limitations and delimitations

Data of the research is restricted with 145 NEU students from 2019-2020 academic years. Also, data of the research limited to the used scales. Collecting data from students have some limitation in their cooperation.

1.5. Definition

Self-concept: Self-concept refers to the totality of the individual's thoughts and feelings having reference to himself/herself as an object (Smith-Rosenberg, 1975).

Academic stress: Academic Stress is a mental condition (extreme anxiety, sorrow, or pain) in response to some anticipated situations associated with academic outcome or even unawareness of the type of such outcomes (Wan, Chapman. & Biggs, 1992).

Resilience: Resilience is used to describe when a person recovers easily and quickly from setbacks that occur during his or her life (Zautra, Hall & Murray, 2010).

CHAPTER 2

LITERATURE REVIEW

This research focuses on the effect of self-concept on academic stress and resilience of university students, and the primary purpose of this research is to examine the relationship between these three variables. In this chapter, the researcher tries to talk about these variables and their aspects.

2.1. Self-concept

Who am I? Self-concept is the image of ourselves, and it can be formed and changed and improved, bypassing the time and interaction with people who are essential in our life. Self-concept is generally thought of as our perceptions of our abilities behavior, unique characteristics, and, a mental image of who you are as a person. For example, beliefs such as "I am a kind person" or "I am a good student" are part of a general self-concept (Cheery & Gans, 2019). Also, self-concept is defined as the value that abilities, actions, qualities, and an individual place on his or her characteristics (Woolfolk, 2003).

2.1.1. Positive and negative aspects of self-concept

In the study of the positive and negative aspects of self-concept by Zahra (2010), mentioned that negative and positive self-concept is the result of our thinking that both can influence our behavior. In a positive self-concept, one can feel the ability and competence, and you can even get a positive performance from others. In total, positive self-concept increases self-esteem and leads to socially appropriate behavior. Also, in another study by Sikhwari (2014), people with negative self-

concept endorse their negative emotions. Eventually, people lose their balance of personal and social behavior. Positive and negative self-concept, a study at a university in Limpopo Province, South Africa, refers to the role of self-concept for academic achievement and motivation. Also, this study clearly shows that academic motivation and achievement relate to positive and negative self-concept.

Bandura (1977), one of the critical components that play an essential role in protecting academic achievement is the self-concept that, referred to Self-concept implies that there are certain abilities to organize practical courses that meet one's needs to achieve certain achievements. The medical, psychology and law courses were organized in such a way that students in psychology and medicine had a more positive sense of self-efficacy and future self-efficacy. As Sagone & De Caroli (2014) mentioned that Mastery of the environment, personal growth, and self-acceptance have been positively associated with resilience skills and, boys expressed greater wellbeing than girls, also the level of well being of late adolescents greater than middle ones. In another study by Garcia, Nima, and Kelle (2014), they mentioned that there are positive relationships between mastery of the environment, self-acceptance, independence, personal growth, and the purpose of life. For example, for the low effective group, high purpose in life predicted low levels of balance in life. Also, the study by Lindeblad, Svensson & Gustafson (2016), regarding gender, however, female students had a more positive attitude toward their self-concept Regarding gender. However, girls' students had a more positive attitude toward their self-concept and future performance than male students.

2.1.2. Dimensions of General Self-Concept

Besides, it is essential to pay a little consideration to the aspects of self-concept to understand better the application context and why it is essential for students? The positives and negatives of self-concept have been discussed in many studies. But there have also been scholars who have considered the structure or

dimensions of the concept of self-concept. For example, this is the structure of the general self- concept Zahra (2010, as cited in Shavelson, Hubner, & Stanton, (1976), General self-concept is Category into four parts. The first one is called academic self-concept which includes historical, mathematical, and scientific self-concept. The second one is called social self-concept that includes Peers, significant, and others. The third one is called economic self-concept which includes only emotional status. The last one is called physical self-concept that includes physical appearance and physical ability.

As Zheny, Gaumer Erickson, Kingston, and Nooan (2014) can find out of their research that significant correlations among the self- determination, academic achievement, and self-concept. In investigating, researchers understand as well a potential predictor of academic achievement of students with learning disabilities. Being a strong point that self-concept is a latent variable and skill for academic achievements.

2.1.3. Self-concept development

Self-concept is a multidimensional structure that has these three main characteristics. First, it is learned, second, organized, and the third is dynamic. Self-concept is not inherent. Also, self-concept is gradually formed from the very beginning of life and through repeated experiences seen by important people around you. So over time, perceive himself/herself in ways different from the ways others see them. Also, individuals realize different aspects of themselves at different times with varying degrees of expressiveness (Baby, 2012).

In a study by Harter (2015), gaining job opportunities, get accepting peers, get accepting parents, and teachers have a role in developing self-concept. Adults develop their leadership qualities and strengthen their life skills. Additionally, the role of teachers and parents is mentioned, which has an important role in maintaining the level of self-concept of adults. Also, in one study by Bharathi & Sreedevi (2016), the result showed that adolescence is one of the developmental periods that is associated with cognitive, social, and emotional changes during

this period, changes in the structure of adult self-concept occur. Adults mostly use complex, abstract, and psychological characters. Also, in another study by Emery, Gardner, Carswell & Finkel (2018), self-esteem and self-concept are also improving over them. And on the other hand, the adult period is a period of increasing sensitivity for rapid learning and important achievement. And in general, adults have a high level of self-concept through which they can present their identity in society.

2.1.4. Self-concept and learning

Motivational and Cognitive variables predicted academic self-concept, academic achievement, general intelligence, aim direction, attempt, and learning strategies. All the relationships between these cases have had a favorable and significant proportion. One of the highlights of this study was the direct impact of self-concept on progress, aim orientation, and the ability to mediate the attempt and learning strategies between academic aims and ultimate progress (Pérez, Costa & Corbí, 2012).

Within a study by Sikhwari (2014), that examined the relationship between academic achievement, motivation, and self-concept. As a result, the researcher understands that there is a considerable relationship between these variables and motivation. The researcher reveals that self-concept is a very important factor in students' progress. Furthermore, girls have more motivated than boys in this study. Psychological interventions are one of the most important factors in improving students' academic performance. Self-concept is also an important psychological factor, the strengthening of which plays an important role in motivating students' academic performance.

As Yengimolki, Kalantarkousheh, & Malekitabar (2015). in a study of Persian students on the relationship between self-concept, social adjustment, and academic achievement, the results showed that there was a notable difference among girls' and boys' academic achievement. But there is no difference between their self-concept. And another result of this study is that there is a significant

relationship between self-concept and social adjustment. According to the results of this study, the ability to progress in life is seen in people who have better adjustment.

2.2. Stress

As Hans Selye (1950) Often referred to as the "father of stress" Stated about the stress that Everyone knows stress, but no one knows what stress is. Also, Selye said, stress is a non-specific response of the body to any demand. According to Koolhaas, Bartolomucci, Buwalda, de Boer, Flügge, Korte & Richter-Levin (2011), Stress arises from the limited conditions in which the demand of the environment exceeds the natural monitoring capacity of an organism. Especially when unpredictable and uncontrollable conditions are physical. so, the stress comes out of not responding unpredictably or to improve the uncontrolled position, and also stress is a nervous reaction and endocrine glands.

Also, stress is one of the most common problems that affects many students. Especially high levels of stress can be seen among first-year students and during student exams (Gallego, Aguilar-Parra, Cangas, Langer & Mañas, 2014). Stress is a familiar eventual emotional feeling that is experienced differently by everyone and in every profession in which they operate. Students are also affected by stress, and according to this study, students' stress is subject to family and personal variables (Wanigasinghe, & Rathnayaka, 2019).

2.2.1. Academic stress and source of academic stress

Academic stress between students may be from existing sources (internal and external) of financial issues and beyond, cognitive issues. (Bisht, 1989). And, a study on academic stress among international students at U.S universities showed that although stress somehow helps to motivate students to learn and study, over-stress can negatively impact students' mental health. International students' academic stress includes items such as failures, assignments, weak relationships with other students or teachers, cultural distance, social support

network, role skills, and demographic characteristics (Wan, Chapman, & Biggs 1992).

There has been very research on academic stress, and according to this study, the stressors like competitions with other students, many assignments, failures, and weak relationships with other students or lecturers Nandamuri & Gowthami (2011 as cited Fairbrother & Warn 2003). However, in the study, one of the sources of international students' academic stress was their differences in their academic backgrounds and previous academic experiences, which placed serious negative and stress on these students. Nandamuri, & Gowthami (2011 as cited Wan, Chapman, & Biggs, 1992).

Financial stress has been defined by researchers as the incapacity to actualize one's economic responsibilities that are influenced by, opinion, attitudes, and other psychological factors (Northern, O'Brien & Goetz, 2010).

Although some sources of stress are necessary for personal growth, stress levels can affect students (Kumaraswamy, 2013). Academic stress is a mental condition (extreme anxiety, sorrow, or pain) in response to some anticipated situations associated with academic outcomes or even unawareness of the type of such outcomes. Another problem for students is financial problems, especially among students who have just joined the university. Things like financial stressors are living expenses, tuition, student loan debt, work-school-life balance, financial pressures from family academic expenses, student debt (APA, 2015). Also, students are stressed by the transferable nature of the Higher Education Program because they suddenly experience changes in the education system, lifestyle, and social environment, so this is stressful for students too (Prifti & Rapti, 2018).

2.2.2. Transactional Model of Stress and Coping

According to the Transactional Model of Stress and Coping that this theory finds out stress is a person-to-environment interplay process that grabs into account the nature of a stressful event (Lazarus, 1966). Afterward, Lazarus and Folkman

in 1984, The important point in the Transactional Model of Stress and Coping is the cognitive process of evaluating a person after dealing with stress. The cognitive process of individual evaluation involves primary and secondary evaluation. The Initial cognitive evaluation is about "what is at stake for the person and, "Secondary evaluation is "person's evaluation of coping options". Through these assessments, one tries to change one's unfavorable conditions (Willis, Burnett 2016 as cited in Lazarus & Folkman, 1984). Furthermore, both cognitive evaluation processes are affected by one's perception of how much control his or her stressful event. (Folkman & Lazarus, 1985).

In a study in India, conducted by Damle & Dabir (2019), it has been found that self-concept plays an important role in coping with stress. The researchers also state that stress plays an important role in the formation of low self-concept, isolation, and negative thoughts. According to the researchers, one of the negative thoughts that arise from low self-concept during coping with stress is suicide. Coping with internal and external stress is challenging when the level of self-concept is low.

2.3. Resilience concept

According to Zautra, Hall & Murray (2010), resilience is used when a person can easily and quickly recover from the problems they face in their life. Also, resilience is the ability to adapt successfully to stress and incompatibility. Stressful events in life can have many effects on the structure and function of the brain and may lead to psychiatric disorders. But many people do not get sick after experiencing stressful events in life. So they seem to be resisting. Resilience also relies on effective responses to environmental challenges and resistance to the destructive effects of stress as a successful adaptation. Therefore, resilience is significant in such effects (Wu, Feder, Cohen, Kim, Calderon, Charney & Mathé, 2013). Additionally, resilience includes positive performance, a one-time adaptation to problems, or consciously try to enlighten and integrate positively as a result of lessons learned from an unfavorable experience. Resilience is a concept that has

a complex structure that is defined differently according to different contexts. Different contexts such as families, organizations, communities, culture, and individuals (Southwick, Bonanno, Masten, Panter-Brick & Yehuda, 2014).

2.3.1. Components of resilience

As O'Brien & Sygna (2013) mentioned that, resilience has three components, resistance, recovery, and transformation. Resistance is the ability to absorb or resist impact. The ability to recover refers to recovery. Transformation is a complex process that involves personal, cultural, organizational, institutional, and systemic changes.

Resistance determinants may also depend on specific contexts and challenges. Also, effective factors may vary from person to person based on a variety of factors, including personality, specific challenges, available resources, and the environment. For instance, instilling a sense of hope, dignity, and alliance may be critically important for fostering resilience in a war-torn and impoverished community. But, not in a stable and resource-rich community (Southwick, Bonanno, Masten, Panter-Brick, & Yehuda, 2014).

2.3.2. Factors of resilience

According to Chavkin & Gonzale (2000), resilience and five important protective factors in which families, schools, and communities are involved are: The five most important categories of protective factors are as the following.

1. Supportive relationships, special inspiration by school staff, and other mature.
2. Student attributes, like, self-esteem, motivation, and adopting liability.
3. Family factors like parental protection /concern and school amelioration.
4. Social factors like social programs for adolescents or young people.
5. School factors like academic achievements and social proficiency training.

According to Joseph & Linley (2006) Intellectual functions, social attachments, positive self-concept, cognitive flexibility, stubbornness, emotional regulation, optimism, hope, ability, and adaptability are related with resilience. In another hand, positive emotions and the emotional and wellbeing aspect of our society help people to develop the flexibility of the individual and the society, and also, the importance of social communication plays an effective role in resilience (Zautra, Arewasikporn, & Davis, 2010).

According to the study by Herman, Stewart, Diaz-Granados, Berger, Jackson, and Eugene, (2011), resilience factors include personal, biological-genetic, environmental, family-economic, cultural-spiritual, community policies, and nurturance. Personality traits and personality factors such as gender, age, ethnicity, and race are a factor of resilience. Also, some of the factors that strengthen resistance may be specific to life stages, and some other factors may increase resilience over a lifetime (Herrman, Stewart, Diaz-Granados, Berger, Jackson & Yuen, 2011).

Another study by Haroz, Murray, Bolton, Betancourt, & Bass, (2013) found that social support not only helped improve depression and anxiety, but that social support is a significant factor for mental health, and that pro-social behavior was associated with increased resilience. Also, Interventions to strengthen flexibility both before, during, and after stressful and traumatic events can be both effective. perfectly, intermediation/teaching will take place before stressful events so that the person is better ready to deal with difficulties. In general, human beings need or adapt to adverse conditions that require material and social resources. Thus, promoting healthy environments in the family and social environments is one of the most important factors in strengthening resilience, allowing the individual's immune system to function effectively (Southwick, Bonanno, Masten, Panter-Brick, & Yehuda, 2014, Liang, 2019)

According to Liang (2019), personal factors, family factors, school environment, and social factors each affect resilience. Another effective factor in resilience is

that raising the level of cognitive flexibility, which can be improved by activities to strengthen one's culture the researcher mentioned that creating a good social support system, teaching resilience intervention, and creating positive resilience environments also can play a good role in strengthening resilience.

2.4. Related research

2.4.1. Self-concept and Resilience

Rutter (1979, 1985), self-concept is one of the effective factors in social resistance, social competence, and resilience. Therefore, Students need to use protective factors to adapt to the new environment. Also, resilience is a protective factor that helps students adapt to the new environment and the student has high resilience that has a positive self-concept (Werner, 2000). Furthermore, resilience is increased by the influence of factors such as individual, family, and social and increasing resilience affects the quality of social communication (Werner & Smith, 2001).

Fassig (2004), at high levels of resilience, one can see the characteristics of each optimism, self-esteem, and focus of control, and these characteristics help the individual to adapt to the environment. Thus, a positive modernization mechanism allows for stressful situations to control a new environment. Resilience also affects emotional focus and behavioral mismatch.

Kearney (2010), in this study, investigated and comparative differences in self-efficacy, racial identity, resilience, self-concept, and achievement among African-American gifted and non-gifted students. The researcher stated that the level of resilience and self-concept of intelligent students is higher than that of non-intelligent students. Students who have higher resilience and self-concept also expressed greater self-efficacy and success. In this study, African-American students, including students with high resilience and self-concept, were identified. Moreover, as discussed by Leary & DeRosier (2012) mentioned, protective agents are modulators of risk, stress, and incompatibility that lead to a reduction

in the negative effects of problems and an increase in positive outcomes. In this study, positive self-concept, support of family and friends, and socialization are protective factors. It is also possible to predict students' stress by studying social communication and cognitive styles of students during transfer to a university (Leary, & DeRosier, 2012). Although, an experimental study in Malaysia conducted on first-year college students found that the experimental research group could show better control over their academic stress than the control group by learning how to cope with academic stress (Baqtayan& Mai, 2012).

Based on this research, Glazzard and Dale from Julie and Emmanuel's stories can be understood to have a positive self-concept and resilience to positive elements such as the relationship between teachers and students, awareness of their practical abilities about their academic abilities, creating space. Positive. Both Julie and Emmanuelle were both aware of their behaviors by comparing themselves to those around them, especially their siblings, classmates, and classmates so that those around them could also negatively affect their self-concept (Glazzard & Dale, 2013). On the other hand, a large study by Southeast State University showed that moderate to strong correlational relationships were found between stress appraisal, resilience, self-efficacy, and self-concept. Understanding perceived stress reflects events, or more precisely, stress assessment in this study shows less self-concept and predicts higher self-efficacy self-assessment. There is a positive relationship between resilience and self-concept. Also, stress appraisal predicted lower resilience (Cody, 2013).

Confirm a study in Australia noted that self-concept also plays a role in facilitating students' interaction with the social environment. In this study, it has been shown that self-concept is a dynamic and multidimensional phenomenon that emerges through social activities. Self-concept plays an important role in shaping students' motivation and aspirations. Also, self-concept not only affects students' academic performance but also forms part of their academic and career advancement. Therefore, the development of self-concept is essential for success in higher education (Yeung, Wilson & Craven, 2014).

A study at the University of Malaya, Kuala Lumpur, on the role of non-academic self-concept could affect students' academic achievement. The impact of non-academic self-concept on the progress of academic achievement should not be overlooked. Students have a greater desire for academic excellence than other students that they have a more successful life. On the other hand, non-academic self-concept is related to students' lives, so non-academic self-concept also has a positive effect on students' study (Fin & Ishak, 2014). Also, Positive attitudes toward cognitive impairment, such as social anxiety disorder and depressive, have a significant relationship. Considering self-esteem and being positive about yourself can reduce the symptoms of social anxiety and depression (Van Tuijl, de Jong, Sportel, de Hullu & Nauta, 2014).

According to research conducted by Sabouripour, Hassan & Bte (2014) they found that the level of resilience and social support varied between Asian, African, and Middle Eastern races, especially the race of the Middle East, which differed more from other groups. Relationships between social support and resilience among international students are significant (Sabouripour, Hassan & Bte, 2014). In this study mentioned that creating positive potential among students is the responsibility of educators and officials. Surprisingly, students who experienced more negative outcomes than their peers were more likely to use protective factors. However, the behavior of others has affected the feelings and self-concept of these students and has reduced the factors of protection and resilience. And, these students are exposed to social deprivation and social, psychological, physical, and emotional problems with low academic achievement and high dropout rates (Coleman, 2015). In another hand, academic performance is a complex student process that requires several abilities, such as prior knowledge, memory, talent, and cognitive factors. Students' self-concept is also part of the ability to play a role in students' academic achievement (Singh 2015).

According to the results of study Jayalakshmi & Magdalin (2015), it can be seen that resilience skills have a very strong and significant relationship with the mental health of female students in the university. The findings of this study were that

people with good resilience have abilities such as the ability to manage stress, awareness and find positive points, build self-confidence, and purposeful plans to solve their problems (Jayalakshmi & Magdalin, 2015).

In a study in Malaysia that research conducted to identify resilience levels among international students in Public Higher Education Institutions in Malaysia concluded that there was no significant difference in the rate from sex to hydration based on gender and study program. But the level of resilience has a significant relationship with age. However, this study showed that the level of resilience of students in master's and doctoral degrees was moderate, and the level of resilience in the undergraduate course was low (Subhan, Amat, Bakar, Abdidin, Faisal, Tohirin & Kamin, 2015). Also, Miškolciová & Ďuricová's investigate the relationship between student resilience and students' self-concept, that the researcher showed among resilience and self-concept exist a positive relationship. If students have more confidence in their abilities, they will be able to better understand and deal with difficult situations. And the most important point of this research was that by strengthening positive self-concept, we could strengthen resistance and thus have a positive contribution to improving academic performance and increasing life satisfaction (Miškolciová & Ďuricová, 2015).

The issue of resistance and its level is very important for international students because they have to overcome the new environment and challenges. And according to the result of this study, there is no difference in the level of gender resistance between international students. Another highlight of the study is that race resistance is higher than African students' resilience to others. The resilience level of students is very important as it can help them adjust their life pressures and stresses (Sabouripour & Roslan, 2015). But,

Martinsen, Neumer, Holen, Waaktaar, Sund & Kendall (2016) had studied Symptoms of depression that are associated with negative self-esteem. Also,

depressive symptoms are associated with anxiety, which negatively affects the quality of life and self-esteem of individuals.

As Willis & Burnett (2016), In a study at Andrews University, revealed that the ability to manage stressful life depends on the resilience variable. Additionally, the researchers express predicting that there is an inverse relationship between resilience, self-concept, and stress, and each of these variables. Understanding high levels of stress were remarkably associated with poor self-concept and low levels of resilience, which was common among girl and boy students.

According to research on the adaptive abilities of first-year students at a Turkish university, it has been found that scales of resilience and resilience among social variables play the greatest role in adapting to student life risk (Rahat & İlhan, 2016).

According to a study by Košir, Horvat, Aram & Jurinec (2016), that mentioned There is no significant difference between the level of self-concept among gifted and non-intelligent students, but it is interesting to note that the level of self-concept of intelligent boys is higher than that of non-intelligent boys of the same age. on the other hand, self-concept in the group of gifted girls and was not identified as gifted was inverse. it means the self-concept of gifted girls lower than other girls who were not identified as gifted. Also, the researchers note that it is important to consider individual differences between these students (Košir, Horvat, Aram & Jurinec, 2016). Furthermore, as can be seen in this study, there are direct positive effects of social skills and some dimensions of self-concept to the use of effective coping strategies, such as "information retrieval and guidance." Therefore, students gained the highest score in self-concept variables, social skills, and emotional intelligence by using more productive coping strategies (i.e., active solutions, information retrieval, and positive attitude and attitude) (Rodríguez, 2017).

Moreover, the result of Jaureguizar, Garaigordobil & Bernaras (2018) study showed that self-concept, resilience, and social skills play a moderating role in

depression and stress in childhood. As well as, the researchers mentioned that strengthening self-concept, resilience, and social skills can be considered as a protective factor to prevent stress and depression. Self-concept and resilience can be considered as one of the important factors in identifying the symptoms of depression and coping with stress.

2.4.2. Self- concept and academic stress

Stress weakens the relationship between one's concepts and life events. Women experience more stress, and stress is one of the things that can affect their self-concept. In this sense, with increasing stress, self-concept decreases (Garton & Pratt, 1995). In another study by Obidigbo in (2002), found out that self-concept influences students' academic performance. And the results of this study showed that self-concept and academic performance are more common among men. On the other hand, parents, teachers, and officials have an effective influence on students' self-development and academic performance (Obidigbo, 2002).

a study by D'Souza (2010) that showed one of the most significant stresses of the academy is for students during exams. Helping students cope with the valuable values of high academic self-esteem makes them believe that people are valuable and valuable, so they deserve high self-esteem and a healthy standard, and this is one way to deal with stress. It is academic. Therefore, the notion of academic self-esteem is one of the ways to deal with academic stress (D'Souza, 2010). Also, according to research conducted by Chetri (2014), mentioned that motivation and self-concept associated with academic achievement. Also such as self- concept, and motivation affect each other. The better the self-concept, the greater the motivation for progress to achieve progress. School students should be encouraged to develop their self-concept, and further encouraging students' self-concept will create the necessary space for students to succeed in further education (Chetri, 2014).

Naturally, students will be exposed to stress at different times. But the impact of stress is one of the controversial topics that have been addressed in various

ways. Among the effects of stress can be seen in self-concept, time management, socio-economic issues, homework, communication with faculty members, family environment. As a result of this research, the research reveals self-concept of the subject emerges out to be a significant great for academic stress. Also, the researcher found out the meaningful negative relationship between academic Stress and self-concept (Pandey, 2016). But on the other hand, Students' academic Stress is moderately controlled between self-concept and academic achievement motivation. Self-concept can also be improved by understanding abilities, strengths, weaknesses, interests, attitudes, talents, emotions, knowledge. According to the results of this study, positive self-concept and motivation to progress cause Eustress among students and allow them to optimize their full potential (Narasimhan, 2018).

2.4.3. Resilience & Academic Stress

According to a study among American students, undergraduate social work students that find out the relationship between academic stress and resilience of students, which Academic Stress negatively influenced resilience and social support (Wilks & Spivey 2010). Also, by increasing resilience in students, it reduces the amount of stress among students, and also in addition to reducing stress, it also predicts life satisfaction among students (Abolghasemi & Varaniyab, 2010).

Allan, McKenna & Dominey (2014), mentioned that students may be vulnerable to stressful situations by transferring to the university. Students need psychological resistance to achieve academic success. Also, increasing resilience increases the effective academic achievement of women and helps men in the more practical aspect of education. Thus, in a study by Shi, Wang, Bian & Wang (2015) that show, life satisfaction was decreased by academic stress, but resilience is usefully affecting in this situation because here resilience has a moderator role among academic stress and life satisfaction.

CHAPTER 3

METHODOLOGY

This chapter will talk about the design of the study, population and sampling, materials, data collection, and data analysis.

3.1. Design

The current study used a survey study. The researcher used the quantitative and it is research which is to find out and employ, theories, mathematical models, and hypotheses about phenomena (Nakajima & Telyukova, 2017). Also, the researcher used the correlational design that this method the researcher tries to find out the relationships between two or more variables (Wu, 2018).

3.2. Population and the Sample

The sample of my research is from international students of NEU in North Cyprus (Nicosia) which 145 international students of undergraduate students. The researcher chooses the Convenience sampling, One of the most common sampling methods is for situations where respondents can be easily accessed. In addition to speed, time is also one of the highlights of this method (Etikan, Musa & Alkassim, 2016). from four filed (Humanities, Medical science, Mathematical science, and Communication, and the participant should be in the first, second, third, or fourth year of their study.

Table 1.*Socio-demographic information about the sample*

| Socio-economic | | N | Percent (Relative frequency) |
|------------------------|----------------------|----|------------------------------|
| student Gender | Female | 48 | 33.1% |
| | Male | 97 | 66.89% |
| Field of study | Humanities | 32 | 22.06% |
| | Medical Science | 39 | 26.89% |
| | Mathematical Science | 49 | 33.79% |
| | Communication | 25 | 17.24% |
| Year of Academic Study | First | 32 | 22.06% |
| | Second | 54 | 37.24% |
| | Third | 29 | 20% |
| | Fourth | 30 | 20.68% |

3.3. Materials

The measures used in this study included: the six-factor self- concept scale for adults, the academic stress questionnaire (PAS) among university students, the Connor- Davidson Resilience scale (CD-RISC-25) for how you think would have felt.

The self-concept scale for adults (SFSCS) This measurement was made by Stake in (1994). The purpose of this test is to build a multidimensional self- concept for adults that shows a wide range of their assessments at the intermediate level of characteristics. This survey has 7 answers which participant should choose one of them; the first) never or almost never true of me, The second) usually not true of me, Third) sometimes but infrequently true of me, the fourth) occasionally true of me the fifth) often true of me, The sixth) usually true of me, The seventh) always or almost always true of me. Concerns are about the validity of the ethical subscale of this scale because it is related to social utility.

It is necessary to pay attention that correlations between the morality subscale and social desirability subscale ($r=.32$) were much lower than the estimation of the reliability of the morality subscale (internal consistency $=.85$; test-retest reliability $=.74$ and $.88$) (Stake,1994).

The Academic stress questionnaire (PAS): The measurements developed by Bedewy & Gabriel, (2015) which measures perceived sources of academic stress among university students. The purpose of this measurement is to measure university stress among students. This measurement has 18 items to measure the understanding of academic stress and its resources. This scale takes 5minutes to complete. This Measurement has five scales that range and Each question has five-point Likert scales; that from the first question to the fifth question is (the first. Strongly Disagree, The second. Disagree, Third. Neutral, the fourth. Agree, the fifth. Strongly Agree) and the sixth question to the Eighteenth question is (the first. Strongly Agree, the second. Agree, Third. Neutral, the fourth. Disagree, the fifth. Strongly Disagree. The developed instrument has an internal consistency reliability of 0.7 (Cronbach's alpha), (Bedewy & Gabriel, 2015).

The Connor-Davidson Resilience scale (CD-RISC-25): the resilience scale development by Connor, & Davidson, in (2003), and The Connor-Davidson Resilience Scale (CD-RISC) includes 25 items, each rated on a 5-point scale (0–4), with higher scores mindful greater resilience. The CD-RISC contains 25 items, all of which carry a 5-point range of responses, as follows: not true at all (0), rarely true (1), sometimes true (2), often true (3), and true nearly all of the time (4). The scale is rated based on how the subject has felt over the past month. The total score of the variables is from 0 to 100, the high score indicates greater resistance. Cronbach's a for the full scale was 0.89 and item-total correlations ranged from 0.30 to 0.70 (Connor & Davidson, 2003).

Socio-Demographic Form is the questionnaire that was developed by the researcher and it is about; gender, filed, and years of study.

3.4. Data collection procedure

The process of data collection, after the permission of the ethics committee, the researcher randomly chooses international undergraduate students, which includes the first years to fourth years of NEU University. Initially, participants were given a summary of the study and the purpose of the study. Participants are then given informed consent. Participants are then given three self-concept and academic stress (PAS) and resilience (CD-Risc-25) questionnaires. And after completing and filling out the questionnaire, it is collected. Filling and collecting questionnaires during leisure and leisure time participants took place in places such as classrooms, international offices, libraries, dormitories, cafeterias and restaurants, laundry of the university.

3.5. Data analysis procedures

In the present study, the researcher uses SPSS for analyzing the data. The regression and correlation analysis for the relationship between academic stress, self-concept, and resilience. The researcher also uses the t-test to evaluate the mean and variance of the gender (male and female) and compare them and find what is the relationships between these variables and group of students. Because of multivariate analysis, the researcher uses ANOVA and post hoc with the Tukey test for years of study and the field of the students.

Table 2*Data properties*

| Variable | N | Minimum | Maximum | Mean | Std | Skewness Statistic | Std. Error | Kurtosis Statistic | Std. Error |
|-----------------|-----|---------|---------|--------|-------|-----------------------|------------|-----------------------|------------|
| Self-concept | 145 | 107.00 | 229.00 | 179.06 | 26.66 | -.344 | .201 | -.605 | .400 |
| Academic Stress | 145 | 30.00 | 90.00 | 58.78 | 12.65 | .264 | .201 | -.527 | .400 |
| Resilience | 145 | 34.00 | 100.00 | 72.40 | 15.09 | -.393 | .201 | -.448 | .400 |

Table 3.*Participants self-concept scores distribution*

| Variable | N | Mean | SD | Minimum | Maximum |
|--------------|-----|---------|--------|---------|---------|
| Self-concept | 145 | 179.062 | 26.661 | 107.00 | 229.00 |

In table 3 the result which is evaluated by descriptive analysis shows that the mean of self-concept is 179.062 for 145 undergraduate students with Minimum 107.00 and Maximum 229.00.

Table 4.*Participants Academic stress scores distribution*

| Variable | N | Mean | SD | Minimum | Maximum |
|-----------------|-----|--------|--------|---------|---------|
| Academic stress | 145 | 58.786 | 12.651 | 30.00 | 90.00 |

The mean of academic stress which is evaluated by Descriptive analysis in 145 undergraduate students is 58.786. The level of academic stress showed that the minimum academic stress is 30.00 and the maximum is 90.00

Table 5.

Participants Resilience scores distribution

| Variable | N | Mean | SD | Minimum | Maximum |
|-----------------|----------|-------------|-----------|----------------|----------------|
| Resilience | 145 | 72.400 | 15.096 | 34.00 | 100.00 |

For resilience, which is evaluated by Descriptive analysis the mean is 72.400 for 145 undergraduate students. The level of resilience showed that the minimum of resilience is 34.00 and the maximum is 100.00.

As can be seen, self-concept, academic stress, and resilience in two groups of females and males have different scores.

CHAPTER 4

RESULT

In this chapter, the researcher discusses the impact of self-concept on the variables of academic stress and resilience and the relationship between each of the variables of self-concept, academic stress, and resilience or each other and the differences between each of these variables about gender, Field of study, and academic year included.

Table 6.

Relationship between gender and Self-concept

| Gender | N | Mean | SD | T | p |
|---------------|----------|-------------|-----------|----------|----------|
| Female | 48 | 182.187 | 24.427 | 1.036 | .303 |
| Male | 97 | 177.515 | 27.691 | | |

The first variable is the self-concept that the result in table 6 shows the mean in females (182.187 ± 24.427) is higher than males (177.515 ± 27.691). A comparison of self-concept in the gender of undergraduate students using the t-test method revealed that there were statistically not significant differences between self-concept score and gender of undergraduate students in this university ($t = 1.036, p > 0.05$).

Table 7.*Relationship between gender and Academic stress*

| Gender | N | Mean | SD | T | p |
|---------------|----------|-------------|-----------|----------|----------|
| Female | 48 | 57.583 | 12.923 | -.804 | .423 |
| Male | 97 | 59.381 | 12.540 | | |

The second variable is academic stress and the mean in girls (57.583 ± 12.923) is lower than boys (59.381 ± 12.540). And the comparison of academic stress in the gender that using the t-test method shows that there were no statistically significant differences between academic stress score and gender of undergraduate students in this university ($t = -.804$, $p > 0.05$).

Table 8.*Relationship between gender and Resilience*

| Gender | N | Mean | SD | T | p |
|---------------|----------|-------------|-----------|----------|----------|
| Female | 48 | 69.958 | 15.776 | -1.374 | .172 |
| Male | 97 | 73.608 | 14.681 | | |

And the last one is resilience and the result shows that girls have a lower score (69.958 ± 15.776) than boys (73.608 ± 14.681). The comparison of resilience in the gender by t-test method shows that there were no statistically significant differences between the resilience score and gender of undergraduate students ($t = -1.374$, $p > 0.05$).

In the comparison of self-concept, academic stress, and resilience in two groups of undergrad students who are living into place (in the dormitory and out of it) and two - groups of students the tables 9, 10, and 11 show the result which will be described:

Table 9.*Relationship between the year of study and self-concept*

| | Sum of squares | df | Mean square | F | p |
|----------------|----------------|-----|-------------|-------|------|
| Between groups | 4919.510 | 3 | 1639.837 | 2.373 | .073 |
| Within groups | 97438.931 | 141 | 691.056 | | |
| Total | 102358.441 | 144 | | | |

As can be seen in table 9 the comparison of self-concept using the ANOVA method reveal that there were no statistically significant differences between the year of study and self-concept ($f = 2.373$, $p > 0.05$).

Table 10.*Relationship between the year of study and Academic stress*

| | Sum of squares | df | Mean square | F | p |
|----------------|----------------|-----|-------------|-------|------|
| Between groups | 700.172 | 3 | 233.391 | 1.472 | .225 |
| Within groups | 22350.200 | 141 | 158.512 | | |
| Total | 23050.372 | 144 | | | |

As can be seen in table 10 the comparison of Academic stress using the ANOVA method reveals that there were no significant differences between the year of study and Academic stress ($f = 1.472$, $p > 0.05$).

Table 11.*Relationship between the year of study and Resilience*

| | Sum of squares | df | Mean square | F | p |
|----------------|----------------|-----|-------------|------|-------|
| Between groups | 1827.392 | 3 | 609.131 | 2.77 | .044* |
| Within groups | 30991.408 | 141 | 2019.797 | | |
| Total | 32818.800 | 144 | | | |

As can be seen in table 11 the comparison of the year of study and Resilience using the ANOVA method reveal that there were significant differences between the year of study and Resilience ($f = 2.77$, $p \leq 0.05$). Because the p is significant, to find the exact result in the year of study using the Post hoc test in the Tukey test method and the result shows that there was a significant difference between the Fourth year of study (76.166) and First year of study (66.750). So it means the mean of resilience in undergrad students in Forth year is higher than students in the first year of study. The more information is in the below table in table 12.

Table 12.*Descriptive for the years of study*

| Year of study | N | Mean | Sd |
|---------------|----|--------|--------|
| First year | 32 | 66.750 | 15.575 |
| Second year | 54 | 74.666 | 14.950 |
| Third year | 29 | 70.517 | 14.108 |
| Forth year | 30 | 76.166 | 14.108 |

Table 13.*Relationship between Field and Self-concept*

| | Sum of squares | df | Mean square | F | p |
|----------------|----------------|-----|-------------|-------|------|
| Between groups | 4785.770 | 3 | 1595.257 | 2.305 | .079 |
| Within groups | 97572.671 | 141 | 692.005 | | |
| Total | 102358.441 | 144 | | | |

As can be seen in table 13 the relationship between Field and Self-concept using the ANOVA method reveals that there were no statistically significant differences between the relationship between Field and Self-concept ($f = 2.305$, $p > 0.05$).

Table 14.*Relationship between Field and Academic stress*

| | Sum of squares | df | Mean square | F | p |
|----------------|----------------|-----|-------------|-------|------|
| Between groups | 850.667 | 3 | 283.556 | 1.801 | .150 |
| Within groups | 22199.706 | 141 | 157.445 | | |
| Total | | 144 | | | |

As can be seen in table 17 the Relationship between Field and Academic stress using the ANOVA method reveals that there were no statistically significant

differences between the Relationship between Field and Academic stress ($f = 1.801$, $p > 0.05$).

Table 15.

Relationship between Field and Resilience

| | Sum of squares | df | Mean square | F | p |
|----------------|----------------|-----|-------------|-------|------|
| Between groups | 997.655 | 3 | 325.885 | 1.443 | .233 |
| Within groups | 31841.145 | 141 | 225.824 | | |
| Total | 32818.800 | 144 | | | |

As can be seen in table18 the Relationship between Field and Resilience using the ANOVA method reveals that there were no statistically significant differences between the Relationship between Field and Resilience ($f = 1.443$, $p > 0.05$).

Table 16.*The correlation between Self-concept, Academic stress, and Resilience*

| | | Self-concept | Academic stress | Resilience |
|------------------------|----------|---------------------|------------------------|-------------------|
| Self-concept | r | 1 | .313** | .560** |
| | p | | .000 | .000 |
| | N | 145 | 145 | 145 |
| Academic stress | r | .313** | 1 | .465** |
| | p | .000 | | .000 |
| | N | 145 | 145 | 145 |
| Resilience | r | .560** | .465** | 1 |
| | p | .000 | .000 | |
| | N | 145 | 145 | 145 |

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Pearson's coefficient, there was a statistically significant relationship between self-concept and academic stress ($p \leq 0.05$). Also, there was a statistically significant relationship between self-concept and resilience ($p \leq 0.05$). also, there is a statistically significant relationship between academic stress and resilience ($p \leq 0.05$).

Table 17.*Regression analysis summary for Self-concept, Academic stress, and Resilience*

| Variable | B | β | t | p |
|-----------------|----------|---------------------------|----------|-------------|
| Constant | 26.703 | | 4.126 | .000 |
| Self-concept | .036 | .076 | .844 | .400 |
| Resilience | .355 | .423 | 4.729 | .000 |

a. Dependent Variable: Academic stress

As can be seen in table 20 the result shows that there is a statistically significant relationship between academic stress ($p \leq 0.05$) and resilience ($p \leq 0.05$), in which 22% of variables of the dependent variable are expressed from the regression model. 22% of changes in academic stress can be explained by resilience.

CHAPTER 5

DISCUSSION

The current study aims to investigate the relationship between the three variables of each self-concept, academic stress, and resilience. The researcher seeks to examine the impact of self-concept on academic stress and the resilience of international students at NEU University. Also, the researcher examines how participants' demographic characteristics, including gender, academic year, and field of study, affect students' self-concept, academic stress, and resilience.

in the current study of the relationship between gender and self-concept, there was a study by Jackson, Hodge & Ingram (1994), that mentioned there was no significant relationship between gender and self-concept. Also, in another study, the result showed that there is a relationship between gender and self-concept which in women the girl had a more positive attitude toward their self-concept than boys (Lindeblad, Svensson & Gustafson 2016). The outcome of the current study shows The relationship between self-concept and gender is not significant right same as the result which Jackson, Hodge & Ingram (1994) mentioned that.

Also, gender had no significant relationship with academic stress the same as the study by Bedewy & Gabriel (2015). On the other hand, in a study by Garton & Pratt (1995), the result showed that there was a significant relationship between gender and academic stress, in which women experience more stress than men. The outcome of this study shows that there is no significant relationship between gender and academic stress and the findings by Bedewy & Gabriel (2015), support these findings too and mentioned that they didn't find any relationship between gender and academic stress exactly same as the current study.

In the concept of resilience and gender, the study by Sabouripour & Roslan, (2015) mentioned that there is no difference between gender and resilience in international students. And in the last concept of resilience, there is no significant relationship with gender and resilience the finding is as same as the study by Sabripour & Roslan (2015). In another study in Malaysia find out no significant relationship between gender and resilience (Subhan, Amat, Bakar, Abdidin, Faisal, Tohirin, & Kamin, 2015). Boys were also more resilient than girls in a study by (Sagone & De Caroli, 2014). The current study shows there is no significant relationship between resilience and gender, and the study by Sabouripour & Roslan (2015), had the same result and support this finding too.

The concept of years of study and self-concept, the study by Marsh & O'Mara (2008), mentioned that there is no statistically significant relationship between self-concept and years of study. In the study of the literature review, the researcher couldn't find more references or studies related to the relationship between years of study and self-concept. So the result of this study shows that there is no relationship between years of study and self-concept right the same as the result in the study by Marsh & O'Mara (2008).

the study by Bedewy & Gabriel (2015) showed that there was no significant relationship between years of study and academic stress. But, a study by Kumaraswamy (2013) showed that the students who just gone to university have more stress than other students. Thus, among the first-year student are more stress (Gallego, Aguilar-Parra, Cangas, Langer & Mañas, 2014). In this study, the outcomes showed that there is no significant relationship between academic stress and years of study which is as same as the study by Bedewy & Gabriel (2015).

But the relationship between resilience and years of study is statistically significant that this result is similar to research on the adaptive abilities of first-year students at a Turkish university, it has been found that scales of resilience

and resilience among social variables play the greatest role in adapting to student life risk (Rahat & İlhan, 2016).

In a subject of field, the study by Rubie-Davies & Lee (2013) maintained that there was no significant relationship between field and self-concept which showed different faculties had similar general self-concept. But, according to research conducted by Sax, Kanny, Riggers-Piehl, Whang & Paulson (2015), it has been found that between different disciplines and self-concept, the gender gap exists, for example, in the field of mathematics, women's self-concept is less than men's. However, In the current study of field and self-concept, the outcomes of this study show that there were no statistically significant differences between the field and self-concept exactly the result is as same as the study by Rubie-Davies & Lee (2013).

About the academic stress and field, the study by Bataineh (2013) showed there was no significant difference between academic stress and different levels of education, and different fields of study. In the review of the literature, the researcher couldn't find more references about the concept of academic stress and field. Thus, the present study finds that there is no significant relationship between field and academic stress.

In the study of resilience and field Baggio, Brown & Hellebrandt (2015), mentioned that there is no significant relationship between field and resilience. The concept of resilience in the field is new, so the researcher couldn't find enough resources about this concept. And the outcome of the current study shows that there is no significant relationship between resilience and field as same as the study by Baggio, Brown & Hellebrandt (2015).

In the study of the relationship between self-concept, academic stress, and resilience there are not enough resources about it. So the researcher tries to find the comparative resources which show comparative in variables two by two.

The study by Willis & Burnett (2016), at Andrews University, mentioned that there was a relationship between self-concept and resilience. As we can see in the present study, there is a significant correlation between self-concept and resilience. Also, a study by Coleman (2015) mentioned the negative behavior of others has negative on self-concept, and low self-concept reduced resilience. so there was a significant relationship between self-concept and resilience. In another study by Cody (2013), the result showed that exists a positive relationship between resilience and self-concept. Also, stress appraisal predicted lower resilience. The current study had the same result as a study by Willis & Burnett (2016), the outcome shows that there is a relationship between self-concept and resilience.

Also, about the concept of resilience and academic stress, the study by Abolghasemi & Varaniyab (2010), showed that between resilience and level of stress there was a significant relationship. And, resilience acts as a partial mediator in the relationship between stress and student life satisfaction. (Shi, Wang, Bian & Wang, 2015). Results revealed that academic stress was inversely related to resilience and that locus of hope has a moderating effect on the relationship between academic stress and resilience (Estrellado & Ouano, 2016). In another study, the result showed that resilience can be considered as one of the important factors in identifying the symptoms of depression and coping with stress (Jaureguizar, Garaigordobil & Bernaras, 2018). The current study had the same result as Abolghasemi & Varaniyab (2010), and Jaureguizar, Garaigordobil & Bernaras (2018), in which the outcomes show that there is a relationship between academic stress and resilience.

In the concept of academic stress and self-concept, in one study the result showed that stress is the cause of decrease self-concept, so there is a significant relationship between academic stress and self-concept (Garton & Pratt, 1995). Also, a significant negative relationship between self-concept and academic stress was observed and factor self-concept was considered to predict academic stress (Pandi, 2016). The current study outcome shows that there is a relationship

between self-concept and academic stress, and the result of the study by Garton & Pratt (1995), support the current study.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

The current study aimed to find the relationship between the three variables of self-concept, academic stress, and resilience of international students of NEU. Also, the researcher tried to find out the relationship between gender, academic year, and field of study, with self-concept, academic stress, and resilience.

6.1. Conclusion

The finding of this study shows that there is a statistically significant relationship between all three variables of self-concept, resilience, and academic stress. There is no significant relationship between the three variables and gender. There is no significant relationship between year of study and self-concept and academic stress. But there is a significant relationship between year of study and resilience which the mean of resilience in the first year was lower than the fourth year. Also, for the relationship between field and self-concept, academic stress, and resilience there is no statistically significant between them.

6.2. Recommendations

- In the importance of self-concept, resilience, and academic stress as the result shows in this study the universities should prepare some courses about life skills in the first year of study such as coping with stress, the effect of self-concept on academic study, and the rule of resilience during the academic year.

- As the result shows about the years of study in this research, parents should know that the first year of study is the hardest time for the students because they are new with everything in university so parents should be more supportive.
- About the academic stress as the study shows the importance of that, the counselor should have more attention to academic stress in students which they must talk about the academic stress and the effect of that during the student's academic study at university.

6.2.1. Recommendation for further research

- In further research, it is good to do this study about other international students of other universities to see if the result is the same or different, because it is important for generalizing.
- The study must be replicated with a larger sample in which the result can be generalized.
- This study should be expanded in other countries to see if culture affects the result or not.

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Appendix 1

THE PERCEPTION OF ACADEMIC STRESS SCALE

Please rate your perception of the following statements in contributing to academic stress.

| Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----------------------------------------------------------------------|-------------------|----------|---------|----------|-------------------|
| 1. I am confident that I will be a successful student. | 1 | 2 | 3 | 4 | 5 |
| 2. I am confident that I will be a successful in a future career. | 1 | 2 | 3 | 4 | 5 |
| 3. I can make academic decisions easily. | 1 | 2 | 3 | 4 | 5 |
| Question | Strongly Agree | Agree, | Neutral | Disagree | Strongly Disagree |
| 4. My teachers are critical of my academic performance. | 1 | 2 | 3 | 4 | 5 |
| 5. I fear failing courses this year. | 1 | 2 | 3 | 4 | 5 |
| 6. I think that my worry about examinations is weakness of character | 1 | 2 | 3 | 4 | 5 |

Appendix 2

Multidimensional Self-Concept Scale

For each one, please indicate how often you think the description is true of you.

In making your judgments, choose your answers according to your current life experiences, including work, family, school, and social situations.

| Questions | Never or almost never true of you | Usually not true of you | Sometimes but infrequently true of you | Occasionally true of you | Often true of you | Usually true of you | Always or almost always true of you |
|-------------------|-----------------------------------|-------------------------|----------------------------------------|--------------------------|-------------------|---------------------|-------------------------------------|
| 1. Fun to be with | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Hard worker | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Dominate | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Appendix 3

Resilience Scale

For each item, please HIGHLIGHT in the box below that best describes how much you agree with the following statements as they apply to you over last month. If a particular situation has not occurred recently, choose your answer according to how you think you would have felt.

| Questions | not true at all (0) | Rarely true (1) | Sometimes true (2) | Often true (3) | True nearly all the time (4) |
|----------------------------------------------------------------------------------------|---------------------------|-----------------------|--------------------------|----------------------|------------------------------------------|
| 1. I am able to adapt when changes occur | 0 | 1 | 2 | 3 | 4 |
| 2. I have at least one close and secure relationship that helps me when I am stressed. | 0 | 1 | 2 | 3 | 4 |
| 3. When there are no clear solutions to my problems, sometimes fate or God can help. | 0 | 1 | 2 | 3 | 4 |

Appendix 4

Informconcent

Dear participant

This questionnaire is a part of my thesis and it is a research aimed at understanding the relationship between self- concept, academic stress and resilience of students, by filling this research questioner, you agree to participate in this study. Also, dear participant, the answer to these questions is completely voluntary, and answering it completely conditional and does not affect your scores. Even if you have decided not to participate in this study, you may withdraw at any time. No information that will identify you personally will be collected.

Signature

Zainab Momeny

Zainab.momeny@yahoo.com

WhatsApp and phone number: 0533 8778746

Thank you for your participation

Appendix 5

Dear Zainab

Thank you for your interest in the PAS. You can read the paper. It is for free to read, as an online publication. However, if you wanted to use the scale in research or in any other way, e.g. translating it, there is a nominal fee. We are the copyrights holders for using the PAS in research. To permit you, there is a \$150 US fee.

Good luck with your project

Adel Gabriel

Associate Clinical Professor

University of Calgary

Adel R Gabriel gabriel@ucalgary.ca

Appendix 6

Dear Zainab,

Attached is a copy of the scale of self-concept with the scoring instructions and the original article that describes the development and validation of the scale. You have my permission to use it. However, please note it was designed for adults (18 years and older), not for adolescents. Thus, it may not be appropriate for your study.

Jayne Stake

Stake, Jayne E. jayne_stake@umsl.edu

Appendix 7

Hello Zainab:

You may use the resilience scale (CD-RISC) for your Thesis. You can of course publish the results of your work. Just please do not copy or reproduce the scale.

You can cite the Connor and Davidson 2003 publication in Depression and Anxiety.

With good wishes,

Jonathan Davidson

Jonathan Davidson, M.D. jonathan.davidson@duke.edu

BIOGRAPHY

My name is Zainab Momeny. I was born in Afghanistan in 1987. I graduated from Pedagogy of Kabul university. I worked at the Teachers' College for a year. And I have been working as a lecturer at Bamyan University for eight years. During this time, I worked with other organizations, such as Human Rights and Women's Civil Society, with which I taught life language and leadership skills and other life skills to them.

PLAGIARISM REPORT

THE EFFECTIVE SELF-CONCEPT ON THE ACADEMIC STRESS AND RESILIENCE OF INTERNATIONAL STUDENTS IN NEAR EAST UNIVERSITY

ZAINAB MOMENY

| ZAINAB | | | |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------|
| ORJİNALLİK RAPORU | | | |
| %14 | %6 | %9 | %14 |
| BENZERLİK ENDEKSİ | İNTERNET KAYNAKLARI | YAYINLAR | ÖĞRENCİ ÖDEVLERİ |
| BİRİNCİL KAYNAKLAR | | | |
| 1 | Submitted to Higher Education Commission Pakistan Öğrenci Ödevi | %2 | |
| 2 | Submitted to University of Southampton Öğrenci Ödevi | %2 | |
| 3 | J. E. Stake. "Development and Validation of the Six-Factor Self-Concept Scale for Adults", Educational and Psychological Measurement, 03/01/1994 Yayın | %1 | |
| 4 | IJPS, Editor. "International Journal of Psychological Studies, Vol. 1, No. 2, December 2009, all in one PDF file", International Journal of Psychological Studies, 2009. Yayın | %1 | |
| 5 | www.destabyn.org İnternet Kaynağı | %1 | |
| 6 | Submitted to Open University of Mauritius Öğrenci Ödevi | <%1 | |

ETHICS COMMITTEE APPROVAL

10.01.2020



BİLİMSEL ARAŞTIRMALAR ETİK KURULU

Dear Zainab Momeny

Your application titled **“The effective self-concept on the academic stress and resilience of internarial students in near east university”** with the application number YDÜ/SB/2020/622 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

