



**NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF BUSINESS ADMINISTRATION**

**THE IMPACT OF FAMILIAL SOCIOECONOMIC STATUS (SES) AND
SELF-ESTEEM ON THE ACADEMIC PERFORMANCE OF AFRICAN
INTERNATIONAL UNIVERSITY STUDENTS IN NORTH CYPRUS**

MBA THESIS

Ryan MUMBA

**Nicosia
February, 2023**

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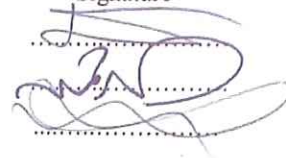
February, 2023

Approval

We certify that we have read the thesis submitted by Ryan Mumba titled “**The Impact of Familial Socioeconomic Status (SES) and Self-Esteem on the Academic Performance of African International University Students in North Cyprus**” and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of MBA Business Administration.

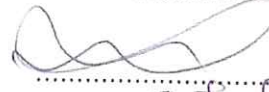
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Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of the Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Ryan Mumba

15 /January/2023

Dedication

I would like to dedicate this thesis to my mother Mrs. Barbara Mumba

Acknowledgements

My appreciation goes out to the participants who took the time to take part in my research, and for providing all the necessary information.

I would like to extend my profound gratitude to my supervisor Prof. Dr. Serife Eyupoglu for her guidance and unwavering support as well as her patience during my research consultations.

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Ryan Mumba

Abstract

The Impact of Familial Socioeconomic Status (SES) and Self-Esteem on the Academic Performance of African International University Students in North Cyprus

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Global migration of university students is rapidly growing to unimaginable statistics, with many of African university students preferring to move abroad especially to the western world to further their studies. Questions of whether or not young students will manage the realities of their new homes are asked. This study investigated the impact of familial socio-economic status and self-esteem on the academic performance of African international university students in Turkish Republic of North Cyprus (TRNC). A total of 200 international students from Africa participated in the study, female students (n = 107) and male students (n = 93). The mean age for the sample was 24.9 years. The present study used purposive sampling to select participants for the study. Familial socio-economic status was measured through variables of occupation of parent, educational level of parent, employment status of parent, and family income. Self-esteem was measured by the Rosenberg Self-Esteem Scale (RSES). Academic performance was assessed using CGPA scores. Gender, age, duration of stay, degree level and marital status are some of the socio-demographic factors that were measured. Student's degree level, duration of stay and accommodation type were significant predictive factors of academic performance. A significant positive but weak correlation was found between self-esteem level and academic performance, while SES and academic performance did not have meaningful predictive relationship. SES level and self-esteem level had a positive relationships, high SES level students revealed higher self-esteem. The research recommends a bigger sample size with all-inclusive international university student participants for future research on academic performance so as to enhance external validity.

Keywords: *Socio-economic status, self-esteem, international students, academic performance*

Özet

Kuzey Kıbrıs'taki Afrika Uluslararası Üniversite Öğrencilerinin Akademik Performansına Ailevi Sosyoekonomik Durum (SES) ve Öz Saygının Etkisi

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Üniversite öğrencilerinin küresel göçü, Afrikalı üniversite öğrencilerinin birçoğu eğitimlerini ilerletmek için yurt dışına, özellikle batı dünyasına taşınmayı tercih ederken, hızla hayal edilemeyecek istatistiklere ulaşıyor. Genç öğrencilere yeni evlerinin gerçeklerini yönetip yönetemeyecekleri sorulur. Bu çalışma, Kuzey Kıbrıs Türk Cumhuriyeti'ndeki (KKTC) Afrikalı uluslararası üniversite öğrencilerinin akademik performansları üzerinde ailesel sosyo-ekonomik durum ve benlik saygısının etkisini araştırmıştır. Çalışmaya Afrika'dan gelen kız öğrenciler (n=107) ve erkek öğrenciler (n=93) olmak üzere toplam 200 uluslararası öğrenci katılmıştır. Örneklem için ortalama yaş 24.9 idi. Bu çalışmada, çalışma için katılımcıları seçmek için amaçlı örnekleme kullanılmıştır. Ailenin sosyo-ekonomik durumu, ebeveynin mesleği, ebeveynin eğitim durumu, ebeveynin çalışma durumu ve aile geliri değişkenleri aracılığıyla ölçülmüştür. Benlik saygısı Rosenberg Benlik Saygısı Ölçeği (RSES) ile ölçüldü. Akademik performans, CGPA puanları kullanılarak değerlendirildi. Cinsiyet, yaş, kalış süresi, derece seviyesi ve medeni durum ölçülen sosyo-demografik faktörlerden bazılarıdır. Öğrencinin derece düzeyi, kalış süresi ve konaklama türü akademik performansın anlamlı yordayıcı faktörleriydi. Benlik saygısı düzeyi ile akademik performans arasında anlamlı pozitif ancak zayıf bir ilişki bulunurken, SES ile akademik performans arasında anlamlı bir yordayıcı ilişki bulunmadı. SES düzeyi ile benlik saygısı arasında pozitif bir ilişki vardı, SES düzeyi yüksek olan öğrencilerin benlik saygısı daha yüksekti. Araştırma, dış geçerliliği artırmak için gelecekteki akademik performans araştırmaları için her şey dahil uluslararası üniversite öğrencisi katılımcılarla daha büyük bir örneklem büyüklüğü önermektedir.

Anahtar Kelimeler: *Sosyo-ekonomik durum, benlik saygısı, uluslararası öğrenciler, akademik performans*

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Abbreviations

AP:	Academic Performance
CGPA:	Cumulative Graded Points Average
NEU:	Near East University
RSES:	Rosenberg Self-Esteem Scale
SES:	Socio-Economic Status
TRNC:	Turkish Republic of North Cyprus
WEIRD:	Western, Educated, Industrialised, Rich, and Democratic

CHAPTER I

Introduction

Background of the study

The increased global demand for human resource capital and personnel skills has resulted in a surge in the number of African students migrating overseas to pursue higher education and, in the end, hoping to get a better professional job and occupational opportunities. The most recent development, however, has presented this subgroup of sojourning students with a plethora of new obstacles, challenging mainly their psychological and financial capabilities. Most international students leave their countries of residence believing that the foreign lands will provide everything like the biblical “lands of milk and honey”. This misconception has led many international university students, especially the ones coming from developing countries stranded in foreign lands, without any viable options as far as self-sustenance is concerned.

According to international student statistics, universities around the world have gone enrol significant number of overseas students over the last two decades. According to the UNESCO Institute for Statistics (2014), it is expected that by 2025 there will be around 7.2 million international students studying in foreign countries around the world. As a result, against this growing trend, the current study aims to investigate the impact of familial socio-economic status and students' self-esteem on the overall academic performance among international university students from Africa. Challenges emanating from travelling abroad and efforts of adjusting to the new environment, work in sharp contrast with students' resilience towards better performance in school, and sometimes against a background of poor financial resources.

A number of factors influence familial SES. The most commonly used socio-economic status predicting factors are occupation, income, family size, and education of the parents. It is important to note that low-income families do not always have the financial, social, or educational resources that high-income families do. Hence as a result of this deficiency, low-income families often struggle to promote and support their children's development and school preparedness, let alone the exorbitant academic needs in the event that their children so wish to study abroad. Higher education is failing to provide for a culturally sensitive learning space especially for

students from lower SES backgrounds or who are underprivileged. This is because earlier educational systems have been established and structured in a way that seems to favour one group over another in as far as cultural norms and values are concerned (Stephens, et al., 2012). Thus, students from low socio-economic backgrounds are most prone to psychological challenges which are eventually associated with academic challenges whenever they try to venture into these higher education environments. This will almost certainly result in the students becoming unappreciative of themselves and eventually creating a low self-esteem perception of themselves, which will in turn impact on their academic performance and achievement. It is hypothesized in this present study that low familial socio-economic status affects students' self-esteem in a negative way which will consequentially impact on their academic experience.

The main aim of the current research study is, therefore, to investigate whether or not a relationship between familial SES, Self-Esteem and academic performance exists among African international university students. Students from low-income households have shown high chances of suffering from a host of mental illnesses and tend to display maladaptive social behaviours, according to research on socio-economic status and self-esteem (Bolger et al., 1995). Parental education status helps to predict one's overall socio-economic status. It is in this regard that a variety of research findings report that parents who have obtained higher educational qualifications are often better placed in a position to have a well-paying occupation. A parent earning high income is more likely than not to support and promote their children's educational needs, and in certain circumstances able to send them to study abroad.

Within the scope of higher or university education, there is a clear-cut distinction pertaining the emotional experiences of high and low SES students. Low SES students' emotional experience are quite different from that experienced by students from high SES. Students with a low SES are likely to experience greater than usual emotional distress and by comparing themselves with their high SES peers, their self-esteem is weakened. The situation is made worse if we consider first generation university students who often show high levels of self-reported depression (Stableton, et al., 2014; Wang & Castaneda, 2008) as compared to continuing generation students (Jenkins, et al., 2013). Academic performance is faced with quite a number of influencing factors and in this case self-esteem as a psychological construct can

determine how well a student performs academically. The present study is focused on understanding the correlation between the independent variables of socio-demographic characteristics, socio-economic status and self-esteem towards the dependant variable, that is, academic performance among international university students from Africa.

Further, in exploring the impact of SES and Self-esteem on the academic performance of international university students, the present study will seek to mainstream socio-demographic factors such as age, gender, marital status to see how such factors may influence the outcome of university students' academic performance. Research studies done on the subject of academic performance have collaboratively indicated the gender differences that are apparent in the academic performance of males and females. Therefore, the present research will endeavour, among other objectives to bring about the impact of gender differences on the academic performance of university students.

Research Problem

The current study aims at investigating the impact of individual socio-demographic characteristics, familial socio-economic status (SES) and students' self-esteem on the overall academic performance among African international university students currently studying and living in the Turkish Republic of Northern Cyprus (TRNC).

Despite numerous research studies having been conducted on the topic of self-esteem and academic performance, in TRNC the particular topic has been less explored and especially so involving international university students of African descent. Majority of related studies examining self-esteem have concentrated more on developed societies such as the United States. This research gap leaves the current study with a new avenue to explore the construct of self-esteem vis a vis other socio-demographic factors mainly culture and how it may affect students' academic performance.

Again, the cultural and socio-economic disparities that define peoples and systems from Western, Educated, Industrialised, Rich, and Democratic (WEIRD) in contrast to those from non-WEIRD communities on the broader understanding of concepts of self-esteem, socio-economic background, gender equality, and age have

made results from such studies generalizable only to western populations. Therefore, the current research study aims at investigating possible effects of socio-economic background and self-esteem of international students from developing countries towards their academic performance in universities in TRNC.

Some previous research studies focused their attention primarily on factors that affected or contributed to the academic success of international students (Halamandaris & Power, 1996). As such self-esteem and academic achievement, or socio-economic status and academic performance comparisons have been left out in most research work, hence the need to fill in that void. The current research goes further by bringing all three constructs together and assess the possible causal relationship embedded therein focussing mainly on African international university students. The research study is crucial in attempting to highlight the academic and psychosocial difficulties being experienced by African international university students in TRNC.

Lastly, a close analysis of the national statistics on the current enrolment of university students in TRNC reveals that the population of international students especially those from third countries is staggeringly high. This inadvertently makes international students an interest group of the TRNC population hence there is need to explore and understand how this particular group of people is coping psychosocially as well academically. The above-mentioned reason justifies the aim of this present study which focuses on the impact of socio-economic and self-esteem of students in relation to their academic performance.

Aims and objectives of the study

In light of increased international student mobility, it has become imperative for researchers to inquire about the welfare of students globally in terms of psychosocial, cultural and academic or cognitive wellbeing. This research study sets out to investigate the impact of familial socio-economic status and Self-esteem on the academic performance of international university students studying in TRNC.

For purposes of the current research study, the following research questions will be attempted;

1. What is the effect of familial socio-economic status (SES) on the academic performance of African international university students studying in TRNC?

2. What is the impact of familial socio-economic status (SES) on African international university students` self-esteem?
3. What is the relationship between socio-demographic characteristics, familial SES; Self-esteem and academic performance of international university students?

Study hypotheses

The current research assumes that;

- There will be a statistically significant difference between the familial SES and academic performance of international university students.
- There will be a significant impact of self-esteem on the academic performance of university students.
- There will be a significant impact of socio-demographic characteristics on academic performance of university students.
- There will be a significant relationship between familial socio-economic status and the student`s self-esteem.

Significance and justification of the study

A large number of university students are enrolling in various universities each and every academic year across the world. The shrinking of economies especially in developing countries partly due to growing populations against poor production, has forced hordes of young people on mass exodus to the Western world. In this context, most international students leave or travel without properly prepared and end up suffering the consequences of the realities of living in foreign lands.

This research currently has been prompted by the need to inquire into the general adjustment process of international students. All this being explored via investigating on the financial, academic and psychosocial experiences of international students. The many benefits of possessing education qualifications such as university degree warrants one to curiously endeavor to question how that objective is being attained in and around universities.

Therefore, the aim of the present study is to investigate the impact of socio-economic status and self-esteem on the academic performance of international

students from Africa. The data obtained from this research is useful in devising ways and measures of mitigating possible future adjustment challenges.

Definition of keywords

Socio-economic Status: Socio-economic background is a measure of one's social standing and is determined mostly by combining parents' educational level, occupational status, income level, and family size.

Self-Esteem: Self-esteem is a person's non-cognitive, and subjective evaluation of their own self-worth. It is a self-assessment and an attitude toward one's self.

Academic Performance: Accomplishment in the classroom is measured in terms of how well a student, instructor, or institution accomplishes their educational goals.

International Students: a sub-group of students identified by studying abroad or in foreign countries away from their home country.

CHAPTER II

Literature Review

Introduction

The chapter will detail and review on literature related to the research topic and subject by looking at previous research studies which explored the constructs of Academic achievement, Familial socio-economic status, and Students' Self-esteem, as they relate to the present study which seeks to investigate the effects of familial socio-economic status and self-esteem on the overall academic performance of African international university students studying in TRNC. A critical review and analysis of previous research data will be given and reference of such to the present study in line with the study objectives will be presented. Following from the aforementioned problem statement on the topic of academic performance of students, research has focused on different underlying factors affecting students' academic performance and output.

These contributing factors to academic performance or achievement have been explored in greater detail especially at lower levels of education, for example, among primary and high school students, or among adolescent and pre university students. The present study however is particularly concerned with how university students' academic performance is as a result of factors such as socio-economic background, self-esteem, and individual characteristics such as age, gender, nationality or choice of degree program. Against this background, this chapter will explore and expand from previously done research literature and bring to the fore the impact some of the variables are likely to cause when assessed together with academic achievement.

The current research therefore takes interest in the composition of constructs such as familial socio-economic status of the students and how it can best be assessed for instance, the contribution that family income, parental education and employment status have towards the overall SES status of the family. Since measurement of such variables is more subjective than it is empirical, a close analysis of previous research literature is important to uncover the true value and subsequent generalizability of our research findings. The research will seek to find corresponding findings with regards to the hypothesis which states that the socio-economic status of an individual as

measured by their family income or size, parental occupation or educational level has a bearing on how they perform academically.

The same goes for self-esteem, and how its intermediating function between socio-economic status and academic performance has sparked controversy among previous research studies. The causal relationship of self-esteem and academic performance especially, still remains doubtful among researchers thus we do not know for sure if self-esteem is a product of academic performance or vice versa. Self-esteem is a product of psychological perception an individual possesses at a given time and as such it is highly subjective. The study's hypothesis will be tested against some findings gathered from previous research studies as expressed through this review of the literature.

Further, research has on countless times before shown the importance of socio-demographic characteristics such as gender, age and race when conducting research studies of this nature. Therefore, it is one of the key variables that will be explained through reviewing of past research studies. Much interest will be on the variance that gender for instance brings to the academic performance of university students when their self-esteem level is compared. Gender differences have been reported widely in research exploring student academic performance and self-esteem, with inconsistencies being noted where males tend to outperform females on self-esteem scale scores but not academically. On race and cultural diversity as a socio-demographic characteristic, the present research's focus is on international university students and as such an in-depth understanding of the statistics of international student migration must be considered important. Also, the motives behind international student migration are of utmost importance to the present research.

Lastly, this chapter will give some theoretical fundamentals expected to guide the research study and help in explaining the study objectives and hypotheses. The variables in question will be looked at using a theoretical lens and their relevancy to the current study will be conceptualized. The theoretical basis on which individuals operate to form requisite behavior which later enables them to reach a level of self fulfilment and accomplishment, is important to this study. Therefore, the theories of motivation will be explored. The conceptual model upon which the current research is premised will be explained, for instance the interplay of the various independent variables, for example, and their predictive effects to the dependent variable. Research

has explored a number of other socio-demographic factors closely related to the academic performance of university students and as such this chapter will try and unravel how such findings are relevant to this current research.

The concept of Academic Performance

Academic performance or achievement can be adequately defined as the accomplishment of predetermined educational goals and outcomes that are laid out and determined by learning institutions, teachers, and or students themselves. In other words it is measured by how well the learner, teacher or education body has effectively attained the stated learning objectives. This process is evaluated by carrying out on-going examination, for example having students sit for standardized examinations at different points in time during the academic study term (Steinmayr et al., 2014). Academic achievement increases the probability of students' prospects of employment after graduating or being admitted into advanced classes, and as such it is crucial that we try to implement measures that improves the attainment of best academic outcomes, both at individual and institutional capacity. To add, academic performance has also been identified as correlating with better discipline and better decision-making abilities (Duckworth and Seligman, 2005). Thus, academic achievement is reviewed as a good indicator of certain life changing developmental goals of students as shown from the research evidence.

It is therefore, important to elucidate on a number of factors that affect or associate with academic performance of students in general. Research findings from earlier research on the topic show a correlation between students' psychological make-up and their academic performance, with a focus on self-esteem. (Akram and Suneel, 2018; Kwek et al., 2013). This psychological factor deals with a student's personal evaluation of self-worth which manifests in psychological wellness (Hodgetts et al., 2020). It has been shown from a number of research studies that student's self-esteem weighs heavily on academic performance, but it is still not clear yet on the causal relationship of both variables. For instance, high self-esteem leads to higher academic performance, but good academic performance also leads to improved or better perception and assessment of self (Aryana, 2010). Further research, however, has also explored students' resilience as one important aspect determining the academic performance, with studies done on resilience reporting student resilience as a significant predictor of academic performance (Ayola and Manzano, 2018; Kwek et

al., 2013). Research on self-esteem and resilience, in part offers to our understanding, that non-cognitive factors can also affect academic performance.

The type of educational courses or programs that students select in school or in colleges has a bearing on their academic performance. This follows from research conducted by Masa'Deh et al. (2021), where the moderation effect of self-esteem on the relationship between academic performance and students' socio-demographic characteristics revealed that student academic performance was predicted by the kind of educational programs the students took or opted for. In another research finding, Berman et al. (2018) notes that the geographical location of the school to which students attend, curriculum taught and programs enrolled have a bearing on the overall outcome of academic performance. A series of earlier studies on academic performance has brought to light a number of school specific characteristics which in turn affect performance of students. These characteristics range from effective teaching methods, good infrastructure, and use of teaching visual and auditory aids to organised classroom layout and talented facilitation resources (Lazenby, 2016; Singh, 2014). The current study, however, seeks to assess the impact of SES and self-esteem on a sample of international students undertaking various university degree programs.

Academic performance has earned a lot of research priority over the years, with data ranging from investigating whether or not gender, self-esteem, or socio-economic status affect academic achievement (Naderi et al., 2009; Zhao et al., 2020). The research data point to the importance academic performance has in one's education, and how many such factors that affect performance must be understood so that the quality of academic outcome is not compromised. In another research by Iannaccone et al. (2016), findings have shown that certain individual traits, such as a student's height and weight, may have an impact on their self-esteem and, consequently, their academic success (Marcionetti & Rossier, 2016). Additionally, it has been claimed that elements such as the type of school and curriculum they offer to students, geographical location of the school, and the various extracurricular activities enjoyed by students often have an impact on kids' academic achievement and self-esteem (Steinmayr et al., 2011). In this same vein, the present research seeks to appreciate the various factors associated with academic performance of international university students and the positive or negative consequences those factors may have on academic performance. The aim of the present research is to explore the impact of

familial socio-economic status and self-esteem on the overall academic performance of international university students.

The concept of Socio-economic Status

The socioeconomic status (SES) of a person is their standing in society or their access to resources and goods on a material and social level (Matthews and Gallo, 2011). Either subjective or objective socioeconomic standing can be distinguished. According to (Kraus et al., 2012), the subjective SES relates to how one frequently perceives their position within the social class structure, whereas the objective SES is frequently used to refer to the real possession of economic and cultural resources one has (Adler et al., 2000). In social science research, socioeconomic status is frequently evaluated using the index of economic, social, and cultural standing (which includes solitary variables such parents' educational attainment, income, and occupation), as well as home possessions (which include family wealth and acquired property) Also to include on the list of socio-economic status predictors is the number of children in the family as this often measure how well familial resources are or can be distributed among the beneficiaries (Lee et al., 2019).

The subjective SES normally has an influence on students' attitudes towards choice of friends, social circles and even school preference. As such international students, especially from Africa often find themselves in such a place where they have to choose between friendships, wealthy and poor, and trying to fit in. The present study, thus, wants to investigate the likelihood of such a mental dilemma international students might face and how it may lead to academic performance.

A number of earlier research studies have alluded to the fact that family SES is closely related to academic achievement of an individual. In contemporary Chinese society, for instance, education is regarded as one of such important ways children from low SES can use to earn a better social standing and thereby transforming their lives (Xiong, 2017). A review of the literature illustrates the impact socio-economic status has on students' academic performance; hence the current research intends to further investigate the variable albeit with a group of international university students. Previous research also observed that when families get involved emotionally and materially in their students' academic endeavours, there is a high chance that the children will be motivated towards achieving in their education activities.

Academic achievement is in some manner impacted by familial socioeconomic position. According to Aryana (2010), every child has specific physical and psychological demands, which, when addressed, improve academic achievement. These requirements include a comfortable environment for reading, wholesome food, a play area, the availability of books and other materials, and enrolment at the best schools accessible. All of these assist pupils in fostering successful learning and academic success in the classroom. In order to support social and economic production sectors, which facilitate wealth creation and raise standards of life, quality education is essential (Abdullah, 2011).

A lot of research studies on higher education centre mainly on the effects of socio-economic status on student academic performance. However, an analysis of this growing statistics can be explained by a number of factors, i.e. firstly, family education is the first basic education that a child receives, therefore, parents' investment in their child whether materially or mental, is bound to impact on the child (Hassan & Rasiah, 2011). Secondly, for the education to be equal for learners, family socio-economic status must be considered in order for provision of fair methods and results. Third, since the learning process of a student is dynamic, there is need for family education and school education to operate together (Nguyen et al., 2019). Thus, families and schools work as both separate and joint entities to develop a better learner thereby impacting on their academic achievement. The current research study seeks to understand the impact socio-economic status will have on academic performance when international university students are assessed.

The concept of Self-Esteem

Self-esteem is defined as the extent to which a person favours, approves of, or loves themselves; in other words, it pertains to the overall emotional evaluation of a person's importance, value, or self-worth. According to Rosenberg (1989), self-esteem refers to a person's perception of their own value, or how highly they regard and value themselves. Brown (2010) describes one's feelings of affection for oneself as having self-esteem. In general, sentiments of love or fondness for oneself are indicative of high self-esteem, whereas feelings of somewhat favourable and ambiguous feelings toward oneself are indicative of poor self-esteem. In particular, the phrase "self-

esteem" is frequently used to refer to a personality characteristic that conveys to the world how people feel about themselves.

Because it appears to persist beyond time and circumstances, this type of self-esteem has been referred to as global self-esteem or trait self-esteem. A growing body of research suggests a connection between self-esteem and self-evaluations. For instance, those with high self-esteem frequently believe they possess more positive traits than those with low self-esteem. However, this is not necessarily the case because a person who may lack confidence in school may still enjoy themselves even more if they excel in other pursuits (Harter, 2015).

Alternatively, an individual who thinks of themselves as attractive or popular might not feel good about themselves either. Psychologists, it seems, prefer not to make a distinction of these terms but using self-esteem and self-evaluations interchangeably. The assumption is that positive self-evaluations in particular situations always give rise to a positive self-esteem. However, people with high self-esteem not only appraise themselves in more positive terms than do low self-esteem people, but they also appear to be surer of who they are.

Self-esteem theory therefore has been the benchmark for most educational research as it implies that better performance academically is most likely a product of positive self-esteem in students than negative self-esteem. Hence students with a positive or high self-esteem are better poised to perform well than those with low self-esteem. A closer look into the concept of self-esteem suggests that it be understood as a psychological term or an internal process of motivation. It is important to note also that although self-esteem is internally developed by individuals, its process is a by-product of individual's different social experiences and interactions.

There are two main lineages in the study of social psychology, which Stryker (1977) notes, and the concept of self has been a significant subject in both (i.e., the psychological and sociological). The psychological approach focuses on how one's self-concept affects how they behave and interact with others, or how one's perception of themselves affects how they operate as a person (Rogers 1965; Epstein 1973; Bandura 1977). From an attribution perspective, Epstein (1973) describes the idea of self-concept as a theory of 'self' which develops through the experience that an individual gets from interacting with the environment. In addition, Epstein (1973)

emphasizes the concept of self-theory as a system that "optimizes the pleasure and pain balance of the individual over the course of a lifetime". As a result, the most fundamental aspect of this theory is in maintaining the balance between what is felt and experienced by the individual.

In social psychology, the sociological approach (Rosenberg 1979, & Burke 1980) stresses on the interaction of social structure and environmental elements and how the two affect people's conceptions of themselves. While the psychological view point seem to consider the self as forming in the earliest years of life, the sociological approach seems to view the development of the self as an ongoing lifelong developmental process. The main focus of Rosenberg's sociological work is the growth of the individual's self-evaluative conduct in terms of how personal behaviour is affected by social experience (Rosenberg, 1965, 1979).

The perspective from which the concept of the self is often understood by researchers influences greatly the way through which social problems are dealt with, for instance issues of social adjustment and academic performance in student populations. Therefore, the use and interpretation of the term self-esteem using the psychological approach, a lot of emphasis is aimed on the individual themselves, their actions and interactions with their environment and how it influences behaviour. This analogy can be taken to explain the impact of internally motivated self-esteem on student academic performance. On the sociological perspective, self-esteem is seen being influenced by external factors and thus family and societal experiences in the case of students can influence how well they perform academically, for instance. An interplay of socio-economic background with the social creation of self-esteem is seen impacting on academic performance.

Previous research reveals some interesting views and notes that self-esteem can be differentiated between two types of self-esteem, inner self-esteem and outer self-esteem (Franks & Marolla, 1976), then self-evaluation and self-worth on the other end (Brissett, 1972), and sense of power and sense of worth (Gecas, 1971). Franks and Marolla in distinguishing inner and outer self-esteem use a two-dimensional approach. He alludes that the sense of inner self-esteem springs from feeling worthy and competent, thus, the effects that an individual's actions pose on their environment is a direct influence of inner self-esteem. While the outer self-esteem is granted by others and it affects the way significant others approve or accept the individual's behaviour.

Therefore, outer self-esteem can be better understood as our desire to be affectively connected with others. The self-esteem categorised as inner and outer self-esteem can operate independent of each other. For instance, in social adjustment situations individuals are seen operating well in spheres of personal interests while exhibiting poor self-efficacy in group settings. For international students to perform exceptionally academically, depends partly in the way they view themselves individually and how others view them when performing certain tasks.

This equation thus leaves the current research study with a sole responsibility to explore, on the one hand how students' social experiences and interactions in the school environment are responsible in shaping their self-esteem. While on the other hand, how the shaped self-esteem motivates an individual to perform in the presence of peers, i.e. in the academic sphere of influence. The way one behaves and associates in one situation is different from how they are bound to act when faced with a set of different environmental factors. Self-esteem is therefore a malleable human attribute which determines how well a person functions around their environment and social interactions.

University students' academic performance is closely related to the perception of self they each have around others, this in turn will affect how well they perform in class. In most research studies, educators have the assumption that high levels of self-esteem among students can propel academic excellence, and those students who feel good about themselves are more likely to perform better in school because of their positive perception of self. Also those students with a low self-concept about themselves are bound to feel less in control and ultimately underperform (Piexoto and Almeida, 2010).

In conducting research on academic performance it is important to consider in our observations, behaviour from those experiencing it not from the observer's perspective. For instance if we place international university students in an environment which label them as the minority, automatically their self-esteem is threatened resulting in poor performance (Rosenberg, 1981). In this view, the present study explores the impact of self-esteem and socio-economic status on the academic performance of students with the assumption that when self-esteem is threatened either by poor socio-economic background or lack of social integration, international students are bound to perform poorly academically.

Theoretical Framework for Self-Esteem in academic performance research

Theory of Self-Esteem

The present research will employ Maslow's theory of the hierarchy of needs to explain the impact of the independent variable of self-esteem on the dependent variable academic performance. Amongst other such self-esteem theories for example, Carl Rogers' Theory of personal development or Bednar and Peterson's Theory of Self-esteem, Maslow's hierarchy of needs theory defines the fundamental needs which a human should meet for them to progress in life's developmental goals such as academic achievement.

Maslow's Hierarchy of Needs

According to the theory of needs by Maslow, people are inherently motivated to seek pleasure and attempt to attain goals that will make their lives more meaningful and fulfilling. The theory posits that every human being has his or her own wants and needs in life but rarely do they achieve all of them or become adequately satiated. He states that human beings possess certain needs that are innate and thus systematically ordered in a hierarchical way which are supposed to be satisfied according to priority. Thus, when one need is satisfied, systematically another need will arise and the individual will seek ways to satisfy it through attention and efforts.

According to Maslow, the basic assumption to living a fulfilling life or attain a meaningful life is to follow the satisfaction of these needs according to their order. Thus, the lower order needs must be met first before one can safely progress or gets motivated to attend to higher order needs. Most basic human needs, such as food and water are termed physiological and, therefore, should be satisfied first followed by needs for safety and security (financial security, health and wellness). Social needs (love, acceptance and belonging follow and these guarantee an individual's interaction with the environment such as family, friendships, romantic attachments and community affiliation.

Self-esteem needs fall into the fourth order hierarchy, and Maslow divided it into Self-respect and Respect for others. Once the first three needs are satisfied, self-esteem takes a prominent role in motivating behaviour. For Maslow, if one

successfully manages to satisfy self-esteem needs, they generate for themselves positive feelings and attitudes such as self-confidence and self-worth. This will further increase the individual's capacity and the feelings of being adequate and able to accomplish more needs. It can be argued that failure by a student to meet the lower order human needs such as financial security in the form of familial socio-economic factors, can negatively influence their self-esteem, and thereby reduce their overall academic performance.

The failure to meet these needs often lead to low self-esteem which results from a negative self-evaluation of the individual's inability to have accomplished. This further evokes negative feelings and attitudes of inferiority, weakness, passivity and dependency. A student thus, becomes discouraged and feel hopeless in dealing with life challenges such as academic work especially in the face of peer pressure or social comparison. A student who fails to resolve or meet their self-esteem needs is bound to perform poorly academically since self-esteem will be the prominent force in motivating behaviour for human accomplishments.

The role of Socio-economic Status on Academic Performance

A review of data relating to the relationship between familial SES and academic achievement among international students will be presented in this section. Research has found that SES predicts academic achievement and in most cases the SES measures that stand out are different according to the nature of participants or country. For instance, while in some research studies parental education level significantly predicted good academic performance (Nyakundi, 2012), in some studies it is family income and parental employment status found to best predict good academic performance (Hassan & Rasiah, 2011).

Socio-economic status (SES) is one of the most researched variable in studies seeking to predict student academic performance. While students whose socio-economic background is sound or as often referred to as high SES tend to perform very well academically due to abundance of resources, it is undeniably well established that economic disadvantage can negatively affect students' achievement via a number of ways such as limited access to educational resources, heightened stress levels, poor or inadequate nutrition, and poor healthcare (Abdullah, 2018; Hassan & Rasiah, 2011).

Similar results were also echoed by Kariya (2012) who reported that adolescents from a low socio-economic background underperformed socially and academically in primary and secondary school stages when compared with their counterparts from middle and high socio-economic backgrounds. The current research hypothesizes that there will be a significant relationship between SES and academic performance, especially so when looking at the target population consisting of international students mainly from developing countries of Africa.

There vast evidence obtaining from literature on academic achievement shows that there is both positive and negative correlational effect between familial socio-economic status and academic performance of students as measured by their family size, parents' educational level, occupation, employment status, and income size. It is from this point of view that the current study seeks to understand how familial socio-economic background either positively or negatively impact on the student's academic performance with specific reference to international students from Africa studying and living in the TRNC.

Parental education level as a socio-economic status (SES) measure

The education level of parents has been closely correlated with academic performance of their children. It can be assumed as such, that an environment or home in which parents or guardians are educated or have obtained high level of education is most conducive, encouraging and stimulates growth in children's mental development thereby influencing good academic performance. According to Ibok (2015), parents with higher educational attainment and a higher income level have a better chance of successfully equipping their children for school, and as a result of a wider access to resources they help improve the academic achievement of children. In the case of African international students, majority of students who make it to foreign lands are financially stable and can afford meaning their family SES level is middle to high. Nyakundi (2012) also discovered that parents' educational background has a considerable impact on the academic achievement of their children. Parental education plays an influential role in their children's academic performance in a number of possible ways.

Firstly, it is assumed that parents whose education level is high are more able to assist and provide their children with the necessary provisions to get the children's

school work done, than parents with low academic attainment. In addition, parents who attained high education level have a sense of fulfilment in their own beliefs and behaviours which consequentially has a bearing on the children's behaviour, attitude and achievement. Third, parents of high education standing tend to be more concerned with the welfare of their children academically than what their lowly educated peers would do. In one research conducted in Eastern Ethiopia Gobena G.A. (2018) investigated the impact of socio-economic status on the education of students and found that families who were educated were ready to offer encouragement to their children so that they perform well academically. Significantly meaningful differences were found when parental educational level was compared to student academic performance. Students whose parents had lower or equivalent to high school diploma scored less in terms of mean CGPA scores than those whose parents had university education.

Parental Occupation as a Socio-economic Status (SES) measure

The type of occupation one has determines the amount of money they get as salary or wage. As a predictor of familial socioeconomic status, parental occupation and income have a considerable impact on student academic performance ability. Darwall (2016) asserts that an occupation is recognized to play a substantial effect on a person's ability to behave in a healthy and appropriate manner. As a result, it is believed that parents with high occupational status can give a measure of a household's capability to deal with crises, withstand economic stress, and produce a good livelihood, and so parental income can have a large impact on academic achievement of their children. This is in line with Ibok's (2015) results, which state that parental income allows parents to ensure their children's learning, by purchasing them school uniforms and books, and provide them with suitable equipment to aid their education.

However, in a meta-analysis review study carried out on socio-economic status and academic outcomes in developing countries, Kim, Cho, & Kim (2019) did not find significant difference in strength of association between academic outcomes and specific SES measures of education, income and wealth. This serves to explain the possible effect of geopolitical influences, for instance, in higher income countries educational inequalities are bound to be wider than low income, developing countries. The current research will be carried out in an Island country and using a sample of

African international students, results on socio-economic status and academic performance are expected to be inconsistent from the aforementioned data evidence.

Family Income and Size as a Socio-economic Status (SES) measure

The amount of monetary value an individual or family amasses is used to define their social standing more broadly, their socio-economic status. This can be measured by how much the individual earns per month or annum, for instance. High income earners, on one hand, attract the best and most prestigious titles in the society and are well respected. They tend to manage their everyday expenses without a twitch of an eye and in most cases family size is not a hindrance to their capability to spend i.e. sometimes affording to send their children to expensive schools and universities or even abroad. In line with the present research, children coming from families of high social standing are expected to excel better than their counterparts, given that all resources are at their disposal. According to Aruguete M.S (2008), teachers hypothetically rated students in the high socio-economic status group as having a brighter academic future as opposed to their low socio-economic status peers. This goes on to affirm the fact that teachers who believe that SES predetermines student's academic achievement, are more likely to feel ineffective when dealing with such students from low SES backgrounds.

Low-income families, on the other hand, often have large families, which does not support a favourable attitude toward schooling. Although some students are able to excel despite these discouraging and severe retrogressive environments, the percentage is small. Research has shown that students' academic attainment was determined mostly by how big the family size was (Ibok, 2015). It has been established through research that more often children from large families, in particular, are more prone to experiencing low levels of self-esteem, which in turn has a negative impact on an individual's academic achievement (Alken & Barbrain, 2014). Furthermore, having a large family size can make studying difficult for students learning from home, and this eventually reduces the academic competence of the student.

Numerous research studies have reported familial socio-economic status as playing a pivotal role on academic performance, citing that students from a high socio-economic background are bound to outperform students from lower socio-economic background, owing to parental support in the form of motivation and adequate

financial resources and educational aid (Gobena, 2018; Ibok, 2015; Kariya, 2012, & Nyakundi, 2012). Be that as it may, students exposed to a similar socio-economic background have clearly shown varying performance in their academic endeavours (Kim et al., 2019). This therefore brings into play, the effects of other variables such as students' self-esteem, and gender and cultural differences on academic achievement. The current research identifies the inter-play of familial socio-economic status and student's self-esteem and how this may impact on the academic performance of international university students.

The role of Self-Esteem on Academic Performance

One of the most important variables that predict academic achievement and also used as an indicator of students' cognitive growth is the study of self-esteem as a non-cognitive quality (Di Giunta et al., 2013). Self-esteem, according to a number of experts and educators, is essential for students to experiment and take chances during their learning process, bounce back from academic setbacks, and ultimately build high views of competence in dealing with particular academic subjects.

Earlier studies on academic performance have established that self-esteem has a positive predictive effect to the academic success of students in their schooling endeavours (Laveena, Meena & Nelson, 2013). A number studies on academic performance and self-esteem acknowledge the role of self-esteem on students' performance, citing that students who have low self-esteem tend to perform poorly in school mainly because they will be lacking self-confidence and motivation to study (Bauman, 2012). Such students have displayed poorer logical ability, and more distraction, high prevalence of school dropout, and lower learning efficiency (Wang et al., 2020). The present research study seeks to explore the effect of self-esteem on the academic performance of university students and it assumes that self-esteem will have a significant effect on how students perform academically.

Recently, the self-esteem movement has gained significant traction in American schools, in part due to the belief that boosting self-esteem will enhance students' academic achievement. There are excellent grounds to believe that having a high sense of self will result in success in the classroom. Higher goals are set mostly by those students with a high sense of self-esteem as opposed to those students whose self-esteem is threatened and always low. They are also less likely to stumble or veer

off course in the face of failure or give in to self-doubt. High self-esteem might prevent the perception of one's inability to learn from making the process seem pointless and unachievable. Thus, self-esteem in general may activate secondary emotions in individuals to either act confidently or hopelessly when faced with challenging situations. The present study intends to explore the level of self-esteem among international university students and relate that to their academic performance. High self-esteem is expected to lead to high academic performance.

In one study conducted to test the moderating influence of self-esteem on the predictive impact of the independent variable SES on the dependent variable academic performance in Jordan, Masa'Deh, R. et al. (2021) found that self-esteem was an important predictive variable on the overall academic performance of students. Self-esteem has generally been shown to influence academic performance in a more positive correlational relationship, together with other students' development attributes (Kariuki, 2019; Effiom & Bassey, 2018). Again, it has been shown that, for example, low self-esteem tends to be triggered if there happens to be an inconsistency between an individual's expectations and perceptions with regards to their self-evaluation of self-adequacy (Hodgetts et al., 2020). Thus, in some instances it remains unclear whether self-esteem influences academic performance, or that poor grades in class result in a student experiencing a diminished self-concept and eventually low self-esteem.

Although there is vast literature on research showing correlations between the variables of self-esteem and academic performance among students, there has not been so much luck in efforts to establish the causal relationship between the two. For example, students with high self-esteem are more likely to view themselves in a more positive light and exude, therefore, positive attitudes and emotions, thus encouraging them to perform better, but better grades in school can inadvertently improve students' perception of self thereby giving them high self-esteem, the opposite also being logically true (Noronha et al., 2018).

Research findings from a study conducted on a sample population of 220 second year undergraduate university students from the Faculties of Health Sciences and of Medicine aimed at evaluating the association between academic performance and self-esteem, students with high self-esteem scores performed better in their academic performance score; self-esteem score and body area satisfaction. As a result,

self-esteem is among the leading factors determining one's academic performance, although some other factors like body image and stress are to be considered (Rosli et al., 2011). Female adolescents exhibit decreased levels of self-esteem in comparison to male adolescents, according to numerous research.

Sadaat, Ghasemzadeh, and Soleimani (2012) conducted research whose goal was to establish whether or not self-esteem has a bearing on the academic outcome among university. Accordingly, the results from that study, which included 370 students showed that there was significant difference in self-esteem between male students and female students. Male students, on the other hand, further scored higher on the family self-esteem scale than their female peers. Similar findings were gathered from a research study performed to explore the impact of test anxiety and self-esteem on academic achievement of 250 final year National Diploma (NDII) students from the Federal Polytechnic, Ilaro (Akinleke, 2012). The study's results showed that students that were less anxious displayed higher GPAs on average than students who experienced higher levels of anxiety, suggesting that self-esteem and academic performance are positively associated.

While research findings from previous studies acknowledge the role played by psychological variables like anxiety, self-concept and self-esteem in impacting students' academic outcome. Studies have shown that students tend to perform better if they believe in themselves and that their mental capabilities can be improved, rather than if they doubt themselves and choose to believe that their intellectual abilities are limited and immutable (Carol. S, Dweck. C, and Paunesku. D, 2016; Dweck. C.S, 2000).

The role of Socio-Demographic characteristics on Academic performance

Recent literature on the subject of academic performance of students has identified a number of factors affecting academic performance, in particular, among university or higher education students. These factors point out to socio-demographic or personal characteristics such as gender and culture influences. The data obtained from previous researches on gender show that, apart from self-esteem and familial socio-economic status of students, academic performance is influenced by a number of student characteristics. Apart from Self-Esteem and familial socio-economic status

of the students, it is prudent to acknowledge that gender and culture play complimentary roles in influencing academic achievement of students.

Gender, for instance, has a significant predictive effect on academic performance among learners with female students performing better than their male counterparts, as shown in a number of research studies. Research points out that female students usually receive favourable evaluations as compared to male students, which makes them being assessed as possessing superior academic abilities than their male peers in school (DiPrete & Jennings, 2012). Again, in research on pre-university pupils, Aryana (2010) focused on the relationship between self-esteem and academic accomplishment. The research study was aimed at identifying variations in how male students performed academically as compared to female students. The research findings revealed that self-esteem as well as academic achievement have a significant association. Needless to say, no noticeable difference in the levels of self-esteem was found between males and females (Subon et al., 2020; Ahmat et al., 2018).

In addition, gender has been identified as playing a major role in determining the development of self-esteem and academic performance with information gathered from previous research suggesting that when cultural differences in gender perception and stress coping mechanisms were investigated among Chinese students, males and females showed different levels of Self-Esteem (Xie et al., 2019). These stress coping mechanisms will enable the individual to better manage their day-to-day activities and for students this may lead to better academic performance. Those students who are better able to deal with these coping mechanisms are most likely to succeed academically, while those with poor coping skills management will perform below average. The present study sampled international students from Africa as research participants, and as such effects of gender may differ from the ones presented in researches done on Asian cultures.

On another note, there is overwhelming evidence from research literature pointing towards the relationship between culture and self-esteem, and how these co-exist and consequentially explaining how experiences of self-esteem differ across the cultural divide. For instance, nuances of racial and ethnic differences have been observed by research scholars to influence the manner in which individuals self-evaluates academic or any form of achievement (Ahmat et al., 2018). Some racial groups have greater tolerance in their self-evaluation process leading them to be more

enduring hence perform better even in the toughest of academic appraisal. Research by van Laar (2000) on African American students population for example, relates that there is a tendency to blame poor academic achievement on structural biases when African American students perceive themselves as members of the minority hence this will create a dissociation between social integration (self-esteem) and overall student academic performance. This phenomenon has been termed academic disidentification or lack of association between one's academic performance and comparative significant others. It leads to individuals voluntarily underperforming academically because there is not much recognition to gain and the whole act will not be self-fulfilling.

Asian students have been the subject of studies on self-esteem that have shown how socio-cultural values might influence the connection between self-esteem and academic success. The traditions of Asian communities of collectivism and how familial needs and values are prioritized over oneself are clearly shown in research results (Lee, 2012). Similar to this, adolescents in a study on South Korean pupils showed a considerable increase in self-esteem anytime their academic performance improved. According to Kim and Park (2006), South Koreans view education is such a way that self-esteem and academic achievement are two sides of the same coin, that is to say, when a student performs well academically he/she does not only attain personal success but brings familial pride.

Having reviewed research data on academic performance and self-esteem, one can identify the interplay of moderating socio-demographic variables such as gender and cultural characteristics and with this the researcher has to be careful in attributing causal relationship between the variables under study.

The concept of International Student Mobility

Globalisation of higher education as expressed through mobility of students has been on a steady rise over the past couple of decades, with the number of students seeking education abroad increasing significantly since the late 90s (Beine M et al., 2014). On the other hand, developed countries are highly motivated in luring foreign students to their host institutions of higher learning due to a variety of reasons ranging from revenue generation and critical skill migration (economic factor), capacity

building (educational factor), and mutual understanding between parties (political, social and cultural factors).

For instance, foreign international university students are a valuable revenue source for the said countries to which they migrate to in search of better educational standards as has become the norm with most African international students the world over. Second, some colonial powers have found great favour in the accepting and accommodating individuals coming from countries that once were under their colonial rule, all as part of the modern global aid fund package. Third, international mobility of university students is also closely linked to another form of labour migration which involves critical skills. On another note, the relative affordability of studying in some foreign countries is an important motivating factor for students' choice of study destination (Ho, 2017).

Push and pull factors of student mobility

Costs of Study

Most aspiring university students choose their prospective university institutions and or preferred country of destination based on the costs of study. The cost of studying a particular degree program will either push or pull the student to decide whether or not they should move to a foreign land to pursue their studies. Relatively cheaper and affordable costs of study tend to attract hordes of international students, especially those from developing countries. While some international universities provide scholarships and educational grants, it is the knowledge of the combined costs of study i.e. (both tuition fees and costs of living) which most students and families consider.

Level and field of study

One factor closely linked to international students' mobility is the relatedness of disciplines of study being sought after vis-à-vis being offered. For instance, due to the growing populations of developing countries in parts of Asia, Africa and South America, demand for human capital has risen exponentially. To this effect, a number of students have migrated to foreign countries either as student interns for capacity building programs, or self-funded education missions. According to the OECD, a number of countries show a higher inbound student mobility relative to enrolments in advanced research programs. Statistics also indicate that in the USA nearly one in five international students are enrolled at doctoral level (Institute of International

Education, 2012), while in recent times enrolment in undergraduate level has increased for students from China and Saudi Arabia (Choudaha & Kono, 2012). Areas of study range from social sciences, business and law, with a recent upsurge in the demand for engineering and science degree programs.

Language as mode of instruction

Majority of universities around the world, in recent years, have moved from teaching in their home language and adopted English language as a mode of instruction so as to attract international students. For instance, in countries where the host language is widely spoken as an international or universal language such as is the case with English and French, have become leading destinations for international students (OECD, 2011). Despite the fact that the teaching in English tradition has become a serious academic quality concern globally, a steady growth in student mobility is still evident in many non-English speaking countries, for example TRNC where quite a number of international university students are enrolled twice per year into different degree programmes. So the availability of programs being taught in internationally popular languages has allowed for the ever-increasing demand of student mobility over the recent years.

The context of International students in TRNC

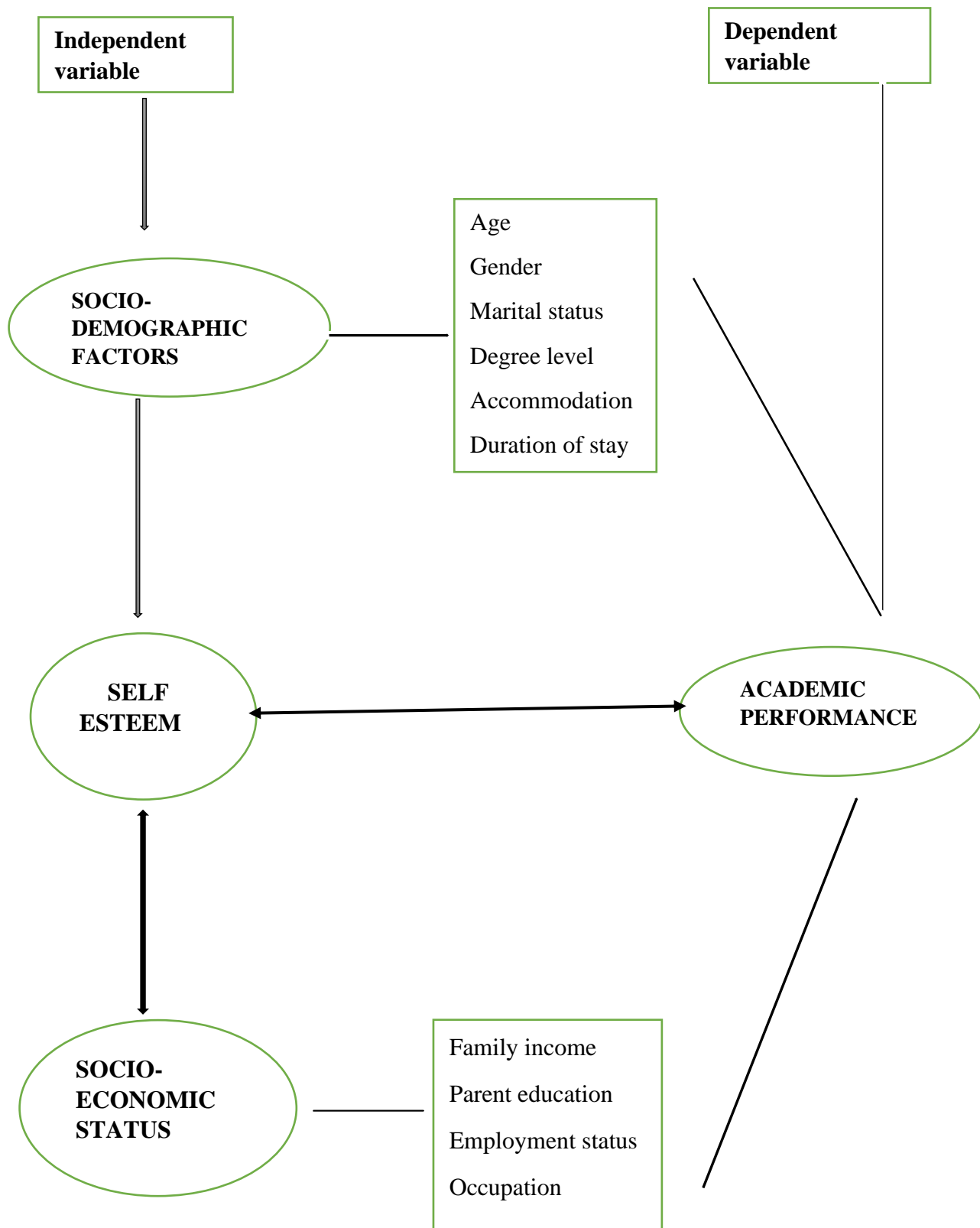
The aforementioned are but some of the pull factors motivating student migration especially those from less developed and developing African countries. It should be noted, however, that TRNC is no exception as it has also witnessed quite huge statistics of migrant university students flocking into the country for educational purposes over the past few years. The 2020 data on university students approximates about 150,000 international students in TRNC.

However, information from the Ministry of National Education and Culture in TRNC reported that there is a total of 94,381 international students who registered for the 2021-2022 academic year, with 43,101 coming from Turkey and 51,280 coming from third countries. This means that 86.9% of the higher education student population in TRNC is constituted by international students, leaving a small share of locals (13.1%) from a total of 108,588 university students currently enrolled nationally (MoNEC, 2021).

The statistics reveal that a lot of international students reside and study in TRNC at present moment, thus, an understanding of their overall life satisfaction index is of paramount importance especially how well they are managing academically and their psychosocial well-being. The evidence from the statistics shared above justifies the purpose of the present study which seeks to assess the predictive value of the independent variables (i.e. socio-demographic characteristics, socio-economic status and self-esteem) on the academic performance of university students of foreign nationality studying and living in TRNC.

Conceptual Framework

Figure 1.



The conceptual framework to the current study shows interaction of the independent variables (SES, Self-Esteem, and Socio-demographic characteristics) and the dependent variable (Academic Performance). It illustrates how the intermediating effects of sociodemographic characteristics of gender, age, marital status, accommodation, and length of stay of international students will be assessed to see how they influence both self-esteem and academic performance. Furthermore, the predictive effects of SES (i.e., family income, parental education, employment status, and occupation) are assessed with reference to their overall effect on academic performance as the dependent variable.

Self-esteem is shown to be playing a mediating role between socio-economic status and academic performance alternatively. Either a change in socio-economic status has a direct effect on self-esteem or vice versa, or a change in self-esteem has a direct effect on academic performance of the students. In the quest for answers to the research problem, the following assumptions have been made and the researcher seeks to either support or refute them.

Hypothesis 1: there will be statistically significant relationship between familial SES and student academic performance.

Hypothesis 2: There will be a significant correlation between self-esteem and academic performance of students.

Hypothesis 3: There will be a significant impact of familial socio-economic status and self-esteem of the student

Hypothesis 4: There will be statistically significant effect of socio-demographic characteristics on student academic performance.

Chapter summary

This chapter focused on reviewing research findings from studies previously done on the particular subject of students' academic performance and how this can be affected by students' socio-economic status, self-esteem and various socio-demographic characteristics. The current research identifies the inter-play of familial socio-economic status and student's self-esteem and how this may impact on the academic performance of international university students. Data emanating from reviewed research studies, although not conclusive enough, show that familial socio-economic status as measured by parental education, education, occupation and income, and family size plays a pivotal role on academic performance, citing those students from a high socio-economic background tend to perform better than their low socio-economic background counterparts. Other studies have shown no significant predictive relationship when socio-economic status was compared to students' academic performance. However, the research output may differ with the nature and type of students being investigated, for instance, the older the student gets the less they tend to rely on parental support or affected by it.

The predictive impact that Self-Esteem has on the academic performance of international university students cannot be understated. Evidence obtaining from the reviewed research studies explicitly showed a strong relationship between the two variables of self-esteem and academic performance for instance, higher levels of self-esteem predicted improved academic performance. In the same vein, low self-esteem students tend to perform poorly academically. Self-esteem is shown to be playing a mediating role between socio-economic status and academic performance. Some research data allude to the strong correlation between the two independent variables and how they in turn impact on each other to predict the academic outcome.

There is also some evidence pointing towards gender and cultural influence affecting students' self-esteem which later will impact on the academic performance of international university students. This phenomenon however brings to light the fact that academic performance is not only influenced by cognitive factors but by both subjective non-cognitive and environmental factors.

CHAPTER III

Research Methodology

This section includes an overview of the study design, sample, participants, measures, technique, examination of data and consideration of ethical issues, as well as the results of the research.

Research Design

The present study is a quantitative investigation of the impact of the variables of socio-demographic factors, socio-economic status and self-esteem with relation to student academic performance. Using the quantitative survey approach the study managed to statistically test and report on the causal relationships occurring between independent and dependent variables. The objectivity which comes with a quantitative research model is important when a study of such magnitude is being pursued. Accordingly, a quantitative research methodology allows the researcher to select a bigger sample size which in turn promotes external validity of the results (Apuke, 2017; Arghode, 2012). Data obtained through quantitative methodology is relatively easy to analyze and report on, leaving the research stakeholders satisfied. The present research study employed structural modelling techniques in analyzing data collected during the research, with validity and reliability analyses performed to answer the research objectives and hypotheses more accurately.

Study Area

Research findings reported in this paper are based on individual responses gathered from participants who took part in this study. The study area was Near East University found in TRNC, and international students of African origin were targeted to fulfill the aims of the research study. The motivation to select this area results from the size of the university when compared to other higher learning institutions in the region. Near East University is one of the biggest private universities in the North of Cyprus and it boasts of the biggest and most diverse student population. As a result of student diversity, the population of international students is also big and thus the researcher took advantage of this fact coupled with its proximity to carry out this present study. The university has expanded over the past few years to include some new degree programs and widened its net to attract more international students which makes it internationally recognized.

The study area is situated on an Island country that typically is a tourist economy, as such the general cost of living is relatively high prompting international students in particular to want to negotiate carefully their way around, financially and socially. With the scope of this research therefore, the researcher was able to capitalize on this phenomenon and sought to investigate how one's socio-economic background may affect their academic performance as students and also whether or not their self-esteem is affected along the way.

Population and Sampling Methods

In statistics and survey methodology, sampling is the selection of a subset of individuals from within a statistical population to estimate characteristics of the population under study. Due to the fact that a target group (i.e., African students) is being sought after, a non-random sampling strategy was used to select participants for the research. A non-random or non-probability sampling is when the research participants from the population being targeted do not have an equal chance of being included or selected into the sample (Berndt, 2020). This means that the selection of research participants will be biased towards certain research characteristics such as proximity or specific group. However, non-random sampling is useful when descriptive data pertaining the sample itself is being sought after, hence in this current research African university students were selected from the population (i.e., Near East University students) due to their importance in the study.

One type of non-probability sampling technique used for this study is convenience sampling. This is when people from a particular interest group are chosen depending on their availability and proximity to the researcher. Issues of poor external validity are synonymous with this sampling technique as the research samples generally tend to be selected according to certain specific reasons which are in this case, proximity to the researcher and nationality.. Despite being biased, convenience sampling is an easy method to gather participants.

Participants

The present research study sampled international university students from Africa undertaking various degree programs at Near East University in North Cyprus. At the time of the study (2022-23, Fall Semester) the total number of students from African countries was 3000 according to the NEU International Office. The students were

either during the course of their studies or recent graduates still living in North Cyprus. The researcher distributed 290 questionnaires to the intended study participants and 200 responses were obtained and were later used in data analysis and reporting. International university students of African descent were sampled because of their characteristic importance in the current study since their socio-economic status and Self-Esteem, and possible impact of these two variables on the academic performance made up the variables of interest of this study.

Sources of Data

In academic research we have two main sources of data which are primary and secondary data sources. Primary data, on the one hand, refers to data or information that is obtainable first-hand, or any reliable information source which witnessed an event such as information diaries, journals, interviews, or scientific experiments. On the other hand, secondary data refers to pieces of information obtainable from relevant studies that have been carried out and prepared by other researchers on the same research subject matter. Therefore, secondary data is used to reference one's research to expert knowledge on the study topic and subject matter (Hamilton, Smith and Worthington, 2008). In this research study a structured questionnaire consisting of open and closed ended questions was used to solicit for primary research data from the participants.

Data Collection Tools

The current research study made use of self-reporting survey questionnaires to obtain data from the target group. Two questionnaires were employed, one which consisted of questions about socio-demographic characteristics and socio-economic status measures, and another questionnaire to measure the level of self-esteem of the participants.

Socio-Demographic Questionnaire

The socio-demographic questionnaire was designed to gather information on individual characteristics of research participants or respondents, and it consists of such research items listed below. The questionnaire asked research respondents about their gender, age, nationality, marital status, degree level, work status, and duration in number of spent in TRNC, as well as past study abroad experience. The questionnaire went on further to ask about socio-economic factors such as family's size and income

level, parents' level of education, their employment status, occupation type and the overall socio-economic status level and whether it was high, medium or low. The information is useful in the evaluation and analysis of the results of the study.

Rosenberg Self-Esteem Scale (Rosenberg, 1965)

The Rosenberg Self-Esteem Scale (Rosenberg, 1965) is a standard measure of self-esteem in psychological research. It was originally designed as a measure of self-esteem for the Adolescent population (i.e. High school students), but since its development it has been preferred and adopted by researchers to assess Self-Esteem not only among adolescents but in a variety of groups including adults. The RSE scale comprises 10 items, five expressed in positive statements and five in negative statements. This RSE scale provides for a much more convenient and straightforward method of assessing global self-esteem.

Scoring of the RSES

The Rosenberg Self-Esteem measure is a Guttman type scale, and because scoring is done using a method of combined ratings, it can be a little challenging. The RSE scale is frequently scored as a Likert scale even though it was intended to be a Guttman scale. Participants express their opinions by selecting one of four options: Strongly Disagree, Disagree, Agree, or Strongly Agree. Scores might be as low as 10 or as high as 40. For instance, responses for low Self-Esteem low are measured "strongly disagree" or "disagree" with certain attitudes (i.e. 1;3;4;7 and 10), and "strongly agree" or "agree" on research questions (2;5;6;8, and 9). Two or three out of three correct responses to items 3, 7, and 9 are scored as one item. One or two out of two correct responses for items 4 and 5 are considered as a single item; items 1,8, and 10 are scored as individual items; and combined correct responses (one or two out of two) to items 2 and 6 are considered to be a single item. After reversing the scores for the items with negative wording, the scale can also be scored by adding up each item's four points (i.e. items 2, 5, 6, 8 and 9).

Reliability and Validity

The RSE scale exhibits strong internal consistency with a Guttman scale coefficient of reproducibility of 0.92. Two-week test-retest reliability results in correlations of 0.85 and 0.88, demonstrating high stability. Using well-known study

groups, the RSE scale demonstrates contemporaneous, predictive, and construct validity. It is a good assessment test for self-reported self-esteem in the current study because it significantly correlates with other self-esteem measures, such as the Coopersmith self-esteem inventory.

Data collection procedure

The present research study was largely targeted at international students from Africa who are currently enrolled at Near East University in North Cyprus for their degree programs. African students from various faculties were non-randomly sampled by the researcher according to convenience (i.e., being African, and easy of availability). This method, in turn, allowed research results from the particular subgroup to express an estimate of external validity, as students' academic experiences were expected to be influenced by their different experiences in the various fields of study. The duration of the data collection process took an average of a week, between the days of November 16th and 25th 2022. Sampled African university students were approached in their lecture rooms during class, and after consent was sought, they were given self-reporting survey questionnaires to fill out. The whole process took not more than 15 minutes to complete. Again, research participants were approached in public places such as restaurants and public transit, such as buses, and asked for permission in person to participate in the study.

Alternatively, some were given survey link to complete the survey questionnaire online after giving their consent. This method allowed the participants to refer some of their colleagues to also participate in the study by sharing the study online survey link.

Data analysis procedure

The current research employed a number of statistical analysis tools to definitively express the relationship of the variables under study. The researcher used the analysis of variance to establish the importance of the relationship between the independent variables (SES and Self-Esteem) and dependent variable (Academic Performance). Correlation was also used to predict the relationship among the variables. The Statistical Package for Social Sciences (SPSS) software was used for the used to carry out the data analysis process.

Ethical considerations

For this investigation, it is believed that two ethical standards are critical in line with Social Sciences research ethics, i.e., autonomy and beneficence.

Autonomy

Individuals who agree to participate in an investigative study retain their ability to select and make decisions on their actions, contributions, and resources all at their own will. This privilege must be safeguarded and protected by the researcher as a matter of moral obligation. As a result, the researcher must obtain informed consent from the participant and must make sure all study information is confidential.

Beneficence

Beneficence is a second principle. An important part of beneficence is that the test administrator has a moral commitment to do everything possible to keep participants safe while also providing as many advantages to them as possible.

CHAPTER IV

Findings and Discussion

Introduction

The current chapter four gives an outline of research findings and the statistical analyses of data from the study which was conducted on 200 collected survey questionnaire responses. Socio-demographic characteristics were interpreted by use of descriptive statistics such as frequencies, mean and percentages. After testing our data for normality, a set of statistical comparison tests were run on the dataset obtained from the study to compare means, establish causal relationships through correlation and regression analyses of the variables under study. This chapter is thus dedicated to answering the key research questions presented in the study which;

- What is the effect of familial SES on academic performance of African international students?
- What is the impact of familial socioeconomic status (SES) on African international university students` self-esteem?
- What is the relationship between African international university students` familial SES; Self-esteem and academic performance?
- What effect do socio-demographic characteristics have on Self-Esteem, familial SES, and academic performance of international students?

Demographic Profile

The present study consists of 200 collected responses which were distributed demographically as 93 (46.5%) Male and 107 (53.5%) Female. Age range of participants was from 19-38 years with a mean age of 24.90 years (+/- 3.78). This information can be seen from Table 1 below.

Table 1.

The frequency distribution of the socio-demographic characteristics of the participants.

		n	n (%)
Gender	Male	93	46.5
	Female	107	53.5
Age	20 yrs. and below	25	12.5
	21-25 yrs.	97	48.5
	26-30 yrs.	63	31.5
	Above 30 yrs.	15	7.5
Marital Status	Single	181	90.5
	Married	18	9
	Other	1	0.5
Country of Origin	Cameroon	18	9
	Nigeria	36	18
	Kenya	32	16
	Ethiopia	12	6
	Zambia	18	9
	South Africa	44	22
	Zimbabwe	40	20
No. years in TRNC	1 st year	25	12.5
	2 nd year	58	29
	3 rd year	60	30
	4 th year and over	57	28.5
Degree program	Undergraduate	156	78
	Master	35	17.5
	Ph.D.	9	4.5
Nature of Accommodation	Staying alone	50	25
	Staying with friend(s)	136	68
	Staying with own family	14	7
Family SES	Low	78	39
	Medium	110	55
	High	12	6
Family Income	Income satisfies all needs	24	12
	Income barely satisfies needs	84	42
	Income is supplemented by other means	92	46

Father's employment status	Full time	133	66.5
	Part time	20	10
	Pensioner	26	13
	Other	21	10.5

The information given in the table above shows that of the participants who took part in the study, 107 (53.5%) of them were female, while 93 (46.5%) were male. Participants aged 20 years and younger constituted 12.5% (n=25) of the research participants while the majority of the participants 97 (48.5%) reported their age between 21 years and 25 years. 31.5% of the participants were aged between 26 years and 30 years, and the least recorded number of participants 15 (7.5%) was aged above 30 years. Participants who reported being single constituted 90.5% (n=181), those who reported being married were 18 (9%), while only one of the participants reported otherwise. 156 (78%) participants reported as doing their undergraduate studies, 35 (17.5%) were enrolled for Master degree programs, and only 9 (4.5%) participants were Ph.D. students.

50 (25%) of the participants reported living alone, while only 14 (7%) were living with their family, and the majority of the participants lived with friend(s) 136 (68%). Participants whose duration of stay in TRNC was only a year were 25 (12.5%), two years were 58 (29%), three years 60 (30%), and 57 (28.5%) of the participants had four and more years of stay in TRNC.

The SES of participants was reported as low socio-economic status 78 (39%), medium socio-economic status 110 (55%), and high socio-economic status 12 (6%). Participants who reported their familial income as enough were 24 (12%), 84 (42%) of the participants admitted that their familial income was hardly enough, and 92 (46%) participants reported having to supplement their income by other means. 133 (66.5%) participants reported they had full time employed fathers, 20(10%) participants reported their fathers' employment status as part time, while 26(13%) participants' fathers were pensioners, then 21 (10.5%) were categorized as other.

Descriptive Statistics

Frequency distribution of CGPA total scores measuring academic performance.

The Table 2 shows the distribution of CGPA score collected to measure the academic performance of the participants of the study. The results reveal that the majority of students 104 (52%) scored between 2.1 and 3.0 CGPA points. Students who reported that their CGPA was anywhere around 1.1 and 2.0 points were 67 and accounted for 33.5% of the total study sample. Only 14.5% of the participants scored between 3.1 and 4.0 CGPA points.

Table 2.

Frequency distribution of CGPA total scores measuring academic performance.

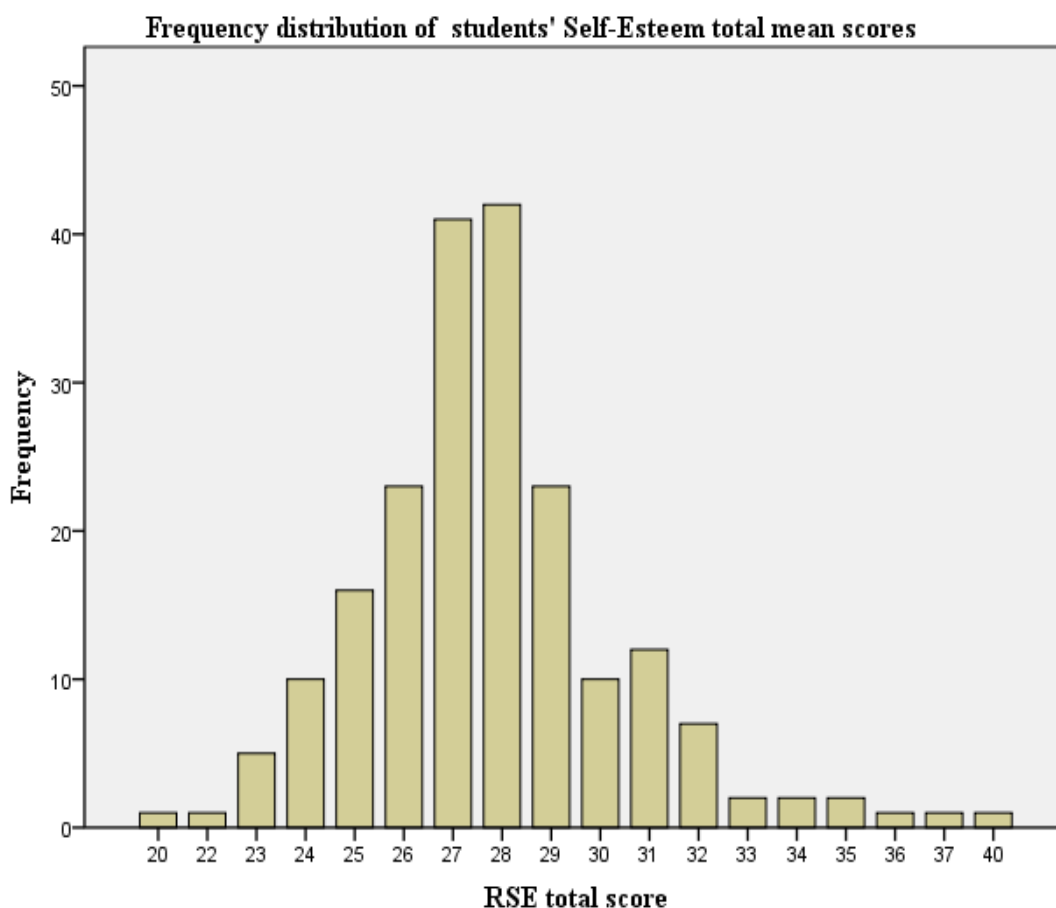
CGPA Score	Frequency	Percent	Valid Percent
1.1-2.0	67	33.5	33.5
2.1-3.0	104	52.0	52.0
3.1-4.0	29	14.5	14.5
Total	200	100.0	100.0

Frequency distribution of RSES mean scores measuring Self-Esteem level of students.

Results from Figure 2 below show the frequency distribution of self-esteem scores of participants. The total score on the RSES was 40 which reveals a high self-esteem level, and any score below 20 signify poor self-esteem among the participants. The distribution of the scores, however, shows that none of the participants scored within the poor self-esteem level range. All scored 20 and above. The majority of the participants scored within the moderate levels of self-esteem. Only one participant recorded the highest score on the RSE scale.

Figure 2.

Frequency distribution of RSES mean scores measuring Self-Esteem level of students.



The comparison of CGPA and RSE Total mean scores based on the gender of participants.

Table 3 related to the Mann Whitney U-Test results comparing the CGPA scores and RSE total scores with relation to the participants' gender, shows no statistically significant differences between the mean ranks of male and female participants between CGPA scores (4491.00, $p>0.05$), and RSE total scores (4638.500, $p>0.05$).

Table 3.

The Mann Whitney U-test results related to the comparison of CGPA and RSE Total mean scores according to the participants' gender

	Gender	N	Mean Rank	Sum of Ranks	U	P
RSE Total Scores	Male	93	96.88	9009.50	4638.500	0.404
	Female	107	103.65	11090.50		
CGPA scores	Male	93	105.71	9831	4491.00	0.190
	Female	107	95.97	10269		

*** $p>0.05$**

The comparison of CGPA and RSE Total mean scores based on the socio-economic perceptions of the participants.

The table based on the Mann Whitney U-test results of the comparison of the CGPA scores and RSE total scores according to how low the participants perceive their SES level when compared to their peers, indicates no statistically significant differences among the mean rank scores of participants in both CGPA scores (4617.00, $p>0.05$), and RSE total scores (3971.50, $p>0.05$).

Table 4.

The Mann Whitney U-test results of the comparison of CGPA and RSE Total mean scores according to socio-economic perceptions of the participants.

	SES Perception	N	Mean Rank	Sum of Ranks	U	P
RSE Total Score	Yes	76	90.76	6897.50	3971.50	0.060
	No	124	106.47	13202.50		
CGPA Score	Yes	76	99.25	7543	4617.00	0.792
	No	124	101.27	12557		

*** $p>0.05$**

The Kruskal Wallis H-test results related to the comparison of CGPA and RSE Total mean scores according to age of the participants.

The table 5 which is related to the Kruskal Wallis H-test results comparing the CGPA score and RSE total score based on age of the participants, reveals that there are no statistically significant differences between mean ranks of age of the participants and RSE total score ($X^2=4.52$, $p>0.05$). However, there are statistically significant differences in the mean rank score of age of participants and CGPA score ($X^2=15.41$, $p=0.001$). A further multiple comparison performed using Mann Whitney U-test indicates that participants aged above 30 years have higher CGPA scores than participants aged 26-30 years ($u= 301.500$, $p<0.05$), 21 – 25 years ($u= 341.500$, $p<0.05$), and 20 years and below ($u=79.500$, $p<0.05$).

Table 5.

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores based on the age of participants.

	Age	n	Mean Rank	X^2	df	P
RSE Total Score	20 years and Below	25	93.44	4.52	3	0.210
	21-25 years	97	100.95			
	26-30 years	63	95.83			
	30 years and above	15	129.00			
CGPA Score	20 years and Below	25	87.96	15.41	3	0.001*
	21-25 years	97	92.57			
	26-30 years	63	107.13			
	30 years and above	15	144.83			

***p<0.05**

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores according to family income of the participants.

An examination of Table 6 which is based on the Kruskal Wallis H-test results of the comparison of CGPA score and RSE total score according to family income of the participants, indicates there are no meaningful statistically significant differences when family income was compared to CGPA score ($X^2 = 0.79$, $p > 0.05$). However, there was statistically significant differences between family income and RSE total score ($X^2 = 10.81$, $p = 0.005$). A further multiple comparison using Mann Whitney U-test revealed that participants whose family income easily satisfies their needs had higher mean rank scores than those whose family income barely satisfies needs ($u = 571.00$, $p < 0.05$), and those whose family income is supplemented by other means ($u = 731.500$, $p < 0.05$).

Table 6.

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores based on family income of the participants.

	Family Income	N	Mean Rank	X²	Df	P
CGPA Score	Income satisfies all needs	24	107.63	0.79		0.675
	Income barely satisfies needs	84	97.33			
	Income is supplemented by other means	92	101.53			
RSE Total Score	Income satisfies all needs	24	134.23	10.81	2	0.005
	Income barely satisfies needs	84	90.67			
	Income is supplemented by other means	92	100.68			

***p<0.05**

The Kruskal Wallis H-test of the comparison of CGPA and RSE Total mean scores based on the type of accommodation of the participants.

An examination of table 7 related to the Kruskal Wallis H-test results of the comparison of CGPA score and RSE total score based on the type of accommodation preference of the participants, shows that there are no statistically significant differences between accommodation and CGPA ($X^2 = 3.65$, $p > 0.05$). When RSE total score was compared to the accommodation type of participants, statistically significant differences were observed ($X^2 = 7.73$, $p = 0.021$). A further multiple comparison analysis using Mann Whitney U-test revealed that, participants who live alone had high mean rank scores than participants who live with friend(s) ($u = 2694.500$, $p < 0.05$). Again, participants who live with other relatives or family scored higher on the mean rank than those living with friend(s) ($u = 641.500$, $p < 0.05$).

Table 7.

The Kruskal Wallis H-test results related to the CGPA and RSE Total mean scores based on the type of accommodation of the participants.

	Accommodation type	n	Mean Rank	X²	df	P
CGPA Score	Staying alone	50	98.98		2	
	Staying with friend(s)	136	98.40	3.65	2	0.161
	Staying with own family	14	126.29		2	
RSE Total Score	Staying alone	50	113.72		2	
	Staying with friend(s)	136	93.03	7.73	2	0.021*
	Staying with own family	14	125.86		2	

***P<0.05**

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores based on the degree level of the participants.

Table 8 related to the Kruskal Wallis H-test results of the comparison of CGPA score and RSE total score in relation to the degree level of participants reveals that there are no statistically significant differences when participants' level of study was compared to RSE total score ($X^2 = 0.43$, $p > 0.05$). When degree level of participants was compared to CGPA score, statistically significant differences were found ($X^2 = 23.25$, $p = 0.000$). A further multiple comparison using Mann Whitney U-test revealed that participants pursuing their graduate Ph.D. degree studies had higher ranking CGPA mean scores compared to participants studying towards undergraduate degree programs ($u = 116,500$, $p < 0.05$).

Table 8.

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores based on the degree level of the participants.

	Degree Level	n	Mean Rank	X²	df	P
CGPA Score	Undergraduate	156	94.11		2	
	Graduate-Master	35	108.91	23.25	2	0.000*
	Graduate-Ph.D.	9	178.61		2	
RSE Total Score	Undergraduate	156	99.79		2	
	Graduate-Master	35	105.49	0.43	2	0.807
	Graduate-Ph.D.	9	93.39		2	

***P<0.05**

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores based on the duration of stay of the participants.

An examination of Table 9 related to the Kruskal Wallis H-test of the comparison of CGPA score and RSE total score based on participants' length of stay, shows that no statistically significant differences between RSE total score were found ($X^2=3.76$, $p>0.05$). However, statistically significant differences were found between participants' length of stay and their CGPA ($X^2=11.65$, $p=0.009$). A further multiple comparison using Mann Whitney U-test indicated that second year participants had higher ranking CGPA mean scores than first year students ($u=531.500$, $p<0.05$). Similarly, participants with four or more years scored higher than participants who have stayed for only a year ($u=420.500$, $p<0.05$).

Table 9.

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores based on the duration stay of participants.

	Duration of stay	n	Mean rank	X²	df	P
CGPA Score	First year	25	75.04	11.65	3	0.009*
	Second year	58	100.99		3	
	Third year	60	95.59		3	
	Four and more years	57	116.33		3	
RSE Total Score	First year	25	100.92	3.76	3	0.288
	Second year	58	110.64		3	
	Third year	60	100.57		3	
	Four and more years	57	89.93		3	

***p<0.05**

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores based on the education of mother of the participants.

The examination of Table 10 related to the comparison of CGPA score and RSE total score in relation to education of mother of the participants, reveals that no statistically significant differences were found when education of mother of the participants was compared to CGPA score ($X^2 = 3.40$, $p > 0.05$), and RSE total score ($X^2 = 2.19$, $p > 0.05$) respectively.

Table 10.

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores based on education of mother of the participants.

	Mother's Education	n	Mean Rank	X²	df	P
CGPA Score	Illiterate	1	119.50		3	0.335
	Primary	2	34.00		3	
	Secondary	74	101.66	3.40	3	
	University	123	100.73		3	
RSE Total Score	Illiterate	1	178.50		3	0.534
	Primary	2	78.00		3	
	Secondary	74	101.18	2.19	3	
	University	123	99.83		3	

***p>0.05**

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores based on the education of father of the participants.

An examination of Table 11 related to the Kruskal Wallis H-test of the comparison of CGPA score and RSE total score based on the education of father of the participants indicates that there are no meaningful statistically significant differences between the secondary and university categories when they were compared to CGPA score ($X^2 = 0.44$, $p > 0.05$) and RSE total score ($X^2 = 0.78$, $p > 0.05$) respectively.

Table 11.

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores based on education of father of the participants.

	Father's Education	n	Mean Rank	X²	df	P
CGPA Score	Illiterate	-			1	
	Primary	-		0.44	1	
	Secondary	75	103.67		1	0.508
	University	125	98.60		1	
RSE Total Score	Illiterate	-			1	
	Primary	-			1	
	Secondary	75	95.88	0.78	1	0.377
	University	125	103.27		1	

***p>0.05**

The Kruskal Wallis H-test results related to the comparison of CGPA and RSE Total mean scores based on the employment status of mother of the participants.

Examination of the Table 12 based on the Kruskal Wallis H-test results of the comparison of CGPA score and RSE total score in relation to employment status of mother of the participants reveals that there no statistically significant differences between mother's employment status and RSE total score ($X = 2.42$, $p > 0.05$). However, statistically significant differences were found between mother's employment status and CGPA scores ($X^2 = 8.11$, $p = 0.044$). A comparison analysis using Mann Whitney U-test further indicates that participants who reported their mothers as housewife scored higher mean ranks than those participants with mothers who have full time employment status ($u = 2118.00$, $p < 0.05$).

Table 12.

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores based on the employment status of mother of the participants.

	Mother's Employment	n	Mean Rank	X²	df	P
CGPA Score	Full time	76	95.63	8.11	3	0.044
	Part time	20	80.08		3	
	Housewife	68	113.63		3	
	Other	36	97.33		3	
RSE Total Score	Full time	76	92.78	2.41	3	0.491
	Part time	20	108.73		3	
	Housewife	68	105.81		3	
	Other	36	102.21		3	

***P<0.05**

The Kruskal Wallis H-test results related to the comparison of CGPA and RSE Total mean scores based on the employment status of father of the participants.

Table 13 which is related to the Kruskal Wallis H-test results of the comparison of CGPA score and RSE total score based to the employment status of father of the participants reveals that there are no meaningful statistically significant differences between the employment status of father and the participant's CGPA score ($X^2=0.79$, $p>0.05$), and RSE total score ($X^2=0.36$, $p>0.05$).

Table 13.

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores based on the employment status of father of the participants.

	Father's Employment	n	Mean Rank	X²	df	P
CGPA Score	Full time	133	100.43	0.79	3	0.853
	Part time	20	92.90		3	
	Pensioner	26	106.71		3	
	Other	21	100.50		3	
RSE Total Score	Full time	133	101.94	0.36	3	0.949
	Part time	20	99.48		3	
	Pensioner	26	94.83		3	
	Other	21	99.36		3	

***p>0.05**

The Kruskal Wallis H-test results related to the comparison of CGPA and RSE Total mean scores based on the occupation of parents of the participants.

An examination of the Table 14 related to the Kruskal Wallis H-test results of the comparison of CGPA score and RSE total score in relation to occupation of the parents of the participants, reveals that there are no statistically significant differences among the occupation categories of the parents between CGPA score ($X^2=3.92$, $p>0.05$), and RSE total score ($X^2=3.29$, $p>0.05$).

Table 14.

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores based on the occupation of parents of the participants.

	Parent's Occupation	n	Mean Rank	X²	df	P
CGPA Score	Management	31	103.87		4	
	Intellectual/scientific	33	89.85			
	Civil servant	43	96.97	3.92	4	0.417
	Business services	67	100.50			
	Other	26	115.85		4	
RSE Total Score	Management	31	106.31			
	Intellectual/scientific	33	95.18		4	
	Civil servant	43	111.23	3.29	4	0.511
	Business services	67	97.99		4	
	Other	26	89.04			

***p>0.05**

The Kruskal Wallis H-test results related to the comparison of CGPA and RSE Total mean scores based on marital status of the participants.

The examination of Table 15 related to the Kruskal Wallis H-test results of the comparison of CGPA score and RSE total score in relation to marital status of the participants shows that there are no statistically significant differences when marital status was compared to CGPA score ($X^2 = 4.12$, $p > 0.05$), and RSE total score ($X^2 = 5.32$, $p > 0.05$).

Table 15.

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores based on marital status of the participants.

	Marital Status	n	Mean Rank	X²	df	P
CGPA Score	Single	181	98.66		2	
	Married	18	114.22	4.12		0.127
	Other	1	186.00		2	
RSE Total Score	Single	181	97.96		2	
	Married	18	120.81	5.32		0.070
	Other	1	194.50		2	

***p>0.05**

The Kruskal Wallis H-test results related to the comparison of CGPA and RSE Total mean scores based on working status of the participants.

An examination of Table 16 which is related to the Kruskal Wallis H-test results of the comparison of CGPA score and RSE total score based on working status of the participants, shows that there are no statistically significant differences among the group when either participants working full time, part time or not working was compared to CGPA score ($X^2=1.17$, $p>0.05$), and RSE total score ($X^2=1.18$, $p>0.05$).

Table 16.

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores based on working status of the participants.

	Work Status	n	Mean Rank	X²	df	P
CGPA Score	Full time	16	101.09		3	
	Part time	64	104.95	1.17	3	0.761
	Unemployed and looking for work	45	93.96		3	
	Unemployed and not looking for work	75	100.50			
RSE Total Score	Full time	16	108.06		3	
	Part time	64	105.17	1.18	3	0.621
	Unemployed and looking for work	45	102.31		3	
	Unemployed and not looking for work	75	93.81			

***p>0.05**

The Kruskal Wallis H-test results related to the comparison of CGPA and RSE Total mean scores based on the familial SES of the participants.

An examination of Table 17 related to the Kruskal Wallis H-test results of the comparison of CGPA score and RSE total score according to familial SES level of the participants, reveals that there are no statistically significant differences between SES and CGPA score ($X^2 = 3.21$, $p > 0.05$). When participants' familial SES level is compared to RSE total score statistically significant differences was found ($X^2 = 16.48$, $p = 0.000$). A comparison analysis by using Mann Whitney U-test suggests that participants with High SES level scored higher than Medium SES level ($u = 318.500$, $p < 0.05$), and Low SES level ($u = 167.00$, $p < 0.05$) participants respectively. Additionally, participants with Medium SES level scored better on RSE total mean scores than participants of Low SES level ($u = 3433.00$, $p < 0.05$).

Table 17.

The Kruskal Wallis H-test results of the comparison of CGPA and RSE Total mean scores based on the familial SES of the participants.

	SES Level	n	Mean Rank	X^2	df	P
CGPA Score	Low	78	96.72		2	
	Medium	110	100.41	3.21	2	0.201
	High	12	125.83		2	
RSE Total Score	Low	78	85.65		2	
	Medium	110	105.19	16.48	2	0.000*
	High	12	154.04		2	

***P<0.05**

Correlation Analysis

Table 18 presents the Pearson coefficients related to the correlation of the relationship between the total mean scores of CGPA and RSE scale. The results show that there is a weak but statistically significant positive relationship between the scores, ($r=0.208$, $p=0.003$).

Table 18.

Pearson correlation coefficients according to CGPA and RSE mean total scores.

SCALES	R	P
CGPA	0.208	0.003**
RSE		

** $p<0.01$

Regression Analysis

The multiple linear regression analysis tests the hypotheses that there is a significant impact of independent variables (i.e., SES, Self-Esteem, and Socio-demographic characteristics) on the dependent variable Academic Performance.

The table 19 below shows that the dependent variable AP was regressed on predicting variables, and results showed a significant prediction on AP, $F(8.145) = 2.990$, $p < 0.05$, with the Adjusted R^2 value of 0.177 depicting that the variance of independent variables explains 17.7% impact on AP.

Table 19

Summary of the results for regression analysis on Academic Performance.

	Beta Coefficient	R²	F	t-value	p- value	Hypothesis supported
Self-Esteem	0.046	0.177	8.145	2.740	0.007	yes
Age	0.031			2.385	0.018	yes
Duration	0.064			1.349	0.179	no
Degree Level	0.282			3.182	0.002	yes
SES Level	0.058			0.750	0.454	no
Employment of mother	0.041			1.105	0.270	no

CHAPTER V

Discussion

The main purpose of this research study was aimed at investigating international university students from Africa studying and living in TRNC according to how their academic performance was affected by the socio-economic status of their family and self-esteem. Socio-economic status was measured by testing singular variables such as family income, parental occupation, and employment status and education level of both parents. The Rosenberg self-esteem scale (RSES) was the instrument used to measure the variable of Self-Esteem. Academic performance of the students was measured by asking students to tell what their cumulative grade point average CGPA was. Individual characteristic variables were also measured and evaluated, for that reason their possible predictive effect could not be ignored. To that effect, gender, age, marital status, accommodation, duration of study, work status, and degree level were some of the socio-demographic characteristics measured to predict students' academic performance. The questionnaire used in the study was self-reported.

The research sought to answer three research questions: What is the effect of familial socio-economic status (SES) on the academic performance of African international university students studying in TRNC? What is the impact of familial socio-economic status (SES) on African international university students' self-esteem? What is the relationship between familial SES; Self-esteem and academic performance?

The gender variable was found not statistically significant in predicting academic performance of international students as well their self-esteem. Female and male participants showed no statistically meaningful difference in the way they performed academically, and the self-esteem level of both genders was consistent. The results of the current research study are consistent with the findings from some earlier research studies on academic performance. For instance, Ahmet et al. (2018) in their research study examining university undergraduate pharmacy students in Malaysia, found no meaningful significant differences when self-esteem of students was compared to socio-demographic characteristics such as age, gender, year of study, and marital status. In their research study, Subon et al. (2020) utilised the Rosenberg Self-Esteem Scale to measure self-esteem and CGPA to assess academic performance. The

results gathered found no significant differences between gender of participants and self-esteem, but female students obtained better grades than male students. However, Naderi et al. (2009) found gender affecting self-esteem of students.

It was found that the variable of age of the participants not significant when compared with self-esteem. Almost all research participants had average RSES mean score regardless of age group. The findings are consistent with Ahmet et al. (2018) whose research found no significant differences between sociodemographic factors and self-esteem of the undergraduate university students in Malaysia. However, when age of participants was compared to academic performance, it was found that participants aged 30 years and above scored higher than all the other age groups in terms of CGPA scores. The results are consistent with research findings by Liu (2013) who found that socio-demographic characteristics were more significant than SES in relation to students' higher education opportunities when Chinese universities were enrolling students. These findings from Liu (2013) can be misleading due to the fact that the in the study only first year students were sampled, while from the present study majority of the students above 30 years of age are already in their post graduate years.

There were significant differences recorded when academic performance, measured by CGPA scores was compared to both students' degree level and length of stay. Students who were enrolled in postgraduate Ph.D. degree program had higher ranking CGPA scores than students still in their undergraduate level. Also students in their second and fourth year and above respectively scored higher than students only one year of stay in TRNC. The findings from the current research are consistent and in support of research findings by Duong et al. (2016). In a meta-analytic review of over 50 studies, although most research findings on generational differences among higher education academic performance seemed to yield conflicting resolutions but second-generation students performed slightly better than first and third generation students. Also when self-esteem was compared to length of stay and degree program of international students, no significant differences were obtained implying that the self-esteem mean scores were evenly spread. The results concerning self-esteem and length of stay as well as degree level of international students are in line with findings gathered by Ahmat et al. (2018) in Malaysia, although in their study their participants were only undergraduate students so there was not much of variance.

The independent variable of accommodation preference of participants showed significantly meaningful difference towards self-esteem but academic performance. There was variance in the self-esteem scores according to how international students lived. The results found that students who shared their accommodation with one or more friends had the least mean scores than did those students living with relatives or living alone. However, participants living with one or more friends constituted 68% of the total study group, so it's difficult to arrive at the cause in variance. Ahmat et al. (2018) and Subon et al. (2020) did not find similar results on accommodation type, and this can be due to difference in type of data used, (i.e. parametric data for earlier research study vs non parametric data for the present study).

The current research findings found statistically meaningful differences between overall self-reported SES level and academic performance. The variance in the SES level of students did not have any meaningful effect on their academic performance as measured by their CGPA. This is inconsistent with results found from a study conducted to investigate predictive impact on academic achievement of the variables of familial and school socio-economic status of students in four Chinese regions. From that research study, Zhao et al. (2020) found academic performance strongly relating positively to variables of familial SES as well school SES. On another note, the results from the present study are consistent with results obtained from a meta-analysis research on socio-economic status and academic outcomes in developing countries by Kim et al. (2019). Results from that study found no differences in strength of the association between academic outcomes and specific SES measures such as income, education and wealth.

However, a meaningful significant difference between SES level of students and self-esteem was found. The results shows that students from High SES scored higher self-esteem scores than students from Medium and Low SES levels respectively. Again students from Medium SES scored higher on the self-esteem scale than Low SES students. The results are consistent with findings obtained by Aryana (2010) who observed that low self-esteem was more prevalent in students who reported that their mother's educational level was at primary level or below, or often physically or emotionally abused at home.

When SES was measured with singular characteristics of parental education level, no significant difference was obtained when academic performance was

compared to education level of both father and mother. These results are inconsistent with Aryana (2010) who found significant difference between education of mother and student academic achievement. Again, Shaarani et al. (2015) established that support of the parents and family characteristics including education of parents played a pivotal role in enhancing the academic performance and outcome of their children. The inconsistency in variance of these results might be better explained by the difference in study populations, most previous research studies focused on adolescent students who normally will be in High school not university and learning locally.

Occupation of parent as well as employment status of father were found not significant in their relationship with academic performance and also self-esteem. There exists no meaningful variance in the distribution of scores among students. Neither parent's occupation nor father's employment status showed predictive validity towards academic performance and level of self-esteem. This is, however, contrary to the results obtained from earlier studies in which academic achievement was positively related to students' SES specifically father's and mother's occupational status, father's education which were revealed as the most predictive (Zhao et al., 2020). Mother's employment status was found to be significant in the current research study, students who reported that their mothers' employment status as housewife had the highest academic mean ranking scores. Udayakumar et al. (2022) found that mother's educational and occupational factors impacted more on students' academic performance, results that also complement results from the current study. They concluded that direct relationship existed between SES and academic performance.

The results obtaining from the current research study found a statistically meaningful positive but weak correlation between the predicting variable and dependent variable. Self-esteem was measured by using a 4-point Likert type Rosenberg Self-Esteem Scale while academic performance was measured by using CGPA scores. The results suggests that high levels of Self-Esteem leads to improved academic performance. The results support findings obtained from earlier research studies where, for instance, self-esteem was found to influence student-student and lecturer-student interactions which later affected positively academic performance of students of chartered accounting in South Africa (Terblanche et al., 2020). Also at an Australian university, international Hotel and Tourism undergraduate students showed higher levels of self-esteem and resilience which had a positive bearing on academic

performance (Kwek et al., 2013). Subon et al. (2020) found a significant correlation between self-esteem using the RSE scale and academic performance (CGPA scores). However, Ahmat et al. (2018) found different results self-esteem and academic performance from a group of undergraduate pharmacy student at a Malaysian public university.

The study results were further analysed for regression on the dependent variable which is academic performance as measured by CGPA scores reported by the participants. The following analysis results and implications were obtained from testing a number of hypotheses.

Hypothesis 1. There is statistically significant impact of Self-Esteem on the academic performance of students.

The Hypothesis tests if Self-Esteem bears a significant impact on student academic performance. When the dependent variable was analysed against the predicting variable self-esteem to test the hypothesis H₁, Self-Esteem significantly predicted AP, $F(8.145) = 2.740$, $p < 0.05$, which indicates that Self-Esteem plays a significant role in student academic performance outcome ($b=0.046$, $p < 0.05$). This clearly depicts a positive impact of Self-Esteem on AP, moreover the $R^2 = 0.177$ depicts that the model explains 17.7% impact on AP.

Hypothesis 2. There is a significant impact of Age on students' academic performance.

The Hypothesis tests if Age bears statistically significant predictive effect on the performance of students. The dependent variable AP was regressed on predicting variable Age to test the hypothesis H₂. Age significantly predicted AP, $F(8.145) = 2.385$, $p < 0.05$, which indicates that Age plays a significant role in student academic performance outcome ($b= .031$, $p < 0.05$). The $R^2 = 0.177$ value depicts that the model explains 17.7% impact on AP.

Hypothesis 3. There is a significant impact of Degree level on the academic performance of participants.

The Hypothesis tests if Degree level carries a significant impact on student academic performance. The dependent variable AP was regressed on Degree level to test the hypothesis H₃. Degree level significantly predicted AP, $F(8.145) = 3.182$, $p < 0.05$,

which indicates that Degree level plays a significant role in student academic performance outcome ($b = .282$, $p < 0.05$). The result predicts a positive effect of Degree level on AP by 17.7%, $R^2 = 0.177$.

Hypothesis 4. There is statistically significant effect of Duration of stay of students' on academic performance.

The Hypothesis tests if Duration of stay can impact significantly on student academic performance. The Duration of stay of students was compared to academic performance to test the hypothesis H_4 . Duration of stay did not significantly predict AP, $F(8.145) = 1.349$, $p > 0.05$, which indicates that Duration of stay does not play any significant role in student academic performance outcome ($b = .064$, $p > 0.05$).

Hypothesis 5. There is a statistically significant impact of SES on academic performance.

The Hypothesis tests if SES bears a statistically measurable effect on student academic performance. The dependent variable AP was measured on the predicting variable SES to test the hypothesis H_5 . SES failed to predict AP, $F(8.145) = 0.072$, $p > 0.05$, which indicates that SES do not play a significant role in student academic performance outcome ($b = .058$, $p > 0.05$).

A multiple linear regression analysis of the results was conducted in the view of establishing the causal relationship between the independent variables and the dependent variable. In social science research, we mostly use regression analysis model to measure the degree of prediction or effect the independent variable has on the dependent variable. In this case, the research wanted to understand if the independent variables of SES, Self-Esteem and socio-demographic characteristics effected meaningful or significant change in academic performance outcome, i.e. the dependent variable. The dependent variable was measured using the CGPA score of the participants while independent variables Self-Esteem used the Rosenberg Self-esteem Scale. Socio-economic status was measured using self-reported SES level of either high, medium or low. Some singular measures of SES used include family income, parental education, employment and occupation. The socio-demographic characteristics of interest used to assess the impact on academic performance were age, gender, degree level and duration of stay in the host country.

The multiple linear regression was performed on all three independent variables namely, SES level, Self-esteem level, and Socio-demographic factors (i.e. age, degree level and duration of stay). Selection of the independent variables for regression analysis follows from the positive significant relationship with the dependent variable established prior in other non-parametric tests. The results from the regression analysis shows that the independent variables had a 17.7% chance, more than other variables especially socio-economic status and duration of stay in the host country to impact change on the dependent variable. The regression analysis results are consistent with previous results which showed relationships between the independent variable of self-esteem, age and degree level, and the dependent variable academic performance (Duong et al., 2016; Liu, 2013; Kwek et al., 2013; Subon et al., 2020; Terblanche et al., 2020).

CHAPTER VI

Conclusion and recommendations

The present research study investigated the impact of the independent variables which were familial SES, Socio-demographic characteristics, and Self-Esteem level on the dependent variable academic performance of international university students from Africa studying in TRNC. The current study recorded 107 female and 93 male participants, with an average age of 22.9 years. The majority of the research participants were studying towards their undergraduate degrees (78%). More than half of the participants had CGPA scores ranging from 2.1 to 3.0 points, while all of the participants reported positively normal levels of self-esteem ranging from 20-40 on the Rosenberg Self-Esteem scale. 55% of the participants rated their familial socio-economic status as medium.

SES was measured by family income, education and employment status of parents, as well as occupation of parents. While factors such as age of participants, gender, duration of stay, degree level, marital status, accommodation type were assessed for variance and impact on the dependent variable in the research study. Self-Esteem was measured using the Rosenberg Self-Esteem scale. A number of socio-demographic characteristics were measured to establish the effects they have to academic performance of international students. Age, duration of stay, and degree level of the students registered significant differences when compared with academic performance, while type of accommodation had a significant relationship with self-esteem but not academic performance of the students.

A number of notable statistically meaningful differences between comparison of research variables of familial SES and self-esteem with reference to academic performance were revealed by the results. The result showed statistically significant difference between SES and self-esteem. Students from high SES background had high self-esteem when compared to their medium to low SES level counterparts. Overall, there were no statistically significant differences between familial SES and academic performance to warrant a meaningful relationship, except the singular SES measure of mother's employment status which, again, was not predictive enough to cause effect on academic performance when a regression analysis was performed.

The research findings also show that self-esteem had a significantly positive but weak correlation with the academic performance of the students. This suggests that self-esteem had a causal relationship with academic performance which can be explained as an increase in self-esteem score drives an increase in academic performance output. The weak correlation between the two variables seem to suggest that some other factors could be responsible for international university students' academic performance. However, a further multiple linear regression analysis revealed that self-esteem, degree level and age of participants predicted a 17.7% change in academic performance outcomes.

Overall, the results obtaining from the present study show that the research failed to answer satisfactorily the questions, objectives and hypotheses set out for the study. The study initially assumed that there would be a significant impact of the independent variables on academic performance of international students, but the results revealed otherwise. Socio-economic status was far from being significant in predictive academic performance for instance. Self-esteem which also played a mediating effect in establishing the relationship between the independent variables and dependent variable, managed to give a weak positive correlational relationship with academic performance. This is in sharp contrast with a number of previous studies as explained in the discussion chapter.

Limitations of the study

Due to a number of limitations associated with this study which include the use of self-report questionnaires, the findings should be evaluated with care.

Secondly, due to the selective sampling method that was employed, the sample size was not sufficiently large and uniformly distributed. As a result, there is little external validity, hence extra caution should be taken when extrapolating these findings to the entire community of international students enrolled at the university.

Third, the use of a generic self-esteem questionnaire rather than a more focused one may be partially to blame for the poor correlation between academic performance and self-esteem. Culturally sensitive research instruments to measure constructs such as self-esteem are important to capture more objective data.

Additionally, because of the nature of the study methodology employed in this research, a cause-and-effect relationship between the variables influencing academic achievement is challenging to establish. Therefore, it is still difficult to draw inferences from the outcomes of this study.

Recommendations

The study recommends the following for future research:

- Based on the findings of this research, it is encouraged that future research on international students could make use of a much bigger population probability sampling methods to promote external validity of the results to the bigger university population.
- Also, all groups of international students not only limited to a particular country or region could be included in future research so as to empirically establish causal factors to academic performance from a wider pool of diverse participants. This allows for a greater degree of variance in both individual characteristics and performance of the participants due to the heterogeneity of the group.
- Researchers could employ different research methodology to solving a similar question, for example cross sectional models which prioritise on observing change of phenomena over time in a selected group of research participants. This is especially important so that the issue of causal effect is answered.
- Investigating participants' academic performance against other such variables can yield promising results if researchers assess groups independently then compare the findings with other groups, in an independent samples model that grade participants according to their degree level or year of study, for example.
- The use of standardised data instrumentation specifically designed for that particular sample group must be prioritised in conducting research studies involving academic performance. Instead of using general research scales, different results can be obtained by making use of customised instruments.

The results obtained from the study showed a positive but weak correlational relationship between Self-esteem and academic performance among African international university students. No meaningful impact on academic performance

from socioeconomic status of the participants was recorded. As such, it is recommended that;

The study recommends the following to the organization of Near East University.

- The institution should make available to all, extra-curricular activities which help promote social interaction among international students thereby allowing a more positive self-esteem from outside academic activities.
- Psychological counselling services should be made compulsory and accessible among international students in order for them to regularly check their psychological health. This will boost the self-esteem of the students and eventually, academic performance.
- Lastly, the institution should ensure equality for all the students so that international students especially those from Africa feel at home and motivated to pursue their dreams.

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APPENDICES

Appendix A

Research Questionnaire

Dear Participant.

The Questionnaire below has been prepared as part of a MSc Business Administration research study on the impact of familial socio-economic status and student's self-esteem on academic performance of African international university students studying and living in TRNC. Please choose the most appropriate and honest answer for each question. Your name is not required on this form. The information that you submit will be kept private and confidential and will not be disclosed to anyone. Data results will be reported only in group averages. You reserve the right to withdraw from the study at any moment if you feel no need to proceed, however, your co-operation is sincerely appreciated. My name is Ryan Mumba and I thank you for your time and participation in this study.

SOCIO-ECONOMIC STATUS INFORMATION FORM

Please circle the most appropriate response.

1. What is your age, please write:
2. Gender :
 - a. Female
 - b. Male
3. Where are you from? Please mention the name of your country:
.....
4. What is your department, please mention:
5. Marital Status:
 - a. Single
 - b. Married
 - c. Separated
 - d. Divorced

- e. Widowed
6. Which program are you registered?
- a. Undergraduate
 - b. Graduate-master
 - c. Graduate-PhD
7. How long have you been in Cyprus?
- a. First year
 - b. Second year
 - c. Third year
 - d. Fourth year
 - e. Fifth or more
8. Education level of mother
- a. Illiterate
 - b. Primary
 - c. Secondary
 - d. University
9. Education level of father
- a. Illiterate
 - b. Primary
 - c. Secondary
 - d. University
10. What is the employment status of your Father?
- a. Full time
 - b. Part time
 - c. Trainee
 - d. Temporary employment

- e. Pensioner
- f. Doesn't work
- g. Other

11. What is the employment status of your Father?

- a. Full time
- b. Part time
- c. Housewife
- d. Trainee
- e. Temporary employment
- f. Pensioner
- g. Doesn't work
- h. Other

12. Using the occupation categories given below, how best can you describe your parent(s), guardian, or carer's occupation type?

- a. Management staff work
- b. Intellectual/ Scientific work
- c. Civil servant
- d. Business services
- e. Skilled Agricultural work
- f. Crafts and manual work
- g. Uniformed forces
- h. Doesn't work
- i. Other

13. How do you perceive socio-economic level of your family?

- a. Low
- b. Medium

c. High

14. Compared to your Peers, would you describe yourself as coming from a lower socio-economic background?

a. Yes

b. No

c. Don't know

d. Prefer not to say

15. Which statement is true about your family's income?

a. Income satisfies all the family needs

b. Income barely satisfies the family needs

c. Income doesn't satisfy the family needs at all

d. Income is supplemented by others means

e. Relies on government pension or social welfare pay outs

f. Prefer not to say

16. Which statement is true for you?

a. My income (scholarship, salary or pocket money) easily answers my needs

b. My income hardly answers my needs

c. Besides my income, I have to work myself

17. Do you have any siblings?

a. Yes

b. No

18. Order of birth in family (first, second, third ...) Please state...

19. With whom do you live during the school year?

a. No one, I live alone

b. One or more friends

- c. My spouse or partner
 - d. My child or children
 - e. My parents
 - f. Other
20. Specify your current work situation
- a) Full time
 - b) Part time
 - c) Unemployed and looking for work
 - d) Unemployed and not looking for work
 - e) Other

Academic performance

21. Please circle your CGPA
- a. 0.1-1.0
 - b. 1.1-2.0
 - c. 2.1-3.0
 - d. 3.1-4.0

Rosenberg Self-Esteem Scale

By use of a tick, please record the appropriate answer for each item, depending on whether you strongly agree, agree, disagree, or strongly disagree with it.

Question Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1. On the whole, I am satisfied with myself.				
2. At times I think I am no good at all.				
3. I feel that I have a number of good qualities.				
4. I am able to do things as well as most other people.				
5. I feel I do not have much to be proud of.				
6. I certainly feel useless at times.				
7. I feel that I'm a person of worth.				
8. I wish I could have more respect for myself.				
9. All in all, I am inclined to think that I am a failure.				
10. I take a positive attitude toward myself.				

Appendix B

Permissions Regarding the Use of Scales



BİLİMSEL ARAŞTIRMALAR ETİK KURULU

11.05.2022

Dear Ryan Mumba

Your application titled **“The Impact of Familial Socioeconomic Status (SES) and Self-Esteem on the Academic Performance of African International University Students in North Cyprus”** with the application number NEU/S/2021/1049 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

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

Appendix C

Turnitin Similarity Report

THE IMPACT OF FAMILIAL SOCIOECONOMIC STATUS (SES) AND SELF-ESTEEM ON THE ACADEMIC PERFORMANCE OF AFRICAN INTERNATIONAL UNIVERSITY STUDENTS IN NORTH CYPRUS by Ryan Mumba

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