TURKEY'S INTERNATIONALIZATION OF HIGHER EDUCATION: EXPECTATION, EXPERIENCE, AND EVALUATION OF INTERNATIONAL STUDENTS

Master Thesis

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Eskişehir 2020

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MASTER THESIS
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Eskişehir
Anadolu University
Graduate School of Educational Sciences
September 2020

FINAL APPROVAL FOR THESIS

ABSTRACT

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Anadolu University, Graduate School of Educational Sciences, September 2020

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The purpose of this study was to outline the experience of international students, define their expectations, experiences, recommendations, and suggestions concerning higher education in Turkey. Study investigated student experiences to recommend improvements in the higher education system and the international scholarship programs. This study was a descriptive. The study group included in 400 international students (279 male & 121 female) in Spring 2020 using convenience sampling. Students located in 8 different regions (TR 1-9). They currently study various universities based on foundation year (before, 1974, 1975-81, 1982-91, 1991-2005, 2006-2020 and 2011-2018). They were in Turkey between 2-6 years. They come hard-pure (40), soft-pure (131), hard applied (143), and soft applied (131) disciplines. Students from Latin America (7), Middle East & North Africa (170), South Asia (103), Sub-Saharan Africa (120). The majority were undergraduates (283), and the rest were master's (85) and doctoral (32) students. The instrument measured Personal Psychological, Academic, Socio-Cultural, General Living, and Language Proficiency problems of International Students. Non-parametric and parametric statistics techniques, percentages, frequencies, Mann-Whitney U, Kruskal Wallis, Chi-square, ANOVA, correlation and regression were used in this study. The study found language proficiency negatively affect the achievement and bridging social capital has a positive relationship with CGPA of international students. Language and social experiences along with faculty teaching and advising make a difference for international students.

Keywords: Expectations, Experience, Higher education, International students.

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ÖZET

TÜRK YÜKSEKÖĞRETİMİNİN ULUSLARARARASILAŞMASI: ULUSLARARASI ÖĞRENCİLERİN BEKLENTİ, DENEYİM VE DEĞERLENDİRMELERİ

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Eğitim Bilimleri Anabilim Dalı

Eğitim Yönetimi Programı

Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü, Eylül 2020

Danışman: Prof. Dr. Ahmet AYPAY

Bu çalışmanın amacı, uluslararası öğrencilerin deneyimlerini ana hatlarıyla belirlemek ve Türkiye'deki yüksek öğrenimle ilgili beklentilerini, deneyimlerini ve önerilerini tanımlamaktır. Bu çalışmada, yüksek öğrenim sistemi ve uluslararası burs programlarında iyileştirmeler önermek için öğrenci deneyimlerini araştırılmıştır. Araştırma betimsel bir çalışmadır. Çalışma grubunda uygun örnekleme yoluyla 2020 bahar döneminde seçilen 400 uluslararası öğrenci (279 erkek ve 121 kadın) yer almıştır. Bu öğrenciler İstatistiksel Bölge Sınıflamasına göre sekiz farklı bölgeden (TR 1-9) gelmektedirler. Öğrenciler 1974 öncesi kurulan, 1975-81 arası kurulan, 1982-1991, 1991-2005, 2006-2010 ve 2011-2018 arası kurulan devlet üniversitelerinde öğrenim görmektedirler ve 2-6 yıldır Türkiye'dedirler. Öğrenciler somut sayısal (40), somut sözel (131), uygulamalı sayısal (143) ve uygulamalı sözel (86) alanlardan gelmektedirler. Latin Amerika'dan (7), Ortadoğu ve Kuzey Afrika'dan (170), Güney Asya'dan (103), Sahra Altı Afrikası'ndan (120) katılımcı bulunmaktadır. Çoğunluğu lisans (283) olmak üzere diğerleri yüksek lisans (85) ve doktora (32) öğrencisidir. Ölçme aracı, yabancı öğrencilerin Kişisel Psikolojik, Akademik, Sosyo-Kültürel, Genel Yaşam ve Dil yeterliliğiyle ilgili sorunlarını belirlemede kullanılmıştır. Çalışmada parametrik ve nonparametrik istatistik teknikleri, yüzde, frekans, Mann-Whitney U, Kruskal Wallis, ki kare, Anova, korelasyon ve regresyon kullanılmıştır. Çalışma sonuçları, dil yeterliliğinin başarıyı olumsuz etkilediğini ve sosyal sermaye köprülemenin uluslararası öğrencilerin genel ağırlıklı not ortalaması ile pozitif bir ilişkisi olduğunu ortaya koymuştur. Fakülte öğretimi ve danışmanlığının yanı sıra dil ve sosyal deneyimler uluslararası öğrenciler için fark yaratmaktadır.

Anahtar Sözcükler: Değerlendirme, Deneyim, Uluslararası öğrenciler, Yükseköğretim.

ACKNOWLEDGEMENTS

Alhamdulillahi Rabbil 'Alameen, praise and gratitude of the author to the presence of Allah SWT who has bestowed His Grace, Guidance and Wisdom, so that the author able to finish this thesis writing. We offer prayers and greetings to Allahu S.W.T and the Great Prophet Muhammad SAW, who has led his people to the path of truth and justice. This thesis written with the title "Turkey's Internationalization of Higher Education: Expectation, Experience, and Evaluation of International Students" at a predetermined time. In the preparation of this thesis, the writer gets a lot of guidance and assistance from the professors and all those who helped in the process of thesis writing. Therefore; with great gratitude and humility, the author would like to express special thanks to:

1. The Government of Turkey for providing me a scholarship.

2. Prof. Ahmet AYPAY as the Supervisor or Professor who sincerely and patiently deigns to spend time and energy patiently in providing valuable direction and guidance.

3. Prof. Dr. Bahadır Erişti as the Head of the Institute, and also Prof. Dr. Fuat Erdal as the president of Education of Anadolu University who has given the opportunity to participate and complete the author's Master's Degree.

4. All Special Friends, Turkish and Bangsamoro fellow Friends who always helped and motivated the researcher to finish the thesis writing.

5. All Staff and Employees of Anadolu University who always provide support and assistance and as well as accompaniment in order to finish the thesis writing.

6. Author's beloved father and mother, Abdillah Yunos Omar, and Aga Adam Omar who have provided prayers, motivation as well as moral and material support to the author for studying in Anadolu University, Eskisehir, Republic of Turkey.

The author worked so hard to finish this thesis, but the author realizes that this thesis is far from perfect. The author hopes that this thesis can be of benefit to all parties, especially for the society and the development of education.

Asraph Adam OMAR

Eskisehir, Turkey 2020

14/09/2020

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with "scientific plagiarism detection program" used by Anadolu University, and that "it does not have any plagiarism" whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

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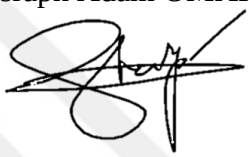

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ABBREVIATIONS

CGPA	: Cumulative Grade Points Average
MEB	: Millî Eğitim Bakanlığı (Ministry of Education)
SPSS	: Statistical Package for the Social Sciences
STEM	: Science, Technology, Engineering and Mathematics
TÖMER	: Türkçe Öğretim Merkezi (Turkish Teaching Center)
TR	: Turkey Region
UNESCO	: United Nations Educational, Scientific and Cultural Organisation
YTB	: Yurt Dışı Türkler ve Akraba Topluluklar Başkanlığı (The Presidency for Turks Abroad and Related Communities)

1. INTRODUCTION

1.1. Background of the Study

The opportunity of studying abroad is rarely experienced by individuals who cannot afford to shoulder all expenses such as yearly enrollment, board and lodging, and other costs abroad. But not today. Scholarships and grants are now available throughout the continent. The number of scholarship grants increases every year (Nada et al., 2018) as every country is inviting students around the globe to study in their institution (Altbach, 2004). They offer a wide variety of opportunities to study abroad with a monthly stipend, free dormitory, food, and more (Kelo, Rogers, and Rumbley, 2010). Providing suitable resources and services on students creates a positive experience (Luo and Jamieson-Drake, 2013) and attracts more international students to study in their country (Ammigan and Jones, 2018). Countries such as the USA, the UK, and Australia are leading countries (Şimşek and Bakır, 2016) that provide quality education. These countries are in the industry of recruiting students to study in their universities (Ammigan and Jones, 2018). Today, every corner of the continent is trying to do the same (Dirk, 2001), as the aforementioned countries do. In 2012, the global population of international students reached 4.5 million (Caruso and de Wit, 2015). The global population of international students will continue to arise every year (Organisation for Economic Co-Operation and Development, 2015). Turkey, on the other hand, is one of the countries that improve in terms of providing scholarship grants to students all over the continent (UNESCO, 2008; Kondakci, 2011). Turkey's scholarship for international students started with the Great Scholarship Project in 1992 and continued through 2002 providing 17527 scholarships to associcate, bachelors and graduate students (Aypay, 2008). Turks Abroad and Related Communities (YTB) is a government agency that recruited 120,000 students from 164 countries in 2016 reported by Ahmet Algan in his interview with Anadolu Agency.

One of the countries that participated in this application is the Philippines. As of 2017, Turks Abroad and Related Communities (YTB) approximately caters 150 students from the Philippines who are currently studying in Turkey. The numbers were a mix of undergraduate, graduate, and postgraduate students studying in different cities and taking different specializations (MEB, 2000; 2004; 2008).

International students who were studying in Turkey encountered a lot of challenges (Jones, 2017), new experiences (Bista and Foster, 2016), adaptation to a new environment and culture, (Perrucci and Hu, 1995) and various struggles were faced by students to

complete their course with high flying grades. Some were culture-shocked (Bista and Foster, 2016; Perrucci and Hu, 1995) when they arrived in Turkey, considering that Turkey has a different environment from their homeland (Nasir, 2012). Mixed emotions (Bista and Foster, 2016) were felt by every student who flew abroad, bringing a handful of motivation, persistence, and the goal of finishing the course and return to his country. The experiences that these students encounter create an opportunity that helps them increase their interaction across a culture that may help them improve their global competencies, intellectual development, and leadership skills (Luo and Jamieson-Drake, 2013). On the other half, this may also create a contrary effect on the students (Bista and Foster, 2016; Perrucci and Hu, 1995) that may lead them to drop their course and return to their origin. Improving the experience of an international student to ensure its global competitiveness (Baranova, Morrison, and Mutton, 2011) is a vast responsibility for every university abroad (Choudaha and Hu (n.d.)).

The core purpose of this study is to outline the experiences of various international students and define their expectations before flying to Turkey, the problems they met while studying. And the result of the study shows the reason as to how students can improve their learning experiences and address concerns that await in their future endeavours.

International education aims to develop potential individuals to mold noble characters and upsurge knowledge as well as to be skillful, creative, innovative, and responsible citizens of the society. Hence, the internationalization of Turkey's Higher Education plays a vital role by shaping international students who are currently studying in the country towards a better and secure future with a good education that will open the doors of opportunities and offers. Furthermore, this study will enlighten and help those international students to be more developed and productive not only for their intellectual capability but also in their academic performances.

This research will help provide a wider increasement in aspects of the learning capacity of the international students that might also contribute a bigger picture of understanding Turkish cultures, traditions, religions, and as well as educational platforms for the upcoming international students. In this connection, the international students will gain an important and advantageous understanding of the Turkish Internationalization of Education enabling them to improve more and be progressive of their learning process so that when they go home, they could conduct seminars, workshops and training to share,

proliferate and enlighten the numbers of the people who have lesser knowledge of the internationalization of the Turkish education.

The biggest motivation of the researcher why Turkey's Internationalization of Higher Education is to measure and quantify the expectations, experiences, and evaluations of the international students, to sort out their reactions, feedbacks and feelings as they live in the country. Therefore, this research shall provide a very vital information that will identify the factors that affect and influence the learning process of the foreign students. In this regards, we will be able to distinguish the issues that affect the academic performances of international students who are living and socializing as well as making friends with Turkish people, how they adapt to the acculturation of the language, how they adopt the foods they eat for everyday basis, and how they adopt and deal with the new ambiance of the environment they live in.

Basically, these three major concerns should be addressed in order to provide information for everybody. The researcher wanted to highlight and emphasize in this study that international students are not just overseas international learners since they have to learn the language, adapt the culture, and adjust with the environment. In this process of social, psychological, and cultural change, they have to balance multi-cultures while adapting the prevailing culture that exists in Turkey or the place where they are. Portentous to the aforementioned discussion, it shows that this study is rare and very significant as it shares vital data to gather, identify and determine the experiences, expectations, and evaluations of the international students in the wholeness of the Turkish Republic.

As a living example of International Student in Turkey; the researcher's fundamental reason why he chose this type of research is, it would be a lot easier for the researcher to collect and gather the necessary data needed for the identification and enumerations of the factors that affect the academic performances of the foreign students. The researcher patiently stayed four (4) years of living in Turkey wherein he experienced how far different living and residing in other countries; how does the researcher adapt the culture that exist in Turkey, how does the researcher adapted the ambiance of the new environment, how the researcher started learning the language and be proficient in it despite how hard it is and most importantly is in terms of personal psychological experience. Wherefore, the researcher would have easier access to the data needed in this study.

On the other hand, the researcher chose this study to motivate other students from different dimensions of the world to come and acquire their education in Turkey as the aforesaid country offers and provide an initial foundation for the formation of qualified nation generation. The country's educational platforms also offer great opportunities where international students shall grow and may provide something and shall go home as spokespersons of their respective countries of origin to foster an excellent example of successful learners.

1.2. Review of Related Literature

The presence of international students in every country creates diversity in every institution (Lee and Rice, 2007). Through the years, the number of universities that recruit students to study in their institutions dramatically increases (Cetinsaya, 2014; Kirecci et al., 2016). With recent trends that are in the internationalization of education in Higher Education, this study is anchored from several studies that focus on international students' experiences and their effects on their educational journey abroad.

The international arena of education is now competing in promoting its educational system (Altbach and Knight J., 2007) from a global perspective. As higher education institutions dramatically increase (Ozoğlu et al., 2015) in all regions, the competition of acquiring brilliant scholars around the world creates an opportunity for every international student (Marginson, 2009). International students are important factors to any institutional reputation, cultural transfer, and economic gain of a host country and/or institution (Forbes-Mewett, 2016). Internationalization of education benefits the host country (Higher Education Policy Institute, 2018) in preparation for professional and skilled migration and soft power support among countries (Mellors et al., 2013). However, the pressure is given to every university to adapt to a rapidly changing social, technological, and economic force (Bartell, 2003) to meet international students' needs. The aims of internationalizing higher education include; 1.) upgrading international students' experiences, 2.) improving the chance of employability of students who acquire education abroad, 3.) improving the curriculum of the host country that has accepted a global setting, and 4.) increasing global competitiveness in terms of linkages, international partners, and collaboration (Sheppard and Bellis, 2008).

Studying abroad nowadays is familiar to international students (Brisset, Safdar, Lewis and Sabatier, 2010), especially those who have been granted scholarships. It is due

to the increasing trend of foreign student exchange around the globe. As the number increases, the attention of educators and researchers towards the experience of international students is also growing in number. Everyone is trying to study the experience of international students in terms of how well they adapt to the problems they face while studying (Ishak and Mecit, 2018). International students face several difficulties from adjusting to a new environment to adapting to a new culture of a host country (Nasir, 2012). There are only few studies that focus on the experiences of international students in Turkey (Titrek, 2006) but there are several references that contain many studies in connection to socio-cultural adaptation and academic adaptation of students (Campbell, 2012; Glover, 2011; Özçetin, 2013; Yuan, 2010; Zhang, 2012).

International students experience several challenges and difficulties in terms of advantages culturally and intellectually (Brisset, Safdar, Lewis and Sabatier, 2010). International students may experience culture shocks, academic, emotional and to some extent, social problems (Bista and Foster, 2016; Perrucci and Hu, 1995; Sharma, 1971), due to language skills, cultural diversity, financial, psychological, or family problems (Ozoglu et.al., 2012).

Students around the globe who venture to study abroad typically have a strong background academically (Brisset, Safdar, Lewis and Sabatier, 2010). However, we cannot say that they are mentally (Özoğlu et al., 2015), emotionally, and socially (Poyrazlı and Grahame, 2007) ready due to a new environment. Even with high capacity in succeeding educational challenges met in the duration of their study, international students will still experience hardships and difficulties abroad (Kapur, 2018). Lipson analyzed the conditions of international students in the US and Canada, and his study revealed that; 1.) foreign students experience difficulties in the language in terms of reading, writing, and speaking; 2.) foreign students find it difficult to adapt to a new learning environment especially when communicating with their professors and colleagues; 3.) foreign students find it difficult to provide their own knowledge or to source out more reference and only rely on the information provided by their professors. Lastly, 4.) international students find it difficult to seek help from their professors or colleagues due to the feeling of hesitation or diffident to communicate with them (Lipson, 2007).

Based on the study "International Students' Adjustment Problems at University: A Critical Literature Review" of Wenhua and Zhe (2013), the researchers categorized the problems into five categories.

1.2.1. Factors affecting the academic performance of international students

1.2.1.1. *Personal psychological problem*

Personal psychological issues include loneliness, homesickness, stress, depression, anxiety, frustration, confusion, and the likes (Anderson et al., 2009). Previous researches suggest that social isolation, homesickness, loneliness, disorientation, and depression are some personal psychological problems international students face (Özoğlu et al., 2015; Kegel, 2009; McLachlan and Justice, 2009; Poyrazlı and Lopez, 2007; Sawir et al., 2007). Such problems are interrelated to social and academic problems (Özoğlu et al., 2015,). Personal psychological issue is one of the personal dilemmas that affect how international students communicate, participate, and socialize with their peers (Allaberdiyev, 2007). Students who fail to socialize because of language proficiency and cultural adaptation are more likely to experience personal psychological problems like homesickness and loneliness (Sawir et al., 2007). On the other hand, pressure on academic problems impedes the social life of international students that leads to social isolation and loneliness (McLachlan and Justice, 2009). Loneliness, anxiety, depression, homesickness, and other personal psychological problems are common to every international student who travel abroad to study in an international setting (Sam and Eide, 2008; Santos and Domingo, 2007, Al-Sharideh and Goe, 1998; Meloni, 1986; Geuer, Breitenbach and Dadder, 1983).

1.2.1.2. *Academic issues and concerns*

Academic issues included were academic progress and demand, difficulties in using educational support services such as a library, academic counseling, lack of understanding of the educational system, and the likes (Anderson et al., 2009). One of the most common academic problems faced by international students is learning a foreign language (Townsend and Poh, 2008). The research result conducted by Talebloo and Bin Baki (2013) with international students in Malaysia concluded that international students face three different yet common problems. These are; 1.) the difficulty in thriving academic issues in terms of the academic system, lectures, university staff, and reference in libraries; 2.) unfamiliarity to the educational system of a host country, particularly with

the norms and practices; 3.) experiences of different academic difficulties towards international students (Townsend and Poh, 2008; Poyrazlı and Grahame, 2007). The study also emphasized that international students must succeed academically. Failure to do so entails serious consequences to international students like losing their scholarship grants or spend an additional semester for those who are self-supporting (McLachlan and Justice, 2009). According to Titrek and his colleagues, fear of failure in the academic struggle and other academic challenges are just two of the main challenges faced by international students studying in Turkey.

1.2.1.3. *Socio-cultural adaptation, challenges and issues*

Socio-cultural issues include culture shock, prejudice, racial discrimination, difficulties in adjusting to new social or cultural customs, norms and regulation, and participating in intercultural or social activities (Anderson et al., 2009). The challenge of adapting to a new social environment and cultural norms is a challenging process for every international student. International students commonly experienced culture shock (Bista and Foster, 2016; Perrucci and Hu, 1995) as they adopt a new socio-cultural aspect of a host country (Zhou et al., 2008). They face several challenges in adjusting to a new social environment and adopting a new cultural change (Nasir, 2012). They also encounter different problems as they try to adjust to different cultural norms and social patterns (McLachlan and Justice, 2009; Sherry et al., 2010; Yeh and Inose, 2003). Language barriers and different cultural norms impede international students to socialize and establish new friends to locals and other international students that affect their socio-cultural and psychological adaptation (Li and Kaye, 1998; Townsend and Poh, 2008). The more differences there are in culture, the more stressful the adjustment process of an international student (Kegel, 2009; Yeh and Inose, 2003).

1.2.1.4. *General living including accommodation, financial and safety issues*

General living issues include accommodation difficulties, financial problems, safety threats, and others. Finance is one of the major issues that every international student experiences when studying abroad (Li and Kaye, 1998; Poyrazlı and Grahame, 2007; Sherry et al., 2010). Issues like loss of scholarship grants, restriction to work in the host country, and increase of commodities like tuition fees and accommodation costs are one of the reasons that cause financial problems to every international student (Smith and

Khawaja, 2011). Previous studies unveil that students with different demographic characteristics meet the different intensity of problems (Poyrazlı and Lopez, 2007). The profile of the students like marital status (Duru and Poyrazli, 2007), country of origin (Yeh and Inose, 2003), gender, and age (Li and Kaye, 1998) has an impact on the intensity of the experience of international students when asked regarding with issues.

1.2.1.5. *Language proficiency acculturation and barriers*

One of the obstacles faced by international students is language, especially when the students are not familiar with the language (Kapur, 2018) that their chosen country is speaking. The problem in language proficiency includes difficulties in communicating with native speakers, understanding lectures, writing essays, and the like (Wenhua and Zhe, 2013). Both in academic and social settings, language, and communication barriers are significant problems met by every international student with low language proficiency (Andrade, 2006; Townsend and Poh, 2008). The language barrier creates a gap in understanding the lectures, participation in classroom discussions, and completing school assignments and weekly readings that cause academic failure to every student (Butcher and McGrath, 2004; Duru and Poyrazli, 2007; Li and Kaye, 1998). Language and communication barriers also have a negative impact on students in terms of social and cultural adjustment (Kagan and Cohen, 1990; McLachlan and Justice, 2009; Smith and Khawaja, 2011). International students who suffer from language difficulties other than academic and social issues are also prone to personal psychological problems (Zhang and Goodson, 2011). Depression, Social Isolation, and loneliness are some of the psychological issues that international students may face while studying abroad (McLachlan and Justice, 2009; Smith and Khawaja, 2011). Low self-confidence and social isolation may lead to the failure of students. They need to involve and socialize with other students and join workshops, attend counseling sessions, and join peer group study to improve their language skills (Mehra and Bilal, 2007).

The study conducted by Titrek in determining the challenges of international students in Turkey ends up with four common categories of problems; 1.) facilities, including accommodation, transportation, food, and libraries. 2.) social environment, including culture, communication, language difficulties, homesickness, loss of social support, and feelings of social exclusion. 3.) academic difficulties, including academic system, lectures and methodology, and also faculty supervisor, and 4.) financial issues

(Titrek, 2006). Students from different countries who come to study in Turkey for higher education, educational system, new culture, the inability to speak the local language fluently, and financial problems hinder the adoption towards a new environment that impedes the academic achievements of international students (İshak and Mecit, 2018). International students' mobility in Turkey or anywhere in the globe causes many socio-cultural and economic problems apart from language and academic difficulties (Kiroglu et al., 2010). The challenges for international students to adopt a new condition quickly is not easy (Özçetin, 2013).

Another related study was conducted by Kim, Collins, Rennick, and Edens in the United States about "College Experiences and Outcomes Among International Undergraduate Students at Research Universities in the United States" that examines the experience of international students in terms of Cognitive, Affective, and Civic Outcome. The findings of the study discovered several key outcomes that contribute to the successful conduct of the study.

1.2.2. Experiences affecting the academic performance of international students

1.2.2.1. *Cognitive outcomes*

Over the past decades, educational institutions, state legislators, researchers, and educators are in desperation to improve educational systems and held accountable in increasing students learning (Klein et al, 2005). One of the developments of education towards the international students is cognitive or intellectual capacity (Kim et.al., 2017). Although learning is context-bound and highly situated (Klein et al, 2005), only through extensive practice, engagement, and feedback from the expert, decontextualized the cognitive outcome of the student (Bransford et al., 1999). What is learned and how the learning transfers depends on students' ability and the socialization process with the school environment (Shavelson et al.,2002). Although there have been few research conducted in line with the effects of the experience of international students towards their cognitive development (Pascarella and Terenzini, 2005), some researchers started to dig more information to study the connection of experience towards the development of the cognitive factors of international students studying abroad (Kim et.al., 2017).

One of the factors affecting the cognitive outcome of international students is through constant engagement in academic participation (McCormick et.al., 2013). When students are exposed to constant academic engagements such as classroom discussion,

peer sharing, and mentor-mentee engagement, the higher the chance that the students will develop their cognitive outcomes (Harper and Quayle, 2009; Pascarella and Terenzini, 2005). Previous researchers also reveal that students with constant engagement with their faculty members and faculty peers will facilitate their cognitive development during the entire school year of learning (Umbach and Wawrzynski 2005, Kim and Sax 2011, McCormick et.al., 2013). Diversity within the school campus and in the curriculum of the university also affect the cognitive development of a student (Chang et.al., 2003 and Cole 2011). Diverse curriculum and pedagogic applications reportedly improve the cognitive growth and learning performance of the students (Gurin et.al., 2002). Other studies also reveal that the course or major of students helps improve the development of the cognitive outcome of students. Students in social science and the humanities courses were more competitive compare to their peers in other courses (Strauss and Volkwein, 2004; Cole, 2007; Schreiner and Kim, 2011). Extracurricular activities also provide proof that students who participate and socialize in extracurricular activities develop the students' intellect or cognitive outcomes (Gellin, 2003; Busseri, et al, 2010; Cleg et.al., 2010; Tieu, et al, 2010) while participating in noncurricular activities affects the development of the cognitive outcomes of the students (Tieu and Pancer, 2009).

1.2.2.2. *Affective outcomes*

Previous research study recognized beliefs and emotions as part of the essential elements to understand how students develop their learning (Moscucci, 2016). Some researcher considered the surrounding people in the environment, analyzing their attitudes, beliefs, and the emotions of the students and how does this emotion affect the students' performance (Goldin and DeBellis, 2006). Considering schooling as a social environment, Affective outcome is one of the factors that developed the student's personality and experience in studying abroad (Kim et.al., 2017). Some affective outcomes of the students like leadership skills, college satisfaction, and interpersonal skills were developed in the school social environment and with constant interactions both with their peers and professors (Rubin et.al., 2002; Umbach and Wawrzynski, 2005; Vowell, 2007). Some researchers noted that even the profile of the students dictates the development of the interpersonal skills of the students (Hausmann et.al., 2007; Ostrove and Long, 2007; Hausmann et.al., 2009). Constant social interaction with the faculty, peers, and inside the classroom improves the affective outcome of the students while

studying (Kim et.al., 2017). Group projects, classroom report, and other classroom activities developed the leadership ability of the students which is one of the affective domains that needs to be developed while learning (Astin, 1993). While constant meetings with the professors, attending seminars and workshops, and constant discussing of ideas developed the interpersonal skills of the students (Sax, 2008; Elkins et.al., 2011; Strayhorn, 2012).

1.2.2.3. *Civic outcomes*

Human beings as emphasized by Eudaimonia, has the potential to see the good in every human being and to act parallel to the goodness in the best interest of others (Barrett et.al., 2016). This characteristic draws from Aristotle's emphasis on the virtuous behavior of human happiness and well-being (Ryan and Deci, 2001). The satisfaction of the needs to belong and the facilitation of the relationships are just two of the psychological explanation in this phenomenon (Baumeister and Leary, 1995). To thrive is a positive connection with eudaimonia i.e., cooperative, prosocial, responsive to others. Civic engagement can foster eudaimonia behavior by cultivating civic disposition such as collective problem-solving orientation, civic identity, and critical social analysis skills (Barrett et.al., 2016).

Civic engagement with the students is associated with the democratic disposition and civic commitment that promotes the impact of students' well-being (Finlay et.al., 2011). Every institution aims to develop its students and be part of the greater community (Sax, 2000). There was some early researches about civic outcomes of the students that show a significant and positive relationship between their experience in the institution and their humanitarian engagement (Rockenbach at.al., 2014). Some researchers even linked the attendance of the students in the institution with the voter-turnout and community volunteerism (Lopez and Kiesa, 2009). Classroom experienced with integrated community-related service and faculty interactions also affect the civic outcome and the civic engagement of the students (Hurtado et.al., 2012 and Lott, 2013). The same effect with the cognitive outcome of the students, there were also some researchers who point out that those who were enrolled in social sciences tend to engage more with their peer (Lott, 2013 and Schreiner and Kim, 2013) unlike those who were in STEM-related courses (Sax, 2000).

1.2.2.4. *Self-esteem*

Self-esteem is the characteristic of an individual in terms of being a source of valuable information in all kinds (Baumeister et al., 2003). We can define self-esteem by looking at an individual's characteristics in terms of being proud, diligent, active, and successful. It is the result of complex self-evaluation and self-judgment (Yüksekkaya, 1995). The personality of an individual creates an image that helps shape the way an individual thinks. Thus, the self is a dynamic pattern of the individual's beliefs about his or her characteristics, abilities, value judgments, and ideas. Self is to be conscious and has a spiritual and bodily concept. The concept of self is the awareness of the individual's own identity (Aşçı, 1997).

In the general term, self creates a personal attitude in each individual through social interaction with others. Socialization builds a positive interaction with other people. Individuals with high self-esteem are more likely confident to socialize and communicate while those who are suffering from low self-esteem are more likely to feel less confident and full of negative thoughts that develop negative psychological symptoms (İkizler and Karagözoğlu 1997). People with high self-esteem tend to engage more in social activities and can work under pressure (Yüksekkaya, 1995).

1.2.2.5. *Satisfaction with the university life*

The idea of quality life while studying in universities creates satisfaction towards the international students that helps to improve the academic and social relationship between the students and the university. Providing quality services and practices are just two of the main purposes of universities (Quality of College Life Survey Report, 2019). The satisfaction increases as the university provide the quality service towards the students and the relationship between the students and the university also creates a positive impact in terms of quality education received by the students and the services the university offers towards the students (Kesici and Cavus, 2019). University students continue their education within the range of two to four years in the university studying their field of choice. Having a quality life in the university help the students achieve not just the academic aspect of education but also the socialization between students and the university professors and staff (Sari, 2007).

Life quality is how the individual perceives their own experiences in terms of expectation, goals and standards, culture, and the system they belong to. As psychology

suggests, life quality is the individual's satisfaction and happiness towards something (Pekel, 2016). Life quality can be defined as an individual response in terms of physical, psychological, and sociological environments where the individual is exposed (Eser et. al., 2008). The university life of the students helps improve not just the academic performance of the students but also promotes the community between the students and the university (Kangal, 2012).

1.2.2.6. *Bridging social capital*

The connection between diversified individuals is a form of bond that creates unified communication and socialization within different societies, such as religion, class, ethnicity, or race (Eklinder-Frick et al., 2014). This is the relationship that was built through trust and solidarity between two individuals (Kwon and Adler, 2014; Nahapiet and Ghoshal, 1998). Strong or having a social capital within the organization or community is an advantage for the actors involved (Portes, 1998). In the university setting, the professors, staff, and students. The facilities where the connection that established between the university and the students develops the social capital between the two actors (Paxton, 1999).

The benefits of having a strong bridging social capital in the organization develop an organizational ability in terms of gathering information, access to power, building connections within peers, or reorganize new opportunities (Rogers, 2010). As people go beyond the social boundaries, it creates a perception of acceptance of differences between people (Maine et al., 2015). Bridging social capital allows people to build consensus and represent diverse interest that creates innovation, shares, and exchanges of ideas, and a strong relationship that needs an institution where the students create a strong relationship with the university staff (West and Bogers, 2014). This kind of relationship allows access to opportunities and resources within the institution and helps improve the learning development of the students (Geroski, 2000).

1.2.2.7. *Bonding social capital*

The relationship between the students and the university and also the faculty affects the learning experience of the students. Most of the recent study suggests that student engagement with these two actors help develop the learning experience of the students (Appleton, Christenson and Furlong, 2008) since it affects the educational outcomes of

the students in terms of academic challenges, motivation, discipline problems, alienation, boredom, self-esteem and the dropout rates of the students (Fredricks, Blumenfeld and Paris, 2004). The student-university relationship depends on the quality of the psychological and emotional relationship within the institution and also the high satisfaction performance of the university in service their clientele (Bowden, 2011). The positive effect of the relationship between the university and the students are one of the key predictors of student learning (Ackerman and Schibrowsky, 2007–2008; Bean, 2005; Bruning, 2002; Elliott and Shin, 2002; Nesset and Helgesen, 2009; Schreiner and Nelson, 2013; Vianden and Barlow, 2014) and the students' perceptions towards the professors and the classroom situation established by the professors when doing classes (Gruber, Reppel, and Voss, 2010; Voss, Gruber, and Reppel, 2010). Most of the administrative and the faculty members in the higher institution are guided by professionals and faculty and the students' voice as to what is important and needed in their learning environment. University staff such as faculty, managers, administrators, and student affairs should be aware as to what the students need and how the institution will provide these needs to improve their services (Vianden, 2015). University students want constant attention towards the university and the faculty that will constantly help them in their educational journey while studying in the institution, and the main predictor of this is constant communication between the students, the university, and the faculty (Jaasma and Koper, 2002). Positive immediacy between these two actors develops the students' satisfaction towards the university and the faculty staff (Emanuel and Adams, 2006; Gruber, Reppel, and Voss, 2010; Voss, 2009; Voss and Gruber, 2006; Voss et al., 2010).

With the backup studies above, the researcher will try to reveal the Expectation, Experience, and Evaluation of International students studying in Turkey. This study will also try to identify the profiles of the respondents in terms of age, gender, marital status, level of education, support that international students get from studying here in Turkey, and the country of origin of the student respondents.

1.3. Research Questions

One of the problems that every international students encountered were the factors that affect their academic performances. The researcher is currently living in Turkey and while experiencing a lot of challenges as he strives and struggles with adaptations around his environment, he then realized that it is very vital to classify the factors that affects the

academic performances of the international students. Hence, the researcher in this regard begun through collecting, enumerating and as well as identifying fundamental data in which the academic performances of foreign students are being influenced. As time goes by, the researcher faced a lot of trials and day by day it increased and this is exactly the rationale of this research why the researcher had the opportunity to come up with an idea wherein the researcher have to study about the expectations, experiences and Evaluation of International Students in Turkey. And in order to identify and classify these experiences and expectations or the factors that influences the learning and academic performances of the international students, the researcher come up into five problem statements as follows:

1.3.1. What is the profile of the respondents in terms of

1.3.1.1. Attending city

1.3.1.2. Attending university

1.3.1.3. Field of study

1.3.1.4. Country of origin

1.3.1.5. Number of years in Turkey

1.3.1.6. Level of Turkish

1.3.1.7. Attending semester

1.3.1.8. Age

1.3.1.9. Gender

1.3.1.10. Marital status

1.3.1.11. Level of education

1.3.1.12. Support

1.3.1.13. CGPA

1.3.2. What are the experiences affecting the academic performance of the international students?

1.3.3. Is there a significant difference in the experience affecting the academic performance of the International Students when grouped according to their profile?

1.3.4. Is there a significant relationship on the problems affecting the academic performance of International Students when grouped according to profile?

1.3.5. What enhancement program or recommendation can be proposed based on the result of the study?

1.4. Significance of The Study

The study “Turkey’s Internationalization of Higher Education: Expectation, Experience, and Evaluation of International Students” unveils the experience of international students who are currently studying in Turkey. The study investigates the expectation, experience, and their total evaluation about their experience and the coping mechanisms that help them continue their education in spite of their condition.

1.4.1. Incoming students

The study created a blueprint of experienced that will serve as a guide for forthcoming students in Turkey. The record of their expectations, they're experienced, and their coping mechanisms will be the guide of those who plan to study abroad and how they can manage a certain situation using the applied coping mechanisms of the students who experienced the same situation

1.4.2. International students clubs/organization

The result of the study was likely to help organizational officers to plan for initial steps to improve the experience and the academic performance of incoming students. The course was more particularly on the organization or clubs from different countries who will cater to students coming from their own country. Organizations or clubs organized by students from the same country might help to lessen the anxiety of students considering that they are from the same country of origin.

1.4.3. YTB and other scholarships

The result of the study serve as concrete evidence of the experiences of international students and how they affect their academic performance. The experiences of international students who are currently studying in Turkey may serve as a basis for improvement of the grants that they are providing or initiate extra activity that may help reduce anxiety or promote the socialization of every international student in Turkey.

1.4.4. Researcher

The study guide future researchers to conduct and improve their research and find multiple coping mechanisms to a problem that may lead to the improvement of the academic success of the international students studying not just in Turkey but also abroad.

1.5. Scope and Limitations

The study "Turkey's Internationalization of Higher Education: Expectation, Experience, and Evaluation of International Students" included all students from different countries that include self-supporting students and students with scholarship grants who are currently studying in Turkey. Considering all foreign students who are currently studying in Turkey are international students, the study will delaminate the scope to international students who passed the C1 Turkish Language Course and at least passed the first semesters in their selected courses. In short, international students who did one year in TÖMER Language Class and one semester in their university course regardless of their level (Undergraduate, Master, or Doctoral). The study also delimit the respondent into three categories; university, master, or doctoral students only. Though some high school students are studying in Turkey, and they are also considered as international students, the study focused on the three mentioned levels of education.

During the data gathering, the researcher utilized a convenience sampling design the researcher do not have any connections with other universities to engage with and set appointments for the conduct of the research, respectively. Hence, the aforesaid strategy was utilized to disseminate the information, including the link and questionnaire surveys that have been sent by the researcher through online platforms and his acquaintances from different universities in Turkey. The survey questionnaire link was forwarded and also shared by other international students to their particular group chats in Facebook Messenger, WhatsApp and the likes enabling the widespread reach of the researcher's survey questionnaire.

1.6. Operational Definition of Terms

- Higher Education – all international students who are taking Bachelor Degree, Master Degree, and Post Graduates in the Universities of Turkey.
- International Student – the study defined international students as a student who came from different countries to Turkey for the purpose of education.
- Expectation – this is the expectation of every international student before coming to Turkey.
- Experience – the study defined experience as the problems that every international student experience while studying in Turkey.

- Evaluation – the study defined evaluation as the suggestions or the recommendation of the international student to every problem that they met halfway while studying in Turkey.
- Undergraduate – the study defined undergraduate as those students who are currently enrolled at the university level.
- Graduate - the study defined graduate as those students who are currently enrolled in the Master's Program.
- Postgraduate - the study defined postgraduate as those students who are currently enrolled in the Ph.D. Program.

2. METHODOLOGY

2.1. Research Design

A quantitative research method is used in this study which aims to determine the Personal Psychological, Academic, Socio-Cultural, General Living, and Language Proficiency problems of International Students, Satisfaction with Faculty Members, Quality of Teaching and Advising, Curricular Foundations for Reasoning, Critical Reasoning for Classroom, Quality of Faculty Instruction, Satisfaction with Advising and Out-of-class Contact, Self-Esteem Scale, Satisfaction with the University, Intent to Continue, Bridging Social Capital (Between Social Groups-Interacting with Others), Bonding Social Capital (within a Group-Community), Trust to Students, Trust to Administrators, Trust to Faculty. The study wa descriptive and correlational study (Creswell, 2005).

2.2. Participants

A total of 400 international students in Higher Education participated from different cities and universities in Turkey, catering to international students in their institutions. 283 from Undergraduate, 49 from Master taking course, a total of 36 participated from Master taking thesis, 23 from Doctoral taking the course, and only 9 respondents from Doctoral taking course. All International Students at higher education in Turkey are currently enrolled in the academic year 2019-2020, a graduate of Turkish Language Course with C1 level and above, an international student living in Turkey for one and a half years, at least, finished one-semester course study in their respected department. The participants of the study are international students in Higher Education from all over the cities and university institutions of the Republic of Turkey.

2.3. Selection of Participants

The researcher send letters and survey questionnaires online to the respondents for them to willingly participate in the study. In this case, the researcher used convenience sampling to include respondents from different universities in Turkey. Convenience sampling is a type of non-probability sampling method wherein the data is being collected from the respondents who are conveniently available and willing to participate in the study. Convenience sampling is also known as availability sampling and it is a type of nonprobability or nonrandom sampling where respondents of the study meet the criterion

and is willing to participate and be included on the research (Etikan, Abubakar and Alkassim, 2016).

Therefore, the researcher in this study let the participants from different university institutions in Turkey who are willing to be part of the research and typically admitted wherever and whosoever is available and convenient to participate during the data collection processes.

2.4. Research Instrument

Research instruments serve as one of the data collection tools that are used to measure and observe natural phenomena (Sugiono, 2014). The research instrument being used in this study is a "5-Point Likert Survey Questionnaire" made by the researcher to find complete information about a problem, natural or social phenomenon. The instrument in this study was intended to produce accurate data by using Likert Scale. Likert Scale in this juncture was used in a sense of measuring and gathering attitudes, opinions and perceptions, expectations and evaluations of the international students who were currently studying in the higher education level in Turkish institutions. In this study, the researcher utilized a type of questionnaire or questionnaire instrument with the following elaboration below that corresponds to the scores and level of frequency wherein the recipient must indicate his or her level of experience by placing a checkmark in the appropriate box. The response scales are as follows;

2.4.1. Legends

1 - Never

2 – Rarely

3 – Sometimes

4 – Most of the time

5 – Always

As mentioned above, every number from one (1) to five (5) corresponds to a different rate of experience depending on the respondent's choice based from his or her experiences while studying in the higher institutions and universities in Turkey. Whereas one (1) means Never, two (2) means Rarely, three (3) means Sometimes, four (4) means Most of the Time and five (5) means Always.The following were the example of the

Survey Questionnaire given to the respondents of this research. You can see the whole figure of the Survey Questionnaire at the very last of this research.

2.5. Data Gathering Tools

The researcher used quantitative methods of research. A Likert Scale Survey Questionnaire was implemented.

The researcher crafted a new survey questionnaire to address the problems stated in the study. A Likert scale questionnaire-checklist, which composes of four parts, was used to collect data. The first part of the questionnaire checklist is composed of questions that were gathered from the respondents such as their attending city, university, field of study, age, gender, marital status, years of stay in Turkey, Cumulative Grade Point Average (CGPA) level of Turkish, level of education, support, and country of origin. The second part of the questionnaire checklist was used to gather the data based on the experience of international students in terms of Personal-Psychological experience, Academic experience, Socio-Culture experience, General Living experience, and Language Proficiency experience. The third part of the questionnaire checklist was used to gather the data based on Satisfaction with Faculty Members, Quality of Teaching and Advising, Curricular Foundations for Reasoning, Critical Reasoning for Classroom, Quality of Faculty Instruction, Satisfaction with Advising and Out-Of-Class Contact. And the last part of the questionnaire checklist that was used to gather the data based on Self-Esteem Scale, Satisfaction with the University, Intent to Continue, Bridging Social Capital: (Between Social Groups- Interacting with Others), Bonding Social Capital: (Within a Group-Community), Trust to Students, Trust to Administrators, Trust to Faculty. The questionnaire contains constructed descriptions that described the experience of international students studying in Turkey.

2.6. Ethical Consideration

A letter of permission was sought to all the student respondents of the study. The conduct of this research in the universities was initiated upon the approval of the respondents. The respondents were informed that their conformity and confidentiality would be strictly respected. The name and other information of the respondents will not appear on any page of this paper, including their university and the city where they are currently situated. If so, it is the willingness of the respondents who wish to be included

in the study. The respondents were also informed that the data collected from the survey questionnaire will be treated with high confidentiality and will only be used for the purpose of the study.

2.7. Data Gathering Procedures

Before the conduct of the survey, a permission letter from the international students was sought. After the approval, the link of the survey questionnaire was sent to the student respondents to collect the data using the Likert Scale Survey Questionnaire. The respondents were given a maximum of one week to answer the survey questionnaire.

After the data gathering, the data collected from the survey questionnaire were analyzed using the Statistical Package for the Social Sciences (SPSS). The analyzed result generated using the SPSS was further analyzed by the researcher.

2.8. Statistical Tools

2.8.1. Statistical treatment of the data

2.8.1.1. *Frequency counting and percentage.*

These were used to find out the profile of the respondents in terms of; Attending City, Attending University, Field of study, Country of Origin, Number of years in Turkey, Level of Turkish, Attending semester, Age, Gender, Marital Status, Level of Education, Support and CGPA.

Percent was calculated by getting the frequency of each category divided by the total number of respondents.

2.8.1.2. *Weighted mean*

This was employed to find out the CGPA of international students in terms of the level of Education. Computation was performed by getting the product of the weight of the scale and the frequency of each scale divided by the total respondents using the formula (2.1):

$$Weighted\ Mean\ = \frac{\sum WX}{N} \tag{2.1}$$

where: Σ = Summation

X = Frequency of each scale

W = Weight of each scale

N = Total Number of Respondents.

2.8.1.3. *Kruskal – wallis H-test*

This was employed in determining the significant difference in the experiences of the international students when analyzed according to Attending City, Attending University, Field of study, Country of Origin, Number of years in Turkey, Level of Turkish, Attending semester, Age, Gender, Marital Status, Level of Education, Support and CGPA. The H – value was obtained by the hereunder formula (2.2):

$$H = \left[\frac{12}{N(N+1)} \cdot \sum \frac{T_C^2}{N_C}\right] - 3(N-1) \qquad (2.2)$$

where: H = computed H – value

N = Total number of respondents

T_C = Rank total for each group

N_C = Number of participants in each group

2.8.1.4. *Mann-whitney U test*

This was employed in determining the significant difference in the experiences of the international students when analyzed according to Gender, Marital Status and Support.

The test statistic for the Mann Whitney U Test is denoted U and is the smaller of U1 and U_2, defined below (2.3).

$$\bigcup_1 = n_1 n_2 + \frac{n_1\ (n_1+1)}{2} - \ R_1 \qquad (2.3)$$

Where R_1 = sum of the ranks for group 1 and R_2 = sum of the ranks for group

n_1 = sample size of group 1

n_2 = sample size of group 2

2.8.1.5. *One-way analysis of variance*

This was employed as an alternative of Kruskal-Wallis test to determine the significant difference in the experiences of the international students when analyzed according to Attending City, Attending University, Field of study, Country of Origin, Number of years in Turkey, Level of Turkish, Attending semester, Age, Gender, Marital Status, Level of Education, Support and CGPA.

The formula in the next page represents one-way Anova test statistics (2.4):

$$\boldsymbol{SSR} = n_S \sum_{i=1}^{k} \left(\bar{y}_i - \bar{\bar{y}} \right)^2$$

$$\boldsymbol{SSE} = \sum_{i=1}^{k} \sum_{j=1}^{n_S} \left(y_{ij} - \bar{y}_i \right)^2$$

$$\boldsymbol{SST} = \sum_{i=1}^{k} \sum_{j=1}^{n_S} \left(y_{ij} - \bar{\bar{y}} \right)^2 \qquad (2.4)$$

$$\boldsymbol{MSE} = \frac{\boldsymbol{SSE}}{n - k}$$

$$\boldsymbol{MSR} = \frac{\boldsymbol{SSR}}{k - 1}$$

$$\boldsymbol{F} = \frac{\boldsymbol{MSR}}{\boldsymbol{MSE}}$$

Where, F = ANOVA coefficient

SSE = is the "Within Group" variation and represents the random or sample-to-sample variation

SSR = is the "Between Group" variation, where the k "groups" or populations are represented by their sample means

SST = Sum of squared deviations about the grand mean across all N observations

MST = Mean sum of squares due to treatment

MSE = Mean sum of squares due to error

k = Total number of populations

n = The total number of samples in a population

Table 2.1. *ANOVA table for one-way analysis of variance*

Source	Sum of Squares	Df	Mean Square	F-Ratio	P-Value
Between groups	*SSR*	*k* - 1	*MSR = SSR*/(*k*-1)	*F = MSR/MSE*	
Within groups	*SSE*	*n - k*	*MSE = SSE*/(n-k)		
Total (Corr.)	*SST*	*n* - 1			

Spearman rank-order correlation coefficient. This was used to find out the relationship between the experiences of international students and CGPA (2.5):

$$r_s = 1 - \frac{6 \sum d^2}{n\left(n^2 - 1\right)} \qquad (2.5)$$

Where:

r_s = is the coefficient of rank correlation

n = sample size or the number of pair values in the selected samples

d_i = is the difference in the rank between paired values

The correlation value was interpreted as follows:

An r from 0.00 to ± 0.20 denotes the negligible correlation

An r from ± 0.21 to ± 0.40 denotes a low or slight relationship

An r from ± 0.41 to ± 0.70 denotes the marked or moderate correlation

An r from ± 0.71 to ± 0.90 denotes a high relationship

An r from ± 0.91 to ± 0.99 denotes a very high relationship

An r equals ± 1.00 denotes a perfect relationship

2.8.1.6. *Ordinal regression*

Ordinal regression was utilized in order to establish the relationship between the different experiences of the international students and their profiles

The independent variables are added linearly as a weighted sum of the form (2.6).

$$y = \beta_0 + \beta_1 \cdot x_{i2} + \beta_2 \cdot x_{i2} + \ldots + \beta_p \cdot x_{in} \qquad (2.6)$$

The data which were collected for this study were encoded and analyzed using Statistical Package for the Social Sciences (SPSS version 25.0 Statistical test was performed at 0.05 level of significance.

3. FINDINGS AND INTERPRETATION

3.1. Problem Statements

This chapter presents the data in tabular forms, analyzes, and interprets the results. The presentation, analysis, and interpretation of the data, which are presented hereto, are arranged in accordance with the order of the problems stated in the first chapter.

3.1.1. Problem no. 1. What is the profile of the respondents in terms of

3.1.1.1. *Attending city*

Table 3.1 shows the profile of the respondents in terms of Attending City. The table reveals that the top 5 regions were Turkey Region 4 followed by Turkey Region 1, Turkey Region 5, Turkey Region 3, and Turkey Region 8. Turkey Region 4 constituted 24.5 percent while Turkey Region 1 constituted 22.0 percent, Turkey Region 5 constituted 19.8 percent, Turkey Region 5 constituted 17.5 percent, and Turkey Region 8, around 6.3 percent. The result showed that there were more students coming from Turkey Region 4 as compared to other regions. This means that Turkey Region 4 is one of the populated regions of the study.

Table 3.1. *Frequency and percentage values for profile of the respondents in terms of attending city*

Attending City	Frequency	Percent
TR1	88	22.0
TR2	4	1.0
TR3	70	17.5
TR4	98	24.5
TR5	79	19.8
TR6	18	4.5
TR7	5	1.3
TR8	25	6.3
TR9	10	2.5
TRB	3	.8
Total	400	100.0

3.1.1.2. *Attending university*

Table 3.2 in another page presents the profile of the respondents in terms of the attending university. The table shows that the majority of students were coming from Universities that have been established before 1974. 33 percent of the population of the respondents were from this group. On the other hand, the second highest population were from the universities which established in the years between 1992-1993 which compose of 97 or 24.3 percent of the students. 54 of the respondent's or 13.5 percent were from

universities established from 1975 to 1981. 44 out of 400 students or 11 percent were from universities which were established on the year 1982-1991. 41 respondents or 10.3 percent of the total population were from universities which were established in the year 2006-2010. It is also noticeable that 33 remaining population or 8.3 percent of the total respondents were enrolled in universities that have been established from 2011 to 2018. The table showed that most of the populations of the respondents were from the universities that have been established before 1974, and this connotes that most of the international students included in this study were enrolled in old institutions across Turkey.

Table 3.2. *Frequency and percentage values for profile of the respondents in terms of attending university*

Attending University	Frequency	Percent
Before 1974	131	32.8
1975-1981	54	13.5
1982-1991	44	11.0
1992-1993	97	24.3
2006-2010	41	10.3
2011-2018	33	8.3
Total	400	100.0

3.1.1.3. *Field of study*

Table 3.3 is the data of the respondents when group according to their field of study. The table reveals that 143 or 35.8 percent of the international students who were taking hard applied, 131 or 32.8 percent of the total populations were taking soft pure, 86 or 21.5 percent of the international students were taking soft applied while the remaining 40 or 10 percent of the total population of the respondents were enrolled in hard pure programs. The table also connotes that most of the population of the international students were taking programs that were considered as average in terms of its degree of difficulty. The data also revealed that only 40 students dared to enrolled hard pure programs despite of its demand in the market. The data reveals that most of the international students nowadays tend to enroll in the programs with average degree of difficulty.

Table 3.3. *Frequency and percentage values for profile of the respondents in terms of field of study*

Field of study	Frequency	Percent
Hard Pure	40	10.0
Soft Pure	131	32.8
Hard Applied	143	35.8
Soft Applied	86	21.5
Total	400	100.0

3.1.1.4. *Country of origin*

The presented data in table 3.4 is the profile of the respondents when grouped in terms of Country of Origin. The table shows that 170 or 42.5 percent of the international students participated in the study were from the Middle East and North Africa, 103 or 25.8 percent of the respondents were from South Asia, 120 or 30 percent of the international students were from Sub-Saharan Africa; while the remaining 7 or 1.8 percent of the total population of the respondents were from Latin America and the Caribbean. The data implied that most of the international students who participated in this study were from the Middle East and North Africa.

Table 3.4. *Frequency and percentage values for profile of the respondents in terms of country of origin*

Country of Origin	Frequency	Percent
Latin America and Caribbean	7	1.8
Middle East and North Africa	170	42.5
South Asia	103	25.8
Sub-Saharan Africa	120	30.0
Total	400	100.0

3.1.1.5. *Number of years in Turkey*

The data in table 3.5 in the next page is the profile of the respondents in terms of number of years in Turkey. The data in the table shows that no one among the international students who have been in Turkey for less than two years. However, there were 111 or 27.8 percent of the international students who were here in Turkey for 3 years, 99 or 24.8 percent of the total respondents were here in Turkey for 4 years, 88 or 22.0 percent of the international students were living in Turkey for 2 years during the conduct of the study, 71 or 17.8 percent of the total respondents were staying in Turkey for 5, and only 31 or 7.8 percent of the remaining respondents were on living here in Turkey for 6 years during the conduct of the study. The result of the data indicates that the majority of the students were in their 4th year and below, which constituted around 75 percent of the total population. This means that the majority of international students who participated in this study can manage to finish their enrolled programs on time.

Table 3.5. *Frequency and percentage values for profile of the respondents in terms of number of years in Turkey*

Number of Years in Turkey	Frequency	Percent
2	88	22.0
3	111	27.8
4	99	24.8
5	71	17.8
6	31	7.8
Total	400	100.0

3.1.1.6. *Level of Turkish*

The data present in the table 3.6 is the profile of the respondents in terms of Level of Turkish. The table revealed that 349 or 87.3 percent of the international students participated in the study were C1 level of Turkish certificate holder, 22 or 5.5 percent of the international students were B2 and C2 level of Turkish certificate holder, while 7 or 1.8 percent out of 400 international students participated in the study were B1 level of Turkish certificate holder. The data in the table showed that the majority of the population of the international students could speak the Turkish language on a C1 level of proficiency.

Table 3.6. *Frequency and percentage values for profile of the respondents in terms of level of Turkish*

Level of Turkish	Frequency	Percent
B1	7	1.8
B2	22	5.5
C1	349	87.3
C2	22	5.5
Total	400	100.0

3.1.1.7. *Attending semester*

The data present in the table 3.7 in another page is the data of international students when the profile of the respondents was grouped according to the attending semester. The table revealed that there were 158 or 39.5 percent of the international students were in their university for 6th Semester and above, 128 or 32 percent of the international students were on their university for 4th semester and above, 97 or 24.3 percent of the international students were in their university for 2nd semester, 10 or 2.5 percent of the international students were in their university for 3rd semester, and only 7 or 1.8 percent of the international students were in their university for 5th semester during the conduct of the study. The result indicates that majority of the international students who participated in this study were in their attending university for 6th semester and above.

Table 3.7. *Frequency and percentage values for profile of the respondents in terms of attending semester*

Attending Semester	Frequency	Percent
2nd	97	24.3
3rd	10	2.5
4th	128	32.0
5th	7	1.8
6th Semester and up	158	39.5
Total	400	100.0

3.1.1.8. *Age*

The data in table 3.8 is the profile of the respondents when the data were grouped according to their age. The data revealed that there were 211 or 52.8 percent of the international students were 20-25 years old, 148 or 37.0 percent of the international students were 26-30 years old, 24 or 6.0 percent of the international students were 31-35 years old, 9 or 2.3 percent of the international students were 36 years old and above and only 8 or 2.0 percent of the international students were 19 years old and below. The data in the table indicates that most of the international students participated in the study were 20-30 years old.

Table 3.8. *Frequency and percentage values for profile of the respondents in terms of age*

Age	Frequency	Percent
19 years old and below	8	2.0
20-25 years old	211	52.8
26-30 years old	148	37.0
31-35 years old	24	6.0
36 years old and above	9	2.3
Total	400	100.0

3.1.1.9. *Gender*

The data in table 3.9 in the following page reveals the profile of the respondents when the data were analyzed in terms of the gender of the respondents. The table shows that there were 278 males and 121 female students. The male students constituted 69.8 percent while the female students constituted 30.3 percent of the total of population of the study. The result showed that there were more male international students studying in Turkey compared to the females.

Table 3.9. *Frequency and percentage values for profile of the respondents in terms of gender*

Gender	Frequency	Percent
Male	279	69.8
Female	121	30.3
Total	400	100.0

3.1.1.10. *Marital status*

The table 3.10 is the profile of the respondents when the data were grouped according to their Marital Status. The table reveals that 361 international students participated in the study were single students while only 39 out of 400 participants were married students. The single students constituted 90.3 percent of the overall population of the international students participated in the study while the remaining international students were married students which constitutes 9.8 percent of the overall population. The data presented in the table implied that most of the international student respondents participate in the study were single. This means that only few of the international students were married students who left their family back in their country or currently living with their family here in Turkey while studying. This is also attributed that most of the married students tend not to pursue their higher education abroad considering that they have their family.

Table 3.10. *Frequency and percentage values for profile of the respondents in terms of marital status*

Marital Status	Frequency	Percent
Single	361	90.3
Married	39	9.8
Total	400	100.0

3.1.1.11. *Level of education*

The data in table 3.11 in the next page is the data of the respondents when grouped according to their Level of Education. The data on the table shows that 283 or 70.8 percent of the internationals students were still taking undergraduate courses, 49 or 12.3 percent of the international students were taking master's degree, 36 or 9.0 percent were writing their master's thesis during the conduct of the study, 23 or 5.8 percent of the international students were taking doctorate degree, and only 9 or 2.3 percent of the entire population of the international students were writing their dissertation during the conduct of the study. It could be seen in table 3.11 that most of the international students participated in the study were studying undergrad courses during the conduct of the study.

Table 3.11. *Frequency and percentage values for profile of the respondents in terms of level of education*

Level of Education	Frequency	Percent
Undergraduate	283	70.8
Master-Courses	49	12.3
Master-Thesis	36	9.0
Doctoral-Courses	23	5.8
Doctoral-Thesis	9	2.3
Total	400	100.0

3.1.1.12. *Support*

The data in table 3.12 shows the profile of the respondents in terms of Support. Most of the international students participated in the study studying here in Turkey with the help of a scholarship grants. 344 of the total population were scholars while 56 out of 400 international students participated in the study were Self-funding students. The scholar students constituted 86.0 percent while the self-funding students constituted 14.0 percent. The data in the previous page reveal that there were more scholar international students studying here in Turkey compare to the self-funding students. This means that studying abroad is too expensive, only few can afford to study on their own expenses.

Table 3.12. *Frequency and percentage values for profile of the respondents in terms of support*

Support	Frequency	Percent
Self-funding	56	14.0
Scholarship	344	86.0
Total	400	100.0

3.1.1.13. *CGPA*

Table 3.13 shows the profile of the respondents in terms of CGPA when grouped according to level of Education. The table reveals that undergraduate students obtained a grade point average of 3.1 with descriptive interpretation of BB while the other groups obtained a grade of BA with grade point averages of; 3.2 Master-Courses, 3.3 for both Master-Thesis and Doctoral-Thesis, Doctoral-Courses got the highest-grade point average of 3.4. This implies that all the groups possess ECTS grade B.

Table 3.13. *Frequency and percentage values for profile of the respondents in terms of CGPA*

CGPA	N	Mean	Std. Deviation	Minimum	Maximum
Undergraduate	283	3.0894	.52924	1.31	4.00
Master-Courses	49	3.1873	.49021	2.09	4.00
Master-Thesis	36	3.2578	.42925	2.40	4.00
Doctoral-Courses	23	3.4422	.41174	2.80	4.00
Doctoral-Thesis	9	3.2689	.28559	2.88	3.66
Total	400	3.1409	.51283	1.31	4.00

Table 3.14. *Letter grades and grade point*

Grades Counted for GPA		**Grades not counted for GPA**	
Local Grade	Grade Point	Local Grade	Explanation
AA	4.0	YT	Pass: Student passed a course which is not counted for GPA.
AB	3.7	YZ	Fail: Student failed a course which is not counted for GPA.
BA	3.3	EK	Incomplete: Student has not completed the requirements of the course yet.
BB	3.0	MU	Exempt: Indicates courses taken at another institution and accepted by AŬ or exemption from a course or program through examination administered by AÜ.
BC	2.7	TR	Transfer: Credit transfer from another higher education institution before Erasmus. Institution from which the student transferred or taken from another higher education.
CB	2.3		
CC	2.0	DV	Continuing: Grade given at the end of the first semester for year-long courses. CD 1,7 Not Attended; Not satisfying the attendance requirement, student failed the course.
CD	1.7	DZ	Not Attended; Not satisfying the attendance requirement, student failed the course.
DC	1.3	KL	Removed: The course is removed from the program.
DD	1.0	SD	Not Responsible: Having completed the required total credit hours for the program, the student is not held responsible for the course
FF	00	ÇK	Withdrawal: Student withdrew from the course during the first four weeks.

Grades: *AA and AB = ECTS grade A; BA and BB = ECTS grade B; BC and CB = ECTS grade C; CC and CD=ECTS grade D; DC and DD = ECTS grade E; FF= ECTS grade F*.

3.1.2. Problem no. 2. What are the experiences affecting the academic performance of the international students?

3.1.2.1. *Relationship between cgpa and experiences of international students*

The relationships between the different experiences of the international students and their CGPA were checked and there were no significant relationships found between CGPA and the following experiences; Personal-Psychological Experiences, Academic Experiences, Socio-Cultural Experiences, General living Experiences, Satisfaction with Faculty Members, Quality of Teaching and Advising, Curricular Foundations for Reasoning, Critical reasoning of Classroom, Quality of Faculty Instruction, Satisfaction with Advising and Out-of-class Contact, Self-Esteem, Satisfaction with University, Intent to Continue, Bonding Social Capital: within a group community, Trust to Students, Trust to Administrator and Trust to Faculty. There are some Academic experiences that doesn't have significant difference Similar to the study of Louis and Wahlstrom (2008) "How Teachers Experience Principal Leadership: The Roles of Professional Community, Trust, Efficacy, and Shared Responsibility" the trust and relationship of students to faculty and

Administration is less important and it doesn't have any effect or relationship to the learning performance of the students. However, two of the experiences deemed to have significant relationship with CGPA as shown in table 3.15. The result indicates that there was a little negative correlation between Language Proficiency and CGPA. This implies that the international students suffering with Language Proficiency problem perform poorly in their academics while international students who can communicate well the Turkish language perform better academically (Sahragard, Baharloo and Soozandehfar, 2011). The result of the study also jive the research conducted by Maleki and Zangani (2007) "A survey on the relationship between English language proficiency and the academic achievement of Iranian EFL students" revealed that there was significant difference when the data was analyzed based on the Language proficiency of the students. This further implies that 1.56% of the total variance in CGPA can be explained by Language Proficiency. On the other hand, there is a small amount of positive correlation between Bridging Social Capital, between social groups-interacting with others and CGPA. This means that international students with good experience in terms of their interaction with social group tend to perform better academically. This further implies that 1.06% of the total variance in CGPA can be explained by Bridging Social Capital. According to the result study of Martin (2011) there is a positive effect and high increase of academic achievements when a student has a constant engagement to a social group or wide-ranging of networks to his campus.

Table 3.15. *Relationship between CGPA and experiences of international students*

Experiences	CGPA
Bridging Social Capital: between social groups-interacting with others	.103*
Language Proficiency	-.125*
** p<0.05*	

3.1.3. Problem no. 3. Is there a significant difference in the experience affecting the academic performance of the international students when a group according to their profile?

3.1.3.1. *Academic experiences grouped according to the following*

3.1.3.1.1. *Number of years in Turkey*

Table 3.16 in another page presents the result of Kruskal Wallis-H to determine whether the academic experience scale rankings differ significantly according to number

of years variable, the difference between the average rankings of the number of years was found statistically significant with p-value of .03 (X^2 = 10.650; sd = 4; 0.03). Furthermore, Mann Whitney-U in table 3.17, which is preferred in binary comparisons was applied. As a result of the analysis, it was determined that the difference occurred between the 2 years and 6 number of years in Turkey, in favor of the group who stayed for 2 years in Turkey (U = 971.00; z = -2.3167; 021). This means that students who stayed for 2 years in Turkey were more problematic in terms of academic experiences as compared to those students who have been staying for 6 years in Turkey. Similar to the result of the study conducted by Rienties, Beausaert, Grohnert, Niemantsverdriet and Kommers (2011) "Understanding Academic Performance of International Students: The Role of Ethnicity, Academic and Social Integration". There is significant difference when data were analysed based on the number of years of a student. Students stayed longer years in a certain country were easier to understand and has good academic performance in the class.

Table 3.16. *Kruskal-Wallis test result for academic experiences grouped according to number of years in Turkey*

Experiences	Number of Years	N	Mean Rank	Chi-Square	df	p-value
Academic Experience	2	88	226.99	10.650	4	0.03
	3	111	203.67			
	4	99	197.08			
	5	71	183.89			
	6	31	157.35			
	Total	400				

Table 3.17. *Pairwise comparison in the academic experiences grouped according to number of years in Turkey*

Number of Years	Academic Experience
Mann-Whitney U	971.000
Wilcoxon W	1467.000
Z	-2.316
Asymp. Sig. (2-tailed)	.021

a. Grouping Variable: Number of Years

3.1.3.1.2. *Turkish level*

The tables 3.18 in the next page show the result of Kruskal Wallis-H performed to determine whether the academic experience scale rankings differ significantly according to level of Turkish variable, the difference between the average rankings of the level of Turkish was found statistically significant (X^2 = 10.753; sd = 3; 0.013). Furthermore, Mann Whitney-U in table 3.19, which is preferred in binary comparisons, was applied.

As a result of the analysis, it was determined that the difference occurred between the C1 and C2 as well as C2 and B2 level of Turkish, in favor of the group whose level of Turkish is C1 (U = 2490.500; z = -2.760; 0.006) and B2 (U =141.500; z = -2.365; 0.018). This means that students with C1 level of Turkish were more problematic in terms of their Academic experiences as compared to students with C2 level of Turkish. On the other hand, students with B2 level of Turkish were more problematic as compared to those students with C2 level of Turkish in terms of their Academic experiences. Furthermore, in Martirosyan, Hwang, and Wanjohi (2015) "Impact of English Proficiency on Academic Performance of International Students" study, students who speak the language well and high language proficiency level was indeed perform better academically.

Table 3.18. *Kruskal-Wallis test result for academic experiences grouped according to level of Turkish*

Experiences	Turkish Level	N	Mean Rank	Chi-Square	df	p-value
Academic Experience	B1	7	256.29	10.753	3	0.013
	B2	22	230.34			
	C1	349	201.19			
	C2	22	132.93			
	Total	400				

Table 3.19. *Pairwise comparison for academic experiences grouped according to the level of Turkish.*

C1 and C2	Academic_Ex
Mann-Whitney U	2490.500
Wilcoxon W	2743.500
Z	-2.760
Asymp. Sig. (2-tailed)	.006

a. Grouping Variable: Turkish Level

C2 and B2	Academic_Ex
Mann-Whitney U	141.500
Wilcoxon W	394.500
Z	-2.365
Asymp. Sig. (2-tailed)	.018

a. Grouping Variable: Turkish Level

3.1.3.1.3. *Age*

As gleamed in table 3.20 in the next page is the difference between the arithmetic averages of the age groups was found statistically significant as a result of the one-way variance analysis (ANOVA) conducted to determine whether the academic experience scale arithmetic averages show a significant difference according to the age variable (F = 2.917; 0.02).

Table 3.20. *One-Way Analysis of Variance (ANOVA) results to determine whether academic experience scale scores differ according to age variable*

Age	N	Mean	Vark	Sum of Squares	df	Mean Square	F	*p*
19 years old and below	8	3.375	Between Groups	4.279	4	1.07	2.917	0.02
20-25 years old	211	3.324	Within Groups	144.479	394	0.367		
26-30 years old	148	3.216	Total	148.754	398			
31-35 years old	24	2.905						
36 years old and above	9	3.286						
Total	400	3.259						

3.1.3.1.4. *Post-Hoc scheffe test results on age variable*

The table 3.21 shows Post-Hoc Scheffe Test was run to determine which subgroups differ according to age variable, the academic experience scores were statistically significant (p <.05) between 20-25 years old age group and 31-35 years old age group in favor of 20-25 age group. This reveals that students in the 20-25 years old age group were more problematic in terms of academic experiences as compared to students under 31-35 years old age group. The difference between other sub-dimensions was not statistically significant (p> .05). Same as the result found out in the study of Voyles (2010), "Student Academic Success as Related to Student Age and Gender" there was a significant difference in the academic success of a students in terms of age statistically.

Table 3.21. *Post-Hoc Scheffe test results after one-way variance analysis (anova) to determine which subgroups of academic experience scale differentiate according to age variable*

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.
19 years old and below	20-25 years old	.05119	.21813	1.000
	26-30 years old	.15878	.21980	.971
	31-35 years old	.47024	.24721	.461
	36 years old and above	.08929	.29424	.999
20-25 years old	19 years old and below	-.05119	.21813	1.000
	26-30 years old	.10759	.06499	.603
	31-35 years old	.41905*	.13048	.037
	36 years old and above	.03810	.20613	1.000
26-30 years old	19 years old and below	-.15878	.21980	.971
	20-25 years old	-.10759	.06499	.603
	31-35 years old	.31145	.13325	.245
	36 years old and above	-.06950	.20790	.998

Table 3.21. ***(Continued)*** *Post-Hoc Scheffe test results after one-way variance analysis (anova) to determine which subgroups of academic experience scale differentiate according to age variable*

31-35 years old	19 years old and below	-.47024	.24721	.461
	20-25 years old	-.41905*	.13048	.037
	26-30 years old	-.31145	.13325	.245
	36 years old and above	-.38095	.23669	.629
36 years old and above	19 years old and below	-.08929	.29424	.999
	20-25 years old	-.03810	.20613	1.000
	26-30 years old	.06950	.20790	.998

3.1.3.1.5. *Level of education*

The tables 3.22 show the result of Kruskal Wallis-H performed to determine whether the academic experience scale rankings differ significantly according to level of Education variable, the difference between the average rankings of the level of education was found highly statistically significant (X^2 = 23.559; sd = 4; 0.00). Furthermore, Mann Whitney-U in table 3.23, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between Master-thesis and Undergraduate level of Education, in favor of the group Undergraduate (U = 2976.000; z = -4.060; 0.000). This means that undergrad students were more problematic in terms of their Academic experiences as compared to those Master – thesis students. Similar in the study by Morto (2014) the result of his study, there was also a significant difference when the data was analyzed based on the attending education of international students.

Table 3.22. *Kruskal-Wallis test result for academic experiences grouped according to level of education.*

Experiences	Level of Education	N	Mean Rank	Chi-Square	df	p
Academic Experience	Undergraduate	283	215.11	23.559	4	0.00
	Master-Courses	49	195.91			
	Master-Thesis	36	134.24			
	Doctoral-Courses	23	145.33			
	Doctoral-Thesis	9	151.50			
	Total	400				

Table 3.23. *Pairwise comparison for academic experiences grouped according to attending education*

C2 and B2	Academic_Ex
Mann-Whitney U	2976.000
Wilcoxon W	3642.000
Z	-4.060
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Attending Education

3.1.3.2. *Socio-cultural experiences grouped according to the following*

3.1.3.2.1. *Number of years in Turkey*

The table 3.24 shows the result of Kruskal Wallis-H performed to determine whether the Socio-Cultural experience scale rankings differ significantly according to number of years in Turkey variable, the difference between the average rankings of the number of years in Turkey was found statistically significant (X^2 = 23.017; sd = 4; 0.000). Furthermore, Mann Whitney-U in table 3.25, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between 2 and 6, 3 and 6 as well as 4 and 6 number of years in Turkey, in favor of the group who have stayed in Turkey for 2, 3 and 4 years (U = 732.000; z = -3.644; 0.000), (U = 909.000; z = -3.821; 0.000) and (U = 862.500; and z = -3.485; 0.000) respectively. This means that students who have stayed in Turkey for 2, 3 and 4 years were more problematic as compared to those students who have stayed in Turkey for 6 years in terms of their Socio-Cultural experiences.

Table 3.24. *Kruskal-Wallis test result for socio-cultural experiences grouped according to number of years in Turkey.*

Experiences	Number of Years	N	Mean Rank	Chi-Square	df	p
Socio Cultural Experience	2	88	222.97	23.017	4	0.00
	3	111	216.00			
	4	99	203.93			
	5	71	173.55			
	6	31	123.03			
	Total	400				

Table 3.25. *Pairwise comparison for socio-cultural experiences grouped according number of years in Turkey*

2 and 6	SocioC_Ex
Mann-Whitney U	732.000
Wilcoxon W	1197.000
Z	-3.644
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Number of Years

3 and 6	SocioC_Ex
Mann-Whitney U	909.000
Wilcoxon W	1374.000
Z	-3.821
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Number of Years

Table 3.25. ***(Continued)*** *Pairwise comparison for socio-cultural experiences grouped according number of years in Turkey*

4 and 5	**SocioC_Ex**
Mann-Whitney U	862.500
Wilcoxon W	1327.500
Z	-3.485
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Number of Years

3.1.3.2.2. *Level of Turkish*

The tables 3.26 show the result of Kruskal Wallis-H performed to determine whether the Socio-Cultural experience scale rankings differ significantly according to Level of Turkish variable, the difference between the average rankings of the Level of Turkish was found statistically significant (X^2 = 32.333; sd = 3; 0.000). Furthermore, Mann Whitney-U in table 3.27, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between C1 and C2, B1 and C2, B2 and C2 as well as C1 and B2 levels of Turkish, in favor of the group whose Level of Turkish are C1, B1 and B2 (U = 1843.500; z = -4.095; 0.000), (U = 17.500; z = -3.039; 0.002), (U = 84.000; z = -3.719; 0.000) and (U = 2326.500; z = -3.099; 0.002) respectively. This means that students with C2 level of Turkish were less problematic in terms of Socio-Cultural Experiences as compared to students with C1, B2 and B1 Level of Turkish while students with C1 Level of Turkish were less problematic in terms of Socio-Cultural Experiences as compared to those students with B2 Level of Turkish. Additionally, language were the major challenges of international students in terms of socializing and making new friends (Brauss, Lin and Baker 2015).

Table 3.26. *Kruskal-Wallis test result for socio-cultural experiences grouped according to level of Turkish*

Experiences	**Level of Turkish**	**N**	**Mean Rank**	**Chi-Square**	**df**	**p**
Socio Cultural Experience	B1	7	308.29	32.333	3	0.00
	B2	22	275.11			
	C1	349	199.40			
	C2	22	99.91			
	Total	400				

Table 3.27. *Pairwise comparison for socio-cultural experiences grouped according to level of Turkish*

C1 and C2	**SocioC_Ex**
Mann-Whitney U	1843.500
Wilcoxon W	2096.500
Z	-4.095
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Turkish Level

Table 3.27. ***(Continued)*** *Pairwise comparison for socio-cultural experiences grouped according to level of Turkish*

B1 and C2	**SocioC_Ex**
Mann-Whitney U	17.500
Wilcoxon W	270.500
Z	-3.039
Asymp. Sig. (2-tailed)	.002

a. *Grouping Variable*: Turkish Level

B2 and C2	**SocioC_Ex**
Mann-Whitney U	84.000
Wilcoxon W	337.000
Z	-3.719
Asymp. Sig. (2-tailed)	.000

a. *Grouping Variable*: Turkish Level

C1 and B2	**SocioC_Ex**
Mann-Whitney U	2326.500
Wilcoxon W	63052.500
Z	-3.099
Asymp. Sig. (2-tailed)	.002

a. *Grouping Variable*: Turkish Level

3.1.3.2.3. *Age*

The table 3.28 in the next page shows the result of Kruskal Wallis-H performed to determine whether the Socio-Cultural experience scale rankings differ significantly according to age variable, the difference between the average rankings of age was found statistically significant (X^2 = 15.729; sd = 4; 0.003). Furthermore, Mann Whitney-U in table 3.29, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between 20-25 years old and 31-35 years old as well as 20-25 years old and 26-30 years old, in favor of the group who aged 20-25 years old and 26-30 years old (U = 1577.000; z = -3.038; 0.002) and (U = 12719.000; z = -2.908; 0.004) respectively. This means that international students belong to age bracket of 31-35 years old and 26-30 years old were less problematic in terms of Socio-Cultural Experiences as compared to international students under the age bracket of 20-25 years old.

Table 3.28. *Kruskal-Wallis test result for socio-cultural experiences grouped according to age*

Experiences	Age	N	Mean Rank	Chi-Square	df	p
Socio Cultural Experience	19 years old and below	8	200.19	15.729	4	0.003
	20-25 years old	211	218.08			
	26-30 years old	148	182.93			
	31-35 years old	24	138.04			
	36 years old and above	9	220.11			
	Total	400				

Table 3.29. *Pairwise comparison for socio-cultural experiences grouped according age*

20-25 and 31-35	**SocioC_Ex**
Mann-Whitney U	1577.000
Wilcoxon W	1877.000
Z	-3.038
Asymp. Sig. (2-tailed)	.002

a. Grouping Variable: Age

20-25 and 26-30	**SocioC_Ex**
Mann-Whitney U	12719.000
Wilcoxon W	23597.000
Z	-2.908
Asymp. Sig. (2-tailed)	.004

a. Grouping Variable: Age

3.1.3.2.4. *Level of education*

The table 3.30 in another page shows the result of Kruskal Wallis-H performed to determine whether the Socio-Cultural experience scale rankings differ significantly according to Level of Education variable, the difference between the average rankings of Level of Education was found statistically significant (X^2 = 10.198; sd = 4; 0.037). Furthermore, Mann Whitney-U in table 3.31, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between Undergraduate and Master-thesis as well as Undergraduate and Doctoral-thesis, in favor of the Undergraduate students (U = 4020.500; z = -2.040; 0.041) and (U = 763.000; z = -2.045; 0.041) respectively. This means that Undergraduate students had more problems in terms of Socio-Cultural Experiences as compared to Master-Thesis, and Doctoral-Thesis students.

Table 3.30. *Kruskal-Wallis test result for socio-cultural experiences grouped according to level of education*

Experiences	Level of Education	N	Mean Rank	Chi-Square	df	p
Socio Cultural Experience	Undergraduate	283	210.28	10.198	4	0.037
	Master-Courses	49	191.76			
	Master-Thesis	36	168.51			
	Doctoral-Courses	23	167.35			
	Doctoral-Thesis	9	132.28			
	Total	400				

Table 3.31. *Pairwise comparison for socio-cultural experiences grouped according to level of education*

Undergraduate and Master-Thesis	SocioC_Ex
Mann-Whitney U	4020.500
Wilcoxon W	4686.500
Z	-2.040
Asymp. Sig. (2-tailed)	.041

a. Grouping Variable: Attending Education

Undergraduate and Doctoral-Thesis	SocioC_Ex
Mann-Whitney U	763.000
Wilcoxon W	808.000
Z	-2.045
Asymp. Sig. (2-tailed)	.041

a. Grouping Variable: Attending Education

3.1.3.3. *General living experiences grouped according to the following*

3.1.3.3.1. *Country of origin*

Table 3.32 in the following page shows the result of Kruskal Wallis-H performed to determine whether the General Living experience scale rankings differ significantly according to country of origin variable, the difference between the average rankings of country of origin was found statistically significant (X^2 = 19.971; sd = 3; 0.000). Furthermore, Mann Whitney-U in table 3.33, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between Middle East and North Africa and Sub-Saharan Africa, in favor of the Sub-Saharan Africa (U = 7159.000; z = -4.277; 0.000). This means that students from Sub-Saharan Africa were more problematic in terms of General Living Experiences as compared to students from Middle East and North Africa. International students with different living and culture having a difficulty to adjust their living in new environment (Tsegay and Ashraf 2018).

Table 3.32. *Kruskal-Wallis test result for general living experiences grouped according to country of origin*

Experiences	Country of Origin	N	Mean Rank	Chi-Square	df	p
General Living	Latin America and Caribbean	7	235.71	19.971	3	0.000
	Middle East and North Africa	170	173.14			
	South Asia	103	203.12			
	Sub-Saharan Africa	120	233.07			
	Total	400				

Table 3.33. *Pairwise comparison for general living experiences grouped according to country of origin.*

Middle East and North Africa and Sub-Saharan Africa	GLiving_Ex
Mann-Whitney U	7159.000
Wilcoxon W	21524.000
Z	-4.277
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Region_Code_2

3.1.3.3.2. *Number of years in Turkey*

The table 3.34 shows the result of Kruskal Wallis-H performed to determine whether the General Living experience scale rankings differ significantly according to Number of Years in Turkey variable, the difference between the average rankings of the Number of Years in Turkey was found statistically significant (X^2 = 19.931; sd = 4; 0.001). Furthermore, Mann Whitney-U in table 3.35, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between 2 and 6, 3 and 6, 4 and 6 as well as 5 and 6 number of years in Turkey, in favor of the group who have stayed in Turkey for 2, 3, 4 and 5 years (U =815.500; z = -3.333; 0.001), (U = 863.000; z = -4.255; 0.000), (U = 844.000; z = -3.790; 0.000) and (U = 601.000; z = -3.578; 0.000) respectively. This means that students who have stayed in Turkey for 2, 3, 4 and 5 years were more problematic as compared to those students who have stayed in Turkey for 6 years in terms of their General Living experiences.

Table 3.34. *Kruskal-Wallis test result for general living experiences grouped according to number of years in Turkey*

Experiences	Number of Years	N	Mean Rank	Chi-Square	df	p
General Living	2	88	198.64	19.931	4	0.001
	3	111	219.73			
	4	99	199.55			
	5	71	207.94			
	6	31	116.76			
	Total	400				

Table 3.35. *Pairwise comparison for general living experiences grouped according to number of years in Turkey*

2 and 6	**GLiving_Ex**
Mann-Whitney U	815.500
Wilcoxon W	1311.500
Z	-3.333
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: Number of Years

3 and 6	**GLiving_Ex**
Mann-Whitney U	863.000
Wilcoxon W	1359.000
Z	-4.255
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Number of Years

4 and 6	**GLiving_Ex**
Mann-Whitney U	844.000
Wilcoxon W	1340.000
Z	-3.790
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Number of Years

5 and 6	**GLiving_Ex**
Mann-Whitney U	601.000
Wilcoxon W	1097.000
Z	-3.578
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Number of Years

3.1.3.3.3. *Age*

The table 3.36 in the next page shows the result of Kruskal Wallis-H performed to determine whether the General Living experience scale rankings differ significantly according to Age variable, the difference between the average rankings of age was found statistically significant (X^2 = 14.869; sd = 4; 0.005). Furthermore, Mann Whitney-U in table 3.37, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between 20-25 years old and 31-35 years old, in favor of the group who aged 20-25 years old (U = 1513.000; z = -3.220; 0.005). This means that students who belong to age bracket 31-35 years old were less problematic in terms of general living experiences as compared to students who belong to age bracket 20-25 years old.

Table 3.36. *Kruskal-Wallis test result for general living experiences grouped according to age*

Experiences	Age	N	Mean Rank	Chi-Square	df	p
General Living Experience	19 years old and below	8	220.88	14.869	4	0.005
	20-25 years old	211	215.19			
	26-30 years old	148	191.29			
	31-35 years old	24	131.42			
	36 years old and above	9	153.06			
	Total	400				

Table 3.37. *Pairwise comparison for general living experiences grouped according age*

20-25 years old and 31-35 years old	GLiving_Ex
Mann-Whitney U	1513.000
Wilcoxon W	1813.000
Z	-3.220
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: Age

3.1.3.3.4. *Marital status*

The data stated in table 3.38 shows the result of Mann-Whitney U performed to determine whether the General Living experience scale rankings differ significantly according to Marital Status variable, the difference between the average rankings of marital status was found statistically significant (U = 5355.5; z = -2.445; 0.015). The result indicates that single students were more problematic as comapred to married students.

Table 3.38. *Mann-Whitney test result for general living experiences grouped according to marital status*

Experiences	Marital Status	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	p
General Living Experience	Single	361	204.62	73664.50	5355.5	-2.445	0.015
	Married	39	157.32	6135.50			
	Total	400					

3.1.3.3.5. *Level of education*

Table 3.39 in the next page shows the result of Kruskal Wallis-H performed to determine whether the General living experience scale rankings differ significantly according to level of education variable, the difference between the average rankings of the level of education was found statistically significant (X^2 = 21.38; sd = 4; 0.000). Furthermore, Mann Whitney-U in table 3.40, which is preferred in binary comparisons,

was applied. As a result of the analysis, it was determined that the difference occurred between Undergraduate and Master-thesis as well as Undergraduate and Doctoral-Courses, in favor of the Undergraduate group (U = 3428.000; z = -3.191; 0.001) and (U =1976.000; z = -3.134; 0.002) respectively. This means that Undergraduate students were more problematic as compared to those students taking up Master-Thesis and Doctoral-Courses.

Table 3.39. *Kruskal-Wallis test result for general living experiences grouped according to the level of education*

Experiences	Level of Education	N	Mean Rank	Chi-Square	df	p
General Living Experience	Undergraduate	283	216.43	21.38	4	0.00
	Master-Courses	49	175.30			
	Master-Thesis	36	152.13			
	Doctoral-Courses	23	140.78			
	Doctoral-Thesis	9	162.67			
	Total	400				

Table 3.40. *Pairwise comparison for general living experiences grouped according to level of education*

Undergrad and Master-Thesis	GLiving_Ex
Mann-Whitney U	3428.000
Wilcoxon W	4094.000
Z	-3.191
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: Attending Education

Undergrad and Master-Thesis	GLiving_Ex
Mann-Whitney U	1976.000
Wilcoxon W	2252.000
Z	-3.134
Asymp. Sig. (2-tailed)	.002

a. Grouping Variable: Attending Education

3.1.3.3.6. *Support*

Table 3.41 in the following page shows the result of Mann-Whitney U performed to determine whether the General Living experience scale rankings differ significantly according to support variable, the difference between the average rankings of support was found statistically significant (U = 6024.5; z = -4.494; 0.00). The result indicates that international students with scholarship are more problematic comapred to Self-funding students.

Table 3.41. *Mann-Whitney test result for general living experiences grouped according to support*

Experiences	Support	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	p
General Living	Self-funding	56	136.08	7620.50	6024.5	-4.494	0.00
	Scholarship	344	210.44	72179.50			
	Total	400					

3.1.3.4. *Language proficiency experiences grouped according to the following*

3.1.3.4.1. *Attending university*

Table 3.42 shows the result of Kruskal Wallis-H performed to determine whether the Language Proficiency experience scale rankings differ significantly according to attending University variable, the difference between the average rankings of the attending University was found statistically significant (X^2 = 15.355; sd = 5; 0.009). Furthermore, Mann Whitney-U in table 3.43, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between 2006-2010 and 2011-2018, in favor of attending year group 2011-2018 (U = 425.000; z = -2.749; 0.006). This means that international students enrolled in the universities that have been established in the year 2006 to 2010 were less problematic in terms of Language Proficiency Experiences compared to those international students coming from Universities which were established in the year 2011 to 2018.

Table 3.42. *Kruskal-Wallis test result for language proficiency experiences grouped according to attending university*

Experiences	Attending University	N	Mean Rank	Chi-Square	df	p
Language Proficiency	Before 1974	131	181.62	15.355	5	0.009
	1975-1981	54	224.15			
	1982-1991	44	210.26			
	1992-1993	97	207.19			
	2006-2010	41	166.30			
	2011-2018	33	246.55			
	Total	400				

Table 3.43. *Pairwise comparison for language proficiency experiences grouped according to attending university*

2006-2010 and 2011-2018	LangPro_Ex
Mann-Whitney U	425.000
Wilcoxon W	1286.000
Z	-2.749
Asymp. Sig. (2-tailed)	.006

a. Grouping Variable: Attending University

3.1.3.4.2. *Country of origin*

Table 3.44 shows the result of Kruskal Wallis-H performed to determine whether the Language Proficiency experience scale rankings differ significantly according to Country of Origin variable, the difference between the average rankings of the Country of Origin was found statistically significant (X^2 = 22.272; sd = 3; 0.000). Furthermore, Mann Whitney-U in table 3.45, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between Middle East and North Africa and South Asia as well as Middle East and North Africa and Sub-Saharan Africa , in favor of the countries South Asia and Sub-Saharan Africa (U = 5989.500; z = -4.391; 0.000) and (U = 8151.500; z = -2.927; 0.003). This means that international students from Middle East and North Africa were less problematic in terms of Language Proficiency Experiences as compared to those international students studying in Turkey coming from Sub-Saharan Africa and South Asia.

Table 3.44. *Kruskal-Wallis test result for language proficiency experiences grouped according to country of origin*

Experiences	Country of Origin	N	Mean Rank	Chi-Square	df	p
Language Proficiency	Latin America and Caribbean	7	198.21	22.272	3	0.000
	Middle East and North Africa	170	171.68			
	South Asia	103	237.94			
	Sub-Saharan Africa	120	209.33			
	Total	400				

Table 3.45. *Pairwise comparison for language proficiency experiences grouped according to country of origin*

Middle East and North Africa and South Asia	LangPro_Ex
Mann-Whitney U	5989.500
Wilcoxon W	20524.500
Z	-4.391
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Region_Code_2

Table 3.45. ***(Continued)*** *Pairwise comparison for language proficiency experiences grouped according to country of origin*

Middle East and North Africa and Sub-Saharan Africa	**LangPro_Ex**
Mann-Whitney U	8151.500
Wilcoxon W	22686.500
Z	-2.927
Asymp. Sig. (2-tailed)	.003

a. Grouping Variable: Region_Code_2

3.1.3.4.3. *Number of years in Turkey*

The table 3.46 shows the result of Kruskal Wallis-H performed to determine whether the Language Proficiency experience scale rankings differ significantly according to Number of Years in Turkey variable, the difference between the average rankings of the number of years in Turkey was found statistically significant (X^2 = 14.512; sd = 4; 0.006). Furthermore, Mann Whitney-U in table 3.47, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between 2 and 6 number of years in Turkey, in favor of the group who have stayed in Turkey for 2 years (U = 885.000; z = -2.913; 0.004). This means that students who have been staying in Turkey for 6 years were less problematic in terms of Language Proficiency Experiences as compared to those students who have been staying in Turkey for 2 years.

Table 3.46. *Kruskal-Wallis test result for language proficiency experiences grouped according to number of years in Turkey*

Experiences	**Number of Years**	**N**	**Mean Rank**	**Chi-Square**	**df**	**p**
Language Proficiency	2	88	224.47	14.512	4	0.006
	3	111	211.44			
	4	99	200.66			
	5	71	176.79			
	6	31	147.10			
	Total	400				

Table 3.47. *Pairwise comparison for language proficiency experiences grouped according number of years in Turkey*

2 and 6	**LangPro_Ex**
Mann-Whitney U	885.000
Wilcoxon W	1381.000
Z	-2.913
Asymp. Sig. (2-tailed)	.004

a. Grouping Variable: Number of Years

3.1.3.4.4. *Turkish level*

Table 3.48 shows the result of Kruskal Wallis-H performed to determine whether the Language Proficiency experience scale rankings differ significantly according to Level of Turkish variable, the difference between the average rankings of the Level of Turkish was found statistically significant (X^2 = 12.102; sd = 3; 0.007). Furthermore, Mann Whitney-U in table 3.49, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between C2 and B2 as well as C2 and C1, in favor of the countries C1 and B2 (U = 132.500; z = -2.577; 0.010) and (U = 2209.500; z = -3.356; 0.001). This means that international students with C2 level of Turkish proficiency were less problematic in terms of Language Proficiency Experiences as compared to those international students with C1 and B2 level of Turkish language proficiency. Similar to the study conducted by Braus, Lin and Baker (2015) "International Students in Higher Education: Educational and Social Experiences" that Language proficiency has significant difference when data analyzed based on the language level or how well the students speak the language.

Table 3.48. *Kruskal-Wallis test result for language proficiency experiences grouped according to level of Turkish*

Experiences	Turkish Level	N	Mean Rank	Chi-Square	df	p-value
Language Proficiency	B1	7	229.43	12.102	3	0.007
	B2	22	218.11			
	C1	349	203.90			
	C2	22	119.73			
	Total	400				

Table 3.49. *Pairwise comparison for language proficiency experiences grouped according to level of Turkish*

C2 and B2	LangPro_Ex
Mann-Whitney U	132.500
Wilcoxon W	385.500
Z	-2.577
Asymp. Sig. (2-tailed)	.010

a. Grouping Variable: Turkish Level

C2 and C1	LangPro_Ex
Mann-Whitney U	2209.500
Wilcoxon W	2462.500
Z	-3.356
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: Turkish Level

3.1.3.4.1. *Attending semester*

The table 3.50 shows the result of Kruskal Wallis-H performed to determine whether the Language Proficiency experience scale rankings differ significantly according to attending semester variable, the difference between the average rankings of the attending semester was found statistically significant (X^2 = 17.005; sd =4; 0.002). Furthermore, Mann Whitney-U in table 3.51, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between 3rd and 4th, 2nd and 3rd as well as 2nd and 6th semester and up, in favor of the group 2nd and 4th (U = 271.500; z = -3.045; 0.002), (U = 202.500; z = -3.037; 0.002) and (U = 6061.000; z = -2.815; 0.005). This means that international students in their 3rd semester were less problematic in terms of Language Proficiency Experiences as compared to those students in their 2nd and 4th semester. On the other hand, students in their 6th semester and up were less problematic as compared to those international students in their 2nd semester in terms of Language Proficiency Experiences.

Table 3.50. *Kruskal-Wallis test result for language proficiency experiences grouped according to attending semester*

Experiences	Semester	N	Mean Rank	Chi-Square	df	p-value
Language Proficiency	2ND	97	227.47	17.005	4	0.002
	3RD	10	94.65			
	4TH	128	207.39			
	5TH	7	193.21			
	6th Semester and Up	158	185.38			
	Total	400				

Table 3.51. *Pairwise comparison for language proficiency experiences grouped according to attending semester*

3rd and 4th	LangPro_Ex
Mann-Whitney U	271.500
Wilcoxon W	326.500
Z	-3.045
Asymp. Sig. (2-tailed)	.002

a. Grouping Variable: Semester

2nd and 3rd	LangPro_Ex
Mann-Whitney U	202.500
Wilcoxon W	257.500
Z	-3.037
Asymp. Sig. (2-tailed)	.002

a. Grouping Variable: Semester

Table 3.51. ***(Continued)*** *Pairwise comparison for language proficiency experiences grouped according to attending*

2nd and 6th semester and up	**LangPro_Ex**
Mann-Whitney U	6061.000
Wilcoxon W	18622.000
Z	-2.815
Asymp. Sig. (2-tailed)	.005

a. Grouping Variable: Semester

3.1.3.4.2. *Age*

Table 3.52 shows the result of Kruskal Wallis-H performed to determine whether the Language Proficiency experience scale rankings differ significantly according to age variable, the difference between the average rankings of the age was found statistically significant (X^2 = 15.294; sd = 4; 0.004). Furthermore, Mann Whitney-U in table 3.53, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between 20-25 years old and 31-35 years old, in favor of the group whose ages fall within 20-25 years old (U = 1534.500; z = -3.177; 0.001). This means that students who belong to age bracket 30-35 years old were less problematic in terms of Language Proficiency Experiences as compared to those students who belong to age bracket 20-25 years old.

Table 3.52. *Kruskal-Wallis test result for language proficiency experiences grouped according to age*

Experiences	**Age**	**N**	**Mean Rank**	**Chi-Square**	**df**	**p**
Language Proficiency	19 years old and below	8	244.94	15.294	4	0.004
	20-25 years old	211	216.09			
	26-30 years old	148	186.01			
	31-35 years old	24	134.77			
	36 years old and above	9	209.00			
	Total	400				

Table 3.53. *Pairwise comparison for language proficiency experiences grouped according to age*

20-25 years old and 31-35 years old	**LangPro_Ex**
Mann-Whitney U	1534.500
Wilcoxon W	1834.500
Z	-3.177
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: Age

3.1.3.4.3. *Support*

Table 3.54 shows result of Mann-Whitney U performed to determine whether the Language Proficiency experience scale rankings differ significantly according to support variable, the difference between the average rankings of support was found statistically significant (U = 7806; z = -2.287; 0.022). The result indicates that international students with scholarship grants were more problematic as compared to Self-funding students in terms of Language Proficiency.

Table 3.54. *Mann-Whitney test result for language proficiency experiences grouped according to support*

Experiences	Support	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	p
Language Proficiency	Self-funding	56	167.89	9402.00	7806	-2.287	0.022
	Scholarship	344	205.81	70798.00			
	Total	400					

3.1.3.5. *Satisfaction with faculty members experiences grouped according to the following*

3.1.3.5.1. *Country of origin*

As can be seen in table 3.55, the difference between the arithmetic averages of the Country of Origin groups were found statistically significant as a result of the one-way variance analysis (ANOVA) conducted to determine whether the Satisfaction with Faculty members experience scale arithmetic averages show a significant difference according to the Country of Origin variable (F = 3.006; 0.030).

Table 3.55. *One Way Anova test result for satisfaction with faculty members experiences grouped according to country of origin*

Country of Origin	N	Mean Rank	Vark	Sum of Squares	df	Mean Square	F	p
Latin America and Caribbean	7	3.7857	Between Groups	4.40014	3	1.47	3.006	0.030
Middle East and North Africa	170	4.2706	Within Groups	193.2137	396	0.49		
South Asia	103	4.0631	Total	197.6138	399			
Sub-Saharan Africa	120	4.1042						
Total	400	4.1588						

3.1.3.5.2. *Post-Hoc LSD test results on country of origin*

Post-Hoc LSD test was run to determine which subgroups differ according to Country of origin variable, the Satisfaction with Faculty members experience scores were statistically ($p < .05$) significant between South Asia group and Middle East and North Africa group in favor of Middle East and North Africa group. This reveals that students from Middle East and North Africa possess higher satisfaction towards Faculty members as compared to students from South Asia. The difference between other sub-dimensions was not statistically significant ($p > .05$).

Table 3.56. *Post-Hoc LSD test results after one-way variance analysis (anova) to determine which subgroups of satisfaction with faculty members experience scale differentiate according to country of origin variable*

(I) Region Code 2	(J) Region Code 2	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Latin America and Caribbean	Middle East and North Africa	-.48487	.26939	.073	-1.0145	.0447
	South Asia	-.27739	.27283	.310	-.8138	.2590
	Sub-Saharan Africa	-.31845	.27160	.242	-.8524	.2155
Middle East and North Africa	Latin America and Caribbean	.48487	.26939	.073	-.0447	1.0145
	South Asia	.20748*	.08722	.018	.0360	.3790
	Sub-Saharan Africa	.16642*	.08328	.056	.0027	.3302
South Asia	Latin America and Caribbean	.27739	.27283	.310	-.2590	.8138
	Middle East and North Africa	-.20748*	.08722	.018	-.3790	-.0360
	Sub-Saharan Africa	-.04106	.09382	.662	-.2255	.1434
Sub-Saharan Africa	Latin America and Caribbean	.31845	.27160	.242	-.2155	.8524
	Middle East and North Africa	-.16642*	.08328	.056	-.3302	-.0027
	South Asia	.04106	.09382	.662	-.1434	.2255

3.1.3.5.3. *Number of years in Turkey*

Table 3.57 in the next page shows the result of Kruskal Wallis-H performed to determine whether the Satisfaction with Faculty members experience scale rankings differ significantly according to Number of Years in Turkey variable, the difference between the average rankings of the number of years in Turkey was found statistically significant (X^2 = 11.236; sd = 4; 0.024). Furthermore, Mann Whitney-U in table 3.58, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between 2 and 6 number of years in Turkey, in

favor of the group who have stayed in Turkey for 2 years (U = 896.500; z = -2.837; 0.005). This means that students who have been staying in Turkey for 2 years possess higher satisfaction towards faculty members as compared to those students who have been staying in Turkey for 6 years.

Table 3.57. *Kruskal-Wallis test result for satisfaction with faculty members experiences grouped according to number of years in Turkey*

Experiences	Number of Years	N	Mean Rank	Chi-Square	df	p
Satisfaction with Faculty Members	2	88	226.97	11.236	4	0.024
	3	111	197.41			
	4	99	201.13			
	5	71	194.31			
	6	31	148.58			
	Total	400				

Table 3.58. *Pairwise comparison for satisfaction with faculty members experiences grouped according to number of years in Turkey*

2 and 6	Satis_ONE
Mann-Whitney U	896.500
Wilcoxon W	1392.500
Z	-2.837
Asymp. Sig. (2-tailed)	.005

a. Grouping Variable: Number of Years

3.1.3.5.4. *Level of Turkish*

Table 3.59 in the next page shows the result of Kruskal Wallis-H performed to determine whether the Satisfaction with Faculty members experience scale rankings differ significantly according to Level of Turkish variable, the difference between the average rankings of the level of Turkish was found statistically significant (X^2 = 15.86; sd = 3; 0.001). Furthermore, Mann Whitney-U in table 3.60, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between C1 and B1 as well as C1 and B2 levels of Turkish, in favor of the group with levels of Turkish B1 and B2 (U = 465.000; z = -2.820; 0.005) and (U = 2387.500; z = -2.988; 0.003). This means that students with B1 and B2 levels of Turkish possess higher satisfaction towards Faculty members as compared to those students with C1 level of Turkish.

Table 3.59. *Kruskal-Wallis test result for satisfaction with faculty members experiences grouped according to level of Turkish*

Experiences	Turkish Level	N	Mean Rank	Chi-Square	df	p-value
Satisfaction with Faculty Members	B1	7	312.50	15.86	3	0.001
	B2	22	270.07			
	C1	349	193.73			
	C2	22	202.70			
	Total	400				

Table 3.60. *Pairwise comparison for satisfaction with faculty members experiences grouped according to level of Turkish*

2 and 6	**Satis_ONE**
Mann-Whitney U	896.500
Wilcoxon W	1392.500
Z	-2.837
Asymp. Sig. (2-tailed)	.005

a. Grouping Variable: Turkish Level

3 and 5	**Satis_ONE**
Mann-Whitney U	465.000
Wilcoxon W	61540.000
Z	-2.820
Asymp. Sig. (2-tailed)	.005

a. Grouping Variable: Turkish Level

4 and 5	**Satis_ONE**
Mann-Whitney U	2387.500
Wilcoxon W	63462.500
Z	-2.988
Asymp. Sig. (2-tailed)	.003

a. Grouping Variable: Turkish Level

3.1.3.5.5. *Age*

Table 3.61 in the following page shows the result of Kruskal Wallis-H performed to determine whether the Satisfaction with Faculty members experience scale rankings differ significantly according to age variable, the difference between the average rankings of the age was found statistically significant (X^2 = 11.682; sd = 4; 0.02). Furthermore, Mann Whitney-U in table 3.62, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between 19 years old and below and 31-35 years old, in favor of the group 19 years old and below (U = 40.000; z = -2.447; 0.014). This means that students belong to the age group 19 years old and below possesses higher satisfaction towards faculty members as compared to those students within 31-35 years old age group.

Table 3.61. *Kruskal-Wallis test result for satisfaction with faculty members experiences grouped according to age*

Experiences	Age	N	Mean Rank	Chi-Square	df	p
Satisfaction with Faculty Members	19 years old and below	8	298.69	11.682	4	0.02
	20-25 years old	211	209.05			
	26-30 years old	148	185.87			
	31-35 years old	24	170.71			
	36 years old and above	9	232.89			
	Total	400				

Table 3.62. *Pairwise comparison for satisfaction with faculty members experiences grouped according to number of age*

19 years old and below and 31-35 years old	Satis_ONE
Mann-Whitney U	40.000
Wilcoxon W	340.000
Z	-2.447
Asymp. Sig. (2-tailed)	.014

a. Grouping Variable: Age

3.1.3.6. *Quality of teaching and advising experiences grouped according to the following*

3.1.3.6.1. *Level of Turkish*

Table 3.63 in another page shows the result of Kruskal Wallis-H performed to determine whether the Quality of Teaching and Advising experience scale rankings differ significantly according to level of Turkish variable, the difference between the average rankings of the level of Turkish was found statistically significant (X^2 = 52.233; sd = 3; 0.000). Furthermore, Mann Whitney-U in table 3.64, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between B2 and C1, B2 and C2 as well as B1 and C1 levels of Turkish, in favor of C1 and 2 levels of Turkısh (U = 647.000; z = -6.569; 0.000), (U = 113.500; z = -3.025; 0.002) and (U = 368.000; z = -3.180; 0.001). This means that international students with C1 and C2 levels of Turkish possess higher satisfaction towards Quality of Teaching and Advising Experiences as compared to those international students with B2 level of Turkish. On the other hand, international students with C1 level of Turkish have higher satisfaction towards Quality of Teaching and Advising Experiences as compared to those international students with B1 level of Turkish.

Table 3.63. *Kruskal-Wallis test result for quality of teaching and advising experiences grouped according to level of Turkish*

Experiences	Turkish Level	N	Mean Rank	Chi-Square	df	p-value
Quality of Teaching and Advising	B1	7	78.36	78.36	78.36	78.36
	B2	22	48.43			
	C1	349	214.17			
	C2	22	174.55			
	Total	400				

Table 3.64. *Pairwise comparison for quality of teaching and advising experiences grouped according to number of level of Turkish*

B2 and C1	Satis_TWO
Mann-Whitney U	647.000
Wilcoxon W	900.000
Z	-6.569
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Turkish Level

B2 and C2	Satis_TWO
Mann-Whitney U	113.500
Wilcoxon W	366.500
Z	-3.025
Asymp. Sig. (2-tailed)	.002

a. Grouping Variable: Turkish Level

B2 and C2	Satis_TWO
Mann-Whitney U	113.500
Wilcoxon W	366.500
Z	-3.025
Asymp. Sig. (2-tailed)	.002

a. Grouping Variable: Turkish Level

3.1.3.6.2. *Support*

Table 3.65 in the next page shows the result of Mann-Whitney U performed to determine whether the Quality of Teaching and Advising experience scale rankings differ significantly according to Support variable, the difference between the average rankings of Support was found statistically significant (U = 8036.5; z = -1.996; 0.046). The result indicates that international students with scholarship grants possess higher satisfaction towards Quality of Teaching and Advising as compared to those Self-funding students.

Table 3.65. *Mann-Whitney test result for quality of teaching and advising experiences grouped according to support*

Experiences	Support	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	p
Quality of Teaching and Advising	Self-funding	56	172.01	9632.50	8036.5	-1.996	0.046
	Scholarship	344	205.14	70567.50			
	Total	400					

3.1.3.7. *Critical reasoning for classroom experiences grouped according to the following*

3.1.3.7.1. *Attending city*

Table 3.66 shows the result of Kruskal Wallis-H performed to determine whether the Critical reasoning for Classroom experience scale rankings differ significantly according to Attending City variable, the difference between the average rankings of the Critical reasoning for Classroom was found statistically significant (X^2 = 28.342; sd = 9; 0.001). Furthermore, Mann Whitney-U in table 67, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between TR2 and TR9 as well as TR4 and TR5 attending City, in favor of TR4 and TR9 (U = 1.000; z = -2.754; 0.006) and (U = 2781.500; z = -3.245; 0.001). This means that international students from Turkey Region 9 possess higher satisfaction towards Critical reasoning for Classroom Experiences as compared to those international students from Turkish Region 2. On the other hand, students from Turkey Region 5 possess higher satisfaction towards Critical reasoning for Classroom Experiences as compared to those students from Turkish Region 4.

Table 3.66. *Kruskal-Wallis test result for critical reasoning for classroom experiences grouped according to attending city*

Experiences	Attending City	N	Mean Rank	Chi-Square	df	p
Critical Reasoning for Classroom	TR1	88	189.57	28.342	9	0.001
	TR2	4	37.25			
	TR3	70	214.51			
	TR4	98	226.24			
	TR5	79	167.84			
	TR6	18	208.83			
	TR7	5	198.10			
	TR8	25	201.44			
	TR9	10	280.90			
	TRB	3	109.33			
	Total	400				

Table 3.67. *Pairwise comparison for critical reasoning for classroom experiences grouped according to number of attending city*

TR2 and TR9	**Satis_FOUR**
Mann-Whitney U	1.000
Wilcoxon W	11.000
Z	-2.754
Asymp. Sig. (2-tailed)	.006

a. Grouping Variable: Attending City

TR4 and TR5	**Satis_FOUR**
Mann-Whitney U	2781.500
Wilcoxon W	5941.500
Z	-3.245
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: Attending City

3.1.3.8. *Quality of faculty instruction experiences grouped according to the following*

3.1.3.8.1. *Attending university*

Table 3.68 in another page shows the result of Kruskal Wallis-H performed to determine whether the Quality of Faculty Instruction experience scale rankings differ significantly according to Attending University variable, the difference between the average rankings of the Quality of Faculty Instruction was found statistically significant (X^2 = 17.895; sd = 5; 0.003). Furthermore, Mann Whitney-U in table 3.69, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between 1992-1993 and 2006-2010 as well as 2006-2010 and 2011-2018 attending University, in favor of 1992-1993 and 2011-2018 (U = 1325.500; z = -3.131; 0.002) and (U = 376.000; z = -3.310; 0.001). This means that students from Universities who have been in existence within 2006-2010 possess higher satisfaction towards Quality of Faculty Instruction Experiences as compared to those students from Universities who have been in existence within 1992-1993. On the other hand, students from Universities who have been in existence within 2011-2018 possess higher satisfaction towards Quality of Faculty Instruction Experiences as compared to those students from Universities who have been in existence within 2006-2010.

Table 3.68. *Kruskal-Wallis test result for quality of faculty instruction experiences grouped according to attending university*

Experiences	Attending University	N	Mean Rank	Chi-Square	df	p
Quality of Faculty Instruction	Before 1974	131	202.34	17.895	5	0.003
	1975-1981	54	169.33			
	1982-1991	44	215.40			
	1992-1993	97	217.14			
	2006-2010	41	151.04			
	2011-2018	33	236.85			
	Total	400				

Table 3.69. *Pairwise comparison for quality of faculty instruction experiences grouped according to number of attending university*

1992-1993 and 2006-2010	Satis_FIVE
Mann-Whitney U	1325.500
Wilcoxon W	2186.500
Z	-3.131
Asymp. Sig. (2-tailed)	.002

a. Grouping Variable: Attending University

2006-2010 and 2011-2018	Satis_FIVE
Mann-Whitney U	376.000
Wilcoxon W	1237.000
Z	-3.310
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: Attending University

3.1.3.8.2. *Number of years in Turkey*

Table 3.70 in the next page shows the result of Kruskal Wallis-H performed to determine whether the Quality of Faculty Instruction experience scale rankings differ significantly according to number of years in Turkey variable, the difference between the average rankings of the Quality of Faculty Instruction was found statistically significant (X^2 = 10.846; sd = 4; 0.028). Furthermore, Mann Whitney-U in table 3.71, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between 2 and 5 number of years in Turkey, in favor of 2 years in Turkey (U = 2280.500; z = -2.960; 0.002). This means that international students who have been staying in Turkey for 2 years possess higher satisfaction towards Quality of Faculty Instruction Experiences as compared to those international students have been staying in Turkey for 5 years.

Table 3.70. *Kruskal-Wallis test result for quality of faculty instruction experiences grouped according to number of years in Turkey*

Experiences	Number of Years	N	Mean Rank	Chi-Square	df	p
Quality of Faculty Instruction	2	88	234.15	10.846	4	0.028
	3	111	193.85			
	4	99	194.80			
	5	71	178.86			
	6	31	196.56			
	Total	400				

Table 3.71. *Pairwise comparison for quality of faculty instruction experiences grouped according to number of number of years in Turkey*

2 and 5	Satis_FIVE
Mann-Whitney U	2280.500
Wilcoxon W	4836.500
Z	-2.960
Asymp. Sig. (2-tailed)	.003

3.1.3.8.3. *Level of Turkish*

The table 3.72 shows the result of Kruskal Wallis-H performed to determine whether the Quality of Faculty Instruction experience scale rankings differ significantly according to Level of Turkish variable, the difference between the average rankings of the Quality of Faculty Instruction was found statistically significant (X^2 = 15.797; sd = 3; 0.001). Furthermore, Mann Whitney-U in table 3.73, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between B1 and C1 levels of Turkish, in favor of C1 group (U = 357.000; z = -3.252; 0.001). This means that students with C1 level of Turkish possess higher satisfaction towards Quality of Faculty Instruction Experiences as compared to those students with B1 level of Turkish.

Table 3.72. *Kruskal-Wallis test result for quality of faculty instruction experiences grouped according to level of Turkish.*

Experiences	Turkish Level	N	Mean Rank	Chi-Square	df	p-value
Quality of Faculty Instruction	B1	7	332.29	15.797	3	0.001
	B2	22	215.48			
	C1	349	193.55			
	C2	22	253.89			
	Total	400				

Table 3.73. *Pairwise comparison for quality of faculty instruction experiences grouped according to level of Turkish*

B1 and C1	Satis_FIVE
Mann-Whitney U	357.000
Wilcoxon W	61432.000
Z	-3.252
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: Turkish Level

3.1.3.9. *Satisfaction with advising and out-of-class contact experiences grouped according to the following*

3.1.3.9.1. *Attending university*

Table 3.74 shows the result of Kruskal Wallis-H performed to determine whether the Satisfaction with Advising and out-of-class Contact experience scale rankings differ significantly according to Attending University variable, the difference between the average rankings of the Advising and out-of-class Contact was found statistically significant (X^2 = 11.415; sd = 5; 0.044). Furthermore, Mann Whitney-U in table 3.75, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between 1982-1991 and 2006-2010 attending University, in favor of 1982-1991 (U = 574.500; z = -2.923; 0.003). This means that students enrolled from the universities which were established within 1982-1991 have higher satisfaction towards Advising and out-of-class Contact as compared to those students from Universities who have been in existence within 2006-2010.

Table 3.74. *Kruskal-Wallis test result for satisfaction with advising and out-of-class contact experiences grouped according to attending university*

Experiences	Attending University	N	Mean Rank	Chi-Square	df	p
Satisfaction with Advising and Out-of-class Contact	Before 1974	131	206.32	11.415	5	0.044
	1975-1981	54	209.24			
	1982-1991	44	220.66			
	1992-1993	97	195.00			
	2006-2010	41	147.60			
	2011-2018	33	212.26			
	Total	400				

Table 3.75. *Pairwise comparison for satisfaction with advising and out-of-class contact experiences grouped according to attending university*

1982-1991 and 2006-2010	Satis_SIX
Mann-Whitney U	574.500
Wilcoxon W	1435.500
Z	-2.923
Asymp. Sig. (2-tailed)	.003

a. Grouping Variable: Attending University

3.1.3.9.2. *Level of education*

Table 3.76 shows the result of Kruskal Wallis-H performed to determine whether the Satisfaction with Advising and out-of-class Contact experience scale rankings differ significantly according level of education variable, the difference between the average rankings of the Advising and out-of-class Contact was found statistically significant (X^2 = 13.468; sd = 4; 0.009). Furthermore, Mann Whitney-U in the table 3.77, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between Under graduate and Master-Thesis, in favor of Master - Thesis group (U = 3290.500; z = -3.474; 0.001). This means that the support was not an indicator for the students to vary in their Satisfaction with Advising and out-of-class Contact Experiences. This further implies that regardless of the support status, international students possess similar satisfaction level towards Satisfaction with Advising and out-of-class Contact.

Table 3.76. *Kruskal-Wallis test result for satisfaction with advising and out-of-class contact experiences grouped according to level of education*

Experiences	Level of Education	N	Mean Rank	Chi-Square	df	p
Satisfaction with Advising and Out-of-class Contact	Undergraduate	283	190.31	13.468	4	0.009
	Master-Courses	49	197.66			
	Master-Thesis	36	261.34			
	Doctoral-Courses	23	218.086			
	Doctoral-Thesis	9	224.72			
	Total	400				

Table 3.77. *Pairwise comparison for satisfaction with advising and out-of-class contact experiences grouped according to level of education*

Undergraduate and Master-Thesis	Satis_SIX
Mann-Whitney U	3290.500
Wilcoxon W	43193.500
Z	-3.474
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: Level of Education

3.1.3.10. *Self-esteem experiences grouped according to the following*

3.1.3.10.1. *Attending city*

Table 3.78 in the following page shows the result of Kruskal Wallis-H performed to determine whether the Self-Esteem experience scale rankings differ significantly according Attending City variable, the difference between the average rankings of the Self-Esteem was found statistically significant (X^2 = 23.873; sd = 9; 0.005). Furthermore,

Mann Whitney-U in table 3.79, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between TR3 and TR5, in favor of TR3 group (U = 1857.500; z = -3.506; 0.000). This means that international students from Turkey Region 3 have higher self-esteem level as compared to those students from Turkey Region 5.

Table 3.78. *Kruskal-Wallis test result for self-esteem experiences grouped according to attending city*

Experiences	Attending City	N	Mean Rank	Chi-Square	df	p
Self-Esteem	TR1	88	191.91	23.873	9	0.005
	TR2	4	129.00			
	TR3	70	240.02			
	TR4	98	194.22			
	TR5	79	174.13			
	TR6	18	183.06			
	TR7	5	253.70			
	TR8	25	207.72			
	TR9	10	295.10			
	TRB	3	165.33			
	Total	400				

Table 3.79. *Pairwise comparison for self-esteem experiences grouped according to attending city*

TR3 and TR5	Esteem_ONE
Mann-Whitney U	1857.500
Wilcoxon W	5017.500
Z	-3.506
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Tuik_Code_1

3.1.3.10.2. *Level of Turkish*

Table 3.80 in the next page shows the result of Kruskal Wallis-H performed to determine whether the Self-Esteem experience scale rankings differ significantly according Level of Turkish variable, the difference between the average rankings of the Self-Esteem was found statistically significant (X^2 = 23.78; sd = 3; 0.000). Furthermore, Mann Whitney-U in table 3.81, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between B2 and C2 as well as C1 and C2 levels of Turkish , in favor of the group with C2 level of Turkish (U = 69.500; z = -4.089; 0.000) and (U = 1981.500; z = -3.870; 0.000). This means that international students with C2 level of Turkish proficiency have higher self-esteem level as compared to international students with B2 and C1 levels of Turkish level of proficiency.

Table 3.80. *Kruskal-Wallis test result for self-esteem experiences grouped according to level of Turkish*

Experiences	Turkish Level	N	Mean Rank	Chi-Square	df	p-value
Self-Esteem	B1	7	247.29	23.78	3	0.000
	B2	22	132.91			
	C1	349	197.97			
	C2	22	293.41			
	Total	400				

Table 3.81. *Pairwise comparison for self-esteem experiences grouped according to level of Turkish*

B2 and C2	Esteem_ONE
Mann-Whitney U	69.500
Wilcoxon W	322.500
Z	-4.089
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Turkish Level

C1 and C2	Esteem_ONE
Mann-Whitney U	1981.500
Wilcoxon W	63056.500
Z	-3.870
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Turkish Level

3.1.3.11. *Satisfaction with the university experiences grouped according to the following*

3.1.3.11.1. *Level of education*

Table 3.82 in another page shows the result of Kruskal Wallis-H performed to determine whether the Satisfaction with the University experience scale rankings differ significantly according Level of Education variable, the difference between the average rankings of the Satisfaction with the University was found statistically significant (X^2 = 12.121; sd = 4; 0.016). Furthermore, Mann Whitney-U in table 3.83, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between Master-Courses and Doctoral-Thesis as well as Undergraduate and Doctoral-Thesis, in favor of the Doctoral-Thesis group (U = 82.500; z = -3.008; 0.003) and (U = 514.500; z = -3.103; 0.002). This means that international students from Doctoral-thesis program have higher self-esteem level of Satisfaction with the University as compared to those international students taking Undergraduate and Master-courses.

Table 3.82. *Kruskal-Wallis test result for satisfaction with the university experiences based on level of education*

Experiences	Level of Education	N	Mean Rank	Chi-Square	df	p
Satisfaction with the University	Undergraduate	283	195.99	12.121	4	0.016
	Master-Courses	49	185.58			
	Master-Thesis	36	207.03			
	Doctoral-Courses	23	233.72			
	Doctoral-Thesis	9	312.56			
	Total	400				

Table 3.83. *Pairwise comparison for satisfaction with the university experiences grouped according to level of education.*

Master-Courses and Doctoral-Thesis	Esteem_THREE
Mann-Whitney U	82.500
Wilcoxon W	1307.500
Z	-3.008
Asymp. Sig. (2-tailed)	.003

a. Grouping Variable: Attending Education

Undergraduate and Doctoral-Thesis	Esteem_THREE
Mann-Whitney U	514.500
Wilcoxon W	40700.500
Z	-3.103
Asymp. Sig. (2-tailed)	.002

a. Grouping Variable: Attending Education

3.1.3.12. *Bridging social capital experience grouped according to the following*

3.1.3.12.1. *Level of Turkish*

Table 3.84 in the next page shows the result of Kruskal Wallis-H performed to determine whether the Bridging Social Capital experience scale rankings differ significantly according Level of Turkish variable, the difference between the average rankings of the Bridging Social Capital was found statistically significant (X^2 = 12.785; sd = 3; 0.005). Furthermore, Mann Whitney-U in table 3.85, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred B2 and C1 levels of Turkish, in favor of C1 group (U = 2473.500; z = -2.858; 0.004). This means that international students C1 level of Turkish has higher Bridging Social Capital experience as compared to those with B2 level of Turkish.

Table 3.84. *Kruskal-Wallis test result for bridging social capital experience grouped according to level of Turkish*

Experiences	Turkish Level	N	Mean Rank	Chi-Square	df	p-value
Bridging Social Capital	B1	7	112.07	12.785	3	0.005
	B2	22	135.45			
	C1	349	205.08			
	C2	22	221.00			
	Total	400				

Table 3.85. *Pairwise comparison for bridging social capital experiences grouped according to level of Turkish*

B2 and C1	Bridging_ONE
Mann-Whitney U	2473.500
Wilcoxon W	2726.500
Z	-2.858
Asymp. Sig. (2-tailed)	.004

a. Grouping Variable: Turkish Level

3.1.3.12.2. *Age*

As can be seen in table 3.86 the difference between the arithmetic averages of the Age groups was found statistically significant as a result of the one-way variance analysis (ANOVA) conducted to determine whether the Bridging Social Capital experience scale arithmetic averages show a significant difference according to the Age variable (F = 3.226; 0.013).

Table 3.86. *One Way ANOVA test result for bridging social capital experience grouped according to age*

Age	N	Mean	Vark	Sum of Squares	df	Mean Square	F	*p*
19 years old and below	8	3.5833	Between Groups	4.345	4	1.086	3.226	.013
20-25 years old	211	3.4376	Within Groups	133.023	395	.337		
26-30 years old	148	3.5788	Total	137.368	399			
31-35 years old	24	3.7917						
36 years old and above	9	3.7778						
Total	400							

3.1.3.12.3. *Post-Hoc Turkey test results on age*

Table 3.87, Post-Hoc Turkey test was run to determine which subgroups differ according to Age variable, the Bridging Social Capital experience scores were statistically ($p < .05$) significant between 20-25 years old age group and 31-35 years old age group in

favor of 31-35 years old age group. This reveals that international students in the age bracket under 31-35 years old age group possess higher satisfaction level in terms of Bridging Social Capital experiences as compared to international students who belong to 20-25 years old age group. The difference between other sub-dimensions was not statistically significant (p> .05).

Table 3.87. *Post-Hoc Turkey test results after one-way variance analysis (anova) to determine which subgroups of bridging social capital scale differentiate based on age variable*

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
19 years old and below	20-25 years old	.14573	.20903	.957	-.4271	.7186
	26-30 years old	.00450	.21064	1.000	-.5728	.5818
	31-35 years old	-.20833	.23691	.904	-.8576	.4409
	36 years old and above	-.19444	.28198	.959	-.9672	.5783
20-25 years old	19 years old and below	-.14573	.20903	.957	-.7186	.4271
	26-30 years old	-.14123	.06222	.157	-.3117	.0293
	31-35 years old	-.35407*	.12501	.039	-.6967	-.0115
	36 years old and above	-.34018	.19752	.421	-.8815	.2011
26-30 years old	19 years old and below	-.00450	.21064	1.000	-.5818	.5728
	20 - 25 years old	.14123	.06222	.157	-.0293	.3117
	31-35 years old	-.21284	.12770	.456	-.5628	.1371
	36 years old and above	-.19895	.19923	.856	-.7449	.3470
31-35 years old	19 years old and below	.20833	.23691	.904	-.4409	.8576
	20-25 years old	.35407*	.12501	.039	.0115	.6967
	26-30 years old	.21284	.12770	.456	-.1371	.5628
	36 years old and above	.01389	.22683	1.000	-.6077	.6355
36 years old and above	19 years old and below	.19444	.28198	.959	-.5783	.9672
	20-25 years old	.34018	.19752	.421	-.2011	.8815
	26-30 years old	.19895	.19923	.856	-.3470	.7449
	31-35 years old	-.01389	.22683	1.000	-.6355	.6077

3.1.3.13. *Bonding social capital experiences grouped according to the following*

3.1.3.13.1. *Gender*

Table 3.88 shows the result of Mann-Whitney U performed to determine whether the Bonding Social Capital experience scale rankings differ significantly according to Gender variable, the difference between the average rankings of Gender was found statistically significant (U = 14724; z = -2.072; 0.00). The result indicates that male students possess good Bonding Social Capital experience as comapred to female students.

Table 3.88. *Mann-Whitney U test result for bonding social capital experience grouped according to gender*

Experiences	Gender	N	Mean Rank	Sum of Ranks	Chi-Square	z	p
Bonding Social Capital	Male	279	208.23	58095.00			
	Female	121	182.69	22105.00	14724	-2.072	0.00
	Total	400					

3.1.3.13.2. *Support*

Table 3.89 shows the result of Mann-Whitney U performed to determine whether the Bonding Social Capital experience scale rankings differ significantly according to Support variable, the difference between the average rankings of Support was found statistically significant (U =7989; z = -2.09; 0.00). The result indicates that Self-funding international students possess good Bonding Social Capital experience as compared to international students studying in Turkey with scholarship grants.

Table 3.89. *Mann-Whitney U test result bonding social capital experience grouped according to support*

Experiences	Support	N	Mean Rank	Sum of Ranks	Chi-Square	z	p
Bonding Social Capital	Self-funding	56	229.84	12871.00			
	Scholarship	344	195.72	67329.00	7989	-2.09	0.00
	Total	400					

3.1.3.14. *Trust to administrators experiences grouped according to the following*

3.1.3.14.1. *Level of Turkish*

Table 3.90 in the following page shows the result of Kruskal Wallis-H performed to determine whether the Trust to Administrators experience scale rankings differ significantly according to Level of Turkish variable, the difference between the average rankings of the Trust to Administrators was found statistically significant (X^2 = 13.985;

sd = 3; 0.003). Furthermore, Mann Whitney-U in table 3.91, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between B2 and C1 levels of Turkish, in favor of C1 level of Turkish (U = 2208.000; z = -3.363; 0.001). This means that students with C1 level of Turkish possess higher satisfaction towards Trust to Administrators Experiences as compared to those students with B2 level of Turkish. Furthermore, according to Tschannen-Moran and Gareis (2015) the trust of student to principal or an administration are significantly increasing when the action and words were expressed clearly.

Table 3.90. *Kruskal-Wallis test result for trust to administrators experiences grouped according to level of Turkish*

Experiences	Turkish Level	N	Mean Rank	Chi-Square	df	p-value
Trust to Administrators	B1	7	127.43	13.985	3	0.003
	B2	22	122.57			
	C1	349	206.18			
	C2	22	211.57			
	Total	400				

Table 3.91. *Pairwise comparison trust to administrators experiences grouped according to level of Turkish*

Level of Turksih	WTrust_TWO
Mann-Whitney U	2208.000
Wilcoxon W	2461.000
Z	-3.363
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: Turkish Level

3.1.3.14.2. *Semester*

Table 3.92 in another page shows the result of Kruskal Wallis-H performed to determine whether the Trust to Administrators experience scale rankings differ significantly according attending semester variable, the difference between the average rankings of the Trust to Administrators was found statistically significant (X^2 = 10.383; sd = 4; 0.034). Furthermore, Mann Whitney-U in table 3.93, which is preferred in binary comparisons, was applied. As a result of the analysis, it was determined that the difference occurred between 4th and 5th as well as 5th and 6th, in favor of the 4th and 6th group (U = 143.000; z = -3.049; 0.002) and (U = 201.500; z = -2.857; 0.004). This means that international students in their 4th semester have higher trust level towards Administrators as compared to those in their 5th semester. On the other hand, international students in their 6th semester and up have higher trust level towards Administrators experience as

compared to those in their 5th semester. The same to the study result conducted by Özer, Atik, Şad and Kış (2015) "Relationship Between Student Engagement and Trust in Professors: A Study on Turkish College Students" the result presented that there was significantly difference with the trust to administrator when the data was analyzed based on the attending education of the students.

Table 3.92. *Kruskal-Wallis test result for trust to administrators experiences grouped according to attending semester*

Experiences	Attending Semester	N	Mean Rank	Chi-Square	df	p-value
Language Proficiency	2ND	97	187.98	10.383	4	0.034
	3RD	10	193.50			
	4TH	128	207.77			
	5TH	7	77.71			
	6th Semester and Up	158	208.18			
	Total	400				

Table 3.93. *Pairwise comparison trust to administrators experiences grouped according to attending semester*

4th and 5th	WTrust_TWO
Mann-Whitney U	143.000
Wilcoxon W	171.000
Z	-3.049
Asymp. Sig. (2-tailed)	.002

a. Grouping Variable: Semester

5th and 6th	WTrust_TWO
Mann-Whitney U	201.500
Wilcoxon W	229.500
Z	-2.857
Asymp. Sig. (2-tailed)	.004

a. Grouping Variable: Semester

3.1.4. Problem no. 4. Is there a significant relationship on the problems affecting the academic performance of international students when grouped according to profile?

3.1.4.1. *Relationship between language proficiency experience and profile of the respondents*

Table 3.94 in the following page shows that it is very evident that international students from Middle East and North Africa have lower odds while international students from South Asia have higher odds of considering Language Proficiency Experience true (means they agree to all the items under Language Proficiency Experience) as compared

to those international students from Sub-Saharan Africa (since the estimate is negative for Middle East and North Africa while negative for South Asia, -0.56 and 0.655 with p-values of 0.037 and 0.027 respectively). This means that the odds of international students from Middle East and North Africa to consider Language Proficiency Experience true are 0.571 times lower while students from South Asia were 1.925 times higher as compared to students from Sub-Saharan Africa. Furthermore, international students from universities that have been in existence within 2006-2010 have lower odds of considering Language Proficiency Experience true as compared to those international students from universities existed within 2011-2018 (since the estimate is negative, -1.129 with p-value of 0.044). This means that the odds of international students from universities that have been in existence within 2006-2010 of considering Language Proficiency Experience true were 0.323 times lower as compared to those international students from universities existed within 2011-2018. Likewise, international students in their 3rd semester have lower odds of considering Language Proficiency Experience true (since the parameter estimate is negative, -2.448 with p-value of 0.001) as compared to the international students in their 6 and up semesters. This means that the international students in their 3rd semester were 0.086 times lower in considering Language Proficiency Experience true as compared to the international students in their 6 and up semesters. Lastly, international students with B1, B2 and C1 levels of Turkish have higher odds to consider Language Proficiency Experience true as compared to students with C2 level of Turkish (since the parameter estimates are positive, 2.79, 3.572 and 2.861 with p-values of 0.004, 0.000 and 0.000 respectively). This means that the international students with B1, B2 and C1 levels of Turkish were 16.281, 35.588 and 17.479 times higher as compared to the international students with C2 level of Turkish in considering General Living Experience true.

Table 3.94. *Exponential values of the estimates of profiles with significant relationship to language proficiency experience*

Profile	Estimates B	Exponential Value Exp(B)
[Region_Code_2 = 4.00]	-0.56	0.571
[Region_Code_2 = 5.00]	0.655	1.925
[Attending University = 5.00]	-1.129	0.323
[Semester = 3]	-2.448	0.086
[Turkish Level = 3]	2.79	16.281
[Turkish Level = 4]	3.572	35.588
[Turkish Level = 5]	2.861	17.479

3.1.4.2. *Relationship between self-esteem experience and profiles of the respondents*

Table 3.95 shows that it is very evident that the international students with B2 and C1 level of Turkish have lower odds of having self-esteem as compared to those international students with C2 level of Turkish (since the estimates are negative, -2.696 and -1.882 with p-values of 0.000 both). This means that the odds of the international students with B2 and C1 level of Turkish to have self-esteem were 0.067 and 0.152 times lower as compared to the international students with C2 level of Turkish.

Table 3.95. *Exponential values of the estimates of profiles with significant relationship to self-esteem experience*

Profile	**Estimates B**	**Exponential Value Exp(B)**
[Turkish Level = 4]	-2.696	0.067
[Turkish Level = 5]	-1.882	0.152

4. CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This chapter presents the discussion and findings of each problem, a summary of the study, the conclusions, limitations of the research and the recommendations based on the data gathered and analyzed.

4.1. Conclusions

1. Majority of the international students were coming from Turkey region 4 followed by region 1, region 5 and region 3 whose attending universities were established mostly before 1974. Almost 69 percent of international students were taking either SOFT PURE or HARD APPLIED programs while more than 42 percent whose countries of origin were from Middle East and North Africa. There were more students in their 4th year and below, which constituted around 75 percent. At the same time, the number of students in their 6 years and up semester were also noticeable, constituted almost 40 percent whose level of Turkish mostly C1. There were more students aged between 20 to 30 years old inclusively, constituted more than 89 percent where majority of them were male students whose marital status were mostly single. The international students who stood as the respondent of this research comprises around 70 percent out of 100 percent of the total population of the foreign students, were taking undergraduate degree whereas 86 percent of the aforementioned undergraduate students were beneficiaries of the Turkish Scholarship Program.

2. There was a small negative correlation between Language Proficiency and CGPA. Bridging Social Capital also has a significant relationship with CGPA.

3. There was no significant difference on the Personal – Psychological, Curricular Foundation for Reasoning, Intent to Continue, Trust to students and Trust to Faculty Experiences when grouped according to the profiles of the international students. However, there was a significant difference on the Academic Experiences when grouped according to the following profiles; Attending City, Number of years in Turkey, Level of Turkish, Age and Level of Education. Moreover, there was a significant difference on the Socio-Cultural Experiences when grouped according to the following profiles; Number of years in Turkey, Level of Turkish, Age, Level of Education. Furthermore, there was a significant difference on the General Living Experiences when grouped according to the following profiles; Country of origin, Number of years in Turkey, Age, Marital status, Level of Education and Support. Additionally, there was a significant difference on the

Language Proficiency Experiences when grouped according to the following profiles; Attending University, Country of origin, Number of years in Turkey, Level of Turkish, Attending Semester, Age, and Support. Likewise, there was a significant difference on the Satisfaction with Faculty members Experiences when grouped according to the following profiles; Country of origin, Number of years in Turkey, Level of Turkish and Age.

4. Similarly, there was a significant difference on the Quality of Teaching and Advising Experiences when grouped according to the following profiles; Level of Turkish, and Support. On the other hand, there was a significant difference on the Critical reasoning for Classroom Experiences when grouped according to Attending City. In the same way, there was a significant difference on the Quality of Faculty Instruction Experiences when grouped according to the following profiles; attending University, Number of years in Turkey and Level of Turkish. Moreover, there was a significant difference on the Satisfaction with Advising and Out-of-class Experiences when grouped according to the following profiles; Attending University and Level of Education. Furthermore, there was a significant difference on the Self-Esteem Experiences when grouped according to the following profiles; Attending City and level of Turkish.

5. Similarly, there was significant difference on the Satisfaction with the University Experiences when grouped according to Level of Education. Moreover, there was a significant difference on the Bridging Social Capital Experiences when grouped according to the following profiles; Level of Turkish and Age. On the other hand, there was a significant difference on the Bonding Social Capital Experiences when grouped according to the following profiles; Gender and Support. Moreover, there was a significant difference on the Trust to Administrators Experiences when grouped according to the following profiles; Level of Turkish and attending semester. Lastly, there was no significant difference on the Trust to Faculty Experiences when grouped according to the profiles of the students.

6. There was a significant relationship between Language Proficiency Experience and profile of the respondents, particularly “Country of origin”, “Attending University”, “Attending Semester” and “Level of Turkish”. There was a significant relationship between Self-Esteem Experience and Level of Turkish.

4.2. Discussion

4.2.1. What is the profile of the respondents in terms of?

For the past decade, the population of foreign student in Turkey has grown and increased by almost 300%. The recent internationalization efforts of the government and universities have the potential to make Turkey an even more attractive destination for international students, especially from surrounding regions (Yıldırım, Gür and Coşkun, 2015). This remarkable growth potential does not come without its challenges and obviously requires more investigation and more research for sustainable growth for international student numbers in the country.

Nowadays; based on the result of the study of the researcher, the level of Turkish has reached up to 40% percent whose level of Turkish mostly C1. The entirety age of the international students was aged between 20 to 30 years old inclusively. The standing of the gender and marital status constituted more than eighty-nine (89) percent where the majority of them were male students whose marital status were mostly single, and the rest is not. The international students who stood as the respondents of this research comprises around 400 International Students. The international undergraduate students comprises around 283 that is equivalent of 70.8% (percent) out of 100% (percent) of the total population of the foreign students. The international sponsored or scholar students who took undergraduate degree were 247 while the number of undergraduate international students who are not sponsored were 36. The rest of the International Students who were also served as one of the respondents took Master's and Doctoral Degree that is equivalent of 29.2% (percent) of the total number of the respondents.

4.2.2. What are the experiences affecting the academic performance of the international students?

One of the significant issues faced by the international students are the language or communication barriers. This barrier led the international students to fail their academic subjects since they have low language proficiency. This is the reason why (Yıldırım, Gür and Coşkun, 2015) elaborated in their article whereas Low Language Proficiency may cause failure of the academic performances of the International Students.

According to (Zhang and Goodson, 2011) through (Yıldırım, Gür and Coşkun, 2015), students who are experiencing language difficulties will go through psychological problems leading them to affect their academic performances.

The result of the study of the researcher shows that there was a little negative correlation between Language Proficiency and CGPA. This implies that students with Language Proficiency problem perform poorly in academics while students who can communicate well using the Turkish language perform better academically.

Bridging Social Capital also has a significant relationship with CGPA. This implies that students with good experience in terms of their interaction with social group tend to perform better academically.

4.2.3. Is there a significant difference in the experience affecting the academic performance of the international students when grouped based on their profile?

The number of international students in Turkey has steadily increased in recent years. As they come from different geographical locations, their successful adaptation to a medium sized country in-between three continents is of great interest. This study was conducted to investigate international students' perceptions, expectations and experiences of their study in Turkey. Edward and Ran (2006) and Eze and Inegbedion (2015) emphasised that most international students face academic issues such as student teacher relationship, study skills, plagiarism, and group work etc. due to cultural diversities in terms of confusion in ideology and the limited understanding of the cultural expectation of the Turkish academic system.

Furthermore, the result of the study of the researcher shows that there was no significant difference on the Personal – Psychological, Curricular Foundation for Reasoning, Intent to Continue, Trust to students and Trust to Faculty Experiences when grouped based on the profile of the international students while there was a significant difference in the Academic Experiences when grouped based on student profile; Attending City, Number of years in Turkey, Level of Turkish, Age and Level of Education. Afterwards, There was a significant difference in the level of academic performance of the International Students. For instance (Carroll and Ryan, 2005; Eze and Inegbedion, 2015) studied that international students' prior experience of learning and their struggle to adapt to the new environment brought with set of challenges which affects the academic performance. And not only that, the struggles of these international students affected the psychological and personal well being. In this connection, the reasearher could conclude that the result of both studies had anchored into the academic experiences of the international students.

There was a significant difference on the Socio-Cultural Experiences when grouped based on student profile; Number of years in Turkey, Level of Turkish, Age, Level of Education. (Bista, 2018) stated that such socio-cultural challenges negatively impact student development and learning. Therefore, this study points out how nationally dominated contexts can corrode international students' learning. Viewed through a deficit perspective, international students are never treated as equals and often receive remedial support with a rhetoric of conditional equality that is, "others" can also be successful once their deficits are "fixed".

There was a significant difference on the General Living Experiences when grouped based on student profile; Country of origin, Number of years in Turkey, Age, Marital status, Level of Education and Support. According to (Bista, 2018), international students encounter issues related to country of origin, significant financial pressures, marital status as well as prejudice and discrimination. The result of Bista's study shows that black African international students found difficulties and struggles about foods, financial support and the environment. In this connection, the researcher observed that not only in Turkey but also in the other countries who accept international students has lapses when it comes to financial supports, the environmental concern and as well as their stay in that certain country.

Additionally, there was a significant difference on the Language Proficiency Experiences when grouped based on student profile; Attending University, Country of origin, Number of years in Turkey, Level of Turkish, Attending Semester, Age, and Support. According to the findings of a number of studies, many international students are subject to language and cultural barriers, academic difficulties, economic problems, racial discrimination, homesickness, culture shock, indecision, and even physical illness (Biggs, 1999; Brown, 2007; Furnham, 1997; Yeh and Inose, 2003; Cetin, Bahar and Griffiths 2017). Among the factors that influence student success is language proficiency. According to (Andrade, 2006; Cetin, Bahar and Griffiths, 2017), language proficiency plays a key role in the success of international students in relation to academic and social adjustment. Hence, similar to the findings of the researcher wherein language proficiency is one of the factors that affects the academic performances of the foreign students.

Likewise, there was a significant difference on the Satisfaction with Faculty members Experiences when grouped based on student profile; Country of origin, Number of years in Turkey, Level of Turkish and Age.

Similarly, there was a significant difference on the Quality of Teaching and Advising Experiences when grouped based on student profile; Level of Turkish, and Support. On the other hand, there was a significant difference on the Critical reasoning for Classroom Experiences when grouped according to Attending City. There was a significant difference on the Quality of Faculty Instruction Experiences when grouped based on student profile; attending university, Number of years in Turkey and Level of Turkish. Moreover, there was a significant difference on the Satisfaction with Advising and out-of-class Experiences when grouped based on student profile; Attending University and Level of Education. International students all over the world face academic concerns. According to (Walker, 1999; Eze and Inegbedion, 2015), academic concerns represent the major transition issue faced by international students. Henceforward, academic concerns is basically articulated by the foreign students prior to their preparation in the academic classes, adjustment to foreign teaching methodologies and compression from performance expectations and work load issues. The result of the study showed that the academic issues such as the academic performances are among the problems of international students in Turkey. Lastly, differences in educational systems may also be a barrier for international students, as described by (Palmer, 2015; Cetin, Bahar and Griffiths, 2017).

There was a significant difference on the Self-Esteem Experiences when grouped based on student profile; Attending City and level of Turkish. There was a significant difference on the Satisfaction with the University Experiences when grouped according to the level of Education. There was a significant difference on the Bridging Social Capital Experiences when grouped based on student profile; Level of Turkish and Age. There was a significant difference on the Bonding Social Capital Experiences when grouped based on student profile; Gender and Support. There was a significant difference on the Trust to Administrators Experiences when grouped based on student profile; Level of Turkish and attending semester. Lastly, there was no significant difference on the Trust to Faculty when grouped based on student profile of the students.

To conclude all of the above mentioned results and findings of the researcher, the researcher's findings has been compared to various studies wherein the language proficiency, experiences, culture and other factors has significance different when grouped based on student profile; Attending City, Number of years in Turkey, Level of Turkish, Age and Level of Education. According to the findings of a number of studies,

many international students are subject to language and cultural barriers, academic difficulties, economic problems, racial discrimination, homesickness, culture shock, indecision, and even physical illness (Biggs, 1999; Brown, 2007; Furnham, 1997; Yeh and Inose, 2003; Cetin, Bahar and Griffiths, 2017).

Furthermore, the researcher found out one of the answers why foreign students go abroad and study. In this matter, there are several reasons why students go abroad for international academic programs. These include the opportunity to experience another culture and its educational system, to make new friendships, to develop cultural competence skills, to improve self-esteem and confidence, and to broaden horizons (Andrade, 2006; McClure, 2007; Sherry, Thomas and Chui, 2009; Cetin, Bahar and Griffiths, 2017) and academic quality. Those host countries and institutions that are not able to meet the expectations of international students may cause feelings of regret, anger, shock, and confusion (Sherry, Thomas and Chui, 2009; Cetin, Bahar and Griffiths, 2017).

4.2.4. Is there a significant relationship on the problems affecting the academic performance of international students when grouped according to profile?

Language issues are issues faced by the international students who are non-native speakers of the Turkish language. Understanding Turkish language seems to be the biggest issue for most of the international students. According to (Eze and Inegbedion, 2015) most international students identified language barrier as a major issue in their studies. Findings of the researcher revealed that Turkish Language Proficiency was a significant barrier that causes acculturative stress among foreign students.

The results are consistent with literature as language has been acknowledged as the center of most complications for foreign students. Wherefore, this study shows that there was a significant relationship between Language Proficiency Experience and profile of the respondents, particularly “Country of origin”, “Attending University”, “Attending Semester” and “Level of Turkish”.

4.1.2. What enhancement program or recommendation can be proposed based on the result of the study

- Turkish Language program until C2.
- Well orientation program before flying to Turkey.

- More engagement to Turkish Culture activities during language training (Tomer). Like visiting class, inviting Turkish people to the classroom.
- Good Dormitory Facilities for Students.

Language proficiency named by the International students as their most challenging problem during their academic life in Turkey. As one of the most reported problems with understanding their instructors since these foreign students has lesser understanding with the Turkish (Yıldırım, Gür and Coşkun, 2015). Hence, the researcher wants to recommend whereas the Language Proficiency Program must enhance and prolong since a lot of international students found difficulties in understanding, comprehending and analyzing the academic classes. The daily used Turkish language is really different in when it comes of the academic classes.

In addition to the recommendations of the researcher, the researcher wants to recommend an additional scholarship monthly allowance since other international students found difficulties when it comes of their social life; like the daily need food consumptions, daily need for personal hygiene and etc.

4.3. Summary

This study aimed to look into Turkey's Internationalization of Higher Education. Specifically, the Expectation, Experience, and Evaluation of International Students during the academic year 2019-2020.

The descriptive and correlational method of research was used in the study with the aid of a questionnaire. There were 400 international students who were utilized as respondents in the survey. Frequencies, percentages, Kruskal Wallis H - tests, Mann-Whitney U test, Spearman rank Correlation, One Way ANOVA and the Ordinal Regression were the main statistical tools used in the study to facilitate the analysis and interpretation of the data.

4.4. Limitations of the Study

1. This study is limited to all students from different countries that include self-support students and students with scholarship grants who are currently studying in Turkey and passed the C1 Turkish Language Course and at least passed the first semesters in their selected course.

2. The data collection of this study was during COVID-19 pandemic. This might have negatively affected students to participate in this study.

3. The respondents of this research were from college, master's and doctoral international students from different universities and institutions in Turkey for the year 2020.

4. The source of data is limited for the expectation, experience and evaluation of international students which affects and influences the academic performance of the students.

4.5. Recommendations

Overseas foreign students, also known as international students who are studying in Turkey have continuous and no ending expectations. They expect what to learn from the newest environment that they might face in Turkey. They are trying to anticipate the process of learning the unique culture and language in Turkey, and they also have thousands of questions on what they might experience in the near future.

Learning new culture and language, adopting a new environment and dealing with different types of people as well as acquiring Education in Turkey is a complex and time-intensive task. It requires dedication, persistence, and hard work but learning the Turkish language helps the international students to understand other cultures that enabled them to communicate very well and avoid misunderstanding.

On the other hand; obviously, international students do socialize with other foreign students and Turkish people to explore and learn new things. And these exploration, adaptation and learnings has to be studied by collecting data from the international students about their expectations, experiences and evaluation through a systematic and strategized step required to achieve certain desired goal of this study.

Therefore, the researcher chose to study this kind of phenomena in order to come up with concrete, systematic and valid research. The researcher gathered the data throughout the data collection process and found out some results as you may see, refer to the presentation, analysis and interpretation of data of this thesis. Hence, after the study, the researcher wants to recommend the following:

4.5.1. Language proficiency of students needs to be increased.

4.5.2. More progressive and effective orientation programs are needed.

4.5.3. Strong relationships between international, Turkish, and other foreign students must be established.

4.5.4. Academic and social opportunities to interact between international students and faculty members should be created.

The researcher wants to recommend to the YTB and TOMER to have well and clear orientation programs for the students before flying to Turkey and after their arrival in the aforesaid country. When it comes to living, the YTB as the grantor of the Scholarship to international students might provide good dormitory facilities and lastly, the researcher wants to emphasize to have required the Turkish Language Program until C2 for every scholarship batch and international students before starting their respected universities and programs. Since it was determined that the advancement of language proficiency until C2 has an implication when it comes to the academic performance of the international students based on the results in the study. Additionally, the good facilitation or dormitory for every student was found out to be some factors that significantly affect the academic performance of international students based on the result of the study.

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APPENDICES

APPENDIX-1. Committee on Ethic's Permission

Ana.Üni.: 26/06/2020-E.38410

T.C.
ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜ
Hukuk Müşavirliği

BEZL66177

Sayı : 54380210-050.99-E.38410 26/06/2020
Konu : 24.06.2020 tarihli 39/48 sayılı Etik Kurul Kararı

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 22/05/2020 tarihli ve 31612 sayılı yazı.

İlgi yazınız ekinde Rektörlüğümüze gönderilen Prof. Dr. Ahmet AYPAY'ın danışmanlığını yaptığı Yüksek Lisans Programı öğrencisi Asraph Adam OMAR'ın "Turkey's Internationalization of Higher Education: Expectations, experiences and Evaluation of International Students. *(Türkiye'nin Yüksek Öğrenimin Uluslararasılaşması: Uluslararası Öğrencilerin Beklenti, Deneyim ve Değerlendirilmesi)"*başlıklı yüksek lisans tez çalışmasına ilişkin Üniversitemiz Etik Kurulu Kararı, yazımız ekinde gönderilmektedir.

Bilgilerinizi ve uygulama dosyasının hazırlanmasında, ilgili kurumun izninin, bulunması halinde Etik Kurulu Yönergesinin dikkate alınması konusunda gereğini rica ederim.

e-imzalıdır
Prof. Dr. Emel ŞIKLAR
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu Başkanı

Ek: Etik Kurulu Kararı

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APPENDIX-2. Authors' Permissions

Gmail

Asraph Omar <sharpabdillah@gmail.com>

Letter of Approval for Using Survey Questionnaire(Turkey's Internationalization of Higher Education: Expectation, Experience, and Evaluation of International Students)

Lee-Anne Bye <LBye2@usc.edu.au> Mon, Apr 6, 2020 at 3:47 AM
To: Asraph Omar <sharpabdillah@gmail.com>

I grant approval as per below.

Regards, Lee-anne

Dr Lee-anne Bye *BA(Hons), PhD, JP (Qual)*

Lecturer

School of Tertiary Access

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USC AUSTRALIA

From: Asraph Omar <sharpabdillah@gmail.com>
Sent: Saturday, 4 April 2020 10:48 PM
To: Lee-Anne Bye <LBye2@usc.edu.au>
Subject: Letter of Approval for Using Survey Questionnaire(Turkey's Internationalization of Higher Education: Expectation, Experience, and Evaluation of International Students)

APRIL 04, 2020

APPENDIX-2. **(**Continued) Authors' Permissions

ASRAPH ADAM OMAR

Eskisehir, Turkey

Dear Dr. Lee-anne Bye;

Warmest Greetings!

I am Asraph Adam Omar, a Master student from Anadolu University in Eskisehir, Turkey. I would like to ask permission to allow and use your survey questionnaires. This is in connection with our thesis, entitled, **"TUKEY'S INTERNATIONALIZATION OF HIGHER EDUCATION: EXPECTATION, EXPERIENCE, AND EVALUATION OF INTERNATIONAL STUDENTS"**.

I am conducting a study on international students in different cities and different universities in The Republic of Turkey.

If you allow me to use the survey questionnaires, may I request for your kind approval/consent/permission below for the conduction of this objective. And return this signed form via email.

Your favorable approval on this humble request will be greatly appreciated. Thank you in advance for your usual support and understanding.

Sincerely,

ASRAPH ADAM OMAR

Researcher

Noted by:

Approved by:

[Quoted text hidden]

APPENDIX-2. **(**Continued) Authors' Permissions

Gmail

Asraph Omar <sharpabdillah@gmail.com>

Letter of Approval for Using Survey Questionnaire(Turkey's Internationalization of Higher Education: Expectation, Experience, and Evaluation of International Students)

Mecit Aslan <mecitaslan@yyu.edu.tr> Fri, Apr 10, 2020 at 12:11 PM
To: Asraph Omar <sharpabdillah@gmail.com>

Dear Asraph Adam Omar,
You can use the survey. Dr. Mecit ASLAN

Asraph Omar <sharpabdillah@gmail.com>, 4 Nis 2020 Cmt, 16:44 tarihinde şunu yazdı:
[Quoted text hidden]

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Yüzüncü Yıl Üniversitesi Rektörlüğü, 65080, Kampüs / VAN

APPENDIX-3. Tables

Relationship between language proficiency experience and profile of the respondents.

Table 1. *Model Fitting Information*

Model	**-2 Log Likelihood**	**Chi-Square**	**df**	**Sig.**
Intercept Only	2152.381			
Final	2019.376	133.005	43	.000

Link function: Logit.

Table 1.1. *Goodness-of-Fit*

	Chi-Square	df	Sig.
Pearson	9931.104	10175	.957
Deviance	2013.831	10175	1.000

Link function: Logit.

Table 1.1.1. *Pseudo R-Square*

Cox and Snell	.283
Nagelkerke	.284
McFadden	.062

Link function: Logit.

Table 1.1.2. *Test of Parallel Lines*[a]

Model	**-2 Log Likelihood**	**Chi-Square**	**df**	**Sig.**
Null Hypothesis	2019.376			
General	1238.271[b]	781.106[c]	1075	1.000

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

a. Link function: Logit.

b. The log-likelihood value cannot be further increased after maximum number of step-halving.

APPENDIX-3. (Continued) Tables

c. The Chi-Square statistic is computed based on the log-likelihood value of the last iteration of the general model. Validity of the test is uncertain.

- Parameter Estimates

Table 1.1.3 presents the parameter estimates of an Ordinal Regression for Language Proficiency Experience and profile of the respondents. The table reveals that there was a significant relationship between Language Proficiency Experience and profile of the respondents particularly “Country of origin coded as Region_Code”, “Attending University”, “Attending Semester” and “Level of Turkish”.

Table 1.1.3. *Parameter estimates of an ordinal regression language proficiency experience and profile of the respondents*

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Language Proficiency = 1.00]	-3.250	1.921	2.862	1	.091	-7.015	.515
	[Language Proficiency = 2.00]	-2.168	1.911	1.287	1	.257	-5.914	1.577
	[Language Proficiency = 3.00]	1.325	1.914	.479	1	.489	-2.426	5.077
	[Language Proficiency = 4.00]	5.670	1.959	8.378	1	.004	1.831	9.509
Location	Number of Years	-.158	.140	1.282	1	.258	-.433	.116
	CGPA	-.228	.230	.982	1	.322	-.678	.223
	[Tuik_Code_1=1.00]	.720	1.347	.286	1	.593	-1.919	3.360
	[Tuik_Code_1=2.00]	-2.286	1.681	1.848	1	.174	-5.582	1.010
	[Tuik_Code_1=3.00]	.421	1.344	.098	1	.754	-2.214	3.056
	[Tuik_Code_1=4.00]	.527	1.323	.159	1	.690	-2.066	3.119
	[Tuik_Code_1=5.00]	.417	1.336	.097	1	.755	-2.201	3.035
	[Tuik_Code_1=6.00]	.350	1.425	.060	1	.806	-2.443	3.144
	[Tuik_Code_1=7.00]	.788	1.603	.242	1	.623	-2.353	3.929
	[Tuik_Code_1=8.00]	.146	1.384	.011	1	.916	-2.567	2.859
	[Tuik_Code_1=9.00]	1.865	1.533	1.481	1	.224	-1.139	4.869
	[Tuik_Code_1=11.00]	0[a]	.	.	0	.	.	.
	[Region_Code_2=3.00]	.655	.820	.639	1	.424	-.952	2.262
	[Region_Code_2=4.00]	-.560	.268	4.361	1	.037	-1.086	-.034
	[Region_Code_2=5.00]	.655	.296	4.914	1	.027	.076	1.235

APPENDIX-3. (Continued) Tables

Table 1.1.3. ***(Continued)*** *Parameter estimates of an ordinal regression language proficiency experience and profile of the respondents*

[Region_Code_2=6.00]	0[a]	.	.	0	.	.	.
[Field of Study1=1.00]	.688	.444	2.399	1	.121	-.182	1.558
[Field of Study1=2.00]	.408	.313	1.700	1	.192	-.206	1.022
[Field of Study1=3.00]	.121	.324	.139	1	.709	-.513	.755
[Field of Study1=4.00]	0[a]	.	.	0	.	.	.
[Attending University=1.00]	-.842	.448	3.530	1	.060	-1.720	.036
[Attending University=2.00]	-.244	.552	.195	1	.659	-1.326	.839
[Attending University=3.00]	.063	.583	.012	1	.914	-1.079	1.205
[Attending University=4.00]	-.506	.488	1.073	1	.300	-1.462	.451
[Attending University=5.00]	-1.129	.561	4.050	1	.044	-2.229	-.029
[Attending University=6.00]	0[a]	.	.	0	.	.	.
[Semester=2]	.330	.415	.632	1	.426	-.483	1.143
[Semester=3]	-2.448	.742	10.895	1	.001	-3.902	-.995
[Semester=4]	.346	.304	1.297	1	.255	-.250	.942
[Semester=5]	-.581	.846	.471	1	.493	-2.239	1.078
[Semester=6]	0[a]	.	.	0	.	.	.
[Age=1]	-.224	1.241	.033	1	.857	-2.657	2.208
[Age=2]	-.280	.954	.086	1	.769	-2.150	1.590
[Age=3]	-.608	.901	.455	1	.500	-2.374	1.158
[Age=4]	-1.161	.893	1.690	1	.194	-2.910	.589
[Age=5]	0[a]	.	.	0	.	.	.
[Gender=1]	.114	.241	.223	1	.637	-.359	.587
[Gender=2]	0[a]	.	.	0	.	.	.
[Marital Status=1]	.072	.428	.028	1	.867	-.767	.911
[Marital Status=2]	0[a]	.	.	0	.	.	.
[Support=1]	.237	.362	.427	1	.513	-.473	.946
[Support=2]	0[a]	.	.	0	.	.	.

APPENDIX-3. (Continued) Tables

Table 1.1.3. ***(Continued)*** *Parameter estimates of an ordinal regression language proficiency experience and profile of the respondents*

[Turkish Level=3]	2.790	.976	8.165	1	.004	.876	4.704
[Turkish Level=4]	3.572	.706	25.587	1	.000	2.188	4.956
[Turkish Level=5]	2.861	.517	30.652	1	.000	1.848	3.874
[Turkish Level=6]	0[a]	.	.	0	.	.	.
[Attending Education=1]	-.604	.819	.545	1	.460	-2.210	1.001
[Attending Education=2]	-1.297	.831	2.437	1	.119	-2.925	.331
[Attending Education=3]	-1.312	.855	2.356	1	.125	-2.986	.363
[Attending Education=4]	-1.250	.853	2.144	1	.143	-2.922	.423
[Attending Education=5]	0[a]	.	.	0	.	.	.

Relationship between Self-Esteem Experience and profiles of the respondents.

Table 2. *Model Fitting Information*

Model	**-2 Log Likelihood**	**Chi-Square**	**df**	**Sig.**
Intercept Only	1589.474			
Final	1511.996	77.478	43	.001

Link function: Logit.

Table 2.2.1. *Goodness-of-Fit*

	Chi-Square	**df**	**Sig.**
Pearson	3754.852	3887	.934
Deviance	1507.837	3887	1.000

Link function: Logit.

Table 2.2.2. *Pseudo R-Square*

Cox and Snell	.176
Nagelkerke	.179
McFadden	.049

Link function: Logit.

APPENDIX-3. (Continued) Tables

Table 2.2.3. *Test of Parallel Lines*[a]

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	1511.996			
General	1092.646[b]	419.351[c]	387	.124

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

a. Link function: Logit.
b. The log-likelihood value cannot be further increased after maximum number of step-halving.
c. The Chi-Square statistic is computed based on the log-likelihood value of the last iteration of the general model. Validity of the test is uncertain

Table 2.2.4 presents the parameter estimates of an Ordinal Regression for Self-Esteem Experience and the profile of the respondents. The table reveals that there was a significant relationship between Self-Esteem Experience and profile of the respondents particularly “Level of Turkish”.

Table 2.2.4. *Parameter estimates of an ordinal regression self-esteem experience and profile of the respondents*

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Esteem one = 2]	-7.346	1.853	15.716	1	.000	-10.977	-3.714
	[Esteem one = 3]	-4.075	1.821	5.006	1	.025	-7.645	-.505
	[Esteem one = 4]	-.611	1.805	.114	1	.735	-4.148	2.927
	CGPA	.084	.226	.139	1	.709	-.358	.527

APPENDIX-3. (Continued) Tables

Table 2.2.4. ***(Continued)*** *Parameter estimates of an ordinal regression self-esteem experience and profile of the respondents*

Location	[Tuik_Code_1=1.00]	-.324	1.366	.056	1	.812	-3.001	2.353
	[Tuik_Code_1=2.00]	-1.933	1.718	1.266	1	.261	-5.300	1.434
	[Tuik_Code_1=3.00]	.767	1.366	.316	1	.574	-1.909	3.444
	[Tuik_Code_1=4.00]	.027	1.347	.000	1	.984	-2.612	2.666
	[Tuik_Code_1=5.00]	-.616	1.355	.207	1	.650	-3.271	2.040
	[Tuik_Code_1=6.00]	-.856	1.433	.357	1	.550	-3.663	1.952
	[Tuik_Code_1=7.00]	2.287	1.631	1.966	1	.161	-.910	5.483
	[Tuik_Code_1=8.00]	.313	1.404	.050	1	.824	-2.438	3.064
	[Tuik_Code_1=9.00]	1.335	1.545	.747	1	.387	-1.692	4.362
	[Tuik_Code_1=11.00]	0[a]	.	.	0	.	.	.
	[Region_Code_2=3.00]	-1.305	.823	2.517	1	.113	-2.918	.307
	[Region_Code_2=4.00]	.255	.271	.887	1	.346	-.276	.785
	[Region_Code_2=5.00]	.010	.293	.001	1	.974	-.565	.584
	[Region_Code_2=6.00]	0[a]	.	.	0	.	.	.
	[Field of Study1=1.00]	-.106	.442	.057	1	.811	-.972	.761
	[Field of Study1=2.00]	-.361	.314	1.325	1	.250	-.976	.254
	[Field of Study1=3.00]	-.278	.325	.728	1	.394	-.916	.360
	[Field of Study1=4.00]	0[a]	.	.	0	.	.	.
	[Attending University=1.00]	-.154	.441	.122	1	.727	-1.018	.710
	[Attending University=2.00]	-.959	.541	3.138	1	.076	-2.020	.102
	[Attending University=3.00]	-.352	.575	.374	1	.541	-1.478	.775

APPENDIX-3. (Continued) Tables

Table 2.2.4. ***(Continued)*** *Parameter estimates of an ordinal regression self-esteem experience and profile of the respondents*

[Attending University=4.00]	-.814	.487	2.797	1	.094	-1.768	.140
[Attending University=5.00]	-.522	.548	.907	1	.341	-1.596	.552
[Attending University=6.00]	0[a]	.	.	0	.	.	.
[Number of Years=2.0]	-.991	.629	2.483	1	.115	-2.223	.242
[Number of Years=3.0]	-.336	.555	.368	1	.544	-1.423	.751
[Number of Years=4.0]	-.704	.502	1.972	1	.160	-1.687	.279
[Number of Years=5.0]	-.471	.523	.810	1	.368	-1.495	.554
[Number of Years=6.0]	0[a]	.	.	0	.	.	.
[Turkish Level=3]	.457	.972	.221	1	.639	-1.448	2.361
[Turkish Level=4]	-2.696	.690	15.260	1	.000	-4.048	-1.343
[Turkish Level=5]	-1.882	.521	13.037	1	.000	-2.904	-.860
[Turkish Level=6]	0[a]	.	.	0	.	.	.
[Semester=2]	.358	.553	.418	1	.518	-.727	1.442
[Semester=3]	-.040	.755	.003	1	.958	-1.520	1.440
[Semester=4]	.192	.386	.248	1	.619	-.565	.950
[Semester=5]	-2.013	.856	5.525	1	.019	-3.691	-.335
[Semester=6]	0[a]	.	.	0	.	.	.
[Age=1]	.907	1.241	.534	1	.465	-1.526	3.340
[Age=2]	.566	.948	.357	1	.550	-1.291	2.424
[Age=3]	.705	.893	.624	1	.430	-1.044	2.455

APPENDIX-3. (Continued) Tables

Table 2.2.4. ***(Continued)*** *Parameter Estimates of an ordinal regression self-esteem experience and profile of the respondents*

[Age=4]	.403	.875	.212	1	.645	-1.312	2.118
[Age=5]	0[a]	.	.	0	.	.	.
[Gender=1]	.082	.238	.118	1	.731	-.385	.549
[Gender=2]	0[a]	.	.	0	.	.	.
[Marital Status=1]	-.272	.433	.394	1	.530	-1.120	.577
[Marital Status=2]	0[a]	.	.	0	.	.	.
[Attending Education=1]	-.992	.823	1.454	1	.228	-2.604	.621
[Attending Education=2]	-1.106	.832	1.767	1	.184	-2.738	.525
[Attending Education=3]	-1.363	.862	2.502	1	.114	-3.052	.326
[Attending Education=4]	-.779	.852	.837	1	.360	-2.448	.890
[Attending Education=5]	0[a]	.	.	0	.	.	.
[Support=1]	-.199	.370	.288	1	.592	-.924	.527
[Support=2]	0[a]	.	.	0	.	.	.

APPENDIX-4. Survery Questionnaire

Dear International Student,

I am a master's student at Anadolu University. I am collecting data on international students to complete my thesis. My thesis is on the experience of International Students currently studying in Turkey. It will take you to complete approximately 25-30 minutes. Rest assured that all information you share in this questionnaire will be in high confidentiality and only be used exclusively to the purpose of the study. The name of the respondents will not appear on any page of the study. The data will be analyzed collectively and individual data will not be used at any stage of the study. The study will develop policy recommendations to improve International Student Experience in Turkey. Thank you for your time and I wish you the best in your studies.

Asraph Omar

Anadolu Üniversite

Yeşiltepe, Yunus Emre Kampüsü,

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APPENDIX-4. (Continued) Survery Questionnaire

Attending City: _____

University: _____

Field of Study: _____

Country of Origin: _____

How long have you been in Turkey? _____ years

Level of Turkish:

☐ **A1** ☐ **A2** ☐ **B1** ☐ **B2** ☐ **C1** ☐ **C2**

I am in my ☐ **1st** ☐ **2nd** ☐ **3rd** ☐ **4th** ☐ **5th**
☐ **6th** ☐ **7th** ☐ **8th** ☐ **9th** semester of my study.

I. Profile

Age:

☐ 19 Years Old and Below ☐ 20 – 25 Years Old ☐ 26 – 30 Years Old

☐ 31 – 35 Years Old ☐ 36 Years Old and above

Gender:

☐ Male ☐ Female

Marital Status:

☐ Single ☐ Married

Attending Education:

☐ Undergraduate

☐ Master Program, taking courses ☐ Doctoral Program, taking courses

☐ Master Program, writing my thesis ☐ Doctoral Program, writing thesis

If you are a masters level student, where did you complete your undergraduate degree _____ (Country name)

APPENDIX-4. (Continued) Survery Questionnaire

If you are a doctoral student, where did you complete your undergraduate degree _____ (Country name)

Support:

☐ Self-Funded Schooling

☐ Scholarship Grants (Please specify): _____

My Cumulative Grade Point of Average (CGPA): _____ (Out of 4).

II. Experience of International Student

Direction: Read each statement carefully. For each statement, please indicate the frequency of experienced by placing a checkmark (✔) in the appropriate box. The Response scales are as follows:

Legends

1 - Never

2 – Rarely

3 – Sometimes

4 – Most of the time

5 – Always

Personal – Psychological Experience	**1**	**2**	**3**	**4**	**5**
1. Missing my family.					
2. Feeling lonely.					
3. Feeling stress.					
4. Feeling depressed.					
5. Adjustment Difficulties.					
6. Missing friends.					
7. Missing my favorite food.					
Academic Experience	**1**	**2**	**3**	**4**	**5**
8. I cannot communicate with my professors in a language other than Turkish.					
9. A limited assistance from my Professor.					

10. I have a problem finding reference in English at the Library.					
11. I have a problem with the offices and faculties in the institution since they don't speak and understand English.					
12. I have problems with the teaching-learning process of my department.					
13. Lack of time to translate my English output to Turkish (weekly assignment or requirements).					
14. Lack of time to digest Turkish references used in the discussion.					
Socio-Cultural Experience	**1**	**2**	**3**	**4**	**5**
15. My personality characteristics, like being shy (introvert), limit my social interaction with Turkish students.					
16. My limited Turkish language skills limit my social interaction with Turkish students.					
17. Lack of intercultural events on the campus (e.g., fairs, concerts, and socialization) limits social interaction with Turkish students.					
18. Lack of access to the International Student Organization in the university.					
19. Different Turkish lifestyle limit my social interaction.					
20. I am still experiencing culture shock.					
General Living Experience	**1**	**2**	**3**	**4**	**5**
21. I have a problem with the Public Dormitory environment.					
22. They serve the same food in the dormitory every day.					
23. Weak internet connection in the public dormitory.					
24. The cost of living (Tuition fees, food and accommodation, and the like) are expensive in Turkey.					
25. Lack of Financial Support.					
26. I am not allowed to work to support my living.					
Language Proficiency Experience	**1**	**2**	**3**	**4**	**5**
27. I have difficulty in understanding the lesson and my professor during the class discussion.					
28. I have difficulty in writing my answer (in Turkish) during the exam, weekly quizzes, written requirements, and writing my thesis.					

29. I have difficulty in understanding Turkish reference given by my professor.					
30. I hardly or cannot explain my thoughts during discussion or when communicating with my professor, institutional offices, and other official transaction.					
31. I cannot fully understand the questions during the class discussion, quizzes, and examinations.					
32. Learning Turkish is difficult.					
33. My level of Turkish is not enough to succeed in my course.					

Part III:

Direction: Read each statement carefully. For each statement, please indicate the frequency of experienced by placing a checkmark (✓) in the appropriate box. The Response scales are as follows:

Legends

1. Very dissatisfied
2. Dissatisfied
3. Somewhat dissatisfied
4. Somewhat satisfied
5. Satisfied
6. Very satisfied

Satisfaction with Faculty Members						
34. Quality of upper-division courses in your major.	1	2	3	4	5	6
35. Advising by student peer advisors on academic matters.						
36. Advising by departmental staff on academic matters.						
37. Worked with a faculty member on an activity other than coursework.						
38. Create or generate new ideas, products or ways of understanding.						

39. Incorporated ideas or concepts from different courses when completing assignments.						
Quality of Teaching and Advising						
40. Quality of lower-division courses in your major.	1	2	3	4	5	6
41. Advising by faculty on academic matters.						
42. Talked with the instructor outside of class about issues and concepts derived from a course.						
43. Judge the value of information, ideas, actions and conclusions based on the soundness of sources, methods and reasoning.						
44. Raised your standards for acceptable effort due to the high standards of a faculty member.						
Curricular Foundations for Reasoning						
45. Examined how others gathered and interpreted data and assessed the soundness of their conclusions.	1	2	3	4	5	6
46. Recognize or recall specific facts, terms and concepts.						
47. Extensively revised a paper at least once before submitting it to be graded.						
Critical reasoning for Classroom						
48. Used facts and examples to support your viewpoint.	1	2	3	4	5	6
49. Reconsidered your own position on a topic after assessing the arguments of others.						
50. Do faculty provide prompt and useful feedback on students work?						
Quality of Faculty Instruction	1	2	3	4	5	6
51. Quality of faculty instruction.						
52. Communicated with a faculty member by email or in person.						
53. Incorporated ideas or concepts from different courses when completing assignments.						

Satisfaction with Advising and Out-Of-Class Contact						
54. Advising by school or college staff on academic matters.	1	2	3	4	5	6
55. Taken a small research-oriented seminar with faculty.						
56. Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions.						

Please answer the following questions about your major (Dichotomous: 1=yes, 2=no):	1	2
57. Are there open channels of communication between faculty and students?		
58. Are students treated equitably and fairly by faculty?		
59. Do faculty provide prompt and useful feedback on students work?		

Part IV:

Direction: Read each statement carefully. For each statement, please indicate the frequency of experienced by placing a checkmark (✔) in the appropriate box. The Response scales are as follows:

Legends

1 - strongly disagree

2 - disagree

3 - neutral

4 - agree

5 - strongly agree

Self-esteem scale	1	2	3	4	5
60. I feel that I'm a person of worth, at least on an equal plane with others.					

61.I feel that I have a number of good qualities.					
62. I take a positive attitude toward myself.					
Satisfaction with the University	1	2	3	4	5
63. The conditions of my life at my university are excellent.					
64. I am satisfied with my life at my university.					
65. So far, I have gotten the important things I want at this university.					
Intent to Continue	1	2	3	4	5
66. On the whole, I am satisfied with myself.					
67. In most ways my life at my university is close to my ideal.					
68. If I could live my time at this university over, I would change almost nothing.					

Bridging Social Capital: (between social groups- Interacting with others)	1	2	3	4	5
69. My university is a good place to be.					
70. Interacting with people at my university makes me want to try new thigs.					
71. Interacting with people at my university makes me feel like a part of a larger community.					
Bonding Social Capital: (within a group-community)					
72. I feel I am part of my university community.					
73 At my university, I come into contact with new people all the time.					
Trust to Students					
74. I believe that my fellow students support me if I have problems.					

75. I believe that my fellow students give me all the information to assist me at work.					
76. I feel that my university administrators keep personal discussions confidential.					
77. The Lecturers at my university have extensive knowledge in their field of learning.					
Trust to Administrators					
78. I think that university offers a supportive environment.					
79. I feel that my advisor at my university listens to what I have to say.					
80. I act knowing that my advisor will keep his/her word.					
81. I feel that my university administrators are available when needed.					
82. The teaching staff at my university understands the difficulties facing international students.					
Trust to Faculty					
83. I think that my fellow students act reliably from one moment to the next.					
84. I proceed on the basis that my advisor will act in good faith.					
85. I believe that my advisor follows words through with action.					
86. At my University, the lecturers assess your work accurately.					

Thank you for completing the survey successfully. You may feel free to add comments:

……

……..……

……

…….

BIOGRAPHY

Full Name : Asraph Adam Omar

Foreign Language : English

Birth Year and Place : Sept. 02, 1993. Cotabato City, Maguindanao, Philippines

Email : Sharpabdillah@gmail.com

Educational Background:

Master's Degree (2020) : Anadolu University, Eskişehir, Turkey

College (2013) : Shariff Kabunsuan College Incorporated, Philippines

Undergraduate (2009) : Shariff Kabunsuan College Incorporated, Philippines