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FOUNDATIONS, LEADERSHIP,  
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BACKGROUND CHARACTERISTICS AND ACADEMIC FACTORS ASSOCIATED  
WITH THE ACADEMIC BEHAVIORAL CONFIDENCE OF INTERNATIONAL  
GRADUATE STUDENTS IN OHIO'S PUBLIC INSTITUTIONS (pp. 169)

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The number of international students on American campuses continues to increase. According to the Open Doors Report 2008, there were more than 600,000 international students studying on the tertiary level. Of this number, 48% were either enrolled in graduate or professional programs. The challenges faced by international graduate students have been documented in the social, cultural, linguistic and academic domain. Yet despite these challenges, international graduate students continue to finish their academic programs and graduate. In some academic areas the number of international graduate students enrolled and the number graduating with doctoral degrees has exceeded the number of American students in these same academic areas. What is it that contributes to the success of international graduate students in spite of empirical evidence that notes them facing a multiplicity of challenges? One possible explanation can be found in Sander's concept of Academic Behavioural Confidence which has been derived from Bandura's theory of self-efficacy. Academic Behavioural Confidence is based on a students' ability to perform specific skills in a classroom setting. The purpose of this study was to identify the background characteristics and academic factors associated with Academic Behavioural Confidence in international students in Ohio's public institutions. Quantitative data were collected using a modified version of Sander

and Sanders' Academic Behavioural Confidence Scale. Demographic data was also collected for this study. A total of 267 international graduate students responded to the modified survey. The results of the survey found one background characteristic and two academic factors associated with the academic behavioral confidence. Complementary interviews were conducted with 16 of the 267 international graduate students who completed the survey. The results of the interview found two background characteristics and five academic factors associated with academic behavioral confidence. A discussion of the results is included as well as implications and suggestions for future research.