

# *The Impact of Internationalization of Higher Education on Students' Academic Self-efficacy*

Yiren Cai<sup>1,a,\*</sup>

<sup>1</sup>*Moray House School of Education and Sport, University of Edinburgh, Edinburgh, United Kingdom*

*a. s2481383@ed.ac.uk*

*\*corresponding author*

**Abstract:** The article investigates how international development in higher education affects students' academic self-efficacy and points out some problems existing in the earlier research, which can be manifested in the failure to combine the theory and practice of internationalization of higher education with students' learning process. By investigating the conceptions of internationalizing higher education and academic self-efficacy, this paper logically introduces the academic meanings of the two. It clarifies the functions that both the internationalizing of higher education and academic self-efficacy can positively impact students' learning. By combining the theoretical basis of achievement goal theory, this paper claims that the international development of higher education can promote students' academic self-efficacy. This paper calls on universities and institutions to pay more attention to developing higher education internationally and integrate the theories with practical life to approach more international and diversified teaching methods to improve overall educational quality.

**Keywords:** higher education, internationalization of higher education, self-efficacy theory, academic self-efficacy, achievement goal theory

## 1. Introduction

Since the 1990s, internationalizing of higher education has gradually emerged, promoting various countries' economic and educational development. According to UNESCO, international students worldwide increased from 900,000 in the 1980s to 1.4 million in the 1990s [1]. This statistic also objectively reflects the degree of people's attention to the international development of higher education, which also supports developing higher education's globalization policy. All countries have gradually begun to pay attention to international exchanges, and the strategic strategy of boosting national higher education now includes the growth of higher education internationally [1]. In today's globalized world, globalization influences education and is crucial for international free trade. Higher education is becoming more internationalized, providing students with opportunities to study abroad and gain a diverse education [2]. However, the international development of higher education also faces many problems. It is easier for people to regard the integration of higher education into internationalization as a policy and focus on its effects, thus ignoring the formation of the policy and the guidelines for implementing the policy. People pay more attention to the macro level of policy-making and the medium level of organizational adaptation to the

internationalization of higher education, neglecting its micro dynamics and effects on academic performance and practical practice [3]. Higher education is becoming more globally oriented, receiving increased attention from scholars. However, there needs to be more practical research on its implication for students' learning and academic performance. As a result, this essay will concentrate on the practical relevance of international higher education, mainly how it affects students' academic self-efficacy.

## **2. Conceptual Frameworks**

### **2.1. Developing International Higher Education's Meaning, Function**

The international development of higher education refers to international participation in projects, which encourages students and faculty to communicate and incorporate ideas of international concerns into the teaching and research programs, which also means continuous efforts to lessen the parochialism of the curriculum and strive to open up new ideas and international perspectives in higher education [4]. Internationalizing in higher education raises the standard of instruction and the importance of research while fostering exchange and collaboration via an awareness of other languages and cultures, enabling higher education to make a meaningful contribution to society [5]. According to particular research, international higher education development may help universities of higher education in different nations evolve in the direction of internationalization through activity and organizational strategies [6]. The international development of higher education can promote the worldwide universities' international relations, cultivate international institutions and talented students to achieve knowledge acquisition and transformation and improve the existing teaching level and quality by developing more international curricula [7].

### **2.2. Academic Self-efficacy's Meaning and Function**

Academic self-efficacy originally comes from the self-efficacy theory of the famous psychologist Bandura, which highlights the connection between the process of personal psychological transformation and self-efficacy; an individual's self-efficacy and expectations determine the level and intensity of self-efficacy. At the same time, the theory also combines learning with self-efficacy, which reflects the importance of learning to construct psychological and perceptual behavior [8]. Self-efficacy refers to an individual's expectations and beliefs about their abilities and sense of self-worth. Self-efficacy can affect people's behavior through cognitive, motivational, emotional, and selection processes. Therefore, it has an essential impact on people's behavioral motivation and is the central mechanism of human motivation [9]. Academic self-efficacy is closely related to academic performance and is one of the crucial factors or predictors of learners' learning success. Students' academic self-efficacy and academic achievement are reflected by moderating individuals' efforts and strategies toward learning goals and their expectations and beliefs about their abilities. In addition, Academic self-efficacy defines learners' judgment of their ability to achieve educational goals successfully. It can affect students' academic achievement in different educational stages. At the same time, it has been demonstrated that students' academic achievement and academic self-efficacy are favorably associated [10].

## **3. The Relationship and Impact of Higher Education's Internationalization on Academic Self-efficacy**

International development in higher education can achieve educational goals by integrating international dimensions, incorporating international concepts based on retaining the original teaching methods to develop more effective teaching methodology, and providing students and

faculty with a better educational platform and environment through the support and drive of economic benefits, thus realizing the borderless pursuit and globalization of knowledge [11]. This teaching mode enables students to choose the courses suitable for their development and interest and obtain academic knowledge and academic progress by studying the courses they are interested in to stimulate students' prospective academic self-efficacy and academic performance. According to particular research, students with solid academic self-efficacy in various academic subjects pick assignments that will help them advance, work hard to complete demanding tasks, and fearlessly face challenges [12]. Therefore, effort is positively impacted by academic self-efficacy. Additionally, research suggests that pupils with strong academic self-efficacy can employ more sophisticated cognitive and metacognitive processing techniques [12]. The internationalization of higher education and students' academic self-efficacy are closely intertwined, with positive effects and inseparable relationships.

From a psychological perspective, the achievement goal theory suggests that the internationalization of higher education can enhance students' academic self-efficacy. Achievement goal theory means that individuals participate in achievement activities to obtain valuable results to achieve the purpose of achievement behavior [13]. Achievement goal theory can also refer to achievement motivation embodied in school educational motivation. Some studies have shown that achievement goal theory can further regulate students' self-learning plans and interests and predict students' learning achievements by understanding students' academic performance [14]. The research on achievement goal theory shows that achievement goals and learning self-efficacy are closely related and positively correlated [15]. Achievement goal theory can reflect learning and achievement goal orientation. By cultivating students' ability to master skills and obtain self-affirmation, students' positive motivation for academic goals can promote their academic self-efficacy and realize their pursuit of academic goals [16]. The international development of higher education approaches relevant teaching modes of achievement goal theory, cultivating students' positive learning motivation through cross-cultural and high-quality teaching methods with international dimensions and enhancing pupils' academic performance and sense of self-efficacy. Relevant studies combine cross-cultural and achievement motivation processes, emphasize the importance of international education, and indicate that the development of multicultural and international teaching methods can promote students' achievement motivation so that students can master academic goals and enhance academic self-efficacy by absorbing suitable teaching methods, to achieve a higher level of academic achievement [17].

#### **4. The Practical Roles of International Development of Higher Education in Promoting Students' Academic Self-efficacy**

##### **4.1. Universities and Institutions**

Universities and institutions should pay more attention to student's academic development, constantly strengthen international exchanges, and learn and absorb more advanced teaching methods to provide students with a good learning atmosphere, abundant teaching resources, and superior teaching facilities. Relevant educational research points out that schools can adopt more standardized international teaching ideas to cultivate students' learning interests and achievement goals, such as reducing the number of students attending lectures and giving more optional courses to students. While requiring students to regulate their behaviors, schools should also impose normative requirements on teachers. Thus, promoting students' academic self-efficacy [18]. Through these practical implementations in the universities and institutions, the international development of higher education can be better implemented on the educational policies of

universities and institutions, thereby providing students with a high-quality teaching environment and promoting their academic self-efficacy.

## 4.2. Teachers and Students

By taking students as the subject of education, teachers can customize more personalized and diversified teaching courses to stimulate students' positive learning motivation to obtain achievement goals and thus improve students' academic self-efficacy [19]. Relevant educational research points out that teachers can adopt international teaching methods that are more conducive to cultivating students' learning interests and achievement goals, such as reducing students' dependence on lectures, increasing students' interaction with professors, setting the course objective clearly by combining the course outline and sub-unit teaching mode; allowing students to discuss learning difficulties and career plans; reducing students' anxiety about exams Etc., so as promoting students' academic self-efficacy [18]. In addition, teachers can better shape students' achievement goals and values by teaching students the meaning of different achievement states and responses to difficulties, thus further promoting students' academic self-efficacy [20]. Through the practical improvement of teachers' teaching methods, the international development of higher education can be better applied to the teaching classroom to connect teachers and students more effectively and encourage students' self-efficacy in their learning process.

## 5. Conclusion

This study examines how students' academic self-efficacy is affected by international higher education through the review of relevant educational literature. The achievement goal theory strengthens the connection between the two concepts. The article concludes that higher education development internationally can promote students' self-efficacy in academics through a theoretical basis. It contributes to promoting the international development of higher education, which also calls for an emphasis on universities and institutions prioritizing international collaboration and exchanges in their higher education programs so that students can accept more diversified courses to stimulate their learning interests and achievement goals and further promote the development of their academic self-efficacy. However, this research only partially discusses the impact of International development of higher education and academic self-efficacy. It needs to be more comprehensive and discuss other factors that affect students' academic performance. Based on this research, future studies can more comprehensively discuss the impact of international development of higher education and the between students' academic performance.

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