

A Study on Perceived Ethnic Discrimination and Academic Self-Efficacy

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Abstract—Experiences of discrimination can act as salient stressors for ethnic minorities, which might result in a variety of negative outcomes. The objective of this study is to determine the relationship between Perceived Ethnic Discrimination and Academic Self-Efficacy in foreign students studying in India. A non-probability purposive sampling technique was used to select 180 undergraduate student studying in various colleges in the metropolitan city of Hyderabad. Perceived Ethnic Discrimination Questionnaire (Contrada et al., 2001) and Self-Efficacy for Learning Form-A (Zimmerman & Kitsantas, 2005) were administered. Statistical analysis revealed a significant difference in the levels of academic self-efficacy between men and women and between the three groups of the sample namely Afghans, Africans and Turkmens. It also indicates a significant negative correlation between Perceived Ethnic Discrimination and Academic Self-Efficacy. The result of this study imply that experiencing ethnic discrimination affects academic self-efficacy negatively.

Keywords: Ethnic Discrimination, Academic Self-Efficacy, Discrimination, Ethnicity, Undergraduate Students.

1. INTRODUCTION

Ethnicity (from the Greek term *ethnikos*) is defined as a social group of people whose defining characteristics maybe based upon physiology, language, ancestry, culture and/or nationality (Smith, et al., 1999). Discrimination has been traditionally defined as less favorable treatment or negative actions directed toward members of disliked groups (Pettigrew, 2007). It is the process by which members of a socially defined group are treated unfairly because of their membership of that group (Krieger, 1999). Discrimination represents a pattern of unfair treatment, justified by beliefs, and expressed in interactions among and between individuals and institutions, and intended to maintain privileges for members of dominant groups at the cost of deprivation for others (Krieger, 1999).

Discrimination grows from the negative beliefs, emotions, or behavioral intentions regarding another person based on that person's membership in a social group (Grollman, 2012). It has been present long time. Many know what it is like to be discriminated against seen and felt the effects of being discriminated against. It might be based on a range of characteristics such as: sexual preference, ethnicity, culture, gender, religion, disability, age, relationship status, social class, religion etc. and can be experienced in different forms of discrimination. One of the forms of discrimination is ethnic discrimination which is also called as racism. The term racism is defined as the beliefs, attitudes, institutional arrangements, and acts that tend to denigrate individuals or groups because of phenotypic characteristics or ethnic group affiliation (Clark et al., (1999). Seaton, (2010) defines four different types of discrimination: individual, cultural, institutional, and collective. Individual discrimination defined as degrading acts experienced on a personal level. Perceived discrimination refers to the belief that one has been disadvantaged because of one's origin (Mesch et al., 2008). Due to its subjective nature, perceived discrimination does not only reflect "objective" discriminatory occurrences but may also involve subtle or ambiguous experiences that outside observers might not attribute to discrimination (Clark et al. 1999). Many psychologists believed that encompassing blatant feelings of superiority, has been replaced by more subtle forms, which they term 'modern racism' (Swim et al., 1995). Racism can involve concealing prejudice from others in public settings, but expressing bigoted attitudes when it is safe to do so; for instance, in the company of friends known to share these views (Poteat & Spanierman, 2010). Ethnic discrimination can involve stigmatization, exclusion, social distancing, harassment, or violence and other acts (Contrada et al., 2001). Racial/ethnic discrimination has been linked to several physical (e.g., high blood pressure, hypertension, and cardiovascular disease) and mental (e.g., depression, stress,

and anxiety) issues by many researchers (Benner & Graham, 2013). Different forms of ethnicity-related interpersonal ill treatment may operate as different kinds of stressors. The experience of being threatened or harmed because of one's ethnicity may elicit anger, fear, or sustained vigilance. In contrast, the experience of being excluded or shunned in social situations may induce sadness, loss of self-esteem, and avoidance. One of the main contributing factors within school systems that affects student learning is racial discrimination (Pachter et al. 2010). Studies show that self-regulating processes that students use to protect themselves from the harmful and dangerous effects of discrimination. Zimmerman (1990) identified three determinants that involve students' efforts to regulate learning: personal processes, the environment, and one's behavior. Seaton (2010) supports the notion of racial discrimination as a stressor stating that over extensive periods of time racially discriminatory acts may negatively impact the way one views themselves, their self-worth, relationships, intellectual ability and performance, and self-efficacy.

Discrimination has emerged as a critical issue in countries which have a large immigrant population, and social integration might be strongly threatened by the ethnocentrism of natives. The scale of international migration has increased in recent times and become a truly global phenomenon with more than 210 million people estimated to live outside their country of origin (United Nations, 2017). India is one of the international migrants' top destinations in the world. As of 2015, approximately 5.2 million immigrants staying in India, and making it the 12th-largest immigrant population in the world. The overwhelming majority of India's immigrants are from neighboring countries such as Bangladesh (3.2 million), Pakistan (1.1 million), Nepal (540,000) and Sri Lanka (160,000) (Connor P., Pew Research Center, 2017). Moreover, mostly developed countries which recently started having migrants, have difficulties in adapting immigrants into their societies. India is one these countries where foreigners experience ethnic discrimination. African origins experience more discrimination than other national origins (Stevens H., Hindustan Time, 2017). There were officially 45,424 foreign students who came in India in 2015-16. These students come from 165 different countries, but the top 10 countries--which are geographically proximate to India--contribute three out of every five foreign students (Rukmini, S., Huffpost 2017).

There are number of researches which studied ethnic discrimination. A research that studied perceived ethnic discrimination among Latino adolescents resulted negative outcomes such as lower grade point averages, lower self-esteem, increased drop-out likelihood, and lower generalized academic well-being associated with perceived discrimination (DeGarmo & Martinez, 2006). Another study on perceived discrimination and academic achievement by Ghazarian Sharon R., (2008) shows that discrimination experiences act as risk factors for lower self-regulated learning efficacy and lower academic achievement among Latino adolescents.

A study by Caldwell et al. and colleagues shows that adolescents exposed to higher levels of discrimination based on race or ethnicity are more likely to experience negative outcomes such as lower self-esteem, more depressive symptoms, increased anger, lower academic achievement, lower academic motivation, more violent behavior, and increased delinquent behavior and substance use (Greene et al., 2006).

Seaton (2010) supports the notion of racial discrimination as a stressor stating that over extensive periods of time racially discriminatory acts may negatively impact the way one views themselves, their self-worth, relationships, intellectual ability and performance, and self-efficacy.

The current study focuses on the relationship between perceived ethnic discrimination and academic self-efficacy in foreign national students specifically Africans, Afghans and Turkmens who study in India.

Confidence is the key to success. Whether personally or at a professional level, it is important to believe in one's own strength and self-confidence to achieve the set objectives and supports the individual even in unwanted situations and conditions.

Academic self-efficacy is defined as a concept derived from Bandura's theory of self-efficacy where individuals regulate belief and justice themselves in different educational tasks. Academic self-efficacy which defines individuals' beliefs of achievement of educational duties, on the other hand, appears to be a concept derived from self-efficacy theory of Bandura (Schunk, D. H. & Pajares, F., (2001). The concept of academic self-efficacy refers to students' trust in their ability to perform academic tasks like preparing for tests and writing papers (Zajacova et al., 2005). Schunk (1991) defines the term as "academic self-efficacy refers to an individual's confidence in their ability to successfully perform academic tasks at a designated level.. Many studies have consistently shown the positive impact of academic motivation and self-efficacy on students' academic achievement (Bandura et al., 2001). In adolescent populations, the relationship between self-efficacy and motivation to academic achievement and future objectives has also been studied. Nurmi (2005) found that adolescents' future orientation depends on how adolescents formulate their future goals. Nurmi (1995) stated that the formulation of future goals in adolescents is a result of how adolescents value their own motives and the degree of self-perceived confidence and ability to successfully attain those goals. In recent literature, academic self-efficacy has been referred to as this concept of academic motivation and self-perceived competence in academics.

Academic self-efficacy refers to the convictions of individuals that at designated levels they can carry out academic tasks successfully. A similar definition also given by Midgley et al. (2000) as "academic self-efficacy refers to students' perceptions of their competence to do their classwork".

Students make reliable differences between their judgments of self-efficacy in different academic fields, which together form a loose hierarchical multidimensional structure. Academic self-efficacy beliefs affect students educational performance due to the effects they produce through four different psychological processes (Bandura, 1993) these are; the cognitive, motivational, and affective and selection processes:

At the cognitive level: The nature of the beliefs of students influences how they perceive their future academic results in relation to a given task.

At the motivational level: A high sense of self-efficacy increases the willingness of students to invest in their learning, helps them persist when faced with difficulties and helps them recover faster after a negative achievement. At the affective level : A strong perceived sense of competence is likely to reduce the amount of stress that students may experience during their learning, while low self-estimation of ability can lead to high levels of anxiety and agitation that often lead to irrational thinking that ultimately impair their cognitive and intellectual efficacy.

At the selection level: Students ' conceptions of their academic skills are likely to influence the type of decisions they make, the environment they choose and the type of choices they choose.

The relationship between academic self-efficacy and academic achievement has been studied extensively in various age groups. Hung and Yu (2008) and Liew and colleagues (2008) studied kindergarten and first grade students below the median in literacy across three to four years. The result was that academic self-efficacy was later correlated with mathematical and reading achievement. In the elementary and middle school years, review articles have positively linked academic self-efficacy to academic achievement (Schunk & Zimmerman, 1996).

2. METHODOLOGY

2.1. Research Question”

1. Is there any relationship between Perceived Ethnic Discrimination and Academic Self-Efficacy
2. Is there any relationship between Gender and Perceived Ethnic Discrimination
3. Is there any relationship between Gender and Academic Self-Efficacy
4. Is there any differences in Perceived Ethnic Discrimination with respect to Gender
5. Is there any differences in Academic Self-Efficacy with respect to Gender
6. Is there any relationship between Ethnicity and Perceived Ethnic Discrimination
7. Is there any relationship between Ethnicity and Academic Self-Efficacy

8. Is there any differences in Perceived Ethnic Discrimination with respect to Ethnicity
9. Is there any differences in Academic Self-Efficacy with respect to Ethnicity

2.2. Objectives”

1. To know if there exists any relationship between Perceived Ethnic Discrimination and Academic Self-Efficacy
2. To know if there exists any relationship between Gender and Perceived Ethnic Discrimination
3. To know if there exists any relationship between Gender and Academic Self-Efficacy
4. To know if there exist any differences in Perceived Ethnic Discrimination with respect to Gender
5. To know if there exist any differences in Academic Self-Efficacy with respect to Gender
6. To know if there exists any relationship between Ethnicity and Perceived Ethnic Discrimination
7. To know if there exists any relationship between Ethnicity and Academic Self-Efficacy
8. To know if there exist any differences in Perceived Ethnic Discrimination with respect to Ethnicity
9. To know if there exist any differences in Academic Self-Efficacy with respect to Ethnicity

2.3 Hypothesis”

- 1A. There exists relationship between Perceived Ethnic Discrimination and Academic Self-Efficacy
- 2A. There exists relationship between Gender and Perceived Ethnic Discrimination
- 3A. There exists relationship between Gender and Academic Self-Efficacy
- 4A. There exist differences in Perceived Ethnic Discrimination with respect to Gender
- 5A. There exist differences in Academic Self-Efficacy with respect to Gender
- 6A. There exists relationship between Ethnicity and Perceived Ethnic Discrimination
- 7A. There exists relationship between Ethnicity and Academic Self-Efficacy
- 8A. There exist differences in Perceived Ethnic Discrimination with respect to Ethnicity
- 9A. There exist differences in Academic Self-Efficacy with respect to Ethnicity

2.4. Research Design”

The present study is a quantitative study in which Perceived Ethnic Discrimination is treated as Independent Variable and

Academic Self-Efficacy is treated as Dependent Variable. This study used between group design and correlational design.

2.5. Sample

The sample consisted of 180 foreign national students from 3 ethnic groups-namely 60 African nationals, 30 men and 30 women, 60 Afghan nationals, 30 men and 30 women, and 60 Turkmen nationals, 30 men and 30 women.

2.5.1 Inclusion and Exclusion Criteria

Inclusion Criteria:

Under graduation students

African, Afghan and Turkmen nationals pursuing degree in India.

Exclusion Criteria

Students who have been residing in India for more than 5 years were excluded from the study.

African and Turkmen students who are low on English proficiency were also excluded from the study.

3. INSTRUMENT

The following questionnaires were used to measure the variables.

Information Schedule: Participants were asked to respond to items inquiring about their educational qualification, age, gender, ethnicity, religion, family type, family size and physical health status.

The Self-Efficacy for Learning Form-A (SELF-A) Questionnaire

The Self-Efficacy For Learning Students' Form (SELF-A): The instrument has 19 items, adapted from the authors' initial 57-item measure (Zimmerman & Kitsantas, 2005). Self-efficacy and the SELF-A captures students' certainty about coping or capability to self-regulate learning (SRL) with challenging academic problems or contexts, such as reading, note taking, test-taking, writing, and studying. Participants respond to each item using a 100 point Likert scale (0 = definitely cannot do it; 100 = definitely can do it). All items are summed and averaged.

Higher scores summed reflect more positive self-efficacy for learning beliefs. No items are reversed scored. The psychometric properties of the SELF- A were tested by the authors (Zimmerman & Kitsantas, 2007). The Cronbach's alpha for the scale (n = 223) was .97.

Measures of Ethnicity-Related Threat and Ethnic Identity by Contrada et al. (2001) is a 61-item scale. There four scales under Measures of Ethnicity-Related Threat and Ethnic Identity Scale in which Perceived Ethnic Discrimination Questionnaire was used.

Perceived Ethnic Discrimination (PEDQ) is a 22- item questionnaire

PEDQ. Subscale scores are computed as the mean of item responses. Items are keyed to subscales as follows: Disvaluation (items 12, 13, 14, 15, 16, 17); Threat/Aggression (items 18, 19, 20, 21, 22); Verbal Rejection (items 1, 2, 3); Avoidance (items 4, 5, 6). A total score may be computed as the mean of the four subscale scores (or as the mean for the 17 keyed items). The 5 items measuring Exclusion and Denial of Equal Treatment (items 7, 8, 9, 10, 11) . Participants responded to each item using 7 point likert scale (1= never; 7 = very often). All items are summed and averaged. Higher scores summed reflect more perceived ethnic discrimination. Measures of perceived racism or discrimination have been tested in both student samples (Contrada et al., 2001) and community or worksite samples (Utsey & Ponterotto, 1996).

Translation of the Perceived Ethnic Discrimination and Self Efficacy for Learning-A Questionnaires

The PEDQ and SELF-A questionnaires were translated into Persian by a Persian native speaker who was fluent in English. Then, the translations of the questionnaires were translated back into English by another Persian native speaker. Both the original version of the questionnaires (PEDQ and SELF-A) and the back translation into English were cross checked. Lastly, the translations were evaluated once more and the scales took the final form. The scales were given to 10 Persian students to as a trial of the questionnaire.

Table 1 showing mean, standard deviation and t values based on gender for the sample

	Men Mean (SD)	Women Mean (SD)	t
Disvaluation	15.32 (9.14)	20.33 (8.46)	3.81**
Threat/ Aggression	15.25 (11.57)	16.61 (7.82)	0.92
Verbal Rejection	7.97 (4.80)	10.78 (4.44)	4.07**
Avoidance	8.12 (10.12)	4.79 (4.48)	2.88**
Exclusion and Denial of Equal Treatment	13.65 (8.01)	17.61 (7.42)	3.43*
Academic Self- Efficacy	1219.10 (813.93)	482.96 (368.46)	6.22**

Note: *p< 0.05

**p< 0.01

Table 1 shows significant difference in the level of Perceived Ethnic Discrimination and its dimensions (Disvaluation, Verbal Rejection, Avoidance, Exclusion and Denial of Equal Treatment) and Academic Self-Efficacy between gender, men and women in the total sample.

There is no significant difference in the level of Threat/Aggression between gender, men and women in the total sample.

Table 2.(a) showing correlation based on ethnicity for the sample.

	Afghan Students	African Student	Turkmen Students
Academic Self-Efficacy			
Disvaluation	-0.52**	-0.44*	-0.48**
Threat/Aggression	-.16	-0.46**	-0.41**
Verbal Rejection	-0.56**	-0.47**	-0.32**
Avoidance	-0.54**	-0.54**	-0.31*
Exclusion and Denial of Equal Treatment	-0.50**	-0.39**	-0.40**

Note: *p< 0.05
**p< 0.01

** Correlation is significant at 0.01 level (2-tailed)
* Correlation is significant at 0.05 level (2-tailed)

Table 2(a) shows a significant negative correlation between Perceived Ethnic Discrimination and its dimensions namely, Devaluation, Verbal Rejection, Avoidance, Exclusion and Denial of Equal Treatment and Academic Self-Efficacy in the ethnic groups (Afghans, Africans, and Turkmen) which means that if Disvaluation, Verbal Rejection, Avoidance or Exclusion and Denial of Equal Treatment is high, Academic Self-Efficacy is low. There is also a significant negative correlation between Perceived Ethnic Discrimination and its dimension namely,Threat/Aggression and Academic Self-Efficacy for the African and Turkmen samples which means that if Threat/Aggression is high, Academic Self-Efficacy is low. However, there is no significant correlation between Perceived Ethnic Discrimination and its dimension namely,

Threat/Aggression and Academic Self-Efficacy in Afghan samples.

Table 2.(b) showing correlation based on gender.

	Women Academic Self-Efficacy	Men Academic Self-Efficacy
Disvaluation	-0.45**	-0.39**
Threat/Aggression	-0.39**	-0.24*
Verbal Rejection	-0.24*	-0.49**
Avoidance	-0.34**	-0.47**
Exclusion and Denial of Equal Treatment	-0.30**	-0.39**

Note:
** Correlation is significant at 0.01 level (2-tailed)
* Correlation is significant at 0.05 level (2-tailed)

Table 2(b) shows a significant negative correlation between Perceived Ethnic Discrimination and its dimensions namely, Disvaluation,

Threat/Aggression, Verbal Rejection, Avoidance, Exclusion and Denial of Equal Treatment and Academic Self-Efficacy in the total sample (men and women) which means that if Disvaluation, Threat/Aggression, Verbal Rejection, Avoidance or Exclusion and Denial of Equal Treatment is high, Academic Self-Efficacy is low.

Table 3: Showing correlation based on ethnicity and gender.

	Afghan		African		Turkmen	
	Men	Women	Men	Women	Men	Women
Academic Self-Efficacy						
Disvaluation	-0.60**	-0.43*	-0.15	-0.45*	-0.38*	-0.49*
Threat/Aggression	-0.26	-0.27	-0.24	-0.47**	-0.47**	-0.39*
Verbal Rejection	-0.56**	-0.44*	0.41*	-0.3	-0.45*	0.07
Avoidance	-0.60**	-0.40*	-0.34	-0.48**	-0.37*	-0.22
Exclusion and Denial of Equal Treatment	-0.52**	-0.38*	-0.21	-0.37*	-0.42*	-0.2

Note:
** Correlation is significant at 0.01 level (2-tailed)
* Correlation is significant at 0.05 level (2-tailed)

There is a significant negative correlation between Perceived Ethnic Discrimination and its dimensions namely, Disvaluation, Verbal Rejection, Avoidance, Exclusion and Denial of Equal Treatment and Academic Self-Efficacy in the sample Afghans (men and women) which means that if Disvaluation, Verbal Rejection, Avoidance or Exclusion and Denial of Equal Treatment is high, Academic Self-Efficacy is low. However there is no significant correlation between Perceived Ethnic Discrimination and its dimension namely, Threat/Aggression and Academic Self-Efficacy in the sample Afghans (men and women).

There is a significant negative correlation between Perceived Ethnic Discrimination and its dimension namely, Verbal Rejection and Academic Self-Efficacy in the sample Africans (men) which means that if Verbal Rejection is high, Academic Self-Efficacy is low. However there is no significant correlation between Perceived Ethnic Discrimination and its dimensions namely, Disvaluation, Threat/Aggression, Avoidance, Exclusion and Denial of Equal Treatment and Academic Self-Efficacy in the sample Africans (men). There is significant negative correlation between Perceived Ethnic Discrimination and its dimensions namely, Disvaluation, Threat/Aggression, Verbal Rejection, Avoidance, Exclusion and Denial of Equal Treatment and Academic Self-Efficacy in the sample Africans (women) which means that if Disvaluation, Threat/Aggression, Verbal Rejection, Avoidance or Exclusion and Denial of Equal Treatment is high, Academic Self-Efficacy is low. However there is no significant correlation between Perceived Ethnic Discrimination and its dimension namely, Verbal Rejection and Academic Self-Efficacy in the sample Africans (women).

There is a significant negative correlation between Perceived Ethnic Discrimination and its dimension namely, Disvaluation, Threat/Aggression, Avoidance, Exclusion and Denial of Equal Treatment and Academic Self-Efficacy in the sample Turkmens (men) which means that if Disvaluation, Threat/Aggression, Avoidance or Exclusion and Denial of Equal Treatment is high, Academic Self-Efficacy is low. There is a significant negative correlation between Perceived Ethnic Discrimination and its dimension namely, Disvaluation, Threat/Aggression and Academic Self-Efficacy in the sample Turkmens (women) which means that if Disvaluation or Threat/Aggression is high, Academic Self-Efficacy is low.

However there is no significant correlation between Perceived Ethnic Discrimination and its dimensions namely, Verbal Rejection, Avoidance, Exclusion and Denial of Equal Treatment and Academic Self-Efficacy in the sample Turkmens (women).

4. LIMITATIONS

A limitation of this study was the small sample size. The study was conducted in the metropolitan city of Hyderabad. A larger sample covering other cities of India could be taken. The

sample of the study included foreign students from the ethnic groups Afghan, African and Turkmen. The other foreign national students could be added to the sample. The results of this study cannot be applied to the whole population due to the dynamic nature of the participants and the very nature of each individual. There is also a limitation of inability to generalize the results due to geographical barriers.

5. APPLICATION VALUE

The results of this study will help to understand the importance of ethnic discrimination in an individual's life and also its role in academic self-efficacy while performing academic tasks. The results of this study may also help preventing discriminatory acts towards different ethnic groups. Also, this is the first study to investigate the effects of ethnic discrimination on academic self-efficacy in India.

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Discussion

Ethnic discrimination is defined as unfair treatment received because of one's ethnicity, where ethnicity refers to various groupings of individuals based on notions of race or culture of origin (Contrada et al., (2001). Schunk (1991) defines the term as "academic self-efficacy refers to an individual's confidence in their ability to successfully perform academic tasks at a designated level".

The present study has been done to analyse the relationship between Perceived Ethnic Discrimination and Academic Self-Efficacy. The study also attempts to understand if there is an impact of independent variables such as Ethnicity and Gender on Perceived Ethnic Discrimination and Academic Self-Efficacy. The hypothesis of the study was that there exists a relationship between Perceived Ethnic Discrimination and Academic Self-Efficacy along with the existence of correlation between Ethnicity and Gender in Foreign national students namely, Afghan, African and Turkmen.

In the present study, negative correlation was found between Perceived Ethnic Discrimination and Academic Self-Efficacy. There is also a study conducted by Sharon, G. R., (2008) which focused on Perceived Discrimination and Academic Achievement.

The author took the sample size from 399 adolescents self-identified as Latino. The sample contains approximately equal proportions of male (54%) and female (46%) adolescents. The results show that discrimination experiences act as risk factors for lower self-regulated learning efficacy and lower academic achievement among Latino adolescents. Self-regulated learning efficacy functioned as a generative mechanism in the association between discrimination and academic achievement.

Through Pearson's Product Moment Correlation, it was found in the current study that there is a significant negative correlation between Perceived Ethnic Discrimination and Academic Self-Efficacy based on Gender which means that the level of experiencing ethnic discrimination is different in men and women. In the present study it is found that experiencing ethnic discrimination is high in women than men. It is also found that the level of Academic self-Efficacy is higher in men than women. The results show that Perceived Ethnic Discrimination has a significant impact on Academic Self-Efficacy. Experiencing Ethnic Discrimination differs according to Gender and it negatively affects academic achievement. Thus, it can be analysed that Perceived Ethnic Discrimination and Academic Self-Efficacy is negatively correlated because of the fact that as the individual experience ethnic discrimination the levels of Academic Self-Efficacy decreases. In the present study, it can be observed that there is a correlation between Perceived Ethnic Discrimination, Academic Self-Efficacy based on Gender. Therefore hypotheses 1A, 2A, 3A, 4A, 5A are accepted.

Another hypothesis of the present study is that to see if there is a difference in Perceived Ethnic Discrimination and Academic Self-Efficacy based on Ethnicity. McDonald-Agu, C. (2016) were interested to know there is effect of ethnic differences on experiencing ethnic discrimination in Ireland. The result of that study indicates that self-identified Africans reported higher perceived racial discrimination than Asians and Caucasians. However, the current research found out that there is no significant difference in the level of Perceived Ethnic Discrimination based on Ethnicity. The level of Perceived Ethnic Discrimination is similar for all the three ethnic groups namely, Afghan, African and Turkmen. Therefore hypotheses 6A and 7A are rejected. But there is a significant difference in the level of Academic Self-Efficacy based on Ethnicity. The current study resulted that Afghan students are high in Academic Self-Efficacy comparison to African and Turkmen students. Therefore hypotheses 7A and 9A are accepted.

The main finding of the study is that there is a significant negative correlation between Perceived Ethnic Discrimination (and its dimensions) and Academic Self-Efficacy.

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