

JCIHE: Vol. 15(4) 2023

Introduction

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Dear Readers –

I am pleased to share Volume 15, Issue 4, 2023 of the *Journal of Comparative and International Higher Education* (JCIHE). JCIHE publishes new and emerging topics in comparative and international higher education whose themes represent scholarship from authors from around the world. In this issue 15(4), 2023, the articles explore and/or compare international higher education in seven countries: Canada, Ghana, Nigeria, Norway, Turkey, United Kingdom, and United States. The articles reflect on international students from Turkey and from India studying in the United States, from China studying in the United States, Chinese international students studying in the United Kingdom, international students studying in Canada, and international students studying in Turkey. Two comparative studies examine library archival comparisons of Nigeria and United States and experiences of bullying in Ghana and Norway. We conclude this issue with two Book Reviews. The first is by Haniyeh Kheirkhah Abkenari in a review of S. Hanada, *International Higher Education in Citizen Diplomacy: Examining Student Learning Outcomes from Mobility Programs*. The second is by Thi Thu Huyen-Nguyen in a review of the book by L. H. Phan and B. N. Doan, *Higher Education in Market-Oriented Socialist Vietnam: New Players, Discourses, and Practices*.

JCIHE is an open access, independent, double-blinded peer-reviewed international journal publishing original contributions to the field of comparative and international higher education. The JCIHE is the official journal of the Comparative and International Education Society (CIES) Higher Education Special Interest Group (HESIG). The mission of the journal is to serve as a place to share new thinking on analysis, theory, policy, and practice, and to encourage reflective and critical thinking on issues that influence comparative and international higher education. JCIHE showcases new and diverse international research that uses rigorous methodology that focuses on theory, policy, practice, critical analysis, and development analysis of issues that influence higher education. JCIHE has as its core principles: a) comparative research; b) engagement with theory; and c) diverse voices in terms of authorship.

In the 15(4) 2023, three broad themes are represented in the articles: student learning strategies, pedagogical strategies, and comparative and international studies.

**Student Learning Strategies**

**Rajabbeigi, Dellaneve, Schmieder-Ramirez, and Amin** use various types of quantitative analysis to find that international student character strengths and learning strategies predict academic performance whereas demographics did

not. **Chennamsetti and Khawaja** detail the coping strategies used by Indian international students in the United States and show the ways in which coping strategies can be acquired. **Levent and Aktaş** detail the experiences of international students studying in Turkey at the start of COVID-19 focusing on their various scenarios, difficulties, and outcomes. Finally, **Mushfiq** details the constraints that some international students have while studying in Canada with particular attention on acculturative stress and lack of communication and how attention to these issues can become an intervention to better support the students.

### **Pedagogical Strategies**

**Gies** uses student voices to highlight the need for an inclusive pedagogy that can accommodate the various iterations of the imagined community through which expatriate Chinese students view human rights criticism targeted at China.

### **Comparative and International Studies**

**Cermak** compares structural disparities in archives at University of Nigeria Nsukka and Michigan State University and notes unequal distribution of archival power with some Nigerian scholars reclaiming ownership over their own archival contents and narratives. **Tay and Cameron** compare forms of bullying experienced by students in universities in Norway and Ghana. Finally, **Dzimbiri and Malin** examine merit-based access and outcomes in Malawi to understand how to address and reduce societal injustices.

## **Article in Issue 15(4) 2023**

### **Independent Empirical Articles**

**Hadi Rajabbeigi**, Pepperdine University, USA, **James Dellaneve**, Pepperdine University, USA, **June**

**Schmieder-Ramirez**, Pepperdine University, USA, and **Fereshteh Amin**, California State Polytechnic University, USA. **Investigating Factors Affecting International Students' Academic Performance in Higher Education in the United States**

This article examines the psychological factors that influence academic success of international students studying in the United States. Using a quantitative survey grounded in positive psychology and learning theories, the correlations between student character strengths, learning strategies, and academic performance were analyzed to determine the predictability of these students' academic performance. Findings show that character strength variables and learning strategies best correlated with academic performance and learning strategies. Multiple regression analysis revealed that both character strengths and learning strategies predicted academic performance whereas demographics did not.

**Emmanuel Mensah Kormla Tay**, University of Agder, Norway and **David Lansing Cameron**, University of Agder, Norway. **The Nature of Bullying in Higher Education: A Comparative Study of Students' Experiences in Ghana and Norway**

This article compares negative behaviors that constitute bullying as reported by students in two markedly different national contexts, that of Ghana and Norway. Approximately 40% of the Ghanaian students and 20% of the Norwegian students responded that they had been bullied. Differences found that in Norway, there was more relational forms of bullying (e.g., being excluded) while in Ghana, there were more direct and verbal forms of bullying, such as name-calling and being taunted.

**Robert M. Cermak**, University of Louisville, USA. **Power in University Archives: Imperialism and Disparities in Nigeria and the United States**

This article examines the structural disparities between the archives at the University of Nigeria Nsukka (UNN) and Michigan State University (MSU). While Nigerian archivists work to preserve their institutions' local content, they must contend with cultural and infrastructural constraints foreign to their American counterparts. Using physical archives at UNN and MSU, along with digital artifacts, the contents and accessibility of hardcopy and digital collections were compared. Findings conclude that the ongoing and uneven footprint of imperialism, both socio-cultural and infrastructural, results in an unequal distribution of Trouillot's 'archival power.' Conclusions also share of some Nigerian scholars are contesting imperialism to reclaim ownership over their own archival contents and narratives.

**Prashanti Chennamsetti**, Texas A&M University, USA and **Nigar G. Khawaja**, Queensland University of Technology, Australia. **Coping Strategies Used by Indian International Students to Overcome Transitional Challenges in the United States**

This article examines the experiences of Indian international students who study in American colleges and universities. The study investigates the coping strategies employed by six Indian international students studying in the United States, using

phenomenological data analysis methodology. Participants identified four specific coping strategy themes: (1) open-mindedness, (2) goal-orientedness, (3) an independent attitude, and (4) showing gratitude. Findings also showed the ways in which coping strategies could be acquired.

**Lieve Gies**, University of Leicester, United Kingdom. **Freedom in Times of Pandemic: Chinese International Students' Readings of Human Rights Criticism During the UK's First COVID-19 Lockdown**

This article examines how Chinese international students in the United Kingdom understand and voice their opinions and understandings on human rights principles. The interviews coincided with the first wave of the COVID-19 pandemic. Most of the students legitimized China's human rights record. When compared to Stanley Cohen's acclaimed study of human rights denial, the students provide an example of the distinction between state actors' denial and citizen denial. The students struggle to trust foreign media reports, reappraise their circumstances during the pandemic and do not acknowledge China's human rights violations. These findings highlight the need for an inclusive pedagogy which accommodates the various iterations of the imagined community through which expatriate Chinese students view human rights criticism targeted at China.

**Faruk Levent and Abdussamet Aktaş**, Marmara University, Turkey. **The Effects of the COVID-19 Pandemic on International Students**

This article examines the effects of the COVID-19 pandemic on international students studying in Turkey. Interviews shared the difficulties that some students experienced at the beginning of COVID-19. Those who could not return to their home country went through intense stress and anxiety in terms of accommodation, having access to food, financial resources, and medical supplies. This experience has caused international students to become more skeptical about continuing with mobility and to change their countries of preference.

**Merab Mushfiq**, Wilfrid Laurier University, Canada. **International Student Transition to Canadian Post-Secondary Institutions**

This article examines the elements needed for successful transition into Canadian culture and academic environment from international students. A focus is made on the challenges these students have, including acculturative stress and a lack of communication that influences the ability to make friendships.

**Essay**

**Mastano N. Dzimbiri**, Miami University, Oxford, Ohio, USA, and **Joel R. Malin**, Miami University, Oxford, Ohio, USA. **Meritocracy: A Remedy to Addressing Social Injustices in Selecting Students to Public Higher Education in Malawi?**

This essay examines the merit-based policy of selecting students for public higher education in Malawi and investigates if a meritocratic process can act as a remedy to ameliorate social injustices. The essay argues that the merit-based policy is very likely to perpetuate rather than ameliorate social injustices in education in Malawi, especially for students from under-resourced schools.

**JCIHE Support**

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It is important to note that JCIHE serves as a place to share new thinking on analysis, theory, policy, and practice, and to encourage reflective and critical thinking on issues that influence comparative and international higher education. The issue, Issue 4 achieves this by bringing together voices from throughout the world to showcase worldwide scholarship. The articles in this issue reflect author diversity, subject diversity, and high levels of analytic scholarship.

**Editor in Chief, Rosalind Latiner Raby**  
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