

STRATEGIES FOR ACADEMIC ACHIEVEMENT: PERCEPTIONS OF SELF-EFFICACY, CONTROL, AND PERSONAL ORGANIZATION

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Abstract.

This article explores the relationship between self-efficacy, perceived control, and personal organization as key components of academic success in international medical students. In multicultural academic environments, these students often encounter challenges related not only to the complexity of the curriculum, but also to the need for effective communication in a non-native language — particularly Romanian, which is used during clinical practice and patient interaction. Building on psychological theories of self-regulated learning and educational frameworks that emphasize student autonomy, the study aims to highlight how learners perceive and manage their academic responsibilities. Through the analysis of relevant literature and empirical data, the article examines the role of internal beliefs and behavioral strategies in coping with academic demands. The findings may inform teaching practices that promote academic adjustment, foster adaptive learning behaviors, and support students in organizing their tasks effectively. Furthermore, the article emphasizes the need for responsive and inclusive pedagogical approaches that account for individual differences in cultural background, motivation, and academic habits.

Keywords: academic success, self-efficacy, perceived control, personal organization, international students, medical education.

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