**Facultad de Educación**
**Departamento de Ciencias de la Educación**

**DOCTORADO EN EDUCACIÓN**

## TESIS DOCTORAL

## SOCIAL AND PSYCHOLOGICAL CHALLENGES FACING SCHOLARSHIP SAUDI STUDENTS STUDYING IN FOREIGN COUNTRIES

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2022

# Acknowledgements

All thanks and praise to our Almighty God (Allah) for all I have experienced and to my beloved Mother for all the support and prayers. I would like to acknowledge and thank Professor ALEJANDRO IBORRA CUÉLLAR for his invaluable suggestions, advice and support. Just saying 'Thank you' is not enough to express the level of gratitude, I feel for the support and encouragement that he provided to help me improve my research skills and guide this thesis from the beginning to the end. Your sagacity helped motivate, improve and refine my work. I am very proud to have been one of your students. I dedicate this research to you in eternal gratitude for your assistance.

Thank you to my family, who have shared my journey and endured living far from home, especially my beloved wife, Fatimah , and my children, Haitham , Abdulaziz and (that naughty boy, Hattan , for all the smiles and laughs we have shared together. Thank you also to my brother and sisters in Saudi Arabia for sharing your wisdom, knowledge and experience. Thank you to all my friends, I wish to express my many thanks for all the support and assistance provided during these years of study. Thank you to the Saudi Cultural Mission in Madrid.

This thesis was completed because of your participation and cooperation. In this regard, I must express my deep appreciation for scholarship students participating in the survey in the United States, Canada, Australia and the United Kingdom, and to everyone who helped and supported me during my research studies in Saudi Arabia, including the student clubs in these countries. I express my sincere gratitude for giving me your time and kind participation in this study.

Finally, I would like to express my appreciation to Alcalá University for the support provided to complete this study.

To everyone, I owe you my gratitude and thanks.


**Mohammed Alomari**

# ABSTRACT

The study aimed to explore and find out the reasons for the psychological challenges faced by Saudi scholarship students studying in foreign countries, as well as the effects of those challenges. The study sample consisted of 1446 male students and female students out of the total number of Saudi students in each of the US, UK, Canada, and Australia (75.485). The researcher used a descriptive analytical approach to achieve the objectives of the study. A questionnaire was prepared for the social and psychological challenges facing scholarships for Saudi students studying in foreign countries that consisted of (67) items.

The results of the study reached the following:

Results showed that the dimension of proposals to reduce psychological problems resulting from the scholarship experience came first and then the dimension of identity and belonging to the ethnic group and then social and psychological support during the first three months of scholarship and then dealing with the new environment during the first three months and then dealing with the new environment during the scholarship and then social and psychological support programs provided prior to the scholarship, where the mean averages were calculated as, respectively: .3.751 .3.811) (3.447 .3.596 .3.730 .3.742.

Results showed that there were statistically significant differences at the .05 level in the dimension of social and psychological support during the first three months of scholarship and the dimension of identity and belonging to the ethnic group, and the overall score for the questionnaire of psychological and social challenges, depending on the variable gender, and the difference was in favor of males.

Results showed that there were statistically significant differences at the 0.05 level in the dimension of dealing with the new environment during the scholarship and dimension identity and belonging to the ethnic group and depending by the variable of academic level, and the difference was in favor of undergraduate students.

Results showed that there were statistically significant differences at the .05 level in the dimension of social and psychological support programs provided prior to the scholarship and the dimension of dealing with the new environment during the first three months and the dimension of proposals to reduce psychological problems that are

resulting from the scholarship experience, depending by the variable before the scholarship, and the difference was in favor of a low language level.

Results showed that there were statistically significant differences at the .05 level in the dimension of social and psychological support programs provided prior to the scholarship and the dimension of dealing with the new environment during the first three months and the dimension of proposals to reduce psychological problems resulting from the scholarship experience and depending on the variable of before the scholarship, and the difference was in favor of a low language level.

Results showed that there were statistically significant differences at the .05 level in the dimension of dealing with the new environment during the scholarship depending by level before the scholarship, and the difference was in favor of a high language level.

Results showed that there were statistically significant differences at the .05 level in the dimension of social and psychological support programs provided prior to the scholarship and the overall score for the questionnaire of psychological and social challenges varying by the variable reflecting period of scholarship, and the difference was in favor of those who have had a shorter stay in the scholarship country.

Results showed that there were statistically significant differences at the .05 level in the dimension of dealing with the new environment during the first three months and the dimension of proposals to reduce psychological problems resulting from scholarship by the variable reflecting period of scholarship, and the difference was for those who are at the end of the scholarship.

Results showed that there were statistically significant differences at the .05 level in the dimension of social and psychological support programs provided prior to the scholarship by the variable capturing type of residence in the country of scholarship, and the difference was in the favor of students living in private accommodation.

Results showed that there were statistically significant differences at the .05 level in the dimension of social and psychological support during the first three months of scholarship and by the variable capturing type of residence in the country of scholarship, and the overall score for the questionnaire of psychological and social challenges and the difference was in the favor of students who have a host family For

those who have residents of a Private accommodation.

Results showed that there were statistically significant differences at the .05 level in the dimension dealing with the new environment during the first three months by the variable reflecting type of residence in the country of scholarship and the difference was in favor of students who have a family For those who have a Private accommodation and with colleagues who were residents of a Private accommodation.

Results showed that there were statistically significant differences at the .05 level in the dimension of dealing with the new environment during the scholarship by the variable of type of residence in the country of scholarship, and the difference was in favor of students who stay with a host family.

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"attitudes other cultures".

**Chapter I**

**Problem Study and Its Importance**

## 1.1 Introduction

Higher education in Saudi Arabia has received unprecedented attention both locally and globally. Higher education is the first stage of specialization and a transition from lecture to self-reliance. The higher education institutions in Saudi Arabia are working to build a strong background for students in the specialization in which they choose to graduate. Students will receive a scientific degree on the one hand and experience on the other hand. The modern era is characterized by a flow of knowledge, scientific revolution and social complexity. This requires Saudi universities to communicate, cooperate, and form relationships with scholarship students to contribute to the scientific and cultural development of society.

It should be noted that the development and prosperity of any society is closely linked to the quality of its education; behind every great nation is a great education system. In addition to that, the view of education has changed, and greater attention is now paid to its role as an effective tool for development and change. (Al-Shamrani, 1435 H, p. 79)

In this context, "higher education and scholarship centers contribute to the promotion of thought, the advancement of science, the development of human values, the provision of the country with specialists, technicians and experts in various fields, and the preparation of man with knowledge assets and advanced research methods" (Al-Qahtani, 2010, p. 102).

Scholarship programs provide graduates with the foundations and methods of scientific research that enable them to take leading positions in society both in items of their qualifications as doctors, engineers or other specialties. The opening of these programs is a qualitative leap in university education in the Kingdom of Saudi Arabia and an important factor in the renaissance and community development of which scientific research is the primary pillar. (Al Yahya, 2006, p. 82)

As a result, it is necessary to pay attention to the development of scholarship programs in the Kingdom of Saudi Arabia, to carry out research studies around them, to explore the nature of the problems, difficulties and challenges faced by students in foreign countries, and to develop appropriate solutions so that students can overcome social and psychological challenges. (Samih, 1431 H, p. 56).

It should be noted that there are many challenges facing scholarship students in foreign countries, "including social challenges, which are reflected in differing social attitudes, customs, and traditions in foreign societies. All this is due, of course, to culture, which determines how to deal with and live in societies different from the students' native society" (Altamimi, 2014, p. 94). "Psychological stress is also a concern for students. They may fear examinations and experience anxiety and fear associated with learning a foreign language that is necessary for social and scientific life, and integration into Western societies" (Taylor, Albasri, 2014, p. 109-118).

The present study attempts to investigate the social and psychological challenges facing Saudi scholarship students studying in foreign countries. The dramatic increase in the number of Saudi students studying around the world during the past decade makes it necessary to cope with any obstacles that might hinder their academic progress and suggest ways to overcome these obstacles. The desire of the Saudi government has been to develop and prepare Saudi minds with effective qualifications in order to enable them to compete with the international community in an increasingly changing and demanding world. The Saudi study abroad program, under the name The Custodian of The Two Holy Mosques Program for Foreign Scholarship, which will be mentioned below as the Saudi Foreign Scholarship Program (SFSP), began in 2005 and was joined by tens of thousands of students. The focus of the program is to equip students with the knowledge and skills that they need in order to become successful and competitive not only for themselves but also for the benefit of their society. These students are expected to be molded to become future leaders in their country. In addition to this, the program has also been designed with the goals of increasing patriotic communication, establishing a mutual understanding between the home culture and that of the countries in which students are studying, and allowing for cultural exchange and understanding; all of this is understood to be mutually beneficial for both Saudi Arabia and the host countries.

Unfortunately, leaving home and travelling to study in a new country with a different culture can be a stressful experience. Even though it may be something one has planned and prepared for, the extent of the change and the effects it has on the individual cannot be predicted. This applies to whatever country one came from, and

wherever one is going to study, even though some cultures are more similar than others because of geographic, historic, demographic and other connections. Many international students have been observed to face challenges as they pursue higher education outside of their home countries (Ozturgut & Murphy, 2009, p. 132).

International students face obstacles relating to food, unfamiliar living circumstances, financial problems, learning styles, and other difficulties relating to language, religion, values, ways of expressing themselves, the importance of various ideas and views of world culture, and personal barriers. It seems only natural to have difficulties adjusting to a new culture because of these differences. However, this might lead to what is known as culture shock. "Culture shock" describes the impact of moving from a familiar culture to one which is unfamiliar. It is an experience described by people who have travelled abroad to work, live or study; it can be felt to a certain extent even when abroad on holiday. It can affect anyone, including international students. It includes the experiencing the shock of a new environment, meeting lots of new people and learning the ways of a different country. It also includes the shock of being separated from the beloved people in one's life: maybe family members, friends, colleagues, teachers, people one would normally talk to during times of uncertainty, and people who might give support and guidance.

International students cannot escape the culture shock they experience during their studies abroad, and Saudi students are no exception. However, the sociocultural advantages for students studying abroad are many and beneficial for their future lives. They get to meet with other students from around the world and often begin to realize the commonalities among international students, recognize and appreciate the existence of cultural and religious differences, and learn how to behave and perform independently of their families and friends in their home country, which will eventually increase their confidence and teach them how to manage their lives independently.

Despite the advantages of the Saudi Foreign Scholarship Program (SFSP), due to its hugeness, it suffers from some problems that require immediate corrective solutions. Some such problems are related to ways of advancing the program, economic problems, job opportunity problems, and social and psychological problems (https://www.saudibureau.org/en/inside.php?ID=16). By exploring the social and

psychological challenges facing students in the scholarship program, it is hoped that the findings of this study will shed some light on the nature of these challenges, which will provide both students and policymakers with useful information to make the necessary adjustments.

Fortunately, universities in the Kingdom of Saudi Arabia provide support for international scholarship students to help prepare them to build and develop their communities. The universities also work to achieve educational integration in the students' personality. They also work to overcome the challenges faced by scholarship students and develop solutions and alternatives with the relevant authorities in light of the regulations and laws set forth therein. Research into the social and psychological challenges facing Saudi scholarship students who are studying in foreign countries, and the development of programs to help them to overcome these challenges, is justified in light of what is presented in the local and global educational arena of policies relating to university students abroad. Consequently, it is very important to have the relevant authorities conduct a scientific study among these students to understand their problems and needs, on the one hand, and on the other hand to conduct a study to know the labour market needs in Saudi Arabia so when these students come back, they can find a real environment to apply what they have learned. Scholarship students in foreign countries will then become able to innovate and keep abreast of scientific, cognitive and technological developments and thus be able to contribute to the development of their societies in items of knowledge and culture.

## 1.2 The study Problem

The main aim of (SFSP) is the development and preparation of Saudi students by providing them with effective qualifications in order to help Saudi society to overcome problems relating to education, health, and other institutions of the state. However, there are socio-psychological challenges for scholarship students that might hinder them from achieving the desired academic and social progress. These social and psychological problems can be observed in the number of complaints from the Ministry of Education, Saudi cultural mission offices abroad, Saudi student clubs abroad, as well as scholarship holders themselves. This study aims to examine the source of these problems and suggest practices to eliminate their effect on both new

and current scholarship holders studying abroad.

Several studies have pointed to the importance of the study of social and psychological challenges facing scholarships students. A study conducted by Seda Sumer (2009, p. 69) examined international students' adaptation to the U.S. in relation to their acculturation levels, coping processes, and intent to stay in the U.S. after their graduation. The study identified important gender differences with regards to acculturation dimensions and coping processes. In addition to that, Johnson Kukatlapalli (2016, p. 90) "explored the adjustment experiences of Indian international students studying in eight universities in New Zealand, focusing on their language, academic and social life experiences". This study concluded by suggesting a model for better cross-cultural understanding of both the prospective students and the universities as a possible means to minimize the initial difficulties of these students. Moreover, Omodona Oluwakemi Oluwafunmilola (2012, p. 36) tended in his study to assist international students in adjusting to their new environment and gaining knowledge about studying abroad. The findings of this study showed that international students were depressed while studying abroad due to culture shock, language problems, weather and loneliness. The study also explained caring approaches and how to prevent depression among international students. There is also Molly E. Heyn's study (2014, p. 47), which explored and described the lived experiences of 9 male Saudi Arabian international college students studying in the United States. The findings of the study may have implications for higher education professionals and may contribute to the literature on cross-cultural education and international students' adjustment issues.

Since scholarship students in foreign universities are required to develop their scientific competencies in accordance with the scientific developments, knowledge and technology taking place in the world, to keep up with everything in the educational arena, the  Saudi universities and the Ministry of Higher Education in the Kingdom should take care to develop scholarship programs and adopt new systems that will benefit scholarship students in the face of the psychological, social and cultural challenges in foreign countries. Hence, the researcher calls for considering the social and psychological challenges facing scholarships for Saudi students studying in foreign countries. Within the framework of the diagnosis and understanding of the context of

the programs that the Kingdom employs for these students, the researcher will analyze, interpret, and provide answers to the following study question:

What are the social and psychological challenges Saudi scholarship students face when studying in foreign countries?

## 1.3 Study Questions

The study will try to answer the following three questions:

1. What are the psychological and social challenges facing Saudi scholarship students studying in foreign countries?

2. Are there any statistically significant differences in the psychological and social challenges faced by Saudi scholarship students studying in foreign countries due to demographic variables (gender, age, academic level, language level, and duration of the scholarship) at the level of significance (0.05)?

3. Are there statistically significant differences in items of acculturation represented by the dimensions (distress, try to adapt, and attitudes of other cultures, social adaptation) faced by Saudi scholarship students who study in foreign countries because of demographic variables) the levels within them. Factors are Gender, Level of English, Type of Living, and period of the stay (at the level of significance (0.05)?

4. Are there statistically significant differences in items of acculturation represented by the dimensions (distress, try to adapt, and attitudes of other cultures, social adaptation) faced by Saudi scholarship students who study in foreign countries because of demographic variables) the levels within them. Factors are Gender, Level of English, Type of Living, and period of the stay (at the level of significance (0.05)?

## 1.4 Objectives of the Study

This study has six main objectives:

1. To identify the sources of psychological and social challenges facing Saudi scholarship students in foreign countries from their point of view.

2. To investigate the impact of demographic factors on the types of psychological challenges faced by Saudi scholarship students studying in foreign countries.

3. To study the effect of demographic factors on acculturation among Saudi scholarship students in foreign countries.

4. To know the basic reasons for the psychological and social challenges experienced by the scholarship students from their point of view.

5. To prepare of scale to measure the psychological and social challenges of scholarship students and make it suitable for Saudi society.

6. To make recommendations based on the results of the study to help scholarship students to avoid psychological and social challenges in the countries to which they are sent.

## 1.5 Background Synopsis

The widespread growth of higher education beginning in the 1960s increased the marketing of education, quickened the pace and, in some cases, changed the nature of international university cooperation. Today, universities form linkages with each other for one reason or another, but most importantly, they strike alliances in order to be able to compete with other universities.

Saudi Arabia is considered a developing country, and its study abroad program entails collaboration with first world countries. Consequently, this will help Saudi society to overcome problems relating to education, health, and in other institutions of the nation. Accelerated competition and globalization have also led to more and strategic alliances among multiple partners across national borders. Coupled with the advancement of information technology, the forces of globalization have transformed the concepts of time and space, and universities are now operating across spatial-temporal boundaries.

Globalization of the market has also led to more and strategic alliances among multiple partners across national borders. (Wendy W.Y. Chan,2004,p.76). International cooperation and collaboration between universities enables them to work together to attain the best results in student learning and research. International university cooperation is part of the much wider arena of international cooperation that has evolved since the end of the Cold War (Adnan Zahed, 2015, p. 79).

The Saudi Foreign Scholarship Program (SFSP) provides opportunities for Saudi citizens to pursue their undergraduate and postgraduate degrees with the help of its international cooperation partners around the world. The goals are to:

1. Sponsor qualified Saudis to study in the best universities around the world.

2. Establish high academic and professional standards through the foreign scholarship program.

3. Exchange scientific, educational and cultural experiences with countries worldwide.

4. Build up the reserve of qualified and professional Saudi officials in the work environment, while raising and developing the level of professionalism among Saudis (http://www.uksacb.org/uk-en1313/page/about_us).

While the number of scholarship holders in 2016 reached 183,373 male and female students distributed over many countries around the world, most of these scholarship holders are clustered in four countries: the USA, UK, Canada and Australia.

These students undertake academic programs in different fields of study: medicine, dentistry, pharmacy, engineering, nursing, business, medical/health sciences, computer science, natural sciences, and law, to name just a few. There are a great number of benefits for the students who participate in the scholarship program. These benefits extend to their families as well. Students enjoy the following benefits:

1. Monthly stipend, which is awarded to the students, their spouses, and their children.

2. Full scholarship, which covers all academic expenses.

3. Medical insurance.

4. Annual complimentary round-trip ticket for students and their families to Saudi Arabia.

5. Academic supervision.

6. Rewards for obtaining a high GPA.

7. Allowances for scientific materials.

8. Allowances for private tutor fees.

9. Allowances for special needs.

In consideration of the magnitude of the (SFSP) as it reaches its twelfth year of existence, it is not without problems, as previously mentioned. Some of these problems include:

1. Developmental problems in the present program.

2. Economic problems.

3. Job opportunity problems.

4. Social and psychological problems.

## 1.6 Rationale

The present research study stems from my personal interest in finding sound solutions to many observable social and psychological challenges Saudi sponsored students face in their host countries. Also, I have been employed in the Ministry of Higher Education in the department of scholarship student supervision, and I later moved on to work in the Saudi Arabian Cultural Mission in Australia, and I currently work for the Saudi Cultural Mission in Spain; this experience is useful to have as part of this study because I am able to put to use the experiences I have had during my work time. In addition to specifying the psychological challenges Saudi scholarship, holder's face when studying abroad, the findings of this research study will be important on several fronts.

## 1.7 Significance of the study

The Significance of the present study is as follows:

## 1.7.1. Theoretical Significance

The study's theoretical significance will depend on the following goals:

1. To provide an important information base to benefit Saudi cultural attachés in scholarship countries in dealing with their students, as well as relevant authorities in the Ministry of Higher Education.

2. To contribute to reducing the scholarship students' default rate, which would reflect positively on the students and their community.

3. To contribute to the development of plans and programs for scholarship students.

4. To identify the psychological and social challenges experienced by Saudi students who are studying in foreign countries and to know those challenges clearly.

**1.7.2. Practical Significance:**

The study's practical significance will depend on the following goals:

1. To access field results related to the psychological and social challenges of Saudi scholarship students in foreign countries and identify the types and sources of challenges they have; this research approach will give these results credibility by being based on real experience.

2. To enrich the educational environment with an appropriate scientific scale that is interested in identifying the types of psychological and social challenges of Saudi scholarship students.

3. To supplement the existing research because the present study – within the limits of the researcher's knowledge – it the first study concerned with shedding light on the psychological and social challenges of Saudi scholarship students who are abroad, which earns it great value and importance.

4. To guide future decisions made regarding scholarship students, thus reducing the financial waste caused policies are put in place that led scholarship students to stumble.

5. To provide scientific recommendations from the field that could benefit the Saudi cultural attachés in foreign countries and benefit the Ministry of Education in its programs related to external scholarship.

In addition, empirical research on the social and psychological challenges Saudi sponsored students face in the host countries is not only scarce but also badly needed. A review of related literature uncovered no studies on the psychological challenges Saudi sponsored students face in the host countries. This study aims to fill this gap in the literature by providing a detailed analysis of these challenges. In doing so, the study will have a culturally specific value, and the results obtained and the conclusions reached through this study may add to the body of research done in the areas of international students' challenges and experiences of adjustment in the global context.

**1.8. Delamination of the Study**

- **Spatial delamination**: scholarship countries for Saudi students (USA, UK, Canada and Australia)
- **Time delamination**: 2017/2018

- **Human delamination**: Saudi students studying in foreign countries
- **Limitations of the subject**: the study was limited to knowing the reality of the psychological and social challenges faced by scholarships for Saudi students studying in foreign countries and the effects of these challenges. The results and levels of these challenges are determined by the levels and results of the tool used in this study.

Analyzing the differences in acculturation variables (i.e., distress, try to adapt, attitudes of other cultures and social adaptation) faced by Saudi scholarship students who study in foreign countries depending on demographic variables.

## 1.9. Terms of the Study

### 1.9.1 Social Challenges

These are the difficulties facing a new student in the university community, whether that be in building relationships or in challenges of integration with the new environment. These difficulties can be summed up in the different systems and laws, in addition to different customs and traditions, which cause loneliness. (Halima, 2012, p. 19).

The researcher defines it procedurally as the difficulties and problems faced by Saudi scholarship students in foreign countries relating to living in the host society, in addition to the different social environment and nature of law and order between the two countries.

### 1.9.2 Psychological Challenges

This as the psychological challenges facing Saudi scholarship students, which relates to frustration, anxiety and fear of failure in host societies. "International students face a variety of psychological concerns including ethnic and racial discrimination, homesickness, alienation, isolation and self-isolation, loneliness, and separation from family and friends" (Yeh & Inose, 2003; Akhtar, 2011; Ibrahim, 2015).

As an explanation, Forbes-Mewett and Nyland (2008) indicated that international students constantly miss the support and assistance from their families and friends when they study abroad. Paltridge et al. (2012)" also pointed out that international students usually face difficulty in forming new friendships with local citizens due to

cultural differences, language barriers, and intensive study which limits time for socializing".

### 1.9.3 National Program of Scholarship

This is the royal law issued by Royal Decree No. 5387/MB, in 1426/4/17 Hijri, launching the program of The Custodian of The Two Holy Mosques Program for Foreign Scholarship to prepare distinguished generations of a knowledgeable society based on the knowledge economy (The Custodian of The Two Holy Mosques Program for Foreign Scholarship, 1426 Hijri).

**Chapter II**

**Theoretical literature and previous studies**

## 2.1 Introduction

There are many difficulties faced by Saudi students abroad that may affect their educational attainment. These difficulties may be caused by the inability of students to psychologically and socially adapt to foreign countries, as reflected by them experiencing academic or legal challenges, alienation, and changing social environments. This is expected, but it may also develop into a psychological illness that result in the inability to focus on one's studies if not treated.

The academic problems students face during their studies include consistent connection to the registration of materials and communication between the cultural attaché and the university as is necessary to provide the two parties with the required proofs. In terms of understanding his/her new academic experience, the student must understand the nature of the undergraduate stage, as well as the environment of the country in which she/he is studying. They also need guidance from the academic supervisor at the university, the cultural attaché, school friends, or the Saudi club.

Legal problems may lead to social challenges that could hinder the student's completion of her/his studies and sometimes may lead to strict penalties such as imprisonment or expulsion from the state of scholarship. The reasons for these problems are ignorance or neglecting prior awareness. The most notable of these problems are driving infractions, housing and neighbor issues, and insurance and social problems that entail legal irregularities, whether in marital relationships or relationships that are not permitted by the law of the country, including legal problems in dealing with children with social or health care.

It is important to note the importance of science and its acquisition in human life as a light that illuminates the darkness of ignorance and is the key to liberating minds from delusions and constraints. It is also the source of all worship. The worshiper cannot worship and performs the rites of her/his religion without understanding science, the renaissance or the wheel of change. "The human needs for knowledge has increased to make her/his life easy, so she/he has sought knowledge because knowledge is very important for countries and their citizens, not only for their ability to read and write, but for its impact on society as a whole" (Sassy, 2004, p. 88).

"The Cambridge Dictionary defines science as knowledge through research and study of the physical world by observing, performing tests, measuring, testing and developing theories to describe these events and activities" (Cambridge Dictionary, 2017). "Science is defined as theories, facts, research, and books filled with facts and scientific works, also known as the total of accumulated scientific knowledge, a set of rules that show facts, events, phenomena, and the relationships between them" (Sassy, 2004, p. 67).

Islam and its rules are among the most important principles that must be taught in the Saudi curriculum. Accordingly, the general principle of education policy is development of constructive behavioral trends, community economic development and social as well cultural training that prepares the individual to be a useful member in building their society. Many verses and the Prophet's Hadiths have been mentioned as having importance for the seeking of knowledge and its place in Islam and for how Islam urges people to seek knowledge and diligence by various means and methods. In addition, Islam prefers to seek knowledge and travel for that from one country to another, the roads taken by the learner reach him in this world to his intention and in the hereafter; these roads are his path to paradise. The Prophet Mohammad said: "Whoever walks a path in which he seeks knowledge, Allah will make it easy for him to go to heaven" (Al-Najar, 2009, p. 49).

Based on the above, the students' psychological and social challenges are linked to economic and cultural problems, in addition to language problems and different standards between the two countries, as well as the process of integrating into foreign societies.

## 2.2 The connotation of scholarship

In items of how scholarship can bring about alienation, we speak of encountering a different cultural reality other than what the student had imagined. "This may be because of radical differences between cultures. The researcher here raises a set of questions about Saudi scholarship students studying abroad. How do we know the reality of what they are facing abroad and what is their degree of psychological and social adjustment? How do they face this civilizational shift?" (Al Salem, 2015, p. 141).

"Scholarship is a material subsidy given to the student to complete his studies. Grants are awarded on the basis of several criteria, often reflecting the values and objectives of donors and scholarship funds that are not required to be returned" (Farhan, 2016, p. 32). "The concept of a scholarship is also one of the forms of scientific support that allows students to pursue their achievement and increase their scientific level with financial support (for tuition and living expenses) in different countries and universities around the world" (Kantrowitz, 2011, p. 41).

Furthermore, on the subject of how scholarship touches upon the scientific, cultural, social and economic aspects of scholarship students in foreign countries, in the United Kingdom, for example, there are around 10,000 Saudi students, according to statistics of the British Council for International Student Affairs, the vast majority of whom are studying with funding from the National Scholarship Program established in 2005 by the Custodian of The Two Holy Mosques King Abdullah bin Abdulaziz. This program invests billions in order to develop a national academic and professional workforce that will be internationally competitive. Such a goal is a natural response to increasing globalization, the need to respond to increased competition in the global labor market, and the need to establish external relations and intellectual exchange with individuals and institutions of other cultures, thereby bringing international influence to the nation. The study abroad is not only a one-way process. Saudi students not only participate in the learning at the academic institutions in host countries but also outside of those institutions. "It is important to believe that we have something to offer and exchange with other countries. When ladders set the path to success instead of questioning their abilities" (Al Salem, 2015, p. 61).

Under these goals, "the scholarship program has mutual benefit, a fact that has always been felt and must have positive results for both Saudi Arabia and the host country in the near and long item. Saudi students, according to the UK Council for International Student Affairs, represent the sixth largest number of international students from outside the EU. However, scientific studies of the psychological status and level of adaptation of Saudi students did not share their experience with other countries" (Farhan, 2016, p. 48).

However, the psychological studies applied to students from other nationalities revealed that the experience itself posed a number of challenges, including communication difficulties, lack of social support, nostalgia, language barriers and lack of familiarity with the host country's education system or customs. Another challenge facing Saudi students is adapting to a gender-inclusive education system.

"These difficulties can lead to negative consequences ranging from a minimum of weak communication with the host country (and hence limited benefit from their participation in the program) to more serious outcomes including poor mental health, which in turn can hinder students from completing their studies. It is important to be aware that these young people are Saudi citizens whose aim is to encourage the development of Saudi society. Here, it is necessary to pay attention to their social and psychological adjustment and to help them integrate into foreign societies" (Altawian, 2016, p. 37).

"Sojourners is a term used for expatriate individuals that for a short period of time reside in order to achieve a specific goal within a host country, who then begins to return as a psychologically and cognitively qualified citizen to serve in their field with a high spirit and positive affiliation. And through a scientific view of the reality of the case, this does not happen in its ideal. The experience is accompanied by some problems, which are important to address, of psychological stress and alleviation of anxiety experienced by the expatriate student, both during his studies abroad and their integration back into the fabric of society upon their return home" (Alraddadi, 2014, p. 212).

The Saudi National Scholarship Program should establish arrangements and coordination between the Saudi cultural attachés abroad to establish a research center that would act as a link between the national program in the Kingdom and the scholarship students in foreign countries. This center would monitor and evaluate students' studies, and their psychological, social and cultural situations.

In this context, the researcher was committed to conducting a study related to the psychological and social challenges faced by scholarship students in foreign countries, and to help them overcome these challenges by developing psychological, social and

cultural adjustment measures, as well as defining "cultural distance."

It is worth noting that many Saudi students have achieved great success, received great benefits from studying abroad, and have made important academic contributions in both the country of scholarship and upon returning to the Kingdom. The goal is to identify the characteristics of successful students and harness these characteristics in favor of those who have difficulties and increase the understanding of the conditions that improve the chances of Saudi students to make the most of their experience in study abroad. It will also help predict the characteristics of students who may be vulnerable to stopping their studies.

Through this presentation, increasing social mobility and the repercussions of globalization can be made to open the doors for cultural interchange. One of the obstacles to this positive exchange, which the scholarship targets, is the psychological ability to adapt to the social and cultural changes within the country of scholarship, and this hinders the original goal of the project.

Measuring the psychological and social challenges before and after scholarship, will distinguish the scholarship experience from random news and personal impressions. By employing a rational, scientific method one can make crucial decisions from the initial nomination of students to their eventual return after they have completed their study abroad experience. "This will provide objective rationalization for financial costs and the impacts on the student herself/himself. The goal is to support the continued success of the KAUST Scholarship Program and to increase the understanding of the experience of Saudi students studying abroad and thus to ascertain the best ways to support current and potential students" (Alqarni, 2017, p. 59).

## 2.2.1. The date of scholarship in the Kingdom of Saudi Arabia

The scholarship was and still is one of the main important sources that the Kingdom has depended on for developing its scientific capabilities in the field of higher education. As the nation advances its scientific and technical knowledge, some scientific disciplines have still outperformed others. This led to the need to continue the scholarship between countries and the exchange of renewable experiences in various scientific disciplines.

"Due to the Kingdom's shortage of specialized competencies in various disciplines at the beginning of its era, King Abdul Aziz, may Allah have mercy on him, approved the scholarship system in 1346H/1927. In its implementation, the Directorate of Knowledge sent three consecutive waves of scholarship students to Egypt, the first in 1346 (14 students), the second in 1355 H/1936 (10 students), and the third in 1361 H/1942" (Ministry of Higher Education, 1426).

"This was followed by a significant expansion of student scholarships to European, American and Asian countries, which led to the rehabilitation of a large number of the Kingdom's people in scientific and technical disciplines at some of the best international universities. These students later came back to teach and do research in Saudi universities, or they took positions in other government interests, and due to the scientific reputation and the religious status of the universities of the Kingdom, a number of Islamic countries and others began to send their students to study there" (Al Rakeeb, 2017, p. 91).

The country had an urgent need for specialists in various fields of science, such as doctors, engineers, teachers and others to find solutions to some of the problems encountered by some of the Saudi Scholars who were sent to Egypt. Also, problems encountered by others from the beginning of 1346/1926, where they studied in the Kingdom before they were sent to institutes and secondary schools that focused on the science of Sharia and literary fields but not applied scientific fields. This led to the establishment of the Directorate of Knowledge to establish a scholarships preparation school in 1355 AH, and the idea of the establishment of the school, to Professor Mohammed Taher Debag Director of General Knowledge Directorate, was to prepare Saudi students to join universities and scientific institutes outside Saudi Arabia, especially in Egyptian universities. "As a result, the curriculum adopted at the scholarships preparation school is similar to the curricula adopted in the Egyptian schools" (Farhan, 2016, p. 48).

"The scholarship preparation school was inaugurated on the 7th of Muharram month 1356 AH, after the concept was presented in 1355 H, however, some circumstances delayed the opening until the beginning of 1356 AH. The school initially required enrollees to have a scientific institute certificate from Saudi Arabia, to be a

Saudi, and pledge to submit to the scholarship system. To prepare the students, scientific and theoretical university education courses were offered in other countries; the duration of study was three years in the beginning, which then became six years, one of secondary, and five of high school. The Kingdom was then able to send scholarships students to Egypt, then to the European and American countries to complete their university studies in various fields of science and literature, and after many of these students came back to their country, they contributed to the establishment of university education in the Kingdom" (Ministry of Higher Education, 1426e).

### 2.2.2 The Scholarship Law in the Kingdom of Saudi Arabia

"The program of the Custodian of The Two Holy Mosques was launched in 2005 with three phases of five years each. The first and second stages were aimed at filling the need for more seats and scientific majors in universities. During the ten years of the program, the Kingdom has achieved a great leap in the number of universities, the number of seats, and the diversification of disciplines provided. It was necessary to develop the mechanism of the work of the program to increase its effectiveness as required by the current stage to serve comprehensive and sustainable development, especially in light of the emergence of indicators of the delay of some of the graduates of the program to obtain jobs suitable for their ambition, and the emergence of duplication between some of the disciplines that are scholarships and what is available in our local universities" (Ministry of Higher Education, 1426).

"Accordingly, the third phase in 2016 took a new approach in its program implementation - there was a direct link between the job and the Scholarship in the specialties that the country needs. Instead of adopting a job opportunity, the first stage was to secure jobs, in light of which seats, specializations and required stages of the scholarship will be determined and then announce the nomination of applicants to the scholarship through the third phase of the Custodian of The Two Holy Mosques program, which is based on partnerships with public sector institutions and bodies according to their actual needs. The required levels of study and the availability of scholarship opportunities were set so that the graduate would be guaranteed a job opportunity for which he has been sent" (Al Salem, 2015, p. 28).

In its new form, the Saudi Foreign Scholarship Program (SFSP) for external scholarship (your job and your scholarship) will help maximize the program's output to serve the economy and development in Saudi Arabia. The new system of implementation of the third phase of The Custodian of The Two Holy Mosques Program for Foreign Scholarship (your job and your scholarship) depends on finding an active partnership in the field of the scholarships and employment between the ministry, institutions and bodies in the Kingdom public sector (Al Thnayan, 2014, p. 32), and aims to:

1. Identify the actual career opportunities directly in different development sectors.

2. Identify the fields of study and specializations according to the development priorities in the Kingdom.

3. Develop specialized competencies in a distinctive way capable of effectively and productively filling the opportunities available.

4. Properly distribute human resources, in order to ensure that students are directed towards rare and required disciplines to avoid an oversupply of specialties that are not related to the needs of the labor market.

5. Keep abreast of the rapid changes in development requirements, which will contribute to enhancing the competitiveness of the Kingdom and raise it to the standard of developed countries.

6. Meet the actual needs of geographical areas of qualified manpower in order to achieve balanced development.

7. Enhance the values of quality and excellence in the outputs of The Custodian of The Two Holy Mosques Program for Foreign Scholarship.

8. Link the capabilities of the candidates to the program and the appropriate functional areas for them.

9. Expand the base of admission, specializations and study stages in the Custodian of The Two Holy Mosques Program in such a way as to ensure maximum investment.

The program of the Custodian of The Two Holy Mosques for Foreign Scholarship in its third phase (your job and your Scholarship) is aimed at all male and female graduates from home and abroad who meet the conditions and regulations.

Scholarship began in Saudi Arabia in 1346 AH when King Abdelaziz ordered students to be abroad to study at the expense of the state. The importance of scholarship in training the sons/daughters of the homeland by sending them to the best of the world's long-standing universities to obtain multiple experiences and practical information in order to return to and build the nation clearly contributes to supporting its development and its sustainable development of human resources in the Kingdom. The external scholarship is to be an important support to Saudi universities, the government and private sectors, and issued a decree No. 5387 / MB, in 1426/4/17 e to launch the program of The Custodian of The Two Holy Mosques Program for Foreign Scholarship to prepare generations for a distinct knowledgeable society built upon knowledge of the economy" (The Custodian of The Two Holy Mosques Program for Foreign Scholarship, 1426H).

**2.3 Program message:**

To prepare the Saudi human resources and effectively qualify them to become a global competitor in the labor market and the fields of scientific research and an important source in supporting the Saudi universities and the governmental and private sectors with distinguished competencies. The objectives of the scholarship program (The Custodian of The Two Holy Mosques Program for Foreign Scholarship, 1426H) are as follows:

1. Scholarship for qualified Saudi to study in the best universities in the world.

2. Establish high academic and professional standards.

3. Exchange of scientific, educational and cultural experiences with different countries.

4. Build qualified and professional Saudi cadres in the work environment.

Based on the above, the Ministry of Higher Education has set general conditions and special conditions for scholarships. The Ministry reviews them at each stage according to developments and directives. The general conditions for the scholarship are in the seventh phase of the program of The Custodian of The Two Holy Mosques

Program for Foreign Scholarship for the year 1432H.

These are the general conditions for Scholarship recipients:

- The applicant must be a Saudi national.

- The applicant must not be a public servant.

- The applicant must commit to full-time attendance and residency in the country of scholarship.

- The applicant must match the required age for each specific stage.

- The nomination must be in accordance with the needs of specific regions and governorates throughout the Kingdom, according to the academic disciplines targeted in the program and the countries specified for the scholarship.

- All data shall be entered accurately and truthfully. If this is found to be contrary to the items of scholarship, the nomination of the applicant shall be cancelled even if it is not discovered until the final decision on the scholarship has been issued.

- If the applicant is from a non-Saudi university, a copy of an equivalent certificate will be required from the Ministry of Education and submitted in Arabic.

- The presence of the Muharram (the companion of a female student such as a father, brother or husband) is required for the scholarship student in her travels and must stay with her until the end of her scholarship.

- There are special conditions for scholarships at the doctoral level.

- The GPA of master's degree recipients should be very high.

- The applicant must have completed their master's degree within the past five years.

- If the applicant holds a scientific degree from outside the Kingdom, the competent authority shall require the equivalent of the certificate before applying to the program.

- The applicant should not be older than thirty years.

These are the special conditions for Scholarship awarded for the pursuit of master's degrees:

- The applicant's GPA in their bachelor's degree program should not be less than

2.75 of 4, or 3.75 of 5, or 80 of 100.

- The applicant must have received their bachelor's degree within the past five years.

- If the applicant holds a scientific certificate from outside the Kingdom, the equivalent of the certificate is required from the competent authority before applying to the program.

- The applicant should not exceed twenty-seven years of age.

- These are the special conditions for scholarships at the medical fellowship stage:

- The applicant must obtain acceptance from one of the distinguished institutions recommended by the Ministry for that fellowship stage.

- If the applicant holds a scientific degree from outside the Kingdom, the equivalent of the Saudi Commission for Health Specialties shall be required before applying for the program.

There are the special conditions for scholarships at the undergraduate level (limited to medical specialties only):

- The applicant's GPA at the secondary level should not be less than 90% in the Department of Natural Sciences or its equivalent.

- The applicant must have taken the general capacity test and obtained a score of at least 80%.

- The applicant must have taken the achievement test and obtained a score of not less than 80%.

- The applicant must have passed the secondary school certificate within the past three years.

- If the applicant has a scientific degree from outside the Kingdom, it is required to be equivalent to the competent authority before applying to the program.

- The applicant should not be older than 22 years.

- For admission to a foreign university, an applicant must have obtained a score of 5 on the IELTS.

## 2.4. Social Challenges

"The scholarship experience has its share of complexities and challenges, as to be expected. They are a necessary part of the experience in general and must be passed by any person who decides to enter the program" (Abdel Rahim, 2007). The social challenges faced during the scholarship application are reflected in the challenges of integrating into a new environment: adjustment to the different weather, the nature of residency systems, and the differences in customs and traditions. "These factors were taken into account by covering the income of the scholarship expenses. As reflected in those challenges and in anticipation of the social environment, the student comes back to his family, relatives, and friends with a scientific certificate in hand" (Al Samee'a, 1426, p. 63).

"International students have identified social challenges as a major difficulty" (Klomegah, 2006, p. 42). "Most of these students have experienced a profound sense of loss from separation of their shared identity with family and peers, and their usual support systems. This sense of loss has often resulted in loneliness, isolation, loss of confidence, tension, less time for leisure, and confusion on how to have fun in their new environment" (Gareis, 2000; Marcketti, Mhango & Gregoire, 2006; McClure, 2007; El-Banyan, 1974).

"In response to this difficulty, international students have created strong in-group ethnic communities; over time, they join several different social networks, each serving a particular psychological function" (Gareis, 2000; Hume, 2008).

"Mono-cultural networks are formed by students that come from the same country and serves to embrace ethnic and cultural values. Secondary networks are created with host nationals for specific purposes such as academic and professional assistance and a tertiary network that consists of other international students for recreational needs" (Gareis, 2000, p. 66).

"One of the most important social challenges facing the scholarship student is the so-called 'culture clash'. Foreign countries have many different ethnicities that form a cultural melting pot. The student who moves to study in these countries moves to another culture. These cultures can be very different from what they are used to in their home country, so it is obvious they must become well aware of other cultures,

their components, and ways of living in order to have the ability to adapt and integrate into that culture, and avoid a clash that hinders her/him from their studies. If the student is not able to integrate with the culture of another country, it may cause failure in her/his scientific and professional life" (Astiah, 2010, p. 59).

"Social issues can be worsened by world events, such as the 9/11 attack on the World Trade Center towers in the United States, which negatively affect perceptions of Saudis in that country. Negative media portrayals of Muslims and Islam has played in building those perceptions. After 9/11 students from Saudi Arabia reported experiences of real/perceived discrimination, isolation/alienation from the host society, social anxiety, fear of retaliation, and fear of future Muslim terrorist attacks, emotional responses to negative media, and even verbal and physical assault" (Batterjee & Ghaffari 2009, p. 54).

"Racism and discrimination play a key part in how Saudis relate to their host country's residents, in part due to the fact that Arab Muslims, more so than other international students, stand out in terms of their appearance and culture" (Shabeeb, 1996, p. 82).

"Discrimination against Arabs and Muslims has been present in America since the beginning of Arab migration to the country. Both Arabs and Muslims are the only minority groups that are perpetually denigrated with public consent" (Asmar, 2005, p. 48).

"In one study, Jammaz found that the majority of Saudi Arabian international students experienced harsh remarks about their culture or some other form of discrimination" (Jammaz, 1972, p. 65).

"This discrimination could take many forms, from being treated differently due to the Saudi Arabian accent, to being graded unfairly in comparison to American students" (Al-Shehry, 1989, p. 36).

"Incidents of discrimination take place both on and off campuses, but the majority of incidents are perpetrated by workers and local individuals. Unfortunately, the discrimination can also originate from the Saudi student's own friends, in the form of jokes, as well as from professors and classmates" (Caldwell, 2013, p. 212).

"Often this discrimination is unique to Arab Muslims, for example, halal and haram dining restrictions and living arrangements (such as communal residence hall bathrooms) that conflict with Islamic faith" (Shabeeb, 1996, p. 42).

"Negative cultural perceptions of male Saudi Arabian students may also be the result of a clash of cultural norms. For example, Saudi men will take phone calls in the middle of class, which to a western would be seen as disrespectful behavior, but to a Saudi, it would be seen as appropriate because they are expected to care for their wives and be available when they call" (Midgley, 2009, p. 81).

"After entering specialization, some students complain of problems such as bias and different study styles from the motherland" (Asaad, 2009, p. 34).

A Western cultural bias can also make course material particularly difficult for Saudi Arabian female students. Teachers will talk about host country's culture and this can make these students feel very uncomfortable. For example, in Saudi culture, there are no equivalents of a boyfriend or girlfriend relationship, so students would have nothing to contribute to a discussion of that topic. Saudi women are unlikely to speak about relationships and dating even if they do know about those topics. Drastic differences in public clothing choices between more conservative Saudi and more revealing Western cultures would also make discussion of some topics be uncomfortable.

Unlike Western women, it is customary for Saudi women to defer to their husbands or other male relatives to speak and represent them in many situations. These differences can make social experiences uncomfortable, for example, in a restaurant or café, a woman might rely on her husband to do all the talking, even if she knew she was capable of asking herself. Female Arabic students tend to spend most of their time speaking Arabic and do not practice English as often as they should.

"Co-education can make female students feel uncomfortable, particularly if there are male Saudi students present. They feel embarrassed speaking around men, and it can be distracting. Saudi Arabian women worry that they will be perceived as a 'bad girl' if they initiate or carry a conversation with a male in the classroom, because there are many restrictions on women's behavior in their home culture. This can pose a problem with male teachers in the west trying to get close to and understand their

students" (Altamimi, 2014, p. 52).

"In fact, when she/he sees these challenges she/he may succumb to them in the beginning as a new experience and feelings he has never experienced before, but she/he soon becomes aware that she/he is capable of overcoming all these challenges and obstacles as she/he gathers herself/himself and sets her/his sights as challenges that can be overcome. Patience, calm, self-reliance, good management, removing self-doubt, and having faith will play a key role in the student's success" (Sarhan, 2003, p. 32).

It is the opinion of the researcher that the scholarship experience is not a dangerous one, but it is not a path lined with roses either. Patience, diligence, dedication to seek knowledge, and rest for the soul from the complexity and difficulties of life are necessary, else his/her dream may collapse in front of their eyes. Therefore, the student must make a conscious decision to exert their full effort under any challenge, no matter what the circumstances or influences. Reason and logic confirm that some fatigue will be forgotten after experiencing the joy of achieving one's dream and having years of success. This will completely obliterate any obstacles and dilemmas encountered by the scholarship recipient during their student life.

## 2.5. Psychological Challenges

"International students face a variety of psychological concerns including ethnic and racial discrimination, homesickness, loneliness, isolation, self-isolation, interpersonal issues, living arrangement issues, immigration regulation stress, financial stress, alienation, and separation from family and friends" (Yeh & Inose, 2003).

As an explanation, Forbes-Mewett and Nyland (2008, p. 42) indicated that international students constantly miss the support and assistance from their families and friends when they study abroad. Not seeing others that look like them can also add to the culture shock (Al-Jasir, 1993; Jammaz, 1972; Midgley, 2009; Shabeeb, 1996).

"The lack of social support systems disadvantages Saudi students because they are unable to affirm their sense of self-concept and self-esteem, and can cause acculturative stress" (Mallinckrodt & Leong, 1992; Pederson, 1991; Rajapaksa & Dundes, 2002; Poyrazli et al, 2004).

"This makes sense in light of the fact that in Saudi Arabian culture, the family is the foundation of identity and status for individuals" (Long & Maisel, 2010, p. 69).

Paltridge et al. (2012) also pointed out that international students usually face difficulty in forming new friendships with local citizens due to cultural differences, language barriers, and intensive study that limits time for socializing. "This negative psychological state that may end the path of scientific scholarship" (Ibrahim, 2015, p. 105).

The researcher proposes that the psychological challenge facing Saudi scholarship students relates to frustration, anxiety and fear of failure in host societies. "Some of this fear may come from the high expectations imposed upon students prior to coming to countries like the United States. International students are often at the top of their class, academically, and they feel a great sense of pressure from families and the government to perform well abroad" (Al-nusair, 2000; Spencer-Rodgers, 2000).

"It should come as no surprise that the language barrier is the most difficult adjustment problem facing Saudi Arabian students, but it goes much deeper than direct translation. Students must pick up colloquialisms, slang, humor, dialects, and jokes in order to have natural and meaningful interactions with American locals on a daily basis" (Shabeeb, 1996; Al-Shehry, 1989).

"It is a psychological challenge for students to study the language, and it does come gradually. Students have a sense of urgency to get results, and the feeling that they are less than their colleagues are increases the pressure on the student. There are also significant cultural differences in the expression of body language, personal space and pragmatics for Saudi women and residents of host countries. Combined with completely different teaching styles, these women can face a lot of pressure" (Caldwell, 2013, p. 82).

Many Saudi women lack self-confidence, and this limits their speaking skills, especially outside of the classroom environment. They often feel shy, and have a fear of making mistakes, being misunderstood, being embarrassed, or worry that they are wasting the listener's time. They feel that they must speak clearly in order to feel socially accepted.

Usually, Saudi female students will stick to their own group, and unlike Saudi males, they tend to ask only basic questions during times that are not busy, and they avoid long conversations. There is also a fear that if they speak outside of the group

that others may think that they are full of themselves or better in some way. "Many of these women don't participate in activities and volunteering, and if they do, they will all go together as a group. "Some activities are perceived as being contrary to their cultural values as an Arab Muslim, such as clubs, parties, and activities where other women include their boyfriends" (Altamimi, 2014, p. 52).

## 2.6. Advantages and Disadvantages of Scholarship

The Custodian of The Two Holy Mosques has affirmed several times that the Saudi woman/man is the wealth to invest in. Advancement of the society depends on what the state can invest in the human capital, the basic building block of society. Therefore, "scholarship programs are the largest and best investment for this country. The most prominent examples of this are the majority of the country's leaders who currently run the country, as well as doctors, university professors and managers of giant companies such as SABIC, and Saudi Aramco" (Al Salem, 2015, p. 20).

"After the information revolution and the world became a small village in which everyone lives, and after the development of our kingdom, the gap between Saudi Arabia and other countries has greatly diminished. Satellite channels, the internet, mobile phones, and travel to other countries have become part of our lives" (Al Thnayan, 2014. P. 30).

"This huge educational development project has reflected its effects on many levels within Saudi society. It has been the advancement of education, the high standards of scientific competencies, the development of the labor market, and the multiplicity of investment opportunities led by a new generation with legacies that brought together the experiences and experiences of other peoples and civilizations. In addition, the students and their concerns became the talk of the councils and gatherings of Saudis small and large. It is now rare to find a family that doesn't have a son or daughter, brother or sister, or a relative studying in another part of the world, and completes his career teaching in a university reveals the formation of a new generation and a unique culture developing a new awareness, and a diverse knowledge base that seeks to achieve its ambition, build itself, and serve its homeland" (Farhan, 2016, p. 72).

There are basic objectives for the Kingdom of Saudi Arabia in the scholarship policy to make the scholarship ambassadors to their country develop their male and female abilities to qualify them to compete globally in all fields and to allow the largest number possible to represent the country abroad. Scholarships are focused on academic and intellectual achievements to contribute to the development of the Kingdom's economy and to cope with the global transformations that are indispensable. The vast majority of the Scholarship students love their country more than their temporary home abroad, and they participate in the celebrations for many occasions and holidays. They put a clear imprint on every city and country they live in, and they call for Islam or the establishment of mosques in cities and universities. "The Kingdom did not succeed like the successful scholarship experience to introduce the Kingdom and social life and the progress we have reached in different fields" (Al Thnayan, 2014, p. 48).

"To return to the subject of scholarship, we find that after students return home they are divided into several segments. The majority segment is very eager for the homeland and they make way to succeed with enthusiasm and vigor. Another segment claims that their experience is not compatible with their dreams, and others are trying to change what can be changed to suit their ambitions, and so even after a period of time, things return to normal situation and satisfaction with reality coexistences with thinking of building the future" (Al Rakeeb, 2017, p. 36).

The program of the Custodian of The Two Holy Mosques for scholarships to achieve cultural openness among the Saudi youth is one of the important means to meet the needs of young people in education. Scholarship is of great importance in the development of societies. It also helps to generate cultural openness, contributes to development and social and economic change. This in turn contributes to education, awareness, and transformations within the Saudi society; it also provides a channel for displaying the true picture of Islam and Saudi policies abroad and encouraging dialogue between civilizations.

**2.6.1. The advantages of scholarship:**

The advantages of scholarships (Dwikat, 2016, p. 81) are:

1. the ability to study new specialties that are not found in the mother country or increase the opportunity to enter specialties in other countries that the student cannot

choose in her/his own country because of the lack of sufficient marks.

2. self-development and development of individual abilities as a result of alienation experienced by the student, as she/he must rely on themselves to secure their needs and manage their affairs.

3. Obtaining a globally recognized certificate.

4. Forming new friendships, getting to know people and building meaningful relationships.

5. Delivering a positive image of the mother country, marketing its products, and introducing the residents of the host country to its advantages, which in turn encourages tourism in the mother country.

6. The formation of university professors capable of promoting higher education.

7. Increasing the proportion of doctors specializing in rare medical expertise.

8. developing the university system in the Kingdom and making it compatible with the current labor market;

9. Experiencing culture: moving to a new country allows one to experience a completely different style of life. Students eat exotic foods, listen to music they have never heard before, and learn new customs and traditions. All these things will greatly change their way of looking at life by the end of the school year.

10. Learning a new language: there is no better way to learn a language than to be submersed in it completely and to practice speaking with native speakers daily. For example, Britain or America is the best place to learn English quickly and correctly, and scholars often prefer to study English in a native English-speaking country.

11. Establishing a new travel base: the experience to study in Britain, for example, students will soon be near places that would normally seem far away and can travel to EU countries at low cost and without a visa.

"One of the positives is that of the students they build self–reliance and self-confidence, in such a way that is not available to another student who lives in his parent's home and spends their youth in a common and familiar social setting. In addition, they will learn about new experiences and different ways to build the state and develop society. When you look at the experiences of other nations, you have only

the best quote to develop your community and avoid the mistakes of other societies" (Ahmadi, 2011, p. 62).

## 2.6.2. The disadvantages of scholarship

When we hear some voices protesting scholarships, we must remember what happened when we first started the general education of girls and women as doctors, nurses, and teachers. They encountered opposition and challenges, but now everyone is racing towards and competing in these fields, and of course, the programs now provide for the training of doctors. Concerning the scholarship, there are some negatives (Dwikat, 2016, p. 34), which include:

1. A rush to identify the unknown.

2. The attempt to imitate the customs of the host country.

3. Inability to get a good that utilizes one is training after returning from scholarship.

## 2.7. Review of Related Literature

"For most international students, attending universities and colleges can be a devastating life and cultural challenge. Many studies explored the challenges experienced by international students attending institutions of higher education and reported difficulties that include, but are not limited to, language difficulties, difficulties adjusting to the academic culture, misunderstandings, and complications in communication with faculty and peers; stress, anxiety, feeling of isolation, culture shock, financial hardships, lack of appropriate accommodation, isolation and loneliness, and any adaptation to their daily life" (Erichsen & Bolliger, 2011, p. 23).

In Australia, Russell et al. (2011, p. 39) conducted a study on international students and found that 41% of them experienced substantial levels of stress. This stress could be from homesickness, culture shock, or perceived discrimination.

International students' challenges can also be sociocultural. Arriving from a different country, international students may face many difficulties in their daily lives, such as needing to find places to live, finding banks to deposit and withdraw money, and handling transportation, just to name a few. To survive in a new community is the first lesson they have to deal with, and this requires the existence of a support system when they first arrive. After settling in a new place, international students are believed

to experience culture shock (Juffer, 1986, p. 41).

### 2.7.1. What is culture shock?

"Culture shock" describes the impact of moving from a familiar culture to one that is unfamiliar. It is an experience described by people who have travelled abroad to work, live or study; it can be felt to a certain extent even when abroad on holiday. It can affect anyone, including international students. It includes the shock of a new environment, meeting many new people and learning the ways of a different country. "It also includes the shock of being separated from the important people in your life, be they family, friends, colleagues, teachers, people you would normally talk to at times of uncertainty, and people who give you support and guidance. When familiar sights, sounds, smells or tastes are no longer, there you can miss them very much. If you are tired and jet-lagged when you arrive, small things can be upsetting and all out of proportion to their real significance" (Ukcisa, 2008, p. 36).

"The concept of culture shock originates from the anthropologist Oberg (1960) who referred to the distress experienced by the sojourner as a result of losing all the familiar signs and symbols of social interaction. He mentioned at least six aspects of culture shock: (1) Strain due to the effort required to make necessary psychological adjustments. (2) A sense of loss and feelings of deprivation about friends, status, profession and possessions. (3) Being rejected by and/or rejecting members of the new culture. (4) Confusion in role, role expectations, values, feelings and self-identity. (5) Surprise, anxiety, even disgust and indignation after becoming aware of cultural differences. (6) Feelings of impotence due to not being able to cope with the new environment. This concept has generated a substantial research interest since it was introduced by Oberg" (Juffer, 1986, p. 61).

Oberg (1960) argues for four stages of culture shock: honeymoon; crisis resulting from normal daily activity; understanding and object viewing of the host culture; adjustment to host culture. Lewis and Jungman (1986) develop Oberg's theory. They think there are five or six stages of culture shock:

- The preliminary stage (events that occur before departure).
- The spectator phase (the initial weeks or months of living in another culture).
- The increasing participation phase.

- The shock phase.

- The adaptation phase.

- The reentry into home culture.

Most researchers on culture shock note some of the elements that contribute to culture shock:

- **Climate**

Many students find that they are severely affected by the climate. They may be used to a much warmer climate, or they may just find the greyness and dampness, especially during the winter months, to be difficult to get used to when away from home.

- **Food**

The people of Saudi Arabia are very traditional and eat the same foods they have eaten for centuries. However, the basic ingredients are the same: wheat, rice, yogurt and dates. Local food is often strongly flavored and spicy. The most common meats are lamb and chicken, beef is rare, and pork is proscribed under Islamic law. Lamb is traditionally served to honored guests and at holiday feasts, so Saudi Arabia is the world's largest importer of live sheep.

Scholarship students may find the host country's food strange. It may taste different, be cooked differently, or it may seem bland or heavy compared to what they are used to. If they are in self-catering accommodations and are unused to cooking for themselves, they may find themselves relying on fast food instead of their usual diet, and some try to find a supplier of familiar food.

- **Language**

Constantly listening to and speaking in a foreign language is tiring. If the new language is not the first language, the students may find that they miss the familiar language, which at home would have been part of their everyday environment. Even if they are speaking the same language, it is possible that the regional accents they discover when they arrive in the country will make the language harder to understand. People may also speak quickly and at first, the students may feel embarrassed to ask them to repeat what they have said.

- **Dress**

If the students come from a warm climate, they may find it uncomfortable to wear heavy winter clothing. Not all students will find the host country's typical style of dress different but, for some, it may seem immodest, unattractive, and uncomfortable.

The customs of Saudi Arabia dictate not only conservative dress for men and women but also a uniformity of dress that is unique in the Middle East. Saudi men and boys, whatever their job or social status, wear the traditional dress called a thobe or thawab. During warm and hot weather, Saudi men and boys wear white thobes. During the cool weather, wool thobes in dark colors are not uncommon. A man's headdress consists of three things: the *taiga*, *gutra* and *igal*. The *gutra* is usually made of cotton and traditionally is either all white or has a red and white checked pattern. The *gutra* is worn folded into a triangle and centered on the head.

Women are required to wear an abaya, a long black cloak that covers all but the hands and face, in public. Modest dress is compulsory for women in Islam but the color black for women and white for men is apparently based on tradition. Saudi women also normally wear a full-face veil, such as a niqab. Women's clothes are often decorated.

- **Rules of behavior**

Besides the sights, sounds, smells and tastes experienced when students arrive, every culture has unspoken rules that affect the way people treat each other. These may be less obvious but eventually they will probably encounter them and once again, the effect may be disorienting. For example, there will be differences in the ways people decide what is important, how tasks are allocated and how time is observed.

- **Values**

"Although you may first become aware of cultural differences in your physical environment, e.g., food, dress, behavior, you may also come to notice that people from other cultures may have very different views of the world from yours. Cultures are built on deeply embedded sets of values, norms, assumptions and beliefs. It can be surprising and sometimes distressing to find that people do not share some of your most deeply held ideas" (Ukcisa, 2008, p. 53).

Culture shock consists of many phases; most researchers agree that it usually starts with fascination. This is when everything is new, shiny, and exciting: new

people, new places, and new food. It is the phase of observation and discovery. That is why it is usually called the honeymoon phase. Next is the conflict or negotiation phase, which is when differences start to be noticed. At this stage, a person starts to determine how the people around them behave, how the food tastes, and how social and moral values differ from their own. Language barriers and local customs also become a burden. The attitude towards the new environment, either positive or negative, starts to become a problem in this stage, and next comes the adjustment phase (http://www.arabnews.com/news/454519 ).

The problem of culture shock and its intensity is believed to be due to several variables: cultural distance and differences, religion, age, gender, and previous international experience.

- **Acculturation**

Acculturation is a process of change that results from contact between groups and individuals of different cultures (Redfield, Linton & Herskovits, 1936). The concept of acculturation attitudes refers to the various ways that acculturating individuals prefer to live with the two cultures with which they are in contact (Berry, Kim, Power, Young & Bujaki, 1989). For many years, it was assumed that non-dominant people (such as immigrants) would change by giving up their heritage cultures and becoming part of the society of settlement by way of assimilation (e.g. Gordon, 1964). Gordon also considered other outcomes, such as marginalization and the "cultural pluralism dance," which suggest that there are indeed variations in the way people change following contact with a new culture; assimilation is not inevitable, nor the most common response (Sam & Berry, 2006, p. 59). Berry (1970, 1974, 1980) developed a framework within which to study these preferences for different ways to acculturate. Berry proposed a two-dimensional structure of acculturation attitudes, based on two separate issues: (i) the degree to which individuals wish to maintain (or change) their heritage, culture and identity, and (ii) the degree to which individuals wish to have contact with others in the larger society. When individuals express a preference for not maintaining their heritage culture and for participating in the new society, the assimilation orientation to acculturation is being undertaken. In contrast, when there is a desire to maintain one's heritage culture and not to participate in the new society,

then separation orientation is active. When there is both a wish to maintain one's heritage culture and to participate in the larger society, the integration orientation is being demonstrated. Neither when there is desire to maintain one's heritage culture nor to have relations with the larger society, then marginalization is being demonstrated.

This is true of Saudi students in foreign countries when they are exposed to culture shocks through acculturation and mixing with Western society, and here we must find solutions through programs employed by the Ministry of Education in Saudi Arabia to overcome these culture shocks. Acculturation is the dual process of cultural and psychological change that occurs when Saudi students have contact with members of other communities, as this reflects on their culture and leads to successful living in two cultures.

- **Cultural Distance and Differences**

The size of the cultural difference between international cultural groups, the U.S for example, real or perceived, has been reported to affect the degree of culture shock experienced by international visitors. For example, Sue and Sue (1977) found that in cultures that place a greater emphasis on familial bonds, such as those usually found in Asia, Latin America, and Africa, psychological difficulties are exacerbated in a host culture such as that in the U.S. where not only are the sojourners' families absent but the conception of family differs. As such, feelings of homesickness, anxiety, and helplessness, for example, intensify and can potentially lead to a psychological crisis. Chapdelaine and Alexitch (2004, p. 105) as well as Searle and Ward (1990) uncovered similar findings, professing that the higher the levels of cross-cultural differences, the lower the levels of social interaction with the hosts, which in turn led to stronger feelings of culture shock (Kent Doehr MCleod, 2008, p. 155).

- **Religion**

Religions and belief systems are powerful shapers of culture, and many habits, customs, folktales, stereotypes, hopes and fears of a community arise from the religious beliefs of that community. In some societies, religion is separated from secular matters and considered as something private. In other societies, such as in Saudi Arabia, religion transcends cultural institutions, such as, family, marriage, and law, shaping the operational structure of these institutions. The fusion of religion and culture can

sometimes be so strong that some researchers emphasize they are the same. For example, Vernon (1962) asserted that, "We do not talk of religion and culture...but rather emphasize that religion is culture" Vernon (p. 39). Religious activities and beliefs form psychological processes in various ways: On the one hand, religious concepts find expressions in human behavior, morals, ethics, and value systems, articulating the way humans perceive the outer world and interact with one another. On the other hand, these concepts call into play supporting perceptions, emotions, motives, imagination, personality traits, forms of reasoning and memory, self-concept, and language.

- **Age**

Most studies have examined the demographic variable age to uncover the extent of the relationship of this factor with culture shock; however, the results are inconsistent across the various studies. Somewhat contrarily, Scott (1954) reported that the younger Swedish students in his study were more easily influenced by U.S. culture, and thus exhibited a greater ease of adjustment in reference to American conditions and ideas; however, the older students in the sample of 50 adjusted more easily to academic and professional learning, most likely due to their maturity and experience. In an oft-cited study, Lysgaard (1954) found that among the 198 Norwegian Fulbright grantees, who ranged in age from younger than 20 to more than 60 (average age of about 30), retrospectively interviewed about their experiences living in primarily large northeastern and north-central urban U.S. universities for periods of less than three months to more than three years (average of one year), the younger students had more academic and social problems when compared with the older students. Lysgaard speculated that this result may have been due to the relatively greater tendency among the younger students to involve themselves more deeply in their situations in America. Similarly, Porter (1962) asserted that the international students in his study on the Michigan State University campus who were 25 years old and younger confronted more adjustment problems in comparison with those students 25 years old and older. More recent research in this area, however, has consistently reported no significant relationship between age and culture shock (Chapdelaine & Alexitch, 2004; Chung, 1988; Juffer, 1983; Li, 1999; Onyemenem, 1988; Shandiz, 1981; Wingfield, 2000).

- **Gender**

There are mixed results for the gender variable and its impact on culture shock. Much research has postulated that females suffer from culture shock more than males (Oberg, 1960; Pruitt, 1978; Rohrlich & Martin, 1991). These researchers purport that the overall adjustment as well as the specifically academic adjustment demanded of women affects this group more severely (Hill, 1966; Porter, 1962). Meloni (1986), on the other hand, asserts that the levels of culture shock between men and women are equally high. Finally, however, several other studies have uncovered no significant relationship between gender and culture shock at all (Chung, 1988; Juffer, 1983; Li, 1999; Lysgaard, 1954; Onyemenem, 1988; Pavri, 1963; Shandiz, 1981; Torbiorn, 1982; Wingfield, 2000). Care, however, "must be exercised in interpreting these findings, in particular for women, as gender is often confounded by other variables, such as educational background and professional experience" (Kent Doehr MCleod, 2008, p. 231).

- **Previous International Experience**

Examination of international students' previous experience either living in or traveling to another country and the degree of culture shock has also returned mixed results; with that said, the weight of the findings is more on the side of a positive correlation rather than a negative one. Researchers such as Abe, Talbot, and Geelhoed (1998), Chung (1988), Juffer (1983), Kealey (1989), Klineberg and Hull (1979), Li (1999), Rohrlich and Martin (1991), and Sewell and Davidsen (1956) have all reported better adjustment and higher culture shock adaptation among individuals with earlier experience in another country. However, some scholars, particularly Cort and King (1979) and Torbiorn (1982) assert that there is no reduction in culture shock because of previous travel experiences. Further, both researchers found that older participants (American tourists in Africa and Swedish businesspeople, respectively) with far greater amounts of travel experience as compared to the younger participants suffered greater amounts of culture shock. "It must be noted, though, that the influence of the age variable should also be taken into consideration when analyzing this unusual result, for in fact, age may be a confounding influence" (Kent Doehr MCleod, 2008, p. 56).

It is essential to understand and discuss the concept of culture with more depth in

order to understand the challenges it represents for international students. The literature may have provided different examples from different student populations, and some of these studies demonstrated the fact that international students do face socio-psychological challenges of different kinds. However, it may not have been able to specify which socio-psychological challenges are associated with which cultural groups. This is by no means to label certain cultural groups with certain predictable characteristics, but to identify these challenges with the hope of helping international students to cope and adjust more easily in the new learning environment.

- **Conclusion**

It is worth noting that these challenges must be a motivation for the student to reach the highest level of success in her/his scientific studies in foreign countries. We do not really work at our full potential. If there are obstacles, we have to overcome, why not take advantage of these challenges and use them as a catalyst to support us in the journey of scholarship. When students recall the challenges they had to overcome to reach their success, it will bring about a lot of happiness and self-satisfaction and they will look at future challenges and the world around them more positively. If a student came out of scholarship and moves forward in life as a productive, creative, and passionate citizen ready to help the Kingdom thrive, I can say that their experience was a success, with honors!

**2.8. Previous studies**

Alqarni (2017) investigates the impact that study in Australia has on the lexical knowledge of Saudi Arabian students. It focuses on 1) the effects that the length of study in Australia has on the acquisition of lexical collocations, as reflected by lexical knowledge tests and 2) whether there is a significant gender difference in the acquisition of lexical collocation knowledge. The results indicate that there is a positive correlation between the length of stay in Australia and the knowledge of lexical collocation, since the overall mean scores of the entire sample increased with the number of the years spent in Australia. Participants who stayed for one year had the lowest mean score of 7.39, whereas those with the longest length of stay of four years had the highest mean score of 8.76. Participants staying for two or three years had minimal improvements, with mean scores of 7.64 and 7.68, respectively. The results

indicate that there was only a slight difference between male and female participants in their knowledge of lexical collocations, with overall mean scores of 7.56 and 8.35 out of 12, respectively.

Lee (2016) investigates the challenges four international students (Vietnamese, Filipino, Brazilian, and Chinese) faced and how they coped with these dilemmas in a Japanese language program during the first semester in 2014. Multiple apparatuses (e.g., field notes, face-to-face oral interviews, focal group conversations, and semi-structured written interviews) were employed to triangulate the data. The findings show four major challenges: personal psychological issues, general living issues, sociocultural issues, and Japanese language issues. Additionally, supportive groups, positive attitude, interaction with Japanese friends, financial assistance, and useful learning strategies are identified as coping strategies. The results will provide implications for international students as well as language instructors and program coordinators in a higher education institution to better assist the international students.

Alqarni (2016) documents the plight of Saudi women attending colleges and universities in the United States who bear the stigma and residual effects of domestic abuse. This study investigates whether intimate partner violence affects the study habits and success of Saudi female students. To understand the prevalence of abuse among Saudi Arabian students studying at universities in the United States (US), student files belonging to females who had reported abuse, or whose husbands did the local police for incidents related to abuse arrest, were reviewed. Therefore, it was determined that a survey should be conducted in order to determine the prevalence of abuse among married students living in the United States in order to discover what psychological symptoms the female students encounter and how those symptoms affect their studies. Such an investigation required the use of several instruments designed to develop measures of domestic violence in order to explore the nature of violence women in the study are facing and the potential for residual psychological effects. Tools used include the ASICS Academic Scale, the Post Traumatic Stress Disorder Symptom Scale, Beck's Depression Scale (BDI), and the Intimate Partner Violence Screening Tool. It was important to conduct a study that approached this issue from the cultural and religious context of Saudi Arabia in order to help explain the negative

effects on the women who lived in abusive relationships. This study explored these aspects by asking what effect domestic violence has on the psychological functioning of Saudi Arabian students studying in the United States (multiple regression analysis predicted psychological functioning of women with domestic violence). Sub-questions included in the research asked what types of abuse married Saudi Arabian female students endure and what symptoms are related to abuse types, as well as what alternatives the women had for alleviating those symptoms (among options such as reporting and/or help seeking).

As part of this investigation, the following question was also asked: What factors contribute to domestic violence among Saudi students studying in the United States, including factors such as the nature of the patriarchal society in Saudi Arabia, cultural connotations, and effects of Western culture on women's domestic roles? Finally, the study was concerned about relationships between post-traumatic stress disorder, depression and the academic success of female Saudi Arabian students who experience domestic violence. The data revealed that among the 246 female Saudi Arabian Muslim undergraduates to graduate students between the ages of 22-50 who had experienced abuse, 50.8% indicated that the abuse resulted in a delay in their education.

Additionally, the women encountered different types of domestic violence, but, in particular, they suffered from physical abuse, verbal abuse and the abuse of deprivation. Among the factors that influenced the incidence of domestic violence (DV) on the female students, are level of education, financial support and age group, as well as whether the primary scholarship holder is the husband or wife. Additionally, a mediation analysis found that DV predicted academic interference, which predicted further PTSD symptoms indirectly. Likewise, a similar test regarding depression indicated that depression predicted academic interference, which in turn predicted further depressive symptoms. The data also indicated that the circle of violence was a more significant factor than the influence of Western culture for explaining the perpetuation of domestic violence among Saudi Arabian families. Finally, the study found that domestic violence affected the academic success of SA female students by decreasing their GPA, causing them to leave their course of study and impose on their

academic progress. However, the data also suggested that higher education levels lead to a decrease in the incidence of domestic violence. Study implications indicated that by exposing the prevalence of spousal abuse among Saudi students studying in the US, the American government can find interventions that are a better fit culturally and politically for resolving domestic issues.

Lin and Scherz (2014) examines the linguistic and cultural challenges that five Asian international graduate students encountered in an American university. Drawing on interviews and, focus group, the findings suggest that understanding lectures, as well as participation on discussions, posed linguistic challenges to the international students. Regarding cultural challenges, most participants struggled due to a lack of opportunities to interact with domestic students. To overcome linguistic difficulties, participants employed a variety of strategies (e.g., recording lectures, self-talk in English, and talking with native speakers in the cafeteria). They also coped with cultural challenges by traveling to other places, attending church services and learning about American sports from American friends. The researchers called for pedagogical change among instructors by adopting more linguistically and culturally sensitive methods of instruction when working with the international students.

Alraddadi (2014) considers that since 2004, the Saudi government has sent more than 200,000 students to study abroad for undergraduate and postgraduate programs. The study claims that such an enormous number of students will likely foster socio-political change in the upcoming years. This change, in the eyes of the Saudi people, will appear exotic and challenging to the mainstream social and political context in the country. Thus, the paper aims to study the change in students' attitudes, values, beliefs and orientations in three respects: the civil and political rights situation in KSA, the religious establishment's roles in Saudi society and the issue of Saudi women's rights. The research methodology is based on a quantitative study that surveyed approximately 300 Saudi students in nine countries in South America, Europe, South East Asia, and the Arab World. The results of this study proved that different political and social cultures, embodied in the variable of geographical location, as well as gender and academic major, were the strongest independent predictors that had a major impact on Saudi students' socio-political attitudes when studying abroad.

Charles & Albasri (2014) provides an overview of the current Saudi educational landscape in the U.S. The study provides information on the King Abdullah Scholarship Program that makes it possible for Saudi students to study abroad; information is also provided on the top states and colleges with the largest Saudi student enrollments and what the future looks like for the Scholarship Program. This is the first of two papers dealing with Saudi education in the U.S. The next paper is based on original research and provides the results of surveys administered to Saudi students throughout the U.S. about their experiences on U.S. campuses. Directors of international programs were also surveyed, and the paper contrasts their perceptions with Saudi students' perceptions of student needs. The next paper also discusses the impact Western education has on Saudi culture and how Saudi culture affects colleges and universities in the U.S.

Altamimi (2014) explores the issues for female Saudi students studying English in Halifax, Nova Scotia, Canada that might have a negative impact on the development of proficiency in spoken English. A mixed methods approach was used. A 38-item questionnaire was completed by 61 participants. It asked about experiences within the classroom, opportunities to talk to others, level of comfort speaking, and the relative importance of speaking, reading, and writing. Structured interviews were conducted with four students, two teachers, and two support staff (receptionists) to enrich the knowledge gained from the questionnaire. Results indicated that Saudi female students had issues with self-confidence, shyness, and a fear of making mistakes. While it can be argued that all ESL students have similar issues, the sense was that the issues were more profound for Saudi females than for other females or for Saudi males.

As well, Saudi females had additional cultural differences that had a major impact on performance. Firstly, Saudi women – even those with university education – are unaccustomed to co-educational classes and male teachers. Secondly, Saudi women are expected to defer to males. As such, the presence of males in the classroom causes Saudi women to remain silent. Thirdly, Saudi women are not expected to interact outside the home, or with males. As such, Saudi women socialize only with other Saudi women and do not have the opportunity to practice speaking. Finally, Saudi women are expected to have all business transactions conducted by a male relative (husband,

father, brother) and as such, have little opportunity to practice speaking even for official reasons. Recommendations for Saudi women, the Saudi and Canadian governments, and ESL instructors are provided.

Li et al. (2014) conducted a systematic review of 18 studies on the psychological wellbeing of East Asian international students. A majority of the studies (n=13) look at Chinese international students and identify several variables such as multicultural competence (e.g., English proficiency, intercultural competence), sociocultural factors (e.g., acculturation, discrimination), and psychological factors (e.g., anxiety, homesickness) that affect the psychological status of Asian international students.

Heyn (2014) provides a qualitative research study designed to investigate the lived experiences of a sample of male Saudi Arabian international college students in the United States. A phenomenological method of qualitative inquiry was used in order to conduct in-depth interviews with the participants in person and by phone. The literature relevant to this study is examined and reviewed in Chapter II. The research methodology. The results of the study and a case composite are presented in Chapter IV. Findings are discussed in Chapter V, and study strengths and limitations, possible implications for counseling professionals, and directions for future research on Saudi Arabian international college students are considered.

The goal of Caldwell (2013) was to examine the experiences and adjustment challenges of Saudi Arabian students in the California State University (CSU) system. Specifically, the study was conducted to better understand and serve the Saudi Arabian students studying in the system. The design for this mixed method study integrated both quantitative and qualitative methods. A modified version of the Michigan International Student Problem Inventory was utilized at 10 of the campuses in the CSU system to determine the adjustment problems of Saudi Arabian students. Those students currently studying in the CSU system and living in the United States for at least 1 year were invited to participate. Invitations were sent by email to 1,141 Saudi Arabian students, and 245 participants completed the inventory. Additionally, 60-to-90-minute focus group sessions were held at five participating campuses within the CSU system. The sessions took place on northern, central, and southern California campuses, and included 31 participants from the five schools. The purpose of the focus

group sessions was to gain an in-depth understanding of the experiences and challenges of these students. The results of the study found that although Saudi Arabian students were generally satisfied with their lives in California, they had encountered adjustment problems after arriving to the state. The findings revealed that Saudi Arabian students experienced challenges with admissions, homesickness, friendships with Americans, living and dining, English, and with discrimination. Additionally, the study found that while many of the institutions in the CSU system provided services that helped Saudi students with their adjustment, these students expressed the need for more help from their respective institutions.

Wenhua and Zhe (2013) conducted a systematic literature review to identify international students' adjustment issues in English speaking countries (e.g., the United States, the United Kingdom, New Zealand, and Australia). They provided a summary of problems experienced by international students in five categories (e.g., personal psychological issues, academic issues, sociocultural issues, general living issues, and English language proficiency) and regarding specific problems (e.g. financial problems, homesickness, culture shock).

Roy (2013) discussed learning difficulties experienced by Asian international students (e.g., Chinese, Japanese, and Korean) in the United States due to the language barrier. As a solution, he suggested that American professors should be more responsible for employing culturally responsive pedagogical strategies in the classroom. For example, it would create more optimal classroom atmosphere for international students if instructors incorporated emotional intelligence (Goleman, 1998) into their teaching by being more self-aware, motivated, and empathic. He also stressed the importance of 'the respectful mind' (Gardner, 2007), which "welcomes differences between human individuals and between human groups, tries to understand these 'others,' and seeks to work effectively with them."

Ikeguchi (2012) conducted a survey with 100 Chinese students in several Japanese universities regarding their adjustment problems. The results show that a majority of international students believed that Japanese language is difficult to understand and use (81%). In addition, 77% of the respondents said classes were not interesting and enjoyable. That it was difficult to get a part-time job in Japan.

Surprisingly, more than half of the respondents (55%) believed that Japanese people do not like foreigners. The researcher argued that Japanese institutions do not properly address these issues raised by international students studying in Japan. Additionally, the authors concluded that more financial assistance, psychological and social assistance, and intensive culture training are needed to better accommodate international students in Japan.

Mahmuda et al. (2010) discusses the challenges experienced by international students in Malaysia. Data were collected through focus group interviews with international students from various countries studying at three publicly funded universities. Themes emerged including culture, climate, and care. Findings of the study provide guidance to university management in Malaysia to improve preparations in receiving international students.

Hofer (2009) was one of the first major examinations of Saudi Arabian international students in America in nearly a decade. Using a mixed methods approach, Hofer sent the MISPI to a sample of 419 Saudis studying in Missouri and received 81 usable questionnaires. The results indicated that adjustment challenges for these students were less problematic than the Saudis previously studied. Although the students only reported minor problems, the most exigent challenges included living and dining issues, English language problems, and financial aid concerns. The qualitative interviews revealed a spirit of optimism within the students and desires for activities that would facilitate cultural exchange. Hofer's study may have pointed to a potential shift in Saudi attitudes towards social contact with Americans.

Shaw (2009) researched Saudi Arabian students in the state of Oregon and found that a major contributor to Saudi student success was the feeling of being a member of the campus community. The findings accorded with the overwhelming body of evidence that suggested that foreign students who feel connected to the host country's social network are less likely to experience adjustment problems. Shaw argued that for Saudi Arabians in Oregon, resilience and intercultural competence were foundational qualities that helped them adjust. Shaw's work also seemed to reveal a change in Saudi attitudes toward social contact with Americans.

Hu Jacob (2008) suggested that all who live in a foreign environment face common adjustment concerns and difficulties when moving into a new setting. International students encounter many problems such as language difficulties, cultural differences, a lack of social support networks, and difficulties in forming cross-cultural relationships. International students in America encountered the same problems and a host of others. For instance, the study found that the different cultures and educational systems often overwhelmed overseas students. The study also revealed that students initially experienced culture shock during their early days in America.

Gobert looks into the lexical collocational knowledge of advanced Arabic-speaking English learners and investigates why these students lack the lexical resources needed to produce multi-word chunks of their native language when writing in English. Twenty-nine advanced female students participated in her study, and her results indicated that despite receiving explicit instruction in collocations, the students lacked collocational knowledge. Gobert maintains that, "a possible explanation for this (lack of collocational knowledge) is that this type of lexical knowledge is acquired rather than learned. The impact on English language proficiency during one semester of study at a university was the focus of a study carried out by Storch and Hill in Australia in 2008. The researchers compared the scores of a sample of forty international students, predominantly from Southeast Asia. Scores were the result of a diagnostic English language test on reading and writing that was administered at the beginning and end of their first semester at the University of Melbourne. The authors conclude that, "for the majority of these students, studying in an English-medium university and being immersed in the L2 did lead to language improvement, even after just one semester" (p. 04.1). The authors also point out the possibility that other factors contributed to this improvement, such as language support and the immediate living environment (e.g., accommodation, friends, and language used at home).

Selmer (1999) asked Western expatriate business managers, mainly from the USA, France, Germany, Australia and Great Britain, to participate in a mail survey regarding their degree of adjustment, which was then mapped over time. The results showed that while the three dimensions of sociocultural adjustment, work adjustment, interaction adjustment and general adjustment, all showed a clear U-curve pattern

indicating a typical culture shock experience, no such pattern was displayed in the case of psychological adjustment as measured by their subjective well-being. Implications for Western expatriate business managers on the Chinese mainland and for companies assigning Western expatriates there are discussed.

Al-Nusair (2000) studied Saudi Arabian students' use of time, effort, and energy while attending American colleges and universities Al-Nusair used the fourth edition of the College Student Experiences Questionnaire (CSEQ) to assess student perceptions of the college experience, environment, and the educational gains of Saudi students in American higher educational institutions. Using a random sample of 275 participants from across the country, results revealed that Saudis were more involved in academic, scholarly, and conversational activities than an unidentified national comparison group. The findings also showed that Saudis were less involved in writing, interpersonal, and social activities, and were less satisfied with American colleges and universities. The results seemed to lend credence to the Contact Hypothesis by demonstrating that students who had greater contact with Americans reported higher levels of satisfaction than those with less contact.

Alreshoud and Koeske (1997) conducted a quantitative study of 85 Saudi Arabian students studying in American colleges and universities The instrument measured contact with Americans, attitudes toward Americans, understanding of the host country, desired contact, and other generalized measures. The results demonstrated that participants seldom had contact with Americans, had neither favorable nor unfavorable attitudes toward them, professed to have an adequate understanding of the US, and had little desire to engage in activities with Americans.

Shabeeb (1996) examines Saudi Arabian international students studying in six colleges and universities in eastern Washington by using the MISPI to help identify and investigate the adjustment problems that these students encounter. Shabeeb distributed the questionnaires to 150 students, received 103 usable responses, and found that both the everyday use and academic use of English was the most difficult adjustment problem. The findings further revealed that social problems were also a major concern for these students.

Al-Jasir (1993) chose 300 randomly selected Saudi students out of a pool of

2,447 studying across the country. The responses of 218 participants revealed that Saudis were generally satisfied with both their educational and social experiences. The participants, unlike those in previous studies, reported high levels of satisfaction with individual English language abilities. These findings may provide support for the assertion that students with high levels of English proficiency (perceived or actual) had superior psychosocial adjustment than those who lacked confidence and/or proficiency. Results also indicated that Saudis who had low levels of interaction with Americans were generally satisfied with that lack of social dealings.

**2.9 Relationship of the current study to previous studies**

After reviewing the previous studies concerning the variables of this research, the aspects of the agreement and its differences are illustrated within this study:

**Methodolog**y: This study is consistent with previous studies in their descriptive studies and in its sampling method to survey the population.

**Goals**: The current study is trying to shed light on the social and psychological challenges faced by scholarship Saudi students who are studying in foreign countries. This study shared the same goals and study variables as some previous studies: Alraddadi (2014), Caldwell (2013), Al-Jasir (1993) and Shaw (2009).

**Instrument of the Study**: The researcher used a questionnaire as a tool for collecting data from the sample of the study. The study tool was similar with that used in Alqarni (2017), Altamimi (2014), Mahmuda et al. (2010), Alqarni (2016), Alraddadi (2014), Caldwell (2013), Al-Jasir (1993) and Shaw (2009).

**Population and Sample of the Study**: The current study differed from all previous studies because it was applied to a sample of Saudi students during the period of 2017-2018.

Finally, the researcher tried to benefit from the previous studies in the current study in that they helped in formulating the problem of the study, set its questions, and in building the study instrument. The current study is trying to provide scientific references, data and information related to the social and psychological challenges faced by scholarship Saudi students who are studying in foreign countries. This will help decision makers in the Ministry of Higher Education in the Kingdom of Saudi Arabia support and pay more attention to scholarship programs.

**Chapter III**

**Methodology and field procedures**

**3.1. Method of Study**

In order to achieve the objectives of the study, the researcher used the descriptive analytical method, in which he tries to describe the phenomenon of the subject of the study, analyze its data, and consider the relationships between its components.

**3.2. Population of Study**

The study population consisted of all Saudi students enrolled in the US, UK, Canada, and Australia: their number of total of 75,485 students according to the Safir program at the Ministry of Education of Saudi Arabia (Ministry of Education, 2018), as shown in Table (1).

Table 1:Population of Study According to countries of scholarship

| Variables | Frequency | Percentage |
|-----------|-----------|------------|
| Australia | 4747 | 6% |
| Canada | 6366 | 9% |
| UK | 10815 | 14% |
| USA | 53557 | 71% |
| Total | 75485 | 100% |

The following figure shows the distribution of Saudi scholarship students in foreign countries according to their distribution in the scholarship countries.
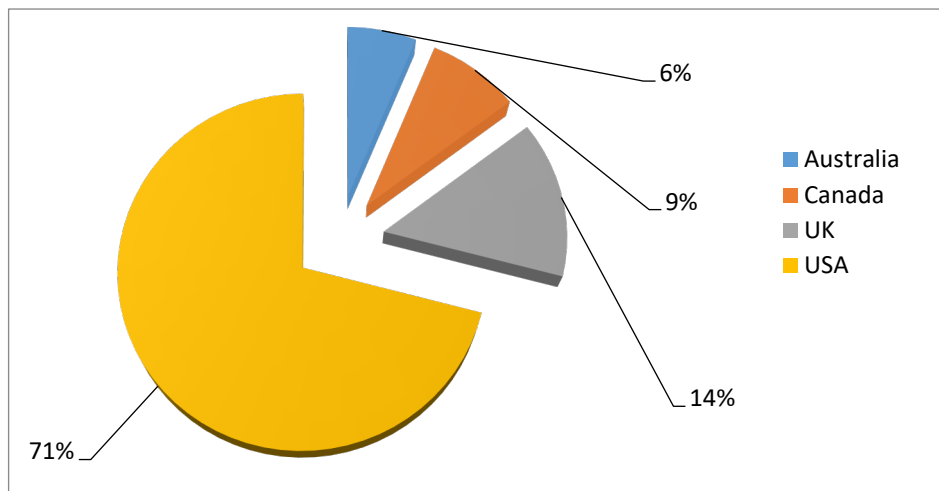


Figure 1: the distribution of Saudi scholarship students in foreign countries

### 3.3. The Study Sample

In a subsequent step, a group was randomly selected from the number of Saudi students who were sent to foreign countries (1446) according to what was available to the researcher, taking into account the levels of independent variables in each category as shown in Table (2).

Table 2: Sample categories according to the variable of study in percentages

| Variables | Frequency | Percentage |
|---|---|---|
| Gender | | |
| Male | 810 | 56% |
| Female | 636 | 44% |
| Academic level | | |
| Undergraduate | 447 | 31% |
| Postgraduate studies | 999 | 69% |
| English level before the scholarship | | |
| Excellent | 381 | 26% |
| Very good | 480 | 33% |
| Good | 372 | 26% |
| Poor | 213 | 15% |
| Period of Scholarship | | |
| At the beginning. | 99 | 7% |
| 2-3 months. | 42 | 3% |
| 3-6 months. | 75 | 5% |
| 6 -12 months. | 315 | 22% |
| At the end of the program | 915 | 63% |
| Residence in the country of scholarship | | |
| With family | 858 | 59% |
| Private accommodation | 390 | 27% |

| With host family | 60 | 4% |
|---|---|---|
| Private accommodation with colleagues | 138 | 10% |
| Total | 1446 | 100% |

Table (2) shows the percentage of males in the sample was 56%, while the percentage of females was 44% of the total sample, indicating that the percentage of male students was higher than females in foreign countries, as shown in the following figure:
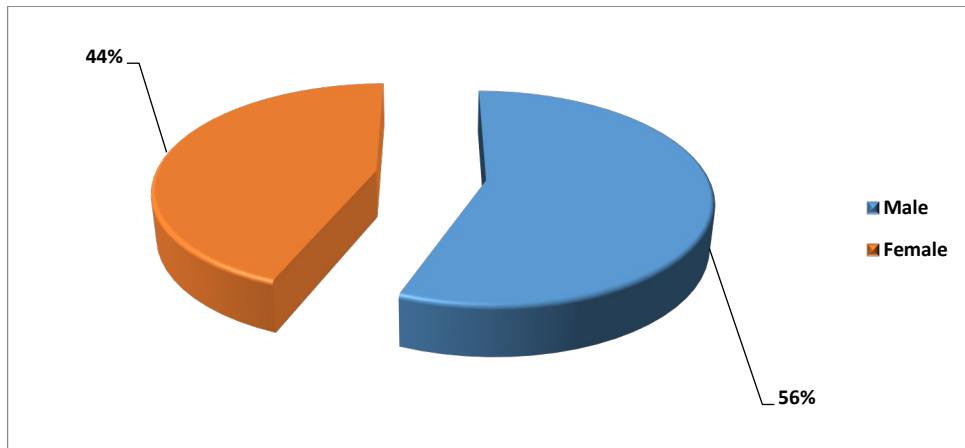


Figure 2: the distribution of Saudi scholarship students in foreign countries by Gender variable

As for academic level, 31% of scholarship students were university graduates, while 69% of students were graduates of postgraduate studies. This indicates that the percentage of scholarships for postgraduate studies was higher than that for students studying in foreign countries, as shown in the following figure:
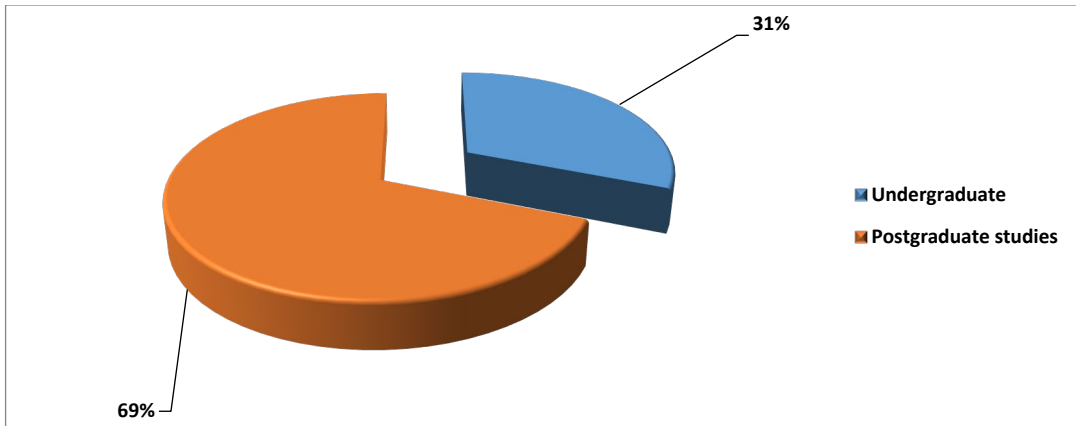
Figure 3: the distribution of Saudi scholarship students in foreign countries by academic level

As for the English language level variable, the percentage of who speak English excellently was 31%, the percentage of who speak English very well was 33%, the percentage who speak English well was 26%, and the percentage who speak English poorly was 15%; this indicates that the largest proportion of Saudi students have a level of proficiency in English that was very good, as shown in the following figure:
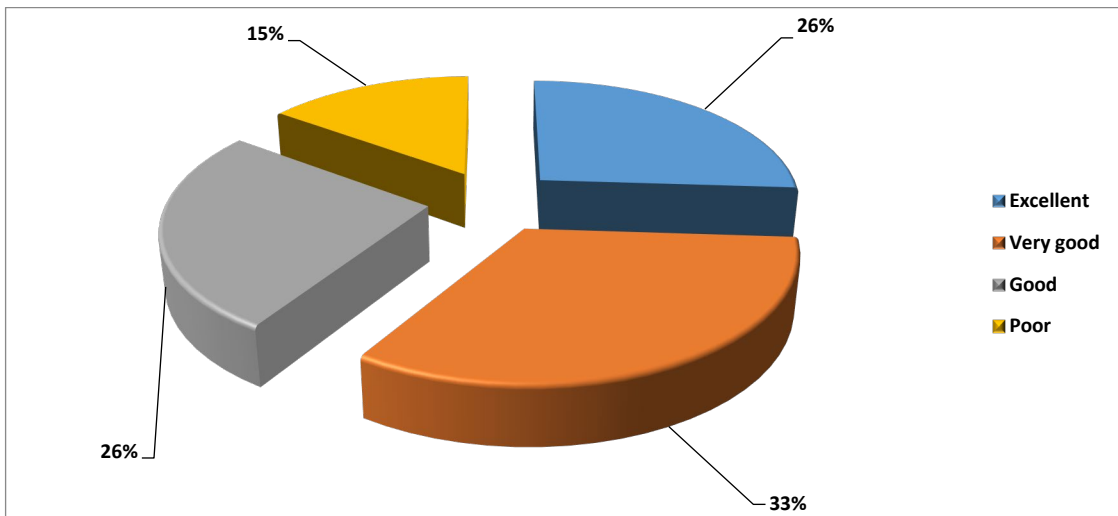


Figure 4: the distribution of Saudi scholarship students' level of English language proficiency before starting the scholarship program

As for the length of time in the country of scholarship, the percentage of those who were just starting the scholarship period was 7%, the percentage of those who had been in in the host country for 2-3 months was 3%, the percentage of those who had been in the country for 3-6 months was 5%, the percentage of those who had been in the host country for 6-12 months was 22%, and the percentage of those who were at the

end of the program was 63%. This indicates that the largest percentage of Saudi applicants was at the end of their program, as shown in the following figure:
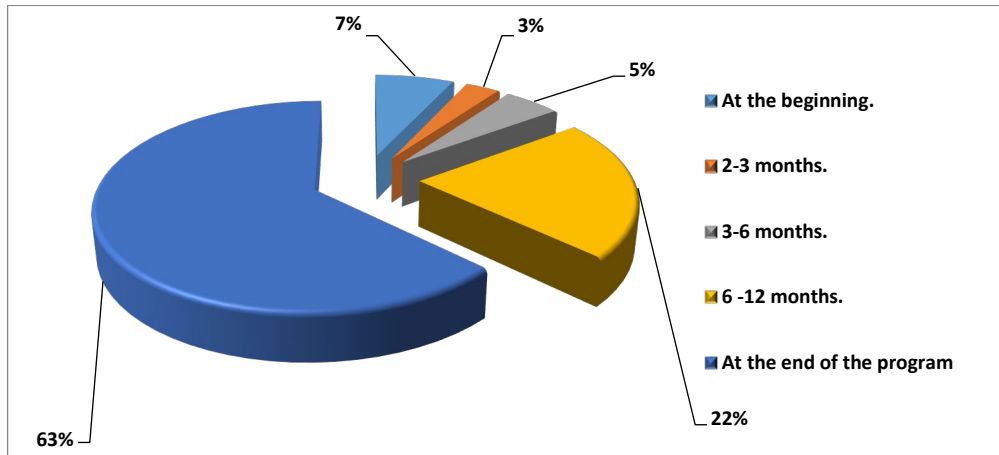


Figure 5: the distribution of the length of time Saudi scholarship students had spent in the host country.

As for the type of residence in the country of scholarship, the percentage of residents who lived with their family in the country of scholarship was 59%, the percentage of residents who lived alone in a private residence in the country of scholarship was 27%, the percentage of residents who lived with a host family in the country of scholarship was 4%, and the percentage of residents who lived with their colleagues in a private residence in the country of scholarship was 22%. This indicates that the largest percentage of Saudi students was made up of those who lived with their family in the country of scholarship, as shown in the following figure:
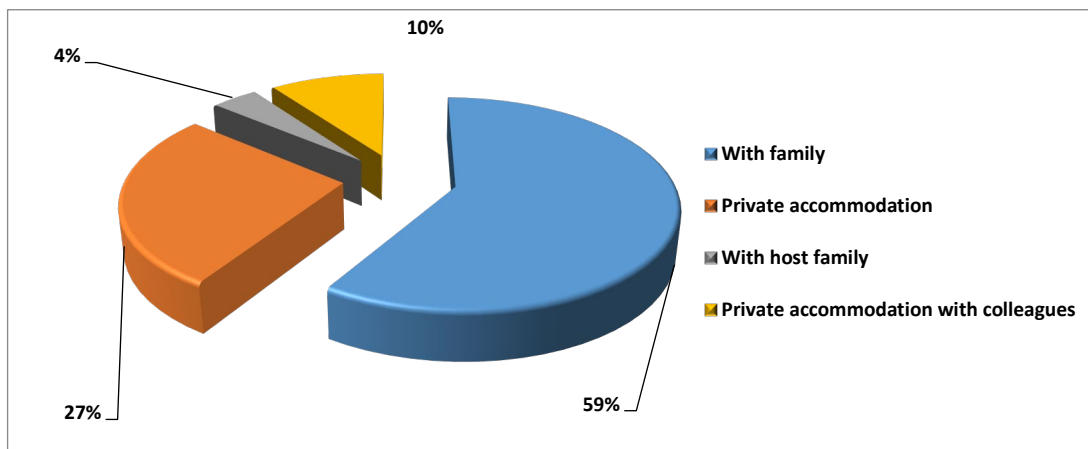


Figure 6: the distribution of Saudi scholarship students in foreign countries by residence in the country of scholarship

**3.4. Pilot study**

A sample of the survey sample (227) of the Saudi students who were sent to foreign countries were selected in a simple random way, according to what was available to the researcher collected from outside the study sample.

**3.5 Instrument of the Study**

To achieve the objectives of the study, a questionnaire was prepared for the social and psychological challenges Saudi scholarship students face when studying in foreign countries, consisting of 67 items, through:

Sources of information: Including all information related to the theoretical aspect of research, studies and university correspondence that related directly to the current subject.

Data sources: For providing data on the study, a questionnaire was constructed to examine the social and psychological challenges faced by for Saudi scholarship students studying in foreign countries.

**3.5.1. Part I: Instructions**

This section includes explanatory, verbatim statements of the sample for the whole study, which were first clarified after an amendment was made in proportion to the sample members and before they had started to answer the questionnaire. This section also includes the method used to test and record the answers, in addition to the explanatory account given to those who participate in the current study of the Saudi scholarships residing in each of the following countries: USA, UK, Canada, and Australia.

**3.5.2. Part II: Dimensions and items**

For providing the data for the study, a questionnaire was prepared for the social and psychological challenges facing the Saudi students studying in foreign countries. It consists of 67 items, divided into six main dimensions:

Dimension I: The social and psychological support that programs provided prior to the scholarship (4 items).

Dimension II: The social and psychological support provided during the first three months of scholarship (13 items).

Dimension III: Dealing with the new environment during the first three months

(14 items).

Dimension IV: Dealing with the new environment during the scholarship (19 items).

Dimension V: Identity and belonging to the ethnic group (11 items).

Dimension VI: Proposals to reduce psychological problems that result from the scholarship experience (6 items).

### 3.5.3. The Stages of Preparing the Study Instrument

Before preparation of the questionnaire, the items of each dimension were determined along with the information that the researcher wished to obtain in light of the study questions and the objectives sought by the study. Among several sources, these included:

Review of the theoretical literature and previous studies that dealt with the subject of scholarship in Saudi Arabia, the psychological and social challenges facing the scholarship, and research related directly or indirectly to the subject of the current study: Gobert, 2007; Hu & Jacob, 2008; Shaw, 2009; Hofer, 2009; Mahmuda et al., 2010; Ikeguchi, 2012; Roy, 2013; Wenhua & Zhe, 2013; Caldwell, 2013; Heyn, 2014; Li et al., 2014; Altamimi, 2014; Charles & Albasri, 2014; Alraddadi, 2014; Alqarni, 2016; Lee, 2016; and Alqarni, 2017.

The basic dimensions of the study instrument have been determined, as shown in Annex 1.

The questionnaire consists of two sections: the first section is the introduction, which included the objective of the study and its variables. The second section is devoted to the questionnaire related to the psychological and social challenges faced by the Saudi students abroad, which includes 67 items.

### 3.5.4. The Instrument Correction Key

The responses to the study instrument were graded according to a five-point Likert scale, strongly agree, agree, no opinion, disagree, strongly disagree, and the estimates were given (5, 4, 3, 2, 1) respectively. The social and psychological challenges facing scholarships for Saudi students studying in foreign countries ranged from 67 at the lowest and 335 at the highest level, and to determine the levels of social and psychological challenges, they were divided into three levels (low, medium, high).

For each weighted mean, the standard correction was determined accordingly:

From 1.00 - 2.33: a low level of social and psychological support programs that poses challenges to scholarships for Saudi students studying in foreign countries.

From 3.67 - 2.34 a medium level of social and psychological support programs offered for the challenges facing scholarships for Saudi students studying in foreign countries.

From 5.00 - 3.68: a high level of social and psychological support programs for the challenges facing scholarships for Saudi students studying in foreign countries.

### 3.5.6. Experimentation of the study instrument

The psychometric properties were verified as complementary to the questionnaire, as follows:

#### 3.5.6.1 The validity of the instrument

The validity of the instrument was calculated in two ways: face validity and discriminatory validity.

##### 3.5.6.1.1. Face Validity

The questionnaire of the social and psychological challenges facing the Saudi students studying in foreign countries was presented, consisting of 67 items and distributed in six main dimensions, in its preliminary form to a group of 11 arbitrators from specialists in psychology, education, and sociology in the Kingdom of Saudi Arabia in order to determine the relevance of the item to each dimension, identify the clarity of the items, and to evaluate the importance of the items. From there, the specialists could add what they saw that did not fit in the tool. It turned out that most of the arbitrators agreed with the validity of the items as belonging to the fields of study, and in view of that fact, the tool was seen as ready for implementation.

##### 3.5.6.1.2. Discriminatory Validity (peripheral comparisons)

The discriminatory validity (peripheral comparisons) had been extracted and was applied to an experimental sample consisting of 227 individuals outside the sample of the basic study, by ranking the sample of the study in descending order in each dimension of the survey questionnaire for each part. From there, the overall score of the questionnaire, the degrees were divided into upper and lower extremities and taking 27% of the highest and lowest degrees ($27\% \times 227 = 61$). Then the arithmetical mean

and the standard deviation of the two levels were calculated and the value of t of Student was calculated between the two levels. Table (3) explains this:

Table 3: Means, standard deviations and t tests for the differences between the top and bottom categories to survey the social and psychological challenges facing Saudi scholarship students studying in foreign countries (N= 122)

| Dimensions of the Study | Categories | Means | Standard Deviations | t- Value | Probable Value |
|---|---|---|---|---|---|
| Social and psychological support programs provided prior to the scholarship | Low category | 8.770 | 2.552 | 23.212- | 0.000* |
| | High category | 16.688 | 0.7646 | | |
| Social and psychological support during the first three months of scholarship | Low category | 39.918 | 5.791 | 18.748- | 0.000* |
| | High category | 55.442 | 2.878 | | |
| Dealing with the new environment during the first three months | Low category | 38.754 | 8.152 | 21.742- | 0.000* |
| | High category | 62.868 | 2.929 | | |
| Dealing with the new environment during the scholarship | Low category | 56.049 | 9.118 | 19.947- | 0.000* |
| | High category | 81.524 | 4.043 | | |
| Identity and belonging to the ethnic group | Low category | 31.508 | 4.897 | 21.076- | 0.000* |
| | High category | 46.868 | 2.901 | | |
| Proposals to reduce psychological problems resulting from | Low category | 18.967 | 2.828 | 22.399- | 0.000* |
| | High | 27.803 | 1.222 | | |

| scholarship | category | | | | |
|---|---|---|---|---|---|
| Total | Low category | 212.131 | 29.853 | 16.100- | 0.000* |
| | High category | 278.163 | 11.612 | | |

The results showed that there were significant differences between the High and low categories at a significant level (0.05) on the dimensions referred to in the previous table indicating the veracity of the scale in all its paragraphs.

### 3.5.6.1.3. Construct Validity

In order to achieve the construction validity of the questionnaire, the correlation coefficient between the item and the total score of the dimension to which it belongs was calculated to infer the homogeneity between items of the instrument and the dimension to which it belongs. This was by extracting the values of the Pearson correlation coefficient between the item and the dimension to which it belongs. Table 4 shows these links.

Table 4: The correlation coefficients of the expression are the total grade of the dimension (N = 227)

| N | Dimension I | Dimension II | Dimension III | Dimension IV | Dimension V | Dimension V I |
|---|---|---|---|---|---|---|
| 1 | 0.770 | 0.586 | 0.599 | 0.524 | 0.490 | 0.361 |
| 2 | 0.690 | 0.595 | 0.613 | 0.510 | 0.326 | 0.685 |
| 3 | 0.765 | 0.493 | 0.712 | 0.685 | 0.313 | 0.766 |
| 4 | 0.631 | 0.512 | 0.715 | 0.657 | 0.466 | 0.759 |
| 5 | | 0.480 | 0.616 | 0.706 | 0.433 | 0.599 |
| 6 | | 0.350 | 0.614 | 0.633 | 0.429 | 0.707 |
| 7 | | 0.485 | 0.614 | 0.629 | 0.563 | |
| 8 | | 0.300 | 0.712 | 0.620 | 0.650 | |
| 9 | | 0.385 | 0.517 | 0.629 | 0.661 | |
| 10 | | 0.400 | 0.707 | 0.642 | 0.619 | |
| 11 | | 0.518 | 0.612 | 0.464 | 0.645 | |
| 12 | | 0.467 | 0.630 | 0.429 | | |

| 13 | | 0.463 | 0.638 | 0.368 | | |
|----|--|-------|-------|-------|--|--|
| 14 | | | 0.415 | 0.448 | | |
| 15 | | | | 0.472 | | |
| 16 | | | | 0.452 | | |
| 17 | | | | 0.413 | | |
| 18 | | | | 0.464 | | |
| 19 | | | | 0.301 | | |

It is clear from Table 4 that the correlation coefficients between the item and the dimensions to which they belong ranged between (0.300-0.770). These results reinforce the construction reliability of the scale.

For the interpretation of correlation coefficients, refer to the following table proposed by Ebel (1979):

If the correlation coefficient of the paragraph is higher than or equal to 0.40, the paragraph is acceptable and advised to keep it.

If the correlation coefficient of the paragraph is between 0.30-0.39, the paragraph is acceptable.

If the correlation coefficient of the paragraph is between 0.20-0.29, the paragraph needs a reasonable amendment.

If the correlation coefficient of the paragraph is less than 0.20, it is recommended that the paragraph be deleted or modified substantially.

The accuracy of the construction of the scale was verified by calculating the internal correlation coefficients between the six dimensions of the scale, as shown in Table 5, after making all the degrees on the dimensions of the scale equal. The strong dimension was multiplied by 0.857 and the talent dimension by 1.2. The degrees on all dimensions are equal and range from 6 degrees to 30 degrees.

Table 5: Internal correlation coefficients between the six components of the questionnaire
(N = 227)

| Dimensions | Dimension II | Dimension III | DimensionIV | DimensionV | Dimension VI |
|---|---|---|---|---|---|
| Dimension I | 0.487* | 0.158* | 0.180** | 0.141* | 0.013* |
| Dimension II | | 0.466** | 0.443** | 0.380** | 0.206** |
| Dimension III | | | 0.538** | .4700** | .2780** |
| Dimension IV | | | | **0.546 | **0.329 |
| Dimension V | | | | | **0.381 |
| Dimension VI | | | | | |

Table 5shows the internal correlation coefficients between the six components of the questionnaire, and it was found that *P** .0.01≥P0.05≥

### 3.5.6.2. Reliability

To verify the reliability of the instrument, refer to the following ways:

### 3.5.6.2.1 Cronbach's Alpha

Determine the reliability of the dimensions of the scale using the Cronbach's Alpha equation as shown in Table 6.

Table 6: Alpha Cronbach Coefficients for Reliability of the Questionnaire (N=227)

| Dimensions of the Study | N | Cronbach's Alpha |
|---|---|---|
| Social and psychological support programs provided prior to the scholarship | 4 | 0.674 |
| Social and psychological support during the first three months of scholarship | 13 | 0.704 |
| Dealing with the new environment during the first three months | 14 | 0.876 |
| Dealing with the new environment during the scholarship | 19 | 0.857 |
| Identity and belonging to the ethnic group | 11 | 0.726 |
| Proposals to reduce psychological problems that result from the scholarship experience | 6 | 0.698 |
| Total | 67 | 0.920 |

Table 6 shows that the values of reliability coefficients for the dimensions of the

questionnaire ranged between 0.701 - 0.876, and the reliability coefficient of the scale as a whole for the total sample was 0.920. In general, the Cronbach's Alpha reliability coefficients showed acceptable reliability indicators. None of the reliability coefficients were below 0.70 which is an acceptable indicator in the current study. The measurement scientists classify reliability coefficients as follows: the appropriate reliability coefficient is 0.70 and above and the reliability coefficient is high if it is 0.80 and above, medium if it is between 0.60-0.70, and low if it is lower than .60 (Abu Hashim, 2006).

**3.5.6.2.2 Split-Half Reliability**

In split-half reliability, we divide all items that purport to measure the same construct into two sets. The best way to do this is to put all of the odd items in one set and the even items in the other and then calculate the correlation coefficient between the two halves using the Pearson equation. Lastly, we add the correction factor using the Spearman-Brown equation and Guttman equation.

**Table 7: Split-Half reliability of the dimensions (N=227)**

| Cronbach's Alpha For the first half | Cronbach's Alpha For the second half | Spearman-Brown | Guttman |
|---|---|---|---|
| 0.880 | 0.869 | 0.759 | 0.755 |

It is clear from the above table. The total Split-Half Spearman-Brown coefficient was 0.759 while the Guttman coefficient was 0.755, which are acceptable reliability coefficients and are statically significant.

**3.6. Study procedures**

After reviewing the relevant studies and research, the study instruments that represented the questionnaire to address the social and psychological challenges faced by Saudi scholarship students studying in foreign countries was prepared.

I first presented the questionnaire to a group of arbitrators, deleted, and added some paragraphs. I then extracted the coefficients of the validity and reliability.

After the arbitration of the questionnaire, it was given to the members of the study sample through communication via friends and distributed to social media through an electronic link: https://goo.gl/forms/cGJ6HNaKG5UqTL2C2

After the questionnaires were collected from the study sample, the responses were coded, appropriate statistical analysis was conducted, and the results interpreted.

**3.7. Statistical Methods**

SPSS version 15.0 was used to analyze the results. The statistical methods used in this study are summarized in the following methods:

- Means and standard deviations. Pearson correlation coefficient and Cronbach's Alpha;
- T-test;
- MANOVA test with the Scheffe comparison test.

**Chapter IV**

**Study Results and Explanation**

### 4.1. Results related to answering and discussing the first question

First Question: What are the psychological and social challenges facing Saudi scholarship students studying in foreign countries?

To answer this question, the arithmetical means and standard deviations of responses of the sample calculated for the dimensions of the study instrument are used.

The first dimension: social and psychological support programs provided prior to the scholarship as shown in the following table:

Table 8: Means. Standard deviations and ranks

| N | Items | Means | Standard deviations | Rank | Order |
|---|---|---|---|---|---|
| 1 | Student gatherings | 3.195 | 1.372 | medium | 4 |
| 2 | Personal searching on the Internet | 3.749 | 1.039 | High | 1 |
| 3 | Change the mental image of the recipient after receiving social and psychological support before the scholarship. | 3.514 | 1.122 | medium | 2 |
| 4 | The time was enough to prepare for your study and stay abroad prior to the scholarship | 3.332 | 1.199 | medium | 3 |
| | Total degree of dimension | 3.447 | 0.843 | Medium | |

It is clear from Table 8 that the arithmetic average of the total score of the dimension reached 3.447 according to the "Likert" scale and a standard deviation of 0.843 – this dimension consists of 4 items. It has averages ranging from medium to high – their deviations range from 1.039 to 1.372. This indicates a low degree of dispersion between the responses of the study sample from the general average indicating homogeneity of the responses. The following figure illustrates this:
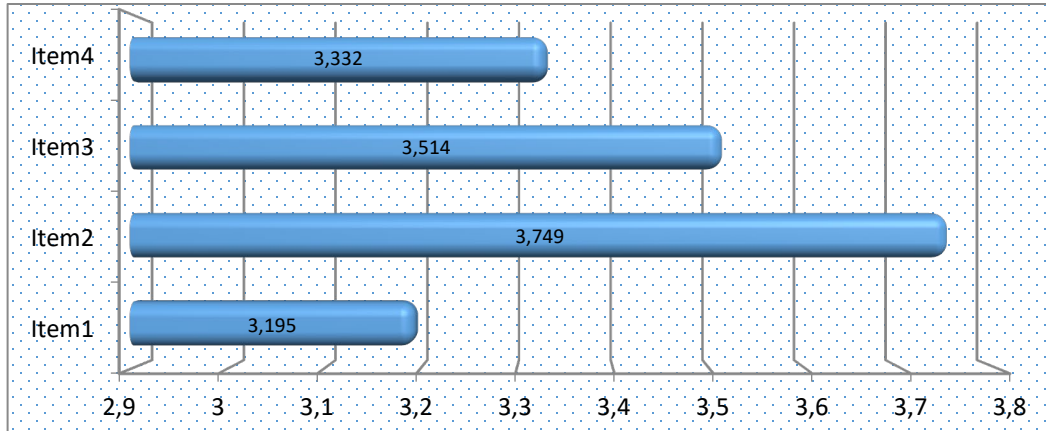
Figure 7: shows the average items the social and psychological support programs provided prior to the scholarship.

The second dimension: Social and psychological support during the first three months of scholarship, as shown in the following table:

Table 9: Means standard deviations and ranks of the dimension of social and psychological support during the first three months of the scholarship

| N | Items | Means | Standard deviations | Rank | Order |
|---|-------|-------|---------------------|------|-------|
| 1 | Cultural scholarship | 2.435 | 1.374 | Medium | 13 |
| 2 | Student club | 2.850 | 1.431 | Medium | 12 |
| 3 | Former students | 3.848 | 1.1490 | High | 6 |
| 4 | Family and friends at home | 4.070 | 1.006 | High | 5 |
| 5 | Converting the mental image of the inventor of reality in the new country after receiving social and psychological support | 3.713 | 0.916 | High | 8 |
| 6 | Recognizing the differences between the culture of the country of scholarship and the culture of Saudi Arabia | 4.417 | 0.674 | High | 2 |
| 7 | Recognizing the existence of many pros in Saudi Arabia | 3.827 | 1.226 | High | 7 |

| | | | | | |
|---|---|---|---|---|---|
| 8 | Clear changes in the personality of the scholarship students are noticed during the vacation | 4.249 | 0.835 | High | 3 |
| 9 | Appreciating the way your family receives you more than before | 4.417 | 0.868 | High | 1 |
| 10 | Return to Saudi Arabia after the end of the scholarship | 4.213 | 1.055 | High | 4 |
| 11 | Wrong understanding of freedom | 3.703 | 1.238 | High | 9 |
| 12 | Living in a self-defense spiral to improve the image in front of those who deal with it | 3.614 | 1.1438 | Medium | 10 |
| 13 | Misunderstanding of regulations (laws) in the country of scholarship. | 3.410 | 1.1693 | Medium | 11 |
| | Total degree of dimension | 3.751 | 0.509 | High | |

It is clear from Table 9 that the arithmetic average of the total score of the dimension reached 3.751, according to the "Likert" scale and a standard deviation of 0.509 – this dimension consists of 13 items. It has averages ranging from medium to high – their deviations ranged from 0.674 to 1.431. This indicates a low degree of dispersion between the responses of the study sample from the general average, indicating homogeneity of the responses. The following figure illustrates this:
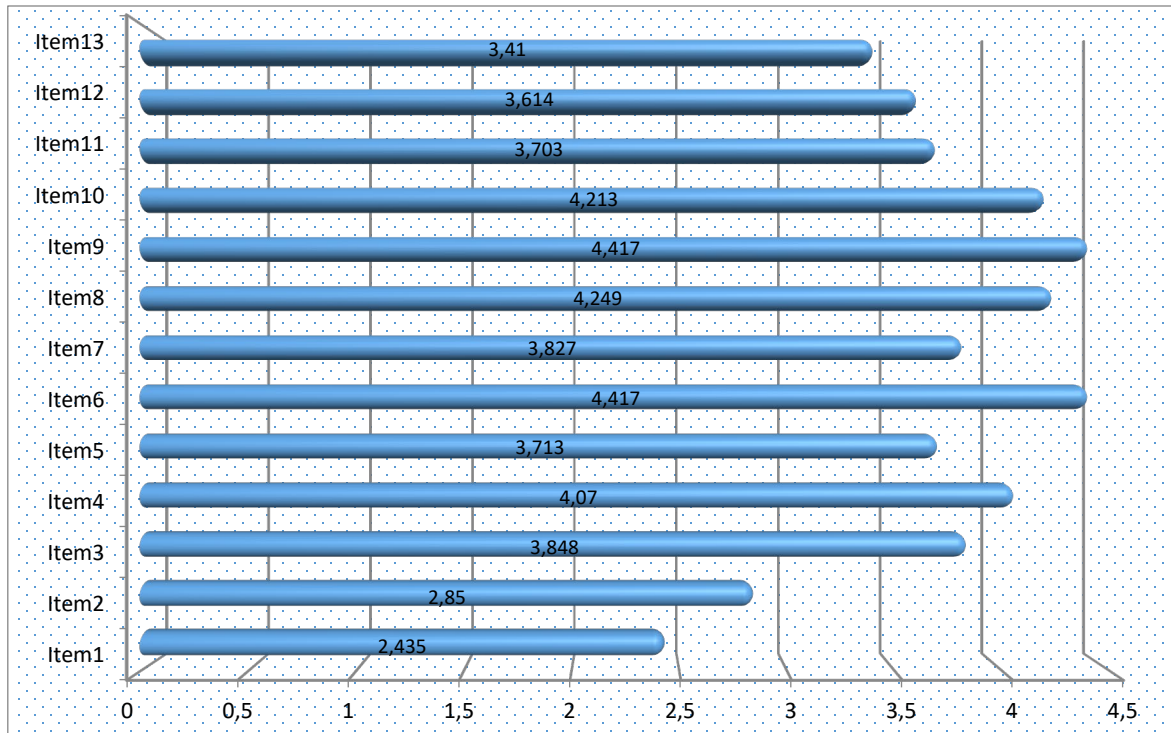
Figure 8: the average social and psychological support during the first three months of scholarship.

The third dimension: Dealing with the new environment during the first three months, as shown in the following table:

Table 10: Means standard deviations and ranks of the dimension of dealing with the new environment during the first three months

| N | Items | Means | Standard deviations | Rank | Order |
|---|---|---|---|---|---|
| 1 | Food | 3.597 | 1.256 | Medium | 12 |
| 2 | Climate | 3.647 | 1.200 | Medium | 9 |
| 3 | In the submitted effort to deal with the new environment | 4.022 | 0.971 | High | 3 |
| 4 | Difficulty in dealing with people in the new environment | 3.877 | 1.093 | High | 7 |
| 5 | Values (religion) | 3.417 | 1.266 | Medium | 13 |
| 6 | Language | 3.939 | 1.101 | High | 4 |

| 7 | Academic issues | 4.110 | 0.965 | High | 2 |
|---|---|---|---|---|---|
| 8 | Joint education (male and female) | 3.610 | 1.209 | Medium | 11 |
| 9 | Parents are expected to return with a scientific degree of additional pressure during the scholarship | 3.914 | 1.250 | High | 5 |
| 10 | Sense of homesickness during the first three months of the scholarship | 3.618 | 1.255 | Medium | 10 |
| 11 | Feeling of cultural shock during the first three months of the scholarship | 3.892 | 1.293 | High | 6 |
| 12 | The difficulty of integration (melting) in the new culture during the first three months of the scholarship | 3.666 | 1.161 | Medium | 8 |
| 13 | Continued desire to leave the country of scholarship during the first three months of the scholarship | 2.941 | 1.476 | Medium | 14 |
| 14 | Communicate periodically with your family and friends during the first three months of the scholarship | 4.145 | 0.913 | High | 1 |
| | Total degree of dimension | 3.742 | 0.723 | High | |

It is clear from Table 10 that the arithmetic average of the total score of the dimension reached 3.742 according to the Likert scale and a standard deviation of 0.723 – this dimension consists of 14 items. It got averages ranging from medium to high – their deviations ranged from 0.913 to 1.476. This indicates a low degree of dispersion between the responses of the study sample from the general average, indicating homogeneity of the responses. The following figure illustrates this:
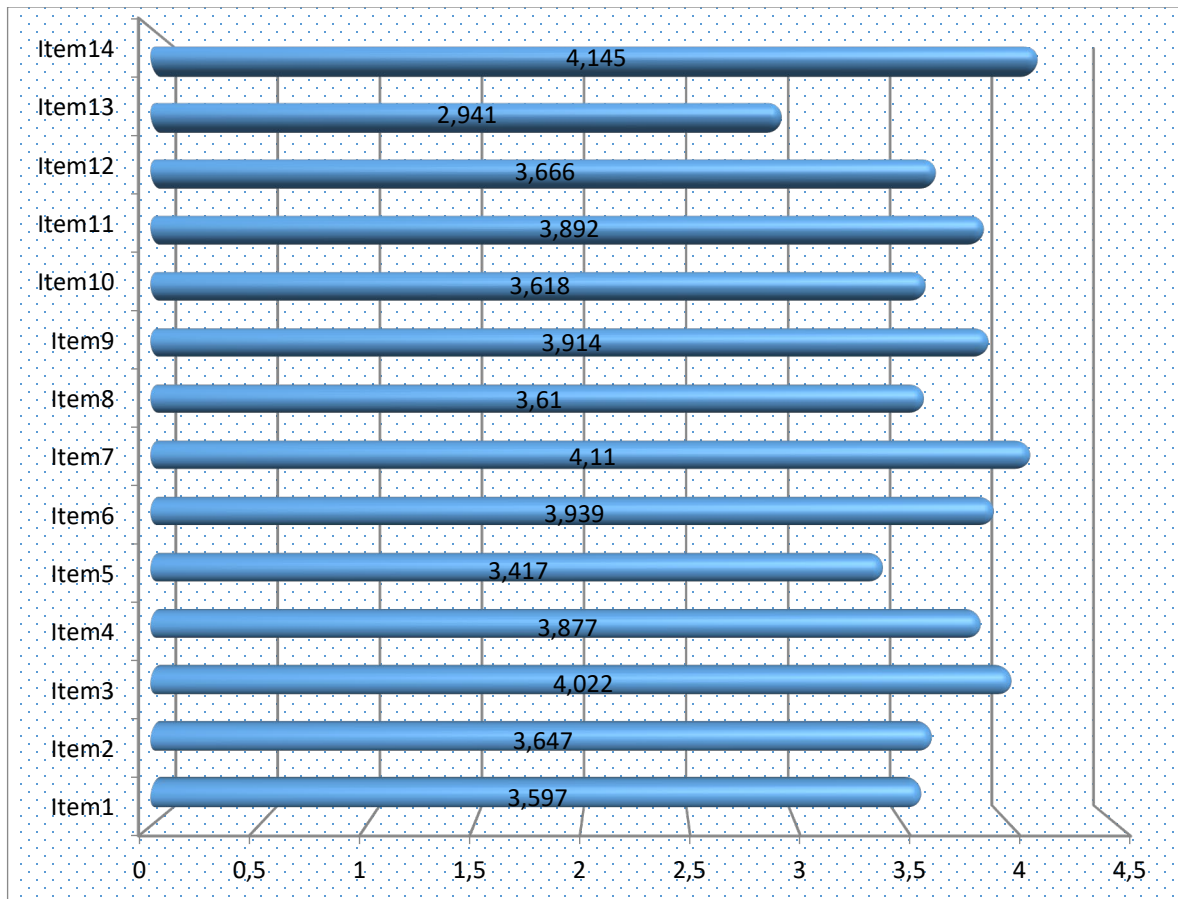
Figure 9: shows the average dealing with the new environment during the first three months.

From Figure 9 we find that item 14 was the most common, which is "Communicate periodically with your family and friends during the first three months of the scholarship." It has the high average on the dimension dealing with the new environment during the first three months, from the point of view of the Scholarship Students.

The Fourth dimension: Dealing with the new environment during the scholarship as shown in the following table:

Table 11: means standard deviations and ranks of the dimension of dealing with the new environment during the scholarship.

| N | Items | Means | standard deviations | Rank | Order |
|---|-------|-------|---------------------|------|-------|
| 1 | Long item goals (e.g., finding a good job) | 3.890 | 1.218 | High | 5 |
| 2 | Career choice? (e.g., deciding on a trade) | 3.852 | 1.067 | High | 6 |
| 3 | Sexual orientation and behavior? (e.g., feeling confused about sexual preferences. intensity of sexual needs, etc.) | 3.292 | 1.291 | Medium | 17 |
| 4 | Friendships? (e.g., experiencing a loss of friends. change in friends, etc.) | 3.686 | 1.206 | High | 14 |
| 5 | Values or beliefs? (e.g., feeling confused about what is right or wrong, etc.) | 3.290 | 1.313 | Medium | 18 |
| 6 | Group loyalties? (e.g., belonging to a club. university group, etc.) | 3.172 | 1.284 | Medium | 19 |
| 7 | Please rate how much uncertainty over these issues has interfered with your life (e.g., stopped you from doing things you are used to do or being happy) | 3.728 | 0.948 | High | 10 |
| 8 | How long (if at all) have you felt upset, distressed or worried over these issues as a whole? (use rating scale below) | 3.796 | 0.909 | High | 8 |
| 9 | Please rate your overall level of discomfort about all the above issues as a whole (how bad they made you feel) | 3.726 | 0.998 | High | 11 |
| 10 | When during the program did you | 3.666 | 1.048 | Mediu | 15 |

| | | | | | |
|---|---|---|---|---|---|
| | feel upset, distressed or worried over these issues as a whole? | | | m | |
| 11 | You should try to live in your scholarship country according to their customs | 3.755 | 1.001 | High | 9 |
| 12 | You should try to fully participate in the life of this society. | 3.688 | 0.993 | High | 12 |
| 13 | You have the opportunity to take full part in your scholarship country society | 3.927 | 0.818 | High | 4 |
| 14 | Their visions about life | 4.190 | 0.726 | High | 1 |
| 15 | Theirs and your habits and customs in food | 3.813 | 0.986 | High | 7 |
| 16 | Your hygiene habits | 3.435 | 1.263 | Medium | 16 |
| 17 | The way you speak and communicate with people | 4.184 | 0.789 | High | 2 |
| 18 | Your beliefs about male-female relationships | 3.686 | 1.206 | High | 13 |
| 19 | The education you provide for your children | 4.101 | 0.799 | High | 3 |
| | Total degree of dimension | 3.730 | 0.532 | | High |

It is clear from Table 11 that the arithmetic average of the total score of the dimension reached 3.730 according to the Likert scale and a standard deviation of

0.532 – this dimension consists of 19 items. It has averages ranging from medium to high, and their deviations range from 0.726 to 1.313. This indicates a low degree of dispersion between the responses of the study sample from the general average, indicating homogeneity of the responses. The following figure illustrates this:
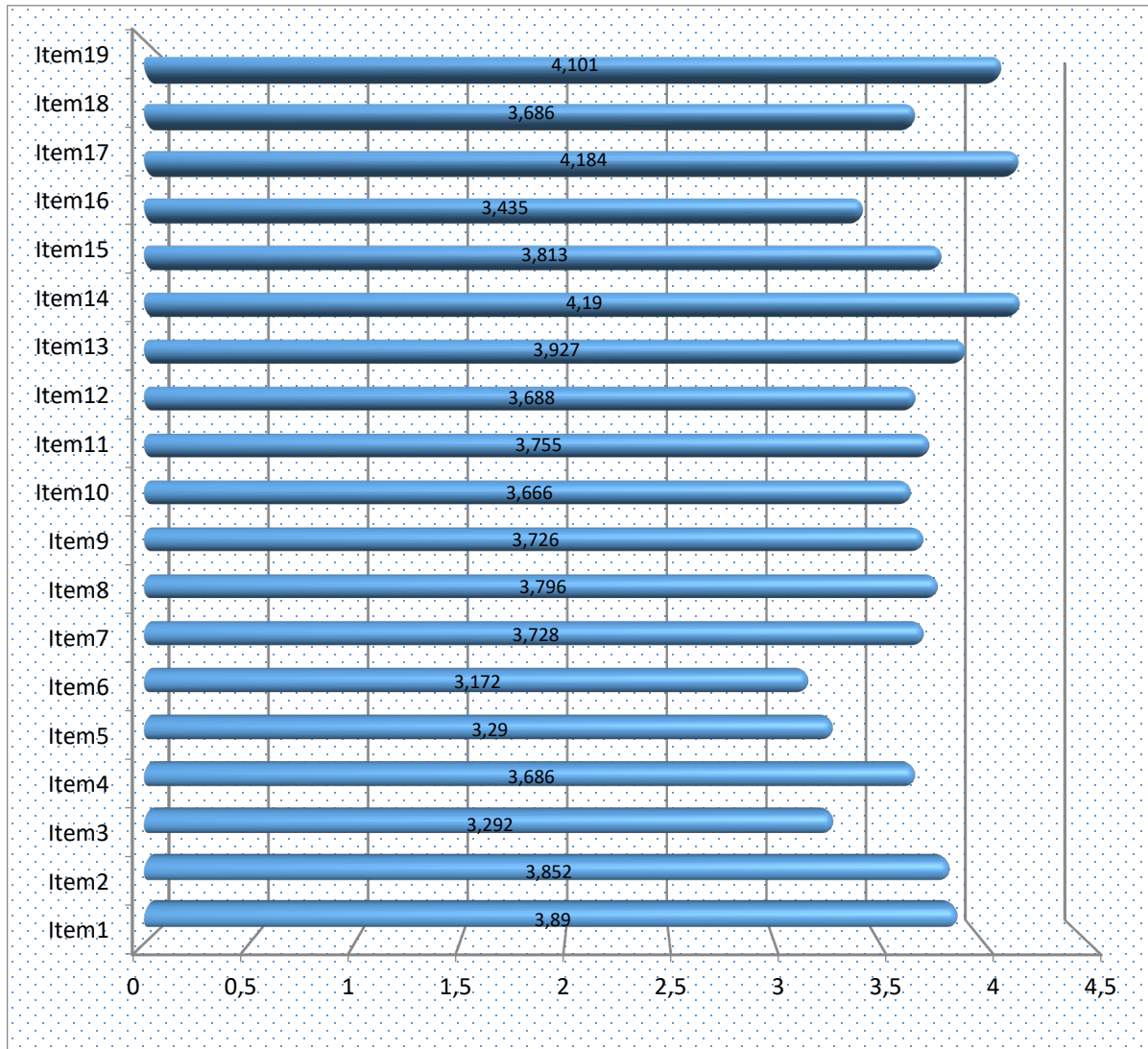


Figure 10 shows the average of student experience in dealing with the new environment during the scholarship

From Figure 10 we find that item 14 came first, which is "Their visions about life." It has the high average on the dimension dealing with the new environment during the scholarship, from the point of view of the Scholarship Students.

The Fifth dimension: Identity and belonging to the ethnic group as shown in the following table:

Table 12 Means, standard deviations, and ranks of the dimension of identity and belonging to the ethnic group.

| N | Items | Means | standard deviations | Rank | order |
|---|---|---|---|---|---|
| 1 | I have a strong sense of belonging to my own ethnic group. | 3.856 | 1.057 | High | 4 |
| 2 | I feel good about my cultural or ethnic background. | 4.155 | .8240 | High | 1 |
| 3 | In order to learn more about my ethnic background I have often talked to other people about my ethnic group. | 3.898 | .9130 | High | 3 |
| 4 | I am active in organizations or social groups that include mostly members of my own ethnic group. | 3.116 | 1.317 | medium | 10 |
| 5 | I have a clear sense of my ethnic background and what it means for me | 3.968 | 0.916 | High | 2 |
| 6 | I participate in cultural practices of my own group such as special food, folklore or customs. | 3.603 | 1.220 | Medium | 6 |
| 7 | There are times when I think no one understands me. | 3.805 | 1.172 | High | 5 |
| 8 | I sometimes find it hard to make friends | 3.435 | 1.292 | Medium | 8 |
| 9 | Sometimes I feel that people in the new community do not accept me | 3.244 | 1.268 | Medium | 9 |
| 10 | Sometimes I find it hard to trust people in my new community | 2.950 | 1.232 | Medium | 11 |
| 11 | I find that I do not feel comfortable when I am with other people | 3.535 | 1.145 | Medium | 7 |

| Total degree of dimension | 3.596 | 0.587 | High |
|---|---|---|---|

It is clear from Table 12 that the arithmetic average of the total score of the dimension reached 3.596 according to the Likert scale and a standard deviation of 0.587 – this dimension consists of 11 items. It has averages ranging from medium to high, their deviations ranged from 0.824 to 1.292. This indicates a low degree of dispersion between the responses of the study sample from the general average, indicating homogeneity of the responses. The following figure illustrates this:
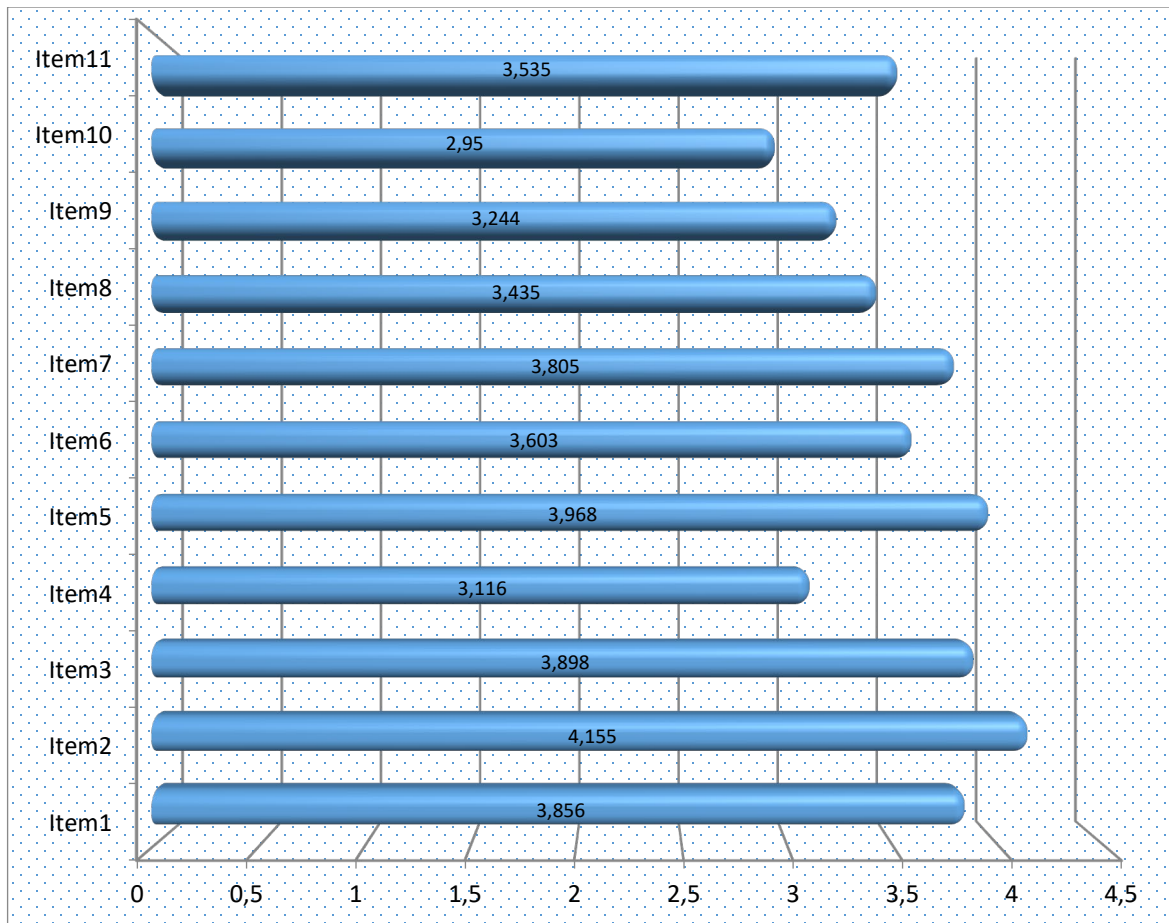


Figure 11 shows the average of items related to identity and belonging to the ethnic group.

The sixth dimension: proposals to reduce psychological problems that result from the scholarship experience as shown in the following table:

Table 13: Means, standard deviations, and ranks of the dimension of proposals to reduce psychological problems resulting from scholarship

| N | Items | Means | standard deviations | Rank | Order |
|---|-------|-------|---------------------|------|-------|
| 1 | The need to prepare psychosocial measures to measure the extent to which the student benefited from the programs provided. | 2.697 | 1.078 | Medium | 6 |
| 2 | The necessity of activating the social communication between the Saudi scholarship students in the country of scholarship during the main events and social networking sites. | 4.043 | .9200 | High | 4 |
| 3 | The importance of preparing guidance programs to help students adhere to the culture of the original society. | 4.294 | .9640 | High | 3 |
| 4 | The need to prepare programs to raise the awareness of students of the nature of the problems that they may face. | 4.371 | .7630 | High | 2 |
| 5 | The presence of a social worker in the Cultural Scholarship. | 3.973 | 1.118 | High | 5 |
| 6 | The need to choose the student scholarships according to scientific bases and standards. | 4.431 | .7970 | High | 1 |
| | Total degree of dimension | 3.811 | 0.577 | High | |

It is clear from Table 13 that the arithmetic average of the total score of the dimension reached 3.811 according to the Likert scale and a standard deviation of 0.577 – this dimension consists of 6 items. It has averages ranging from medium to high – their deviations ranged from 0.763 to 1.078. This indicates a low degree of

dispersion between the responses of the study sample and the general average, indicating homogeneity of the responses. The following figure illustrates this:
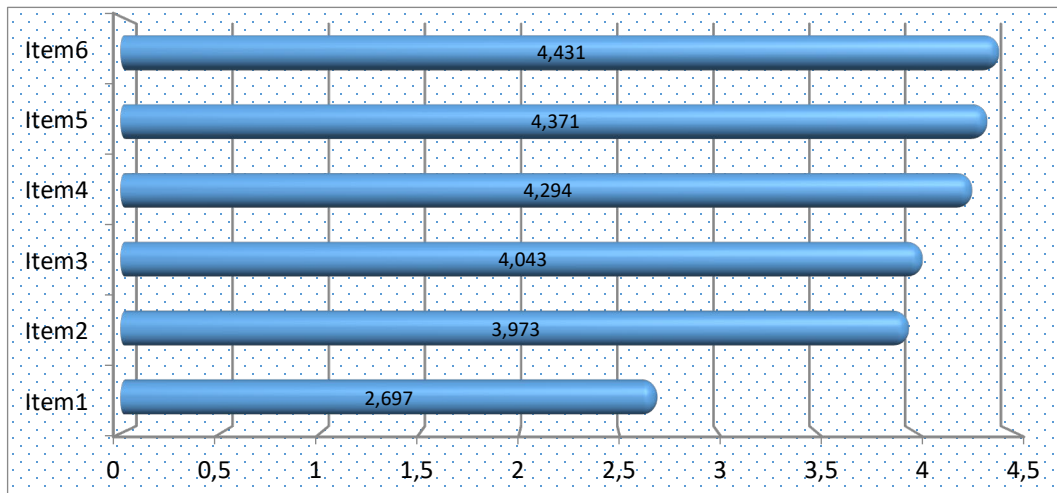


Figure 12 shows the average of items that propose to reduce psychological problems resulting from the scholarship.

From Figure 12 we find that item 6 came first, which is "The need to choose the student scholarships according to scientific bases and standards." It has the high average on the dimension of the proposals to reduce psychological problems that result from the scholarship, from the point of view of the Scholarship Students.

The computational averages of the six dimensions representing the challenges faced by Saudi students in foreign countries were calculated as follows:

Table 14: Means, standard deviations, and ranks of the dimensions of challenges faced b6
Saudi Scholarship students studying in foreign countries

| N | Dimensions | Means | standard deviations | Rank | Order |
|---|------------|-------|---------------------|------|-------|
| 1 | Social and psychological support programs provided prior to the scholarship | 4 | 3.447 | Medium | 6 |
| 2 | Social and psychological support during the first three months of scholarship | 14 | 3.742 | High | 3 |
| 3 | Dealing with the new environment during the first three months | 19 | 3.730 | High | 4 |

| | | | | | |
|---|---|---|---|---|---|
| 4 | Dealing with the new environment during the scholarship | 11 | 3.596 | Medium | 5 |
| 5 | Identity and belonging to the ethnic group | 13 | 3.751 | High | 2 |
| 6 | Proposals to reduce psychological problems resulting from scholarship. | 6 | 3.811 | High | 1 |
| Total degree of questionnaire | | 67 | 3.719 | High | |

It is clear from Table 14 that the arithmetical average of the total score of the questionnaire reached 3.719 according to the Likert scale and obtained averages range from medium to high. The following figure illustrates this:
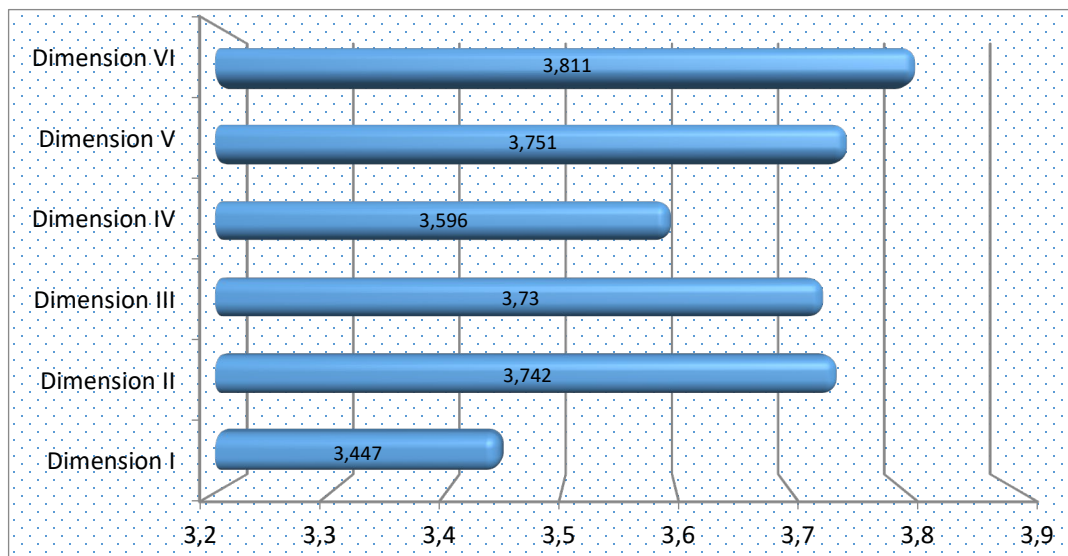


Figure 13: the average dimensions of the social and psychological challenges faced by Saudi scholarship students studying in foreign countries

It is clear from Figure 13 that the dimension of proposals to reduce psychological problems resulting from the scholarship" was ranked first followed by "identity and belonging to the ethnic group, social and psychological support during the first three months of scholarship," "dealing with the new environment during the first three months, dealing with the new environment during the scholarship," and "social and psychological support programs provided prior to the scholarship, respectively.

**4.2 Results related to answering and discussing the second question:**

Second question: Are there in the psychological and social challenges faced by Saudi scholarship students studying in foreign countries due to demographic variables (gender, age, academic level, language level, and duration of the scholarship)?

To answer this question, the computational averages of the social and psychological challenges scale were calculated according to the study variables to detect the significance of differences in the averages. MANOVA was used to determine the significance of independent variables. Wilk's Lambda was used to find out the variance response at any level; Post Hoc Comparisons and Scheffe were performed for each independent variable. Table 15 shows the results of the MANOVA analysis.

Table 15: Multivariate Analysis (MANOVA) of the sample performance of the study (N=1446)

| Variable | Dimensions | Total squares | Degree of Freedom | Average squares | F Value | Probability Value P | Partial Eta Squared |
|---|---|---|---|---|---|---|---|
| Gender<br>W = 0.000 * | Social and psychological support programs provided prior to the scholarship | 7.327 | 1 | 7.327 | 0.800 | 0.371 | 0.001 |
| | Social and psychological support during the first three months of scholarship | 179.282 | 1 | 179.282 | 5.638 | 0.018* | 0.004 |
| | Dealing with the new environment during the first three months | 53.493 | 1 | 53.493 | 0.756 | 0.385 | 0.001 |
| | Dealing with the new environment during the scholarship | 166.035 | 1 | 166.035 | 2.149 | 0.143 | 0.002 |
| | Identity and belonging to the ethnic group | 647.975 | 1 | 647.975 | 19.738 | 0.000* | 0.015 |
| | Proposals to reduce psychological problems resulting from scholarship | 19.075 | 1 | 19.075 | 2.243 | 0.134 | 0.002 |
| | Total | 2651.319 | 1 | 2651.319 | 4.905 | 0.027* | 0.004 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Academic level W = 0.032* | Social and psychological support programs provided prior to the scholarship | 2.996 | 1 | 2.996 | 0.327 | 0.568 | 0.000 |
| | Social and psychological support during the first three months of scholarship | 2.168 | 1 | 2.168 | 0.068 | 0.794 | 0.000 |
| | Dealing with the new environment during the first three months | 19.201 | 1 | 19.201 | 0.272 | 0.602 | 0.000 |
| | Dealing with the new environment during the scholarship | 551.056 | 1 | 551.056 | 7.132 | 0.008* | 0.005 |
| | Identity and belonging to the ethnic group | 148.627 | 1 | 148.627 | 4.527 | 0.034* | 0.003 |
| | Proposals to reduce psychological problems resulting from scholarship | 1.304 | 1 | 1.304 | 0.153 | 0.695 | 0.000 |
| | Total | 1970.738 | 1 | 1970.738 | 3.646 | 0.056 | 0.003 |
| English level before the scholarship W= 0.000* | Social and psychological support programs provided prior to the scholarship | 85.089 | 3 | 28.363 | 3.095 | 0.026* | 0.007 |
| | Social and psychological support during the first three months of scholarship | 28.469 | 3 | 9.490 | 0.298 | 0.827 | 0.001 |
| | Dealing with the new environment during the first three months | 829.015 | 3 | 276.338 | 3.908 | 0.009* | 0.009 |
| | Dealing with the new environment during the scholarship | 1499.025 | 3 | 499.675 | 6.467 | 0.000* | 0.015 |
| | Identity and belonging to the ethnic group. | 187.924 | 3 | 62.641 | 1.908 | 0.126 | 0.004 |
| | Proposals to reduce | 67.967 | 3 | 22.656 | 2.664 | 0.047* | 0.006 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | psychological problems resulting from scholarship | | | | | | |
| | Total | 4027.962 | 3 | 1342.654 | 2.484 | 0.059 | 0.006 |
| Period of Scholarship W= 0.000* | Social and psychological support programs provided prior to the scholarship | 151.039 | 4 | 37.760 | 4.120 | 0.003* | 0.012 |
| | Social and psychological support during the first three months of scholarship | 279.039 | 4 | 69.760 | 2.194 | 0.068 | 0.007 |
| | Dealing with the new environment during the first three months | 849.354 | 4 | 212.338 | 3.003 | 0.018* | 0.009 |
| | Dealing with the new environment during the scholarship | 717.619 | 4 | 179.405 | 2.322 | 0.055 | 0.007 |
| | Identity and belonging to the ethnic group | 108.267 | 4 | 27.067 | 0.824 | 0.510 | 0.002 |
| | Proposals to reduce psychological problems resulting from scholarship | 155.693 | 4 | 38.923 | 4.577 | 0.001* | 0.014 |
| | Total | 5345.494 | 4 | 1336.374 | 2.472 | 0.043* | 0.007 |
| Residence W= 0.000* | Social and psychological support programs provided prior to the scholarship | 78.710 | 3 | 26.237 | 2.863 | 0.036* | 0.006 |
| | Social and psychological support during the first three months of scholarship | 456.408 | 3 | 152.136 | 4.785 | 0.003* | 0.011 |
| | Dealing with the new environment during the first three months | 1774.568 | 3 | 591.523 | 8.365 | 0.000* | 0.019 |
| | Dealing with the new environment during the scholarship | 661.764 | 3 | 220.588 | 2.855 | 0.036* | 0.006 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Identity and belonging to the ethnic group | 212.986 | 3 | 70.995 | 2.163 | 0.091 | 0.005 |
| | Proposals to reduce psychological problems resulting from scholarship | 4.672 | 3 | 1.557 | 0.183 | 0.908 | 0.000 |
| | Total | 10239.805 | 3 | 3413.268 | 6.314 | 0.000* | .0140 |

\* Statistically significant (0.05): W: Wilk's Lambda and Multivariate Tests.

Table 15 shows statistically significant differences at the significance level (0.05) according to the study variables. Each variable was discussed and interpreted to clarify these differences as follows:

**4.2.1. Gender**

For the gender variable, the results shown in Table 16 indicate that there were statistically significant differences at the level of 0.05 between the average responses of Saudi students on the dimension of social and psychological support during the first three months, the dimension of identity and belonging to the ethnic group, and the overall score of the psychological and social challenges questionnaire, where the potential value of Wilk's Lambda (0.000) in the following table shows the differences between the averages according to the gender variable:

Table 16: The mean responses of Saudi students on the dimensions of social and psychological support during the first three months of scholarship, identity and belonging to the ethnic group, and the total, according to gender variable

| Dimensions | Gender | |
|---|---|---|
| | Average Response Female | Average Response Male |
| Social and psychological support during the first three months of scholarship | 48.700 | 49.240 |
| Identity and belonging to the ethnic group | 39.320 | 40.318 |
| Total | 246.494 | 253.121 |

\* Statistically significant

It is clear from Table 16 that the arithmetical average of male responses is higher than that of the average female responses, which indicates that the differences were in favor of males on the dimensions of social and psychological support during the first three months of scholarship, identity and belonging to the ethnic group, and total. The following figures illustrate this:
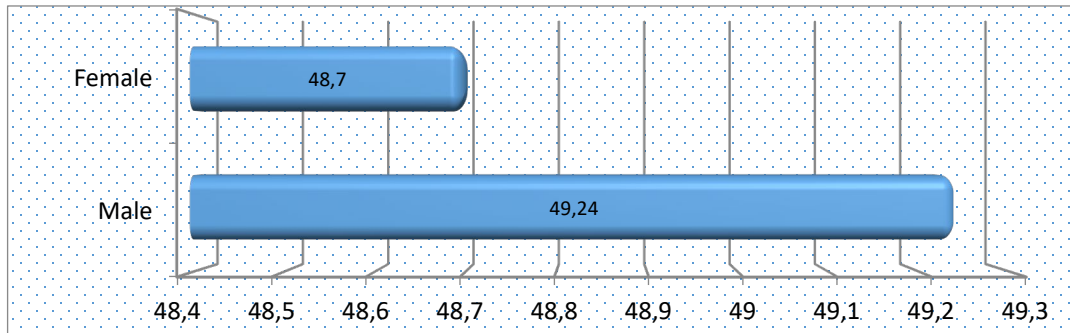


Figure 14: the differences between the means of males and females on the dimension social and psychological support during the first three months of scholarship
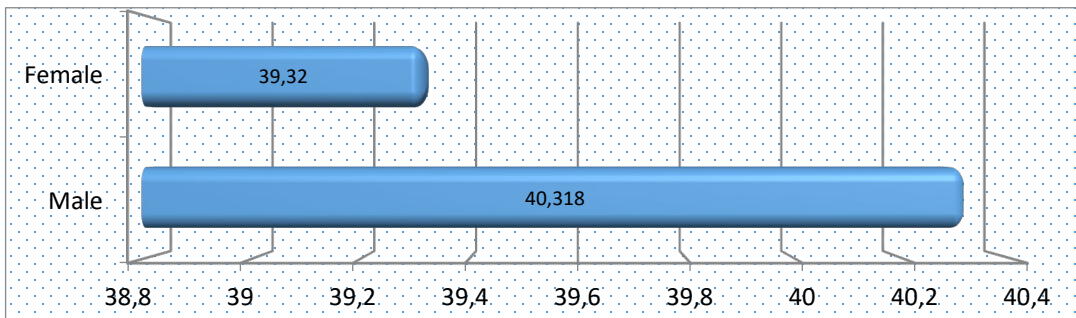


Figure 15: the differences between the means of males and females on the dimension of identity and belonging to the ethnic group.
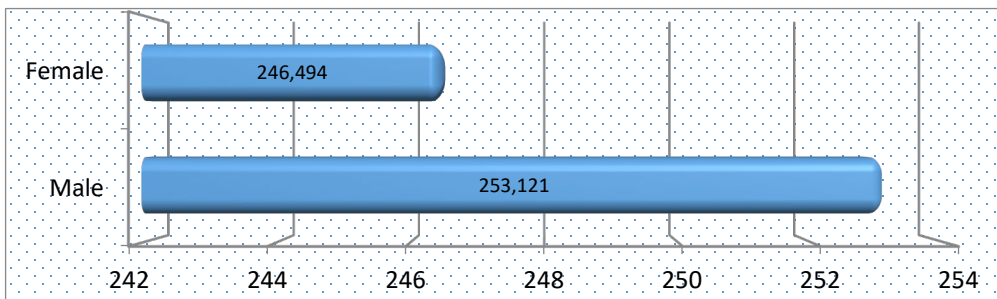


Figure 16: the differences between the means of males and females in the psychological and social challenges questionnaire

**4.2.2. Academic level**

For the academic level variable, the results shown in Table 17 indicate that there were statistically significant differences at the level of 0.05 between the average responses of Saudi students on the two dimensions of dealing with the new environment during the scholarship and Identity and belonging to the ethnic group. Where the potential value of Wilk's Lambda is (0.032), the following table shows the differences between the averages according to the academic level variable:

Table 17: The mean responses of Saudi students on the dimensions of dealing with the new environment during the scholarship and identity and belonging to the ethnic group, according to academic level

| Dimension | Academic level | |
|---|---|---|
| | Average Response Undergraduate | Average Response Postgraduate studies |
| Dealing with the new environment during the scholarship | 73.144 | 69.961 |
| Identity and belonging to the ethnic group | 40.813 | 38.907 |

It is clear from Table 17 that the average response of the undergraduate participants is higher than the average response of students enrolled in postgraduate studies. This indicates that the differences were in favor of postgraduate students in dealing with the new environment during the scholarship. The following figure illustrates this:
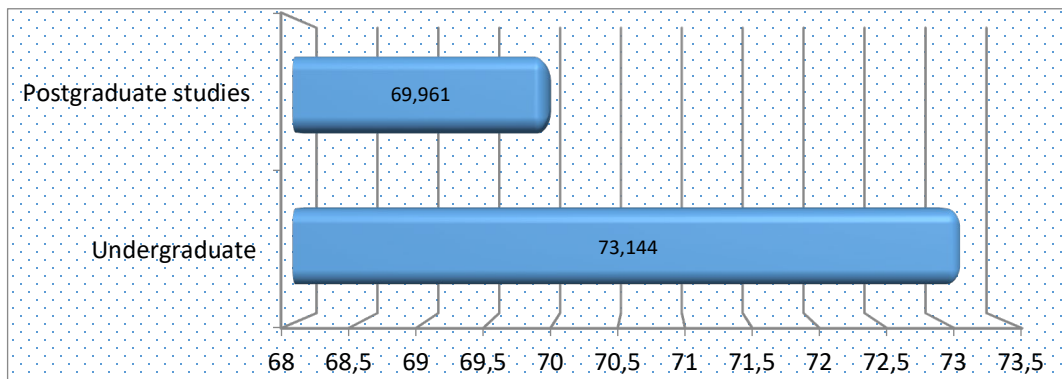


Figure 17: the differences between the undergraduate and postgraduate studies on the dimension of dealing with the new environment during the scholarship.

It is clear from Table 17 that the average response of the undergraduates is less

than the average response of postgraduate students, which indicates that the differences were in the favor of undergraduates in dealing with the dimensions of identity and belonging to the ethnic group. The following figure shows this:
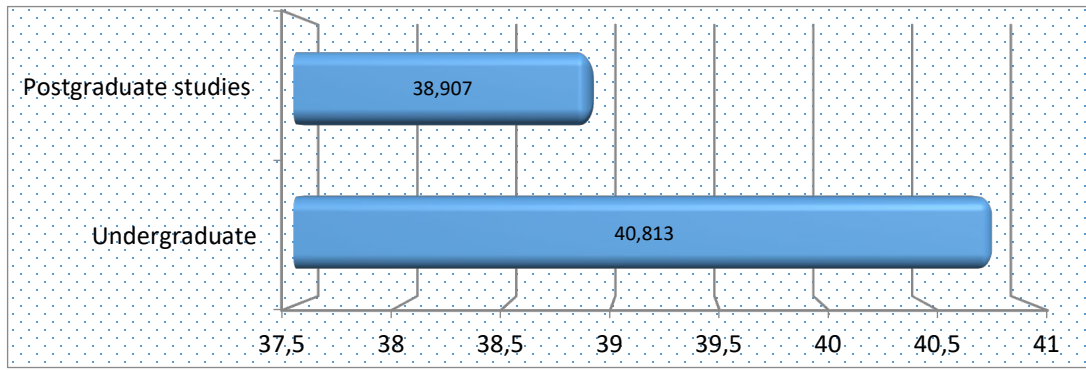


Figure 18: the differences between the undergraduate and postgraduate students on the dimension of identity and belonging to the ethnic group

### 4.2.3. English level before the scholarship

Regarding the dimension of English level before the scholarship, the results shown in Table 18 indicate that there were statistically significant differences at the level of 0.05 between the average responses of Saudi students on the psychological support programs provided prior to the scholarship, where the potential value of Wilk's Lambda is 0.000, the value of F=3.095 with a potential value (0.026). To understand these differences at any level of English, Post Hoc Multiple Comparisons and Scheffe tests were done. The following figure shows this:

Table 18: Scheffe test for the post-comparisons between the mean responses of Saudi students on the dimension of the social and psychological support programs provided prior to the scholarship according to English level before the scholarship

| English level before the scholarship | Mean | English level before the scholarship | | |
|---|---|---|---|---|
| | | Very good | Good | Poor |
| Excellent | 13.014 | 1.068- | 1.459- | * 1.709- |
| Very good | 14.082 | ——— | 0.391- | 0.641- |
| Good | 14.473 | ——— | ——— | 0.250- |
| Poor | 14.723 | ——— | ——— | ——— |

* Statistically significant

It is clear from Table 18 that the average response of those who have an excellent

language level is higher than the average response of those who have a poor language level. This indicates that the differences were in favor of students with an excellent language level on the social and psychological support programs that were provided prior to the scholarship. The following figure shows this:



Figure 18: the differences among the average responses of Saudi students on the dimension of the social and psychological support programs provided prior to the scholarship according to English level before the scholarship

Table 19: Scheffe test for the post-comparisons between the mean responses of Saudi students on the dimension of dealing with the new environment during the first three months according to English level before the scholarship

| English level before the scholarship | Mean | English level before the scholarship | | |
|---|---|---|---|---|
| | | Very good | Good | Poor |
| Excellent | 53.462 | 0.789- | 2.055- | * 4.681- |
| Very good | 54.251 | ——— | 1.734 | 3.892- |
| Good | 55.517 | ——— | ——— | 2.626- |
| Poor | 58.143 | ——— | ——— | ——— |

\* Statistically significant

It is clear from Table 19 that the average response of those who have an excellent language level is less than the average response of those who have a poor language level. This indicates that the differences were in favor of students with a poor language level when dealing with the new environment during the first three months. The following figure shows this:

Figure 19: the differences among the average responses of Saudi students in with the new environment during the first three months according to English level before the start scholarship.

Table 20; Scheffe test for the post-comparisons between the mean responses of Saudi students in dealing with the new environment during the scholarship period according to English level before the start of the scholarship.

| English level before the scholarship | Mean | English level before the scholarship | | |
|---|---|---|---|---|
| | | Very good | Good | Poor |
| Excellent | 72.661 | 0.668- | 2.282 | * 5.782 |
| Very good | 73.329 | —— | 2.950 | * 6.450 |
| Good | 70.379 | —— | —— | 3.500 |
| Poor | 66.879 | —— | —— | —— |

\* Statistically significant

It is clear from Table 20 that the average response of those who have an excellent language level is higher than the average response of those who have a poor language level. It also shows that the average response of those who have a very good language level is higher than the average response of those with a poor language level. This indicates that the differences were in favor of students with an excellent language level in both cases of the dealing with the new environment during the scholarship. The following figure shows this:
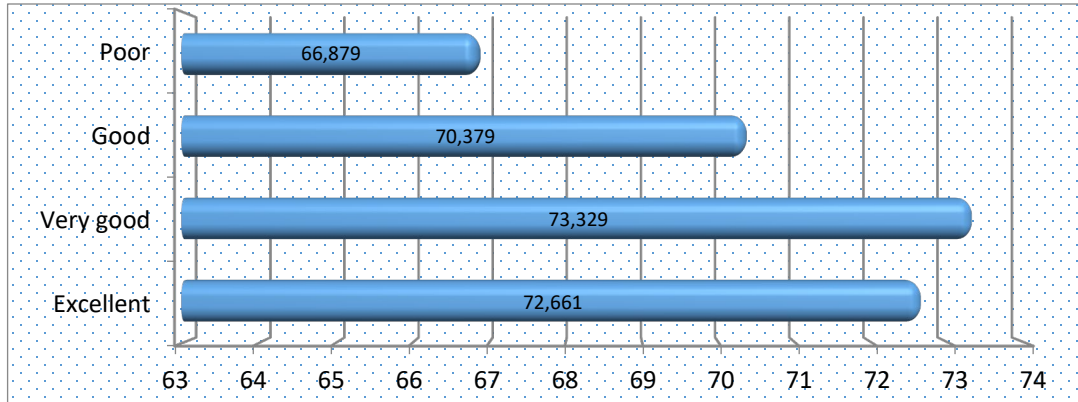
Figure 20: the differences among the average responses of Saudi students in dealing with the new environment during the scholarship according to English level before the scholarship

Table 21: Scheffe test for the post-comparisons between the mean responses of Saudi students in proposals to reduce psychological problems resulting from the scholarship experience according to English level before the scholarship

| English level before the scholarship | mean | English level before the scholarship | | |
|:---:|:---:|:---:|:---:|:---:|
| | | Very good | Good | Poor |
| Excellent | 23.292 | 0.590- | 1.236- | * 2.427- |
| Very good | 23.882 | ——— | 0.646- | 1.837- |
| Good | 24.528 | ——— | ——— | 1.191- |
| Poor | 25.719 | ——— | ——— | ——— |

\*      Statistically significant

It is clear from Table 21 that the average response of those who have an excellent language level is less than the average response of those who have a poor language level. This indicates that the differences were in favor of students with an excellent language level in both cases in the proposal to reduce psychological problems resulting from the scholarship. The following figure shows this:
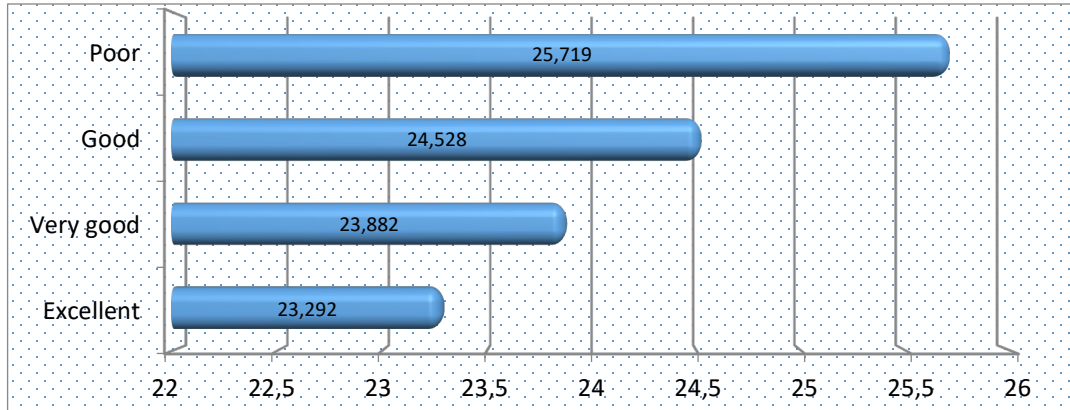
figure (21): the Differences Among the average responses of Saudi students on the dimension Proposals to reduce psychological problems which resulting from scholarship according to English level before the scholarship

### 4.2.4. Period of Scholarship

For a variable period of scholarship, the results in Table 15 indicate statistically significant differences at the level of 0.05 between the average responses of Saudi students on the social and psychological support programs provided prior to the scholarship, with the potential value of Wilk's Lambda (0.000), the value of F= 3.095, with a potential value of 0.026. To identify these differences at any level of period of scholarship, post hoc multiple comparisons and Scheffe tests were done. The following table shows this:

Table 22: Scheffe test for the post-comparisons between the mean responses of Saudi students on the dimension of the social and psychological support programs provided prior to the scholarship according to period of scholarship

| Period of Scholarship | mean | Period of Scholarship | | | |
|---|---|---|---|---|---|
| | | 2-3 months | 3-6 months. | 6-12 months. | At the end of the program |
| At the beginning | 14.028 | 1.336- | 0.769 | 0.316 | 0.338 |
| 2-3 months | 15.364 | —— | * 2.105 | * 1.652 | * 1.674 |
| 3-6 months | 13.259 | —— | —— | 0.453- | 0.431- |
| 6 -12 months | 13.712 | —— | —— | —— | 0.022 |
| At the end of the program | 13.690 | —— | —— | —— | —— |

* Statistically significant

It is clear from Table 22 that the average response of students who are resident is 2-3 months, which is higher than the average response of those at 3-6 months, those with an average response at 6-12 months, and the average response from those at the end of the program. This indicates that the differences were in favor of students who have benefited less from the social and psychological support programs provided before the scholarship. The following figure illustrates this:
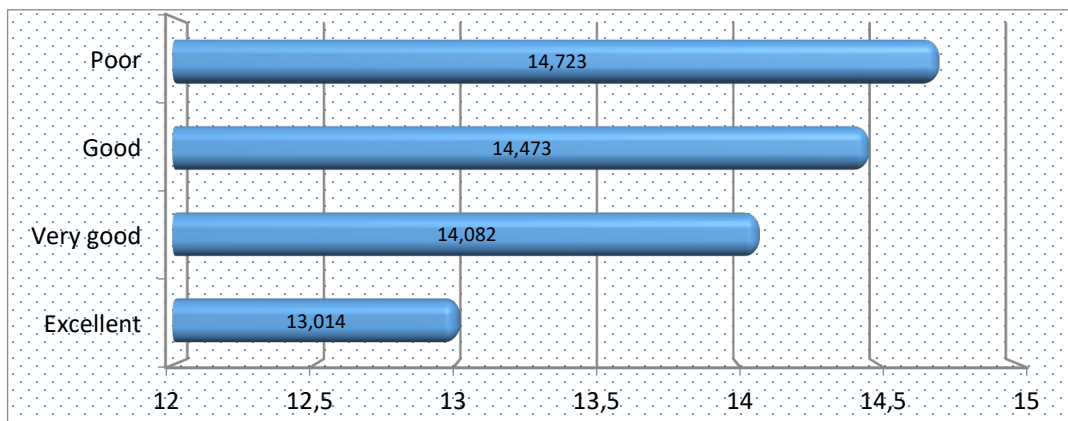


Figure 22: shows the differences among the average responses of Saudi students on the dimension social and psychological support programs provided prior to the scholarship, according to period of scholarship

Table 23: Scheffe test for the post-comparisons between the mean responses of Saudi students on the dimension of dealing with the new environment during the first three months, according to period of Scholarship

| Period of Scholarship | mean | Period of Scholarship | | | |
|---|---|---|---|---|---|
| | | 2-3 months. | 3-6 months. | 6 -12 months. | At the end of the program |
| At the beginning. | 51.571 | 1.137- | 1.137- | 2.156- | 5.061- |
| 2-3 months. | 51.708 | ——— | 1.033- | 2.019- | * 5.353- |
| 3-6 months. | 52.741 | ——— | ——— | 0.986- | * 4.320- |
| 6 -12 months. | 53.727 | ——— | ——— | ——— | 3.334- |
| At the end of the program | 57.061 | ——— | ——— | ——— | ——— |

* Statistically significant

It is clear from table 23 that the average response of students who are resident is

2-3 months, less than the average response of those at the end of the program and the average response of those students who have been resident 3-6 months. This indicates that the differences were in favor of students who at the end of the program had been dealing with the new environment during the first three months. The following figure illustrates this:
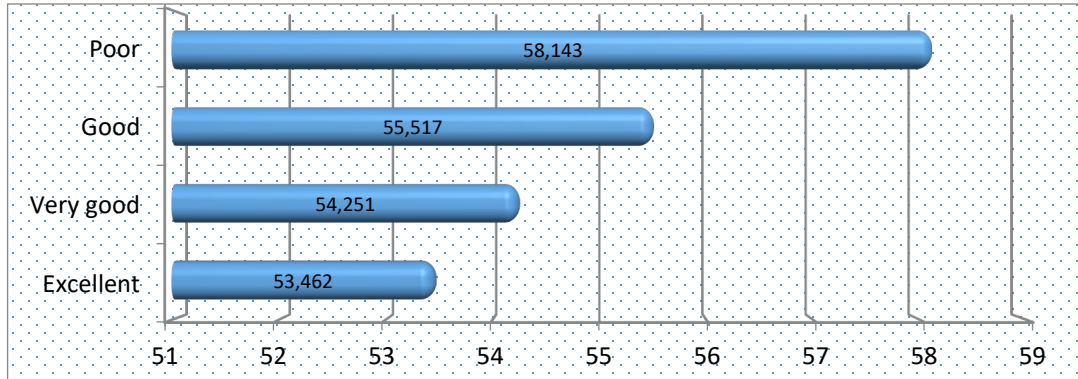


Figure (23): the differences among the average responses of Saudi students in dealing with the new environment during the first three months of the scholarship

Table 24: Scheffe test for the post-comparisons between the mean responses of Saudi students in the dimension of the proposals to reduce psychological problems resulting from the scholarship according to period of scholarship.

| Period of Scholarship | Mean | Period of Scholarship | | | |
|---|---|---|---|---|---|
| | | 2-3 months. | 3-6 months. | 6-12 months. | At the end of the program |
| At the beginning | 21.913 | 0.409- | 0.778- | 1.700- | * 2.087- |
| 2-3 months | 22.030 | ——— | 0.369- | 1.561- | 1.678- |
| 3-6 months | 23.222 | ——— | ——— | 1.192- | 1.309- |
| 6-12 months | 23.591 | ——— | ——— | ——— | 0.117- |
| At the end of the program | 24.000 | | ——— | ——— | ——— |

* Statistically significant

It is clear from Table 24 that the average response of students at the end of the program is higher than those at the beginning, which indicates that the differences were in favor of students who have had a longer period of residence in the host country. The following figure illustrates this:
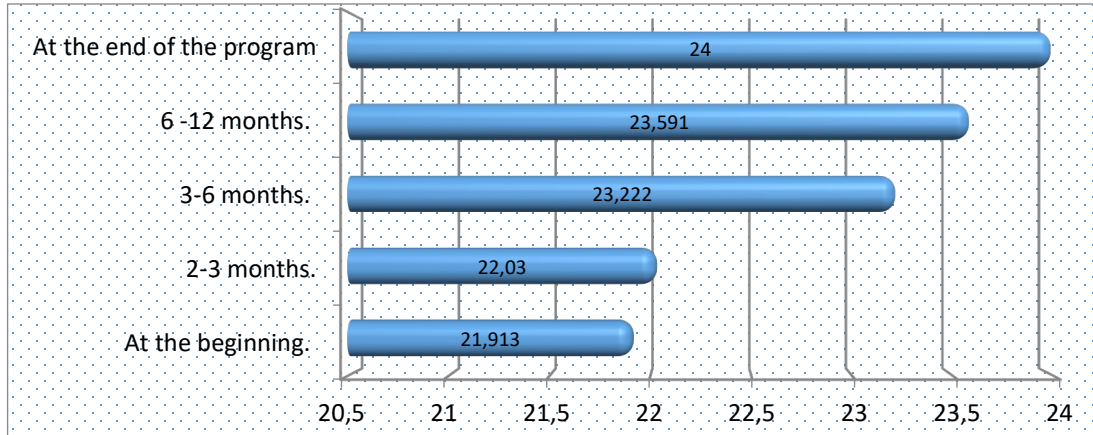
Figure 24: the differences among the average responses of Saudi students on the dimension proposals to reduce psychological problems resulting from the scholarship according to length of period of scholarship

Table 25: Scheffe test for the post-comparisons between the mean responses of Saudi students on the overall score of the challenges questionnaire according to length of period of scholarship.

| Period of Scholarship | mean | Period of Scholarship | | | |
|---|---|---|---|---|---|
| | | 2-3 months | 3-6 months | 6-12 months | At the end of the program |
| At the beginning | 253.056 | 6.914 | 6.473 | 2.439 | 5.032 |
| 2-3 months | 259.970 | —— | * 13.387 | 9.353 | 11.946 |
| 3-6 months | 246.583 | —— | —— | 4.034- | 1.441- |
| 6-12 months | 250.617 | —— | —— | —— | 2.593 |
| At the end of the program | 248.024 | —— | —— | —— | —— |

* Statistically significant

It is clear from Table 25 that the average response of students who have been in residence in the host country for 2-3 months is higher than the average response of those who have been in residence for 3-6 months. This indicates that the differences were in favor of students who have had shorter periods of residence in the host country. This shows that they have more psychological constraints and face more challenges that have led them to receive more psychological support than their peers. The following figure illustrates this:

Figure 25: the differences among the average responses of Saudi students on the psychological and social challenges questionnaire according to length of period of scholarship

Table 26: Scheffe test for the post-comparisons between the mean responses of Saudi students on the dimension of the social and psychological support programs provided prior to the scholarship according to type of residence in the country of scholarship

| Residence in the country of scholarship | Mean | Residence in the country of scholarship | | |
|---|---|---|---|---|
| | | With family | Private accommodation | Private accommodation with colleagues |
| With family | 13.963 | 0.540 | 0.441 | 0.649- |
| Private accommodation | 13.423 | ——— | 0.098- | * 1.189- |
| With host family | 13.521 | ——— | ——— | 1.091- |
| Private accommodation with colleagues | 14.612 | ——— | ——— | ——— |

\* Statistically significant

It is clear from Table 26 that the average responses of students who have private accommodation are lower than the average responses of those who have private accommodation with colleagues. This indicates that the differences were in favor of students who have private accommodation with colleagues, where they benefited more greatly from the social and psychological support programs provided before the scholarship than did their peers. The following figure illustrates this:
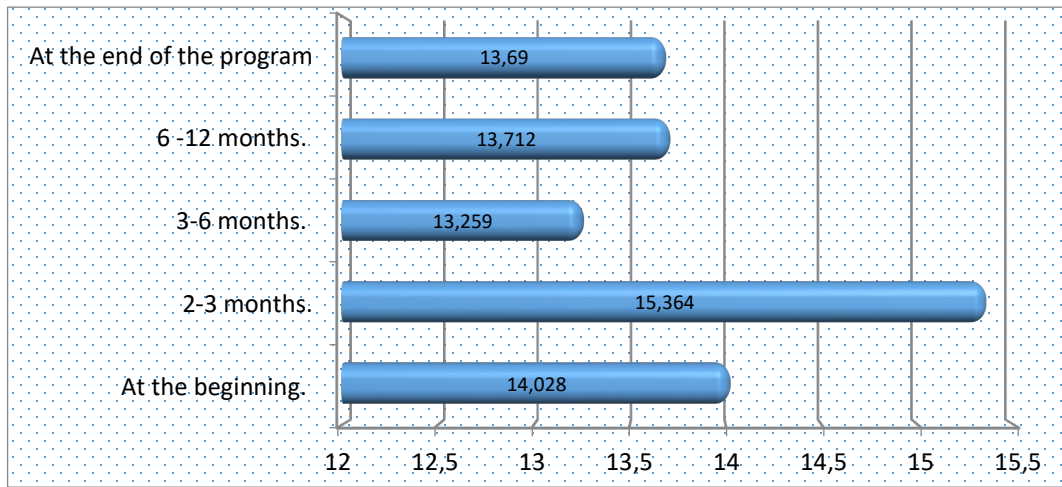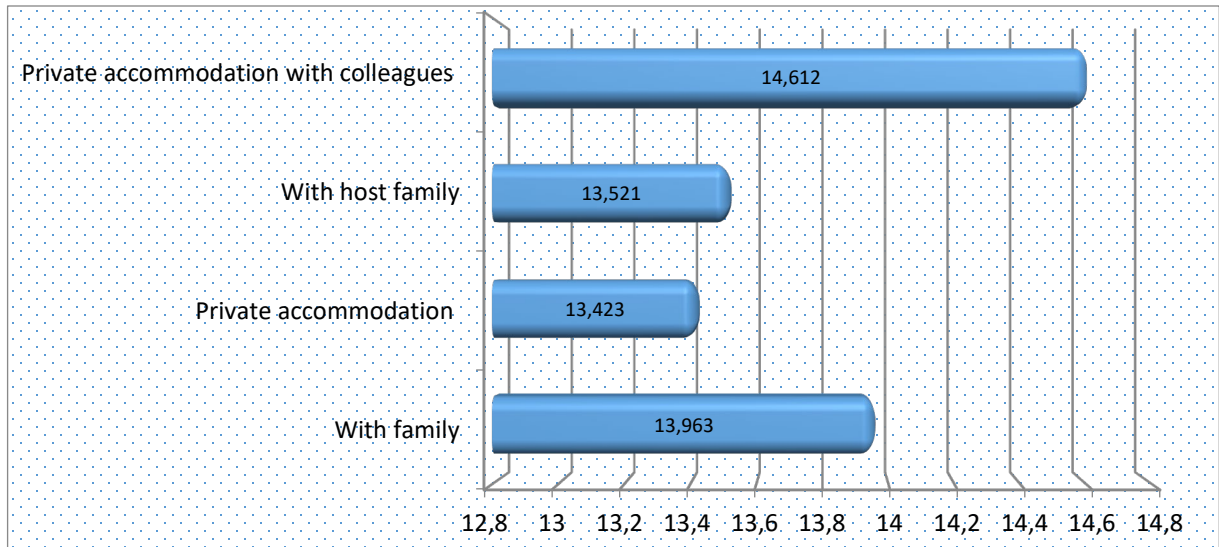
Figure 26: the differences among the average responses of Saudi students in the social and psychological support programs provided prior to the scholarship according to type of residence in the country of scholarship

Table 27: Scheffe test for the post-comparisons between the mean responses of Saudi students in level of social and psychological support during the first three months of the scholarship according to type of residence in the country of scholarship

| Residence in the country of scholarship | mean | Residence in the country of scholarship | | |
|---|---|---|---|---|
| | | Private accommodation | With host family | Private accommodation with colleagues |
| With family | 49.802 | 2.291 | 0.135- | 0.107 |
| Private accommodation | 47.511 | ——— | * 2.426- | 2.184- |
| With host family | 49.937 | ——— | ——— | 0.242 |
| Private accommodation with colleagues | 49.695 | ——— | ——— | ——— |

\* Statistically significant

It is clear from Table 27 that the average response of students who have private accommodation is less than the average response of those who have a host family. This indicates that the differences were in favor of students who have a host family, where they benefited from the social and psychological support during the first three months of scholarship. The following figure illustrates this:
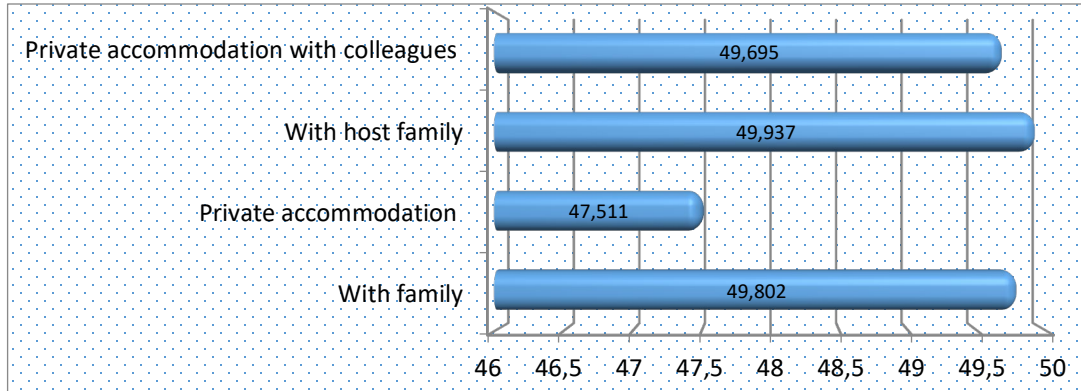
Figure 27: the differences among the average responses of Saudi students in level of social and psychological support during the first three months of the scholarship experience according to type of residence in the country of scholarship

Table 28: Scheffe test for the post-comparisons between the mean responses of Saudi students in dealing with the new environment during the first three months of the scholarship according to type residence in the country of scholarship.

| Residence in the country of scholarship | Mean | Residence in the country of scholarship | | |
|---|---|---|---|---|
| | | Private accommodation | With host family | Private accommodation with colleagues |
| With family | 53.911 | * 2.768 | 0.807 | * 2.328 |
| Private accommodation | 51.143 | ——— | 1.961- | 0.440- |
| With host family | 53.104 | ——— | ——— | 1.521 |
| Private accommodation with colleagues | 51.583 | ——— | ——— | ——— |

* Statistically significant

It is clear from Table 28 that the average response of students who live with a family are higher than the average response of those who have private accommodation; this indicates that the differences were in favor of students who are with a family. Those who had private accommodation struggled to deal with the new environment during the first three months. The following figure illustrates this:
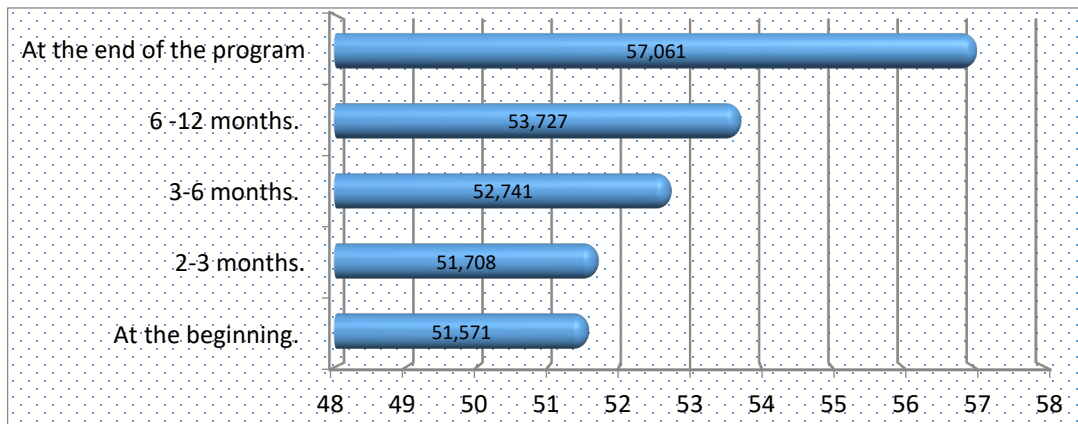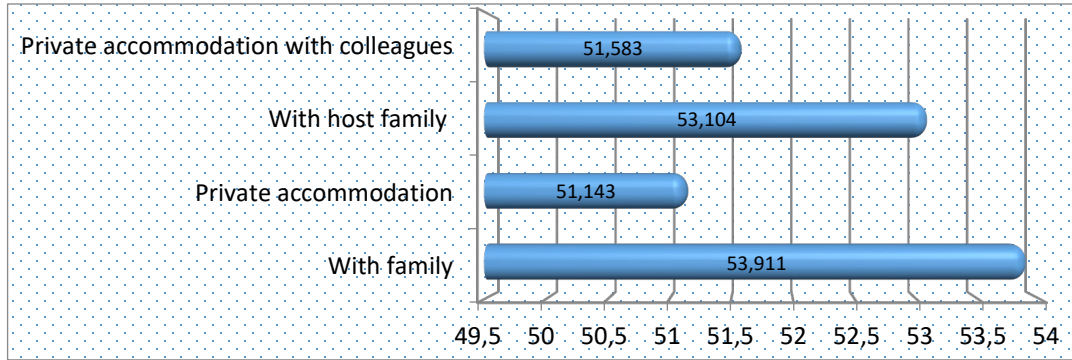
Figure 28: the differences among the average responses of Saudi students in dealing with the new environment during the first three months according to type of residence in the country of scholarship

Table 29: Scheffe test for the post-comparisons between the mean responses of Saudi students in dealing with the new environment during the scholarship according to type of residence in the country of scholarship

| Residence in the country of scholarship | Mean | Residence in the country of scholarship | | |
|---|---|---|---|---|
| | | Private accommodation | With host family | Private accommodation with colleagues |
| With family | 71.065 | 0.646 | * 3.435- | 1.340- |
| Private accommodation | 70.419 | ——— | 4.081- | 1.986- |
| With host family | 74.500 | ——— | ——— | 2.095 |
| Private accommodation with colleagues | 72.405 | ——— | ——— | ——— |

* Statistically significant

It is clear from Table 29 that the average responses of students who have a host family are lower than the average responses of those who have a family of their own; this indicates that the differences were in favor of students who have a family. In contrast, the students with a host family were suffering in dealing with the new environment during the scholarship. The following figure illustrates this:
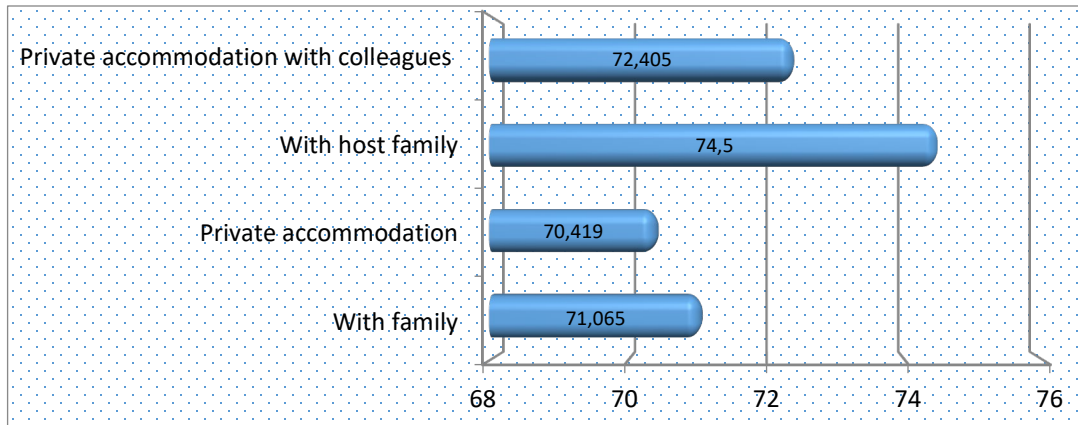
Figure 29: the differences among the average responses of Saudi students in dealing with the new environment during the scholarship according to type of residence in the country of scholarship

Table 30: Scheffe test for the post-comparisons between the mean responses of Saudi students on the overall score of the challenges questionnaire according to type of residence in the country of scholarship

| Residence in the country of scholarship | Mean | Residence in the country of scholarship | | |
|---|---|---|---|---|
| | | Private accommodation | With host family | Private accommodation with colleagues |
| With family | 252.653 | 7.144 | 2.909- | 1.028 |
| Private accommodation | 245.509 | —— | * 10.053- | 6.116- |
| With host family | 255.562 | —— | —— | 3.937 |
| Private accommodation with colleagues | 251.625 | —— | —— | —— |

* Statistically significant

It is clear from Table 30 that the average response of students who have private accommodation is lower than the average response of those who have a host family; this indicates that the differences on the total score of the questionnaire were in favor of students who have a host family. The following figure illustrates this:
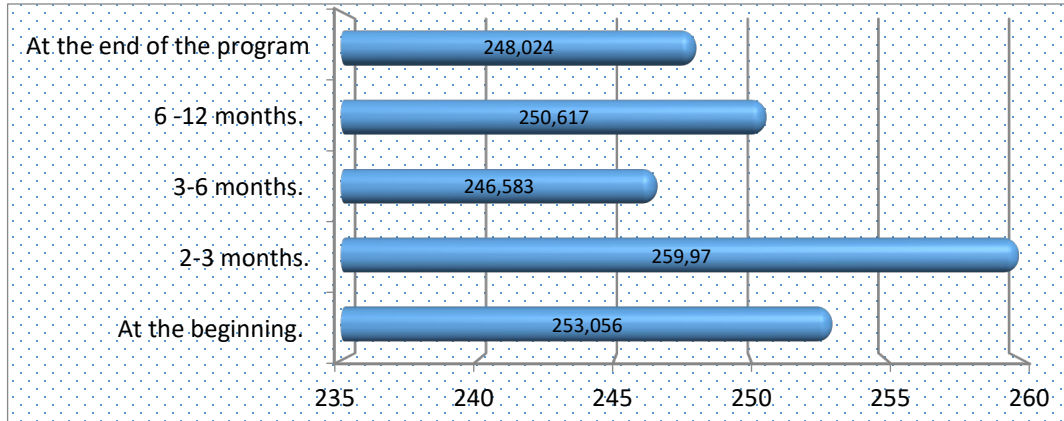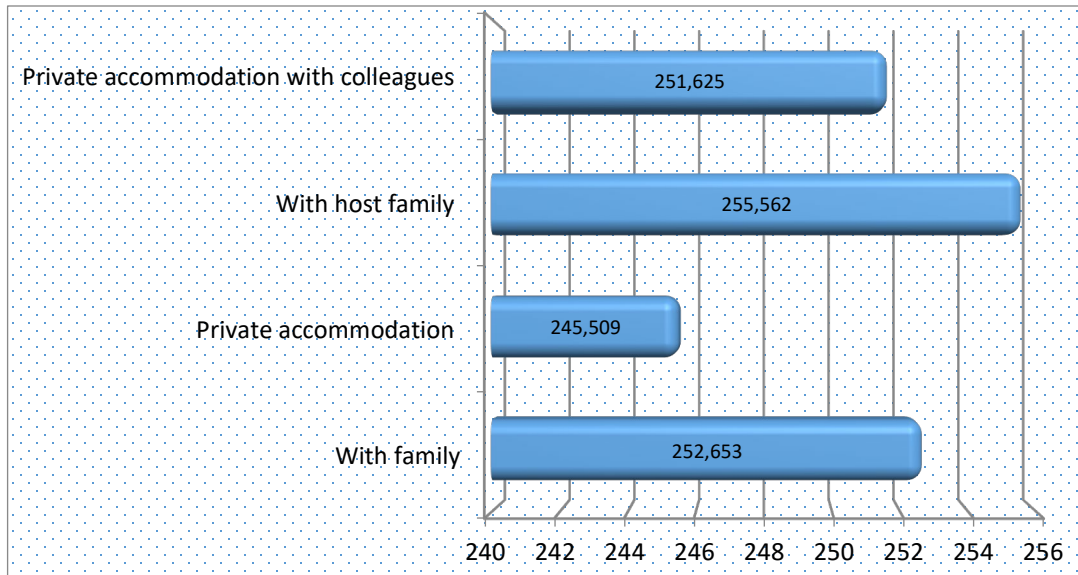
Figure 30: the differences among the average responses of Saudi students in the psychological and social challenges questionnaire according to type of residence in the country of scholarship.

**MAIN EFFECTS**

Independent-means t-test and variance analysis (ANOVA) were carried out, using the five factors measured by the Identity Distress Survey (1. Distress), Aculturation (2. Other's culture perception) and the Multigroup Ethnic Identity Measure (3.Social Unadaptation,4. Ethnic affirmation and 5. Ethnic Exploration) as dependent variables, and *gender* (man/ woman), language level (Excellent, Very Good, Good, Poor), Type of living (With family; with host family, private accommodation, private accommodation with family) and Period of the Scholarship (beginning; 2-3 months; 3-6 months; 6-12 months; End program) as independent variables.

We also performed a MANOVA, where the dependent variables were the five measures of the Career Identity Scale, and the fixed factors were age and professional status. To verify *post hoc* group differences, Bonferroni method was used. The statistics used to measure the effect were Pillai's trace (F) and $\eta^2$, which measure the effect size, where $\eta^2$ p < 0.06 was small, $\eta^2$ p > from 0.06 to<0.14 was medium and $\eta^2$ p > 0.14 was high (Field, 2013). All statistical analysis were performed with SPSS 25.

Thus, for the univariate analysis, we are first going to analyze the main effects of each independent variable separately.

Table 31 :Gender level in the variable "attitudes to other cultures

| Dimensions | Male | | | Female | | |
|---|---|---|---|---|---|---|
| | Mean | Sx | N | Mean | Sx | N |
| Distress | 3,69 | 0,77 | 810 | 3,49 | 0.71 | 636 |
| Try to adapt | 4.93 | 0.65 | 810 | 4.75 | 0.70 | 636 |
| Adaptation | 3.90 | 0.59 | 810 | 3.64 | 0.70 | 636 |
| Attitudes other culture | 3.94 | 0.75 | 810 | 3.85 | 0.56 | 636 |
| Social unadaptation | 3.34 | 1.02 | 810 | 3.45 | 0.83 | 636 |
| Ethnic Affirmation | 3.97 | 0.66 | 810 | 3.95 | 0.61 | 636 |
| Ethnic Exploration | 3.45 | 1.08 | 810 | 3.23 | 1.07 | 636 |

According to the t statistic, there is a main effect of Gender on all the variables. Regarding to Distress ($t_{1,1444}$=5.06, p.= 0.000, $\eta^2$=0.01), Adaptation ($t_{1,1444}$=7,21, p.=0.000, $\eta^2$=0.03), Attitude towards other's culture ($t_{1,1444}$=2.80 p.= 0.005, $\eta^2$=0.005) and social unadaptation ($t_{1,1444}$=-2.06, p.= 0.03, $\eta^2$=0.003) and ethnic exploration ($t_{1,1444}$=-3.87 p.= 0,000, $\eta^2$=0.01). As we can see from the following chart, there is a significant statistical difference in favor of male over female in all variables but social undaptation. So, men show higher levels of distress but also of adaptation and ethnic exploration compared to women. Their attitudes towards the other culture is also more positive compare with women, who show a higher level of social undaptation.

Table 32: Language level in the variable "attitudes to other cultures

| Dimensions | Language level | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Excellent | | Very Good | | Good | | Poor | |
| | Mean | Sx | Mean | Sx | Mean | Sx | Mean | Sx |
| Distress | 3,77 | 0,67 | 3,64 | 0,73 | 3,50 | 0,75 | 3,43 | 0,84 |
| Try to adapt | 3,87 | 0,78 | 3,72 | 0,76 | 3,69 | 0,88 | 3,47 | 1,03 |
| Adaptation | 3,89 | 0,66 | 3,78 | 0,64 | 3,77 | 0,70 | 3,64 | 0,83 |
| Attitudes other culture | 3,94 | 0,65 | 3,96 | 0,51 | 3,88 | 0,60 | 3,72 | 0,70 |
| Social unadaptation | 3,45 | 0,94 | 3,44 | 0,88 | 3,28 | 1,02 | 3,38 | 1,03 |
| Ethnic Affirmation | 3.82 | 0.72 | 3.99 | 0.61 | 4.01 | 0.59 | 4.1 | 0.58 |
| Ethnic Exploration | 3.45 | 1.08 | 3.32 | 1.12 | 3.41 | 1.02 | 3.19 | 1.06 |

According to the F values, there is a main effect of language level in the all the variables with the exception of social unadaptation. So for Distress ($F_{3,1443}$=12.35, p= 0.000, $\eta^2$=0.02), Adaptation ($F_{3,1443}$=6.24, p. =0.000, $\eta^2$=0.01), Attitudes towards other culture ($F_{3,1443}$=8.27, p. =0.000, $\eta^2$=0.01), Ethnic Affirmation ($F_{3,1443}$=10.43, p. =0.000, $\eta^2$=0.02) and Ethnic Exploration ($F_{3,1443}$=3.16, p. =0.02, $\eta^2$=0.007).

Bonferroni post hoc analyses were performed to show the differences between the different groups. In the variable Distress we find statistically meaningful differences between the students who have an excellent English level compared with the students who have good and poor level English (p.=0.000). Those with very good level also differ from those who have a poor level (p.006). There are then no differences between those with excellent and very good level and neither between those with good and poor level. So it appears than when you have a higher level of English they experience more identity distress.
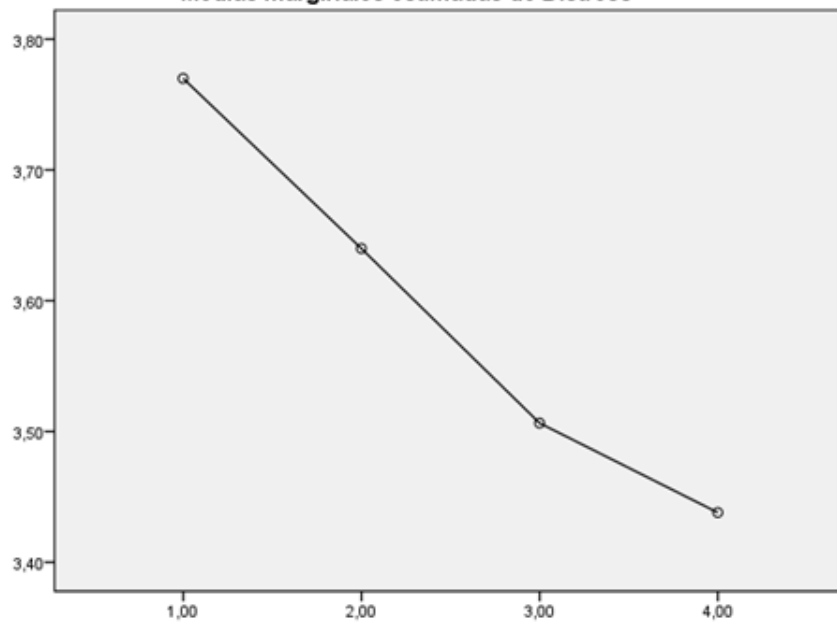
Figure 31: According to the F values, gender level in the variable "attitudes other cultures".

Regarding adaptation we find just differences between the students with a excellent level of English compared to those with a poor level (p.=0.000) as students with a higher english level try to adapt more to their new cultural context.
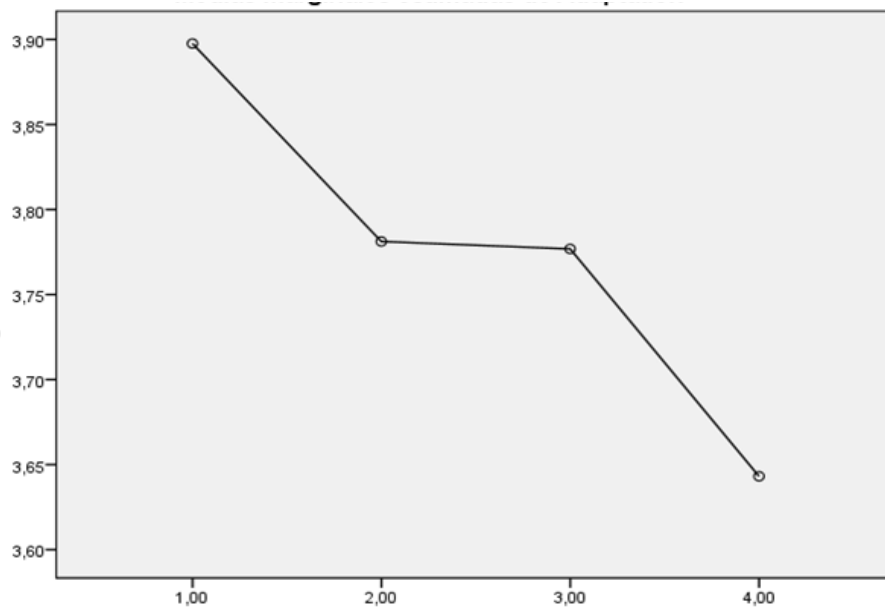


Figure 32: According to the F values, language level in the variable "attitudes other cultures".

Regarding the attitudes towards the other culture students with an excellent

(p.=0.000), very good (p.=0.000) and good level (p.=0.014) of English show higher attitudes compared with students with a poor level of English.
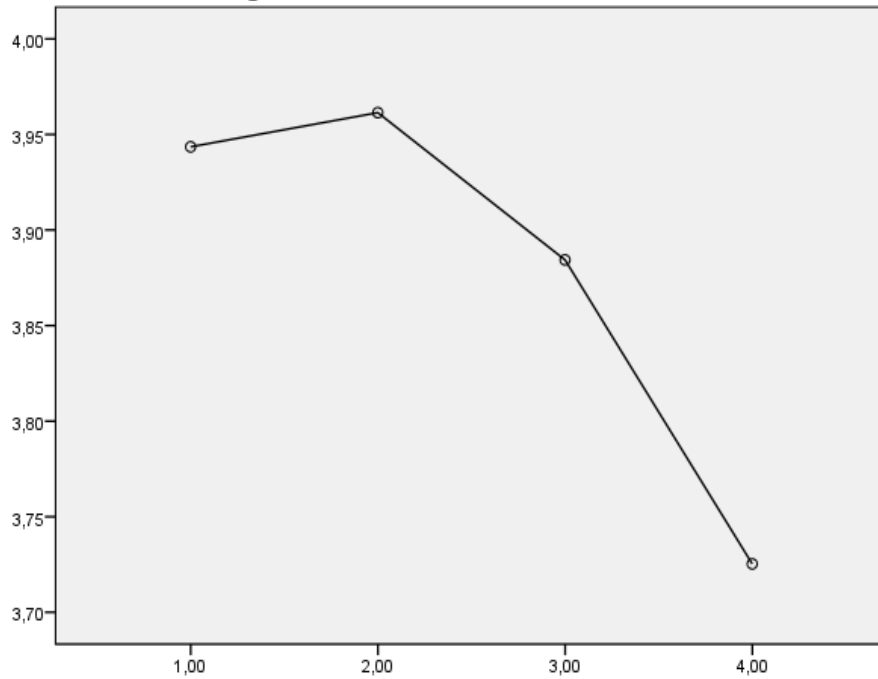


Figure 33: According to the F values, type of living in the variable distress.

The trend changes with the variable of Ethnic Affirmation as the students with an excellent level of English show the lowerest punctuations compared with the rest of the groups (p.<0.01). Thus, the lower the level of English, the greater the need for self-affirmation of cultural identity.
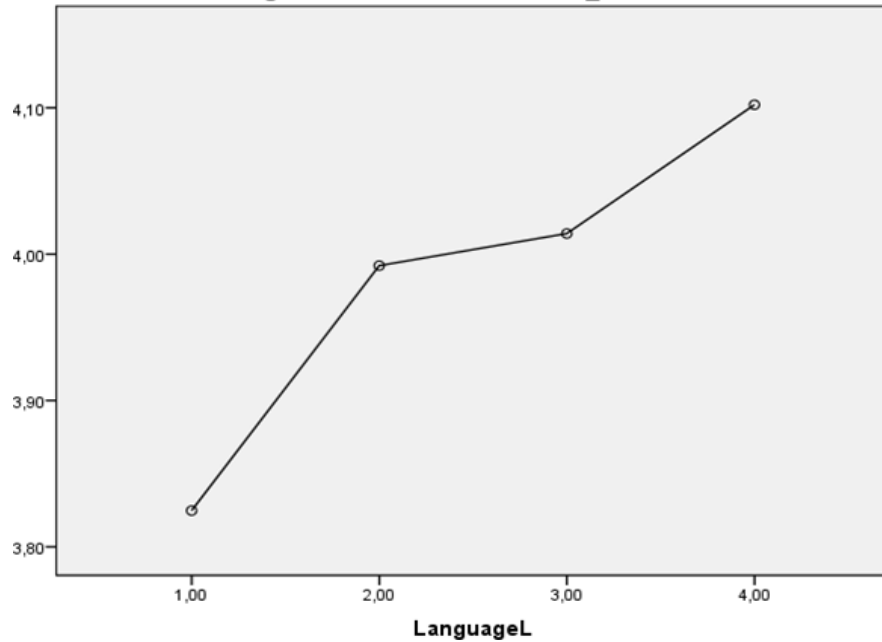
Interestingly those students with an excellent level of English differ meaningfully (p.=0.02) from just those with a poor level in exploring their own ethnic identity.
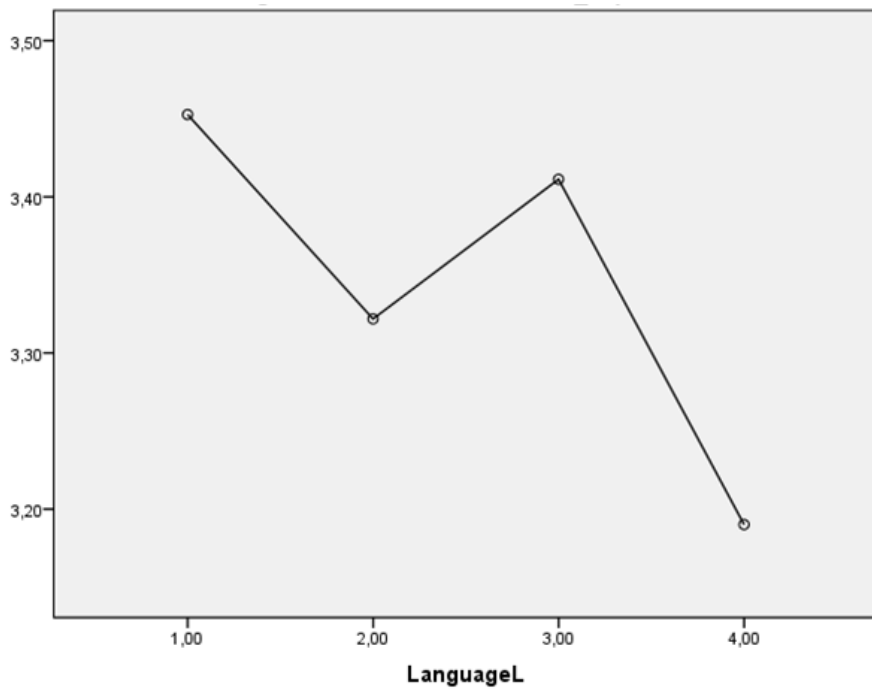


Figure 3: According to the F values, language level in the variable "attitudes other cultures".
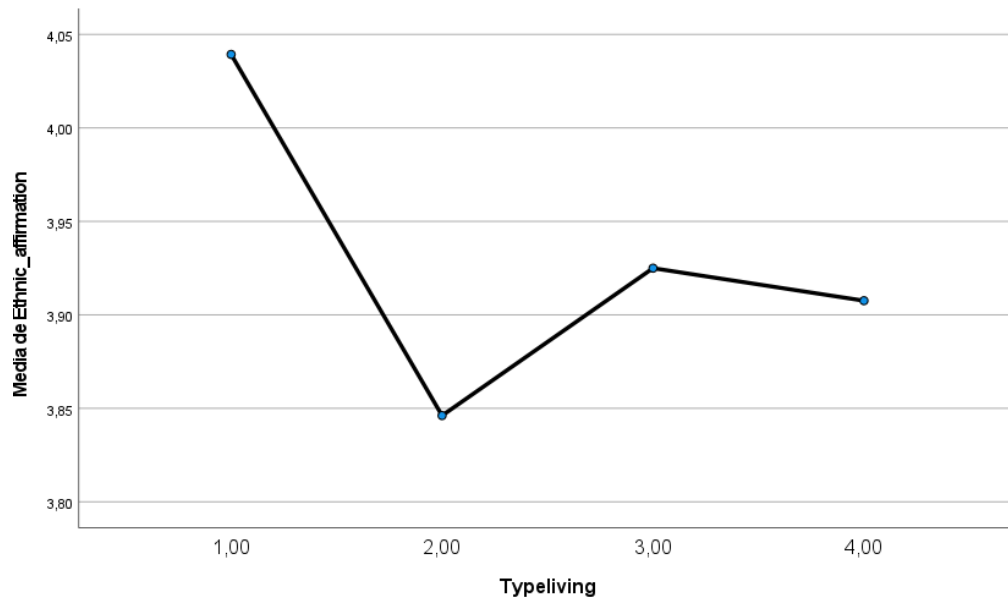
Finally regarding the variable Ethnic exploration we found that all groups had higher punctuations compared with those living with host families ($p. < 0.05$).
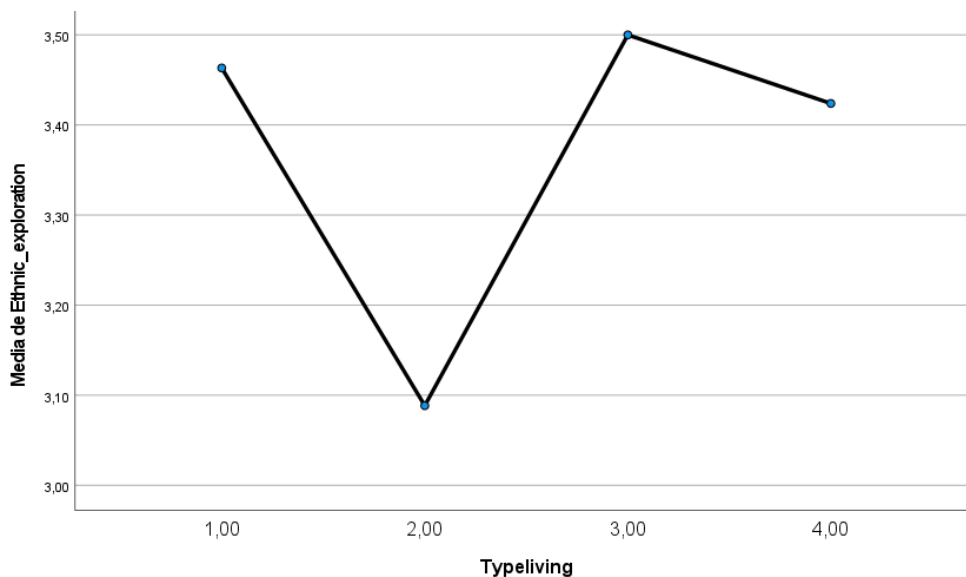


So, it appears that the students living with host families had the less distress, less attitudes towards the host culture (although they were actually living more integrated in that culture) compared with those living privately and also less need to explore and affirm about their own culture compared above all with those living with their families and privately. Living privately implied better attitudes toward the host culture but also higher levels of identity distress and because of that higher affirmation and exploration

of the own culture.

Type Living: According to the F statistic, there is only a main effect of type of living arrangement on the variable experience of distress: ($F_{3,1443}$=3.15, P =0.024, $\eta^2$=0.007)

Table 33: Period Scholar level in the variable "attitudes to other cultures".

| Dimensions | Period of the Scholarship | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Beginning | | 2-3 months | | 3-6 months | | 6-12 months | | Ende program | |
| | Mean | Sx | Mean | Sx | Mean | Sx | Mean | Sx | Mean | Sx |
| Distress | 3,60 | 0,92 | 3,74 | 0,53 | 3,50 | 0,62 | 3,64 | 0,64 | 3,60 | 0,78 |
| Try to adapt | 3,92 | 0,73 | 3,82 | 0,45 | 3,74 | 0,93 | 3,74 | 0,84 | 3,68 | 0,87 |
| Adaptation | 3,91 | 0,68 | 3,85 | 0,47 | 3,78 | 0,76 | 3,82 | 0,65 | 3,76 | 0,71 |
| Attitudes other culture | 3,80 | 0,70 | 3,80 | 0,70 | 3,82 | 0,70 | 3,90 | 0,63 | 3,92 | 0,57 |
| Social unadaptation | 3,32 | 1,08 | 3,37 | 0,95 | 3,24 | 0,94 | 3,47 | 0,93 | 3,38 | 0,96 |

According to the F values, there is a main effect of the period of the scholarship just in the variables Ethnic Affirmation ($F_{4,1442}$=2.59, p. =0.035, $\eta^2$=0.007) and Ethnic Exploration ($F_{4,1442}$=2.48, p. =0.042, $\eta^2$=0.007).

Bonferroni post hoc analyses were performed to show the differences between the different groups. In the variable Ethnic Affirmation, we find statistically meaningful differences between the end of the program where the values are highest compared to the previous moment between 6-12 months (p.=0.026).
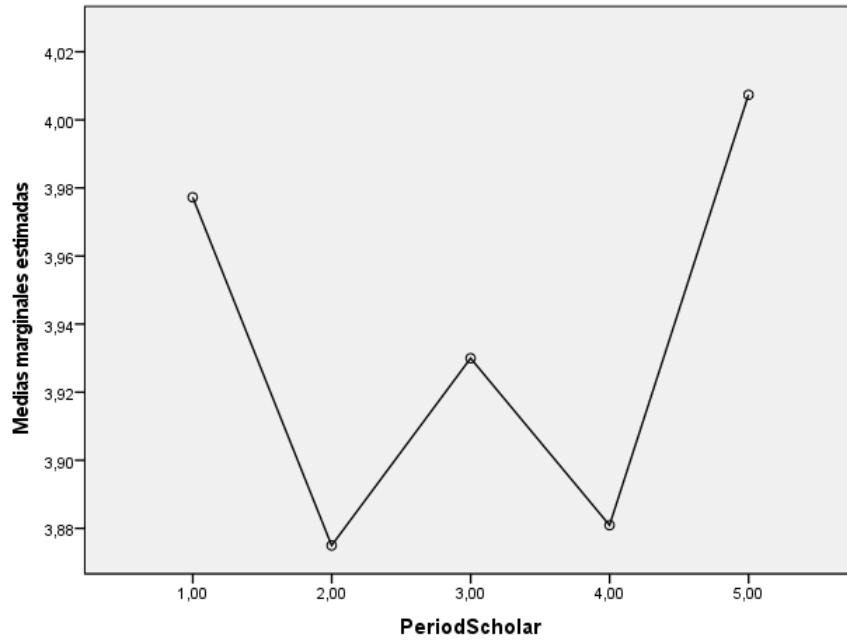
Regarding the variable Ethnic Exploration we find statistically meaningful differences between the beginning of the program where the values are highest and the period between 3-6 months (p.=0.03). So it appears that in the middle of the scholarship there is less need to affirm and also explore the host culture compared to the beginning and the end of the foreign stay experience. It seems these two moments, when you have to adapt to the host culture at the beginning and when you must come back to your original culture, activates the sense of ethnic identity.
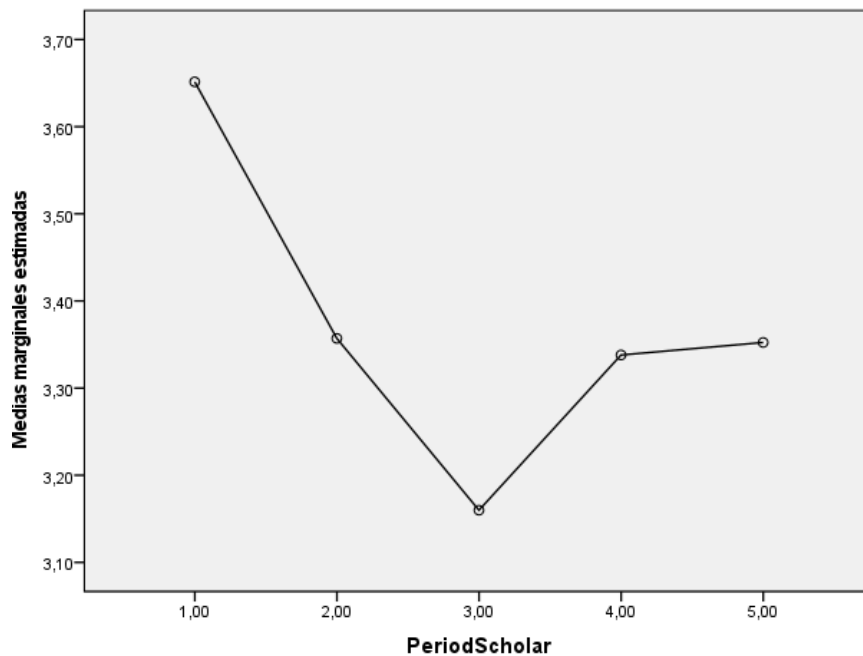
Figure 34: According to the F values, period of scholarship level in the variable "attitudes other cultures".

Scholarship students who had spent more time and were at the end of the program of scholarship had been exposed to more attitudes of other cultures; this result corroborates the findings in Al-Qahtani (2010).

# Chapter V

**Results explained**

**6.1 Study questions**

**6.1.1 First Question: What are the psychological and social challenges Saudi scholarship students do face when studying in foreign countries?**

To answer this question, the arithmetical means and standard deviations of responses of the sample were calculated for the dimensions of the study instrument.

- o **The first dimension: social and psychological support programs provided prior to the scholarship students, flowing these items:**

•Student gatherings

•Personal searching on the internet

•Change the mental image of the recipient after receiving social and psychological support before starting the scholarship

•The time was enough to prepare for your study and stay abroad prior to the scholarship

From Figure 7, we find that item 2 came first, which is "Personal searching on the internet." It has the highest average on the dimension of the social and psychological support programs provided prior to the scholarship from the point of view of the scholarship students.

**This result is attributed to several points:**

It should be noted here that the methods of personal research on the internet helped students to learn about the importance of social and psychological support programs provided before the scholarship, which plays an essential role in determining the guidance points for students who do not have problems on their arrival to foreign countries. Their understanding of the nature of these social and psychological problems reduces the pressures they face while studying in foreign countries; this finding is consistent with the results of Lin and Scherz (2014), and Alraddadi (2014).

In addition, "student gatherings" have the lowest average in the dimension of social and psychological support provided before scholarship from the students' point of view. This finding likely has several implications. The periods and places for holding meetings may not be suitable for some students, and student meetings focus on preparing the candidates for all the knowledge, legal, cultural, academic and legal expertise they need to assist them in their scientific journey in the scholarship country and guide them to achieve academic excellence by providing specialized lectures in these areas to familiarize students with the rules and the laws of the scholarship

countries.

Scholarship student meeting events have a great role in explaining the rules, laws and customs of the countries in which scholarship candidates study, alleviating the fears of many students who are afraid of travel and expatriation. These fears are likely to be the result of random news reaching students, which generates personal impressions that affect their decision-making, and this is what Alqarni (2017) indicated in his study. The majority of participants responded that using online support programs is very helpful to attend these forums. It also helps in providing easy access to information on the internet and social media and helps students draw on the experiences of other scholarship students, connect with students via social media and seek support and advice.

Periods and the possibility of convening the meetings of the participants may be inappropriate for some of the students. In the questionnaire distributed to students, some respondents provided answers to open question 69 that suggested that the proportion of students who are sent from government sectors, such as universities, ministries, and government agencies, represent almost 25% of the number of students who do not receive psychosocial support before the scholarship. In the questionnaire distributed to the students, some respondents answered open question 69 in a way that suggested that the students who were enrolled in the scholarship at their own expense represent approximately 10% of the students who do not receive psychosocial support prior to the scholarship.

However, some believe that these programs need further development and study in the context of the materials presented with linking them to specialists in the fields of psychological and social sciences to help, and these meetings are limited to program makers to alleviate the burdens of pressures that affect the psychological conditions of scholarship students. (Li et al, 2014).

This result is agreed upon by the studies of Altamimi (2014), Li et al. (2014), Heyn (2014), Caldwell (2013), Alqarni (2017), Lin and Scherz (2014) Alraddadi (2014), Charles & Hofer (2009), Shaw (2009), Gobert (2007), Al-nusair (2000), Alreshoud Koeske (1997), Shabeeb (1996) and Al-Jasir (1993).

o **The second dimension: social and psychological support during the first three months of scholarship, encompasses these items:**

From Figure 8 we find that item 9 was the most common, which is "Appreciating the way your family receives you more than before." It has the highest average on the dimension of the social and psychological support during the first three months of scholarship, from the point of view of the Scholarship Students.

**This result is attributed to several points:**

This result shows the existence of psychological and social problems, especially in the first three months of scholarship, as there is an appreciation for family, evidence of nostalgia for them and appreciation of their role in the life of the student. In the first three months of scholarship and the trip of expatriation, the feelings are mixed between being dazzled by Western civilization, progress, cultural shock and nostalgia for the family and the nation. Therefore, the family's appreciation of the first gives a clear indication of the student's choice of the most powerful elements of the family. So that is the first experience of alienation and travelling away from the family is a very difficult experience at the beginning, which generates a sense of nostalgia and appreciation of the family (Altamimi, 2014).

However, the experience of scholarship at university becomes more difficult because of the transition from family to self-reliance in the management of financial and legal affairs and the organization of social relations, and many scholarship students are keen to share certain occasions with their parents and to pay travel expenses for sharing the happy moments.

On the other hand, the researcher believes that the experience of scholarship is a unique experience. Every home in Saudi Arabia has a student abroad. This phenomenon has made the communication and nostalgia between the student and the community very strong and has increased the appreciation of the scholarship to the family more than before. This result is consistent with the outcomes of Hofer (2009), Shaw (2009), Gobert (2007), Al-nusair (2000), Alreshoud Koeske (1997), Shabeeb (1996) and Al-Jasir (1993).

Also, the Cultural scholarship was the least common. It has the lowest average on the dimension of the social and psychological support provided during the first three months of scholarship from the point of view of the Scholarship Students. This result confirms the existence of psychological and social problems of the student scholarship, especially in the first three months

of the scholarship, which emphasizes the need to contact cultural attachés where it is considered the home of the student in the country of scholarship. Many of the cultural attachés do not have a psychologist or social worker, and sometimes the employee who performs this task is not competent.

On the other hand, the number of students in the scholarship country is very high compared to the number of workers in the cultural attachés. This leads many of the grant workers to not respond to the student outside his specialization and only to provide the required service, and this, in turn, generates a state of mistrust on the part of some students to contact the cultural attaches and reveal their psychological or social condition. This is due to factors such as lack of confidence in the ability of the cultural attache to find a solution or help, fear of not confidentiality of information, and a preference for finding solutions to psychological and social problems away from the cultural attache. To maintain their image as a person without psychosocial problems, and finally, some of the study participants expressed their belief in the futility of contacting cultural attachés. This result is consistent with the outcomes in Altamimi (2014), Alqarni (2017), Lin and Scherz (2014), Alraddadi (2014), Charles & Hofer (2009), Shaw (2009), Gobert (2007), Alreshoud Koeske (1997), Shabeeb (1996) and Al-Jasir (1993).

o **The third dimension: Dealing with the new environment during the first three months, which encompasses these items:**

From Figure 9, we find that the "Communicate periodically with your family and friends during the first three months of the scholarship."  was the most common, which has the highest average on the dimension of dealing with the new environment during the first three months from the point of view of the Scholarship Students.

This result gives a clear indication of the presence of psychological and social problems amongst scholarship participants, especially in the first months of the program. These problems have to do with language and the difficulty of sharing these problems with people in the new environment, which makes the option of periodically contacting family and friends at home an urgent need in order to share concerns and problems of alienation and give their opinion on how to solve problems.

Referring to the second dimension, social and psychological support during the first three

months, we note that the majority of participants responded (your estimate of the family more than before the scholarship). In the first three months, it is difficult for students to make friends with people in the new environment – often because of their poor language skills and Telephone and video calls are the cheapest means of communication compared to travel home or having the family travel to the country of scholarship.

In addition to this result, a result is given of the existence of psychological and social problems. They highlight that one of the most important problems is nostalgia for the homeland, family and friends. This is confirmed by the link between Communicate periodically with your family and friends during the first three months of the scholarship." with the feeling of nostalgia during the first three months of the scholarship. It has an average of 3.892 and a large classification. Therefore, contact with family, friends and homesickness in the first three months were the most commonly selected by participants.

Based on these points, Berry (2015) stressed that acculturation is a double process of cultural and psychological change that occurs because of communication between two or more cultural groups; this is what Berry calls "successfully living in two cultures."

This result is consistent with the findings in Altamimi (2014), Li et al. (2014), Heyn (2014), Lin and Scherz (2014), Alraddadi (2014), Charles & Hofer (2009), Nusair (2000), Alreshoud Koeske (1997), Shabeeb (1996) and Al-Jasir (1993).

Also, item 13 "Continuing demand to leave the country of scholarship during the first three months of the scholarship" has the lowest arithmetic mean on the dimension of dealing with the new environment during the first three months from the point of view of the students.

The existence of psychological and social problems was clear to us based on the results of this dimension, but there are factors that lead thinking about leaving the country of scholarship in the last rank, while periodic contact with parents and friends at home ranked first. This reinforces the role of family and friends in the first three months to motivate the student to stay in the country of scholarship and support him in solving the problems facing him/her.

One of the factors that has a large role in the failure of the scholarship and that leads the student to leave the host country is the parents awaiting his return with a scientific certificate, which constitutes an additional pressure during the first three months of the scholarship, which

received a rating of 3.91. This criterion is important when thinking of leaving the country of scholarship.

Although there are problems and difficulties in the first three months, thinking about leaving the country of the scholarship to return home is considered a very difficult risk because of the difficulty of the procedures for obtaining or returning to the scholarship.

What makes it more difficult to make the decision to return is the existence of financial obligations such as renting a house and furniture, financial obligations to break the lease, travel expenses, health insurance payments and visa.

Some of the scholarship students who are enrolled in the scholarship are under pressure to leave a job or go on a long vacation without pay to get a scholarship and complete the study. Some have received large financial loans to help them at the beginning of their scholarship, which makes it difficult to think about leaving the country of scholarship.

In this regard, it is necessary to point out Berry's (2015) observation that groups and individuals are not subject to acculturation in the same way; that is, there are differences in the strategies of acculturation (Perry, 1980). Since the strategies used depend on a variety of cultural or psychological factors, there are also consequences related to these factors.

This result is consistent with the findings in Altamimi (2014), Li et al. (2014), Heyn (2014), Caldwell (2013), Alqarni (2017), Lin and Scherz (2014), Alraddadi (2014), Charles & Hofer (2009), Gobert (2007), Al-nusair (2000) and Alreshoud (1997).

**The Fourth dimension: Dealing with the new environment during the scholarship as shown in the following items:**

From Figure 10, we find that the "Their visions about life." was the most common, which has the highest mean on the dimension dealing with the new environment during the scholarship from the point of view of the Scholarship Students.

This result is attributed to the fact that dealing with people in the new environment is necessary through contact with professors and staff in institutes and universities and with neighbors and workers in the markets, restaurants, banks and the public. All of these have a great role in forming the image of the student of the community or the country where they live. The scholarship students, especially those who have spent more time in the program, who integrate

deeply with the society in which they live, and make friends within the community, have the ability to benefit people in the way they see life. They are able to solve the problems that face them by taking advantage of the people around them or trying to utilize their way to solve these problems.

There are significant differences between the culture of Saudi and Western cultures. For example, in Western culture, some people will use a bike to go to work whereas in Saudi Arabia it is not unheard of or rare to go to work by bike, which makes it very difficult at the beginning of the scholarship, but then it becomes easier to imitate the new culture and embrace it.

Many of the students expressed advantages in benefiting from the outlook on life and practices of the people in the country of scholarship, such as sports activities, especially daily walking, dispensing with the car and using public transport, as well as learning new habits in eating and financial savings.

To summarize this result, students are keen to enroll their children in local schools, whether governmental or private, in the country of scholarship. This is due to their interest in having their children acquire a strong language base from childhood, providing them with a variety of skills and advanced learning methods. This is in order to benefit from the English language, which is the second language in Saudi Arabia and is taught as a basic subject in all stages of public education. This result is consistent with the results of Al-Nusair (2000), Alqudi (2017), Lin and Scherz (2014), Alraddadi (2014) and Hofer (2009) item 6 was the least common, namely, "Group loyalties? (E.g. belonging to a club or university group, etc.).

It is clear from the above statement that the feeling of distress and anxiety about belonging to clubs or university groups is very little. This is due to the presence of Saudi student clubs in all the main cities in each country of scholarship, which play a key role, with the support of cultural attachés, in assisting the scholarship student from the hour of arrival to the country of scholarship with the selection of housing. The Institute of Language and Legal Affairs also holds a number of social activities, sports and educational events for the students and their families and children. This, in turn, has a great impact on the acquaintance between the students and creates a kind of affiliation and collective loyalty.

In addition to what was mentioned in the above paragraph about the active role of the student clubs, some of the scholarship students have registered honorable positions in the institutes of the universities where they study. These positions entail providing a true picture of Saudi Arabia and

clarifying a tolerant Islam; the formation of an association of Saudi students gathered in an educational institution to hold exhibitions, events and activities to introduce the Saudi culture; carrying out humanitarian and voluntary work; and participating in the public events of host countries. This is explained by the lack of concern or discontent about collective loyalties.

Former students, especially those who have spent a long time in the country of scholarship, have a prominent role in gathering students and organizing events and activities.

Often the feeling of distress or concern about collective loyalty is greater among some scholarship students who do not want to belong to a club or university group. Due to their unwillingness to participate in established activities, it is inappropriate for them or is not interested in what they provide, as well as times and possibilities of events being inappropriate.

Through these explanations, Berry (2015) presented an idea on the subject of integration and compatibility with the requirements of a new life. According to him, the attribute of acculturation is variable in daily life and is usually resolved by searching for a few participants in either of the two cultures. This result was consistent with those in Alraddadi (2014), Altamimi (2014), Li et al. (2014), Heyn (20

## The Fifth dimension: Identity and belonging to the ethnic group is shown in the following items:

From Figure 11, we find that the "I feel good about my cultural or ethnic background." was the most common, which has a high average on the dimension of identity and belonging to the ethnic group from the point of view of the Scholarship Students.

This result is attributed to the feeling of satisfaction is related to searching for solutions in line with the Islamic religion and the students' cultural background fueled by customs and traditions. However, there is the homogeneity of responses in this sample of what represents the general scholarship, who are from the same environment, and there is no difference between them or advantages in obtaining the scholarship or advantages during the scholarship. The cultural background that the Saudi society cherishes is Islam, which derives its themes from the society itself, and addresses it precisely and in detail. Saudi Arabia has only one religion – Islam.

This confirms that this result is the achievement of the item (I have a clear sense of my ethnic background and what it means to me) which has a great rating in showing pride in one's cultural and ethnic background. Given this dimension, we find the third criterion (talking to other people about future plans that have already been adopted) has a high rating in responses, indicating that there is no clear goal for the scholarship student of what they will do in the future and the participation of other people in the plans they have adopted may be for the purpose of getting some kind of stimulus or distrust in these plans.

Based on the above clarification on the satisfaction with one's religious and ethnic background, it must be clarified that there is confusion among many about understanding the cultural background. Some explain it as belonging to Islam or one's heritage or customs and traditions and this clearly explains why a large proportion of the sample expressed satisfaction with their cultural background. Saudi society is an interconnected society with tribal origins and connected communities. The family also plays an important role in preserving heritage, customs and traditions for future generations. The result matches those in Alraddadi (2014), Altamimi (2014), Shaw (2009), Al-nusair (2000), Alreshoud and Koeske (1997), Shabeeb (1996) and Al-Jasir (1993).

Also, the item "Sometimes I find it hard to trust people in my new community,"  was the least common response, has the lowest average arithmetic mean of identity and belonging to the ethnic group from the point of view of this scholarship. This result is likely to have some implications.

Do not confuse caution towards people with mistrusting them. Caution is a duty, but trust in people is necessary to communicate with ease and without fear, while maintaining the relationship of completion, not deepening it, and not leaving it superficial – and as expressed by some participants in the open question – from creating very good relationships with neighbours and society.

Returning to the fifth question (with those who reside in the country of scholarship), it is clear that 59% live with their families. This dimension indicates that the age group and the social status of the students give an indicator of maturity and the sense of security and social responsibility towards himself and his family residing with him and informing relations with people in the new society.

Regarding the third question, which is about academic level, the result was that 69% of the students were postgraduates. This dimension also refers to the age group of the scholarship participants and the experiences and social experiences they have undergone.

The researcher believes that this result is because the concept of trust is not an emergency in our lives. However, it is a necessary continuity of a large range of ideas and fantasies that we draw in our lives, towards society as a whole, and towards people alone. The researcher explains this result as most participants had limited dealings with faculty members and staff in educational institutions. As well as with offices of real estate and public places where everyone is keen to be dealing formally and with persons of an official character.

## The sixth dimension: proposals to reduce psychological problems, which result from scholarship, as understood in the following items:

From figure 12, we find that the item "The need to choose the student scholarships according to scientific bases and standards." came first, which has the highest average on the dimension of the proposals to reduce psychological problems that result from the scholarship from the point of view of the Scholarship Students.

This result gives a clear indication of the psychological and social problems of the students, whereby a large proportion of participants expressed the urgent need for programs to be prepared to help students adhere to the culture of the original community. What is seen, and what is expressed in particular in the media and councils, is the change that affects a number of scholarship students. This is observed through the wearing of inappropriate clothes, exotic hairstyles and tattooing of the body and other such things of which some of these behaviours are considered unacceptable, religiously and socially. For these reasons, one feels may the urge to find encourage the programs to keep the scholarship linked to the culture of the students' home community?

Adhering to the culture of the original society, which as I pointed out, has a large segment of students explained as adhering to a religion, customs and traditions as the best way to avoid falling into psychological and social problems. The students desire to receive direct and indirect programs and extension services in order to preserve and maintain the Saudi culture. The different cultural aspects of the other country and cultural habits leading to psychological problems may help to deviate and abandon some customs and traditions. Considering the selection of this criterion by a larger proportion of students who are middle-aged and at an academic level

accounting for about 69% of postgraduate students: they look at the younger students and see how they are influenced by unacceptable customs and behaviours of the scholarship country. From a religious perspective, this falls into error and the commission of sins socially violates the customs and traditions of the student and his family, which may bring a bad reputation.

Through the studies conducted on the issues addressed by the scholarship, about 5% of the cases that occur to the beneficiaries are the result of their disagreement with state regulations, or overriding laws, of which about 3% are family problems and only about 2% moral deviation (https://www.okaz.com/article/921616). This explains why this criterion is more widely chosen.

Many students expressed their need for a program aimed at instilling traditions, the consolidation of heritage, culture, values and ethics among students, and drawing lessons from the experiences of countries in preserving them.

Thus, the researcher explains that the result confirms the need for scholarship student awareness programs and guidance, which does not conflict with the culture of the original community. Students fearing the spread of some unacceptable behaviours among the scholarship students and transferring those behaviours to Saudi Arabia later expressed these. This result is consistent with the results of Al (2014), Hyn (2014), Aldarn (2014), Alraddadi (2014), Alqarni (2014), Charles & Hofer (2009), Al-nusair (2000) and Alreshoud (1997)

In addition, the item "The need to prepare psychosocial measures to measure the extent to which the student benefited from the programs provided" was the least common  has the lowest average arithmetic mean on the dimension of proposals to reduce the psychological problems resulting from the scholarship from the point of view of scholarship students.

Through the students' answers to the open question, some students commented that the preparation of this type of measures – such as conducting tests and interviews – is considered to increase the length of administrative procedures; some see it as a kind of administrative complication. The difficulty in implementing this standard is to establish accurate and fair standards for all participants in these programs to measure the extent to which the student benefited from the program presented. Some participants expressed their concern about the application of these standards to determine

**Results related to answering and discussing the second question:**

**6.1.2 Second Question: Are there differences in the psychological and social challenges faced by Saudi scholarship students studying in foreign countries due to demographic variables (gender, age, academic level, language level, and duration of the scholarship)?**

To answer this question, the computational averages of the social and psychological challenges scale were calculated according to the study variables and to detect the significance of differences in the averages. MANOVA was used to determine the significance of independent variables. Wilk's Lambda was used to find out the variance response at any level, Post Hoc Comparisons and Scheffe were performed for each independent variable. Table 15 shows the results of MANOVA analysis.

Table 15 shows the statistically significant differences at the 0.05 significance level of the study variables. Each variable was discussed and interpreted to clarify these differences as follows:

**6.1.2.1 Gender**

For the gender variable, the results shown in Table 15 indicate that there were statistically significant differences at the level of 0.05 between the average responses of Saudi students on the dimension of social and psychological support during the first three months, the dimension of identity and belonging to the ethnic group, and the overall score of the psychological and social challenges questionnaire, where the potential value of Wilk's Lambda (0.000) in the following table shows the differences between the averages according to the gender variable:

It is clear from Table 16 that the arithmetical average of male responses are higher than the average female responses, which indicates that the differences were in favor of males on the dimensions of social and psychological support during the first three months of scholarship, identity and belonging to the ethnic group, and total. The following figures illustrate this:

**These results are attributed to several points:**

The differences between the male and female averages on the social and psychological support dimension during the first three months show that the females on

scholarships, who are characterized by shyness and lack of experience – especially in the first months of the scholarship – are facing a whole new experience after being dependent on their parents for all their affairs in Saudi Arabia.

One of the common experiences of female scholarship students is the presence of a very close relative (father, husband, brother), which greatly enhances their dependence. This is especially true in the first months when having to find suitable housing, develop programs for the family and create a general atmosphere to start the journey of scholarship.

The differences between the average of males and females on the dimension of identity and belonging to the ethnic group, as I mentioned earlier, are from the social structure and the dependence of the female scholarship student on the presence of a close male relative in almost everything because of the sense of subordination to the male and lack of experience as well. On the contrary, for men, their identity and sense of belonging is in items of pride of customs, traditions, heritage, belonging, national identity and participation in national and social events, ceremonies and folklore. For example, in weddings that are segregated between men and women, women will celebrate by dancing with modern songs, while men celebrate with the folklore of each region of the Kingdom, thus emphasizing the way that men preserve the heritage and the loss of it for women.

There is more friction for males, more so than females, in the new community in the first three months of scholarship, which has made male scholarship recipients more aware of the difference in the culture between the country of scholarship and Saudi Arabia. The lack of proper understanding of the laws of the country of scholarship, in addition to the results above, make men vulnerable to living in a cycle of self-defense to change and beautify their image in front of their new colleagues in the country of scholarship. This has had negative effects on scientific achievement and the achievement of the optimal part of their goals by the end of the scholarship. This result is in agreement with Altamimi (2014).

**6.1.2.2. Academic level**

For the academic level variable, the results shown in Table 15 indicate that there were statistically significant differences at the level of 0.05 between the average

responses of Saudi students on the dimensions of dealing with the new environment during the scholarship, identity, and belonging to the ethnic group. Where the potential value of Wilk's Lambda is 0.032, the following table shows the differences between the averages according to the academic level variable.

Average response of postgraduate studies. This indicates that the differences were in favor of postgraduate students in dealing with the new environment during the scholarship.

It is clear from Table 17 that the average response of the undergraduates is less than the average response of postgraduate students, which indicates that the differences were for undergraduates in dealing with the identity and belonging to the ethnic group.

**This result is attributed to several points:**

The result is that there are more social and psychological problems among undergraduate students, which also include the stage of students who are learning the language of the host country. This explains the difficulties of concentrating on the language and the difficulties of dealing with the new environment along with the lack of experience in travel and alienation. This made the undergraduate students more satisfied with their cultural background and the lack of the acceptance of new cultures was a major obstacle for them in forming new friendships. This reflected negatively, in the sense of non-acceptance of others, a strong affiliation to the ethnic group, and always leads them to feel uncomfortable with other people in the country of scholarship.

The vast majority of scholarship students studying for language and university are not married and reside alone in the country of scholarship. Conversely, a large proportion of postgraduate students reside in the country of scholarship with family, which makes the family a helpful factor in overcoming some problems.

This result explains that one of the most important reasons for a person's national affiliation is the extent to which he or she has benefited from the party to which they belong. The scholarship students in this section who are mostly of a young age group and are often unmarried, which enables them to obtain the scholarship and the financial educational benefits they receive, express this.

The natural impulse of the spirit of youth has made the scholarship students in

the undergraduate section more involved in organizations or social groups that often include members of their ethnic groups.

Cultural globalization and social changes lead the Arab and Muslim youth to experience a contradiction between what they know about their past and what they see in their present. They feel overwhelmed by global culture and find themselves dependent on it, which creates a contradictory personality culturally and valuably. This may lead them to social deviance and suffering from continuous social and psychological problems. These reasons explain the strong motivation to show this group of scholarship students by identity and belonging to the ethnic group.

Many students who face an identity crisis feel a sense of alienation from self and unity, which sometimes leads them to drift behind the negative identity that opposes what the society wants for them. These crises are completely incompatible with the reality and thinking of scholarship students at this stage for reasons including:

- The scholarship is available in the country of scholarship for the purpose of study and not as an immigrant or expatriate for the purpose of residence.

- The social and family reality is always imposed on the student to maintain a good image and good reputation.

- Fear that the society will not tolerate unacceptable behaviors after the end of the scholarship and returning to the homeland.

- Many scholarship students of all ages are keen to keep the image of Islam and the homeland as a bright image.

- In addition to the above, we find many scholarship students who are highly respected by their heroic positions in disasters and crises and many of them have been honored by the international media as well as by international organizations, universities and Saudi cultural associations. Motivation is often from the humanitarian side to help others and to highlight the honorable image of the Kingdom, which explains the strong side of identity and belonging to the ethnic group.

On the other hand, some male and female scholarship students are harassed and sometimes even assaulted. These stories and events show the difference between the reactions in favor of postgraduate students dealing with the events and not rushing to take a response.

The presidents of the Saudi student clubs are chosen through a nomination process. The nomination and selection is usually given to one of the postgraduate students. The most prominent role in celebrating the social and sporting events of the scholarship students, who are students of the language and university stage, in turn enhances the role of belonging and national identity among them.

### 6.1.2.3 English level before the scholarship

For the English level before the scholarship, the results shown in Table 15 indicate that there were statistically significant differences at the level of 0.05 between the average responses of Saudi students on the psychological support programs provided prior to the scholarship, where the potential value of Wilk's Lambda is 0.000, the value of F=3.095 with a potential value 0.026. To understand these differences at any level of English, Post Hoc Multiple Comparisons and Scheffe test were done.

It is clear from Table 18 that the average response of those who have an excellent language level is higher than the average response of those who have a poor language level. This indicates that the differences were in favor of students with an excellent language level on the social and psychological support programs provided prior to the scholarship.

**This result is attributed to several points:**

Excellent language proficiency before scholarship has a great role in eliminating most difficulties faced by scholarship students, and this leads to a sense of satisfaction with the absence of problems in communication and in dealing with the new environment.

Given the focus of the social and psychological support programs provided before scholarship, the criterion of benefiting from social and psychological support programs through personal internet research came first, which explains why students who have an excellent level of language can benefit more from searching online.

The segment of students who have an excellent level of language before the scholarship had that knowledge of the language make it easier for them to view websites in English, to access universities and government sites and to learn more about social and psychological services provided by universities and host countries.

The researcher also interpreted this result as the students' keenness to attend and

receive psychosocial support programs before scholarship and to search for more information and materials in English through communication with embassies, consulates and universities and also to arrange the housing issues well in advance of the scholarship. This result is consistent with Wenhua and Zhe (2013), Hofer (2009) and Al-Jasir (1993).

The results indicated in Table 15 showed statistically significant differences at the mean level (0.05) among the average responses of Saudi students on the dimension of dealing with the new environment during the first three months by variable English levels before the scholarship, where the potential value of Wilk's Lambda (0.000), the value of F=3.908 is with a potential value of 0.009  to understand these differences at any level of English, Post Hoc Multiple Comparisons and Scheffe test were done.

It is clear from Table 19 that the average response of those who have an excellent language level is less than the average response of those who have a poor language level. This indicates that the differences were in favor of students with a poor language level in dealing with the new environment during the first three months.

**This result is attributed to several points:**

This result confirms that the segment that has an excellent level of English language skill is motivated to know the language well to deal with the new environment during the first three months of scholarship, unlike the segment that expressed a low level of language resulting in a reflection of the continuing desire to leave the country of scholarship.

In dealing with the new environment during the first three months of scholarship, this segment expressed that their level of language is weak and will suffer from difficulties, the most important of which is the lack of language proficiency in the choice of housing, mobility in public transport, daily needs and contact with the community and the termination of official procedures such as registration of residence address, health insurance, opening a bank account, visiting the hospital, and immigration.

Low English level students often have to identify former Saudi students, or those who have an excellent level of language skill, to help with translation – even when they enter restaurants to order meals so they can be careful about eating foods that are

forbidden for Muslims.

This provides excellent knowledge of the language and the opportunity to negotiate and learn more options in many things, including helping students at a low level, which gives an important kind of indirect experience, which enhances the skills and experience in dealing with the new environment during the first three months amongst the segment with excellent language skills.

With the results indicated in Table 15, there were statistically significant differences at the mean level (0.05) among the average responses of Saudi students on the dimension of dealing with the new environment during the scholarship, by variable English levels before the scholarship, where the potential value of Wilk's Lambda (0.000), the value of F=6.467, with a potential value (0.000). And to know of these differences at any level of English, Post Hoc Multiple Comparisons and Scheffe test have been done.

It is clear from Table 20 that the average response of those who have an excellent language level is higher than the average response of those who have a poor language level. It also shows that the average response of those who have a very good language level is higher than the average response of those with a poor language level. This indicates that the differences were in favor of students with an excellent language level in both cases in dealing with the new environment during the scholarship.

**This result is attributed to several points:**

The segment, which has an excellent language level, had a very motivating factor that is related to good language knowledge for dealing with the new environment during the first three months of scholarship. This factor is connected with and increases in strength after the first three months of the scholarship, unlike the segment that expressed the weak level of language.

After spending enough time abroad on the scholarship, knowledge of the language increases and improves for all segments, giving a clear indication that students with an excellent level of language can deal with the new environment during the scholarship more effectively than students with a weak level.

Some scholarship students who have an excellent and very good level of language often spend a short item in a language institute and some are admitted

directly to the universities to start studying, which allows them to interact effectively with local students in universities, make friends with them and benefit from them to find out many things that are considered a new experience for the foreign student.

Students who have a low level of language can spend a very long time learning the language, up to two years. Their relationships are often with Saudi students, Arabic speakers or international students of different nationalities, which lessens their dealings with the new environment during the scholarship, including integrating into the local community. This result is consistent with the results of Shaw (2009), Al-nusair (2007) and Alreshoud (2000).

The results in Table 15 indicated that there were statistically significant differences at the mean level (0.05) among the average responses of Saudi students on the dimension of proposals to reduce psychological problems resulting from scholarship, by variable English level before the scholarship, where the potential value of Wilk's Lambda (0.047), the value of F= 2.664, with a potential value (0.000). And to know these differences at any level of English, Post Hoc Multiple Comparisons and Scheffe tests have been done.

It is clear from Table 21 that the average response of those who have an excellent language level is less than the average response of those who have a poor language level. This indicates that the differences were in favor of students with an excellent language level in both cases on the proposals to reduce psychological problems resulting from the scholarship.

**This result is attributed to several points:**

• The factor of language weakness caused some psychological and social challenges among the students and led them to make proposals to help reduce their psychological problems.

• In many cases, students who have a low level of language tend to rely on the skills of students who have an excellent level who may accompany them to hospitals and government departments for the purpose of translation, which enhances the result of requiring the poor level of language to find solutions and proposals to reduce psychological problems through official and direct methods.

As mentioned previously about the role of the student clubs in Saudi Arabia,

where the presidents of the Saudi student clubs and the administrative committee of the clubs are chosen, the nomination of the club president and his working team is usually determined by the length of residence in the country of scholarship and has an excellent level of language. In addition, they have a social and educational role to help new students and students with a weak level of language in overcoming many problems and obstacles as well as helping the largest segment who are keen to attend events and activities and who have spent a long time in the country of scholarship and thus have an excellent level of language skill. This result indicates the keenness of the officials and participants from Saudi clubs to find more solutions and proposals in order to reduce the psychological problems.

Lack of good understanding of the language keeps the scholarship students away from seeing and following-up what is written about the conditions of scholarship students and their issues in newspapers and social media, thus promoting the demand for this group to find more solutions and proposals to reduce psychological problems.

This result is consistent with the result of the studies of Altamimi (2014) and Hofer (2009).

### 6.1.2.4 Period of Scholarship

For the variable period of scholarship, the results indicated in Table 15 reflect statistically significant differences at the level of 0.05 between the average responses of Saudi students on the social and psychological support programs provided prior to the scholarship, where the potential value of Wilk's Lambda (0.000), the value of F= 3.095, with a potential value (0.026). And to know of these differences at any level of period of scholarship, Post Hoc Multiple Comparisons and Scheffe tests were done.

It is clear from Table 23 that the average response of students who are resident is 2-3 months, less than the average response of those at the end of the program and the average response of those students who have been resident for 3-6 months. This indicates that the differences were in favor of students who at the end of the program dealing with the new environment during the first three months.

**This result is attributed to several points:**

The problems of students who have weak levels in language during the first three months were that they were unable to deal with people in the host country – it was

difficult for them to deal with customs and passport officials or workers in language institutes. This was in addition to difficulties in finding suitable housing, buying a car or any other matter. Therefore, a simple lack of understanding the language may enter the student in a dark tunnel during his first days in the country of scholarship. This is confirmed by item 6 in the dimension of dealing with the new environment during the first three months. A large proportion of students who at the end of the scholarship program have a higher average in this dimension because they have good language skills and experience of how to deal with the country of scholarship compared to other students at the beginning of their scholarship. This made them more aware of the problems of this phase of scholarship as they expressed their experience earlier than their peers at the beginning of the scholarship experience.

The beginning of the scholarship journey begins with the stage of fascination with the progress, civilization, technology and landscapes of the host country. And then begins a comparison between the two countries, which is unfair by any standard whatever the results, because the new scholarship student does not know the country of scholarship well. They only consider things with the positive or negative outlook being exaggerated because of their lack of useful knowledge of the new country, which makes them live an experience of conflict of comparison and fascination. This result can be linked to the fact that item 6 (recognizing the difference in the culture of the country of scholarship on the culture of Saudi Arabia) has reached the center of social and psychological support during the first three months on the second rank by a large percentage.

After the first four months, the new scholarship student mostly exceeds the stage of being dazzled by the new civilization and starts the stage of nostalgia for the homeland and the people and remembering the beautiful days spent there. This sense is a very natural feeling of any person moving away from his homeland and his family. You may feel more nostalgic for your family and homeland when you have difficulties in school, financial issues, psychological, or any other difficulty. This explains why item 14 (contact your family and friends periodically during the first three months of the scholarship) has the first rank in the dimension of dealing with the new environment during the first three months.

The most difficult problem in dealing with the new environment during the first three months is dealing with academic matters. This explains why item 7, "difficulty in dealing with academic matters in the new environment during the first three months of the scholarship," has the second rank in this dimension in the list of difficulties dealing with the new environment during the first three months.

One of the most difficult problems to deal with in the new environment during the first three months is coexistence with the new culture, as some of the scholarship students cannot overcome it. There are actions or words that are completely rejected in our society but in the new society may be acceptable and deliberative. In addition, of course, there are special and beautiful things such as respecting appointments and compliance with regulations and laws. There are also acceptable or desirable things in our society that may be thought to be unacceptable in the new society, which confirms that item 3 (effort to deal with the new environment during the first three months of the scholarship) has a large proportion in this dimension. This result is consistent with the results of the studies by Hofer (2009) and Al-Jasir (1993).

The results indicated in table 15 showed statistically significant differences at the mean level (0.05) among the average responses of Saudi students on the dimension of proposals to reduce psychological problems resulting from scholarship, by variable Period of Scholarship, where the potential value of Wilk's Lambda (0.000), the value of F=4.577, with a potential value (0.001). And to know of these differences at any level of the variable of period of Scholarship, Post Hoc Multiple Comparisons and Scheffe tests have been done.

It is clear from Table 24 that the average response of students at the end of the program is higher than those at the beginning, which indicates that the differences were in favor of students who have longer residence.

**This result is attributed to several points:**

Scholarship students who had spent more time abroad and were in the final stages of scholarship have had enough experience in the country of scholarship and many of them suffered from psychological and social problems. The proportion of those who were in the early stages of scholarship was more than average on the dimension of finding solutions and proposals to reduce these problems that they were

passing through; this result is consistent with the study of Al-Jasir (1993).

The results in Table 15 indicated that there were statistically significant differences at the mean level (0.05) among the average responses of Saudi students on the overall score of the challenges questionnaire, by period of scholarship, where the potential value of Wilk's Lambda (0.000), the value of F=2.472, with a potential value (0.043). And to know of these differences at any level of the variable period of scholarship, Post Hoc Multiple Comparisons and Scheffe tests have been done.

It is clear from Table 25 that the average response of students who have residence is 2-3 months higher than the average response of those whose residence is 3-6 months. This indicates that the differences were in favor of students who have lower residence. This shows that they have more psychological constraints and challenges that have made them receive more psychological support than their peers.

This figure shows the differences among the average responses of Saudi students of the psychological and social challenges questionnaire, according to period of scholarship.

**This result is attributed to several points:**

This result confirms the difficulties faced by the scholarship student at the beginning of the period of their scholarship, especially in the first six months, which are: the difficulties of language, dealing with and integration in society, the inability to make new friends, which gives the student a sense of having a lack of understanding of others and their feelings, of the new society not accepting them as well as nostalgia for the homeland, which made them receive more psychological support.

This result is consistent with those in Al-Nasair (2007), Al Shaw (2009) and Alresshoud (2000).

**6.1.2.5. Residence in the country of scholarship**

For the residence in the country of scholarship variable, the results indicated in Table 15 suggest that there were statistically significant differences at the mean level (0.05) among the average responses of Saudi students on the social and psychological support programs provided prior to the scholarship by the variable residence in the country of scholarship, where the potential value of Wilk's Lambda (0.000), the value of F=2.863, with a potential value (0.036). And to know of these differences at any

level of the variable of residence in the country of scholarship, Post Hoc Multiple Comparisons and Scheffe tests have been done.

It is clear from Table 26 that the average response of students who have private accommodation are less than the average response of those who have private accommodation with colleagues. This indicates that the differences were in favor of students who have private accommodation with colleagues where they benefited from the social and psychological support programs provided before the scholarship.

Figure 26 shows the differences among the average responses of Saudi students on the dimension of social and psychological support programs provided prior to the scholarship, according to residence in the country of scholarship

This result is attributed to several points:

This result gives a clear indication that the students who preferred to live with colleagues have benefited from the support programs provided before the scholarship to be able to take this housing option, especially at the beginning of the scholarship period. The need to house Saudi students together ensures the presence of a colleague being close to them to help solve the problems that may experience.

The tip offered in psychological and social support programs before the scholarship is to try to identify students from the same environment of scholarship and to forge friendships and relationships with them, as the scholarship student finds support and encouragement that facilitates many daily things.

Living with colleagues gives legal, financial and social responsibility and adherence to cleanliness and eating habits.

Living with colleagues at the beginning of the scholarship is a strong factor in preventing the sense of alienation and has a significant role in promoting affiliation and national identity among them.

Living with colleagues has financial benefits in items of reducing the financial burden on individual scholarship students and sharing financial expenses with colleagues.

Individual housing gives indications of introversion, love of unity, lack of acceptance towards other people and the desire of some to devote full time to study.

The disadvantages of individual housing are the full responsibility of the

scholarship student in the legal, financial and social responsibility with the neighbors and the community.

This result is consistent with those of Al-Jasir (1993) and Alreshoud and Koeske (1997).

The results in Table 15 indicated there were statistically significant differences at the mean level (0.05) among the average responses of Saudi students on the social and psychological support during the first three months of scholarship by variable residence in the country of scholarship, where the potential value of Wilk's Lambda (0.000), the value of $F= 4.785$, with a potential value (0.003). In addition, to know of these differences at any level of variable of residence in the country of scholarship, Post Hoc Multiple Comparisons and Scheffe tests have been done than their peers.

It is clear from Table 27 that the average response of students who have private accommodation is less than the average response of those who have host family. This indicates that the differences were in favor of students who have a host family, where they benefited from that social and psychological support.

Figure 27 shows the differences among the average responses of Saudi students on the dimension of social and psychological support during the first three months of scholarship, according to residence in the country of scholarship.

**This result is attributed to several points:**

This result gives a clear indication that the resident scholarship with a host family benefited from social and psychological support during the first three months, which is represented by support from the cultural attachés in directing the scholarship to the institutions that provide this kind of service (accommodation with host family).

In addition, by experience, the Saudi Student Club is one of the important affiliations in this dimension, which has a positive role in directing the scholarship to choose housing with a host family.

Former students also have a role in mentoring the scholarship student during the first three months with host families.

The benefit of psychosocial support programs during the first three months is an important factor that helps the scholarship student understand the laws and regulations of the country as well as abide by housing systems with the host family.

The benefits of psychosocial support programs during the first three months help the scholarship student to move away from living in the self-defense spiral of trying to improve their image in front of the host family, community or whomever they deal with.

Another important benefit for those who choose to live with a host family is to correct misconceptions about freedom.

In addition, an important benefit for the scholarship students who choose to live with a host family is to live in a family atmosphere, which makes him always think of diligence, finishing the scholarship and returning to his family at home.

This finding was in line with the findings of Alraddadi (2014) and Altamimi (2014)

The results in Table 15 indicated that there were statistically significant differences at the mean level (0.05) among the average responses of Saudi students in the dealing with the new environment during the first three months by variable residence in the country of scholarship, where the potential value of Wilk's Lambda (0.000), the value of F=8.365, with a potential value (0.000). To know of these differences at any level of variable residence in the country of scholarship, Post Hoc Multiple Comparison and Scheffe tests have been done during the first three months of scholarship.

It is clear from Table 28 that the average response of students who have family are higher than the average response of those who have private accommodation; this indicates that the differences were in favor of students who are with family. Those who had private accommodation struggled to deal with the new environment during the first three months. The differences among the average responses of Saudi students on the dimension of dealing with the new environment during the first three months, according to residence in the country of scholarship.

**This result is attributed to several points:**

Travel with the whole family from Saudi Arabia to the country of scholarship, which consists mostly of husband and wife and a number of children with up to seven kids is very difficult, risky and consequently leads to suffering – especially in the first months of scholarship with issues such as:

- Preparing their legal affairs before traveling.

- Traveling with a large family and being stopped at the airport sometimes.

- Finding suitable housing for all members of the family, in a suitable place, close to the university or institute and close to available services and schools for children.

- Difficulty in buying a suitable car and knowledge of speed limits, regulations and traffic laws of the country.

- Financial difficulties in preparing everything that I mentioned in a short period.

- It also becomes more difficult when they do not know the language properly, putting the head of the family in a difficult position in meeting the necessary demands of the family.

There are problems that occur between the spouses according to the social sections in the cultural attachés and Saudi embassies, which are mostly about the mixing between genders, and can be stronger from the man's side with jealous motives as well as the wife rejecting her husband's contact with other women.

Difficulties in maintaining traditional clothing, especially for women, make it difficult to deal with society. There are also difficulties in understanding the regulations and the laws, which increases their suffering, as there is the demand to know the many systems, rights and duties towards each member of the family.

Scholarship students, who live with their families in the country of scholarship, often have conflict and different interpretations of the concept of freedom, the integration struggle with society and preserving the concepts of the Islamic religion, customs and traditions.

The scholarship student with his family always has to defend himself to improve the image in front of those who deal with them in the country of scholarship and to justify some customs or traditions such as wearing hijab (covering the head) for women and covering the face.

This result is consistent with study results of Shabeeb (1996), Alreshoud and Koeske (1997).

The results in Table 15 indicated that there were statistically significant

differences at the mean level (0.05) among the average responses of Saudi students on the dealing with the new environment during the first three months by variable residence in the country of scholarship, where the potential value of Wilk's Lambda (0.000), the value of F=2.855, with a potential value (0.036). In addition, in order to know of these differences at any level of variable residence in the country of scholarship, Post Hoc Multiple Comparisons and Scheffe tests have been done.

It is clear from Table 29 that the average response of students who have a host family are less than the average response of those who have a family of their own; this indicates that the differences were in favor of students who have a family. Whereas the students with a host family were suffering shows the differences among the average responses of Saudi students on the dimension of dealing with the new environment during the scholarship, according to residence in the country of scholarship.

This result is attributed to several points:

Figure 27 shows the differences between the average responses of Saudi scholarship students on the dimension of dealing with the new environment during the first three months according to the variable of residence in the country of scholarship. This indicates continuing difficulties in dealing with the new environment after the first three months of scholarship.

Through the open question, some of the female scholarship students expressed one of the most important obstacles and problems faced is the existence of facilities encountered, especially if they are young, where this existence becomes a heavy burden on the student because of the fear of her/him drifting in a bad way and with people who are not good.

In addition, with reference to the condition of the existing facilities, the father – often at the age of retirement – would be fully dependent on his daughter to provide for his needs such as hospital appointments, which increases the burden on the scholarship student as well as preoccupation with study and caring for their father.

The result is in agreement with the results of Al-nusair (2000) and Shaw (2009).

The results in Table 15 indicated that there were statistically significant differences at the mean level (0.05) among the average responses of Saudi students on the total score of the questionnaire by variable residence in the country of scholarship,

where the potential value of Wilk's Lambda (0.000), the value of F=2.472, with a potential value (0.043). In addition, to know of these differences at any level of variable residence in the country of scholarship, Post Hoc Multiple Comparisons and Scheffe tests have been done with the new environment during the scholarship.

It is clear from Table 30 that the average response of students who have private accommodation is less than the average response of those who have a host family, which indicates that the differences were in favor of students who have a host family on the total score of the questionnaire. The differences among the average responses of Saudi students of the psychological and social challenges questionnaire, according to residence in the country of scholarship

**This result is attributed to several points:**

Accommodation with a host family has benefits in items of speed of language proficiency and provides support and assistance in understanding regulations and laws such as use of public transport, public utilities and help in finishing the procedures of residence, health insurance and others.

The host family is often in constant contact with the Institute to discuss the status of the scholarship student and to find out the problems and obstacles facing him/her while trying to solve them and encourage students to be disciplined in attendance and not be absent from the Institute.

The students living alone have been exposed to psychological and social problems more than residents have with a host family due to the difficulty of language, lack of familiarity with the laws and regulations of the country as well as the lack of close people who encourage the student to be diligent and to go to the Institute.

Often housing with a host family makes the arranging of financial issues easier.

The researcher believes that providing the experience of accommodation with a host family is a unique experience in the actual coexistence with the host culture in the new environment, full integration with the daily routine of the host family and living with them as a family member with rights and duties. This type of accommodation also provides the opportunity to share eating and drinking habits with others in this new environment, personal hygiene habits, events and exchange of visits; some host families are even influenced by the Saudi culture. This result is consistent with the

study of Al-Jasir (1993).

Are there statistically significant differences in items of acculturation represented by the dimensions (distress, try to adapt, and attitudes of other cultures, social adaptation) faced by Saudi scholarship students who study in foreign countries because of demographic variables? These factors are Gender, Level of English, Type of Living, and Period of the Stay (at the level of significance of 0.05)?

In order to analyze the differences of the results in acculturation variables (Distress, Try to Adapt, Attitudes other Cultures, Social Unadaptation and Adaptation) across the different considered groups, we performed a MANOVA procedure (multivariate analysis of variance), given that we are studying more than one dependent variable at a time, regardless of the number of factors (independent variables or regressors) included and the levels within them. The factors are Gender, Level of English, Type of Living, and period of the stay (all of them treated as qualitative variables). We used the SPSS program, which currently includes the MANOVA analysis into the 'GLM' procedure (i.e., general linear model), that allows the treatment of the main effects and present interactions more compactly than in the past, where it is called a specific procedure to perform such multivariate mean differences tests between groups.

Main results are summarized in Tables 31 and 32. We found that, from a multivariate perspective, there exist significant differences between groups when analyzing all the acculturation dependent variables at the same time, in all cases but in the case of Gender. However, interactions where this variable was present were also significant.

As we can see from the following profile chart, there is a significant statistical difference in favor of Male over Female in this variable. Since the factor Gender has only two groups, posthoc analyses do not reveal other differences between groups than the ones obtained from the univariate analysis.

**These results are attributed to several points:**

This result that there is more friction for males (especially students who reside with their family), more than females, in the new community of scholarship.

One of the conditions of female scholarship students is the presence of a very

close relative (father, husband, brother), which greatly enhances their dependence, so the male Students are exposed to more attitudes in the culture. All these reasons confirm the result of the exposure of the males to more attitudes in the host culture. In addition to the above-mentioned considerations, there are at risk and consequently suffering, especially in the first three months for males who live with family of scholarship with issues.

Finding suitable housing for all members of the family; a suitable place, close to the university or institute and close to available services and schools for children

Difficulty in buying a suitable car and lack of knowledge of the speed limits, regulations and traffic laws of the host country.

Financial difficulties in preparing everything that I mentioned above in a short period.

It also becomes more difficult when they do not know the language properly, putting the head of the family in a difficult position in meeting the necessary demands of the family.

The researcher suggests that this result is due to the fact that the male scholarship students visit many places and quickly meet new friends more than the female scholarship do, and this is due to the nature of the culture of the mother country, as the male scholarship scholars are better integrated and friction with others, and perhaps with the families with whom they reside in the country of scholarship, This, of course, is due to the presence of differences in favor of males, and this is confirmed by Altamimi (2014).

### 6.1.2.6. Language Level

Scheffé post hoc analyses were performed to show the differences between the two groups. In the variable "Attitudes toward other cultures", students with an excellent level reflected significant statistical differences compared to the other students with different levels. As shown in the profile chart, the better level of English, the lower the average scores on the variable "Attitudes toward other cultures." In fact, this does not reject the existence of two homogeneous subsets of levels: one for the excellent level and another for the remaining ones.

**This result is attributed to several points:**

Dealing with the new culture during scholarship, the students expressed that their level of language is weak will suffer from difficulties due to the lack of language proficiency in the choice of housing, mobility in public transport, daily needs and contact with the community and termination of official procedures such as registration of residence address, health insurance, opening a bank account, visiting the hospital, handling the academic environment, and immigration. They are exposed to many positions a lot of attitudes toward other cultures.

After spending enough time on the scholarship, knowledge of the language increases and improves for all segments, giving a clear indication that students with an excellent level of language can deal with the new environment during the scholarship more effectively than students with a weak level do, since knowledge of the language has a reasons in exposure to a few Attitudes toward other cultures.

The reason for this result is that those with an excellent level of language compared to other students of different levels can express their thoughts during the process of integration in the country of scholarship, as those who possess the language and speak fluently can communicate their ideas to others easily, while those who have a poor level of language have fears of talking to others and may feel that others will mock them. On the other hand, those who have an excellent language level can move around and address all their needs, and this indicates the nature of integration and ability to deal with the country of scholarship with ease; this was not available to students of with a poor level of language. This finding is consistent with Hu Jacob (2008) and Altamimi (2014).

### 6.1.2.7. Type Living
#### 6.1.2.7.1. Posthoc analysis Type Living

From Table 34, we observe that some of the factor's levels show significant differences between each other. In the following profile chart, it is clear that the higher average measurement of Distress is shown when the individual lives with a host family, followed by accommodation with her/his friends. The lower degree of Distress is shown when living both with her/his family and in a private accommodation.

Students living with a host family at the beginning of the scholarship period suffer from a significant change in the way they live with their families in the home country compared to living with host families in the country of scholarship, which is true in several ways:

- Eating and drinking habits and timing of meals.
- Habits of cleanliness in private or common places.
- Entry and exit times.
- Habits of disturbing and raising the sounds of devices.
- Friends' visits.
- Share in general tasks such as cleaning the house or garden.
- Habits to share in parties and events of the host family.*
- Accommodation with a host family is more expensive.

The host family is often in constant contact with the Institute to discuss the situation of the student and to identify the problems and obstacles facing him, which some students consider leading to more distress.

The researcher believes that providing the experience of accommodation with a host family is a unique experience in the actual coexistence with culture in the new environment, full integration with the daily routine of the host family and living with them as a family member with rights and duties. This type of accommodation also provides the opportunity to share eating and drinking habits with others in this new environment, personal hygiene habits, events and exchange of visits; some host families are even influenced by the Saudi culture. This result is consistent with Al-Jasir (1993).

This result is logical because those who live with a host family have the ability to visit many places, ease of shopping, and a chance to learn about the nature of the country of scholarship, because in the West in general they seek voluntary work, which is related to helping others to integrate and settle in their country, for example, such as immigrants and refugees, and this applies to students from different nationalities, as housing with a host family develops language skills faster. This is what is advised in the West to communicate with the country's people who speak the mother language, as it is advised from one of the scholar's experiences to obtain a girlfriend, and of course

this varies according to culture and religion. However, the nature of the difference came in favor of living with a host family, and the result showed a consensus with Hu Jacob Study of Al-Jasir (1993).

Scholarship students who had spent more time and were at the end of the program of scholarship were exposed to more attitudes of other cultures. This result was consistent with Al-Qahtani (2010).

# Chapter VI

# Discussion and *Conclusion*

Cultural adjustment of Arab students, has been found to be characterized by high levels of culture shock, perceived prejudice, stereotypes, and isolation (Rabia, 2017). However it is really important to consider different variables understand to what extent this type of shocking experience is really generated. In order to discuss the results and qualify this type of results found we are going to focus on the two questions posed at the beginning of the research. First question explored the main psychological and social challenges of Saudi scholarship students participating in a study abroad program. According to our results there is a clear recognition of the cultural changes of the host culture and the original one from the beginning. It is in this first moment of the stay when the importance of the support given by the family is higher.

When it comes to managing the new cultural context in the first three months, the most relevant issues are associated with academic problems (adaptation to the environment of the university studies being carried out). Regular communication with family and friends is also emphasized as a support, as it was already mentioned. Interestingly, generally speaking there is no desire to return to Saudi Arabia, but rather to stay, which evidences a good adaptation or management of these first three months.

Taking the stay as a whole (beyond the first three months) the main interest has to do with integrating or reconciling the vision of life they have in the new culture with their own. There is an interest in being part of the host culture, and being able to establish positive relationships. Issues related to the children's education stand out as a theme, which, due to the cultural contrast, become more important.

There is a sense of pride and satisfaction in relation to the culture of origin which as a result provides a firm sense of ethnic/cultural identity. This sense of cultural identity is probably made more present by the contrast with the culture in which the stay is taking place. We will discuss in the following section the impact of such ethnic identity on the process of adaptation to the host culture.

At the end of the program, the students emphasized how important it is to prepare specific

programs to help students adapt to the host culture, specifying possible problems that may arise probably taking place in the first three months.

The second question explored in more detail what were the psychological and social challenges faced by Saudi scholarship students considering different demographic variables such as gender, age, academic level, language level, and duration of the scholarship.

According to the variable gender we found women were less well-adjusted than men, and also had lower positive attitude scores towards the new culture. On the other hand men experienced higher levels of stress probably due to their greater interaction with the host culture. They explored more values and customs of their original culture, perhaps to counteract the greater contact with the host culture. In a certain way this could generate a certain protective factor as evidence of an acculturation pattern of integration. According to this pattern the host culture with which they interact is valued likewise as the original Saudi culture, thus creating a balance between both cultural influences. Women, on the other hand, could show an acculturation pattern of separation (emphasizing own cultural heritage) which would protect them lowering the levels of distress of facing the host culture but also preventing the enrichment brought about by contact with a new culture. This result regarding gender is in line with Berry (2007) claim that the most common strategy is integration (defined as preferring to maintain one's cultural heritage while seeking to participate in the life of the larger society), rather than assimilation, separation, or marginalization. In most cases, this integration strategy is also the most adaptive, both psychologically and socioculturally. We don't know why Saudi women students preferred an assimilation strategy when managing their adaptation to the host culture. According to Ramos, Cassidy, Reicher and Haslam (2016) perceiving discrimination is associated with a perceived lack of permeability, which in turn results in avoiding the host society and simultaneously endorsing one's own cultural background. As these authors stated: "international students' perception of being a target of discrimination is associated with a sense that boundaries between their and host groups are impermeable. In the face of such barriers, they were more likely to embrace their own cultural heritage and to avoid the host society" p.413. We don't know to what extent the perception of discrimination could explain this gender difference but it comes to a possibility for future studies on this matter. However, literature on international student's experience show how students' difficulty to adapt to the cultural practices of their host country can lead to separation, isolation, and loneliness (Leong, 2015; Wu et al., 2015).

In addition to gender, the level of linguistic competence with English provides important information. Students with a high level of English experienced more stress, probably because they were more exposed to the host culture, compared to those with a lower language proficiency. It is interesting to note how these students with lower language proficiency were the ones who explored and were more engaged with their original culture. There is evidence then that the pattern of those with a poorer level of English is one of assimilation, while the pattern of those with a high level of English is one of integration (which implies more stress, consistent with their intention to adapt to the new culture what generates positive attitudes). As it was already mentioned in the results as the students with an excellent level of English showed the lowerest punctuations in the variable of Ethnic Affirmation compared with the rest of the groups. Thus, a low level of English could trigger an separation strategy to adapt to the new culture as there are less resources available to explore and interact with the new culture. The problem with this is that this separation pattern diminishes the likelihood to participate actively in the new culture in turn decreasing the opportunities to improve the language competence. This is consistent not only with research showing a relationship between English proficiency and academic performance (Zhang & Brunton, 2007) but also with social performance when attempting to make friends (Mori, 2000). According to Poyrazli, Arbona, Nora, McPherson, and Pisecco (2002) English competency of international students is a predictor of their psychological and sociocultural adjustment. Given the evidence in the literature demonstrating that lower levels of English proficiency are a predictor of acculturative stress, and/or depression (Dao, Lee, & Chang, 2007; Duru & Poyrazli, 2007; Sumer, Poyrazli, & Grahame, 2008) is understandable the separation pattern of the students with low competence levels in our study. That separation strategy could provide one way of coping with these undesirable psychological effects. Something that students with higher competence in language do not need.

Regarding the variable of housing conditions it is corroborated that the integration pattern of acculturation implies higher levels of stress. Those students who lived privately interacted more with the culture of origin and although they presented more positive attitudes towards the host culture, they were also presenting higher levels of identity distress. Those students who lived with their families or with host families (which generate a context with greater security and comfort) had then worse attitudes toward the host culture and higher levels of ethnic exploration and affirmation of own's original culture. It appears then the housing condition of living with their

families presented again an acculturation pattern of separation, presenting higher scores in affirmation/engagement and exploration with their culture of origin compared to those who live with host families, and who were therefore more exposed to cultural differences.

The quality of the cultural adaptation of the students can't be understood without considering the timing of the stay. Considering this variable we found that at the end of the program (regardless of the previous exploration with the host culture) the sense of ethnic identity is reactivated in all the students, as a possible preparation for the return to the culture of origin. On the contrary, the values of exploring one's own culture are greater at the beginning, as a way of reaffirming oneself before the challenges of the new culture, as if a certain protective factor is generated: exploring, getting to know the culture of origin better just when one is exploring or getting to know the host culture. It is important to remark that this happens especially in those with a low level of language, and those who live with their families. Those who live privately or with host families and also having an excellent level of language, showed higher levels of integration between their Saudi original culture and the host one. This would fit Berry's (1974) premise that free interaction of international students with those culturally dominant groups, while ensuring the retention of their cultural integrity is the best strategy to ensure a good cultural adaptation. Recent studies (Krsmanovic, 2020) support the importance of this integrative acculturation strategy to promote the adjustment, transition, satisfaction and successful completion of an international program. However separation strategies are equally common (Swarts, Hannes, and Rodrigues-Quiles, 2021) taking place usually at the beginning and at the end of the stay program.

**Chapter VII**

**Recommendations**

In view of the results and discussion, the researcher reached the following recommendations:

- The establishment of psychosocial support programs by the ministry in the student gatherings before the scholarship to motivate them to participate and integrate.

- Pay attention to students who have received the highest level of English and give sufficient time to students whose level of English is insufficient.

- Request that the cultural attaché provide psychosocial support to students in the granting country during the first three months of the scholarship.

- Conduct training courses to learn about the systems of countries, especially the university educational systems, in addition to knowledge of the disciplines that suit the abilities and interests of students.

- Conduct psychosocial support sessions to learn about the customs and traditions of the scholarship countries and clarify what students feel about right and wrong things.

- Give students an overview of how to deal with the electronic portal.

- Encourage students to share housing with each other, especially in the language year, because of the importance of English practice during that time; collective housing may help students reduce some of the challenges students report facing during the scholarship experience.

- Organize seminars on the psychological and social challenges facing students so as not to fall prey to these challenges.

- Train students on strategies to cope with psychological and social challenges and to cope with them in a correct manner.

- Train students on problem-solving strategies through training programs.

- Encourage decision-makers to appoint psychologists to choose students according to mental health standards.

- Focus on the presence of psychologists in the cultural supplement to help students to solve their psychological and social problems.

**Proposals:**

In view of the results and recommendations of the present study, the researcher suggests future studies of the following types:

- An investigation of the effectiveness of a training program based on meeting the psychological and social challenges students face when studying abroad in foreign countries.

- An account of the role of social media in alleviating the negative effects of the scholarship experience on the students from their point of view.

- A proposal to build a strategy to meet the psychological and social challenges faced by students in foreign countries.

- A proposal for the development of scholarship programs in the Kingdom of Saudi Arabia in light of future needs in line with the requirements of the Kingdom Vision 2030.

- An account of the impact of the implementation of a program based on proposals to reduce the psychological and social problems of Saudi scholarship students in order to increase their level of educational achievement.

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**Appendices**

# The Questionnaire

**Dear participant,**

This research is titled (Social and Psychological Challenges Saudi Scholarship Students Face when Studying in Foreign Countries). It is part of a doctoral dissertation in Alcala De Henares University, Madrid, Spain, aiming to find out the social and psychological challenges facing Saudi scholarship students studying in foreign countries and examine the effects resulting from these challenges, as well as to identify the sources of psychological and social challenges and to know the basic reasons from their point of view.

I would appreciate it if you would take a couple of minutes to complete the following questionnaire. The questionnaire is in two parts:

Part one is concerned with your demographic characteristics, and Part Two addresses any social and psychological challenges you might face during your stay in this country.

For your information, this survey is strictly confidential and for research purposes only, and no doubt your cooperation with us in answering this questionnaire is considered as a great effort and significant contribution to the success of this study

Please do not feel limited by the multiple choices - I hope you will add your personal experience that could help me understand your personal situation. If you have any question about this questionnaire, please contact Mohammed Alomari by email: amri4453@hotmail.com.

Note: This questionnaire is intended only for scholarship students in these countries: United States- United Kingdom – Canada – Australia.

Thank you for taking the time to fill in this questionnaire.

**Best Regards,**
**Mohammed Alomari**

**Personal Information**

1 - Gender

- Male                                                    (          )
- Female                                                  (          )

2 - Age

3 - Academic level

- Undergraduate                                          (          )

- Postgraduate studies          (      )

4- English level before the scholarship

- Excellent          (      )
- Very good          (      )
- Good          (      )
- Poor          (      )

5- Period of Scholarship

- At the beginning.          (      )
- 2-3 months.          (      )
- 3-6 months.          (      )
- 6-12 months.          (      )
- At the end of the program.

6- Residence in the country of scholarship

- With family          (      )
- Private accommodation.          (      )
- With host family.          (      )
- Private accommodation with colleagues.      (      )

**Scale**

| N. | Items | Strongly Disagree | Disagree | Neutral | Strongly Agree | Agree |
|---|---|---|---|---|---|---|
| **The social and psychological support programs provided prior to the scholarship** | | | | | | |
| 1 | Student gatherings | | | | | |
| 2 | Personal searching on the internet | | | | | |
| 3 | Change the mental image of the | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | recipient after receiving social and psychological support before the scholarship | | | | | |
| 4 | The time was enough to prepare for your study and stay abroad prior to the scholarship | | | | | |
| **The social and psychological support during the first three months of scholarship.** | | | | | | |
| 1 | Cultural mission | | | | | |
| 2 | Student Club | | | | | |
| 3 | Former students | | | | | |
| 4 | Family and your Friends at home | | | | | |
| 5 | Converting the mental image of the inventor of reality in the new country after receiving social and psychological support | | | | | |
| 6 | Recognizing the different culture of the country of scholarship from the culture of Saudi Arabia | | | | | |
| 7 | See more pros in Saudi Arabia | | | | | |
| 8 | Clear changes in the personality of the scholarship students notice during the vacation | | | | | |
| 9 | Appreciate the recipient of the family more than before | | | | | |
| 10 | Return to Saudi Arabia after the end of the scholarship | | | | | |
| 11 | Wrong understanding of freedom | | | | | |
| 12 | Living in the spiral of self-defense to improve the image in front of those who deal with it | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 13 | Misunderstanding of regulations (laws) in the country of scholarship | | | | | |
| **Dealing with the new environment during the first three months** | | | | | | |
| 1 | Food | | | | | |
| 2 | Climate | | | | | |
| 3 | Make an effort to deal with the new environment | | | | | |
| 4 | Difficulty dealing with people in the new environment | | | | | |
| 5 | Values (religion) | | | | | |
| 6 | language | | | | | |
| 7 | Academic issues | | | | | |
| 8 | Joint education (male and female) | | | | | |
| 9 | Parents are expected to return with a scientific degree of additional pressure during the mission | | | | | |
| 10 | Sense of homesick during the first three months of the mission | | | | | |
| 11 | Feeling of culture shock during the first three months of the mission | | | | | |
| 12 | The difficulty of integration (melting) in the new culture during the first three months of the mission | | | | | |
| 13 | Continued desire to leave the country of scholarship during the first three months of the mission | | | | | |
| 14 | Communicate periodically with your family and friends during the first three months of the mission | | | | | |
| **Dealing with the new environment during the scholarship** | | | | | | |

| 1 | Long item goals (e.g., finding a good job | | | | | |
|---|---|---|---|---|---|---|
| 2 | Career choice? (e.g., deciding on a trade | | | | | |
| 3 | Sexual orientation and behavior? (e.g., feeling confused about sexual preferences, intensity of sexual needs, etc.) | | | | | |
| 4 | Friendships? (e.g., experiencing a Loss of friends, change in friends, etc.) | | | | | |
| 5 | Values or beliefs? (e.g., feeling confused about what is right or wrong, etc.) | | | | | |
| 6 | Group loyalties? (e.g., belonging to a club, university group, etc.) | | | | | |
| 7 | Please rate how much uncertainty over these issues as a whole has interfered with your life (for example, stopped you from doing things you wanted to do, or being happy) | | | | | |
| 8 | How long (if at all) have you felt upset, distressed, or worried over these issues as a whole? (Use rating scale below) | | | | | |
| 9 | Please rate your overall level of discomfort (how bad they made you feel) about all the above issues as a whole | | | | | |
| 10 | When during the program did you feel upset, distressed or worried over these issues as a whole? | | | | | |
| 11 | You should try to live in your | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | scholarship country according to their customs | | | | | |
| 12 | You should try to fully participate in the life of this society | | | | | |
| 13 | You have the opportunity to taking full part in your scholarship country society | | | | | |
| 14 | Benefit about the people in your scholarship society, their ways of being and seeing life | | | | | |
| | Benefit about the people in your scholarship society, their habits and you're eating habits | | | | | |
| 15 | Benefit about the people in your scholarship society, your hygiene and cleanliness habits | | | | | |
| 16 | Benefit about the people in your scholarship society, your ways of speaking and communicating with people | | | | | |
| 17 | Benefit about the people in your scholarship society, your beliefs about male-female relationships | | | | | |
| 18 | The education you give your children | | | | | |
| **Identity and belonging to the ethnic group** | | | | | | |
| 1 | I have a strong sense of belonging to my own ethnic group | | | | | |
| 2 | I feel good about my cultural or ethnic background | | | | | |
| 3 | In order to learn more about my ethnic background, I have often talked to | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | other people about my ethnic group | | | | | |
| 4 | I am active in organizations or social groups that include mostly members of my own ethnic group | | | | | |
| 5 | I have a clear sense of my ethnic background and what it means for me | | | | | |
| 6 | I participate in cultural practices of my own group, such as special food, folklore, or customs | | | | | |
| 7 | There are times when I think no one understands me | | | | | |
| 8 | I sometimes find it hard to make friends | | | | | |
| 9 | Sometimes I feel that People in the new community do not accept me | | | | | |
| 10 | Sometimes I find it hard to trust for the People in new community | | | | | |
| 11 | I find that I do not feel comfortable when I am with other people | | | | | |
| **Proposals to reduce psychological problems resulting from scholarship.** | | | | | | |
| 1 | The need to prepare psychosocial measures to measure the extent to which the student benefited from the programs provided | | | | | |
| 2 | The presence of a social worker in the cultural mission | | | | | |
| 3 | The necessity of activating the social communication between the Saudi scholarship students in the country of scholarship during the main events and | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | social networking sites | | | | | |
| 4 | The need to choose the student scholarships according to scientific bases and standards | | | | | |
| 5 | The need to prepare programs to raise the awareness of students of the nature of the problems that may face | | | | | |
| 6 | The importance of preparing guidance programs to help students adhere to the culture of the original society | | | | | |

**الاستبيان**

**عزيزي المشارك،**

**هذا البحث بعنوان (التحديات الاجتماعية والنفسية التي تواجه طلاب المنح الدراسية السعودية في الدول الأجنبية). هو**

**جزء من أطروحة الدكتوراه في جامعة Alcala De Henares University، مدريد، إسبانيا. تهدف إلى التعرف على**

التحديات الاجتماعية والنفسية التي تواجه طلاب المنح الدراسية السعودية الذين يدرسون في الدول الأجنبية وتدرس الآثار الناتجة عن هذه التحديات. أيضا، لتحديد مصادر التحديات النفسية والاجتماعية، ومعرفة الأسباب الأساسية من وجهة نظرهم. سأكون ممتنا لو استغرقت بضع دقائق لإكمال الاستبيان التالي. يتكون الاستبيان من جزأين: الجزء الأول: يهتم بخصائصك الديموغرافية.

والجزء الثاني: يتناول أي تحديات اجتماعية ونفسية قد تواجهك أثناء إقامتك في هذا البلد.

لمعلوماتك هذه الدراسة سرية للغاية ولأغراض البحث فقط، ولا شك في أن تعاونك معنا في الإجابة على هذا الاستبيان يعتبر جهدًا كبيرًا ومساهمة كبيرة في نجاح هذه الدراسة.

من فضلك، لا تشعر بمحدودية من الخيارات المتعددة ـأرجو أن تضيف تجربتك الشخصية التي يمكن أن تساعدني في فهم وضعك الشخصي. إذا كان لديك أي سؤال حول هذا الاستبيان، يرجى الاتصال بـ محمد العمري عن طريق البريد الإلكتروني:

amri4453@hotmail.com

مع ملاحظة ان هذا الاستبيان موجه فقط للمبتعثين في: أمريكا-كندا-بريطانيا-استراليا.

شكرا لك على وقتك وحسن تعاونك،

وتقبل خالص تحياتي ،،،

الباحث : محمد العمر ي

* المعلومات الشخصية :

1-الجنس

- ذكر            (            )
- انثي            (            )

2-العمر

-------------

**3-المستوى الأكاديمي**

- المرحلة الجامعية      (       )
- دراسات عليا      (       )

**4-مستوى اللغة الإنجليزية**

- ممتاز      (       )
- جيد جدا      (       )
- جيد      (       )
- ضعيف      (       )

**5- فترة وجودك في بلد الابتعاث؟**

- في البداية      (       )
- 2- 3 أشهر      (       )
- 3-6 أشهر      (       )
- 6-12 شهرا      (       )
- في نهاية البرنامج      (       )

**6- مع من تقيم في بلد الابتعاث:**

- مع العائلة      (       )
- سكن خاص بمفردي      (       )
- مع عائلة مضيفة      (       )
- سكن خاص من الزملاء      (       )

**المقياس**

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