



**The difficulties that expatriate students face for first-year
university students which affect their academic
performance**

الصعوبات التي تواجه الطلاب المغتربين لطلاب السنة الأولى الجامعية وتأثيرها
على أدائهم الأكاديمي

by

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**Dissertation submitted in partial fulfilment
of the requirements for the degree of
MASTER OF EDUCATION**

at

The British University in Dubai

November 2022

DECLARATION

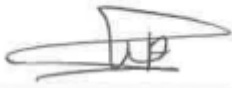
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ABSTRACT (in English)

The university study stage is considered a pivotal stage in the life of the university student in terms of affecting his practical, social and psychological status. Therefore, the reason for this research was to show the relationship between the student choice of the university location and their academic performance, that the student's academic performance declines in the first year of university due to his separation from his family, social circle and home country to a overseas country. Some of them returned after months of starting their university studies, and others showed decline in their academic level because of factors that contributed to the negative impact on the expatriate student academic performance. A delegation participated in the research about 30 expatriate students from several universities in the United Arab Emirates. The researcher studied the psychological impact of alienation from residing in a new place, new environment and social community. And its consequences on the expatriate students' academic performance, as they start a completely different stage of academic life than what they used to during the past 12 academic years.

ABSTRACT (in Arabic)

تعتبر مرحلة الدراسة الجامعية مرحلة محورية في حياة الطالب الجامعي من حيث التأثير على وضعه العملي والاجتماعي والنفسي. لذلك كان سبب هذا البحث هو إظهار العلاقة بين اختيار الطالب لموقع الجامعة وأدائه الأكاديمي، حيث تراجع الأداء الأكاديمي للطالب في السنة الأولى بالجامعة بسبب انفصاله عن أسرته ودائرته الاجتماعية ووطنه. إلى بلد ما وراء البحار عاد بعضهم بعد شهور من بدء دراستهم الجامعية، وأظهر آخرون تراجعاً في مستواهم الأكاديمي بسبب عوامل ساهمت في التأثير السلبي على الأداء الأكاديمي للطلبة المغتربين. شارك في البحث عن 30 طالباً مغتربين من عدة جامعات بدولة الإمارات العربية المتحدة. درس الباحث الأثر النفسي للاغتراب عن الإقامة في مكان جديد وبيئة جديدة ومجتمع اجتماعي. وعواقبه على الأداء الأكاديمي للطلاب المغتربين، حيث بدأوا مرحلة مختلفة تماماً من الحياة الأكاديمية عما اعتادوا عليه خلال السنوات الدراسية الـ 12 الماضية.

DEDICATION

To the very special people in my life who made this possible

- My life coach who taught me and lead me through life Dr. Sumaya
- Dr. Salma Sameh my mentor
- My dearest friend Jamela who supported me in every step in most needed moments in my life
- And to my three pieces of my heart, my children, Maryam, Qusai and Anas

Big thank you and gratitude to all the people who I mentioned that supported me through my masters, and who will be supporting me through my PhD

ACKNOWLEDGEMENTS

*I would like to extend my genuine gratitude to my research supervisor, Dr. Tendai Charles, who always encourages me and offered me the kind support from the early stages of my master journey until this moment.

*special thanks to all those wonderful people who stood by my side me and supported me in the best way they could: prof. Abdulai Abukari who supported me when I was in my first steps in my journey.

KEY WORDS

academic performance

negative impacts

enormous shift

first year of university.

DEFINITIONS

Expatriate: a person who doesn't reside in their nation of origin.

Emotional intelligence: the ability to manage interpersonal connections wisely and empathically, as well as to be aware of, control, and express one's emotions.

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Chapter 1 INTRODUCTION

1.1 Background

Today's rising globalization in the higher education sector surrounds the practice of studying abroad. Additionally, there are many nuanced and interrelated justifications for studying abroad. In general, a prospective international student chooses a destination country for their study abroad program based on factors such as how well those factors match with their personal needs, circumstances, networks, and considerations regarding the academic requirements, educational services, educational advantages or benefits, and living conditions in a host country. The primary reasons for choosing to pursue an international education are outlined in this study's analysis of the challenges and consequences of doing so, including poor academic achievement.

The first university in the world is located in the Islamic Maghreb. It is called the University of Al-Qarawiyyin in Fez (Makdisi, 1970). It was founded by Fatima Al-Fihri in 859. The Pope of Europe (Sylvester II) and Ibn Al-Arabi passed through it, Hazaz Al-Andalus and the great scholars of the Middle Ages (Scribner, 1989). Where these scholars had to travel to Morocco to obtain a university education (Riche & Pierre, 1978).

The word university is derived from the Latin term meaning (community of teachers and scholars) and this word was used for the first time in the Italian University of Bologna (Ruegg & Walter, 1993), which was founded in 1088 to be the first university in Europe and the world (Hyde, 1991). The origins of many medieval universities go back to Christian cathedral schools dating back to the sixth century and these universities functioned as schools for hundreds of years before turning into universities in the Middle Ages (Hunt & Mcfarland, 2008).

There are many schools and educational and religious institutions that completed their establishment in the Middle East and North Africa in the golden age of the Arab Islamic civilization (Damtew, 2003), but they were not universities in the modern sense of universities and did not fulfil the conditions that were later available in European universities (Elizalde & Guadalupe, 1999), at the beginning of the Renaissance and the two most famous examples of

these schools and educational facilities Al-Qaraouine University was founded in 859 AD in Morocco. Since the early modern times, universities have gradually spread around the world and have become prominent institutions of education everywhere in the world, which led to travel to this place for education

University education has a history from ancient times until the present time and because of the importance of university education, it has existed since ancient times and that it was not available in all countries in the past, and distinguished education was not available for distinctive specializations in certain countries nowadays, traveling to study University is a necessary personal, family, social and practical need and requirement. Therefore, since universities became essential level, people wanted the highest quality of education and a more options for the specialities, but back at the time there wasn't enough universities in every country. Which made the people to travel and study abroad until they finish their university studying years. Foreign students typically decide to study abroad for a variety of reasons, including the value of international education, personal or family considerations, a lack of chances at home, and financial or professional considerations. Most of the students' justifications for going abroad to study remained constant (Kistantas, 2004).

Although these variables may not directly result from one's own goals, national policies or political conditions in one's home country may inspire one to study abroad (Chen, 2007). Moreover, some international students' choice of a destination country is significantly influenced by environmental factors, such as pleasant weather and safe or low-crime areas (Mazzarol, Soutar, Smart & Choo). Environmental factors in a host country are often the same as or better than those in a sending country, with the exception of cold temperatures (Atai, 1993).

Additionally, cultural issues including developing intercultural sensitivity, widening ethnic experience, and acquiring a global network or perspective are important considerations when deciding to study abroad (Maringe & Carter, 2007). In contrast, reasons for studying abroad could come from the student choice only. Such as personal motivations for studying abroad include personal growth or career aspirations (Gatfield & Chen, 2006), immigration plans, influence from close friends and family, expanding social networks, previous travel

experiences or intention to travel, marital status or family obligations, and language learning to enhance global competence (Goodman, Jones & Macias, 2008).

Therefore, From the keenness of the United Arab Emirates for students to obtain distinguished education for distinct specializations at the hands of the most skilled university professors in the world, the government of the United Arab Emirates decided to give this very distinguished opportunity to the students of the homeland and to organize scholarships for countries abroad in agreement with embassies and educational institutions there in the other country of universities and educational institutes Specialized institutes and institutions for teaching the language of a foreign country.

1.2 Statement of the problem

Changing a person is difficult and affects his feelings and thus his behaviour. Especially the change in a very important stage of study dominated by ambiguity and determining the future of the student career. We have to identify and know the negative feeling that is followed by negative behaviours that affects the student's study in the first year, mitigating or controlling the difficulties that are reflected in the student's academic performance.

1.3 Hypothesis

Spatial alienation, due to university education for a student who has finished school, is a major change for the student. This may cause him a negative feeling that may affect his behaviour, including his commitment to the requirements of study in the new stage. In addition, what may have an impact on him is the consequences of new responsibilities in the new housing Commitment to the responsibilities of a whole house is stressful, especially since the student does not have a personal financial income, and this increases the pressure on the student, waiting for financial expenses to be spent on his daily and weekly needs for various aspects of life. Paying bills for the house and the responsibility of continuous cleaning and continuous cooking, to a great extent since most students had never known cooking skills or applied them, as the presence of the mother was one of those who performed this role, as there was no need

for the student or the expatriate student to complete this task. This is also in addition to him dealing with new people for the first time in his new environment to study. Where dealing with new personalities, the expatriate student has to deal with them with different psychological and social levels. The student dealt with university colleagues, university professors, and with the cleaner of the building in which he lives, and the new neighbour and transportation are also new. With all these responsibilities, the researcher will notice the negative impact on the academic performance, of the expatriate student on his study of the new academic stage and his new specialization in life.

1.4 Purpose of the study

The researcher noticed the academic level of students in their first year of university and its decline for a large group of university students, and the low results were striking, and this sparked the researchers' curiosity to discover the reasons for the decline in academic performance. They told the researcher that they are expatriate students, and as an academic researcher, this idea sparked the researcher's interests and resilience to track the relationship between alienation from family, home country and comfort zone to a foreign country, And to the academic level of students especially in the first year at the university.

The research will discuss the changes that occur to the students, which might affect his academic performance. Additionally, the student's psychological state might be affected from the separation from family and home country alone and these affects are most likely to be reflected on his academic level.

And what is the nature of the relationship between alienation and the negative impact that has happened to the student academic performance, which is the change of place and a decline in academic performance. Furthermore, an academic study that the student studied with his desire and request to finish it through the university, which the student by their own choice and want to specialize in a field of their interest still makes the student have a poor academic performance, so how does changing his physical place affect something on the other side of an individual's life.

Including the feeling of confusion accompanying the change, which in some cases amounts to fear and the student's refusal to travel because of his fear of the unknown in a new area and

new people. Which in some of the other cases caused the student to return to his home after a short period of time and not bear the alienation from his family and homeland.

If this is the behaviour of some students, let alone some negative feeling that affects their academic performance, because it is certain that studying, especially university, needs a lot of focus, follow-up, research and comfort for new friends he has not yet met. Thus, the university stage is very challenging at the beginning and completely unlike the past 12 years the expatriate student faced in school stage.

The research will discuss some of these questions in details, and through the questionnaire and the survey, the researcher will explore the psychological impact on the expatriate student because of the alienation on his academic performance.

The purpose of this research is to outline and prove the expatriate students challenges they face in the foreign country that lead to a negative impact on the student academic performance and help reduce the difficulties that the expatriate students face. The challenges that are faced are the new environment in which he survives alone and the beginning of a new academic stage. Moreover, these challenges may affect his psyche due to the separation from his family in which he was accustomed to for years.

1.5 The rationale of the study

The researcher monitored the negative effects of expatriate students on their studies and academic performance. These effects include a negative feeling of nostalgia for their parents and the failure of expatriate students to adapt to their situation in the new social environment and the new university environment as well as their sudden responsibility in all the aspects of life.

Therefore, the researcher did this research to reduce the negative effects of alienation feeling the student suffers. Additionally, the researcher offered multiple solutions to face the student's dropping his university studies and return to their parents and other solutions to the frequent repetition of the first year of university.

1.6 Research Questions

- 1) Does nostalgia for the family affect the student's academic level?
- 2) Does the pressure of new responsibilities to establish a new home and assume its responsibilities affect the student's academic performance?
- 3) Does living in a new area with new consequences such as different people, atmosphere and environment affect a student's academic performance?

Chapter 2 METHODOLOGY

2.1 Subject

The researcher chose two groups to conduct his research on the effect of alienation due to studying for parents. The research chose group A from Ajman University of Science and Technology in the United Arab Emirates in the city of Ajman. This group was residing with their families and spent the school years in the UAE only. They completed their university studies in the same country. They did not change the country, friends or family details, they just moved to the university stage with a new specialization that they chose. The researcher chose group B also from the same country in the United Arab Emirates in the Emirate of Ajman, but the group was distinguished by the fact that its students are expatriates, meaning that their families and all their lives spent in their mother country from Saudi Arabia and Kuwait, and the number of students is 30 students; 17 from Saudi Arabia and 13 from Kuwait. Group B deals with a different environment and new colleges. They started to handle new responsibilities in the new place of residence, as well as the beginning of a new academic stage he has chosen to determine his future life. The students of group B decided to live in apartments separate from the university housing, about 10 minutes away from the university on foot and a few minutes by car to reach the university building.

2.2 Material

The researcher used multiple techniques to acquire as much information to help the researcher reach a wide range of results.

At first, the researcher used personal interviews with the students. Each interview was individual and characterized by privacy for each student. The researcher started by asking first about his initial feelings about the new place and the new academic stage. Moreover, the second question was about feelings of loss for the abandoned place. Then, the researcher examines the time period of adapting which differs from one individual to another. To illustrate, the researcher wanted to know how long does it take for a student to adapt to his new life. Finally, the researcher wants to reveal whether the students need a psychological

support from other parties or not. Regarding the online survey that the researcher presented to expatriate students, it varied with its questions about the positive and negative feelings that accompany the new phase of change; place, new study events, and new friends. The choices were between yes and no and sometimes for a new feeling with new responsibilities and managing his academic and social life.

2.3 Procedure

The researcher saw the negative feelings experienced by the expatriate students in their daily life, which was reflected in their behaviour, which naturally affected their studies. Therefore, the researcher began by asking the right questions and searching for their answers in this research, which began with an interview with some students from the British University in Dubai. Through the interview, the researcher prepared questions for personal interviews for expatriate students from their families because of the study (questions are attached in the research) so that the researcher determines any reason for the alienation. The researcher reached these negative feelings that clearly affected the student's behaviour. Additionally, the researcher asked the university administration to enter the university campus to ask the students. Six expatriates from different regions. Then, she sent the referendum to thirty other students who are also expatriates to answer realistic questions about their new stage socially, emotionally and academically. That is the reason why the researcher analyses the results of the referendum. And when the questions were presented to the students of Ajman University, where she went to meet the students on Friday morning and met with ten students, then the rest of the sample was completed by twenty other expatriate students in the second week.

Chapter 3 LITERATURE REVIEW

3.1 Effects of emotional intelligence on expatriate students

Many recent studies have focused on the effects of emotional intelligence on students' academic performance (Seng, Taslikhan & Hanafi, 2016). while there has been much research on that topic, few researchers have taken the difficulties expatriates face in their first year of college which affects their academic performance, into consideration (Sherry, Thomas &Chui, 2010).

Emotional intelligence plays a major role in the academic performance of students. It impacts self-development and leadership qualities (Sadri, 2012). Higher productivity is a measurable and observable result of engaging in activities that encourage emotional intelligence (EI) behavior (Lazovic, 2012). the findings only demonstrated a statistically significant relationship between academic performance and (EI) (MacCann, Jiang, Brown, Double, Bucich & Minbashian, 2020). Emotional intelligence is divided into 4 main core ideas: interpersonal skills, self-awareness, self-motivation, empathy, and emotional control (Ewela & Nizam, 2016).

A variety of definitions was made by researchers. One of the oldest definitions is from Peter Salovey's book which states that (EI) is a collection of abilities known as emotional intelligence is thought to support accurate emotion recognition and expression, efficient emotion control, and the successful application of emotions in planning, motivating and achieving goals. (Salovey & Mayer, 2004). Nevertheless, more recent definitions, states that (EI), a psychological construct, is the capacity of a person to be motivated, control impulse and delay gratification, modify mood, and prevent stress from obstructing thinking, empathizing, and having hope (Dulewica & Higgs, 2000).

College students are more likely than the general population to experience major health problems, substance addiction, and concerns with anxiety and depression (Kim, 2011). It is crucial to comprehend the elements that affect academic achievement (Mayer & Salovey, 1993). The amount of stress that a person perceives they are experiencing at any given moment or during a specific time frame is called perceived stress. College students' lack of

emotional intelligence significantly negatively impacts their ability to function academically and pursue greater excellence (Salovey, 2005). The perceived amount of stress varies according to the courses that the students are taking, and there are gender-related variables as well (Ramesh, Samuel & Ramkumar 2016). This shows, that expatriate students will not only face the common school-to-college shifting challenges but the fact of separation from family and home country to a completely new environment alone (Luo, 2014), additionally to their start of a new level of education. Therefore, the amount of pressure on expatriate students comes from two main sides 1) the big shift from school to college and 2) the bigger shift of moving to a new country alone (Bradberry & Greaves, 2009).

Emotional intelligence (EI), which has the power to influence and drive human behavior, has become one of the most reliable indicators of both personal and professional success in recent years (Cherniss, 2000). Good emotional intelligence (EI) is characterized by high empathy and social awareness for others as well as improved understanding and management of one's own emotions (Goleman & Daniel, 2020). Numerous studies have proven that EI has a positive effect on worker performance and general well-being (Taksic, 2002). Today, IQ alone cannot ensure success; instead, employers favor graduates who exhibit traits like empathy and social skills. (Rizwan, Alsulami, Elnahas, Bashir, Bawareth, Kamrani & Noorelahi 2019). This shows the crucial importance of emotional intelligence on the students, and how it is a major part of the student's well-being (Gottman, 2014). Moreover, In the first year of the expatriate students in college in their foreign country alone; their mental health will be at its lowest from the significant enormous shift in environment, social circle, and sudden independence (Nelis, Quoidbach, Mikolajczak & Hansenne, 2009). Thus, the student's well-being will be negatively affected such as their sleeping cycles (Pusztai, Rozmann, Horvath, Szunomar & Fusz 2019, October).

Another common difficulty expatriate students frequently struggle with is sleep. (Spanhel, et al Burdach, Pfeiffer, Lehr, Spiegelhalder, Ebert, Baumeister, Bengel & sander 2021). All these factors mentioned contributing to the strenuous and deterioration of emotional intelligence. which leads to low academic performance, all from the shift to a foreign country, to start a new education level (Reynolds & Constantine, 2007).

The negative academic performance of expatriates was caused by low emotional intelligence because of the significant independence of the expatriate students (Mohzan, Hassan & Halil, 2013), where students performed poorly in the various examinations (both internal and external). For instance, the West African Examination Council (WAEC) and the Joint Admission and Matriculation Board (JAMB) both continue to record significant rises in occurrences of students performing poorly in a variety of disciplines, and the situation is essentially the same internally (Melvina, 2018). Teachers lament the poor student performance in their many subjects and cite many factors for it (Singh, Manser & Mestry, 2007).

When expatriate students start attending the first year of university in a new environment, due to their high rates of poverty, linguistic obstacles, and broken families when they first enter college (Samouei, Rahele, Ahmad, Zamani, Amir, Hamid & Mariam), a majority of these students may find learning to be more of a burden than a chance. (Kvapil, 2007), Thus, through The evaluation of emotional intelligence for people 18 years of age and above, the MSCEIT is intended to assess the four branches of the Mayer and Salovey EI model (Maul, 2012). The MSCEIT was created as a result of a tradition in intelligence testing that was created by the development of science's understanding of emotions and how they work. (Hassan, Zain & HowChew, 2013). Furthermore, this research can deduce that expatriate students in their first year, academic performance will be low as their emotional intelligence is inferior (Donaldson & Bond, 2004). Students who scored well on characteristic EI were less likely to have been suspended or expelled from school and to have had unapproved absences (Petrides, Frederickson & Furnham, 2004). This asserts the significant role that EI has on overall student behaviours and well-being.

3.2 The effects of the absence of two of the pillars of Maslow's Hierarchy of Needs Theory on expatriate students

Many recent studies have focused on the application of Maslow's Hierarchy of Needs Theory (Bailey, Pownell, 1998). while there has been much research on that topic, few researchers have taken the difficulties expatriate students face when both of the Needs of the theory are absent which affects their academic performance, into deliberation (Milheim, 2012).

Many theories have been proposed to explain what are the core needs of all humans (Tripathi, 2018). Although the literature covers a wide variety of such theories, this review will focus on the five major themes of needs that emerge repeatedly throughout the literature review (Gawel, 1996).

These themes are: starting from the most important needs at the bottom of the hierarchy, before addressing needs higher up the hierarchy, people give attention to those lower down. going up the hierarchy in order of importance (McLeod, 2018). The needs include:

- 1) **Physiological:** Air, food, drink, housing, clothes, warmth, sex, and sleep are only a few examples of the biological necessities for human survival (Huitt, 2007). The body of the human cannot function at its best if these demands are not met. Maslow (1987) believed that the most crucial wants are those related to the body's physiology since, unless these needs are satisfied, all other needs become secondary (Zalenski & Raspa, 2006).
- 2) **Safety:** security, stability, and protection (Carducci, 2020).
- 3) **love and belonging:** to escape loneliness, love and be loved, and gain a sense of belonging (Story, 2002).
- 4) **Esteem:** self-respect, the respect for others (Sumerlin & Norman, 1992). According to Maslow, the desire for reputation or respect is more crucial for kids and teenagers than the need for genuine self-worth or decency (McLeod, 2018).
- 5) **self-actualization:** gain approval and recognition. the goal of "being whatever one is capable of becoming" (Maslow, 1987, p. 64).

Although the literature represents these needs in a variety of contexts, this paper will primarily focus on their application to safety and love & belongingness.



Figure 1. Maslow's Hierarchy of needs

In the early general definition of the importance of Maslow's Hierarchy of needs, Bob Poston stated, many various professions use Maslow's Hierarchy of Needs as a useful assessment tool, especially those in the sectors of education and healthcare. Since the body takes care of the most basic needs for survival before moving on to more sophisticated needs, the concepts of needs are treated in order (Poston, 2009). This clearly empathizes on the importance of having the basic need of all humans, especially expatriate students as they face the challenges of providing physiological and safety needs independently in a foreign country without their families (Fallatah & Syed, 2017). Correspondingly, the time the expatriate students take to overcome and adapt to the significant internal and external changes in the foreign country; takes away the time to perform a good academic performance in their first year in college. (Lester, 2013)

Maslow (1954) made an effort to compile a substantial corpus of study on human motivation. Before Maslow, researchers typically concentrated individually on elements like biology, success, or power to explain what motivates, guides, and sustains human behavior. (Cherry, 2014) In his theory of human needs, Maslow divided them into two categories: deficiency needs and growth needs (Betz, 1984). Each lower requirement within the deficiency needs must be satisfied before proceeding to the following higher need. If any of these requirements are not met after they have all been met, the person will take action to remedy the situation (Burlison & Thoron, 2014). Further, Maslow (1955) argues and contends that if and only if the deficiency requirements are satisfied, a person is prepared to act on their growth needs (Lester, Hvezda & Sullivan, 1983). Therefore, expatriate students unless they have been

accommodated and adapted to their new environment, and built back the feeling of security and belonging to a community, won't be able to take action and proceed with their academic success which comes under the growth needs (King-Hill, 2015).

Expatriate students when they land in their foreign country alone, the second and third pillars of Maslow's Hierarchy Needs Theory are gone and squandered (Freitas & Leonard, 2011). This promotes the idea of deficiency and growth needs, (Noltermeyer, James, Bush & Bergen, 2021). Moreover, expatriate students would have a deficiency in their more important needs which are their absence of family and social circle, and feeling of stability (Abbas, 2020). Thus, the least important needs, growth needs, will be negatively affected such as academic performance which comes under the self-actualization pillar (Sumerlin & Norman 1992). (Swart, 2010).

As established by Maslow in his Theory of human needs, he argues if the security pillar of the Hierarchy was not completely satisfied and the feeling of safety was not felt internally, the person can't establish any external success (Mathes & Eugene, 1981). This is supported by Svendsen, Jonsson & Unterainer (2016) who contend and proved the importance of feeling safe. And in more recent research, Porter, McDermott, Daniels & Ingram (2021) assert that there are several advantages for young people who feel like they belong in school. Feeling a part of the community and feeling safe are two essential components. Therefore, expatriate students face the challenge of losing the feeling of security and safety as they move into the unknown in a foreign country (Smith & Khawaja, 2011), and as Maslow stated they won't be able to focus on their academic performance as long as they have yet to feel secure (Rouse, 2004). Thus, the expatriate student's academic performance will be negatively affected in the first year of the university until they feel stable (Lowinger & chang, 2014).

In his concept of a hierarchy of human needs, Abraham Maslow (1970) remarked that the desire for belonging was a crucial and fundamental need that needed to be satisfied before one could ever feel a feeling of self-worth (Burleson & Thoron, 2014). Therefore, Maslow's hierarchy of wants provides a paradigm for encouraging foreign students to learn and giving them a sense of belonging. (Sumerlin & Norman, 1992). This is advocated in the early research by Freeman & Anderman (2007), In which they looked at correlations between undergraduate students' feelings of belonging in a class and their drive to succeed in that class.

This shows how the feeling of expatriate students' security and belonging to the foreign community is pivotal to their academic success (Shaulskiy, 2016).

In Maslow's Hierarchy of Needs, the third need is family and to be loved (Ozguner, 2014). Further, many early pieces of research supported Maslow's idea of the importance of families presents. Armor & David (1976) supported it by concluding that, from early childhood through high school, the family significantly influences students' academic success. Student families should be included in any efforts to improve their performance. When parents are given the opportunity to fulfill the four crucial roles of teachers, supports, advocates, and decision-makers, students perform best (Armor & David, 1976). In addition, this is also reinforced in more recent years by Becher & Rhoda McShane (1984), Parental participation has numerous positive implications on both their own child's performance and the educational process as a whole. The views of parents toward their children's schools and teachers improve results in Students advance in both academic performance and cognitive growth. This shows the enormous importance parent holds for their expatriate students (Henderson, Anne & Berla, 1994). Similarly, the absence of the family of the expatriate students decreases their academic performance in the first year (Benson, Charles, Buckley & Medrich, 1980), as for 18 years they were not separated for a long period of time, and when they leave for the university to a foreign country for a long period of time alone, it affects the students mentally and emotionally very negatively from the pressure of living responsibilities and complete sudden independence (Sherry, Mark, Thomas & Chui, 2010), thus in the first year of academic performance will be disadvantageously affected (Clark & Reginald, 1990). Moreover, according to Maslow, unless they adapt they will still be chasing the deficiency need of the family of the third pillar of the Hierarchy (Gorman, 2010).

While critiques of the Maslow model's empirical validity and ethnocentrism are regularly brought up in the literature, many of these critiques have instead concentrated on the model's neglect of the spiritual dimension of life (Bouzenita & Boulanouar, 2016). The model was determined to be inappropriate for the Chinese environment by Nevis (1983), an American psychologist and he created his own: Nevis's hierarchy of needs. Nevis realized that the individualism-collectivism and ego-social dimensions can be used to categorize the need hierarchy of many cultures. More refined models have been developed on this basis. Yang (2003) criticizes Maslow's model with regard to its "hierarchical unidimensionality" and

“cross-cultural validity”, developing what he calls a “Double Y-model of Basic Human Needs.” He tried to re-arrange human needs in terms of their relative potency in a non-linear model and distinguished between collectivistic and individualistic needs.

3.3 challenges and difficulties expatriate students face in the university

Reasons for studying abroad for undergraduate students have been the subject of numerous recent studies (Chien & Grace, 2015). While there has been a lot of research on that subject, few academics have considered the challenges that international students encounter when they operate their own residence and how the culture of the new country influences negatively on their academic performance (Akanwa, 2015).

The problems faced by international students have been attributed to a variety of issues. Despite the fact that the literature discusses a wide range of such issues (Khawaja & Stallman, 2011), this review will concentrate on the main challenges which are language barrier, culture difference and sudden complete independence at a young age (Barker, Child, Gallois, Jones & callan, (1991). That students who relocate to other countries encounter on a regular basis because they kept coming up throughout the research review (Liu, 1993).

Despite the fact that it may be difficult to adapt due to the language barrier (Ganschow & Sparks), more programs are being developed to support and assist students in adjusting to university life and achieving academic achievement. Managing international students thus became a social concern (Lee, Cho & Kim, 2014). Using the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz, & Cope, 1986) to assess anxiety and the Foreign Language Screening Instrument for Colleges (Ganschow, Sparks & Javorsky, 1991) to investigate learning difficulty variables, it is possible to draw a connection between anxiety and language learning difficulties. The findings indicate that certain worried students have a history of difficulty learning a new language, receive poor marks, have trouble learning in the classroom, and display poor developmental skills (Kuo, 2011). Thus, Sparks and Richard (1991) proves the enormous challenge that the expatriate students face when they encounter the foreign people language which reflect negatively on their academic performance. This is supported by Schulz (1991) and Bacon, Susan & Michael (1990) as they outline the direct relationship of struggling in the foreign country’s new language in the academic success.

In the early researches on the barrier of linguistics of the foreign students, Ganschow, Sparks, Javorsky , Pohlman & Bishop (1991) have argued that this is a diagnose of foreign language deficiency. As they concluded from their research, that On tests of IQ and reading comprehension, there were no appreciable differences between the groups. On examinations of written and oral language in the syntactic and phonological areas, on the Modern Language Aptitude Test, and on math computation, there were significant variations. According to Ganschow, Sparks, Javorsky , Pohlman & Bishop, learners of foreign languages may struggle with underlying phonological and syntactic issues in their native tongues. Therefore, it leads to negatively impact the student's academic performance.

This was also supported by recent studies, in which Akedeiwi, Mike, Kelechi, Chinedum, & Beverly (2015) emphasized that The language barrier has impacted both the confidence and academic productivity of overseas students. Additionally, it can be challenging for international students to fit into the school's appropriate teaching culture (Castro, Obdulia & Veronica, 2005). Successful students should be able to communicate their thoughts both orally and in writing with proficiency in the English language. (2014) Laguador, Dotong, and De Castro.

Students who live in university residences deal with deteriorating living conditions, being separated from their homes and families, the stress of studying, an odd schedule, and a lack of readily accessible guidance. Their general health is compromised. This was established in the recent research by Shaikah, Babar & Jean-Pierre (2006). As they argue the majority of students are dissatisfied with the housing circumstances. They indicate that their health is not good. It's usual to experience stress, despair, exhaustion, insomnia, and dietary issues. The effects of culture shock (Ward & Kennedy, 1993), language barriers, and home sickness are especially severe for foreign students. Suicidal tendencies have been noticed, particularly among females. Important issues include financial difficulties, having too much to learn, and relationship breakup. They typically consult a peer for assistance on their health issues and take over-the-counter medications. Many people choose not to use the "students' health service" because they are unaware of it or find it difficult to get there from some campuses or university housing (Ishua, 1989).

This was supported by the early research by Ouedraogo (1996) who outlined Living in university dorms can make it difficult to manage time and money, which is frequently tied to a lack of a balanced diet. Foreign students experience far greater problems since they must adjust to a new culture (Olaniran, (1996), a new language, and financial constraints. Frequently held beliefs about student populations include feelings of isolation, exhaustion, stress, melancholy, and difficulty managing day-to-day issues. Therefore, with all these factors playing in the expatriate student first year of university, as a consequence the expatriate students' academic performance will decline and negatively be affected, until the students adapt to the new environment.

Chapter 4 DATA COLLECTION AND ANALYSIS

4.1 Analysis

The researcher combined two methods of collecting information for research, namely quantitative and qualitative, where the researcher followed the method of interviews with expatriate students who came from Saudi Arabia and Kuwait, and their number was 9 students, 3 from Saudi Arabia and 6 from Kuwait. The researcher conducted the interview with them in the meeting room after taking permission from the administration of Ajman University of Science and Technology. The university administration assisted the researcher in identifying the expatriate students because the researcher would find it difficult to know the expatriate students and would spend a very long time in finding the expatriate students. Student confidentiality and research procedures.

Where the interviews began on Monday, 20-9-2022, where on Monday, only two students were at different times, where the first student was at 9 am and the second student at 1 pm so that no student meets the other. This method was applied on Monday, Tuesday, Wednesday, Thursday, and Friday. He was the last student in The deadline is noon. Thus, 9 research interviews were conducted with different 9 expatriate students at different times, knowing that the students were distinguished by their different academic disciplines, 3 of them were in the field of education, 3 in the field of dentistry, and the last 3 students were in business administration.

The researcher designed the interview questions in a way that aims to know the dominant feelings and their type if they are negative or positive, and their cause and the extent of their impact.

The researcher followed another method in obtaining information about the extent of the impact of alienation on students, especially since they are at a young age between 18 and 19. The researcher designed an online questionnaire of quick and realistic questions that touched on the reality of the expatriate student and their new feeling in the new environment. where the research sent the questionnaire to 40 students from Ajman University, and because the questionnaire was online, it was distinguished by the ease of access for students, the ease of

answering and obtaining results, and also the questionnaire aimed to find out the dominant feeling of the expatriate student and whether it affected his studies or not, and to what degree.

4.2 Data collection

The research has received three different types of responses from students, the first is 12 students grade certificates at the end of the first year of university with 5 final module grades. However, 6 students are group (A), which they are the students who live with their family in their home country. On the other hand, the other 6 students, are the expatriate students, group (B), which were separated from their families, moved to a new country alone, and had other significant changes. Additionally, the second type of response was from 9 expatriate students, who attended and gave their responses for the interview questions. Moreover, the last type of responses was from 40 expatriate students, which they responded to the survey to cover all the possible areas that could be affected from the significant shift of moving abroad to finish their university stage.

Student (N) first year final certificate in group (A), shows a positive performance as seen in the figure below:

STUDENTS	SUBJECT 1 / %	SUBJECT 2/%	SUBJECT 3/%	SUBJECT 4/%	SUBJECT 5/%
N	A	A	A*	A*	B

Figure 2 student N academic performance in group A

In contrast, in group (B), the expatriate student (S) first year final certificate shows a negative performance as seen in the figure below:

students	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5
S	C	C	D	D	C

Figure 3 student S academic performance in group B

Our results demonstrate, in student (N) academic performance, they excel positively in their first year of university at the end of the year. As the major aspect areas in their lives are stable and hadn't shifted significantly. However, student (S) academic performance, is negatively performed due to the extensive sudden independence and responsibility at a young age, without any family members around. Because emotional intelligence, mental health, and physical adaption had been negatively affected by the momentous shift of the student, it resulted in the poor performance of student (S).

4.3 Results

At first, the researcher chose to make two groups, one of them from the same region to go to university studies, and the second group chose a group from the same university for a different specialization, but their hometown was an area far from the university, i.e. in a country other than the state in which the students study their university studies, to notice the impact of alienation from the family on their level scholastic. Is there a negative or positive effect at all, or is there no significant effect? So the researcher wanted to see what the result was by observing the two groups, one of the two groups, with the effect of alienation and the second with the influencing factor, which is the alienation. Furthermore, where two groups of the same age were approximately 19 and 18. The first group did not notice any change or a noticeable decline in their academic level, which may have a slight effect due to the transition from the school stage to the university stage. The researcher noted that the academic level of the expatriate student was affected by several other reasons of psychological alienation from the parents and longing for them, and the start of a new study stage completely different from the school system, and taking full responsibility for the student himself was not accustomed to it. Moreover, the researcher presented the questionnaire to 40 expatriate students, where we note the questionnaire questions with psychological depth in the appendix. Explain and show the extent of the negative impact of alienation on the academic level of the expatriate student, knowing that these two students felt independence and positive freedom with the determination to return to the proud parents of their university children. As for 38, they expressed a negative feeling of loneliness, longing and the desire to return to the homeland away from the pain and disadvantages of alienation.

As for the personal interview questions for the expatriate students, 8 of them decided more than once to return to the homeland, and leave the study, but they retreated, and the longing for the family's friendship, warmth. as seen in table 1.7 for the student (C) response. Additionally, mother's food was the biggest barrier that had the negative feeling be dominating in the expatriate students. Further, the collective scientist was among all the sample chosen by the researcher for the personal interview.

Chapter 5 DISCUSSION AND RECOMMENDATIONS

5.1 Discussion

The researcher discussed the possibilities of the impact of alienation on the academic performance on the student from his studies, his diligence, and his keenness on his commitment to attend his lectures on time in the absence of supervision from his family over him, especially since it is the first period in the life of the expatriate student who completely depends on himself and here there is a kind of internal conflict. Do I get out of bed to attend The lecture or I continue to sleep and I do not go to the university today, and so the days go on. In another possibility, the student in the morning gets up early to attend his lectures and adheres to them, writes down the important information and returns home, reviews the lecture and prepares himself for the second day of lessons and research requested by the professor for his subject, when the researcher submitted the questionnaire and 40 expatriate students answered it For the researcher to look into the possibilities he wanted to study about their impact on the student's academic performance More than half, about 75, answered that nostalgia for the family atmosphere and pain is what hurts them the most about this alienation, as some testimonies of the grades of the first semester showed the reflection of this feeling on their studies, so that the rest felt personal freedom and responsibility and their desire to test loved ones away from their families to guide them. The researcher found through the personal interviews he conducted with the expatriate students that the longing for the parents was very great and they were dominated by the feeling of loneliness, which is a negative feeling that is harmful to the person and psychologically the feeling of loneliness is one of the most difficult negative feelings that he feels because sometimes he is between his family and friends and he feels lonely, so the person should not leave It is a reason for this feeling and because it is one of the strongest negative feelings that affected the behaviour of the expatriate student from laziness to not going to lectures and delaying the performance of duties and university research required for the student and laziness to go to receive the financial expenses from the bank and go to pay the bills required monthly and accumulate on him and negatively affect his life and increase the burdens and responsibilities required of the student longing for the mother's cooking was one of the things that was longed for, and also with this nostalgia, the

responsibility of cooking increased on the expatriate student in terms that restaurants are not the practical and realistic solution suitable for the expatriate student, as eating restaurants is expensive and affects his budget and is unhealthy and clean like eating homes cooked by hand. Psychologically, the person is afraid of what he is ignorant of, and therefore the unknown is one of the things that stress the person and tries to avoid them as much as possible. The habit and what the person is accustomed to is what the person seeks and is very far from change, because psychologically it is frightening for the human being, so what about if the change of place, environment, people near and far and with the change of the academic stage met. The school where the regular school with the usual laws of uniforms, attendance and departure dates and other details followed by schools to a completely new stage of the nature of research and the different dates of lectures and the difference in clothes to attend the university in it and the nature of university professors dealing with students and also that students have chosen an academic specialization in life different from the school with Academic information from various sciences without specialization, the most prominent of which is doing research with small and many details in a specific system that has nothing to do with school homework. Which is reflected on the student's psyche by his desire not to confront the search for his way of doing university research and his constant postponement of his fear of just beginning with something he never knows, which leads to a drop in his mark.

5.2 Recommendations

The researcher recommends expansion and research work that explains the most important changes, whether positive or negative, that occur to a person when moving from one vessel to another in his life and what are the feelings that control him.

The researcher also recommends to those who want to continue their research, as there are expatriate students after several years who refuse to return to the homeland and prefer to settle in the country of study and prefer to marry the people of the new country and not return to the homeland. Additionally, the research recommends the one who reads the research to expand and research the psychological impact of the student in moving from a school stage to a university study stage or to the labour market.

Chapter 6 CONCLUSION

6.1 Conclusion

The researcher wanted to see the extent of the negative impact of alienation on the student's academic level from three directions, the first being the full responsibility of the student for himself, and the second being in a completely new environment. with new weather, new currency, different prices, new friends and a completely new lifestyle and environment. Plus, the extent to which the alienated student has adapted to it. And the third but not least, does our inner feeling of nostalgia for the family and its gathering at an oasis table and the family's tambourine affect our villages and our future? Indeed, the researcher proved that the negative feeling of nostalgia affects our life decisions, even if they are sometimes fateful decisions. And if this indicates something, it indicates that a person, no matter how advanced he is in knowledge, work, development and achievement, is guided by his feelings The researcher also noted that the change from one academic stage to another affects, so what about if this change is also accompanied by a change in the place, the environment and the surrounding atmosphere, and every detail of the new life has changed, the reflection on the life of the expatriate students will be very large, because psychologically anything that affects everything from the simplest thing no matter what, and considering that a person is a social and flexible creature, his speed of adaptation is greater than others, but the researcher focused on the first period of change, which is the first year at the university, where there are many students who did not accept this alienation and long distance from our family and homeland. Thus, returned home from the first semester and this is what the researcher noticed in his research Through personal interviews and a questionnaire that included many expatriate students. The researcher discussed the last point of the difficulties faced by the expatriate students, which is to take full responsibility for their personal lives, from a complete real life. In addition to a new academic study that requires students to focus and commitment, especially as it is a new stage of study that they do not realize many of. Some of the expatriate students have failed in some university subjects, as they are torn between the responsibility of their new home of furnishing and supplying electricity and water, and the succession of monthly tasks on the expatriate student from monthly bills and daily obligations to prepare food and clean the house, which

constituted a burden on the student in addition to his lack of awareness of the required university research and other study details.

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APPENDICES

Appendix A

Interview questions:

- 1- What was the strongest feeling that accompanied you in the first period of your residence?
- 2- What do you miss the most about being with your family?
- 3- How long did it take you to feel secure and settle down in your residence?
- 4- Has anyone helped you arrange your new home?
- 5- How frequent did you use to call your parents?

Student response to the interview questions

INTERVIEW QUESTION	STUDENT M RESPONSE
<i>How long did it take you to feel secure and settle down in your residence?</i>	Almost two months
<i>Has anyone helped you arrange your new home?</i>	yes
<i>What was the strongest feeling that accompanied you in the first period of your residence?</i>	Fear of not succeeding and going back to failure.
<i>What do you miss the most about being with your family?</i>	Our meeting for coffee together.
<i>How frequent did you use to call your parents?</i>	Continuously.

Table 1 student M response to the interview questions

INTERVIEW QUESTIONS	STUDENT S RESPONSE
<i>How long did it take you to feel secure and settle down in your residence?</i>	In just two weeks.
<i>Has anyone helped you arrange your new home?</i>	No I don't need anyone.
<i>What was the strongest feeling that accompanied you in the first period of your residence?</i>	Enthusiasm and desire to learn everything new.
<i>What do you miss the most about being with your family?</i>	The smell of my mother's bread that she makes with her hand.
<i>How frequent did you use to call your parents?</i>	Continuously.

Table 2 student S response to the interview questions

INTERVIEW QUESTIONS	STUDENT L RESPONSE
<i>How long did it take you to feel secure and settle down in your residence?</i>	Around three months.
<i>Has anyone helped you arrange your new home?</i>	No.
<i>What was the strongest feeling that accompanied you in the first period of your residence?</i>	Longing.

<i>What do you miss the most about being with your family?</i>	Sitting with my family after lunch.
<i>How frequent did you use to call your parents?</i>	Continuously

Table 3 student L response to the interview questions

INTERVIEW QUESTIONS	STUDENT D RESPONSE
<i>How long did it take you to feel secure and settle down in your residence?</i>	Two months.
<i>Has anyone helped you arrange your new home?</i>	No one
<i>What was the strongest feeling that accompanied you in the first period of your residence?</i>	longing
<i>What do you miss the most about being with your family?</i>	Longing for home
<i>How frequent did you use to call your parents?</i>	Daily

Table 4 student D response to the interview questions

INTERVIEW QUESTIONS	STUDENT A RESPONSE
<i>How long did it take you to feel secure and settle down in your residence?</i>	Almost after dealing with people.
<i>Has anyone helped you arrange your new home?</i>	Neighbors
<i>What was the strongest feeling that accompanied you in the first period of your residence?</i>	Missing the parents.
<i>What do you miss the most about being with your family?</i>	We meet at the table for food and feel safe.
<i>How frequent did you use to call your parents?</i>	Always.

Table 5 student A response to the interview questions

INTERVIEW QUESTIONS	STUDENT J RESPONSE
<i>How long did it take you to feel secure and settle down in your residence?</i>	It was take a lot of time and I was changed my home in the same city more than 5 times in 11 months then I gone to another city I have been here for two years in the same city, I am feeling stable and safe in the same house.
<i>Has anyone helped you arrange your new home?</i>	No I didn't have any friends to help me in any thing that I was wanted to go it.

<i>What was the strongest feeling that accompanied you in the first period of your residence?</i>	In the first time I was felt everything strange, the country, people and everything the most difficult thing was how be alone in my flat.
<i>What do you miss the most about being with your family?</i>	I am missing my family and our home my sisters, the places that I love and that we used to go to and the food my mother was cooking, sitting at the same table, eating and talking together.
<i>How frequent did you use to call your parents?</i>	Every day or once every two days.

Table 6 student J response to the interview questions

INTERVIEW QUESTIONS	STUDENT J RESPONSE
<i>How long did it take you to feel secure and settle down in your residence?</i>	One month
<i>Has anyone helped you arrange your new home?</i>	No. it was only me.
<i>What was the strongest feeling that accompanied you in the first period of your residence?</i>	I remember that it was weird and cold, my first time to me living alone far away from home, but those feelings didn't last so long.

<i>What do you miss the most about being with your family?</i>	The family concept itself, seeing my father and mothers face every morning which was give me the save and happy feeling, the warm that we feel ever meal when we have dinner together.
<i>How frequent did you use to call your parents?</i>	All time, like every day

Table 7 student C response to the interview questions

INTERVIEW QUESTIONS	STUDENT P RESPONSE
<i>How long did it take you to feel secure and settle down in your residence?</i>	One year
<i>Has anyone helped you arrange your new home?</i>	no
<i>What was the strongest feeling that accompanied you in the first period of your residence?</i>	Fear and loneliness
<i>What do you miss the most about being with your family?</i>	The warm environment
<i>How frequent did you use to call your parents?</i>	2 or 3 times a week

Table 8 student P response to the interview questions

INTERVIEW QUESTIONS	STUDENT O RESPONSE
<i>How long did it take you to feel secure and settle down in your residence?</i>	As far as I remember. It took me about two weeks to settle down.
<i>Has anyone helped you arrange your new home?</i>	Yes, my brother helped me the most during the first few weeks.
<i>What was the strongest feeling that accompanied you in the first period of your residence?</i>	During the first few weeks, I was the excitement for my studies at university as well as feeling glad that I am living independently and taking full responsibility of my studies as well as my life in all aspects.
<i>What do you miss the most about being with your family?</i>	I miss family gatherings and my mom's food.
<i>How frequent did you use to call your parents?</i>	I used to call them almost every day.

Table 9 student O response to the interview questions

STUDENTS	SUBJECT 1 / %	SUBJECT 2/%	SUBJECT 3/%	SUBJECT 4/%	SUBJECT 5/%
N	A	A	A*	A*	B
F	A	B	B	A	A
K	A*	A*	A	A	A
T	B	B	A*	A	A*
H	A	A	A*	A*	A*
W	A*	A	A	A	B

Table 10 Students certificates of their final results of their models at the end of the first year of university in their home, country group (A).

students	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5
S	C	C	D	D	C
M	F	D	D	D	D
L	C	D	D	C	C
D	D	D	F	D	D
A	C	D	C	C	D
J	B	C	C	C	C

Table 11 Students certificates of their final results of their models at the end of the first year of university in a foreign country, group (B).

Appendix B

The survey that the expatriate students answered.

survey

Dear students,

I have invited you to fill out the following online survey. The purpose of this survey is to know the emotions of the expatriated students and its effect on the academic performance in their first year n university.

the results from this survey will assist in reducing negative emotions which effects performances in the first academic year.

Also, please be assured that all the answers that you provide would be kept in the strictest confidentiality and anonymity would be maintained throughout. Your participation is voluntary and you have the right to withdraw from the study at any time.

By completing this questionnaire, you consent to participate in the following survey activity and you understand that the data collected will be used for educational research purposes only.

Thank you for your support.

Is your time organized?

- ☐ yes
- ☐ sometimes
- ☐ no

Figure 4 question in the survey with three possible responses from the expatriate students.

Do you feel that you want to leave school and go home?

- ☐ yes
- ☐ sometimes
- ☐ no

Figure 5 question in the survey with three possible responses from the expatriate students.

Do you feel the pressure of responsibilities on you here?

- ☐ yes
- ☐ sometimes
- ☐ no

Figure 6 question in the survey with three possible responses from the expatriate students.

Do you clean your residence?

- ☐ yes
- ☐ sometimes
- ☐ no

Figure 7 question in the survey with three possible responses from the expatriate students.

Do you clean your residence?

- ☐ yes
- ☐ sometimes
- ☐ no

Figure 8 question in the survey with three possible responses from the expatriate students.

Do you crave or ache to eat your mothers cooking?

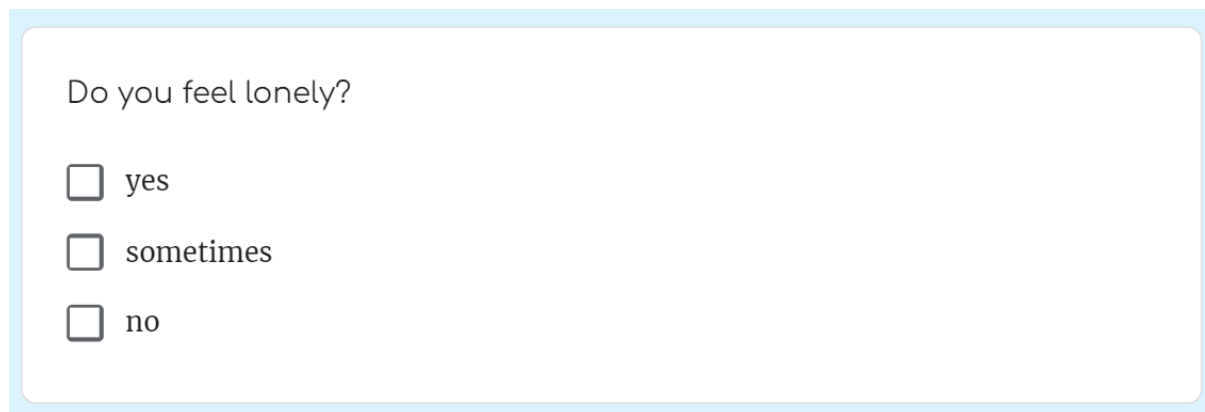
- ☐ yes
- ☐ sometimes
- ☐ no

Figure 9 question in the survey with three possible responses from the expatriate students.

Do you feel responsible to go back to your home with your degree?

- ☐ yes
- ☐ sometimes
- ☐ no

Figure 10 question in the survey with three possible responses from the expatriate students.



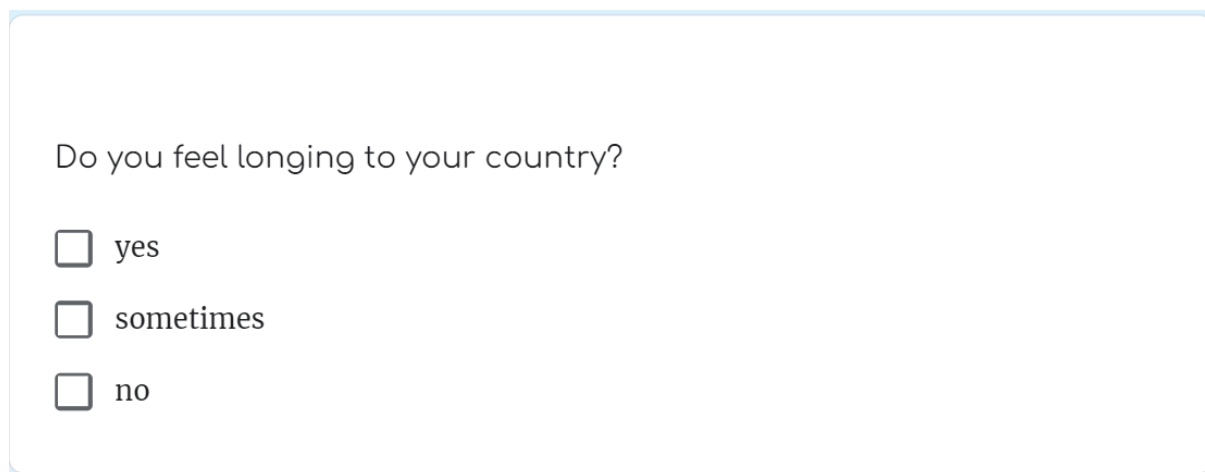
Do you feel lonely?

☐ yes

☐ sometimes

☐ no

Figure 11 question in the survey with three possible responses from the expatriate students.



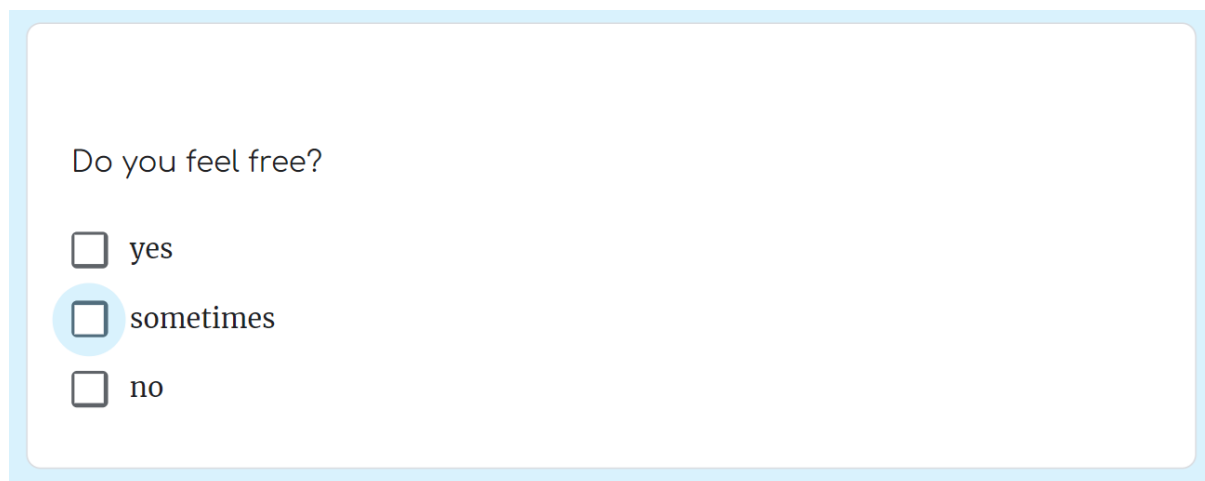
Do you feel longing to your country?

☐ yes

☐ sometimes

☐ no

Figure 12 question in the survey with three possible responses from the expatriate students



Do you feel free?

☐ yes

☒ sometimes

☐ no

Figure 13 question in the survey with three possible responses from the expatriate students

The analytical results of survey response

Do you feel longing to your country?

40 responses

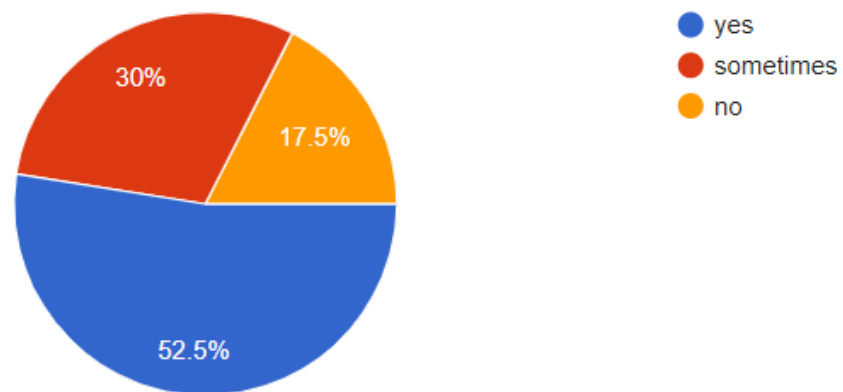


Figure 14 1 the student response of the survey question and its highest response is yes

Do you feel lonely?

40 responses

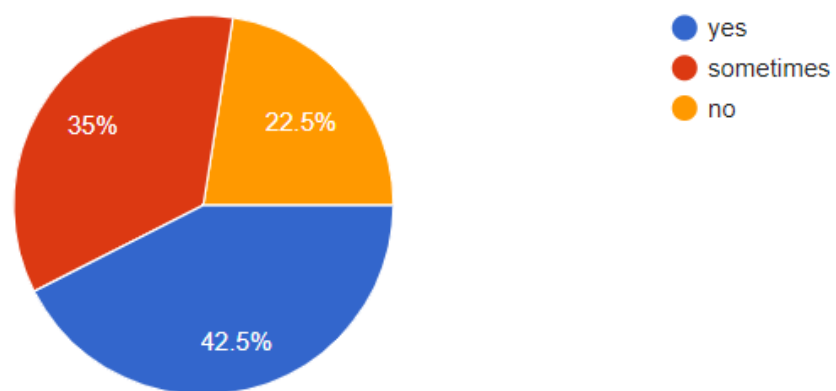


Figure 15 the student response of the survey question and its highest response which is yes

Is your time organized?

40 responses

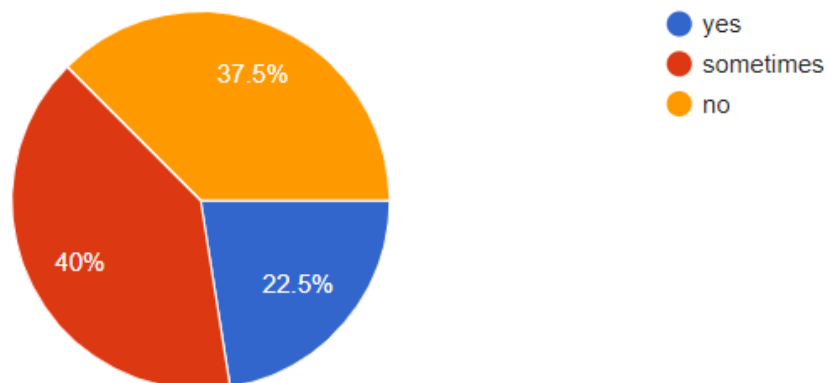


Figure 16 the student response of the survey question and its highest response which is sometimes

Do you feel the pressure of responsibilities on you here?

40 responses

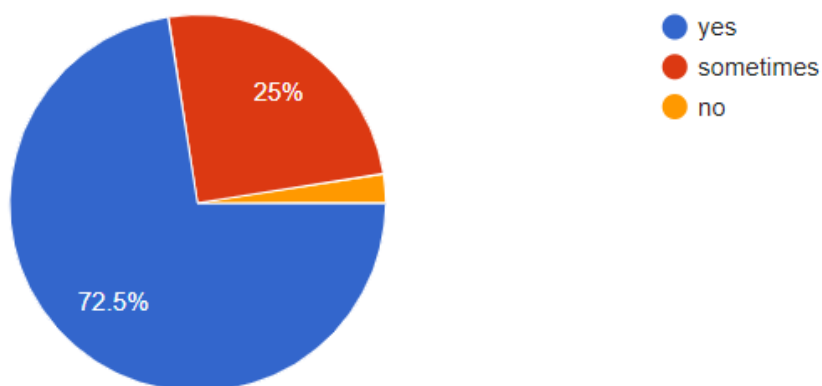


Figure 17 the student response of the survey question and its highest response which is yes

Do you crave or ache to eat your mothers cooking?

40 responses

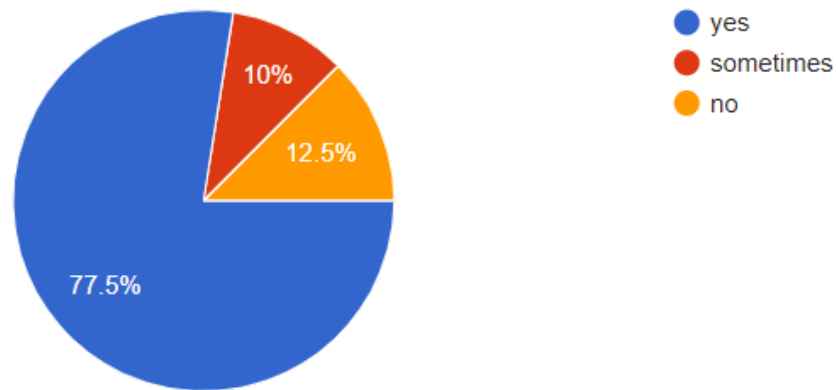


Figure 18 the student response of the survey question and its highest response which is yes

Do you clean your residence?

40 responses

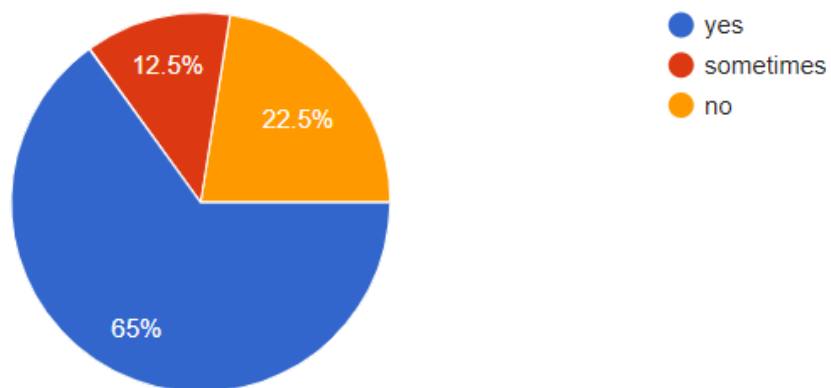


Figure 19 the student response of the survey question and its highest response which is yes

Do you feel that you want to leave school and go home?

40 responses

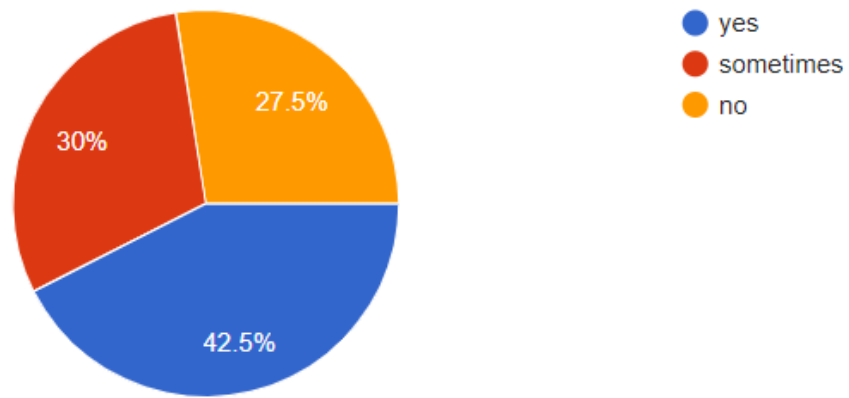


Figure 20 the student response of the survey question and its highest response which is yes

Do you feel responsible to go back to your home with your degree?

40 responses

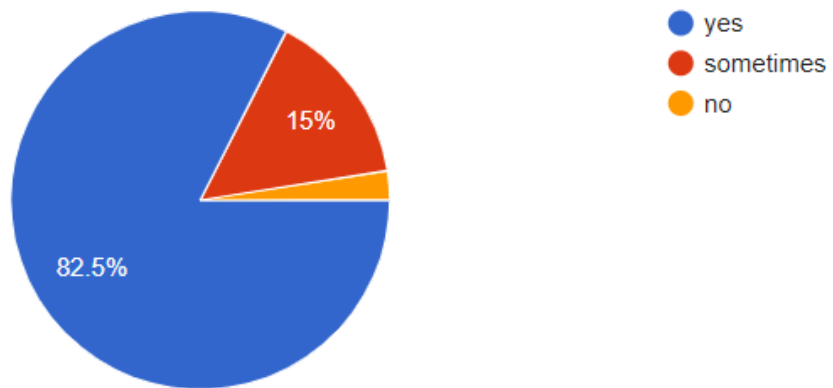


Figure 21 the student response of the survey question and its highest response which is yes

Do you feel free?

40 responses

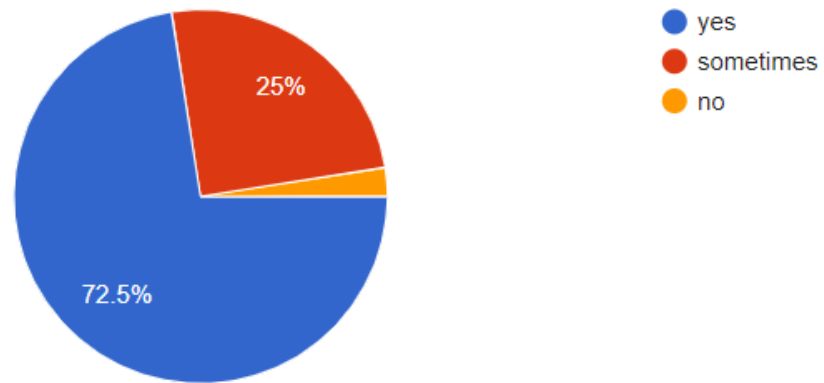


Figure 22 the student response of the survey question and its highest response which is yes