Psychological adaptation for International students Jazan University Case Study

التوافق النفسي للطلاب الوافدين ـ دراسة حالة جامعة جازان

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Abstract

This study aimed to measure the relationship between some variables and psychological adaptationof International students, Jazan university ,faculties of Sharia and Arts.The researcher used the descriptive method and the psychological adaptationscale prepared by the researcher and a primary data form. The research sample consisted of (30) students selected by random stratified method.The data manipulated by (SPSS) (one sample T- Test ، T-test, Scheffe test, Anova).The general trait of psychological adaptation was high.And the main results are :

1-There is statistical correlation between (social status, the academic level and total adaptation) and psychological adaptation (0.00).

2- There is a reverse statistical correlation between (the social status , knowledge of Saudi social, cultural customs)and psychological adaptation (0.239) also the number of years in Saudi Arabia in all dimensions greater than 0.10 .   not significant(less than 0.01).

3- There is statistical correlation between(the number of students from the same country, the cumulative rate, the students' relationship with faculty teachers and administrators) and psychological adaptation in all dimensions, greater than (0.10) not significant(less than 0.01).

4-There is a statistical correlation between knowledge of Arabic language and psychological adaptation due to academic level (0.577).

5-There is no a statistical correlation between (knowledge of Arabic language , and psychological adaptation due to (psychological, social and total dimensions).

The results were interpreted, discussed and there were suggestions and recommendations such as:

1-Activating the guiding role of the management of international students' affairs in the field of psychological and social guidance.

2- Developing programs in fields of knowledge of language, customs and culture of the new country.

3-Helping international students by opening an educational guidance center in the college to help them to adapt.

4-Activating university activities, that help to change the routine and stereotyping in lectures and the curriculum.

Key words: trait, Psychologicaladaptation, variables, International students.

المستخلص:

هدفت الورقة لدراسةعلاقةبعض المتغيرات والتوافق النفسي للطلاب الوافدين بجامعة جازان كليتي الشريعة والآداب.استخدم الباحث المنهج الوصفي و مقياس التوافق النفسي من إعداد الباحث واستمارة للبيانات الأساسية. وتم اختيار عينة عشوائية طبقية وعددها (٣٠) طالب من جملة الطلاب الوافدين حسب متغيرات الدراسة، ولمعالجة البيانات استخدم برنامج الحزمة الإحصائية للعلوم الاجتماعية (SPSS) باستخدام اختبار(ت) لعينة واحدة واختبار(ت) لمتوسطين،واختبار تحليل التباين، واختبار شيفي (Scheffe). وكانت السمة العامة التوافق النفسي (مرتفعة) وأهم النتائج:

1– هنالك علاقة ارتباطيه بين (الحالة الاجتماعية،المستويالدراسي ، والتوافق العام) والتوافق النفسي (٠٠,٠).

٢– هنالك علاقة ارتباطية عكسية بين(الحالة الاجتماعية، معرفة الطالب الوافد بالعادات الاجتماعية والثقافية السعودية) والتوافق النفسي(٠.٢٣٩) وأيضا المدة التي قضاها الطالب الوافد في جازان في كل الأبعاد. أكبر من ٠,١٠ غير دالة (اقل من ٠,٠١).

٣– هنالك علاقة ارتباطية بين (عدد الطلاب الوافدين من نفس الدولة، المعدل التراكمي، علاقة الطالب الوافد بأعضاء هيئة التدريس والإداريين) والتوافق النفسي في كل الأبعاد. أكبر من ٠,١٠ غير دالة (أقل من ٠,٠١).

٤– هنالك علاقة ارتباطية بين المعرفة باللغة العربية والتوافق النفسي فيما يتعلق المستوي الدراسي(٠.٥٧٧).

٥– لا توجد علاقة ارتباطية بين المعرفة باللغة العربية والتوافق النفسي فيما يتعلق(بالجانب النفسي ، الحالة الاجتماعية والتوافق العام).

وتمت مناقشة وتفسير النتائج ، وتوصيات ومقترحات لمزيد من الدراسات مثل:

١–تفعيل دور الإرشاد والتوجيه النفسي والاجتماعي من قبل إدارة شؤون الطلاب الوافدين.

٢–تطوير برامج في مجالات المعرفة اللغوية ، العادات والثقافة للبلد المضيف.

٣–تأسيس مركز توجيه في الكلية لمساعدة الطلاب الوافدين.

٤– تفعيل الأنشطة الجامعية التي تساعد في كسر الروتين في المحاضرات وكذلك المناهج الدراسية.

الكلمات المفتاحية:

السمة العامة ، التوافق النفسي ، المتغيرات الديمغرافية ، الوافدين.

Introduction

Humans development is measured by progress in different fields of science, This was done by sending their students abroad to developing countries to receive modern science and technology and converting that to their countries, which contributed greatly to the advancement of the standard of living of their peoples. Even those countries that have received international students benefit from this and worked hard to create an educational environment for them to benefit economically, culturally and socially.

Humans move from place to place for various reasons, such as education abroad toanother society with different economic, social, culture , values and traditions. He is a social creature with the ability to deal with different circumstances and respond to the differences of life and the social , natural variables.

But he will face many problems in adapting with this new environment. Such as: psychologically (Low self-confidence, stress), socially(forming positive relationships with teachers and students) and academically (low level of achievement, organization and investment of time, using library, learning about the university's regulations , writing knowledge).Alsotheymay face some problems such as (professional choice, and the associated decisions that are important to the students future and their scientific life).

 When he leaves his country to pursue study and educational attainment, he moves from a cultural and social environment to a different onewith a number of problems and social pressures that he must adapt and maintain his balance and live in a socially acceptable manner.

Also living in the university community with a group of individuals of similar age, a relatively long period of time to

be compatible. His sense of satisfaction, on the quality of university life can be reflected on his production and collection (Baker &Siryk1989), p.p. 179 – 189.

This study dealt with International students in the Kingdom of Saudi Arabia, Jazan University, Abu Arish complex for human studies, and to what extent they adapted and represent this in their psychological, academic and social adaptation , by studying some demographic variables to measure their adaptation and to understand and know factors behind it so as to solve obstacles and maintain positive factors.

Problem of the study

Through the observations made by the researcher about the international students and communication with themin the classrooms, the researcher came to the idea of studying the relationship between some variables on the psychological adaptationofinternational students in light of the circumstances of alienation. By answering the following questions:

 1- Is there a relationship between college and psychological adaptation?

 2-Is there a relationship between the academic level of the international student and the psychological adaptation?

 3-Is there a relationship between the age of the international student and the psychological adaptation?

4-Is there a relationship between the social status of the international student and the psychological adaptation?

5-Is there a relationship between the number of students coming from the same country and psychological adaptation?

6-What is the a relationship between of number of years spent in Saudi Arabia on psychological adaptation?

7- Is there a relationship between cumulative and psychological adaptation?

8-Is there a relationship between knowledge of Arabic language and psychological adaptation?

9-Is there a relationship between the student's knowledge of Saudi social and cultural customs onpsychologicaladaptation?

10-What is the effect of the student's relationship with the faculty members on the psychological adaptation?

Importance of the study

1-The importance of the study stems from the importance of the subject (psychologicaladaptationof the International student) and the sample studied.

2-May come out with results that help international students toadapt.

3-Help the management of international students in helping students in their studies and achieve adaptation.

Objectives of the study

1- To identify the level of adaptationofInternational students with the University of Jazan.

2-To know if there is a relationship attributed to the variables of the study(relationship of the Internationalstudent with teachers,age ,social status ,duration spent in Jazan,degree of students' knowledge of social and cultural habits ,duration spent in Jazan,number of students coming from the same country ,knowledge of Arabic and educational achievement).

The hypotheses of the study

1- What is the general trait of the psychological adaptation of international students?

2-There is a significantstatistical correlation between the academic level and psychological adaptation.

3-There is a significant statistical correlation between the social status and psychological adaptation.

4-There is a significant statistical correlation between the number of students from the same country and the psychological adaptation.

5-There is a significant statistical correlation between the numbers of years spent in Saudi Arabia and the psychological adaptation.

6-There is a significant statistical correlation between the cumulative rate and psychological adaptation.

7-There is a significant statistical correlation between the degree of knowledge in Arabic language and psychological adaptation.

8-There is a significant statistical correlation between the student's knowledge of Saudi social and cultural customs and psychological adaptation.

9-There is a significant statistical correlation between the studentrelationshipwithfaculty teachers and administrators and psychological adaptation.

Study terminology:

psychological adaptation

Adaptation is the ability to adapt to the social context in which the person lives in various aspects (psychologically , social , academic).

Procedural adaptation: The total scores obtained by the International students in the dimensions of the psycho-social adaptation scale prepared by the researcher.

International students : Is a person who left his home and went to another country to study and gain knowledge.

Limitations of the study: the study of psychological adaptation and its relation with some variables for international students in Jazan University Faculty of Arts and Sharia. Abu Arish April 2017 to May 2017.

Theoretical framework:

Included psychological and social adaptation, international students and previous studies.

1-Adaptation

adaptation in Language

Anis (1972) pointed out that adaptation means (that one preforms in the way of the community and avoids its abnormality in creation and behavior). Desouki (1985) noted that adaptation is harmony, convergence and it is the

antithesis, the antagonism and the collision, which is not the agreement which means full conformity.

We must distinguished between accommodation as referring to change and adaptation as the creation of a new relationship and adaptation as the improvement resulting from change, also between social adaptation and social harmony.

Adjustment is the adjusting or the adaptability of the individuals behavior necessary for the harmonious interaction with other individuals, especially obedience to customs and taboos, while social adaptation is equal to the changes in the normal behavior that an individual must do in order to conform to society". In general adaptation as (a process whereby the person becomes adapted with the environment or the overall situation, whether environmentally or internally).

There are many definitions for adaptation. Scientists have tried to classify these definitions as follows:

Al-Ansari explained (1989) that adaptation aimed at achieving the purpose and satisfaction of needs either by re-organizing the previous experience or by re-organizing the elements of the environment in the sense that the individual to achieve consensus to overcome the obstacles or obstacles due to his ability either incapacity or increase in this capacity, of achieving the adaptation

Adaptation in biology: Al-Rifai (1982) explained that adjustment is a change in the organism, whether in the form or function, that makes it more capable of preserving its life and sustaining its sex.

Rageh (1979) points out that adjustment according to biologists is every change in an organism's environment or functions that makes it more capable of preserving its life and conserving its species. Examples of this biological adjustmentis the body's defense of itself if a foreign body breaks into it. The increase of red blood cells in the high mountain population.

Adaptationin sociology: Lutfi and al-Boadi (1987) used adaptation and adjustment in one sense, but socialists differentiate between adaptation and adjustment . Adaptation refers to the appropriateness of human behavior with the conditions of the natural environment. Adjustment is related to the conditions of the social environment, a social process whose function is to reduce or avoid conflict and to restore the peaceful interaction of the individual with the community and the community with the individual. They defined social adaptation as a social process whose function is to reduce or avoid conflict, It is a social process aimed at achieving harmony and harmony between individuals , groups or between them and their social environment.

Adaptation in psychology: is a change in the behavior of the individual fits the environment changes, by compliance with the environment or control or find a compromise between him and it. Al-Ka'id (1990) mentioned Richard Morris definition , whose viewed adaptation in general as a relative phenomenon that differs from one person to another in the sense that it is a personal reaction to the environmental and social effects on which humans are exposed. Abul-Neel (1984) also explained that adaptation is the ability to adapt to the social context in which he lives in various aspects. Desouki (1985)went in the same direction, stressing that psychology is the science of studying the adaptation of the individual or his poor adaptation with the requirements of his life situations.

Explanatory theories of adaptation in psychology

psychoanalysis: Salama and Osman (1988) explained that Freud in psychoanalysis sees life as a series of conflicts followed by satisfaction or frustration and that (id , ego and super ego) refer to psychological processes acting as a team according to certain principles through the guidance of ego and when the conflict occurs between them shows abnormal behavior and incompatibility and that the individual in a

conflict between his of personal needs and society and this conflict has two forms (the life or survival instinct and the death instinct)

Behavioral theory: AbdAlhai (1987) pointed that behaviorists saw adaptationas the acquisition of individual set of habits appropriate and effective in dealing with others, which has already been learned by the individual and led to reduce tension or satisfied his needs and thus supported and became a conditioned   behavior called whenever facing the same situation again.

Dimensions of adaptation:

1- Personal adaptation: means happiness, self - satisfaction and satisfy motives and needs (biological and psychological).

2. Social adaptation:Fahmi (1987) explained that social adaptation is the ability of an individual to have social relationships with those who cohabit or work with him.

3 - Cognitiveadaptation: Man is differ from the rest creatures , man can do many complex mental processes such as thinking, remembering, perception, all of which help him to adapt with himself and the environment.

4-Adaptationto school: is the ability of the student to achieve his psychological and social needs through his relationships with colleagues and teachers and with the school and management and through its contribution to social activities in school in a way that affects his psychological health and social integration.

5 -Emotional adaptation: is self-satisfaction and does not mean complete absence of psychological conflicts.

Poor   adaptation: It has many areas, including personal, social, family, religious and moral, and poor adaptation in a particular area that affects adaptation in other areas because man is an integral unit , it can be simple or sever , in a form of mental illness or sexual or criminal deviation.

Positive adaptation and negative adaptation can be distinguished using the following criteria:

1-Statistical criterion: This criterion starts from the idea of natural distribution, which sees that the most cases are around the average, and positive adjustment and negative adjustment is seen as a deviation from the average, which is a plus for the majority (Feldman, 1989, p.220)

2-The ideal criterion: This criterion is based on the ideal idea that idealism is perfection. The closer the behavior is, the closer to perfection.

3-Personal standard: This criterion relies on self-comfort as a criterion for adaptation (positive) and thus the negative adaptation if it causes the individual feeling of upsetting, or causing harm to others. The assessment of the degree of this behavior is based on the degree of psychological distress caused by this behavior.

4-Functional criterion: Depends on the judgment of negative behavior if one applies.Not allowing the individual to deal with others in the community and not allowing him to satisfy his own needs, and the negative impact of this behavior on the mental health of others. Among the indicators that indicate the degree of adaptation of individuals is:

1 - The extent to which the individual enjoys his social relations and the desire to establish these relations with others, the student at the university interact with his colleagues ,teachers, administrators and others who are willing to build individual relationships with these individuals satisfying part of his needs to belong and accept others, which leads to his high level of adaptation.

2-The extent to which the individual accepts the facts related to his psychological , physical or mental abilities when he defined the limits of these possibilities and abilities in terms of the field of study , that was a good choice for the type of study and was performed well during the course of the study.

3-How successful the student is in his studies and satisfaction with this success.

4-The extent and diversity of an individual's activity so that it is not limited to a certain type of activities, such as focus on mental activity only, but we find him interested in various activities and the development of social relations.

5-Baker &Siryk (1989) The extent to which an individual can cope with the problems of everyday life. The process of adapting individuals to life situations indicates one or more uses of methods.

International students:

Immigration and transfer is from early time, especially for the purpose of seeking knowledge, therefore, we find now in all countries there are students from different countries studying, for example, international students studying in Saudi Arabia and specifically at the University of Jazanfaculties of Sharia and arts.

The Prophet Mohamad ordered the Muslims to migrate to Alhabashasince the beginning of the Islamic call. This was in the fifth year of the Prophecy, twelve men and four women. The Prophet (PBUH) said: "They were the first house of Hajar for the sake of Allah after Abraham and Lot (peace be upon them)." So, after the infidels insulted the Prophet (PBUH) and his companions Abu Bakr al-Siddiq (may Allah be pleased with him) immigrated to Almadeena.

Previous studies:

There are many studies that were studied by the researcher dealing with psychological adaptation and displacement, migration in order to identify it and know the scales, goals, variables and results.Asaresult of natural disasters (floods, earthquakes, drought), Or by man (wares), while students movement is voluntary so adaptation is easier because it is for study, such as Al gieedsstudy (1990) adaptation problems for international students.

-Baker &Siryk (1989) .p.p.179-189. aimed to develop a scale to measure new university students adjustment.The study was conducted on a sample of first - year students in the university of (Masashotes) . The adaptation scale to university life Showeda significant correlation between the total score on the scale of adaptation to life in the university and Continuity.And the dropout of first-year students as appeared a significant correlation between total degree of personal and emotional adjustment.

-Also benefit from the center of psychological services, as well as a statistically significant correlation between totaldegreeon the scale of academic adjustment and the average cumulative for first year students.Also it was found that students who are academically fit are more likely to graduate from university.

Frostat (1981) tried to find out:

1- The underlying causes behind social adjustment of foreign students in American universities.

2-The relationship between adaptation problems of a foreign student and the duration of residence in the United States and the age of the student and his / her level of education (a postgraduate student or a university student).

The results of this study indicated that these factors have the most impact on the student's life in the new society. The students who had a shorter stay ,the oldest and postgraduate students had more and more severe adjustment problems than students who had a longer and younger stay and bachelor students.

-Some studies on foreign students have been particularly interested in trying to find out how long the student spends in the country of studyone of these studies was a study conducted byRempels(1994) where he studied some international students (their feelings and impressions).The study was conducted over two periods of time. During the first period,

the researcher collected the information when the students came to the United States of America. In the second period, he collected the information several months after their arrival. In comparing the students' feelings, and impressions in both periods, the number of problems experienced by the students was reduced as the time spent by students in the United States of America increased. As that adaptation has improved over time.

As the above resultAbdAllatif(1992) found that the period of time a student has had a significant impact in alleviating problems of adaptation and as the period of time decreases, problems increase.

Method and procedures of the field study

Methodology: The researcher used the descriptive method which is suitable for this study because it leads to the description of what is being and its interpretation (Cohen 1990)**.**

Study Population: consists of international students who study at Jazan University, Faculty of Arts and Sharia (56). focusing was on foreign students whose language is not Arabic (from Africa and Asia). The study did not included students from Arabic countries.

Study sample: Abu Allam (2003) defined it as a subset of society with common characteristics. The sample was selected in a stratified random sample way among the list of international students enrolled in the Faculties of Arts and Sharia. The researcher followed the following steps:

 1. The researcher obtained a list of the names of the 56 international students.

 2. A stratified random sample was used to select(30 students) according to the variables of the study.

Table (1)

Frequency and percentages of the study sample

Variables	dimensions	Number	Percent
Faculty	sharia	24	80%
	arts	6	20%
The academic level	1st	11	36.7%
	2nd	1	3.3%
	3d	18	60%
Age	15-18 years old	0	0%
	19-22	9	30%
	23 and more	21	70%
Marital status	Married	20	66.7
	Not married	10	33.3%
Years in Saudi Arabia	1	0	0%
	2	9	30%
	3 and more	21	70%

Data collection tools: The tool is the means or methods used by the researcher in collecting the necessary information to address the problem of study and verify the validity of hypotheses and access to results. The researcher used two forms: a basic information form included the demographic variables of the study, and psychological adaptation scale prepared by the researcher.

The stability: The researcher used the Test - Retest method to measure the stability. The scale was applied to 10 students on 1/3/2017 and was reapplied after 20 days.

Table (2)

Stability by Spearman

Students	1	2	3	4	5	6	7	8	9	10
1st application	80	73	66	82	72	63	74	61	77	84
2nd application	77	72	68	81	75	69	70	60	74	83

Students	1	2	3	4	5	6	7	8	9	10	p2
Rankings in the 1st	3	6	8	2	7	9	5	10	4	1	
Rankings in the 2nd	3	6	9	2	4	8	7	10	5	1	
Difference between grade	0	0	-1	0	3	1	-2	0	-1	0	
Sum of p2	0	0	1	0	9	1	4	0	1	0	`6

Correlation = 1-(6 × Total P2)
N (N2-1)   (
16) × 6(1-
10(99)
=0.90

And this degree referred to a high degree of stability.

Table (3)

Stability and Validation of the scale by Alpha Fragmentation

	Stability (midterm fragmentation)	Self-validity of the scale
The total measure	0.90	0.94
Psychological	0.67	0.82
Social level	0.80	0.80
Academic	0.71	0.84

The validity: As for thevalidity, the scale was presented to five of the colleagues fromdepartment of psychology. They pointed out that the scale measures what was prepared for, and that the dimensions are clear and measured directly.

Study Procedures: The scale was applied by the researcher (field study) April 2017 to May 2017.

Statistical analysis: After collecting data, the researcher coded the variables of the study and then unloaded and tabulated, and subjected to statistical analysis, where all data entered into the memory of the computer using the statistical package of social science (spss) using the explanation provided by Abuallam(2003) for statistical analysis.

Results of the study, discussion and interpretation

1-Presentation and discussion of the first hypothesis: (What is the general trait of psychological adaptation of international students?). To verify the validity of this hypothesis, the researcher used one sample T-Test, the results of this procedure:

Table (4)

Test (T) for one sample to know the general trait of psychosocial adaptation of international student

Variables	no	Theoretical Mean	Stand Mean	Stand Devi	T. Value	statistical significance
General adaptation	30	78	80.5	12.8	1.76	High
Psychological adaptation	30	24	27.1	3.8	4.5	High
Social adaptation	30	34	19.1	4.1	-19.8	Low
Academic adaptation	30	20	34.2	6.0	12.9	High

Table (4) shows that the arithmetic average (80.5) is greater than the theoretical average (78) indicating that the general trait of the psychological adaptation of the respondents is high. As for the general attribute of the dimensions of psychologicaladaptation, it was high because the value of the arithmetic mean (27.1) while the theoretical average (24) as well as the academic (34.2) and (20),While the social adaptation was very low, (19.1), the theoretical average (34).The researcher believes that the high level of generaltrait is due to the fact that most of the international students came from Islamic countries, that means there is a prior knowledge of Arabic language, the language of the Koran as well as similarities between the customs of the Islamic countries also the period spent in Saudi Arabia where they communicated and interacted with Saudi students and international students from Arab countries

and professors, especially professors of the Arabic language.

2-Presentation and discussion of the second hypothesis: This hypothesis states that (There is a significant statistical correlation between the academic level and psychological adaptation).To verify the above hypothesis, the researcher used Pearson correlation, this procedure showed the following results.

Table (5)
Academic level

Variable	number	Pearson correlation	Sig 2tailed	Result
Psychological	30	0.120-	0.527	No correlation
Social	30	0.886	0.00	Correlation
Academic	30	0.907	0.00	Correlation
General	30	0.907	0.00	Correlation

1- There is a reverse correlation between psychological state and adaptation (0.120-) not significant (0.527).

2-There is statistical significant correlation between social status and psychological adaptation (0.00).

3-There is statistical significant correlation between the academic level and psychological adaptation (0.00).

4-There is statistical significant correlation between total adaptation and psychological adaptation (0.00).

The researcher believes that the least period was two years and a good academic achievement and social status (marriage) play an important role in adaptation.

3-Presentation and Discussion of the Third Hypothesis:
This hypothesis states that (There is a significant statistical correlation between the social status and psychological adaptation) and to verify the validity of the hypothesis above. The researcher used the Pearson correlation. The result of this procedure showed the following results:

Table (6)
Social status

variable	number	Pearson correlation	Sig 2tailed	Result
psychological	30	0.076	0.909	No Correlation
social	30	0.239-	0.204	Corr -neg
academic	30	0.076	0.689	No Correlation
general	30	0.022-	0.909	No Correlation

There is a reverse correlation between the social status and psychological adaptation (0.239) greater than (0.10). To find out the significance of the relationship, the researcher compared the significant with the level (0.05) and it was

bigger but not significant(less than 0.01).Where there is no correlation between the (psychological, academic ,and generalvariables) and psychological adaptation, and it is obvious that most of the international students are married and that has appositive effect on adaptation because of stable psychological and social state and they are mature enough to adapt with a different society.

4-Presentation and discussion of the fourth hypothesis:
(There is a significant statistical correlation between the number of students from the same country and the psychological adaptation) and to verify the validity of the above hypothesis the researcher used Pearson correlation, the result of this procedure showed the following results:

Table (7)

(Number of students)

variable	number	Pearson correlation	Sig 2tailed	result
psychological	30	0.197	0.397	Correlation
social	30	0.312	0.093	Correlation
academic	30	0.266	0.230	Correlation
general	30	0.266	0.156	Correlation

There is acorrelation between the number of students from the same country and psychological adaptation in all dimensions greater than (0.10). To find out the significance of the relationship, the researcher comparedthe significant with the level (0.05) and it was bigger but not significant(less than 0.01).And it is clear that when a person has some collogues from his home play an important role in reducing stress , interact , have news about home , share the same habits and culture.

5-Presentation and discussion of the fifth hypothesis:
 (There is a significant statistical correlation between the number of years spent in Saudi Arabia and the psychological adaptation) and to verify the validity of the above hypothesis, the researcher used Pearson correlation, the result of this procedure showed the following results:

Table (8)

Number of years in Saudia

variable	number	Pearson correlation	Sig 2tailed	Result
psychological	30	0.163-	0.389	Correlation
social	30	0.088-	0.644	Correlation
academic	30	0.136-	0.474	Correlation
general	30	0.144-	0.457	Correlation

There is a reverse correlation between the number of years in Saudi Arabia and the psychological adaptationin all dimensions greater than 0.10.

To find out the significance of the relationship, the researcher comparedthe significant with the level (0.05) and it wasbigger but not significant(less than 0.01), the researcher believes that (the least period in Saudia is two years and it was quite enough for adapting and also the interaction between the international students with their collogues in the university and outside. And the result is similar to Baker &Siryks study (1989) The results of the study showed a significant correlation between the total score on the scale of adaptation to life university and Continuity , and also Abdellatif(1992) found that the period of time a student has had a significant impact in alleviating problems of adaptation and as the period of time decreases, problems increase.

Frostat (1981) found out that the number of years factors have the most impact on the student's life in the new society. The students who had a shorter stay , the oldest and postgraduate students had more and more severe adjustment problems than students who had a longer stay.

6-Presentation and discussion of the sixth hypothesis: (There is a significant statistical correlation between the cumulative rate and psychological adaptation), and to verify the validity of the hypothesis above. The researcher used the Pearson correlation. The result of this procedure showed the following results:

Table (9)

Cumulative rate

variable	number	Pearson correlation	Sig 2tailed	Result
psychological	30	0.330	0.075	Correlation
social	30	0.399	0.029	Correlation
academic	30	0.366	0.047	Correlation
general	30	0.400	0.029	Correlation

There is statistical correlation between the cumulative rate and the psychological adaptation in all dimensions, greater than 0.10. To find out the significance of the relationship, the researcher compared the significant with the level (0.05) and it wasbigger but not significant(less than 0.01). The researcher believes that a good academic achievement plays an important role in adaptation.

Baker &Siryk (1989) .p.p.179-189.As appeared significant correlation between total degree of personal and emotional adjustment and range

  Benefit from the center of psychological services, as well as a statistically significant correlation between total degree on the scale of academic adjustment and the average cumulative for first year students, it was found that students who are academically fit are more likely to graduate from university and adapt.

7-Presentation and discussion of the seventh hypothesis: (There is a significant statistical correlation between the degree of knowledge in Arabic and psychological adaptation) and to verify the validity of the above hypothesis the researcher used Pearson correlation, the result of this procedure showed the following results:

Table (10)

Knowledge of Arabic language

variable	number	Pearson correlation	Sig 2tailed	Result
psychological	30	0.084	0.659	No Correlation
social	30	0.067	0.726	No Correlation
academic	30	0.106	0.577	Correlation
general	30	0.097	0.612	No Correlation

1-There is a statistical correlation between knowledge of Arabic languageand psychological adaptation due to academic level (0.577).

2-There is no a statisticalcorrelation between knowledge of Arabic languageand psychological adaptation due to (psychological, social andgeneral dimensions)but not significant(less than 0.01).The use of local language by the members of the community makes the international student suffers from problems of understanding, especially within the university or outside the community in which he interacts. Also saudian community use an understood Arabic language.

8-The presentation and discussion of the eighth

hypothesis:(There is a significant statistical correlation between the student's knowledge of Saudi social and cultural customs and psychological adaptation. To verify the validity of the hypothesis above, the researcher used the Pearson correlation, the result of this procedure showed the following results:.

Table (11) **Knowledge of Saudi social and cultural customs**

variable	number	Pearson correlation	Sig 2tailed	result
psychological	30	0.989-	0.674	Correlation
social	30	0.077	0.687	no correlation
academic	30	0.018	0.925	no correlation
general	30	0.009	0.962	no correlation

1-There is a negative correlation (0.989-) between knowledge of Saudi social, cultural customs and psychological adaptation (not statistically significant (0.674).

2-There is no correlation between knowledge of Saudi social, cultural customsand psychological adaptation due to (social, academic and general dimensions).

Knowledge and familiarity with the customs and traditions of the society in which the individual lives, including cultural values, and social traditions, and this leads to the acceptance of the international student to this society .which increases a positive attitude towards participation in extra-curricular

activities available at the university and participating others in practicing various activities informally lead formatting different relationships and friendships and also fill the free time and eliminate the thinking and anxiety that may befall in his spare time.

9- Presentation and discussion of the ninth hypothesis: (There is a significant statistical correlation between the student relationship withfacultyteachers and administrators and psychological adaptation) and to verify the validity of the above hypothesis the researcher used Pearson correlation, the result of this procedure showed the following results:

Table (12)

Relation with teachers and administrators

variable	number	Pearson correlation	Sig 2tailed	Result
psychological	30	0.473-	0.016	Correlation
social	30	0.406-	0.026	Correlation
academic	30	0.540-	0.002	Correlation
general	30	0.516-	0.004	Correlation

There is a correlation between the students' relationship with facultyteachers and administrators and psychological adaptationin all dimensions greater than (0.10). To find out the significance of the relationship, the researcher compared between the significance with the level (0.05) and it was larger.

A) There is a relationship but not significant less than (0.01) in psychological state (0.016) and social status (0.026).

B) There is a significant statistical correlation in the academic level (0.002) and the total (0.004) , and it is clear that agood relationship between members of afaculty leads to arich positive environment that plays agood role on adaptation and there for success.

Conclusion of the study

Summary of the most important results:

1-The general trait of the psychological adaptation was high.

2-There is statistical correlation between (social status, the academic level and total adaptation) and psychological adaptation.

3- There is a reverse statistical correlation between (the social status,knowledge of Saudi social, cultural customs)andpsychologicaladaptationalsothe number of years in Saudi Arabia in all dimensions,not significant.

4- There is statistical correlation between (the number of studentsfrom the same country,the cumulative rate,the students' relationship with facultyteachers and administrators) and psychological adaptationin all dimensionsnot significant.

5-There is a statistical correlation between knowledge of Arabic languageand psychological adaptation due to academic level.

6-There is no a statisticalcorrelation between (knowledge of Arabic language, and psychological adaptation due to (psychological, social and totaldimensions).

Recommendations:

1-The researcher recommended a broader study for international students,

2-Activating the guiding role of the management of international students' affairs in the field ofpsychological and social guidance.

3- Developing programs in fields of knowledge of language, customs and culture of the new country.

4-Helping new students by opening an educational guidance center in the college to help them adapt.

5-Activating university activities, that help to change the routine and stereotyping in lectures and the curriculum, such as artistic, professional and social activities.

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Appendix (1) Scale

Psychological adaptation for International students

Jazan University Case Study

This questionnaire aims to study the Effect of some variables in psychological adaptation for International students in the light of the circumstances of alienation at the University of Jazan. Please answer by referring to the phrase that suits you. And thank you.

Basic information

1- Faculty

2-Academic level (a)1st year (b)2nd year (c)3d year

.................................3-Age

4-Marital status (a) Married (b) Single.

5-Number of students from your country………………………………..

6-How many years have you spent in Saudi Arabia? (a) (1 year) (b) 2 years (c) 3 years and more.

no	item	excellent	v. good	average	Below aver	weak
7	Cumulative					
8	Knowledge of Arabic					
9	knowledge of Saudi customs					
10	relationship with professors and administrator					

Psychological adaptation Scale

no	items	always	Some times	rarely
	Psychological			
1	Do you find happiness just because you are with people in gatherings			
6	Do you find it difficult to sleep even if there is no noise			
7	Have you lost some weight recently			
8	Have you ever cried			
11	Do you feel most of the time that you are tired			
13	Do you eat your meals without being hungry			
18	Trust in my self			
20	Do you feel secure			
25	Do you feel happy in your relationship with all the students in the class			
28	I feel happy in my studies			
29	I feel nostalgic for my country			
30	Do you feel happy in your relationship with administrators			
	Social issues			
2	At reception and other occasions Do you seek to meet the important person in the party?			
4	Do you feel lonely even if you are with people?			
9	Do you find it difficult to start talking to someone you've first met?			
12	Do you hold the presidency in some social work or tasks?			
14	Is your relationship excellent with professors?			
16	Do you hesitate to enter a room individually when you have a group of people talking?			
21	I communicate with my friend in my original country			
22	Level of contact with my family			
23	I avoid talking to Saudi students for fear that students do not understand me			
24	I participate the Saudis on their occasions			
26	I find criticism from others			
27	I find it easy to deal with students from other nationalities			
34	I found cooperation from my fellow Saudi students			
35	Do you participate in sports activities			
37	Do you eat Saudi meals			
38	Do you wear Saudi dress			
39	Did you disagree with a Saudi about a subject			
	Academy			
3	Did you feel like leaving school?			
5	Do you find it difficult to stand in front of the room to speak on a subject?			
10	Did you know the answer to the lecturer's question in the room but you could not answer when asked because you were afraid to speak to the students?			
15	Are you reluctant to volunteer to be heard or cast in the hall?			

17	Have you ever felt that your daily life is full of all that is useful?			
19	Have you tried to improve your academic level?			
31	Did you leave the university because of illness?			
32	I do not speak with students from my country in my local language, but rather speak Arabic			
33	I fill my day with all that is useful			
36	Did you answer a questionnaire such as this questionnaire before?			

Appendix(2) (Key)

Faculty	Symbol
Shariaa	1
Arts	3

Social status	
Married	1
Unmarried 2	2

Age	
١٨ - ١٥years	1
٢٢ - ١٩years	2
23years and more	3

Number of years in Saudi Arabia	
1 year	1
2 years	2
3 year and more	3

	Excellent	V. good	average	Below av	weak
	5	4	3	2	1
Cumulative					
Knowledge of Arabic					
Knowledge of customs					
Relationship with professors and administrators					