



مجلة كلية التربية . جامعة طنطا
ISSN (Print):- 1110-1237
ISSN (Online):- 2735-3761
<https://mkmgmt.journals.ekb.eg>
المجلد (يوليو) ٢٠٢٣ م



Study Abroad and its Impacts on Quality of Life of International Students

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Volume July 2023



Abstract

This study aimed to identify study abroad and its impacts on the quality of life of international students. Also, this study relied on the historical analysis method, which was defined as a type of research that was used to interpret the past. The study population and sample consisted of previous studies, research and journal articles that were related to the study being discussed, in the light of which the results were produced to reveal that active engagement in college activities, such as: coursework outside the major, contact with faculty outside class, ethnic or cultural clubs or organizations, and visiting speakers, who were likely to promote interaction across cultures among domestic and international students. Moreover, the major benefits perceived by students studying overseas were to: learn about other cultures, improve self-confidence, gain overseas work experience, and enjoy living independently. Lastly, the study recommended that those results alerted us for the need for therapeutic interventions aimed at improving the health conditions of international students. Besides, underscoring the need to direct further initiatives toward identifying and overcoming barriers to increased development of global mindedness and QOL among students enrolled in international programs at universities.

Keywords: *quality of life; international students; global mindedness*

الملخص

هدفت هذه الدراسة إلى التعرف على الدراسة في الخارج وتأثيرها على جودة حياة الطلاب الدوليين. كما اعتمدت هذه الدراسة على منهج التحليل التاريخي والذي يعرف بأنه نوع من البحث يستخدم لتفسير الماضي. يتكون مجتمع وعينة الدراسة من دراسات، وأبحاث، ومقالات صحفية سابقة تتعلق بالدراسة التي قيد المناقشة، والتي تم على ضوءها إنتاج النتائج للكشف عن المشاركة النشطة في أنشطة الكلية مثل: الدورات الدراسية خارج التخصص؛ والتواصل مع هيئة التدريس خارج الفصل الدراسي، أو النوادي، أو المنظمات العرقية، أو الثقافية؛ والمتحدثين الزائرين الذين يعززوا التفاعل عبر الثقافات بين الطلاب المحليين والدوليين. علاوة على ذلك، كانت الفوائد الرئيسية التي يدركها الطلاب الذين يدرسون في الخارج هي: التعرف على الثقافات الأخرى؛ تحسين الثقة بالنفس؛ اكتساب خبرة العمل في الخارج؛ والاستمتاع بالعيش المستقل. أخيراً، أوصت الدراسة بأن هذه النتائج نبهت إلى الحاجة إلى تدخلات علاجية تهدف إلى تحسين الظروف الصحية للطلاب الدوليين. إلى جانب ذلك، التأكيد على الحاجة إلى توجيه المزيد من المبادرات نحو تحديد العوائق والتغلب عليها، التي تحول دون تنمية العقلية العالمية وجودة الحياة (QOL) بين الطلاب المسجلين في البرامج الدولية في الجامعات.

الكلمات المفتاحية: جودة الحياة؛ الطلاب الدوليين؛ العقلية العالمية.



1. Introduction

In recent years, studying abroad has increased rapidly (Oosterbeek & Webbink, 2011). Between 1972 and 1973 nearly 146,000 international students studied in the United States. This number increased to approximately 974,926 international students in 2015 (Institute of International Education, 2015). International students have become an important source of economic contributions toward host countries and educational institutions (Paltridge, Mayson, & Schapper, 2012). Benefits of Hosting International Students have become important source of revenue for many countries. Several countries, including the United States, host international students as part of their strategic plans to function effectively in an age of globalization and as a way to increase their revenues (Harryba, Guilfoyle, & Knight, 2011).

Abdul Rashid M. & Mohammad Ali V., (2012) opined that Quality of life (QOL) of international students has been defined by the World Health Organization (WHO) as “individuals’ perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, standards, expectations, and concerns”. It is a broad-ranging concept affected in a complex way by the person’s physical health, psychological state, and level of independence, social relationships, and their relationships to salient features of their environment. QOL refers to a subjective evaluation which is embedded in a cultural, social, and environmental context (Orley et al., 1998). We must also add to this the increasing occurrence of emotional and health problems in students (Evans, Bira, Gastelum, Weiss, & Vanderford, 2018), which demands an assessment of the situation and the stimulation of actions to promote health and prevent physical and psychological diseases.

In addition to tangible economic contributions, international students bring several non-economic benefits to the hosting



countries, besides effecting on international labor market mobility. For instance, in Australia, (Adams, Banks, and Olsen, 2011) gave a wide range of benefits of international education such as: an increase of public commerce and diplomacy, an enrichment of educational climate culturally for domestic students, integrity and career development, emotional intelligence, cognitive complexity, liberal learning, personal philosophy, interpersonal self-confidence, sustainability, and enhancement of the awareness of diversity among all students. According to (Ramón-A. E.; et al., 2022) said that study abroad helps students gain essential skills and experiences that will be valuable both in the classroom and in professional settings. Through study abroad, Global Studies students will: improve intercultural communication, language, critical thinking, and problem-solving skills; learn about global issues from the perspective of another culture and society; gain a higher level of self-confidence both personally and professionally; prepare for careers in diverse and increasingly global work environments; enhance sense of responsibility and engagement as a global citizen. Therefore, international students bring cultural diversity to the host country (Olivas & Li, 2006). Numerous researchers (e.g., Kell & Vogel, 2008; Mahat & Hourigan, 2007) claim that international education reinforces intercultural interaction. This interaction minimizes racism and increases tolerance between people (Bochner, 1986; de Wit, 1995, Gudykunst, 1998).

At the same time, international students often benefit from living and studying in a foreign country. Domestic students benefit from international students as well. In the United States, American students benefit from the enhancement of their cultural skills and their sensitivity in working with people from different cultures (Calleja, 2000; Carnevale, 1999). Most international students are satisfied with their living and studying abroad. In Australia for



example, a survey conducted by the Australian Federal Government reported that approximately 86% of surveyed international students from all educational institutions were satisfied with their experience of living and studying in Australia (Commonwealth of Australia, 2010).

1.1 Problem of the Study

Although there are benefits to studying abroad, there are some indications that point to negative aspects, for example: the results of Dr. Hamad Alghamdi & Deming Way Madison, (May 2016: 2-4) that showed international students encounter a wide range of issues when they live and study abroad. Those issues are generally related to accommodation problems, language difficulties, especially English language barriers, particularly for communicating concepts relating to mental health, discrimination, financial issues, cultural misunderstanding, and poor social awareness of good dealing with international students. Also, the results of (Oosterbeek & Webbink, 2011) indicate that the number of international students rapidly increases, it is important to diagnose and get a better understanding of adjustment issues that encounter international students.

However, many international students face challenges as they pursue higher education outside of their home countries. They face obstacles, such as different food, unfamiliar living circumstances, balancing work, studying schedules, learning styles, psychological problems such as homesickness (international students' mental health and physical safety), depression, discrimination, and feeling isolated, as well as socio-cultural shock with health care and financial systems (Tseng & Netwon, 2002). Then, (Partridges, et al., 2012) confirmed that there is a need to improve methods and strategies for supporting international students, socially, economically, academically, and psychologically. Besides the results of (Globe & Mail, June 2008) that explained a



series of transitional difficulties from daily life to cultural adaptation. Students may spend up to a full year abroad and may live with a “host family. Living and studying in a foreign environment also can create physical and emotional stress that can exacerbate, otherwise mild disorders.

Then, there is a proposed vision presented to enhance the development of study abroad and encourage the international students to get maximum use of studying abroad academically, socially, and culturally, besides getting quality of efficiency that helps them to employ effectively either in host country or in motherland (Abbas Batikh, 2023).

1.2 Questions of the Study

The study seeks to answer the following questions:

- 1-What are the benefits of studying abroad on personal scale, regional and international level?
- 2-What is the submitted urgent vision to solve the problems of students who are studying abroad?
- 3-What are the proposed strategies to support the issues of international students to improve their quality of life?

1.3 Objectives of the Study

This study aims to explore study abroad and its impacts on the quality of life of international students, then presenting a suggest vision for this study to develop and promote it through analyzing its dimensions, the ways of development, and methods. So, the main objectives are follows: **The first objective** is that this study tends to assist international students in adjusting to their new environment and to gain knowledge about studying abroad. **The second objective**, increasing demand for services and increasing service awareness, particularly regarding health insurance coverage; and



diversity of cultural differences and language barriers. **The third objective** is going to discuss implications and policy recommendations for how university administrators and international educators could enhance the international student experience and strengthen recruitment and retention strategies on their respective campuses.

1.4 Significance of the Study

According to a theoretical point of view, the importance of a study is attributed to the importance of study abroad and its development for the students and society. Also, this study preoccupies educators, sociologists, economists, politicians, and others. In the light of implementing point of view, it is hoped that the results of this study will be useful in developing educational plans and programs.

1.5 The Limits of the Study

The study was limited to reveal studying abroad and its impacts on the quality of life of international students in the period (1995-2023) throughout the world.

1.6 Intellectual Framework of the Study

This requires talking about studying abroad and its impacts on quality of life of international students, then addressing its concept, objectives, dimensions, entrances, and methods through research and previous studies that are related to the study being discussed.

2. Literature Review

The study is incomplete without reviews of related studies. Therefore, we have gone through many articles that were conducted by several researchers. Thus, according to the idea of getting benefit, we should take from different authors and scholars where we find



full ideas that we can use in the study scientifically (Abbas batikh, 2023).

2.1 International Students' issues

Hamad Alghamdi & Deming Way Madison, (May 2016: 2-4) found that the most important issues that international students encounter are associated with academic, language difficulties, social and financial issues, besides political factors.

2.1.1 Academic and Language issues

Language difficulties seem to be the most challenging issue for the majority of international students. The language difficulties not only affect international students' academic performance, but also may affect their psychological and social adjustment (Lin & Yi, 1997). Moreover, (Hayes & Ling, 1994) stated that language issues usually prevent international students from interacting socially with their local peers. (Chen, 1999) confirmed the previous point and stated that the lack of English language proficiency could limit a student's willingness to interact socially and to create negativity about their ability to share in the new culture. Consequently, language proficiency may deter international students from obtaining useful knowledge that will assist them in adjusting to a new environment. Besides English proficiency issues, academic difficulties appear to be a significant challenge for international students. One academic difficulty is the lack of resource reference experience which helps in developing students' academic achievement (Haung, 2006; McClure, 2005). Other academic difficulties include the lack of writing skills for writing western style research, issues with references, and meeting requirements for essays (Durkin, 2008; Holmes, 2005).

2.1.2 Social issues

In addition to academic and language difficulties, international students encounter a range of socio-cultural barriers and social issues. Socio-cultural issues experienced by international students include the lack of participation in social or leisure activities, difficulty in making close relationships or friendships with people from the host country (Wang & Shan, 2007), and culture shock (Delaney, 2002; Jung, Hecht, & Wadsworth, 2007). (Paltridge et al., 2012) also pointed out that international students usually face difficulty in forming new friendships with local citizens due to cultural differences, language barriers, and heavy study which limits time for socializing. Besides these factors, the unwillingness of many citizens to form friendship with international students may reduce the students' opportunities to participate socially. (Poyrazli and Lopez, 2007) pointed out that international students perceived to be ethnic minorities, especially those from Africa, Latin America, the Middle East, India, and Asia, experience more discrimination than European international students or domestic students.

2.1.3 Financial issues

(Paltridge et al., 2012) mentioned that international students do not have the right to obtain many common support services such as free public health care, and they must obtain private health insurance. In some states and territories, international students are ineligible to get free tickets for public transportation. Another important issue for international students is insufficient funding. (Marginson, Nyland, Sawir, and Forbes Mewett, 2010) stated that one of the requirements for a student visa in some countries including Canada, the United States, and Australia is proof that a student has sufficient money to cover living expenses and tuition costs for one academic year, this amount is checked only when they

apply for a visa. However, insufficient funds have led some international students to give fake accounts, for example, temporarily borrowing money from their relatives or asking their relatives who will not actually pay for sponsorship. By doing so, students will obtain a visa without having sufficient financial support for themselves during their studies and living abroad.

2.1.4 Political factors

Khaing K. K.; Kazuo K. Prof.; Pham Quang M. H. Prof., (2022, p. 22) Confirmed that political factors are necessary for international students to choose overseas study destinations, such as: political stability, that means safety within the host country. Parents and students are concerned about the destination safety where they will stay for tertiary education. Also, a member country and the diplomatic relation with the host country are also main factors for international students to study abroad. Besides ease of visa processing, international students also focused on the easiness of visa processing (Maringe & Carter, 2007). If the country has simplified and straightforward procedures, it makes this country more appealing to study abroad than the one with less easy processing.

2.2 Trends in International Students' Mobility

Khaing K. K.; Kazuo K. Prof.; Pham Quang M. H. Prof., (2022, p. 13) The traditional primary receiving and sending countries have changed. However, the top receiving country like the U.S. takes the ever-leading host, followed by France, Germany, the UK, and Australia (OECD, 2019). The top sending countries have fluctuated as well. In 1965, student mobility took place between European countries from North to North; apparently, the number is small. In 1985, the students moved from South to North: from developing to developed or lower- and middle-income countries to high-income countries. The top sending countries are China, India,



and South Korea. Recently the mobility from top sending to top receiving countries has shifted. South-South movement grows, and regional education hubs are emerging. China, South Korea, Malaysia, India, and Russia have become host countries as top sending countries. Singapore, China, Qatar, and the United Arab Emirates represent notable destinations for international students (Altbach et al., 2010). Regional education hubs in Asian countries, including Singapore, Japan, Malaysia, and India, attempt to compete in research and technology (Knight, 2011). “Factors such as low costs, increasing quality of education, active promotion, and welcoming environments attract international students to study in these new host countries” (de Wit & Altbach, 2021). Their targets are neighboring countries and Africa for recruitment as the global North is less accessible and welcoming (OECD, 2019).

2.3 International Labor Market Mobility

Matthias Parey; Fabian Waldinger (April 2008: 25-27) in University College, London, UK. emphasize that individual students who study abroad are more likely to work in a foreign country. It is interesting to understand how studying abroad affects an individualist decision to migrate to a foreign country later in life. There are several reasons why mobile graduates may be more likely to work abroad in the countries where they studied abroad before: During their study period abroad, they may have obtained skills that are of relevant to that labor market, e.g., language skills, knowledge about the local labor market, interesting offers from abroad, the initiative of the employer, interest in foreign cultures has led them to seek employment abroad, to taste for living abroad, and to work abroad to be with their partner who have met while studying abroad and therefore consider to work abroad later in life, or personal contacts which facilitate a match.



It is recognized that international education can support Canada meet current and emerging labor-market challenges (Government Canada, 2020). For instance, in 2018, about 53,700 international students became permanent residents and valued members of Canadian society. On the other hand, it is possible that studying abroad affects the probability of working abroad equally for different work destinations. This would be the case, for example, if studying abroad widens the horizon of the student generally and leads her/him to search for a job internationally, independent of where she/he studied before. Especially, studying abroad could operate as a steppingstone to increase the set of feasible destinations. The most facts provide evidence that choices about study abroad locations are sticky, that is that students tend to return to work to the region where they studied abroad. In particular, the students who studied abroad in Europe and America then worked internationally after graduation, two thirds end up working in a European country.

The summary statistics also indicate that those who have studied abroad are somewhat more likely to say that they work abroad because of better employment opportunities in the foreign labor market, either because those who studied abroad have better information on the foreign labor market or because employers are more willing to offer employment to those individuals. Interestingly, rather than the employment outlook.

2.4 Suggested Strategies to help International Students

(Paltridge et al., 2012; May 2016: 2-4) wrote that many types of support can be offered to international students: volunteer jobs can play pivotal role in supporting international students socially. In addition, they noted that volunteer jobs are not only beneficial for international students, but also have a positive effect on the local government budgets. Also, participation in social activities can help

to address problems of social isolation, improve English language proficiency, and reinforce community development. Moreover, (Paltridge et al., 2012) found that programs and services can be run in cooperation with charities, societies, and religious groups and thereby dividing the costs among multiple parties. According to (Paltridge et al., 2012), educational institutions play a significant role in supporting and helping international students, but international students need more social support. They confirmed a need to support international students when they are off campus. They added that the local government can play a significant role to fill this gap by giving international students greater integration and security when they are away from their educational institutions. In addition, one study conducted by Tseng and Newton (2002) reported eight methods that help international students adjust positively. Those methods include forming relationships, seeking assistance, increasing English proficiency, improving social and cultural communications, building relationships with faculty members, identifying themselves and others, letting go off issues, and expanding their view to the world.

2.5 The Previous Studies

The first study was done **in Spain (September 2022)** by Dr. Ramón-Arbués, E., et al., Faculty of Health Sciences, Zaragoza University, Spain. This study aimed to identify *predictors of the Quality of Life of University Students: A Cross-Sectional Study*. Quality of life (QOL) is a complex and multifaceted concept that has been used to study different aspects of people's lives, including physical and psychological wellbeing, financial independence, social relationships, personal beliefs and living situation. In this study, we aimed to assess the QOL of a group of Spanish university students and identify associated factors. Method: We completed a cross-sectional study of the QOL of 868 university students using the WHOQOL-BREF questionnaire. In addition, data regarding



sociodemographic information and self-esteem (Rosenberg Self-Esteem Scale), physical activity (International Physical Activity Questionnaire—Short version), diet (Spanish Index of Healthy Eating), alcohol consumption (CAGE questionnaire) and sleep quality (Pittsburgh Sleep Quality Index) were collected. Results: A total of 66.2% of participants assessed their QOL positively, while 58.8% favorably evaluated their overall health. Students reported the highest scores for the physical health domain of QOL, whereas they gave the lowest scores for the psychological health domain. Age was inversely associated with QOL. Higher self-esteem and satisfaction with academic performance, as well as sleep and diet quality, were directly associated with higher QOL. The physical health domain of QOL was scored more highly by participants who had a healthy body weight or those who reported moderate levels of physical activity. Higher scores in the social relationship's domain of QOL were directly linked to alcohol intake, smoking and low body weight in addition to being inversely associated with screen time. The psychological domain of QOL was lower for those whose behavioral variables are associated with university students' QOL. The present findings underscore the need to direct further initiatives toward identifying and overcoming barriers to increased development of global mindedness and QOL among students enrolled in international programs at universities.

This second study was conducted **in Britain in (2020)** by Dr. Y Grace Chien, freelance researcher, Taichung City, Taiwan. This study investigated the advantages that are: *different cultures or perspectives, personal improvement, opportunities for employment or promotion, knowledge improvement, and better education* and disadvantages as: *cultural or emotional adjustment, high costs, and personal disadvantages* of studying abroad at a university in southwest England through a sequential exploratory mixed methods design, namely the research employed a sequential exploratory mixed methods strategy (Creswell, 2009) for data collection and

analysis. For slight differences in ranking of the perceived top study abroad benefits, interview and survey findings regarding advantages were mostly consistent, suggesting that study abroad issues are generally double-edged to include both positive and negative effects, including for one-year master's programs in Britain. In terms of employment advantage, instead of a traditionally so-called 'Western' or 'Eastern' country of origin commonly stated in existing studies, this research suggests that the degree of economic development seems to be strongly related to differences in international students' homeland employment opportunities. Finally, advantages rather than disadvantages of study abroad experiences were reported more strongly by research participants throughout the study.

The third study was performed **In Brazil (February 2019)** by Dr. Clesnan Mendes-R., et al., Brazil. This study aimed to identify the Postgraduate Students: An Alert about Quality-of-Life demand of Brazilian Postgraduate Programs has increased because of global scientific and technological competitiveness, leading to stresses among researchers and students. Thus, this work was aimed at evaluating the quality of life of students of one Postgraduate Program in Agronomy through the WHOQOL-bref. Of the 36 students evaluated, there was a predominance of single women, childless, with a median age of 27 years, in a master's degree, without paid work or scholarship. The sample studied presented values below the median of the Brazilian population, when corrected for gender and age, for the psychological, social relations and environment domains. Students with partner had lower values for physical and psychological domains and students with paid work showed a lower value for physical domain. The work phase affected the quality of life. The values for the environment domain increased when the student was writing the project, studying subjects, and



seeking theoretical framework and decreased when the student was analyzing the data. As the University is the dominant environment for the students when in post-graduation, the activities that are associated with academic infrastructure as library and laboratories, and with human resources as teachers and colleagues are realized with successful in relation to those that depend on the students themselves as the data analysis. These results alert us for the need for therapeutic interventions aimed at improving the health conditions of postgraduate students.

2.6 Journal Articles

Article1: Journal of International Students; ISSN: 2162-3104 Print/ ISSN: 2166-3750 Online Volume 3, Issue 2 (2013), 85-101, **in USA**. On *Examining the Educational Benefits of Interacting with International Students*, Duke University, NC., by Dr. David Jamieson-Drake & Dr. Jiale Luo, (**June 2013**). These authors state that the competition for talented and self-funded international students among nations has become intense and strategic in recent decades for two major reasons. First, international students provide a strong talent pool and make academic and cultural contributions to college campuses (Andrade, 2009; Choudaha & Chang, 2012; McCormack, 2007). Second, international students make a significant contribution to the economy of host countries (Farrugia, Chow, & Bhandari, 2012). In (Dec. 2011), for instance, international students contributed over \$22.7 billion to the U.S. economy through expenditures on tuition and living expenses.

Through the analysis of alumni survey data from three graduating cohorts, this study examined the influence of interaction with international students on domestic students' college outcomes and explored factors that helped to promote international interaction on college campuses. The findings indicate that in comparison to



non-interactive domestic students, highly interactive domestic students reported significantly higher levels of development in a wide range of areas across the three cohorts. Also, the findings suggest that active engagement in college activities, such as coursework outside the major, contact with faculty outside class, ethnic or cultural clubs or organizations, and visiting speakers, was likely to promote interaction across cultures.

Article 2: Pegem Journal of Education and Instruction, Vol. 11, No. 4, 2021, 254-263, **in Saudi Arabia** on *International Students in Crisis Times: Exploring the Experiences of International Students Studying in Saudi Arabia during the Covid-19 Pandemic*, Faculty of Education, Umm Al-Qura University, by Dr. Alsulami ND., (October 2021). The purpose of this qualitative article is to explore the experiences of international students studying in Saudi Arabia during the Covid-19 pandemic. By focusing on a sample of international students, the researcher generated data through semi structured individual interviews with the participants via Zoom due to Covid-19 circumstances. Although the researcher sent more than 100 invitations to international students to participate in this research, either via e-mail or WhatsApp, only 12 male international students studying at different universities in Saudi Arabia agreed to participate. The overall findings of this research revealed three themes that emerged from the interviews: the challenges of international students, their benefits and support services offered to them in Saudi Arabia during the Covid-19 pandemic. The challenges include educational, economic, technical, social, health, and religious challenges. The benefits include educational, economic, technical, social, and religious benefits. The various support services offered to international students include support from universities, community charitable institutions, and individuals. Finally,



implications of the findings and directions for future research are provided.

Article 3: Academia Journal of Educational Research 5(8): 223-235, August 2017, in Singapore, Southeast Asia, by Dr. Shaheen Majid, et al., (August 2017), *on motivations for studying abroad and adjustment challenges faced by international students*, that means international students' market is now a multi-billion industry, and several countries are making intensive efforts to attract them. The adjustment challenges faced by international students could be considerably different depending on the education system and socio-cultural environment of the host country. The main objectives of this study were to investigate the perceptions of international students studying in Singapore, their motivational factors, and various challenges faced by them. A questionnaire was used to collect data and a total of 140 international graduate students from two public universities in Singapore participated in this study. The major benefits perceived by students studying overseas were to: learn about other cultures, improve self-confidence, gain overseas work experience, and enjoy living independently. Some personal challenges faced by the international students were missing social events and festivals in home country, high living cost in Singapore, and being away from loved ones. Some study-related problems included the difficulty in understanding accents of classmates and professors, heavy workload, and the pressure to obtain good grades. Some adjustment strategies used by the international students to overcome socio-cultural barriers were making new friends, stay in-touch with family and friends back home, and visit places of interest in Singapore. In this study, some suggestions were made to help international students to quickly adjust in a new environment.

3. Methodology

This study relied on the historical analysis method which is defined as a type of research that is used to interpret the past, present the limitation of the topic, build the topic step by step on evidence, document sources, let the first and the last paragraph reflect each other, and reach independent conclusions. Therefore, this method was used to bridge the scientific gap in the light of studying abroad and its impacts on quality of life of international students. The study population and sample consist of previous studies, research and journal articles that are related to the study being discussed. The number of the research is (5); the number of the previous studies is (3); also, the number of journal articles is (3). These previous studies, research and journal articles that were conducted in the field of the study, they were analyzed and discussed, in the light of which the results and recommendations are produced as follows:

3.1 Results

In the light of the previous studies, research and journal articles the results were revealed as follows:

1. The degree of economic development seems to be strongly related to differences in international students' homeland employment opportunities. So, advantages rather than disadvantages of study abroad experiences were reported more strongly by research participants throughout many studies (Y Grace Chien 2020).
2. According to gender and age, (Clesnan Mendes-R., et al., February 2019) emphasized that for the psychological, social relations and environment domains. Students with partner had lower values for physical and psychological domains and students with paid work showed a lower value for physical domain because work phase affected the quality of life.

3. David Jamieson-Drake & Dr. Jiale Luo, (June 2013) suggested that active engagement in college activities, such as coursework outside the major, contact with faculty outside class, ethnic or cultural clubs or organizations, and visiting speakers, was likely to promote interaction across cultures among domestic and international students.
4. As a result, Dr. Alsulami ND., (October 2021) showed that there were three themes as: challenges, benefits and support services offered to international students in Saudi Arabia during the Covid-19 pandemic, these themes emerged from the interviews with them. The challenges and benefits include educational, economic, technical, social, health, and religious. Whereas various support services include support from universities, community charitable institutions, and individuals.
5. Also, Dr. Shaheen Majid, et al., (August 2017) indicated that the major benefits perceived by students studying overseas were to: learn about other cultures, improve self-confidence, gain overseas work experience, and enjoy living independently. Some personal challenges faced by the international students were missing social events and festivals in home country, high living cost, and being away from loved ones. Some problems included the difficulty in understanding accents of classmates and professors, heavy workload, and the pressure to obtain good grades.
6. Some adjustment strategies used by the international students to overcome socio-cultural barriers were making new friends, stay in-touch with family and friends back home, and visit places of interest (Shaheen Majid, et al., 2017).

3.2 Recommendations

Recommendations were extracted from previous studies that were well selected, analyzed, interpreted, and discussed, so as to tell educators, technical stakeholders, and those who concerned with the educational matter, that there is a study abroad and its impacts on quality of life of international students. So, we recommend focusing on the positives and avoiding the negative aspects. Therefore, the study recommends the following:

1. According to the results of previous studies, Dr. Ramón-Arbués, E., et al., (September 2022) explained that underscore the need to direct further initiatives toward identifying and overcoming barriers to increased development of global mindedness and QOL among students enrolled in international programs at universities.
2. Those results also alerted us for the need for therapeutic interventions aimed improving the health conditions of postgraduate students who are studying abroad (Mendes-R., et al., 2019).
3. In the light of challenges that face international students such as: educational, economic, technical, social, health, and religious, therefore the implications of the findings and directions for future research are provided (Alsulami ND., 2021).

Acknowledgements

My deepest gratitude goes to Dr. Suleiman Mater Dalboon Ali who expertly guided me through preparation of this paper. Words cannot express how thankful can be for his support, dedication, and guidance throughout this paper project. He has been an incredible mentor to us through encouragement and direction and has spent countless long hours working on supporting this scientific paper. He is truly a gem to the University of Kordofan, Faculty of Education



مجلة كلية التربية . جامعة طنطا
ISSN (Print):- 1110-1237
ISSN (Online):- 2735-3761
<https://mkmgjournals.ekb.eg>
المجلد (يوليو) ٢٠٢٣ م



community. I would also like to thank Dr. Nasr-Allden A. S.; Dr. Omer Khalafallah, Dr. Ahmed Hameed A., Dr. Elzain Musa Gumaa, Dr. shareef A. Hamed and Dr. Mujtaba Mahammad Salam who dedicated their valuable time and support for the completion of this paper.



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