

## **Adjustmen, Characteristics and Everyday Life of the Gulf States Students in Jordanian Universities**

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### **Abstract**

This study aims at exploring the experiences of the Gulf States undergraduate students in the Jordanian universities regarding cultural differences and adjustments, their problems, differences of the study systems, motivational factors in selecting a Jordanian university, future plans, opinions about the standards of education, and the students' relations with the local community. Structure interviews were conducted with six hundred Gulf States undergraduate students from Kuwait, Emirates, Bahrain, Saudi Arabia, Qatar and Oman. The findings of the study reveal that although students experience some difficulties, adjusting is made easier through their interaction with the local people as well as with Jordanian students. In addition, the respondents indicate the friendly nature of the Jordanian students as an asset that helped them adjusting well with the local community. Moreover, the presence of the Gulf States students at Jordanian universities helped them in gaining much education and experiences. The study recommends greater cooperation between universities, ministries of education and culture, the higher council of youth, and the concerned embassy to make their stay in Jordan easier and more valuable.

### **Introduction**

Adjustment is a continual process by which a person varies his behavior to produce the more harmonious relationships between himself and the environment. It is a condition of harmony and peace arrived at by persons whom we call well-adjusted.

The "Mechanism of adjustment" refers to any process within which the personality has functional consequences on the personality. "Adjustment" has to do with the relationship between the personality and the outside world. The term "adjustment" is referred to "adaptation" since the latter might suggest that the personality only passively accepts or submits to the environment. The functional success of any process is always contingent upon factors external to the process itself (Parsons and Olds, 1955).

Adaptation is a shift in function that ensures in a certain environment on the part of a living organism. It supposes an adjustment, requirement and tolerance and the achievement of certain efficiency. The case of a man is hardly different even though social and psychological requirements may have precedence over climatic and physiologic requirements.

Adaptability of social system to the changing environment is essential. No doubt, a social system is the result of geographical environment and a long drawn historical process in which necessity gives permanence and rigidity. Yet that should not make it wooden and inelastic. It needs to be a flexible and functional phenomenon. Economy for its maintenance, division of labor for better production of goods and effective services, and role differentiation for job opportunity is essential.

The social scientist is interested in actual day to day contact between individuals. He is concerned with concrete actions, and with the satisfaction of ends through the discriminatory choice of means in group situation. He is not only interested, for instance, in political and economic institutions, but also in political and economic activities and the functions these activities perform. But since there are cultural elements in all behavior, it can hardly be said that he never escapes the necessity of considering cultural influence.

The Gulf State students hailing from a different culture are the subject of this study. As a result of the international relations among these Arab countries (Jordan-Gulf), and due to the industrialization and urbanization forces, and the spread of education, the mobility of Gulf States students to Jordan is in increase.

Gulf students represent different cultures, and when one speaks about their educational mobility in Jordan, he should also think of the sociological point of view about the cultural changes, or movements of one culture to another. When different cultures come in close contact, most of the processes that take place are assimilation, integration, acculturation, cultural fusion, etc.

Cultural change, which is temporary in nature, may not always result in complete isolation or complete involvement depending upon the practical acquaintance of these Gulf students with the new culture. Such experience and knowledge of new culture can act as a motivating factor in the adjustment or adaptation of these newcomers to the changed conditions. As mentioned earlier, the prime goal of these students is educational; hence adjustment with the new environment, fitting themselves with new environment or fitting themselves with the changed condition may either promote or hamper their goal-oriented efforts.

## **Review of Literature**

Some of the studies though made before seventies have attempted to sketch the picture of migrating people, their problems, lifestyles and adjustment in the new culture. Bennet (1954) whose study is concerned about the Japanese people in American society talks about their education and lifestyle.

McKnight (1956) has spelt out the misunderstanding created due to language barriers and lack of mutual understanding between the Japanese and the Americans which resulted in various problems.

Morris (1956) in the *Journal of Social Science* has spoken about the national status of foreign students influencing their attitude towards the host countrymen.

Singh (1963) in an in-depth doctoral study portrays the various problems, such as psychological and social problems faced by Indian students in Britain.

Gunguli (1975) discusses the likes and dislikes of foreign students for various academic courses run by Indian Universities and the major difficulties like dissatisfaction with living conditions, and the unfavorable attitudes on part of the Indian people.

The text paper of Mohan (1987) shows some of the problems faced by foreign students in India such as housing, food, adjustment with the local community, language, etc.

Changing the academic culture of international graduate students is a multi-dimensional and a challenging experience as it requires continuous transitions between two languages and academic systems Cadman (2000). A group of Arab Muslim students at a Canadian university state perform great efforts to overcome problems caused by the cultural and educational differences (Abukhattala, 2004). Bullen and Kenway (2003) emphasize the effects of differences between home and foreign academic systems on teaching and learning styles.

Studying in a language other than the learner's mother tongue is one of the main difficulties facing international students which may negatively affect their performance. A number of studies investigating experiences of international students regarding foreign language difficulties show a lack of language competence as a substantial problem (Mostafa, 2001; Selvadurai, 1992; Cammish, 1997; Macrae, 1997).

It is well-known that culture plays a complex and an important role in international relationships (Mostafa, 2006). When students move from their home country to another country, they will encounter cultural differences that exacerbate difficulties of settling into the new culture and affect their interpersonal relationships and adjustment (Wisker, 2005).

Selvadurai (1992) investigates the problem of international students at the American colleges and universities and concludes that most students came to the United State with their own cultural habits and background including the nature of family relationships, patterns of etiquette, food habits and restrictions, and their religious beliefs. The students' movement from their own cultures to the American liberal independent culture may cause a shock to them. Students may gain effective academic and personal experience through contact with the host community and involvement in its culture.

Alershoud and Koeske (1997) investigate Arab students' attitudes towards social contact with the Americans. Results reveal that most of the Arab students "seldom" or "sometimes" spent free time with the Americans. Researchers attribute this to the vast cultural differences between the Arabic culture and the American culture. The results of a study by Li and Gasser (2005) show that contact with the hosts and cross-cultural self-efficacy were both related to Asian students' successful socio-cultural adjustment. Similarly, Perrucci and Hu (1995) examine the satisfaction of international graduate students with their educational and social experiences. They found that married students were more satisfied with social and community relations than unmarried students. Moreover, McKinley, Pattison and Gross (1996) point out that the extent of cultural differences may cause students to experience cultural shock which refers to the students' reaction to changes in the cultural environment.

### **Importance of Study**

Studies on Gulf students in Jordan have not been conducted yet; there are only a few articles and books about foreign students.

Studies related to foreign students in developing countries and studies related to people migrating from one culture to another are quite rare. They are in the form of articles or reports but this study is a unique study in its nature.

As mentioned above, it seems that the phenomenon of Gulf students in Jordan hasn't been conducted according to the principles of "scientific investigation". Hence, this study is unique in its nature; it will fill a vital gap in research and provide an insight for further researches. The study may provide clues to the planners at the government and university level to ferret out solutions to the problems encountering foreign students during admitting them.

***The Problem Selected:*** It is the researcher's own interest to select the presented topic. Jordan is situated in the center of the Arab World which welcomes a bulk of Gulf students every year. Today, a large number of Gulf States students as well as other foreign students come to Jordan to pursue their studies. The number of Gulf states students who are enrolled to universities for the year 2006\2007 was 7895. The statistics also shows that the number

of students (Arab&Foreign) enrolled to the Jordanian universities for the year 2007\2008 was 34578 (The annual statistical reports,2008).

This study aims to identify the process of adjustment and the characteristics of everyday life of the Gulf States students' community in Jordan with the local community. Jordan universities are ones of those Arab universities which increasingly receive Gulf States students over the years. In the case of Gulf States students who have traveled to Jordan for prosecuting their studies, their stay lasts only till they finish their studies. In such short period, it may be hardly possible to think in terms of the cultural-directional processes like integration, assimilation, etc, whereas it is more scientific to think in terms of the "experiences that accompany change from one culture to another, even when the transition is temporary, which can be called cultural shock" (Newman, et al. 1981).

### **Operationalization of Concepts**

The concepts used in the present research are:

- 1- ***Gulf States Students***: Generally are those persons of different categories who are studying at the Gulf States schools, universities and institutions, but Gulf States students in this case are those who migrate from Gulf Countries to Jordan for the purpose of studying. And those students are studying in colleges and departments of various faculties in Jordanian universities who are at different educational levels.
- 2- ***Socio-Economic***: means the individuals' social life and economic status. The research is looking into the students' social, economic and their day to day life with the individuals in the society, their interaction, and their meeting the income for economical conformity to the situation.
- 3- ***Adjustments***: Conforming of individuals' to the surrounding circumstances. This may be with reference to the physical or social environment. Physical adjustment is possible through the organic or structural modification transmitted by heredity and thus as adaptation when social adjustment is achieved by an individual through the acquisition of behavior patterns transmitted to him socially and through the adoption of new ways of behaving, as it is termed 'accommodation'.

### **Major Objectives of the Study**

The following objectives are frames for the present study:-

- 1- To present a personal profile of the Gulf States students presuming high studies in Jordan comprising of variables such as age, sex, marital status, and present and proposed levels of education.

- 2- To identify different motivational factors which influence Gulf States students to choose Jordan for their higher studies.
- 3- To find out the future plans after seeking their education.
- 4- To study opinions about the standards of education of Jordanian universities.
- 5- To find out the problems faced by Gulf students in Jordan.
- 6- To identify the types of relationships they are having with their neighbors, landlords and teachers.
- 7- To find out the processes of adjustments of Gulf students with the local friends and cultural activities, food habits, finances, etc.

### **Methodology**

In the field of research it is a well-accepted fact that researcher's curiosity is the best starting point of scientific research. By method it is simply meant the research technique or tools together data; and by methodology is meant the philosophy of the research process. The scientific method consists of systematic observation, classification, coding and interpretation of data. Keeping this view in mind the researchers has made an attempt to explain the methodology utilized for the study.

*Sampling Desings:* The present study was confirming to the Gulf students pursuing their studies in several colleges of Jordanian universities. These students are taken education in the various departments, colleges and faculties of Jordanian universities.

The sampling design of the present study is purely purposive. The total sample of the present study consists of (600) students scattering in different faculties of education like arts, commerce, science, engineering, med., etc.

The basic assumption behind this sample was that with the exercise of good judgment and appropriate strategy one can handpick the cases to be included in the sample. Purposive selection denotes the method of selecting a number of groups of units in such a way that selected group together yield as quickly as possible the same average or proportion as the totality with respect to those characteristics which are already a matter of statistical knowledge.

*Unit and Area of Study:* Gulf students in Jordan residing in rented rooms, houses, and flats in different cities like Amman, Irbid, Zarka, Karak, and Mafraq have been contacted between Oct.2007 to Jan.2008 for data collection. The respondents are students from various faculties from different government and private Jordanian universities and at different

levels, whether undergraduation or graduate, or specializing in a particular subject (Table 1).

*Tool of Data Collection:* In the field of social research there are various techniques of data collection like observation, interview schedule, questionnaire, and case study. Each of these techniques posses certain advantages and disadvantages which offer as per the topic of research. Some techniques are more specific while others are less. Depending on the subject understanding, the researcher must select a technique fond to be most suitable for data collection.

In this study personal interview technique is opted for data collection. The questions in the schedule were preplanned and systematic and consisted of fixed alternatives or questions of facts relating to beliefs and feeling in the light of their experiences.

The interview schedule as a basic technique of data collection is very useful so far as evaluating responses from the subject and establishing rapport among the interviewer and interviewee is concerned. Because of the face to face contact involved in this method the facial expressions of the subject was observed by the investigators.

While conducting the study, the researchers participated in various occasions organized by the Gulf States students held in Jordan. The researchers' interaction helps them to gain familiarity and increase solidarity with the respondents and facilitate for a proper psychological atmosphere for collecting verbal information.

*Interview Schedule:* The structures type of interview schedule is used due to the nature of questions which are standardized, definite and concrete. In addition, open and closed questions are framed to help the researchers' going deeper into the psyche of the respondents and ensure their true opinions. The closed questions include both the 'fixed alternative' questions and 'multiple choice' questions. The alternative replies which were provided by researchers help in making the questions clear. Through this factual and in-depth responses could be secured.

The questions of the schedule are framed on both independent and dependent variables. The schedule consists of (57) questions in total.

So far as the researchers' opinion is considered, it can be said that all the interviews are completed personally. This task was not boring because the respondents were friendly. The collected data are accurate, valid and provide authentic information.

*Pilot Study and Pretesting:* Before drafting the interview schedule, pilot survey was taken for getting some information of different variables involved such as education, duration of stay, food habits, association, cultural functions, and friendship patterns. At the outset, it is realized that the transitory period of stay in Jordan is perfunctory as their contact with their local community is of a touch-and-go variety.

But this was a hunch that had to be tested rigorously to test its validity to ascertain how far it is in accord with the facts. The variables as aids and inhibiting factors in the process of adaptation were ascertained since they constituted one of the aims.

After the pilot study, the rough draft of the interview schedule was pre-tested by (150) respondents to find out whether the interview schedule was ambiguous or beyond the capacity of the respondents to give answer. After making sure that the interview schedule left no scope for flow; it had got duplicated and the researchers went to each respondent personally for collecting information.

After collecting information from the respondents the entire data were processed by the researchers themselves. Firstly, the researchers checked all the data, stored, categorized them into different codes. Coding of data was done entirely by the researchers themselves. Numbers were used for coding owing to the limited scope and number of the respondents.

The tabulation helped to present a clear-cut picture of the complex mass of data and thus made them easy to be understood.

After the data were systematized, classified and tabulated, the researchers proceeded to analyze and interpret them.

In order to secure meaningful results, dependent and independent variables were differentiated. The frequency tables and percentages of the scores were derived and utilized in statistical analysis.

*Instrument Reliability:* The internal symmetry of cronbach alpha was used, for the responses of the sample's elements which were selected purposively; the value of cronbach alpha for all statements was (0.87).

## **Results and Discussion**

The prime concern of this study is to present the characteristics of Gulf students who are the subject of this study. The variables which are taken into account are age, sex, native place, marital status, length of stay in Jordan and proposed level of education. This study provides a sort of sketch by securing identificatory data pertaining to Gulf students. Wherever necessary, a nationwide



comparison is made to establish an authentic picture of students' identity hailing from Gulf portrays.

### **General Characteristics of the Respondents**

*Age:* As stated in table (1) the majority (48%) of the students are at the age of 21-23 years, followed by (39%) of the students are at the age group of 18-20 years. Overall (87%) of Gulf students are within the age group of 18-23 years. About (9.66%) of the students are at the age group of 24-26 years. While at the other extreme (3.33%) are above 26 years.

*Sex:* It is evident that majorities (74.83%) are male students and very less percent (25.1%) represents female students. This is clearly indicative in the fact that there are certain social and cultural bindings so far as higher or specialized educational is concerned; they are allowed to seek education available only in Gulf States

*Native Country:* It is found that out of total six hundred students, the majority of respondents(24%) are from Kuwait followed by(21.5%) from Emirates, whereas(20%) respondents are from Bahrain, (15%) from Saudi Arabia, (10%) from Qatar and respondents from Oman were(9.5%)of the total respondents.

*Marital Status:* The results show that the majority (90.66%) of the respondents are unmarried, while a few i.e. (9.33%) of them are married. This table suggests that the students are eager to develop a good carrier and stand on their own feet and then only go in for marriage. This depicts the independent attitude of the students.

*Level of Education:* Out of six hundred respondents, majority i.e. (87%) are undergraduations, while (11.33%) are postgraduate and a very less number i.e. almost (1.66%) are pursuing their higher studies of Doctorate degree.

*Faculty of Graduation:* The findings show different faculties of graduation. The majority (43.33%) are doing graduation in commerce, (33.33%) in science and almost (23.33%) in arts. The findings suggest that in the modern business world of today, commerce is widely accepted and is a familiar field of education because of its maximum results or returns. The next important field which is quite familiar and goes hand-in-hand with the scientific temper is science.

*Number of Persons Coming to Jordan:* When respondents were asked about the number of persons coming to Jordan from their families for seeking education, the majority (99.33%) of the respondents said that the number of persons from their own family who came to Jordan was only one or two and only (0.66%) of the respondents replied that nearly 3-4 persons.

*Period of Stay in Jordan:* The majority (41.66%) of the respondents have been staying here for a period of one-two years, whereas (36.66%) of them have been staying for 3-4 years, another almost (13.83%) for a period of 5-6 years, and (6.66%) for a period more than 6 years.

### **Adjustments of Gulf Students in the Field of Education**

Compared with underdeveloped countries or developing countries, the Jordanian educational system is more developed and systematic. This education system has become a part of attraction for the Gulf students, and a number of students come to Jordan for educational purposes. When those students arrive in Jordan, they spread over various cities to seek admissions in different courses. Hence, they get experiences in different cities. Social adjustment here is extremely essential because the environment in which they are placed is new for them.

Experimental knowledge of the new culture can act as a motivating factor in the adjustments or adaptations of these newcomers to the changed conditions. As mentioned earlier, the prime goal of these students is educational, hence adjustments with the new environment or fitting one with the changed conditions may either promote or hamper their goal-oriented affords.

*Reasons for Selecting Jordanian Universities:* It is evident from table (2) that the majority of the respondents (49 %) selected Jordanian universities because there are many fields of study available, whereas (26.66 %) for the reputation of Jordanian universities. (17.33%) for that admission in Jordanian universities is easy because there is a special provision for the admission of Arab students, while (6.16 %) because of their senior friends are already studying in Jordan, and very few (0.83 %) because of the low cost of educational fees in Jordanian universities.

*Respondents' Opinion about the Standards of Education:* Table (2) reveals the respective opinion of the respondents about the standards of education of the Jordanian Universities. The table shows that (84.83%) of the respondents have the opinion that the standards of education of universities are high, almost (14 %) have opined it to be Middle, (0.66 %) judged it to be low and another (0.16 %) called it very poor, and (0.33 %) of the respondents could not give their opinions at all.

The level of educational aspiration in the most cases is very high. Education in Jordan is perceived by them as immensely valuable in helping them to get a job in their respective countries. This holds true for education regardless of the faculties in which they are pursuing their education. However, education in the faculty of science, commerce and arts is rated to be particularly useful for entering to private services or business in their home countries. No doubt the

image of worthwhileness of Jordanian education has been a motivating factor for these students for traveling down to Jordan. In this reference they have also been motivated by their family members and relatives and secondly by their friends and neighbors who in most cases had themselves come to Jordan for the purpose of receiving education.

*Type of Difficultes Faced After Coming to Jordan:* The findings indicate the different types of difficulties faced by the respondents after coming to Jordan. 478 out of 600 respondents faced difficulties for example (79.66 %) were unable to get accommodation facilities, (16.16 %) faced the English language problem as a medium of education, another (2. 83 %) had the problem of getting admission, while (1.33 %) could not spell out any difficulty. The newcomers faced more difficulties and gradually they adjusted or overcame these difficulties by different ways.

*Strivng Over the Difficulties:* In this study the respondents were asked whether they have strived to overcome the difficulties or not. Out of the 600 respondents 597 i.e. (99. 5 %) were making efforts to overcome these difficulties, whereas only (0. 5 %) have not been bothered to overcome those difficulties.

It is true that pain is a pre-requisite of change in the sense that no individual wants to remain in the painful situation; everybody wants to come out of the difficulties. Difficulties are meted out either by adjustments or by overcoming the difficulties.

*The Academic Difficulties of the Students:* The results show that out of 600 respondents 583 i.e. almost (97.16 %) faced serious difficulties in the academic fields, whereas 17 students i.e. nearly (2. 83 %) had no complaints about education in the Jordanian universities. The analysis gives a clear picture about the several types of academic difficulties faced by the respondents. So in this case 325 out of 583 respondents i.e.(55.74 %) complained about the lack of cooperation of the students, 128 students i.e.(21.95 %)said that they suffered because of lack of contact, another 90 respondents, i.e. (15.43 %) complained about long duration of hours in college,(6 %) complained about the lengthy syllabus, while only 5 respondents i.e. almost(0.85%) complained about difficulties in understanding the accent.

*Types of Efforts to Overcome the Difficulties:* Table (2) reveals that 547 out of the 583 respondents having difficulties i.e. nearly (93. 82 %) tried to solve them by doing extra studies, and (4. 80%) took the aid of tutorials to solve their difficulties, whereas almost (1. 37 %) started attending class regularly and attentively.

*Future Plans After Completing Education:* When the respondents were asked about their future plans 50 out of 600 respondents, i.e. (50.83%) want to go in for businesses, (34.60%) are interested in the teaching fields, another (13.5%) have said that they are willing to join the Govt. Services in their respective countries, whereas (1%) are interested in joining the army forces.

### **Adjustments of Gulf Students with the Local Community**

This part of the study consists of several variables such as types of staying facilities, relations with landlords, teachers, neighbors, etc. All of these variables will throw sufficient light on the adjustments pattern of the respondents with the local community.

*Types of Staying Facilities:* Table (3) shows that 557 out of total 600 respondents, i.e.(92.83%) are staying in rented houses in different cities in Jordan, whereas (7.16%) are staying in hostels. This shows that the majority of the Gulf students are residing in independent rented houses, and this has given them the feeling at home. It was also found that 467 out of 600, i.e (77.83%) share a room with another partner which indicates that two individuals share a rented house, another (18.83%) living alone, whereas (3.33%) are staying in the company of 3 persons. The roommate were Jordanians or from their own countries.

*Reasons of Staying Independently:* Two reasons are given for staying independently. (69.91%) of 113 respondents, are staying independently, because they wanted to enjoy independence, whereas (30.08%) opted to stay alone only to avoid others' interference.

*Relations with the Landlords:* From table (3) we can see the type of relations the respondents are having with the landlords. Out of total 600 respondents 321, i.e. (53.5%) have accorded their relation as formal, (39.33%) as informal, and (7.16%) could not express or give any option about their type of relationships with the landlords. The results show that 553 respondents out of 600, i.e. (92.16%) did not have any misunderstandings with the landlords, whereas 47 respondents, i.e. (7.83%) have had misunderstandings with the landlords. The reasons were also searched and it was found 47, i. e. almost (76.59%) has had misunderstanding because of the rent payment, another (23.40%) didn't like the interference of the landlords.

*Relations with Neighbors:* The findings indicate that 559 respondents out of 600, i.e. (93.16%) have relations with their neighbors, whereas (6.83%) do not have any sort of relations with the neighbors. This gives us the idea that the attitude of the respondents towards their local counterparts and their

behavior patterns with them. When the respondents were asked about the reason of having relations with neighbors, the majority (61.89 %) spoke about the helpful and understanding nature of the neighbors, another (21, 46)% have common spheres of interests, (15.02%) account the reasons that the neighbors have a sociable nature. Whereas only (1. 61 %) have relations with the neighbors because they are of the same religion.

*On What Occasions they Visit their Neighbours:* As stated in table (3) it is clear that 358 respondents out of 557 visit the neighbors during times of different occasions, (23.97 %) visit the neighbors only upon the neighbors' insistence, whereas (10.37 %) visit them only while they go to pay the rent, and (1.61 %) visit only during times of sickness. It describes the different categories of attitudes the neighbors have with the respondents: 423 out of total 600 respondents, i. e. nearly (70.5 %) say that the neighbors have a friendly attitudes towards them, (20.66 %) of the neighbors have a sympathetic attitudes, (6. 83 %) opined it to be neutral, whereas only (2 %) have negative attitudes towards the respondents.

*Relations with Teachers:* The findings show that 489 out of total 600 respondents i.e. (81. 5 %) were found to have cordial relations with their teachers, whereas almost (18. 5 %) spoke of not having any relations with their teachers. This shows that out of 600 respondents only 489 have spoken about their cordial relations with teachers, out of which 260 i.e. almost (53.16%) have a good understanding with them, and (36.40%) have good relation because of excellent teaching, (10.42 %) have family relations with the teachers.

*Adjustments with the Local Community:* Table (3) is an indication of the fact that whether the respondents have been able to adjust with the local community or not. It gives a picture that majority (91 %) found to be well-adjusted with the local community, (7.5 %) face some difficulties, whereas (1.5 %) shows that since they are newcomers, they are not yet able to adjust with the local community because of difficulties in understanding the local customs. It also reveals that 30 out of 45 respondents i.e. (66.66 %) who could not adjust with the local customs, strived to adjust by making contact with the concerned people, and (22.22 %) tried to adjust with other students, whereas almost (11.11 %) tried to get acquaintance with the local customs. We found out that the majority (82.16 %) have sought help from the senior native friends to make their stay in Jordan comfortable, whereas almost (17.83 %) did not take any help from the senior friends. This is clearly an indicative of the fact that the respondents are keen enough to adjust well with the local community and hence are trying to mix with them. This shows the adjusting nature of the respondents.

## **Gulf Students and their Adjustments**

Friends have a very important role to play in the life of every individual because they are the people who constitute our per group and are helpful to us during all times. It is said “a person is known by the company he keeps”. In this part of the study the researchers have analyzed the nature of friendship among Gulf and Jordanian students.

*Respondents and their Jordanian Friends:* It is clear that 466 out of 600 respondents i.e. nearly (77. 66 %) have many Jordanian friends, whereas 134, i.e. (22. 33 %) have a few Jordanian friends. It also reveals that the majority (87. 16 %) of the respondents do not feel that the Jordanian friends feel superior to them in regard to social and cultural patterns, whereas(12. 83 %)of the respondents feel that the Jordanian friends feel superior to them in regard to social and cultural patterns.

When the respondents were asked whether they deliberately keep themselves away from Jordanian friends, the majority (93 %) of the respondents have said that, they do not generally keep themselves away from their Jordanian friends, whereas nearly (7 %) are of the opinion that they generally keep themselves away deliberately from them. This is also an indication of the fact that many of the Gulf students are quite well-adjusted with their Jordanian friends. This shows their cooperative attitudes towards each other.

*Similarities Between Jordanian Culture and Gulf Culture:* The study reveals that majority (80. 33 %) have said that Gulf States culture is similar with the Jordanian culture, whereas (19. 66 %) have thought Jordanian culture is not similar with Gulf culture.

There are some students who spoke about the cultural differences between the Jordanian culture and the Gulf culture. It took them some time to adjust with the Jordanian society especially those who visit Jordan for the first time. They faced more difficulties in the beginning. They mentioned some of the difficulties they faced such as the way of dressing, food habits relationships among neighbors, relationships with the opposite sex and the differences between being a friend and a colleague.

*Reactions of Jordanian Friends Over Gulf Social Cultural Functions:* Majority (92. 5 %) of the respondents are of the opinion that the Jordanian friends appreciate their social and cultural functions, nearly (4. 66 %) are of the opinion that the Jordanian friends avoid these sort of functions, whereas (2. 83 %) are of the opinion that the Jordanian friends do not appreciate their social and cultural functions.

When the respondents were asked about their Jordanian friends' participation in social and cultural function, (80.16 %) are of the opinion that their Jordanian friends participate nicely in their functions, whereas (19.83 %) think that Jordanian friends do not participate in such functions.

*Arrangement of Functions Done by Gulf Students:* The analyses show that majority (64.16 %) do not take interest in arranging any academic, social, cultural and sports in their colleges or departments, whereas (35.83 %) show interest in arranging such functions. When the respondents were asked about the types of functions they arrange, the majority (65.11 %) i.e. 140 out of 215 respondents replied positively about arranging functions and helped in arranging cultural gatherings, another (18.13%) arranged study tours, and (11.16%) presented their own cultural activities, whereas (5.58%) helped in arranging academic workshops.

*Do Extra Curricular Activities Help to Become Friendly:* The findings reveal that (94.66%) are of the opinion that arrangement of extra curricular activities has helped them to become closer with the other students, and almost (5.33%) do not think that arrangement of such activities is of any help in order to become closer.

The respondents (94.66%) also show that their teachers are much cooperative in such functions, whereas (11.5%) think that the teachers do not cooperate at all.

This is a clear indication of the fact that there is a good understanding between the teachers and the students which in turn shows positive adjustment of the respondents with their teachers.

*Respondents Duration of Study Per Day:* It is clear from the analysis that majority i.e.(56.5%) of the respondents study for almost 3-5 hours per day, others (38.83%) study nearly for 2-3 hours per day, whereas a few i.e. (4.66%) study more than 5 hours. It indicates that the respondents are quite serious particularly about their studies and attending classes regularly.

*Respondents Response Over Extra Curricular Activities:* The study was concerned with whether the respondents have time for extra curricular activities. The findings show that majorities i.e. (98%) do find time for extra curricular activities, and only (2%) do not have time for extra activities. Out of which (53.74%) spend time by seeing movies with their friends, and (28.91%) play games, whereas (17.34%) spend time on reading books.

*Respondents and their Means of Taking Food:* When the respondents were asked where they take their daily meals, majority (87.5%) have their meals at

restaurants, another (8.83%) have their foods at home, whereas only (3.66%) take their foods in the students' mess.

Also it was found that majority of them (93.66%) were satisfied with their regular meals, whereas only a small number (6.33%) expressed their dissatisfaction regarding the meals. Moreover, when the respondents were asked about their opinions regarding Jordanian food, (71.16 %) of them rated Jordanian foods as good, followed by (20.5%) rated it as fairly good, and (5.83%) thought it to be manageable, whereas a very few that is only (2.5%) did not appreciate Jordanian foods at all.

*Respondents Monthly Expenditure:* The results show that (79.33 %) spend JD 301 -500 per month for various things, nearly (18.33 %) spend JD 100- 300 per month, whereas only (2.33 %) of the respondents monthly expenditure is more than JD 500. The results of this study also show that majority of the respondents i.e. (71.66%) have said that their financing in Jordan is provided by Govt. scholarships, (22.5 %) by their parents, and only (5.83%) manage it independently. Also it was found that (89.16 %) of the respondents did not face any sort of financial difficulties, whereas nearly (10.83%) spoke about facing some financial difficulties. When those respondents, who faced financial difficulties, were asked how they faced these problems, majority (93.84 %) had tried to overcome them by seeking help from other countries mates, whereas (6.15%) have overcome them by selling their own properties.

*Respondents Preference Over the Settlement in Jordan:* When the respondents were asked whether they would prefer to settle in Jordan permanently, total 600 respondents i.e. (100%) were firm enough in not settling in Jordan permanently due to better working opportunities in their concerned countries.

*Feeling of the Respondents about Staying Away From Home:* The findings reveal that majority i.e. (90.33%) of the respondents said that due to staying away from their country, they have gained quite a lot, whereas (7.66%) could not offer any opinions or feelings about this, and only (2%) were of the feeling that they had really lost good years of their life.

### **Conclusions and Suggestions**

The concept 'adjustments' as evidenced throughout the ongoing discussion attendant upon the analysis of data for the present study appears to be a necessary condition for the Gulf students who are temporarily settled in Jordan for the pursuit of their higher studies in various branches of knowledge. They have joined various colleges, university departments and other academic institutions. Adjustment and its varied ramifications in the specific context of



Jordanian cities have enabled the Gulf students to prosecute their studies in their desired academic and professional lines in an effective manner, as per their expectations.

It is evident from the present study that although the Gulf students in Jordan, face certain difficulties pertaining to residential accommodation, food and some non conversance with the local people and their dialect in view of their being new to the place and its culture, they have strived to adopt and adjust to the local people and the environment.

The cultural differences between the Jordanian and Gulf Culture such as the way of dressing, food habits, relationships among neighbors, relationships with the opposite sex and the mixed educational systems in Jordanian universities have caused difficulties to those students and took them some time to adjust them selves with the new atmosphere in the universities as well as with the local community.

On the basis of the above findings, it can be mentioned here that adjustment is a continuous process in the life of every individual and a lot can be achieved through adaptation. Adjustment is a process which is a combination of compromise, cooperation as well as a positive and a healthy attitude towards others irrespective of the nation, religion, caste and creed. Therefore, we suggest to the Ministries of Higher Education, Culture, and the Higher Council of Youth in Jordan with the concerned Gulf States embassies the following:

- 1-To make available hostel facilities in or out of university campuses.
- 2- To have extra curricular activities inside the universities in which the Gulf students should be encouraged in taking part in such activities.
- 3-To encourage the Gulf students get along with the Jordanian youth in the programs that being organized by the Higher Council of Youth.
- 4-To enhance the Gulf students to celebrate on their national days.

In the end it will not be wrong to conclude by saying that the Gulf students are making quite serious efforts to adjust with the Jordanian society and culture as well as with the atmosphere in Jordan.

**List of Tables****TABLE 1: General Characteristics Of The Respondents**

<b>Variables</b>		<b>Frequency</b>	<b>Percentage</b>
Age	18-20	234	39%
	21-23	288	48%
	24-26	58	9.66%
	26+	20	3.33%
Sex	Male	449	74.83%
	Female	151	25.16%
Marital status	Married	56	9.33%
	Unmarried	544	90.66%
Countryoforigin	Kuwait	144	24%
	Emirates	129	21.5%
	Bahrain	120	20%
	Saudi arabia	90	15%
	Qatar	60	10%
	Oman	57	9.5%
Level of education	Undergraduation	522	87%
	Graduation	68	11.33%
	Phd	10	1.66%
Faculty	College of art	140	23.33%
	College of commers	260	43.33%
	College of science.	200	33.33%
University	University of jordan	105	17.5%
	Applid science universty	73	12.16%
	Albalqa appliduniversity	30	5%
	Amman university	86	14.33%
	Mut'ah university	60	10%
	Yarmouk university	98	16.33%
	Philadelphia university	20	3.33%
	J.u.of science & technology	74	12.33%
	Al al-bayt university	30	5%
	Hashemite university	24	4%

**TABLE 2:** Adjustment of gulf students in the field of education

<b>Variables</b>		<b>Frequency</b>	<b>Percentage</b>
Reasons for selecting jordanian universities	many fields of study are available.	294	49 %
	good reputation of the jordanian universities.	160	26.66 %
	special provision for the admission of arab students.	104	17.33 %
	senior friends already studying in jordan.	37	6.16 %
	any others.	5	0.83 %
Standards of education	High	509	84.83 %
	Middle	84	14 %
	Low	4	0.66 %
	Very poor	1	0.16 %
	Can not say	2	0.33 %
Education difficulteis	Lack of cooperation of the students	325	55.74 %
	Lack of contact	128	21.95 %
	Long hours at colleges	90	15.43 %
	Length of a syllabuses	35	6 %
	Any others	5	0.85 %
Efforts to overcome the difficulties	By doing extra studies	547	93.82 %
	Tuitions	28	4.80 %
	More attendance in class	8	1.37 %
Future plans after completing education	Business	305	50.83 %
	Teaching fields	208	34.60 %
	Govt. Services	81	13.5 %
	Joining the army forces	6	1 %

**TABLE 3:** Adjustment of gulf students with the local community

<b>Variabls</b>		<b>Frequency</b>	<b>Percentage</b>
Types of staying facilities	Hostel	43	7.36 %
	Rented house	557	92.83 %
Relations with landlords	Formal	321	53.5 %
	Informal	236	39.33 %
	Can't say	43	7.16 %
Reasons of having good relations with neighbors	Helpful and understanding	346	61.89 %
	Common interests	120	21.46 %
	Because of their sociable nature	84	15.02 %
	Same religion	9	1.61 %
Occasions they visit their neighbors	Ceremonies	358	64.04 %
	Neighbors' insistence	134	23.97 %
	Any other occasions	58	10.37 %
	During times of sickness	9	1.61
Neighbors' attitudes	Friendly	423	70.5 %
	Sympathetic	124	20.66 %
	Negative	12	2 %
	Neutral	41	6.83 %
Adjustment with the local community:	Well-adjusted	546	91 %
	Difficulties of adjustment	45	7.5 %
	Any others	9	1.5 %
Efforts to overcome difficulties	Making contact with the concerned person / people	30	66.66 %
	Adjustment with other students	10	22.22 %
	Getting acquaintance with the local customs	5	11.11 %

## التكيف والخصائص والحياة اليومية للطلبة الخليجيين في الجامعات الاردنية

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### ملخص

تهدف الدراسة إلى إبراز خبرات الطلبة الخليجيين الدارسين في الجامعات الأردنية؛ حيث تناولت الجوانب المتعلقة بالاختلافات الثقافية والتكيف والمشاكل التي تواجه الطلبة والاختلافات في النظام التعليمي والعوامل المحفزة للطلبة الخليجيين المؤدية لأختيارهم للجامعات الأردنية والخطط المستقبلية للطلبة ورأيهم في المستوى التعليمي وعلاقتهم في المحلي.

اجريت الدراسة على عينة مكونة من ستمائة من الطلبة الخليجيين الدارسين في الجامعات الأردنية باستخدام "الاستبانة" لجمع المعلومات المتعلقة بالدراسة. ويمثلون الطلبة الدول الخليجية التالية: الكويت والإمارات والبحرين والسعودية وقطر وعمان. أبرزت الدراسة على انة بالرغم من أن الطلبة واجهوا بعض المشاكل الا انهم عملوا على تخطيها والتكيف معها من خلال التفاعل مع المجتمع المحلي والطلبة الأردنيين. إضافة إلى ذلك فقد أظهرت النتائج بأن الطلبة الخليجيين قد تحدثوا عن العلاقة الودية مع الطلبة الأردنيين مما ساعدهم في التكيف بشكل أفضل مع المجتمع المحلي. وأكدت الدراسة بأن وجود الطلبة الخليجيين في الجامعات الأردنية ساعد في اكتساب المعرفة والخبرة الكافية لهؤلاء الطلبة. وخرجت الدراسة بتوصيات من اجل مساعدة الطلبة على التكيف في حياتهم اليومية واوصت على اهمية التعاون ما بين الجامعات ووزارة التعليم العالي ووزارة الثقافة والمجلس الأعلى للشباب والسفارات الخليجية المعنية بمتابعة الطلبة من أجل جعل إقامتهم داخل الأردن اسهل وأكثر فائدة.

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