

The Challenges of Adapting to Life in Australia For Male Saudi International Students in Adelaide

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Abstract

The aim of the research was to investigate the challenges that Saudi international university students face while studying in Australia. There is limited research on Saudi international students in Australia and the challenges that they face living and studying in Adelaide. Therefore, there was the need to help fill this knowledge gap by conducting research to gain more understanding of the experiences of this group of students. This study adopts a qualitative research approach as its research methodology based on a phenomenology perspective to investigate personal perspectives on social issues. The setting of the research was Flinders University in Adelaide, Australia. Purposive sampling was adopted and 6 male Saudi nationals who were students from universities in Adelaide volunteered to participate and to be interviewed around their experiences. Thematic analysis was used to analyse the interview responses and the themes, which were identified in the study, indicated that students faced challenges around language; the educational system; housing; economics and emotional reactions. The participants were not aware of the support programs that were available to assist them address the challenges but they, developed strategies themselves to overcome their challenges. In conclusion they made suggestions for ways that new international students arriving in the country could be better assisted with their adaptation to studying in Australia.

Keywords: Saudi international students, Flinders University, phenomenology, language challenge, education challenge, housing challenge, economic challenges, cultural challenges and social Interaction, emotional challenges, strategies used to overcome the challenges, participants' suggestions to solve the challenges, support programs, social work.

DECLARATION

I certify that this thesis does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any university; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.

Signed.....

Date.....

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CHAPTER ONE: INTRODUCTION

1.1 Background

The number of Saudi international students has been increasing in Australia according to the statistics that are available from the Australian Government Education Department (2019) which indicates that the number of Saudi international students who enrolled in tertiary educational courses tertiary and English Language courses in Australia varied from around 110 students in 2002 to 5900 in 2019. Indeed, the highest number was around 9400 students in 2010. These statistics do not include the number of Saudi family members accompanying students who do not enrol at any academic institution. This increasing number of Saudi international students in Australia makes it important to understand their experiences and needs and the different challenges they face in the learning environment in which they pursue their studies.

Some Saudi students are able to study at university institutions that exist within their home countries while others attend university as international students in institutions in other host countries. In this context, international students are defined as those students who cross the border to pursue further education in foreign countries (Bolsmann, & Miller,2008). Such students always face challenges in their new environments as they adopt various approaches to help them mitigate the challenges.

Research on the challenges of adapting to life by international university students has been widely conducted on diverse populations from different contexts and perspectives (Birnbaum, Cardona, Milian & Gonzalez, 2012; Terui, 2011). This is an area where the research has established the main objective as being to analyse the host study environment to determine the challenges faced by the students (Khawaja & Dempsey, 2007; Marginson et al., 2010; Bochner, 2003; Chen, 2009; Patron, 2014; Wu, Garza & Guzman, 2014; Lee, 2017;

Liamputtong, 2011; Marginson, Deumert, Nyland & Ramia, 2007; Roy, 2013; Chen, 2009; Ching, Renes, McMorrow, Simpson & Strange, 2017; Halse, 2003; Özturgut & Murphy, 2009; Alhazmi, & Nyland, 2010; Cox & Yamaguchi, 2010; Wu, Garza & Guzman, 2015; Alhazmi & Nyland, 2010; Evivie, 2009). This extensive material indicates that the topic of this thesis on Saudi students in Australia is relevant for furthering the investigation on the challenges for international students and has the potential to add to the existing knowledge from the findings of previous studies. Previous studies have found that the differences in the challenges faced by international students might also be dependent on factors such as the gender and nationalities of the students, among other demographic factors (Charles-Toussaint & Crowson, 2010; Wu, Garza & Guzman, 2014). There is still a need for more targeted research to better understand the experiences of Saudi students in Australia, the challenges they face, the strategies they use to solve their problems, and what can be done to better support their life and studies.

1.2 Problem Statement

International students face numerous challenges when they move from their home country to study in foreign universities, mainly as a result of cultural and environmental differences.

This is because the host country's educational and social environment is different from what was experienced in the home country, and this then poses the challenge of adapting to a different and sometimes strange new environment. Past research has described the challenges that international students face when undertaking education in foreign countries, including housing challenges (Khawaja & Dempsey, 2007; Marginson et al., 2010), cultural challenges (Bochner, 2003; Chen, 2009; Patron, 2014; Wu, Garza & Guzman, 2014), language challenges (Lee, 2017; Liamputtong, 2011; Marginson, Deumert, Nyland & Ramia, 2007; Roy, 2013), emotional challenges (Chen, 2009; Ching, Renes, McMorrow, Simpson & Strange, 2017; Halse, 2003; Özturgut & Murphy, 2009), educational challenges (Alhazmi, &

Nyland, 2010; Cox & Yamaguchi, 2010; Wu, Garza & Guzman, 2015), and economic challenges (Alhazmi & Nyland, 2010; Evivie, 2009). International students universally face these challenges. However, previous research has not focussed specifically on Saudi students but international students in general. Even though there has been progress in research that has already been conducted on the challenges faced by international students, there are knowledge gaps that exist on the challenges that specifically face Saudi international students in Australia. Thus, it was felt to be important to further study Saudi international students in Adelaide. As a Saudi male international student who has studied in Australia for 4 years, the researcher also chose this area of investigation because it was one that had personal interest and importance for him.

The current research is expected to fill the existing knowledge gap and create a platform on which to pursue more research in the future. It is also expected to provide universities and other agencies that work with Saudi international students with helpful information to improve their knowledge and support programs aimed at improving Saudi students' experiences in Australia.

1.3 Aim and Objectives

The aim of the research is to investigate the challenges that male Saudi international university students face in Adelaide, South Australia, in order to understand their issues of concern and their strengths in responding to these issues. The objective is to identify recommendations, which might improve the Saudi male students' wellbeing.

The objectives of the research are as indicated below:

- To investigate the challenges of adapting to life in Australia for male Saudi international students;
- To investigate the strategies that they used to overcome these challenges;

- To investigate whether male Saudi international students are aware of programs offered by their University or other agencies to help them overcome the challenges; and
- To investigate whether male Saudi international students have ideas to improve current support programs available to them.

1.4 Rationale and Significance

The rationale for conducting the study is to better understand the challenges that Saudi international students face in Adelaide, South Australia. Most similar studies have focused on other populations; however, this study will investigate the male Saudi international students in Adelaide, thus, adding to the literature on this issue. The findings will advance an understanding of the challenges faced uniquely by male Saudi international students, compared to other international students of different nationalities. The findings of the study will be significant as background to decision-making regarding what to expect in a new learning environment that is far from home.

Australia is one of the leading importers of education for international markets as universities here host a large number of international students (Graycar, 2010). For sustainability purposes, Australia should ensure that international students are comfortable, and that racism is mitigated, with efforts put in place to curb racism for the purposes of improving the society and attracting more students into the universities (Graycar, 2010). If there is a failure to act in this regard, students will be frightened and will be less willing to enrol for courses at Australian universities. Interestingly, the data shows that the number of Saudi students in Australia decreased more than 40% after 2011 and one reason for that result might be an increase in prejudice and racism (Australian Government Education Department, 2019). It could be that there are other reasons for a significant decrease in Saudi students but it is also possible that not feeling comfortable or not being familiar with the Australian educational

system impacted enrolment in Australia because the Saudis have the right to choose among a number of other English-speaking countries where they could study, including the United States, the United Kingdom and Canada.

This research is significant because it identifies some possible solutions to the challenges faced by Saudi international students in Australia. It is hoped that the Findings may help the universities, the Saudi Association in Adelaide and other Saudi Associations in Australia that work to help international students, to increase the benefit for their students. Lastly, the other significance of the project is that it could inform policy development and policy changes to enhance the welfare of all international students in Adelaide.

1.5 Scope

The study will be limited to investigating male Saudi international students in Adelaide, Australia. This means that students in Adelaide from other countries will not participate in this study and will not respond to the study questions. It also means that only Adelaide will be considered and, even though Saudi international students are studying in other areas apart from Adelaide, they will not be included. Furthermore, the study only aims to achieve the four main research objectives. This scope will lead to a narrow investigation of a small group of students which previous research has not fully investigated.

1.6 Chapter Organisation

Chapter 1 – Introduction: This chapter provides the background for the research, the problem statement, the aim and objectives, the rationale and significance of the study, and the scope of the study. This chapter is the foundation of the report and the other chapters build on its core.

Chapter 2 – Literature Review: This chapter examines previous studies and academic material related to the theoretical background of the research area. It discusses the universal challenges that international students face, including housing challenges, cultural challenges, emotional challenges, educational challenges, and economic challenges. The findings of the research will later be compared with this literature to determine whether male Saudi international students in Adelaide face similar challenges.

Chapter 3 – Method: This chapter discusses the research approaches employed by the researcher to investigate the research question. The chapter contains the research design and process, the research settings, sampling, population selection, data collection, ethical considerations, and the data analysis plan.

Chapter 4 – Findings: Following a thematic analysis, this chapter discusses the eight themes which were identified and categorised from the findings. The themes include: the language challenge; a new educational system challenge; housing challenges; economic challenges; cultural challenges and social Interaction; emotional challenges; strategies used to overcome challenges; and participants' suggestions about solving challenges.

Chapter 5 – Discussion: This chapter discusses each of the eight themes outlined in the Findings chapter and identifies the links between different themes to illustrate how they impact on each other. The Findings are also discussed in relation to previous relevant literature.

Chapter 6 – Conclusion: This chapter provides a summary of the research findings. The chapter also outlines the limitations of this study, makes several recommendations, and discusses the implications for social work practice and future research.

CHAPTER TWO: LITERATURE REVIEW

International students are prone to experience challenges in the host countries due to a range of different reasons. These challenges affect their stay in those countries, especially when the cultural differences are extensive. Many studies have already been conducted on the different challenges that international students face in foreign destinations. These past studies will be reviewed in this chapter as a background to the focus of this study and to help establish a theoretical framework. The topics covered in the literature review include the challenges that face international students such as cultural and social interaction challenges, language challenges, emotional challenges, educational challenges, and economic challenges.

2.1 Cultural and Social Interaction Challenges

Merriam-Webster (2019) defines culture as ‘the customary beliefs, social norms, and material traits of a racial, religious, or social group’. One of the major challenges faced by international students studying in Australian Universities is the cultural asymmetry between their home countries and Australia. It is interesting to note that people who travel to study abroad are more likely to have culture shock when compared with those people who travel for holidays (Furnham, 2004). According to Chen (2009), the cultural differences between the students’ countries and Australia create a culture shock that makes it difficult to adjust to new surroundings.

Culture shock arises as a result of certain practices that are not common in their own culture (Bochner, 2003). For instance, some of the international students from other countries may not be aware of issues such as racial discrimination that are present in certain segments of the Australian society, as noted by Patron (2014), who states that racial prejudice is a challenge to the integration of Asian students in Australian universities. This observation was also reported earlier by Das and Jensen (2008). Saudi international students do not know that they are likely to experience racism when they are studying in Australia because they are not

aware of the processes and social interactions in this country (Fries-Britt, Mwangi, Chrystal, & Peralta, 2014).

Due to cultural differences in the interpretation of behaviour, Saudi international students face difficulties distinguishing between normal and abnormal behaviours that are embedded in racism (Fries-Britt et al., 2014). According to Wu, Garza and Guzman (2014), international students are afflicted by socio-cultural shock because the Australian perspective of life and carrying out living responsibilities might not be familiar, especially for those from non-western cultures. Respect for others differs from one culture to another, which can make international students feel uncomfortable in engaging with people from a culture that is not their own (Huang, & Brown, 2009; Lee, & Carrasquillo, 2006) and such students might struggle to accept some of the new cultural practices (Latipov, Ziyatdinov, Demidova, Gerasimov & Zaoostrovseva, 2017). According to Hellsten (2002), even though universities put in place measures to “acculturate” students into the Australian way of doing things, the cultural differences at times take precedence. One of the benefits of studying abroad is to learn about new cultural practices (Halse, 2003) but these same differences can make it difficult for international students to adjust when a cultural shock is triggered leading to adjustment and acceptance problems.

2.2 Language Challenges

Language is another critical challenge that international students have to overcome in Australia since language barriers are one of the challenges that most international students whose first language is not English must face (Roy, 2013). Lee (2017) acknowledges the language barrier as a key problem facing international students by stating that, ‘In particular, the academic challenges for international students are associated with language issues, which can negatively affect their emotions (e.g., embarrassment, disappointment and boredom)’ (p. 85). In the Australian context, language becomes a major issue as non-English speakers will

have to take courses in the language in order to be integrated into the rest of the university's communication matrix. Such a situation is captured by Liamputtong (2011), who stated that the students' competency in spoken English has an impact on social interaction and the academic success of students. However, development of this competence is a major challenge for international students with English as the foreign language. Students from regions without a high English penetration, such as West Africa, Latin America, Eastern Europe, Asia, and the Middle East will be unable to effectively participate in verbally oriented group assignments and other social events if they do not improve their understanding of English (Hellsten, 2002). According to Obeng-Odoom (2014), 77 % of the international students in Australia originate from Asian countries where English is a 'foreign' language. Apart from the English language itself, some students will face communication barriers due to the challenge in understanding the Australian accent, which makes it difficult to comprehend the pronunciation and meanings of certain words. Added to this, Australian English has evolved to match the preferences of millennials by adopting slang that might evade international students (Rendle-Short, 2009).

For instance, one of the most entrenched words in Australian slang is 'mate', as shown by the phrase 'G' day mate' that might be mistaken by a foreigner to mean best wishes for the day's activities, while it simply implies "hello" or "how are you?" (Rendle-Short, 2009). And body language is another matter that Asian international students face in communication because of a different interpretation of body gestures among different societies (Cox, & Yamaguchi, 2010; Huang, & Brown, 2009; Lee, & Carrasquillo, 2006). According to Marginson, Deumert, Nyland and Ramia (2007), broken communication leads to a cultural state of isolation or loneliness because international students are unable to integrate and interact with the greater Australian community and thus feel out of place. On the other hand, students who manage to learn English become multilingual and are better positioned to work for

multinational corporations. Overall the literature reflects that the inability to communicate effectively is one of the biggest challenges faced by international students studying in Australia.

2.3 Housing challenges

The housing challenges that face international students in foreign countries have been discussed widely in the literature. Myburgh, Niehaus and Poggenpoel (2006) argued that international students should always feel at home at all times in their living conditions. Furthermore, when they live in suitable accommodation, international students tend to eliminate the feeling of loneliness and insecurity (Myburgh, Niehaus & Poggenpoel 2006; Thomsen, 2007). This evidence indicates that international students need to be comfortably settled in their residences in order to ease pressures associated with moving from one country to another. Unfortunately, the finding of a suitable place for accommodation is an arduous process that is likely to add to hardship for students in adjusting, and it creates distress among international students (Poyrazli & Grahame, 2007). The associated problems imply that it is a critical issue that should be addressed without delay to promote the welfare of all international students.

It is generally felt that students tend to generate a picture of the accommodation condition they need in international environments by comparing housing with the situation in their home countries. Unfortunately, they often never fully understand the accommodation situation in the host countries until after they arrive. In fact, they usually have limited knowledge about accommodation in the new city even after arrival, and it becomes difficult to select the right accommodation. According to Smith and Pang (2007), most international students prefer to select accommodation closer to their learning institutions due to a lack of knowledge about the security situation in the surrounding suburbs and also the available transport options. In many situations international students are provided with access to

limited information by their institutions, and these are usually only the on-campus options and highly expensive off-campus options (Smith, 2007). When the international students attempt to seek off-campus accommodation on their own, they can face difficulties that contribute to negative housing experiences. According to a study by Marginson et al. (2010), most of the Australian universities that provided accommodation to international students no longer offer the services directly but have subcontracted to non-university agents to provide these accommodation services. However, even though accommodation might be provided by these agents, it is still costly and such situations are likely to lead to additional financial and psychological strain among international students (Khawaja & Dempsey, 2007). Another stressor is that international students generally do not understand their housing rights. According to the National Liaison Committee (NLC) (2008), a low understanding of their obligations makes them unsure of what to select between student housing accommodation and renting a house privately. Due to poor decision-making, international students usually find themselves living in low quality housing, which poses various risks to them.

2.4 Emotional Challenges

International students have to contend with loneliness where contributing factors are homesickness, the inability to create social relations and changes in physical surroundings, such as climate.

According to Özturgut and Murphy (2009), social relations such as friendships are very important for International students in Australia as they help create social bonds with the other students. Nevertheless, due to issues like language and cultural barriers, some students fail to create social relationships and thus end up being lonely (Caldwell & Hyams-Ssekasi, 2016).

According to Halse (2003), over the first few months, some international students in Australia experience loneliness, isolation and face difficulties in making friends in Australia, especially with local people. Wu, Garza and Guzman take note of the loneliness and other challenges faced by international students through the suggestion that 'these difficulties include but are not limited to, language difficulties, difficulties adjusting to the academic culture, misunderstanding, and complications in communication with faculty and peers; stress, anxiety, feelings of isolation, social experiences, culture shock, financial hardships, lack of appropriate accommodation, isolation and loneliness, and any adaption in their daily life' (2015, p. 2). Che (2009) argues that loneliness could contribute to mental isolation, which can be a recipe for emotional distress and depression if students fail to create an emotional connection with the new country in a way that they have with their home countries. By missing their families and friends back home, failing to create social bonds and enduring physical challenges such as harsh climate, students are more likely to be stressed and depressed (Kornienko, et al., 2017).

In terms of climate, Australia experiences winter and summer phases of climatic changes that might be unfamiliar to students from regions that do not experience extreme temperature ranges (Orth, 2015). These more extreme temperatures can contribute to homesickness and depression and some students who experience such physical and emotional changes might not feel comfortable in Australia and then want to return home. Regions such as Melbourne that experience a more severe winter might pose health challenges, especially to those with respiratory diseases like asthma. Adelaide has a less severe winter than Melbourne but it can still provide a challenge for many international students.

Ching, Renes, McMorrow, Simpson and Strange (2017) take note of the role of mental health problems in the lives of foreign students and their findings indicate that there are mental health problems among those international students who experience anxieties and pressures

when they study in a foreign environment. On the other hand, Gomes (2014) argues that the loneliness, as well as isolation that are experienced by international students, create a camaraderie that unites them to form associations and that a majority of them live together, hence protecting and promoting the welfare of each other. It is important to note that such friendships can be important even after graduation especially for students from the same region or country. Even so, there is a level of stress caused by unmet expectations both culturally and physically, as well as the pressure that is associated with adjusting to new surroundings.

2.5 Educational Challenges

It is also important to note that International students have to adapt to methods of teaching and learning in Australian Universities that might differ from the system that is used at home. According to Hellstén (2002), studying in Australia means that international students are changing from familiar to unfamiliar learning environments.

A study of transitioning from a gender segregated culture to a mixed gender environment among Saudi international students in Australia shows that most Saudi students face difficulties in dealing with this major change at the beginning of their studies (Alhazmi, & Nyland, 2010).

Classroom transition causes various challenges to the learners as the new environment is usually unfamiliar, and the students might experience ambiguous and conflicting expectations (Ching, Renes, McMorrow, Simpson, & Strange, 2017). For instance, in the Australian context, students from countries where the curriculum is teacher-based and theory oriented, which is the situation in most developing regions, will struggle to adjust to the intense practical, research and student-based nature of the Australian system. International students also face difficulties engaging in open-ended class discussions with their peers because they

are accustomed in their home country to learning styles which are more dependent on indoctrination (Cox, & Yamaguchi, 2010; Huang, & Brown, 2009; Lee, & Carrasquillo, 2006; Bennett, 2011). Some international students avoid participating in class if they think that they may not answer correctly because incorrect answers mean to them a "loss of face" and embarrassment (Huang, & Brown, 2009). According to Wu, Garza and Guzman (2015), some students will be confronted with academic challenges due to the uniqueness of the instructing and teaching in the Australian system, which places more emphasis on innovation, critical thinking, research, and academic integrity. Orth (2015) posits that such students will experience diverse pedagogical practices in Australia, which are student-centred and where students are required to be critical thinkers. It is vital to note that such intensity and educational differences have led to frustrations and low academic achievements for some international students who have subsequently dropped out of their universities. On the positive side, the rigorousness of the Australian higher education educational system has transformed many international students into high achievers and innovators who graduate with high honours and refined skills (Morris, 2016).

2.6 Economic Challenges

Foreign students are confronted by financial and economic challenges in the Australian system. Evivie (2009) noted that financial constraints were a major obstacle to smooth learning and the integration of foreign students. The author found that financial challenges among international students led to psychological stress, isolation, homesickness, and reduced time for social activities because the students were required to work and earn money (Evivie, 2009). Although most Saudi international students are studying on scholarships, they may not have enough funds to meet their expenses so they need to earn extra income, but they usually have less financial concerns compared with other international students (Alhazmi, & Nyland, 2010). To meet some of the financial challenges that they face, some of

the students embark on work-study programs that are meant to fund their living expenses. But they can be confronted with a myriad of other challenges since they do not understand the labour and compensation rules of Australia, such as non-discrimination and fair compensation (Pham, Saito, Bao & Chowdhury, 2018). According to Campbell, Boese and Tham (2016), the lack of knowledge on Australian labour dynamics, as well as the availability of unscrupulous employers leads to the exploitation of international students.

It is also important to note that the cost of living in Australia is high as reflected in the prices of basic commodities such as food as well as basic human needs like housing (Obeng-Odoom, 2012). Even though many universities have put up hostels for students to complement other accommodation, such as Purpose-Built Student Accommodation (PBSA), international students still often face challenges of finding a place to live, as noted by Obeng-Odoom (2012). Indeed, the high cost of housing makes the financially stretched students live in locations far from the university, therefore, placing them at a security risk while increasing their transport costs.

In summary, although international students are greeted with many new experiences at the beginning of their studies in foreign countries, their resilience helps them to stay in the foreign country, even while they face many challenges. Chen (2009) mentioned that the students' social supports, such as their friends and their family members who are either still in their home country or with them in the foreign country, play a significant role in helping international students to stay and inhibits their return back home before completing their studies. Rujiprak (2016) states that the self-efficacy and social supports help international students to adapt to the new country of study. This social support has direct positive effects on the students' psychological well-being (Gençöz, & Lennon, 2004). Thus, the international student's ability to endure difficulties and their social supports are the most important factors that contribute to overcoming obstacles and the survival of international students while

continuing their studies. Moreover as the literature indicates, the students who choose to study abroad are more likely to face major challenges in order to adapt to a new life. These challenges do not impact only on one group or nationality but they effect all groups of international students to varying degrees. However, the difference lies in the way, and the extent of the effect on specific groups of students from specific countries. The relevance of this study is that it seeks to fill the gap on the limited studies about the challenges of adapting to life in Australia for male Saudi international students in Adelaide. The next chapter discusses the method that has been applied to uncover more about this issue.

CHAPTER THREE: METHOD

In this chapter, the researcher reviews the research methodology and the methods used to capture the data, including the setting in which the research took place, the sampling, the research approach, the methods of data collection, the data analysis and the ethical considerations.

3.1 Methodology

The study adopted qualitative research as its research approach. Qualitative research is a type of research that is attained through enquiry and has been widely adopted by researchers in various disciplines (Denzin & Lincoln, 2005). Qualitative research seeks to explain phenomena as they occur by asking the sample about their experiences and listening to them well (Josselson & Lieblich, 2003; Auerbach & Silverstein, 2003). An inductive approach was used to collect and analyse the data. It is through qualitative research that the researcher can collect data on the ‘whys’ and ‘hows’ of a phenomenon (Creswell, 2014).

This research considered the phenomenon of the challenges faced by Saudi international students from the male perspective. Phenomenology advocates that valuable experiential knowledge can be constructed by focussing on the ‘things themselves’, the phenomena (Loehr, 2016). Phenomenologists value individuals’ descriptions of how a phenomenon presents itself to the individual in question and are concerned with trying to ‘understand what our experiences of the world are like’ (Smith, Flowers, & Larkin, 2009, p.11). Liamputtong emphasises that phenomenological research seeks to ‘understand and describe the participants’ experiences of their everyday world as they see it’ (2009, p.5). Menon, Sinha and Sreekantan (2014) posited that phenomenology mainly applies systematic reflection in seeking to investigate experience. In this study, phenomenology is preferred because it will enable the researcher to collect first-hand information from the participants, thus illustrating their lived experiences as international students in Australia. Hence, when informed by phenomenology, it will be possible to determine the individual experiences of the students pertaining to the challenges they face as international students.

3.2 Research Setting

The setting of the research was Flinders University in Adelaide. All face to face interviews were conducted in the Flinders University Central Library’s private study rooms. The private study rooms were the most convenient places for participants and researcher due to accessibility. These rooms were also appropriate since privacy could be easily maintained.

3.3 Sampling

Purposive sampling is the most relevant strategy that was adopted in this case (Liamputtong, 2013). Purposive sampling was justified because it has the potential to provide valuable information to the study, as Patton said (1990, p 169), ‘the logic and power of purposeful sampling lies in selecting information-rich cases for study in depth’. Thus, the information-rich cases in this study were male Saudi international university students who were members

of the Saudi Students Association in Adelaide and who have lived in Adelaide for more than three months.

There are several reasons for selecting the students who had lived for at least three months in Adelaide. The first reason is that the researcher felt that those who had just arrived or had lived for less than three months in Australia would still be struggling and not sure what was going on in their new surroundings. The second reason is that by staying for less than three months, this would mean that they would not have had enough social interactions in Australia to be able to meaningfully comment on the research questions. The final reason, according to the researcher, is that their experience of being in Australia for an extended period of time beyond the first three months meant that they would be more able to competently respond to the questions. The researcher wanted to investigate the lived experiences of those Saudi students who had come to Australia for a more extended period of time.

From the beginning of this project, the researcher sought to obtain permission from the Saudi Students Association in Adelaide to access respondents and to know the size of the possible cohort from which participants would come. According to the Saudi Association in Adelaide, there were more than 650 Saudi international student members in 2019 and the Saudi population in Adelaide is more than 1,590 students, as well as their families and relatives. Although there might be some elements of bias in the sampling process, random probability techniques could not be used due to their ineffectiveness in identifying participants with specific characteristics (Creswell, 2014). A total of six participants were interviewed in this study. Further, five of these studied at Flinders University's main campus, of which two studied for a master's while the other three were still studying the English course before going to do a Flinders University's master's course. The last participant was from the University of South Australia, where he is doing his Bachelor's course. The lean sample size will be considered to expedite the data collection process as it will be mainly qualitative in nature.

3.4 Data Collection

Since phenomenology was the philosophical approach applied in the research, the individual interview approach was preferred for collecting data (Creswell, 2014). Exchanging information through face to face interviews that involves human interaction is the most appropriate way to obtain data that is difficult to obtain through questionnaires or surveys (Creswell, 2014). According to Rubin and Rubin (2005), semi-structured interviews are the most appropriate technique to obtain valuable information for the researcher by asking specific questions. It is required to obtain primary data from those who have ‘lived experience’ (Patton, 2002, p.104). Hence, the sample is made up of individuals with lived experiences of living as Saudi Arabian international students in Adelaide. According to Olsen (2012), interviews make it possible for a researcher to collect data that exposes a lot about the phenomenon being studied. Hence, it becomes possible for a researcher to understand a phenomenon from the perspective of the participants. As earlier mentioned, the interview approach makes it possible for the researcher to understand the ‘why’ and ‘how’ of a particular phenomenon. The interview approach is also justified because it is simple, cost-effective, and efficient in collecting qualitative data (Creswell, 2014). Audio-recording and note-taking were used to document the interview responses. However, consent was obtained from the participants to use audio-recording before the interviews took place.

Participants were asked several questions to achieve the objectives of the study and the four main questions were:

- What are the challenges of adapting to life in Australia for you as an international student?
- What helps you to overcome these challenges?
- What are support programs that you know of to help international students to adapt to life in Australia?

- How could the university or other agencies improve the current support programs?

3.5 Research Process

After obtaining permission from the President of the Saudi Students Association in Adelaide, the researcher started to approach potential participants by advertisements (Flyers), which were sent through the Saudi Students Association email to the members. After checking the participants' availability, the researcher booked a room at the Flinders Central Library then sent the participants an email indicating the time, the room's location, and attached the letter of introduction, information sheet, and consent form. Before the interview, the researcher asked the participant if they had read what he sent them by email in order to confirm whether those who are still studying English understood the content fully. The researcher explained to the participants about the contents of the information sheet, consent form and their right of withdrawing any time during or after the interview. The participants were also informed that they would not be coerced into answering any questions, and they had the right to stop the researcher from recording at any time. The researcher brought consent forms with him and asked the participants to sign before the interview took place.

Prior to carrying out the interviews, one participant asked the researcher to give him an explanation of the whole research process while another two of the participants came to the interview session with their notes. Others were given a few minutes to take notes before recording as they asked to do this.

After checking the participants' appropriateness to participate in this study, the researcher conducted a 40 to 70-minute interview. All interviews were recorded after obtaining permission from the participants. Due to the low levels of English competence in some participants, especially those still pursuing an English course, most of the interview questions were asked in Arabic and then the researcher transcribed their responses back to English text.

The translation was done verbatim, using a literal translation. Also, listening to the recorded audio several times before translating into English helped the researcher to have a better understanding of the responses.

Six participants participated in the interview. The participants' ages ranged from 27 to 36 years. Five of them were married before coming to Adelaide while one got married after two years of his study in Adelaide. Three of the participants had brought their families while the other three came alone and later brought their family. Five participants had children at the time of the research. All the participants started their journey of studying abroad by enrolling in English courses first. At the time of the interview, three participants were still taking an English course while two were studying a Masters course and one was pursuing a Bachelor degree.

Table 1 below shows the demographics of the participants in terms of age, gender, studying English course in Adelaide, the current study, how long they have been in Adelaide, social status, family, and number of children.

Table1. Participant Demographics

<i>Participant's Pseudonym</i>	Age	gender	Studied English course here	Current study	How long have been here	Social status	Bringing family	children
<i>Fahad</i>	30	Male	Yes	English course	7 months	Married	First day	0
<i>Turki</i>	32	Male	Yes	Master's degree	4 years	Married	After getting married	1
<i>Hassen</i>	27	Male	Yes	English course	7 months	Married	First day	1
<i>Bander</i>	28	Male	Yes	English course	5 months	Married	First day	1

<i>Omer</i>	36	Male	Yes	Bachelor degree	3 years	Married	After 5 months	3
<i>Saad</i>	33	Male	Yes	Master's degree	2 and a half years	Married	After 8 months	1

3.6 Ethical Considerations

Ethical considerations are an important requirement that should be satisfied by qualitative researchers (Creswell, 2014). Prior to conducting this study, permission had been obtained and received from the Flinders University Social and Behavioural Research Ethics Committee (Appendix A). Permission to access the sample was received from the Saudi Students Association in Adelaide (Appendix B). The ethical principles for research involving human subjects were considered in engaging with the participants. Thereafter, during the sampling process, all participants were presented with participant information sheets detailing the objectives, research processes, their role in the research process, and the discretion to opt-out of the research to avoid coercion issues (Appendix C). The researcher provided a Letter of Introduction to introduce himself to the participants (Appendix D). They were also assured of their anonymity and the confidentiality of the collected data. They were required to give informed consent by signing consent forms prior to participation (Appendix F). Furthermore, during the data analysis, the participants were assigned pseudonyms for the purpose of protecting their identity. Before being analysed, the data were carefully reviewed for accuracy. Moreover, the audio records, transcripts, and the consent forms were securely stored.

As a result of the study asking for their experiences of the challenges of living in Australia, some participants might be reminded about the harsh experiences, which may negatively impact on their mental health. To avoid and reduce the risks of such experiences on the

participants, they were given an information sheet with referrals to all support services including health and counselling services provided by Flinders University, Adelaide University, the University of South Australia, and Lifeline. Furthermore, the participants had the right of not answering any question that they felt was detrimental to their wellbeing.

3.7 Data Analysis

The research sought to collect data through an interview approach. It was decided that thematic analysis was the most appropriate data analysis technique for the research. According to Braun and Clarke (2006), thematic analysis is effective for the identification and analysis of patterns in a given data set. Applying thematic analysis helped to identify themes and other important aspects in the data that were collected (Maguire & Delahunt, 2017). Coding was then applied on the data to group them into ‘chunks’ and to integrate the related categories under key themes (Bernard, 2009). These themes were applicable in answering the research questions and achieving the research objectives. The themes were expected to cover the challenges faced by international students, and the opportunities brought about by the challenges. The researcher analysed the data by following the six steps of the thematic analysis, as mentioned by Braun and Clarke (2006, p.16). The steps were addressed as below.

Step 1: Transcription of audio recordings into text. To accomplish this, the researcher listened to the audio recording, translated these to text, and then read the text while again listening to the audio to check for inconsistencies. This step was completed to enhance the researcher’s understanding of the data collected from the participants.

Step 2: The researcher identified and documented the common themes within the collected data and grouped the data according to these themes.

Step 3: Checked the relationships that exist between different themes. For example, ideas like “renting a house”, and “I couldn’t rent a house because the mechanism of renting is too different than in Saudi Arabia”, ‘I suffered about two months to find house’, were stored as experiences of challenges of adapting to life in Australia for Saudi international students in Adelaide.

Step 4: Reviewed the identified themes to determine how they related with each other and with the coded quotations from the participants’ responses.

Step 5: Refined the coded categories and identified appropriate titles for each theme. This was also followed by constant review of the details to enhance the identified themes.

Step 6: The researcher transformed the analysis by extracting examples from the responses that relate to the themes, research questions and literature. The analysis was done manually due to the small sample size.

These data analysis steps were essential for the revision of the literature as new concepts arising from the data were identified (Marshall & Rossman, 2011). The descriptions by the participants created a situation whereby emerging concepts were identified and included because they were appropriate for the discussion. Afterward, for example, a review of the literature on housing challenges was done. With a more solid understanding of these concepts, the researcher started to gain a new perspective on the participants’ responses and language and then updated the literature section. This process was helpful in transforming meanings from implicit to explicit and in facilitating a more accurate interpretation of the data. The researcher then re-read the interview transcripts to make sure that all significant concepts and ideas had been noted. In the confirmation, and during the review of the literature, the researcher examined copies of transcripts, and data analysis documents from time to time.

This chapter has discussed the methodology that was used in the study. Phenomenology was the preferred methodology that has been used in this study as it enabled the researcher to identify the phenomenon of the challenges of adapting to life in Australia for Saudi International students. Also, due to the interview method to collect the data, thematic analysis was chosen to analyse the data. In the following chapter, the findings of the study will be presented.

CHAPTER FOUR: FINDINGS

This chapter reports on an analysis of the data from the interviews conducted by the researcher with six Saudi students in Adelaide. The researcher identified six themes which were consistent with the discussion of challenges for international students in the literature. In addition, two themes emerged which were helpful to further understanding the experiences and resilience of the Saudi male university students who participated in this study.

The first six themes were: language challenges, educational challenges, housing challenges, economic challenges cultural, social interaction challenges and emotional challenges. Two new themes were: strategies to overcome challenges and participants' suggestions to solve the challenges.

4.1 Theme 1: Language challenges

One of the significant challenges for Saudi international students in Australia is the language barrier in communication. According to the findings, all the participants confirmed that they experienced English language weaknesses in the first days of arrival in Australia.

Coming to Australia with weak English language

Turki - *'Especially in the language course period, when I came to Australia, I never had any language. Just yes and no, that's all I could say'*.

When the researcher asked Fahad if he came here with a weak language, he said, *'Yeah, it is a weak language, so this was a very big challenge'*.

Hassen had similar response to Turki by starting that, *'The first obstacle is a language obstacle, and since I don't know the language, I'm still new'*. Hassen added more explanation on language obstacles by saying, *'It's language. I like talking more about language. Since you don't know the language, you try learning countries' policies, system policies (such as*

economics), what's for you, what are your rights and duties, and you can't because you don't know the language terms.'

Bander mentioned that, 'The language is the biggest obstacle recently, it's hard to make agreements and other stuff'.

Omer responded by saying, 'Bad, bad, simple, simple,' he says, then he added, 'it was a difficulty to me, in everything I mean. I want to ask for something, I want to ask something, I want even to communicate with the electricity companies when we wanted to apply. You get a home and you want to present to the electricity company, and communicating with them is difficult.' Also, when the researcher asked him if he understood the institute's policy or teaching methods at the beginning, he said, 'I did not have a good grasp of the language, and I was not understood'.

Saad started his interview by mentioning language barrier, 'The first obstacle I faced in the beginning was the language barrier. The language was new for me, and in the beginning it was hard,' he says, then added, 'my language was very weak.'

Difficulties in communicating

As a result of poor understanding of English language, their communication with other people was affected. Fahad mentioned that, 'the language, if we speak the same language, the language is linked, of course, which is the main point of my view. If their language is strong, I think that they are easy to communicate with. People who have the same language, contrary to those who do not, strengthen their language in one form or another.'

The researcher asked Saad how the language problem affected his adaptation to life. He said, 'It had big impact there is something you need but ask directly so you have to option one is to ignore and stay deprived of it or ask someone to help and he may not have time to help you with'.

Difficulties in solving issues

Turki talked about an issue within the homestay in which he had lived in the beginning, but he could not solve the problem by his description, *'The language raises the difficulty; because at first, I didn't have any language.'*

Bander responded on the question of the difficulty of applying for housing by saying that, *'There was a problem with the information applied in the housing application. I had some difficulties due to language (not understanding some information and its requirements).'*

Having this difficulty made it difficult for him to solve housing issues.

Communication issue between the new arrivals and the English Institute or the university

The researcher asked Turki if he understood the first communication between him and the English institute when the institute explained to him the study plan and the curriculum on the orientation day, and he said, *'No, it was in the English language, which I did not understand at the time.'* He also said that he stayed silent a couple of weeks, not talking to his classmates, and the reason was, *'the first thing is language.'*

Hassen was asked if the university supported him on the program or had sent him information about Australia before he came, and he said, *'I have no information, even if they sent an email I could not read it, because it would be in the English language.'*

Understanding the country's system and student right

Bander added that the English language became an issue on understanding other things by saying, *'What I thought about the education system and the policy for international students was that the students who have studied English recently, when it's a new language for them, there isn't a clear policy for the sequential progression of the language. This becomes another obstacle.'* Bander mentioned that due to his English level cannot get his right, *'I faced an obstacle with a lack of clarity in developing my English language skills, that I*

thought were guaranteed from the educational institute.’ When asked if the poor language understanding affected his ability to fight for his rights, he said, ‘yes.’

Difficulty in practicing the English language in Australia

The practising of the English language was an obstacle for Hassen as he mentioned, ‘*At first, I was supposed to speak or try to learn the language, but when I went out with friends, I didn’t practice speaking English. I just spoke my mother tongue.*’

Different interpretations of body language

Also said that he was in a job interview and he caught his watch some time as normal things he does, but he rejected, and his feedback was, ‘*You caught the watch, that means you didn’t respect me. You wanted the time finished,*’ he commented. ‘*It should be clear that when I speak I must move my hand, I must move anything, even if I hold a pen, I move it*’. He tried to show that his hand movement is normal and he did not think of the culture difference in interpreting the body language.

According to the above accounts from the participants, it is evident that they faced language problems. They could not communicate well, they could not effectively interact with housing agents, and it was also difficult for them to understand classroom content. It was also difficult to fight for their rights due to language barrier problems. This shows the extent to which language problems can affect the social lives of international students of Saudi origin in Australia.

4.2 Theme 2: Educational challenges

Education systems vary from one country to another, and it is the responsibility of students to transition and adapt from one system to another if they study outside of their own country.

The change in educational systems is one of the main challenges facing international students. This is because the educational systems in the host country are normally different from the home country, which means that it is challenging for international students.

The differences between the Saudi and Australian educational systems

There are many differences between the two systems which caused some challenges for Saudi international students. The differences relate to academic levels, organisational structures and teaching and learning methods.

Fahad mentioned that *'I feel that the education system is different from my country.'* Also, he added that, *'My experience consists of simple teaching methods in Australia.'* The researcher asked him if he understands the institution's teaching method, and he answered, *'It has no clear goal, no clear way to teach, and no clear approach.'* The researcher then asked him if the institution explains the curriculum and he said, *'If they explain the curriculum and the teaching method and give us a clear book to study from, it will be excellent, but I do not think all these things will exist.'*

Also when the researcher asked Turki whether there is a difference between the education in his home country and here, he said *'There is a 180-degree difference. Before, we were just tables. This is a lesson, you memorize it, then tomorrow you hear it, and this test finishes it.'*

Moving from indoctrinated educational style to a new type of learning was his challenge.

Hassen mentioned about his experiences in the English institution by saying, *'It is comfortable and not comfortable at the same time... comfortable because there are really.. students and qualified teachers, some not all, but there are some including the educational*

environment and the educational atmosphere. However, there are some notes about the language institute that I'm studying for its lack of clarity on the curriculum and teaching'.

The researcher asked him if there is anything more to add to this factor. He said, *'the education system'.* By asking him to explain more he said *'an educational system is needed which provides logical steps and excellent teaching approaches'.*

Bander is in the English course now, and he mentioned that, *'Education is different.'* Then he added, *'There are, but the matter I am almost astonished being in some educational institutes in the same city, as the lack of clarity about the educational system and policy for international students. For the student who studied the English language recently, it's a new language for him. There isn't a clear policy for the mechanism.'*

Omer, in response to this question of English institutional system and teaching, said, *'the teaching system and the way how to do the homework. Their systems are generally clear to them, but one had a language. I did not have good language skills. I will not understand.'*

Saad mentioned that, *'The first period of his study was the language. I cannot describe that, but everything was new for me. The curriculum was not good enough because it focused on writing skills, ignoring the speaking.'*

Mixed gender environment

To have a female teacher or female classmates are new experiences for the Saudi international students who had not experienced mixed-gender in educational environments in Saudi Arabia where male schools are separate from the female schools.

About the mixed-gender, he said, *'Yes, there is, there is something different. There is something new we must deal with in a different way but we need time.'* When the researcher asked him whether a female classmate from his nationality will be the same as other

nationalities, he responded, *'We do not know which is true, but we have our own religion and culture. I think with other nationalities because they are receptive. But the same nationality from Saudi Arabia, sometimes we say some Arab nationalities, are similar to our culture; may face the same obstacles that I face or the same challenges. Or the same difficulties, but the deal is different from other nationalities. Otherwise, it is easy because the barrier is one-sided.'*

About the mixed-gender in the class, Turki said, *'it was embarrassing at the beginning since it was a strange feeling'*. The researcher further asked him if a female classmate from his nationality will be the same as other nationalities, and he responded *'It was embarrassing more than the because as our beliefs in the Saudi Arabian kingdom we believe with the same idea, unlike other nationalities.'* He also added another challenge, *'some teachers were female.'* According to him, having a female teacher was a new experience for him and difficult to accept and to deal with.

About the mixed-gender, Bander said, *'yes there is, it took about 2 to 3 weeks to be familiar with.'* When asked whether his female classmate from his nationality will be the same as other nationalities, he responded, *'For me, I have no problem. I won't be a problem at all during my education as this doesn't matter for me. But I find the other part, as women from my country won't accept that'*. On this point, he added examples of what happened to him at the beginning of his study, *'The teacher wanted to let the man sit beside woman and woman sit beside man randomly in spite of having both (men and women) enough numbers that women could sit beside women from another country.'* When asked about the mixed gender, he said, *'I studied about 16 years in my home county as males with males and females with females, here the situation is different at the beginning I did not accept it.'*

Experienced difficulties with the university arrangements

Turki mentioned new experience for him, *'I did not know that the teacher was communicating with me directly.'* He explained more by saying, *'as a student .. I expect that he communicates with the group in general. But the idea that the teacher communicates directly to you, this feels a little difficult, and ah, I was not used to it'*.

When the researcher asked him to describe the relationship between his doctors and him, he said, *'I sometimes feel afraid of Doctors'*.

About the university, he said, *'By the way, the Australian system is 100% self-reliant. Everything is online on the website. No one comes to teach you about assignments, or if you have something, or you have ... you read, what is approved, and what is required of you, and everything. When I came to enter university, you were with some colleagues with us in the pharmacy. I mean, we had some difficulties frankly. I mean that I sat around the first semester, I do not know, I do not know what was required of me.'* When the researcher asked him how long it took him to get accustomed to the university system, he responded, *"almost the first semester, I was lost, honestly.'*

Saad mentioned his experiences of the challenges at the beginning of the university period *'The beginning of the university period was challenging for me, the education system was very different. Dealing with the FLO system, I did not know how to use it. For example, there were assignments I did not know the due date for and how to submit them.'* He added, *"I felt in awe of the education here because I face something new, everything is new for me the learning and university environment is different than the university environment in Saudi Arabia.'* The researcher asked him about the clarity of the teaching method for him, and he said, *'At the beginning, it was hard because the education system in Saudi Arabia is different from here,'* and added that, *'I took time to get it.'*

According to the above findings, it is evident that the respondents faced difficulties transitioning from the Saudi education system to the methods adopted in Australia. Furthermore, they were not used to having female classmates in the same classroom as is the case in Australia. This situation created some discomfort for them.

4.3 Theme 3: Housing challenges

Housing challenge has been identified in the literature as one of the challenges that international students face in the host countries (Myburgh, Niehaus & Poggenpoel, 2006; Thomsen, 2007; Poyrazli & Grahame, 2007; Khawaja & Dempsey, 2007). This issue arises as students are required to seek accommodation in their new environments. Most of them reported their distress in regards to accommodation.

When asked if the renting process was shocking, Fahad said, *'The housing system was shocking' and added, 'it is a dispersion'*. Then he added the importance of getting a house quickly is, *'Housing achieves a great deal of stability. This stability is reflected in the rest of things included the study.'*

On this question, Hassen had a similar experience to Fahad as he said, *'I couldn't rent a house because the process of renting is too different from that in Saudi Arabia'*. He explained his experience of renting a house by saying, *'There is a day for opening the house, certain papers with certain points stating the issue that there is great competition for houses. After 3 weeks we found a house and settled in. There wasn't stability at the beginning. Never was it one of the new systems, the housing system.'*

Saad mentioned his experience of finding a house by saying, *'Finding a house here in Adelaide is very difficult for everyone. Why? The first thing is that finding a house is hard because of the limited housing and the high cost of renting and there are some unsuitable locations. For me, I suffered about two months trying to find a house.'* He added this about where he stayed with his family when he brought them. *'I live here with my family in*

temporary housing until I found a house. That was at the beginning of my university studies which caused challenges with finding home, studying and moving house. I was not coping while I needed to handle my study.'

Bander explained his experience of renting a house by saying, *'I stayed for almost one month in a temporary house while I was applying for residing applications at the same time. From the first week, I started searching for a house. During the first two weeks, I didn't receive any responses regarding my applications, and in the third week, all were rejected. So after, I asked friends and other students, and they told me that it is so hard for freshers or newcomers to find accommodation and this is the big reason'. Also, he mentioned another difficulty which was, 'The housing issue, there was a problem with the information that applied in housing application, I had some difficulties due to language (not understanding some information and its requirements) so, I was surprised after I filled it personally and showed it to my brother, and he found a lot of mistakes which led to rejection for some applications which I applied to before.'*

The kind of difficulty was clear from all participants, even from those who had lived with homestay or shared their house with others before bringing their family to face similar challenges. Also, their experience of being in Adelaide for a while before bringing their family was not helping them to rent a house faster than others.

The difficulties in meeting agents' requirement to rent housing

There are 100 Points of identification that must be provided with the application in order to enter into a competition to rent a house. It is a requirement from all agents, and all the participants experienced difficulties in providing these points.

Fahad mentioned his experience with providing the points, *'In the system of houses or housing system in Australia, which I knew about greatly, it is necessary to collect points and*

must suffer and must provide papers... applications which the person must come up with 100 points, must be made available on a basis to enter into a competition.'

Bander had similar experiences of difficulty to provide the points by stating that,

'About the requirement of providing 100 points. I had kind of difficulties somehow because most of the main requirements which have big points are not available for freshers such as; a good reference from the previous agent or owner, driving licenses from the same country or international driving licenses, these things are not available mostly and have the most significant amount of 100 points at the same time.'

Bander also mentioned that, *'One of the main requirements to rent the house is to have the ability to pay the rent. Thanks to Allah, that is one of the main points in the applications is the applicant's income, and this was a condition I could meet. I have income from my governmental scholarship, which is a good resource to get a house, so I was surprised that I have money, but I can't find, or I was rejected many times! This is the biggest thing. To have a good income is not enough to get the house if you do not have references and meet 100 points.'*

While Omer lived in Adelaide for over 4 months before he decided to rent a house to bring his family here, he experienced the same difficulty as Fahad and Bander who had brought their family from the first day. He said, *'God, it was not easy for me to provide a hundred points, as I did not understand it. I mean, a colleague, may God reward him, explained to me this information, and he told me to collect such and collect such, it did not have an Australian driver license.'* He continued, *'I had no services such as energy or gas, I did not originally have a reference here in Adelaide. I had to wait a while to get 100 points.'*

Saad lived in Adelaide for more than eight months in homestay and shared a house before he decided to rent the house after bringing his family to Adelaide, so he mentioned his

experience of providing 100 points, *'It was challenging, the 100 points: it is impossible for everyone to provide. At least I could provide 50 or 60 points.'*

It is clear that these 100 points are the very challenging for new students to meet, especially having a rental history or a reference approved, since an overseas reference cannot be provided. Not understating how to provide the 100 points was also an issue for them.

Challenges to adapt to life with a homestay family

Three of the participants had experienced living with homestay or an Australian family in order to improve their English language before bringing their family here. All three had unsuccessful experiences due to many issues of adapting or accepting their new experience.

Turki mentioned that, *'At Homestay, I was surprised that most of the residents spoke the same language; my language never developed; my whole language has not developed.'* His goal of living with an Australian family to improve his language was not achieved because the family was hosting more than three people who speak the same language. Another issue that Turki experienced with homestay was restriction of his freedom by not allowing him to have a shower more than once a day and the shower must be less than 5 minutes, no lights on or using the kitchen after 9 pm. Due to not adapting, Turki said, *'I lived in many homestays'*, then he decided to rent a house to stay alone before getting married and bringing his wife here.

Omer and Saad had a similar experience to Turki of not adapting well to staying with an Australian family; however, they did not move from one family to another like Turki. They left the homestay within the first four weeks. Saad said *'My first experiences led me to decide not to stay with Homestay any longer'*.

Turki and Saad were asked whether they had a chat with the family or knew the family rules before deciding to stay with them. Turki said, *'At the beginning, she said things to me like 'This is your room; this is your eating; this is, ... these are house keys'. Just like this, everything is simple. It was clear that there was no agreement before deciding where to live Turki added. But after a while the rules are coming up ... If I have any issue she said 'leave, but you will lose the bond.'*

The different approaches to renting a house and to providing 100-points for identification are the key factors that relate to the housing concerns for Saudi international students. While some participants chose to live with a homestay in order to improve their English they quickly faced challenges in the homestay environment. For instance, it was not possible to improve the use of English when all residents were speaking Arabic except the house owner. Restriction on tenant freedom was uncomfortable and led two of the participants to leave the homestay family within the first month. It was a challenge for all the participants and since all of them had the experience of applying for housing, they explained that their difficulty was mainly related to finding and meeting the agent's requirements.

4.4 Theme 4: Economic challenges

This factor was mentioned by all the participants as a challenge for them. The participants had scholarships from their government, so they were asked whether the support was enough for them, and whether they wanted their income to be increased.

The cost of living in Australia - Adelaide

The cost of living in Australia includes basic expenses such as housing, healthcare, food, and transports.

Hassen mentioned that, *'I got a shock, when I saw my expenses in a month were more than income.'* Then he added, *'there is a difference I see that Australia is more expensive in living over there. With Riyal, you can live a day, but you can't live with a dollar here.'*

Bander mentioned, *'About living costs, what I was most surprised with were renting and childcare.'* And then I added, *'maybe the second challenge I faced personally was the childcare cost. I registered her in the official nursery but it was too difficult to manage between the income that a student receives and nursery prices, nursery prices almost cost over \$2500 a month. This was taking most of my income.'*

In the beginning, Omer lived in a hotel for about a month until he rented a house. He said, *'It cost me. The hotel and the hotel system were also expensive until I found accommodation.'* In conclusion, this theme demonstrates that the participants experienced immense challenges in terms of financial capabilities. A majority of them responded by stating that it is good that the government gives them scholarships but it is not enough for those with families. Therefore, they need to work to earn some extra money for rent, family expenses, and savings.

The Saudi government support

Most of the Saudi international students in Australia have a scholarship from the Saudi government. The participants who were sponsored were asked whether this support is enough for them to focus on their study.

Fahad mentioned, *'Impossible, I stay here one day without the government support.'*

According to him, the support is only covering the minimum requirements for living in Adelaide.

When asked about the financial support, Turki mentioned that he wanted to work to pay his rent because he thought the support is not enough.

When Hassen was asked if the support is enough or not, he said, *'My scholarship reward is enough and not enough.'* Then he added that it is not enough because he has to go for low-quality products and services to save some money. He said, *'not enough because the quality criteria will be less. If you want to save some money, you should use lower quality items for the house, for my child's childcare.'*

Regarding government support, Saad said, *'The scholarship covers some things, but there are many things it does not cover such as childcare, hospital or insurance.'*

Increasing income

One of the best ways to increase international students' income in Australia is to work.

Regarding finding a job, there are some obstacles. Here are the participants' thoughts on this issue.

Fahad mentioned the reason why he is looking for a job is, *'in order to increase income and to adapt to the high cost of living here'*.

Turki was studying the English course at the same time while he was single, he responded to the question by saying, *'work, work; I was looking for a job in any field'*. The researcher asked him why he wanted to work and yet he has a scholarship, and he responded, *'I wanted to work to pay the rent.'*

The researcher asked Hassen if he thinks of working to increase his income, and he said, *'thinking no to work no because I came here for studying, Wallah, most of my thought is about studying I thought about in another way, reducing expenses looking for cheaper options childcare even house even car and gas.'* Then the researcher asked if he wanted to work, what sort of obstacles he thinks he is likely to face and he said, *'The first obstacle is*

language obstacle since I don't have the language'. Hassen thought of increasing his savings to manage between his study and the family responsibility

Similar to Hassen, Bander looked to reduce his expenses by buying cheap items. *'I had to sacrifice other things like education because hourly-contract childcare clearly won't provide good education as official ones'*. Regarding whether his government support is enough to pay the rent and the childcare, he responded by saying, *'I can't completely combine these 3 things unless I get the extra income which is difficult somehow for a new student to find a job.'* The researcher asked him if it was difficult for him to get a job, and whether he looked for one. He answered, *'too much difficult; I couldn't. I looked for a job that I manage like Uber or delivery job, but I find it to be an obstacle since you will need to have a full Australian driver license.'*

About increasing his income, he said, *'I did not think of, but I tried to manage my budget to be enough, and here is no way to increase the income here because I do not have time to increase my income. This my personal decision because I have my studies and my responsibility to the family'*. Then he added, *'if I think to work I think the challenges will be how to find a job and if you will be happy with the workplace and time or not because I'm a full-time student, so it will be hard to work far away from my house'*.

The high cost of living was shocking and impacted the Saudi international students. Also, the limited income that all participants got from their scholarships affected them. Trying to achieve their goals and meet their responsibilities to their family made most of them think of reducing expenses rather than increasing their income by working. Two of them faced difficulty in finding a job.

4.5 Theme: 5: Cultural and social interaction challenges

All participants were Saudi nationals and it was expected that their culture would clash with the Australian culture. To investigate this theme, the participants were asked about the impact of culture shock on them. This question was mainly about how they compared the Saudi and Australian cultures.

Culture shock

Saad said that culture shock was a challenge in terms of adapting to life in Australia. He then explained what he meant by the culture-shock by giving the following example, *'One of the challenges is the cultural differences.'* He believed that cultural differences were significantly affecting him.

Furthermore, Fahad claimed that, *'I do not think it is a challenge, at least for me, since I have already travelled and have some background.'* It also implied that he had no issues with culture in Australia because it is a multicultural environment and he lives in a similar city in Saudi Arabia, but after that he mentioned that, *'People... People can sometimes be considered to be a challenge.'* He also said that *'due to the cultural diversity, most people do not tend to practice culture in the presence of other people because they are scared that their cultural practice may inadvertently upset other's culture. Therefore, I do not feel comfortable to practice my culture'*. Fahad tried to state his experience of travelling and living in a city visited by many people with different culture which had helped him to cope with his new experience of adapting to life in Australia. However, when he mentioned the people, he meant their actions, their thinking, and their language. When the researcher asked him if he could practice some of his cultural activities here, he answered, *'it is possible, but some behaviours I cannot do.'* This means that he may not want to say the cultural factor which impacted him or he meant it has limited impact on him.

Same-sex relationships shock

Turki was shocked by the new type of relationship between two people of the same gender, *'It was shocking me, especially in a public place in front of people.'* Talking about homosexuality, he said, *'At first, I came from a conservative society to an open society.'* He explained the reason why he was shocked was because such behaviours are different from his own culture

Waiving some traditions to be similar to other people

Hassen mentioned about his feeling of practising his culture. He said, *'The theme is embarrassing to the practices of some of my cultural things here.'* Also, he said, *'I don't want to be strange in this society, or have someone look strangely at me or being surprised from this concept, so I waive some of these beliefs and traditions.'* He took other people's thinking about him into consideration and tried to be like others even though he felt uncomfortable with his waiving of some traditions. Hassen gave more explanation of waiving and his way to avoid any clashing with other people's culture. He said, *'in terms of the dressing code, we dress similar to the people in here. Although my wife is adamant to remove her niqab (to show her face), she unwillingly shows her face so as to avoid any trouble.'* Hassen explained that, *'In our community, which we consider a conservative society, there are some beliefs and customs we believe in, and we can't cross them, but when beginning classes I started waiving some of these beliefs and these customs.'* He confirmed he should not waive his traditions, but he did. When asked whether waiving his culture and beliefs affects him, he said, *'I did feel and still feel uncomfortable.'* He is not feeling comfortable with his new decision to be like others here, so this type of new cultural practice has an impact on him.

Not accepting the mixed-gender environment

In his English course Bander said that one of his teachers asked the male student to practice English with Female students in the classroom. Bander did not accept this due to his own culture and he preferred to do the exercise with a male student. The teacher said to him, *'This*

is our country's system and culture. Bander believes that, *The teacher tried imposing his opinion.* Bander explained how the cultural difference was challenging for him in the classroom where he should feel comfortable to learn.

Saad mentioned his experience of not accepting the new environment, *Of course, I'm coming from a conservative environment. The men are alone and the women are alone. But coming here everything is very different.* He explained the difference between his culture and the Australian culture. Saad responded regarding the mixed gender environment at the institute by saying, *I know it is part of the cultural differences, or let's say, the culture shock.* When asked if he accepts it, he said, *I did not cope well with this, even on a train, or in a supermarket or in public places.* He said that not just in the university's environment but he did the same in other areas such as the public places.

New Lifestyle

Omer mentioned that he was shocked by the new culture and the modern lifestyle of people in Australia, *The clothes, the lifestyle- some of them, I mean some clothes, are frankly lacking in modesty, if I am frank with you.* At this point, he did not accept people's clothing which is part of their culture. Then he explained why, *That means you are upset when your wife sees her, or your children look at it, and you are not satisfied with it, since you were originally in a conservative society, an Islamic society.* Omer tried to say this thing is unacceptable in his culture where some part of the human body must be covered by clothing.

Participants' wives' experiences regarding the hijab

Hassen mentioned a case that he faced while he was with his family. *Today, while I was going to the train station with my family (my wife and my child), we crossed the street. But there was a car in a rush, and the car's driver said something. I didn't know what he was saying because of my English, of course, but I got the idea that he was not happy with*

something because of his hand movements. My wife was wearing a hijab, so he might have called her a bad name because of that, but I don't know.'

Omer mentioned, *'While I was driving, and my wife was with me, two girls came by my side, when the traffic signal was red. They were next to us in the car, and they said wanted to speak to my wife. While my wife was talking to them, they were telling my wife to take off the hijab more than once.'* Omer added, *'My wife and I did not know what we should do, so we kept silent.'*

Regarding Saad's wife wearing hijab in public places, he said she did not feel comfortable because of *'strange staring to his wife'*. Then he added, *'More than once, when we went to restaurant, someone would come and ask why my wife was covering her face'*. The researcher asked him if he thinks they do not accept the hijab. He responded, *'There is no accepting, and they pass by you and give you some inferior looks.'*

Bander mentioned his and his wife's experiences while they were walking in the city (CBD) and Australian women came to them and talked to the wife, *'Why you are wearing and covering yourself like this hijab?'* *'She even she pulled the hijab off!'* Pulling the hijab off had an impact on Bander and his wife as well.

Turki's wife experienced similar problems as Saad. Turki said, *'When she was entered a place, such as a restaurant, some people looked at her in some kind of racist and contemptible way.'*

Learning about racism

Turki had the experience of racism from his homestay family. He said, *'I was living with a homestay, and she was all time telling me not to deal or talk with Aboriginal people, to be*

careful, do not walk with them... She says, be careful about black people. Most of them make problems.'

He was affected by her telling him when he arrived, *'I was thinking this is a danger, so when I see them I walk away... I did not pay attention and walk away and leave the place... On the bus, I changed the seat, because of what she told me.'* When asked if he understood that she was teaching him racism, he responded, *'No, I did not understand this as racism at that time... After a while, I got to know that she was teaching me racism.'* Then he added why he accepted what she had told him. *'At that time, I didn't have that background about them or their culture, so I would accept anything from her'.*

Social accident

Saad mentioned a case that happened to him and his wife, *'I was in the car park in the front of Coles and a woman came to us and said I had crashed her car while I did not.... Then she asked me for money or she would call the police. The policeman came and he said, 'You should solve the issue with her. If we go back to the camera record and find out you did it, your visa will be cancelled.'* Confidently I said I would cancel my visa by myself if I did it. *Then the police and the women re-evaluated their words and the women said sorry, and they closed the case.... I tried to understand the reason why she did this. I am not sure. Maybe it was because she saw that my wife covered her face.'*

Non-communication with Australians

When he was asked about why he cannot have a conversation with Australians, Fahad responded by saying, *'The language may be the reason; because of my language and my way of speaking, they will know my primary language is not English, so they will not talk.'*

Hassen mentioned an important point from his view that international students have anxiety to talk English with natives by saying, *'When I go outside my house and go to restaurants or*

the supermarket to talk with a cashier, I am trying to pass the anxiety of speaking English with the native speakers'. The researcher asked him if he tried to talk or make friendship with Australians, and whether there were any obstacles. He said, *'Rejection,*' and his reason was that, *'I am from another nation and don't speak English fluently*'. Additionally, he mentioned that, *'There are differences in the body language*' and added that, *'Body language is different from country to another.'*

Omer mentioned his thoughts on why he cannot communicate with Australians or make friendship by saying, *'Be honest, when you are an international student, and your language is weak so, when you speak to him, and you don't speak the same as his accent, he tries to avoid you.'*

Non-communication with Australian students within the university campus

Omer mentioned his experiences in talking with Australian students when he entered the university by stating that, *'They speak fast, and so they like someone like them. When we talk, we speak with grammar, and we speak slowly. One needs to arrange oneself, to be disciplined, to discipline the sentence, to speak- one sentence, two sentences. So, they are trying to avoid you.'* And then added, *'If he starts the conversation with you and knows you are an international student, so he will try to pull himself a little to not talk'*.

Exploitation of international students

During the interview, some participants exposed that they faced exploitation when they arrived.

Omer mentioned that, *'Some of the international students face exploitation. They are being used to provide rent, they are being used in some services, they are forced to get electricity, forced to get gas, forced to pay when they should not pay. He is in good faith and does not know what is happening.'*

Hassen mentioned his experience of exploitation through the statement about a *'house owner' (female)*. *'She tried to make me pay bills that did not belong to me, with old dates. Also, she tried to make me pay a water meter bill, knowing it does not belong to me'*.

Turki also mentioned his experiences with many homestays whenever there is a misunderstanding or when he made a mistake. The homestay owner usually said to him, *'leave, but you will lose the bond.'* He confirmed that the threat of taking the bond was repeated all time.

Since these students did not know this country's laws and did not have the language to communicate with others, they were more likely to face exploitation. Paying bills or rent exploitations were common things the participants experienced in their accommodation environments.

From this theme, it is clear that culture shock has an impact on the participants and their learning as well. The new environment is different from their home country's environment. Therefore, most of them took a while to cope with it or even to accept it. Trying to avoid clashing with other cultures by providing some waiving of traditions was an option for some of them but this did not work out well because it has a negative impact on them.

4.6 Theme 6: Emotional challenges

One of the challenges to adapt to life in Australia is the Saudi international students' wellbeing. Loneliness, homesickness and depression are natural results of moving to live in a new country. This theme was pursued to determine whether the participants also experienced the similar emotional issues in Australia.

Missing home, family, friend and food,

On the issue of homesickness, Fahad mentioned that, *'I did feel lonely at first, and ... I feel longing some time.'* He added that, *'Yes, there is nostalgia for the homeland, which makes me stop doing things and enter into a psychological state'*.

Hassen mentioned that, *'feeling loneliness, missing country, and parents because I'm too close to my family, my relatives and social events, I was the social one I came here I have a lot of free time no relatives no parents to visit daily saying hello ahh honestly plenty of free time'*.

Omer mentioned how his decision to come alone in the beginning impacted negatively on him and became an obstacle after a while. He said, *'I will go back to the first month. At that time, I had homesick especially I came here, and I have family over there, wife with three children, I missed them it was a hard time for me and for them as well.'*

Saad mentioned his experience of getting his first child while he was in Australia. He said, *'so more than I felt homesick I wanted to be there to see my first child and to see and rest assured my wife and family... his happened first two months which was really hard for me then after that I started to adjust.'* This means that having his first child while he was far away was hard for him.

Impact of weather on the new Saudi international students

About the weather, Hassen said, *'the weather here is changing quickly from hot to cold or rain so that cause my child became sick many times since we arrived and we cannot go outside at the time we want. I think the weather here is strange.'*

Omer mentioned how the weather is different and how it impacted him. He said, *'when I came I was thinking the summer like my country is hot, but here I found the sun is burning even in the winter the weather is cold, but the sun is too hot' 'in the summer I cannot take my family outside.'*

Psychological effect

Bander mentioned that some challenges that he and his wife faced, in the beginning, impacted their mental health. He said, *'it was normal psychological effect uhh I since I arrived this*

country I didn't expect this because it's clear there is freedom almost so I astonished when I faced this situation and had psychological effect on my wife specifically more than me uhh in surprising way why the matter reached that point that someone interfere with your matters and ordering you to reveal your hijab, for example, something like that, so it affected on my wife clearly.' Based on his account of events, unexpected things happened in the beginning.

Difficulties in making friends with Australians

Regarding making friendship with Australians, Fahad said, *'I did not try because I feel uncomfortable.'* Then he mentioned that the 'language' will be the challenge to make a new friend here either Australian friend or any other nationality. He also said that culture is another challenge, 'culture also falls under it by virtue.'

Regarding making friendship with Australians during the English course period, Turki said, *'No because the institute has only international students.'* Then he talked about during his university period by saying that, *'in the classroom, most of Australian students talk to you only when you have a group discussion or group project with them, but outside of the class, they tend not to have an interaction with you as an international student'*.

On making friendship with Australians, Hassen said, *'since I'm still in language institute you can't find Australians there.'*

On the same question, Saad noted that, *'it is really hard because they do not have time,'* and then he added that, *'if you ask someone in the street he will reply I have no time.'* When the researcher asked him whether he thought it is because of time or other reason, he said, *'it is about the time and on the language period there were not Australian students study with us.'*

Saad, during the university period, said that all the relationships with the Australian students depended on the group assignment but nothing else after that. The researcher further asked

him to confirm whether it means that there will be no interaction if they never meet in groups and he responded, *'that is right and this I do not say it alone, most if not all the international students say it'*.

Missing home, family, friend and food, weather, negative social experiences, and failing to make friends are the key factors that directly impacted the participants' wellbeing despite varying from one participant to another.

4.7 Theme 7: Strategies to overcome the challenges

All challenges have specific solutions, and it is quite appropriate for individuals to propose the solutions of their own. The research investigated the solutions from the perspective of the participants themselves. In this theme, the participants were asked about how they addressed their problems, and whether they are aware of university support programs, and whether they were helped when they arrived in Australia to solve such challenges.

What helped you to overcome these challenges and not go back

The researcher was looking to understand how the participants withstood these challenges in order to complete their studies successfully.

Hassen: *'I am an employee in my country, with a scholarship for my work. Part of my higher studies are completed and if I give up, I probably will lose my job. I am struggling and, God willing, to achieve my goal.'* He also stated, *'I started waiving some of my beliefs and customs.'* Waiving was one of his strategies to overcome some challenges but he was not comfortable with it.

Bander said, *'First, I am a Muslim and a believer in God and I believe that God wants me to be here studying in this country. This thing can be patient and this thing made me come here, despite trouble.'* Then he added, *'I'm unemployed, and I got the opportunity to go abroad to study, which is the only opportunity to increase my skills and strengthen the CV to get a job.'*

Bander mentioned that he received help from other Saudi students here to overcome the housing challenge of submitting the forms to agents. He said, *'I filled it personally. Then I showed it to a brother and he found a lot of mistakes, which led to a rejection for some applications that I had applied before.'*

Turki said, *'At the beginning of my arrival here, there were moments when I had an idea to return, but people were talking about how they will kill me if I go back before achieving my goal.'* *'I was looking for solutions and assistance from Saudi students here and took advantage of their experience.'*

Fahad stated that, *'My wife was supporting me a lot and I was supporting her. I suspect this mutual support made me stronger.'* Then he added, *'I knew I would face difficulties and I had a goal. I remembered my goal every day so I wouldn't give up, especially since some of the difficulties were tough.'*

Fahad added, *'Having someone here that I knew before helped me a lot in that I overcame many difficulties.'* In addition, he said, *'My experiences of traveling help me to overcome some challenges.'*

Saad said, *'The scholarship is my only source of income currently and I am married. If I want to go back without completing my studies, I will lose so much, so this reason makes me patient.'*

Saad mentioned a strategy that he used to prepare his wife before she came as, *'I told her about what she will face here, the lifestyle. I took pictures and videos, then sent them to her to see what people wear here so she could have the picture in her mind and not be shocked when she arrives.'* When asked if that helped, he said *'yes.'*

On the issue of solutions, Omer said that, *'to be frank I want to return now but what my parents and relatives will say about me and also work colleagues what they will say because getting a scholarship is a competition I have heard from some of my colleagues will fail and I do not want to fail.'*

Turki mentioned the approach he applied to find information. He said that, *'I joined the Saudi association's WhatsApp group. They answer all questions from all aspects, not only educational ones, but about living, systems in Australia, other options about residing there, food, the electric company and gas, how to extract a visa or change it. All this information they answer voluntarily. May Allah reward them well. They have experience and not a committee for this. They do it for brotherhood and solidarity, etc. Helping each other.'*

Hassen added, *'Modern technology helps me a lot of to reduce feelings of loneliness and missing family by using the video call app to see them.'*

Omer said, *'After a while we are accustomed to some things, and we have started ignoring things, such as some objections to the hijab of my wife or other people's clothes.'*

The support program the participants know about

In this part of the interview, the participants were asked about the support programs that they knew of when they arrived in Australia as a way to help themselves to overcome challenges.

The following were the results.

Knowing about the support programs before coming to Australia

It was clear that none of the participants were aware of any support programs before coming to Australia. Turki responded to the question of knowing about the support programs and he said, *'at the beginning; I did know anything about the support program.'*

The reason why the participant did not know of any support programs before arriving

Omer said, *'For me, I mean about fifty-fifty, I made a mistake that I didn't search much at university website. It could be online if I found it, but 50% of the time they didn't educate me, or they didn't send me emails. Like, I mean, I have many services, so I can reduce some of the suffering or some problems in the beginning.'*

Fahad said, *'no one told me about it.'*

Knowing of the support programs after arriving in Australia

Bander mentioned about the support program the English institute provides, *'It offers homestay services for a student who needs that what we know of course. Nothing else was offered to us.'*

Omer said, *'Unfortunately, for me I was surprised by the service homestay that the institute provides to you or help you with.'* He was clear that he did not know about the services that are provided by the institute where he was going to study English while he looked for homestay by himself to stay in for the first couple of months.

Omer, after completing one year in his language course and after three semesters at the University, said, *'I was surprised by the medical clinic at the University. I was surprised, I mean, it wasn't, it wasn't, not even the University has to do these programs.'*

The reason why the participants did not know of any support programs after arriving

Bander said that, *'the institute didn't offer that we have services 1,2,3, but there was a general brochure which looks at may get some useful information I think it contains this*

information generally but didn't give the student more details. ' This means that Bander thought there are support programs, but he did not know about them.

Fahad was asked if his English institute introduced support programs to them at the beginning of their journey, and he responded that, *'Never ever talk to us about any programs.'* He then added that, *'the institute has very simple student services.'* When asked whether that means it is not enough support for him, he responded, *'I do not think it is enough services, I do not think it is enough, as required, as we see it for university students themselves, or universities.'*

The reason why the participants did not get benefit from support programs

Bander added said, *'after while I got to know about a government support program for children and childcare but 'unfortunately, an international student is not included into' he felt disappointment he could not get the benefit of it.'*

Who helped you when you arrived?

All participants mentioned that someone they knew before or one of their friends referred them to someone they knew. Fahad responded that, *'in the beginning other people, outside the institute, of the same nationality, helped me'*. Bander was supported by Saudi international students who he did not know before. He said, *'he was international students too from my country, and they offer me a service umm one of the students helped me with childcare agreement.'*

The researcher asked them if this person was a volunteer. All of them confirmed that they were 'Volunteers'. Then the researcher asked them if this person works as Volunteer with the University, institute, Saudi Students association or other agencies. The response from all of them was 'he was not'. Then they were asked whether it could be better if this person was a representative of the University and they all said 'yes'.

The participants were motivated to stay and overcome obstacles through their faith in God, a fear of stigma, a belief that their mission brought a future for all, a demand to complete their studies for their jobs in Saudi Arabia and due to the support of relatives and friends. As for the knowledge of the support programs offered by universities and other institutions, all of them answered that they were unaware of them before the arrival of Australia and even after arrival. Finally, everyone received support and assistance from volunteers who are Saudi international students who did not belong to any official institutions.

4.8 Theme 8: Participants' suggestion to solve the challenges

This theme restates the suggestions made by the participants to overcome the identified challenges. The participants were requested to state their thoughts on how the situation could be improved. The following ideas were collected.

To solve the housing difficulties

Omer supported the idea of increasing the university ID points, *'it will be Very helpful, No doubt you are already asking the student. Instead of finding accommodations in a month, he will find it possibly in a week, if he has more points.'*

Hassen said, *'The University should take care of the students and give them advantages or certain points like a student card or the international students' card should have more points in the housing competition.'* Hassen added, *'Also, let me get the student ID before the course starts. It is not fair that I have arrived a month before the course, and I have no right to get the ID while I came to study.'*

University should take responsibilities for organising volunteer work under their auspices

Fahad said, *'It would help very much if he represented the University or an official agency because it is be quicker to access the support faster. The help should not stand on one person.'*

If I need support now or need it today or even later, but this person is not available today, the agency should have another person who is ready to help, or there might be someone other than this person.'

Omer's idea was to have volunteer students to help the new arrivals from the same nationality and, *'There is a committee, or, following the university, supporting these same people. They provide, for example, help to students who are looking for accommodation, collecting points, and so I see.'* According to him, these volunteers must be supervised and supported by the University to ensure the quality.

Preparation of a student program before arrival

Fahad said, *'I think this is a very important aspect of the issue of communicating with students before they come, explaining some things to them, communicating with them to inquire about what they need, if they need information. Also, communicate with them in their own language because our English language is weak.'*

Turki thinks that the preparation program will help him to be ready to face the challenges, *'You don't need to get hit by something suddenly, or it put you under pressure. Then you are surprised that everything is difficult. You need anyone who wants to explain everything to you. While it is easy, you have no preparation.'* He argued that some challenges are easy to overcome if you are well prepared.

What does Hassen think the preparation program helped him with? *'The preparation programs before coming here will give me a lot of information and reduce the cultural differences that are too much for all systems, including educational, economic, political, the traffic. It gives you a general idea about how your life is going to be in the future after arriving in your scholar country. I expect it's going to be an effective program that will help even with your specialisation, choosing the University the program may help with.'* When

asked about the language of preference, he responded by saying, *'Since I don't have an English language, I guess using my mother tongue will be better.'*

Bander said this about the preparation program before traveling to Australia, *'it will allow the student to enter into his aim directly so he won't face obstacles or difficulties and be misled from accomplishing the main goal, which is education. The person won't reach the main source and main goal that he wants unless he faces challenges. If there were a developing side or previous educational side he would pass it directly.'*

English Institute orientation day

All participants strongly recommended that at the English Institute, the orientation day must be in their language (Arabic) because of lack of understanding of the English language.

Omer argued that, *'When you make the orientation in English, I don't know English, so why do you bother to orientate? The directive, introducing me to sections, and orientation were all in English, okay, well... I didn't get anything.'*

Fahad said, *'Very much; because I need information, and the information is provided in a different language, which is a very large challenge for me; I will not get the information as required, and will not arrive with what I need in the actual form of the intended person'.*

Hassen mentioned how unclear the orientation was for him, *'It was on the first day and was in English for me so it was not clear'.* Hassen added another recommendation which was, *'If the institute helps me to know my rights and duties, it's very useful'.* *The university should let the new arrivals know their rights within the campus and outside in the community.*

University orientation day

Omer recommended that the orientation must cover the academic level by explaining the assessments and how we would be assessed, where to find academic support, and how to use the university website rather than introducing ‘General utilities.’

Turki recommended that preparation to join University should be started before entering the University while still at the English classes stage because it would have helped him to be ready for next stage. He said, *‘Before I start, I will understand, what, what system, all the steps in front of me, what the first step is - second, third, fourth, rather than ask anyone, and also possibly I will be prepared well for the next stage’*.

The idea for the University to provide support for future students

Fahad recommends the University make all programs available for future students, *‘Umm, in some services, it is limited to the Uni students only, not language students, even if the institute belongs to the same university.’* He said that he studied an English course within the university campus but he could not access some programs or services. Also, he recommended that, *‘It is supposed to be the interest of the University that clear communication between the University and the institute to reduce the difficulties’*

Hassen recommended that the University should follow him since his arrival in Australia to study English and that it would be better if the University provided someone who speaks his language to check on him. He said, *‘so much better, because there will be someone following you who speaks the same language so you can explain your ideas to him, and he will explain it to the university in the language they understand.’*

Bander mentioned what he wanted from the university, *‘What I hope from University is helping students with main requirements that are basics as I mentioned before, for example: the traffic system, the need for a place to reside, or the necessity to live with a family. These things are basics that are needed by any international student. It would be good if the*

University has a policy or certain arrangements because these things could be done with partnerships and official contracts, so that the things which were mentioned could be more simple. Clearly Showing students his progress clearly and avoiding many troubles for him.'

Supporting English improvement

The current English language programs gave some advice to help them to improve their English language.

Fahad said, 'a library, a book, a person also sets us the appropriate books for us personally, based on the existing weaknesses, because the teacher, is also a library that is independent of the students themselves, Services, and there are devices, in which the programs are also sound and programs, support, the development of this language or are concerned with the development of language, and to achieve the goal of the Institute and achieve the goal of language or language education very well, I think this is lost or almost none, There are many books, but we are a weak language we do not know what suits us and what does not suit us.'

Hassen came up with a new idea of, 'any students looking for someone to speak with or practice the English language with should develop their English language skill have a reference in certain hours with certain salary with university supervising to avoid fraud. This program will be good.'

Special requirements in the support program for Saudi international students

Fahad recommended that, 'Instead of resorting to a person who I do not know much about, I support international students' office at the university to help me. It is the official department that should support me and help me to overcome my difficulties if I need them for obstacles or needs, If there is a specialist in the same university, I think he can communicate with

people, understand the subject, communicate with me and be the link, and a loop to overcome the difficulties, if there is a problem, solve it, if there is also a dilemma that is eliminated’.

Turki stated that, *‘What I need is a program. The staff are all international. Be close to me, to understand this accent of his. Feel me, because he came through the same experiences as I did. If they speak Arabic, better and better, because sometimes I want to explain to you in English, but I can’t deliver the right message.’*

Considering the Saudi culture when they are making programs, Hassen stated that, *‘Honestly, the Institute gave advice about entertainment programs but some of them don’t fit me and my culture.’* To ensure they will come and participate, the University and Institute must consider Saudi culture and halal food.

The University and the Saudi Students Association cooperation

Fahad recommended that, *‘If the University and the Saudi Students Association work together, it will help to quickly and clearly achieve the goal. The information will be clear, the goals will be achieved faster. Obviously, by virtue of experience and knowledge of the systems, this facilitates their other avenues.’*

Participants made many suggestions to help them or other students in the future. The suggestions focused on the difficulties they encountered that had been mentioned during the interview. Many of the suggestions were directed to the university especially the recommendation that the university provide them with a preparation program to help them get an overview of Australia’s environment, culture and education. The participants also recommended that the university help them with the housing difficulties by providing them with their Student ID when they arrived and then advocating for them to get priority housing. Moreover, the universities should organise and empower the volunteers’ work. Regarding increasing their benefit from the English institute orientation day, they suggested that the programs should be given in their mother language (Arabic) and regarding increasing their

benefit from the university's orientation week they suggested that the programs should cover more academic aspects and procedures.

CHAPTER Five: DISCUSSION

It is obvious from the study's findings that the participants faced various challenges in adapting to life in Australia. These challenges were expressed from the participants' perspectives; therefore providing a first-person lens or view of the challenges. The findings indicated six main challenges that the students faced, which include a language challenge, a new educational system, housing challenges, economic challenges, culture and social interaction challenges, and emotional challenges. It also, covered the strategies that participants used to overcome the challenges and their recommendations regarding the challenges. The challenges are discussed further in this chapter while evaluating their interconnectedness with each other. The discussion of the findings will also refer to the relevant literature as a way of either corroborating or disagreeing with the findings of previous research.

5.1 Challenges

Students presented various views regarding the challenges and how they impacted both living and learning experiences in Adelaide but for all of them the predominant hardship was the language challenge. All participants stated that they faced a language challenges at some stage. This is not a new concept, since Roy (2013) found that a language challenge was the leading problem that faced international students in their new learning environments and his study identified this issue that was mentioned most by the participants. From the findings in

this researcher's Adelaide study, it is clear that all participants entered Australia when their English competence was very low or with few English language skills. Problems related to language affected the participants in different stages and in various ways. For instance, the initial impact of the challenge was experienced by some students in Saudi Arabia before they left the country when they assumed that they could read and understand the content of emails they received from institutions in Australia. Students failed at times to understand the emails and risked missing out on admission or understanding the contents of any communication sent to them by the university. Roy (2013) also found that there were various stages in the student's life where language played a significant role.

There were other factors associated with the language challenge experienced by the participants. For instance, it was a challenge for the participants to effectively communicate with local students who spoke with an Australian accent. According to the literature, this is one of the issues that negatively impacts on the communication between international students and other students in the host country (Obeng-Odoom, 2014; Rendle-Short, 2009). In this Flinders University study, all participants said they found it hard to communicate with the 'native speakers'. It was also identified by these participants that it was difficult to effectively participate in social events or fully gain academic success as has been noted in previous studies (Hellsten, 2002; Liamputtong, 2011).

The participants stated that they often had misunderstandings around body language in Australia as it is quite different to the type of body language that is used in Saudi Arabia. This confirms the authenticity of the past studies that body language is always an issue for Saudi international students studying in Western countries (Cox & Yamaguchi, 2010; Huang & Brown, 2009; Lee & Carrasquillo, 2006). This lack of understanding results in Saudi students taking longer to accept the Australian culture and to adapt to the differences in communication techniques in a country which is foreign to them.

It is important to mention that the language challenges impacted the other challenges faced by the participants. For instance, there was a correlative relationship between the language challenge and the housing challenge that the participants identified. Three of the participants stated that they had to choose homestays for the purposes of improving their English before inviting their families over to Australia. However, they experienced what they felt was inappropriate treatment from the homestay owners because they did not speak and understand English well enough. This demonstrates the role that language plays in deterring the integration of international students into the Australian community (Marginson, Deumert, Nyland & Ramia, 2007) and it means that a positive relationship with other people in Australia is likely to be marred by the lack of competency in the English language. The other connection between language and housing was the issue of not understanding the renting process and policies since everything was written in English. Some participants reported that they felt they were exploited since they could not solve housing issues effectively as a result of language challenges. This broken communication makes it difficult for international students to be assimilated into the Australian community quickly or easily (Marginson, Deumert, Nyland & Ramia, 2007).

In terms of further understanding the housing challenge, all the participants stated that the renting process was difficult because the mechanisms for renting were very different from the mechanisms used in Saudi Arabia. Participants struggled to meet the rental agent requirements, especially the 100 points that all house hunters needed to possess before being allowed to occupy a house. It has been noted in the previous literature that dealing with housing agents in Australia imposes economic and emotional strain on international students (Khawaja & Dempsey, 2007). This helps to explain why all the participants had issues with the housing agents and their frustration in relation to the renting policies and the requirements that are needed for international students to qualify for housing.

The participants also indicated that they faced severe educational challenges because the educational system in Saudi Arabia was so different from the educational system in Australia. They did not find the change from one educational system to another as easy as they might have expected. According to Hellstén (2002), international students are likely to face various challenges of adapting to the new educational system in Australia due to the lack of similarity to the education in their home countries. The issue that participants identified most especially related to the interaction with female students in a shared classroom space which is not part of the culture in Saudi Arabia and which resulted in culture shock for the male participants. The Saudi higher degree classrooms are not mixed-gender as are those in Australia, which made the system very confronting to the participants. As a result, class attendance at university posed stress to the participants who had previously been subjected to a totally different system from the unfamiliar new environment they encountered in Australia (Alhazmi, & Nyland, 2010; Ching, Renes, McMorrow, Simpson, & Strange, 2017).

The other identifiable observations made by the participants was that students have to take an active role in the learning process and that learning/teaching in Australia takes place through online platforms. The Australian university educational system adopts a 'learner-centred approach' as opposed to the 'teacher-centred approach' used in the Saudi education system (Orth, 2015). Although the participants initially found this teaching approach puzzling, they also found some benefit because the learner-centred approach enhances critical thinking in students and ensures that they achieve refined skills (Morris, 2016). Hence, participants found that it was important that they take advantage of this teaching approach for the purpose of improving their academic success.

Economic challenge was another significant issue that all participants identified as affecting their adaption to life in Australia. On the positive side, all participants agreed that they were lucky to receive government scholarships from their home country government to assist them to study in Australia. This meant that they could be relatively comfortable while studying in Australia even though Australia is far from their home country. However, although the participants appreciated the scholarships from their government, they believed it was not enough to meet their needs, including housing, healthcare, and other living expenses. According to Evivie (2009), international students face financial constraints and it affects smooth learning and their integration into an international community. For purposes of financial sustainability, some participants stated that they had to seek employment in Australia to earn extra money to meet these needs. This need to earn extra money for upkeep has also been found in previous literature (Alhazmi, & Nyland, 2010). Most of the participants stated that they had to think of ways to reduce their expenses while buying items and when enrolling their children in the less expensive hourly-contract childcare, which provides care outside of an educational program. It was often necessary for the international student participants to seek employment in order to earn money and to manage their budget carefully in view of their financial constraints.

According to Evivie, financial constraints are likely to lead to the emotional reactions of distress, homesickness, and reduced social interaction (Evivie, 2009). International students are also more likely than domestic students to face economic challenges since they lack knowledge of Australian labour policies and dynamics and are therefore vulnerable to exploitation by employers (Campbell, Boese & Tham, 2016). Therefore the issue of employment can be viewed from two perspectives (positive and negative) since the students may either earn sustainable wages or experience employer exploitation.

Another significant theme in the Findings was the challenge around cultural and social interactions. According to Furnham (2004), people who leave their home countries to study in international institutions are more likely to experience culture shock as compared to those who travel for holidays. All research participants insinuated that they were hit by culture shock the first time they arrived in Australia. They stated that some of their experiences of culture shock were around such things as the dress code, communication approaches, same-sex relationships, racism, and religious prejudice, especially from the perspective of their wives, whose hijab attracted a negative reaction from some Australians. All of these experiences amounted to culture shock because they were not issues in Saudi Arabia, meaning they were new behaviours for them. Chen (2009) and Bochner (2003) also support the above points by stating that culture shock arises when the new experiences are not practiced in one's own culture. It is understandable that the participants in this study faced culture shock but they adapted to the new culture and continued to stay in Australia and as also suggested by Latipov, Ziyatdinov, Demidova, Gerasimov and Zaoztrovtsseva (2017), they accepted some of the cultural changes. This is evidenced by the way participants' waived some aspects of their cultural attitudes and practices to help them adapt to the new Australian culture.

The theme of the participants' emotional challenges, such as loneliness, homesickness and depression are common experiences among most international students in Australia (Halse (2003). These participants also stated that they faced homesickness, had a dislike of the Australian weather, had problems in making friends with other students in Australia, and occasionally started to experience mental health problems. On the issue of environmental changes, Orth (2015) argued that Australia experiences some extreme temperatures that might affect the students who are not exposed to such temperature ranges back in their home countries. In terms of emotional challenges, there is a direct relationship between the themes

of language challenge and culture shock since students who fail to create social relationships cite language challenges and culture shock as the reasons (Caldwell & Hyams-Ssekasi, 2016). The relationship among these three themes indicates that emotional difficulties are affected by many other hardships, as were identified by the participants. In fact, this theme encompasses and touches on various other experiences. Wu, Garza and Guzman (2015) bring these relationships into focus by stating that,

Hence, the issue of emotional challenge is not new to this study as it has been previously covered in the past research where it was found that it has a negative impact on almost all other experiences that international students face (p.2).

For example, the language challenge has a clear impact on access to housing challenges, where the participants' language weakness led to major mistakes in filling out the application form and in understanding the particular housing requirements. Also the arrival of participants in Australia who exhibited weak or non-existent language skills led to their lack of understanding of the orientation programs offered by the Language Institute on the first day of study. The language problem prevented them from receiving the benefits of the program and also from knowing their rights and duties. Moreover, language ability had an impact on social interactions and emotional challenges as shown by all of the participants reporting that failed to make friends with Australians.

In terms of housing, the majority of participants waited a month or longer to obtain housing, creating stress and instability which greatly impacted them. The learning process was interrupted because some participants withdrew from the classroom in order to attend the opening of a house or to view a property before deciding to apply for that specific house. Long-term accommodation in a hotel negatively affected participants because the cost of temporary housing drained their budgets. According The first housing model is based on the

idea that providing housing will contribute to solving the rest of their problems more effectively than attempting to solve all the problems at once, or delaying resolution of the housing problem (Tsemberis, 2011). Thus, the focusing on solving the difficulties of finding an accommodation first will help the Saudi international students to feel some stability which will enhance their resilience to meet other challenges.

In summary, it would appear that the challenges of housing and language are critically interrelated and have had a significant impact on all other additional challenges, especially emotional ones. Thus, the development of language skills before reaching Australia and the facilitation of incoming students' access to housing by providers in Australia would reduce such challenges and enable a better adaptation to life in Australia.

5.2 Overcoming the Challenges

There are various strategies that the participants applied to overcome the challenges they were facing as international students in Australia. It can be seen from the findings that the participants demonstrated dedication to solving their challenges for purposes of making life comfortable for themselves and their families in Australia. Thematic analysis of the findings reveals the following ideas.

There were some important strategies that may have had a significant impact in overcoming challenges. Some participants mentioned their faith in God. Faith and spiritual beliefs are influential aspects that may help a person to be patient in the face of adversity, as they believe that God is with them and that God intends for them to be where they are at the present time. The support of family has also had a great impact in helping many to overcome difficulties. The meaning of their study was another important factor which was mentioned. One participant mentioned that his study was a requirement to complete the work in his current

job in Saudi Arabia, while another said that he was unemployed and the opportunity to complete graduate studies would give him an advantage to get a job in the future.

Their beliefs, the support of the family and friends and the meaning of the study are all motivations giving the participants the strength and determination to continue despite difficulties. Overcoming challenges means either adjusting to difficulties or removing them.

On financial challenges, most of the participants stated that they are working in addition to the scholarship from their government. Most interestingly, all participants were keen to maintain their studies despite the challenges they faced for fear of being labelled as failures back in Saudi Arabia. This helped them to maintain the motivation to concentrate on their studies in order to succeed in their career and future lives. One of the participants stated that he joined the Saudi Association's 'Whatsapp' group that provides support on all aspects of life for new students living in Australia. This type of support relates to solving both emotional and economic challenges and the tips provided by other experienced students are essential for enhancing the wellbeing of the new Saudi students. This approach is also in line with reliance on modern technology to eliminate the feeling of loneliness. It is evident that most new students experience loneliness and homesickness when they arrive in their new environments (Halse, 2003) so is always necessary to apply strategies that can counter such negative emotions.

The other key strategy of adapting to the challenges faced by international students in Australia was asking friends for assistance. The participants were not aware of the support services provided by the university and they stated that the university support services were not appropriately communicated to them early enough to enable them to use them. They also stated that they would prefer the university to have full time volunteers to help the new students access these support services. To get support the participants had to make friends

with other international students, especially those from Saudi Arabia, although other students from different countries were also found to be helpful. It is through such relationships and interactions that the participants learned about many things associated with living in Australia. At this stage of their time in this country the participants felt comfortable and they were beginning to fully adapt to life in Australia.

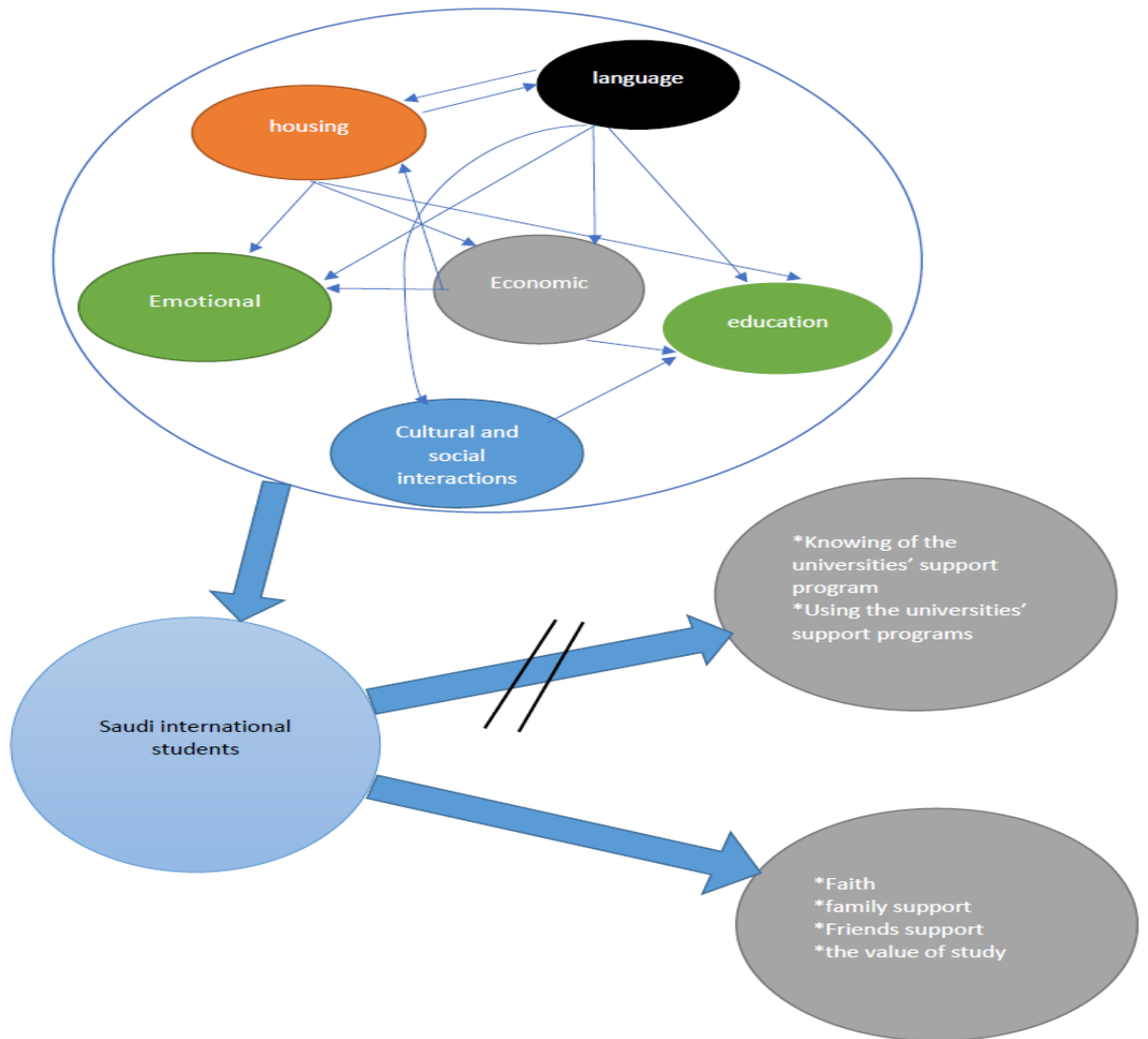
An important issue was that of religious segregation and the married participants stated that their wives faced hostility due to the clothes they were wearing especially in public areas. To counter this challenge the participants who had been directly affected stated that they just reached a point where they ignored the people with ill motives. This enabled them to appreciate the cultures of many other people who showed respect. This was a helpful strategy for them as they no longer needed to waive their culture to be fully accepted by the Westernised culture in Australia.

The results of this study showed a disconnect between the Saudi students and support programs offered by universities. The participants explained that they did not know about the programs before they arrived in Australia. After their arrival, they were not informed about them or due to the weakness of their English language did not understand about available programs and services. They had limited knowledge or had not searched for assistance programs before reaching Australia. The participants also mentioned they did not benefit from the orientation programs offered by language institutes or universities for several reasons, including their English language ability and the weakness of programs which focused on superficial aspects. Their mastery of English was not good enough to understand what they were being told when they entered the English course.

The following Table presents the relationship that exists between the six challenges of language, education, housing, economic, culture and social interactions, and emotions and

how they collectively affect Saudi international students. The diagram also shows the association between Saudi international students and their knowledge and use of universities' support programs. Their other external supports include faith, family, friends, and the value to them of their studies. The diagram depicts the impact of the challenges and how the students can respond to them through different supports within their reach.

Table 2 - Challenges and support for adaption



CHAPTER 6: CONCLUSION

Based on the findings from this study, the main challenges facing Saudi international students include language, education, housing, economics, cultural and social interactions, and, emotional hardships. These challenges made life uncomfortable for these international students in Australia, especially in the early months of their arrival but most interestingly they developed strategies to solve and overcome their struggles. The strategies included working to supplement their financial resources from Saudi government scholarships, seeking support from the Saudi students' associations, and utilising help from other students from their home country. They were also motivated by their Islamic faith, which lent meaning to their hardships and strength to continue towards their goal. They placed great value on keeping up with their studies and not returning home in shame to their family. In some situations, their future job promotion or security depended on obtaining academic success. Of great value in helping these participants transcend their difficulties was the support and encouragement from family members who had come with them to Australia and Saudi friends in their new environment who offered information and concrete assistance with issues that arose.

It would appear from the findings that the universities are not providing enough help to guide and support new Saudi students in their adaptation to life in their new environments. Perhaps they are not providing the right help at the right time – especially at the critical point of arriving in Adelaide and beginning the transition to a new environment and unfamiliar academic studies. The participants also believed that they did not use the university support services because they were not familiar with them and that the university did not take the opportunity to inform them about the services early enough and in a way that helped them absorb the information. Due to the inherent stress of adjusting to the many differences

experienced upon arrival and the emotional state of the participants at this time, they were not always able to readily absorb extensive information and they found that they relied on volunteers to access the desired services. Despite all the situations they described as impacting on them negatively, it was evident that this small group of students demonstrated remarkable resilience and ended up adapting to life in Australia, gradually becoming more comfortable in their new environment and country.

6.1 Limitations

The research was effective in filling in some gaps on the issues of challenges faced by Saudi male international students in Adelaide but there were various limitations to the study that can be identified. For example there were methodological limitations especially in the sampling process. Only six male participants from Saudi Arabia were recruited for participation; therefore, limiting the generalizability of the results to other populations. In addition, a qualitative interview approach was used to collect the data, which has the potential to compromise the objectivity of the findings since such an approach is inherently subjective. Future research could consider methodological adjustments to enable the recruitment of a larger number of participants of different genders, and then use empirical methodologies to further investigate and expand the research problem.

6.2 Recommendations

Several recommendations emerged from the research, which may be useful for the Saudi government and the universities to consider as they develop support programs for international students and more specifically Saudi students. These are as follows:

- The Saudi Arabia Education Ministry and Saudi Arabian Cultural Mission should provide more initial information on the environments and challenges which Saudi students are likely to encounter in Australia;
- The universities could usefully support new students by sending them orientation information in their own language before they leave their home country on what they might find in their new environments and what initial support services are available;
- The universities could then provide additional information about support services that new students might find helpful shortly after they arrive;
- The universities need to take a more active role in helping students to acquire accommodation without being subjected to discrimination and exploitation;
- If universities could utilise students from the same culture and language group to assist new students, this would be greatly appreciated and would likely be very successful in eliminating stress and worry;
- The Saudi Students Association should be steadfast in leading the orientation of new students to provide knowledge about life in Australia, support programs, and channels through which the new Saudi students can be helped and linked with the Saudi Education Ministry;
- The Saudi Arabia Education Ministry and Saudi Arabian Cultural Mission should track all the students in Australia and develop mechanisms through which they can keep in contact with them and offer help when the need arises;
- The universities in Australia, the Saudi Arabia Education Ministry, the Saudi Arabian Cultural Mission and Saudi Students Association should cooperate to build a website with a smart app that includes all the information the new students need as an Arabic online course. Each potential new student should be asked to take this short course before traveling to Australia.

6.3 Implications for social work practice

The findings of the research confirm that Saudi international students face a myriad of challenges in their new learning environments. This means that social workers involved with international students in any context should be aware of these challenges in their approaches of dealing with international students to assist with their adjustment to Australia. Social workers could be more vigilant and identify international students who have no support in their new environment. They can help set up support services and make the new international learners aware of the services. They can also ensure that there are follow-up visits to evaluate the status of these students. The greatest implication for social workers is to recognise the resilience and strength that international students are likely to bring with them and the strategies they used to overcome difficulties. Social workers can gain considerably from understanding the motivations and emotional resources that were exhibited by the students in this study and to look for these attributes in other international students.

6.4 Future research

As a recommendation for future research, the researcher believes that further studies on this phenomenon in Australia with larger samples of international students and involving major cities such as Sydney, Melbourne, Perth and Brisbane would provide a broader and more comprehensive explanation of the experiences and living conditions for Saudi students. Further research attention could also focus not only on the students who show resilience, such as the ones interviewed for this study, but also on those who do not find the strength to continue and who drop out, return home or who fail, thus gaining a deeper understanding of the factors that contribute to the differences in success and lack of success.

6.5 Personal Reflection

I was pleased to have conducted this study because of its importance in documenting the challenges of adapting to life in Australia for Saudi students. The fact that the researcher is a

male Saudi student who had similar experiences gives the research an added depth due to the fact that he lived, experienced and understands the explanations, meanings and intention provided by the study participants. At the same time the researcher was shocked as he learned that some of the participants had suffered more than he had expected even though he had known and, in some situations, assisted them when they arrived in Australia. Some people may have been reluctant to ask for more help because they thought that they had already received an enormous amount of help. The opportunity that this research provided for them to sit quietly with an interested party listening to their experiences brought out detailed reflections on their struggles in adapting to life in Adelaide.

It was an honour to speak to the participants in this study and I would like to thank them for sharing their personal experiences so openly. Through this research, I learned a lot about the challenges faced by Saudi students and the ability of many individuals to meet and overcome the challenges. I am proud have carried out this research which has enriched my experience and contributed to building and developing my research skills.

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Appendix

*Appendix A: Ethics Approval from Flinders University Social and Behavioural Research Ethics Committee

11/3/2019

Mail - Ali Alzahrani - Outlook

8332 ETHICS approval notice (12 June 2019)

Human Research Ethics

Wed 12/06/2019 9:07 AM

To: Ali Alzahrani <alza0134@flinders.edu.au>; Keith Miller <keith.miller@flinders.edu.au>

Dear Ali Sarhan,

Your conditional approval response for project 8332 was reviewed by the interim Chairperson of the Social and Behavioural Research Ethics Committee (SBREC) and was approved. The ethics approval notice can be found below.

APPROVAL NOTICE

Project No.:	<input type="text" value="8332"/>		
Project Title:	<input type="text" value="Challenges of Adapting to Life in Australia for International Students of Flinders University"/>		
Principal Researcher:	<input type="text" value="Mr Ali Sarhan Alzahrani"/>		
Email:	<input type="text" value="alza0134@flinders.edu.au"/>		
Approval Date:	<input type="text" value="12 June 2019"/>	Ethics Approval Expiry Date:	<input type="text" value="1 December 2020"/>

The above proposed project has been approved on the basis of the information contained in the application, its attachments and the information subsequently provided.

RESPONSIBILITIES OF RESEARCHERS AND SUPERVISORS

1. Participant Documentation

Please note that it is the responsibility of researchers and supervisors, in the case of student projects, to ensure that:

- all participant documents are checked for spelling, grammatical, numbering and formatting errors. The Committee does not accept any responsibility for the above mentioned errors.
- the Flinders University logo is included on all participant documentation (e.g., letters of Introduction, information Sheets, consent forms, debriefing information and questionnaires – with the exception of purchased research tools) and the current Flinders University letterhead is included in the header of all letters of introduction. The Flinders University international logo/letterhead should be used and documentation should contain international dialling codes for all telephone and fax numbers listed for all research to be conducted overseas.
- the SBREC contact details, listed below, are included in the footer of all letters of introduction and information sheets.

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project

<https://outlook.office365.com/mail/inbox/id/AAQkADI2OTUzOGM3LTM0YzgtNGMwNi1hNzQzLWRkNzZjZDE2ZWY5NAQAQABuCDx5aykb4kzdxG...> 1/3

Number 'INSERT PROJECT No. here following approval'). For more information regarding ethics approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email human.researchethics@flinders.edu.au.

2. Annual Progress / Final Reports

In order to comply with the monitoring requirements of the *National Statement on Ethical Conduct in Human Research 2007 (updated 2018)* an annual progress report must be submitted each year on the **12 June** (approval anniversary date) for the duration of the ethics approval using the report template available from the [Managing Your Ethics Approval](#) web page.

Please note that no data collection can be undertaken after the ethics approval expiry date listed at the top of this notice. If data is collected after expiry, it will not be covered in terms of ethics. It is the responsibility of the researcher to ensure that annual progress reports are submitted on time; and that no data is collected after ethics has expired.

If the project is completed *before* ethics approval has expired please ensure a final report is submitted immediately. If ethics approval for your project expires please either submit (1) a final report; or (2) an extension of time request (using the modification request form).

First Report due date:

12 June 2020

Final Report due date:

1 December 2020

Student Projects

For student projects, the SBREC recommends that current ethics approval is maintained until a student's thesis has been submitted, assessed and finalised. This is to protect the student in the event that reviewers recommend that additional data be collected from participants.

3. Modifications to Project

Modifications to the project must not proceed until approval has been obtained from the Ethics Committee. Such proposed changes / modifications include:

- change of project title;
- change to research team (e.g., additions, removals, researchers and supervisors)
- changes to research objectives;
- changes to research protocol;
- changes to participant recruitment methods;
- changes / additions to source(s) of participants;
- changes of procedures used to seek informed consent;
- changes to reimbursements provided to participants;
- changes to information / documents to be given to potential participants;
- changes to research tools (e.g., survey, interview questions, focus group questions etc);
- extensions of time (i.e. to extend the period of ethics approval past current expiry date).

To notify the Committee of any proposed modifications to the project please submit a Modification Request Form available from the [Managing Your Ethics Approval](#) SBREC web page. Download the form from the website every time a new modification request is submitted to ensure that the most recent form is used. Please note that extension of time requests should be submitted prior to the Ethics Approval Expiry Date listed on this notice.

Change of Contact Details

If the contact details of researchers, listed in the approved application, change please notify the Committee so that the details can be updated in our system. A modification request is not required to change your contact details; but would be if a new researcher needs to be added on to the research / supervisory team.

4. Adverse Events and/or Complaints

11/3/2019

Mail - Ali Alzahrani - Outlook

Researchers should advise the Executive Officer of the Ethics Committee on 08 8201-3116 or human.researchethics@flinders.edu.au immediately if:

- any complaints regarding the research are received;
- a serious or unexpected adverse event occurs that effects participants;
- an unforeseen event occurs that may affect the ethical acceptability of the project.

Kind regards
Rae

Andrea Mather and Rae Tyler
Executive Officers, Social and Behavioural Research Ethics Committee
Research Development and Support
P: (+61-8) 8201 3116 | andrea.mather@flinders.edu.au
P: (+61-8) 8201 7938 | rae.tyler@flinders.edu.au

Flinders University
Sturt Road, Bedford Park, South Australia, 5042
GPO Box 2100, Adelaide, South Australia, 5001

http://www.flinders.edu.au/research/researcher-support/ebi/human-ethics/human-ethics_home.cfm



Proactively supporting our Research

CRICOS No: 00114A This email and any attachments may be confidential. If you are not the intended recipient, please inform the sender by reply email and delete all copies of this message.

Appendix B: Permission letter from president of Saudi Students Association



Date: 3 June 2019

Subject: Supporting research

To Whom It May Concern:

This is to express our support for request of Mr. Ali Alzahrani to conduct his research with Saudi students in Adelaide that aims to investigate:

1. The challenges of adapting to life in Australia for international students;
2. The impact of these challenges in terms of their benefit to student learning;
3. Whether international students are aware of programs offered by their University or other agencies to help them overcome challenges;
4. Whether international students have ideas to improve the current support programs.

We are supporting Mr. Ali by promote the research amongst our members; however, their involvement in the research will be subjected to their acceptance.

If you have any questions, please do not hesitate to contact me.

Ahmad Redaa

President of Saudi Students Association in Adelaide

Email: admin@saudi-adelaide.com

*** Interview questions***

1 What are the challenges of adapting to live in Australia for you as an international student?

A-Let me know about your experience in adapting to live in Australia.

B- What were the hardest cases you faced when you arrived in Australia?

C- How it was adapting to live in Australia?

D-What made the adapting challenges for you?

E- What caused the challenges?

2 What helps you to overcome these challenges?

A- let me what reasons that let you stay and not go back?

B- Do you have any strategy that helped you to stay?

C- what are support programs that help international students to adapt to live in Australia that you used as strategy?

D- Do you know any support program before arriving in Australia? If you know, let know more about it.

E- Do you know any support program after arriving in Australia? If you know, let know more about it.

F-who helped you when you arrived here?

4 How could the university or other agencies improve the current support programs?

A- What is missing in preparing you to live in Australia?

B- How can the University or other agencies make your placement experiences better?

C-Do you think there could have been a program in your home country which would have helped you better adapt?

D- What other ideas you could share to help the social work department to improve your experience?

Appendix C: Information sheet



INFORMATION SHEET

(for Saudi International Students)

Title: Challenges of Adapting to live in Australia for International Students.

Researcher(s)

Mr ALI ALZHRANI
College of Education, Psychology and Social Work
Flinders University
Tel: 0434748481
email: alza0134@flinders.edu.au

Dr Keith Miller
College of Education, Psychology and Social Work
Flinders University
P: +61 8 8201 5619
Email: keith.miller@flinders.edu.au

Description of the study

This study is part of the project titled the Challenges of Adapting to life in Australia for International Students . This project will investigate Challenges of adapting to life in Australia for international students and how these challenges impact their learning. This project is supported by Flinders University, College of Education, Psychology and Social Work.

Purpose of the study

- 1:** To investigate Challenges of adapting to life in Australia for international students.
- 2:** To investigate what helps them to overcome these challenges?
- 3:** To investigate whether international students are aware of programs offered by the University or other agencies to help them overcome challenges.
- 4:** To investigate whether international students have ideas to improve the current support programs.

What will I be asked to do?

You are invited to attend a one-on-one interview with a researcher who will ask you a few questions regarding your views about the challenges of adapting to life in Australia. Participation is entirely voluntary. The interview will take between 30 to 60 minutes. The interview will be audio recorded using a digital voice recorder to help with reviewing the results. Once recorded, the interview will be transcribed (typed-up) and stored as a computer file.

What benefit will I gain from being involved in this study?

The sharing of your experiences will help to identify the common challenges of adapting to life in Australia for international students and your comments and ideas may make difference for other students in helping to overcome these challenges.

Will I be identifiable by being involved in this study?

We do not need your name and you will be anonymous. Any identifying information will be removed, and your comments will not be linked directly to you. All information and results obtained in this study will be stored in a secure way, with access restricted to relevant researchers. Also if any illegal activity is inadvertently disclosed it will need to be reported to relevant authorities by the researcher. While no identifying information will be published, anonymity cannot be guaranteed.

Are there any risks or discomforts if I am involved?

Some participants may find it difficult to discuss a challenging issue which they faced when they arrived in Australia. If you feel uncomfortable, please contact International Student Services, Health and Counselling Service at your own University (see below) or outside the University such as Lifeline 13 11 14.

- **Flinders University students**

International student services (Flinders University)

Location and contact details

Location: Basement (B 10), Union Building.

Refer to the Flinders Campus map with ISS location for directions.

Postal address: Flinders University, GPO Box 2100, Adelaide, South Australia, 5001

Telephone: +61 8 8201 2717

Email: iss@flinders.edu.au

Health, Counselling and Disability Services

Level 3, Student Services Centre next to the Sports Centre.

Open: 8:45am - 5pm, Monday - Friday

Tel: (08) 8201 2118

Flinders University Student Association (FUSA)

Address: Level 1 Student Hub

Flinders University

Bedford Park 5042

Open Hours

9am – 5pm Monday – Friday

Phone: (08) 8201 2371

Email: fusa@flinders.edu.au

- **Adelaide University students**

International Student Support (ISS) (Adelaide University)

Level 6, Hughes building
North Terrace Campus
Opening hours: Monday 10.00am - 5.00pm; Tuesday - Friday 9.00am - 5.00pm
Tel: +61 (08) 8313 4828
Email: iss@adelaide.edu.au

- Student Life Counselling Support (Adelaide University)

Address: Ground Floor, Horace Lamb Building
North Terrace Campus
THE UNIVERSITY OF ADELAIDE
SA 5005 AUSTRALIA

Contact: T: +61 8 8313 5663
F: +61 8 8313 6463
counselling.centre@adelaide.edu.au

- South Australia University

International Student Support (ISS) (South Australia University)
City East
Level 3 - Playford Building Campus Central - City East
University of South Australia
Adelaide SA 5001
or City West
Level 2 - Jeffrey Smart Building Campus Central - City West
University of South Australia
GPO Box 2471
Adelaide SA 5001
Opening hours:
Monday to Friday 9.00am - 5.00pm
T: 1300 301 703
internationalsupport@unisa.edu.au

- Student Life Counselling Support (South Australia University)
UniSA Out-of-Hours Crisis Line: 1300 107 441 or text 0488 884 163 (5:00pm to 9:00am weekdays and 24hrs weekends and public holidays)

counsellors@unisa.edu.au

How do I agree to participate?

Participation is voluntary. You may answer 'no comment' or refuse to answer any questions, and you are free to withdraw from the interview at any time without effect or consequences. A consent form accompanies this information sheet. If you agree to participate please read and sign the form and send it back to me at alza0134@flinders.edu.au, or you can give it to me at the time of interview.

Recognition of Contribution and Time

I appreciate your time and your effort, however, there will not be any payment in exchange for participation.

How will I receive feedback?

On project completion, a final report of the project will be available to all participants via email.

Thank you for taking the time to read this information sheet, and we hope that you will accept our invitation to be involved.

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee in South Australia (Project number 8332). For queries regarding the ethics approval of this project, or to discuss any concerns or complaints, please contact the Executive Officer of the committee via telephone on +61 8 8201 3116 or email human.researchethics@flinders.edu.au

Appendix D: Letter of introduction



LETTER OF INTRODUCTION

Dr Keith Miller

Flinders Social Work

College of Education, Psychology and Social Work

Sturt Road, Bedford Park SA 5042
GPO Box 2100

Adelaide SA 5001

Tel: 08 8201 5619

Dear International student,

This letter is to introduce Ali Alzahrani who is a Graduate Diploma in Research Methods student in the College of Education, Psychology and Social Work at Flinders University. He will produce his student card, which carries a photograph, as proof of identity.

He is undertaking research leading to the production of a thesis or other publications on Challenges of Adapting to life in Australia for International Students.

He would like to invite you to assist with this project by agreeing to be involved in an interview which covers certain aspects of this topic. No more than one hour on one occasion would be required.

Due to the interview location and the small population pool, your anonymity cannot be guaranteed but your confidentiality will be assured. Be assured that any information provided will be treated in the strictest confidence and none of the participants will be individually identifiable in the resulting thesis, report or other publications. You are, of course, entirely free to discontinue your participation at any time or to decline to answer particular questions.

Since he intends to make a tape recording of the interview, he will seek your consent, on the attached form, to record the interview, to use the recording or a transcription in preparing the thesis, report or other publications, on condition that your name or identity is not revealed.

Any enquiries you may have concerning this project should be directed to me at the address given above or by phone on (0882015619), or e-mail (keith.miller@flinders.edu.au)

Thank you for your attention and assistance.



Yours sincerely

Dr Keith Miller

Senior Lecturer

College of Education, Psychology and Social Work Flinders University

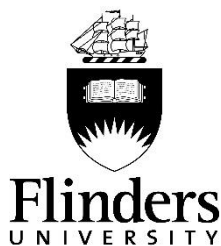
Social Sciences South (355)

GPO Box 2100 Adelaide SA 5001

email: keith.miller@flinders.edu.au

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project number 8332). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email human.researchethics@flinders.edu.a

Appendix D: Consent Form



**CONSENT FORM FOR PARTICIPATION IN RESEARCH
(Interview)**

Challenges of adapting to life in Australia for International Students.

I

being over the age of 18 years hereby consent to participate as requested in the for the research project with the title listed above.

1. I have read the information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
3. I agree to audio recording of my information and participation.
4. I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
5. I understand that:
 - a) I may not directly benefit from taking part in this research.
 - b) Participation is entirely voluntary and I am free to withdraw from the project at any time; and can decline to answer particular questions.
 - c) While the information gained in this study will be confidential and published as explained, on the basis that the interview will be undertaken in my place of study, anonymity cannot be guaranteed.
 - d) Whether I participate or not, or withdraw after participating, will have no effect on my progress in my course of study, or results gained.
 - e) I may ask that the audio recording be stopped at any time, and that I may withdraw at any time from the session or the research without disadvantage.
6. I understand that only the researchers on this project will have access to my research data and raw results; unless I explicitly provide consent for it to be shared with other parties

Participant's name.....

Participant's signature.....**Date**.....

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name.....

Researcher's signature.....**Date**.....

NB: Two signed copies should be obtained. The copy retained by the researcher may then be used for authorisation of Item 8 as appropriate.

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee in South Australia (Project number 8332). For queries regarding the ethics approval of this project, or to discuss any concerns or complaints, please contact the Executive Officer of the committee via telephone on +61 8 8201 3116 or email human.researchethics@flinders.edu.au

PARTICIPANTS NEEDED FOR RESEARCH IN

(Challenges of Adapting to life in Australia for International Students)

We are looking for volunteers to take part in a study of
Placement challenges

As a participant in this study, you are invited to attend a one-on-one interview with the researcher who will ask you a few questions regarding your views about the Challenges of Adapting to life in Australia for International Students and your thinking to improve your experience as an international student.

Your participation is entirely voluntary, confidential and it would take up to an hour of your time on one occasion. By participating in this study, you will help us with your experience to complete the study.

To participate in this study please contact:

Principal researcher: [Ali Alzahrani](#)
telephone on (0434748481) or Email (alza0134@flinders.edu.au)

This study is supervised by

Keith Miller PhD

Senior Lecturer

Flinders Social Work
College of Education, Psychology & Social Work

M: +61 414 190 064 I P: +61 8 8201 5619

E: keith.miller@flinders.edu.au

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project number 8332). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email human.researchethics@flinders.edu.au



Flinders
UNIVERSITY
ADELAIDE • AUSTRALIA

***Email from Flinders Library**

10/04/2019

Mail - alza0134@flinders.edu.au

RE: Booking room for research CRM:02070002640

Ask Flinders

Fri 5/04/2019 1:31 PM

To: Ali Alzahrani <alza0134@flinders.edu.au>;

Hi Ali,

Thank you for your email. You would be welcome to use one of our bookable student group study spaces to conduct your interviews. These spaces can be [booked up to two weeks in advance](#), and may be used for a maximum of two hours at a time, for a maximum of four hours per week.

These rooms are designed as group study spaces for students and are not usually used for the kind of activity you are proposing. I am unsure of the nature of your interviews, however I would like to mention that these rooms are glass walled, located within student study spaces and hardly sound proof. If a measure of privacy or quiet is required, you may be best advised to investigate other options. If you have not already, please come in and view the spaces for yourself to ensure they are appropriate for your needs.

Please let me know if I can answer any further questions

Kind regards,
Phoebe

Phoebe Nicholls
Library Services | Flinders University
P: 1300 354 633 (option 3) | E: library@flinders.edu.au
Facebook: fb.me/flindersuniversitylibrary
Twitter: @flinderslib

This email and any attachments may be confidential. If you are not the intended recipient, please inform the sender by reply email and delete all copies of this message.

----- Original Message -----

From: Ali Alzahrani;
Received: Thu Apr 04 2019 11:43:15 GMT+1030 (Australian Central Daylight Time)
To: library@flinders.edu.au ;
Subject: Booking room for research

Hello,

I'm Ali Alzahrani. I study a Graduate Diploma in Research Methods in social work with Dr Keith Miller. In Semester 2, I will begin collecting data from students. I want you to confirm if I could book a room in purposes to conduct interviews. The estimated period for collecting data from 05/08 to 30/08/2019 and the interview will be one-hour and during the work hour. The estimated number of booking is 4 to 7 times during that time.

I know I can book a room by using my student account, however, I want to know if there is another way to book for the researchers

If I can book a room either with my student account or another way, please confirm that by a confirmation letter to submit with my ethical applications to the HRD.

Please let me if you need further information.

Kind regards

ALI

2147806

***Email from the State library in the City**

6/6/2019

Mail - alza0134@flinders.edu.au

Booking study room

Ali Alzahrani

Thu 6/06/2019 11:49 AM

To: slsainfo@sa.gov.au <slsainfo@sa.gov.au>;

Hello,

I'm Ali Alzahrani. I study a Graduate Diploma in Research Methods in social work at Flinders University. my supervisor is Dr Keith Miller . I want you to confirm if I could book a study room in purposes to conduct interviews. The estimated period for collecting data from 05/08 to 30/08/2019 and the interview will be one-hour and during the work hour. The estimated number of booking is 3 to 6 times during that time.

If I can book a room, please confirm that by a confirmation letter to submit with my ethical applications to the HRD at Flinders University .

Please let me if you need further information.

Kind regards
ALI

Study Rooms @ SLSA

[SLSA:Information Desk <SLSAInformationDesk@sa.gov.au>](mailto:SLSAInformationDesk@sa.gov.au)

Thu 6/06/2019 11:55 AM

To: Ali Alzahrani <alza0134@flinders.edu.au>;

Hello Ali

We have 6 study rooms available for booking by members of the public. They are for group study, so minimum 2 people. The maximum time allowed is 3 hours per day. There is no charge to use the rooms.

Call 8207 7250 (Mon. to Fri. 10 – 5) to make bookings.

regards

SLSA Information Desk

State Library of South Australia
North Terrace Adelaide SA 5000 | GPO Box 419 Adelaide SA 5001
P: +61 8 8207 7248
slsainformationdesk@sa.gov.au | www.slsa.sa.gov.au

SLSA Information Desk

State Library of South Australia
North Terrace Adelaide SA 5000 | GPO Box 419 Adelaide SA 5001
P: +61 8 8207 7248
[slsainformationdesk@sa.gov.au]slsainformationdesk@sa.gov.au | www.slsa.sa.gov.au



'Information contained in this email message may be confidential and may also be the subject of legal professional privilege or public interest immunity. If you are not the intended recipient, any use, disclosure or copying of this document is unauthorised.'

THINK B4U Print

***Email from the Oasis**

10/04/2019

Mail - alza0134@flinders.edu.au

RE: ALi- booking room

Lisa Chandler

Thu 4/04/2019 3:24 PM

To: Ali Alzahrani <alza0134@flinders.edu.au>;

Hi Ali,

Thank you for your email.

We have the Common room as a bookable space within Oasis. Once you know the dates you would like to book, let me know and I can check the availability for you.

Kind regards,

Lisa

Lisa Chandler
Receptionist/Office Co-ordinator
Oasis

Flinders University | Sturt Road, Bedford Park | Adelaide | SA 5042
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From: Ali Alzahrani <alza0134@flinders.edu.au>
Sent: Thursday, 4 April 2019 11:35 AM
To: Enquiries Oasis <oasis@flinders.edu.au>
Subject: ALi- booking room

Dear Lisa,

I hope this email finds you well,

I'm Ali Alzahrani. I study a Graduate Diploma in Research Methods in social work with Dr Keith Miller. In Semester 2, I will begin collecting data from an international student. I want you to confirm if I could book a room in purposes to conduct interviews. The estimated period for collecting data from 05/08 to 30/08/2019

<https://outlook.office.com/owa/?path=/mail/AAMkADI2OTUzOGM3LTM0YzgtNGMwNi1hNzQzLWRkNzZjZDE2ZWY5NAuAAAAAAD36mmRnWL...> 1/2

10/04/2019

Mail - alza0134@flinders.edu.au

and the interview will be one-hour and during the work hour. The estimated number of booking is 3 to 5 times during that time.

If I can book a room, please confirm that by a confirmation letter to submit with my ethical applications to the HRD.

Please let me if you need further information.

Kind regards
ALI
2147806

Kind regards
ALI ALZHRANI
2147806
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