**NEAR EAST UNIVERSITY**

**INSTITUTE OF GRADUATE STUDIES**

**DEPARTMENT OF EDUCATIONAL PROGRAMS AND INSTRUCTION**

**AN EXAMINATION OF ADAPTATION TO CAMPUS ACCORDING TO EDUCATIONAL PROGRAMS FOR INTERNATIONAL STUDENTS IN IRAQ**

**M.S.c. THESIS**

**Shno HUSSEIN**

**Nicosia**

**September, 2022**

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**MS.c. THESIS**

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**September, 2022**

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We certify that we have read the thesis submitted by Shno Hussein titled **"An Examination Of Adaptation To Campus According To Educational Programs For International Students In Iraq Tertiary"** and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of MS.c. of Educational Sciences.

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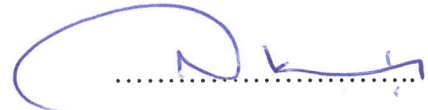
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## Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Shno HUSSEIN
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**Abstract**

**An Examination Of Adaptation To Campus According To Educational Programs For International Students In Iraq**

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The study aims to examine the adaptation to campus according to educational programs for international students in Iraq tertiary education. The study is patterned according to qualitative, quantitative and adaptation scale research methods and is performed with a focus group interview. The research included six lecturers and five international office administrators of 6 private universities in Erbil, Kurdistan Region of Iraq. In the study, a semi-structured interview form was used in obtaining the opinions of lecturers and international office administrators. Additionally, a quantitative examination approach of three hundred and sixty-four international students' adaptation scale dimensions (school safety, interpersonal relations, and teaching and learning) was also applied. Frequency tabulations were applied to further analyse the demographic details of the study participants using a combination of SPSS and Nvivo data analysis programs. Additionally, the significance of each adaptation scale dimension was primarily tested using independent t-tests computed with the aid of SPSS. The results of the study showed that introducing international students to their respective teachers is the most important way of introducing them to their programme of learning. The study notes that challenges limiting their effectiveness comprise the lack of personnel required to effectively coordinate the introduction process, language barriers and insufficient resources to effectively implement all the required orientation programs and activities. The practical and managerial implications of this study call for increased use of debates and group work to meet students' classroom psychological needs will go a long way in improving the success of classroom socialisation activities and programs used in tertiary institutions.

*Keywords:* Adaptation, activity learning, educational programs, international students, orientation, socialisation.

When was the study conducted

Permission to use the scale in methodology

Hypothesis in chapter one

# Özet

## Irak Yüksek Okulu Uluslararası Öğrencilerin Eğitim Programlarına Göre Yerleşkeye Uyumunun İncelenmesi

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Çalışma, Irak yükseköğrenimindeki uluslararası öğrencilerin eğitim programlarına göre kampüse uyumunu incelemeyi amaçlamaktadır. Araştırma nitel, nicel ve uyarlama ölçekli araştırma yöntemine göre desenlenmiş ve odak grup görüşmesi ile gerçekleştirilmiştir. Araştırmaya Irak Kürdistan Bölgesi Erbil'deki 6 özel üniversitenin altı öğretim görevlisi ve beş uluslararası ofis yöneticisi katılmıştır. Araştırmada öğretim üyeleri ve uluslararası büro yöneticilerinin görüşlerinin alınmasında yarı yapılandırılmış görüşme formu kullanılmıştır. Ayrıca, üç yüz altmış dört uluslararası öğrencinin uyum boyutlarının (okul güvenliği, kişilerarası ilişkiler ve öğretme ve öğrenme) nicel bir inceleme yaklaşımı da uygulanmıştır. SPSS ve Nvivo veri analiz programlarının bir kombinasyonu kullanılarak çalışma katılımcılarının demografik ayrıntılarını daha fazla analiz etmek için frekans tabloları uygulandı. Ayrıca, her bir uyarlama ölçeği boyutunun önemi, öncelikle SPSS yardımıyla hesaplanan bağımsız t-testleri kullanılarak test edilmiştir. Çalışmanın sonuçları, uluslararası öğrencileri kendi öğretmenleriyle tanıştırmanın, onları öğrenim programlarıyla tanıştırmanın en önemli yolu olduğunu göstermiştir. Çalışma, etkinliklerini sınırlayan zorlukların, tanıtım sürecini etkili bir şekilde koordine etmek için gerekli personel eksikliğinden, dil engellerinden ve gerekli tüm oryantasyon programlarını ve etkinliklerini etkin bir şekilde uygulamak için yetersiz kaynaklardan oluştuğunu belirtmektedir. Bu çalışmanın pratik ve yönetsel çıkarımları, öğrencilerin sınıftaki psikolojik

ihtiyaçlarını karşılamak için tartışmaların ve grup çalışmasının daha fazla kullanılması çağrısında bulunurken, yükseköğretim kurumlarında kullanılan sınıf sosyalleştirme etkinliklerinin ve programlarının başarısını artırmada uzun bir yol kat edecektir.

*Keywords:* Uyum, aktivite öğrenme, eğitim programları, uluslararası öğrenciler, oryantasyon, sosyalleşme.

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**List of Abbreviations**

**EFA**:           Education for All

**SMDGs**:         Sustainable Millenium Development Goals

**SPSS**:          Statistical Package for the Social Sciences

**UN**:            United Nations

**UNESCO**:      United Nations Educational, Scientific and Cultural
Organization

**UNICEF**:       United Nations International Children's Emergency Fund

**WES**:          World Education Services

# CHAPTER I

## 1. Introduction

International students refer to students who migrant from their countries to study in other countries (Lee, 2020). The United Nations Educational, Scientific and Cultural Organisation, (UNESCO), (2006) regards international students as students who do not have permanent residency in the host country and who complete their entry qualification to their current level of study in the host country. Though these two definitions indicate a similar feature of international students being of an international background, much is not known regarding how their issues of adjustments, unique problems, and customary communication styles, social support and values influence how they interact with the host students and teachers in an academic setting. This is because these aspects are distinct from those of the host country's students and teachers (Khakunova et al., 2020; Yilmaz, Sahin & Nazli, 2020), thus, presenting new challenges for international students affecting their socialisation qualities, expectations and experiences, and orientation.

Meanwhile, Britannica (2017) regards socialisation as a process through which individuals learn to adjust to a society or group and behave in an acceptable predetermined manner established by the society or group. Regarding international students, one can consider that a classroom containing international students has various cultures. On the other hand, orientation is a course introducing a new situation or environment (Al Musawi et al., 2020). Others consider an orientation course as a course of instruction, or education imparted in a series of lessons or meetings (Valenti, Lund & Wang, 2020).

A study by Singh (2017) considers that classrooms with international students are characterised by a classroom environment composed of integrated shared values and norms. Thus, international students' ability to socialize with the host students and teachers will demand orientation and certain skills, which they might have or be forced to acquire directly from learning on indirectly on their own.

Britannica (2017) established that student socialisation activities involving international students tend to demand emotional maturity, social understanding and other social skills. Such can present several challenges, especially in classrooms containing at least half international students (Singh, 2017). Though this also presents several opportunities for both students and teachers, it is important to ensure that this does not undermine students' academic performance. A study by Wu and Wilkes (2017) acknowledges that international students' incapacity to socialise with other students and teachers adversely affects the development of their personalities. Other studies consider this as having adverse effects on students' academic achievement (Riaño & Piguet, 2016; Riaño, Lombard & Piguet, 2018). Nevertheless, it remains essential for teachers and academic officials to ensure that the classroom interaction environment is conducive for both domestic and international students. Such is vital in contemporary educational situations characterised by increased globalization, mass migration and innovative changes in international students' tastes, and preferences (Khakunova et al., 2020; Lee, 2020). Hence, this calls for studies to understand the context under which classroom international students can be orientated and effectively socialise in a tertiary classroom environment. Such helps in developing an effective and world-class international tertiary learning environment that fosters creativity, promotes innovation and encourages learning leading to improved student performance.

Globalisation has had a significant impact on tertiary institutions and an increase in globalisation trends has opened several countries to either a high influx or outflux of international students. With countries making huge efforts to position themselves better and reap more benefits from globalisation, tertiary institutions were considered to have adjusted their strategies in line with such trends (Knight et al., 2021). This is because they can earn more revenue by positioning themselves in line with such trends (Alazmi, 2021). Besides, creating an international learning environment is one of the key strategic methods used to enhance both the quality of education and the international status of a university (Knight et al., 2021). Hence, tertiary institutions desire to have a huge number of international students enrolled with them.

Having students of various international backgrounds is vital for enhancing cultural diversity. The benefits of cultural diversity are significantly linked to

improving learning conditions (França & Padilla, 2021) and students' academic performance (Schwieter, Jackson & Ferreira, 2021). These two keynote objectives are of paramount importance in understanding why the global student market makes significant efforts to lure huge numbers of international students. Besides, international students tend to contribute to a country's human capital development (Ten Yulia, Prikhodko & Linnikov, 2021). Additionally, the quality of knowledge and skills acquired by international students is a valuable asset capable of positively transforming a country's economic and social progress. For this reason, countries like New Zealand, Australia and Britain have been making huge immigration policy adjustments to attract more international students.

Meanwhile, there are various propositions regarding the importance of attracting international students to domestic students. França and Padilla (2021) assert that international students play a vital role in transforming domestic students into global international thinkers. Such ideas are based on arguments put forward suggesting that students tend to learn and adopt certain lifestyles, cultural values and ideas from other students, especially international students (França & Padilla, 2021). Ten Yulia, Prikhodko and Linnikov. (2021) contend that the presence of international students in tertiary institutions' classrooms helps to influence domestic students' minds and perceptions about academic and non-academic matters. These ideas bring insights into the importance of international students in a country's tertiary institutions.

Meanwhile, attracting international students requires several social and economic adjustments. A good learning environment is influenced by a series of academic and non-academic factors. Social and economic factors are key notable factors that influence international students' performance and ability to continue learning in foreign countries (Chen, 2021). Studies have shown that international students use education as an escape route out of their social, political and economic problems (Bound, Braga, Khanna & Turner, 2021; ). Hence, have been known to migrate to other foreign nations in search of better opportunities when faced with challenges in another foreign country (Hung, 2021; Knight et al., 2021; Singh, 2017). Tertiary institutions and the government at large tend to lose in such situations. Thus, they tend to make several social and economic adjustments. Tertiary institutions can adjust their operational strategies to accommodate international students. One of the

notable ways is to create a good socialisation and orientation platform on which international students can socialise with both domestic students and residents. Socialisation and orientation are vital and can enhance both international students' learning experience and performance (França & Padilla, 2021). There is also an element of cultural exchange of ideas from which domestic students and residents can benefit from international students. The cultural exchange of ideas is connected to improvements in social dynamics and perceptions (Schwieter, Jackson & Ferreira, 2021). As such, it becomes easy and beneficial to understand how other people, especially foreigners approach learning and life-related situations. Therefore, there is a connection linking together globalisation, changes in international student trends, changes in social and economic dynamics and university settings and strategies, socialisation, orientation and the cultural exchange of ideas.

International students can find it difficult to adjust and cope with a foreign country's educational settings and lifestyles. Singh (2017) established that international students can have difficulties coping with study costs. This has been a major issue in Iraq's tertiary institutions as universities are charging exorbitant fees of at least US$ 3000 per semester. Apart from that, international students can find it challenging to cope with learning styles used in foreign countries' tertiary institutions (Lee et al., 2021). This is a common problem with classes mixed with huge numbers of domestic students with various social and lingual backgrounds. Iraq's tertiary institution classrooms are composed of students with various ethnical backgrounds speaking various languages. As such, academic teachers are sometimes forced to use local dialects to explain certain ideas. Using local dialects in academic classes can be disturbing and make the learning process unenjoyable, especially for international students who are not capable of understanding and speaking local dialects.

Iraq is made up of various social groups with different ethical, cultural and lingual dialects. Notable examples include Kurdish Sorani, Kurdish Bandini, Suni Arabs, Shia Arabs, Yazidi, etc. As such, they have distinct economic backgrounds, religious beliefs, traditions, cultural values, norms, and beliefs. These social groups are responsible for the creation of various and highly diversified social and cultural environments whose effects are highly visible in tertiary institutions. The diversity of Iraq's ethical and lingual dialects is also visible in its education sector, especially in higher tertiary institutions and thus, tertiary institutions are composed of a highly

diversified group of students. Tertiary education, also referred to as third-level, third-stage or post-secondary education, is the educational level following the completion of secondary education (Chiguvi & Tadu, 2020).

Another important factor that draws attention is the presence of international students from neighbouring countries. Numerous international students studying in Iraq's tertiary institutions are from Central Baghdad, Syria, Lebanon, the Philippines and other countries (Ministry of Education, 2020). This is further enhancing cultural diversity in tertiary institutions, especially at a time war-related problems have been increasing in Central Baghdad, and Syria, and causing students to flee to Kurdistan.

The interaction of students in a highly diversified cultural environment is distinctively different from non-diversified cultural environments. For example, countries like Kurdistan and North Cyrus' cultural environments are increasingly becoming well-diversified because of an increase in the number of foreigners and international students. As a result, their tertiary institutions have highly diversified cultural and religious environments. The kind of communication, different languages and language skills used to interact between students of each respective environment differ significantly. One can contend that students have to master both the verbal and non-verbal elements of communicating with each distinct student (Singh (2017). This also includes using body gestures to communicate messages. Messages that are well articulated are easily conveyed, received and understood, thus, making the communication process much more effective. However, there is much more than the mere process of students communicating with each other. Teachers as well do interact with students and this places concerns regarding a broader subject that can encompass all these aspects into one explainable subject matter. Therefore, socialisation and orientation become keys to analysing these aspects.

With Iraq having several ethnical groups, studies can consider it to be an ideal place for international student study (Lee et al., 2021; Singh, 2017). However, this subject demands examinations, notably when Iraq's population and higher educational dynamics are continuously changing. Furthermore, Ward and Masgoret (2008) commenting on the increasing cultural diversity in countries like Iraq, argue that from an international point of view, Iraq has a limited time to accept and respond effectively to its increasing cultural diversity. This has an important bearing on students' socialisation and orientation in tertiary institutions and no study has

examined this in the context of Iraq's universities. Hence, this study will be the first of its kind to explore this issue. Thus, more significant contributions will be provided through this study. Apart from its originality, this study caters for several academic factors like religious background to analyse how it influences the degree of socialisation in tertiary institutions.

Bilateral trade and a peace agreement signed between the Baghdad government and native Kurdish resulted in Iraq being established as a bi-cultural country. Hence, the rising numbers of international students in Iraq have significantly seen such diversity rising to a higher level. Besides, Iraq can be regarded as a heterogeneous country, which is distinct from homogenous countries like Britain and Australia (Williams & Johnson, 2011). This has implications for the manner native groups react to international students. For instance, studies have shown that host students in homogenous countries have an apprehension towards intercultural communication (Williams & Johnson, 2011). This can be caused by their ethnocentric tendencies, which cause them to behave in a racist manner towards international students and this has been a common problem in the USA (Williams & Johnson, 2011). Such a scenario is not visible in Iraq and would remain undesirable. Iraqi's highly diversified cultural environment is characterised by loving, friendly and caring local people who are open and joyful to have foreigners around them. Hence, the way local people socialise with foreigners is distinctively unique and worth cherishing. At this stage, it is imperative to note that international students' socialisation and orientation in Iraq are not only limited to the classrooms but also extend to include orientation and socialisation with native people. Kurdish and Arabic are the most highly and dominantly used communication languages and with a high number of students being of Islamic background, orientation and socialisation between some international students and host students has been swift and easy. However, there remain challenges capable of undermining socialisation and orientation in Iraq's tertiary institutions are Arabic and contain various lingual forms and expressions, which differ between all the Islamic nations.

Attempts are being made by Iraqi's ministry of education and private universities to build stronger links with international institutes (Ministry of Education, 2020). Such efforts are vital for helping international students with high study costs and learning styles challenges in Iraq. Tuition fees from international

students studying in Iraq have exceeded one million dollars in annual revenue (Iraq Ministry of Finance, 2020). This denotes a major stumbling block to Iraq's efforts to attract more international students. Therefore, such efforts are commendable as they result in high levels of educational efficiency and the development of high-quality graduates.

International enrolments in Iraq tertiary education form a small portion of the total enrolments and programmes are balanced for local, national, regional and global content. Though this arrangement prepares students for local and international job markets (Schwieter, Jackson & Ferreira, 2021), much needs to be addressed regarding how socialisation and orientation influence such outcomes. Studies show these interactions and related outcomes are widely concentrated in countries like the USA (Williams & Johnson, 2011), Britain (Riaño & Piguet, 2016), Switzerland (Riaño, Lombard & Piguet, 2018), and Turkey (Yilmaz, Sahin & Nazli, 2020). These aspects need to be extended to Iraq as well, and this study has managed to address this concern. Hence, this study's originality is reflected in this matter. Additionally, this aids in understanding better socialisation and orientation in Islamic tertiary institutions. Extending studies on this subject matter helps students to understand, develop and effectively use their socialisation skills in interacting with both domestic and international students. Thus, they can learn and understand better, and acquire vital cultural and social values from international students. Besides, there are other various benefits linked to such abilities, but they have never been explored in highly dominated Islamic tertiary institutions.

Meanwhile, there have been commendable and notable efforts implemented by Iraqi's ministry of education to adopt the English language as a foreign language in tertiary institutions (Ministry of Education, 2020). This implies that the lingual diversity in Iraqi tertiary institutions is high, especially when international teachers are being recruited to teach English language courses. It is therefore important not to overlook socialisation and orientation aspects as both teachers and students are affected because most teachers are foreigners with no or little Arabic or Kurdish background. Such concerns are catered for by this study and go further to explore their implications on student-to-student, and teacher-to-student socialisation.

As noted in the previous ideas provided in the background of the present study's, international students have distinct shared values and norms that are

significantly different from that of the host country (Cemalcilar, 2010). This inevitably implies and shows that international students' socialisation and orientation are bound to be influenced by issues of adjustments, unique problems, customary communication styles, economic, language social support and values. Consequently, this further influences how they interact with the host students and teachers in an academic setting. Classrooms with international students are characterised by a classroom environment composed of integrated shared values and norms. Such presents major issues, especially in Iraq's tertiary classrooms which are composed of various cultural values and norms like Kurdish Bandin, Kurdish Sorani, Arabic, et cetera. Besides, student socialisation and orientation activities involving international students tend to demand emotional maturity, social understanding and other social skills (Britannica, 2017). However, Iraqi's tertiary classroom situations are not well known and this presents the following challenges;

1) Problems in identifying gaps in expectations and provision that international students and their teachers have in the context of their socialisation and orientation in an Iraq tertiary learning environment. Such includes challenges undermining one's potential to identify what international students expect and experience in their socialisation and orientation into an Iraq tertiary setting.

2) Problems in establishing what providers of tertiary education, consider important to international students' socialisation and orientation.

3) Problems in identifying the social challenges and successful practices of socialisation and orientation in an Iraq tertiary classroom.

## 1.1 Research Problem

There is not enough research on the reasons why most international students fail to adapt to domestic tertiary institutions and learning conditions. This has obscured an understanding of how adaptation programs can be structured to improve international students' socialisation and orientation. Thus, the present study seeks to address these problems and this, therefore, leads to the present study's aims which are highlighted in the next section. This research includes efforts to understand what providers of tertiary education, consider important to international students'

socialisation, orientation, motivation and reasons. Such also includes identifying socialisation and orientation problems, and gaps, and exploring the social challenges and successful practices of socialisation in an Iraq tertiary classroom.

## 1.2 Purpose of the Study

The study focuses on examining the adaptation to campus according to educational programs for international students in Iraq tertiary education classrooms. The aim is to identify international students' socialisation and orientation motivations, reasons, effects, gaps, challenges, expectations, and provisions required for developing successful socialisation practices in Iraq's tertiary institutions.

## 1.3 Research Questions

The overall question is what are the international students' socialisation and orientation motivations, reasons, effects, gaps, challenges, expectations, and provisions required for developing successful socialisation and orientation practices according to educational programs in Iraq tertiary institutions? These aims were broken down into the following research questions:

1) What are the opinions of tertiary institutions lecturers' regarding adaptation to campus, socialisation and orientation of international students according to educational programs?

2) What are the student's perceptions of orientation programs according to educational programs in tertiary institutions?

3) What are the opinions of tertiary institutions' administration personnel regarding international students' socialisation and orientation according to educational programs?

In line with the above-mentioned aims and stated research questions, the study also tested the following hypotheses;

- *Hypothersis 1:* There is a significant statistical difference in teaching and learning dimension of tertiary institutions'university environments.
- *Hypothersis 2:* There is a significant statistical difference in the interpersonal relations dimensions of tertiary institutions' school environment.

- *Hypothersis 3:* There is a significant statistical difference in the school safety dimensions of tertiary institutions' school climate.

## 1.4 Importance of the Study

The present study is vital for enhancing students' understanding of the importance of socialisation and orientation in tertiary institutions. Such is vital for creating a multicultural learning environment that fosters creativity and enhances students' academic performance. International models of socialisation and orientation are still yet to be applied in Middle East countries like Iraq as they are highly concentrated among others, in Western countries like New Zealand (Singh, 2017), the United States of America (USA), (Cemalcilar, 2010), Colombia (Pineda-Báez et al., 2019). Hence, the study offers original; ideas that cannot only be applied in Iraq's tertiary institutions but can be generalised and applied to other Middle East countries with relatively similar educational backgrounds and conditions. Besides, the present study is the first of its kind and this shows its originality and novelty in addressing socialisation and orientation issues and ideas of international students in Iraq tertiary institutions. Consequently, this will add more knowledge and improve students' understanding of Iraqi tertiary institutions.

Meanwhile, there are visible global changes in international students' migrations being observed worldwide (Riaño & Piguet, 2016; Riaño, Lombard & Piguet, 2018; Wu & Wilkes, 2017). Besides, studies show that international students are becoming more sophisticated such that quality services matter most than prices (Khakunova et al., 2020; Lee, 2020). Hence, the effective ability of Iraqi education to partake and benefit from such global trends, rests on their effective capacity to understand the essence of their tertiary environment in attracting students, creating a conducive learning environment for them, and continuously developing it in line with international standards. Thus, this study provides a foundational base on which such targets can be attained.

Classroom socialisation and orientation influence various pedagogical aspects ranging from teaching methods, communication, error correction, and academic achievement. Hence, providing new and relevant ideas becomes instrumental in improving these pedagogical aspects, and this study serves to fulfil the exact and if not, then broader purposes.

**1.5 Definition of Terms**

The following definitions were operationalised to attain the established study goals related to the socialisation of international students in Iraq tertiary education classrooms;

*Educational programs:* The Oxford Dictionary defines an educational program as a process of teaching, training and learning, especially in schools, colleges or universities, to improve knowledge and develop skills (Oxford Dictionaries, n.d). With regards to tertiary institutions, various diplomas, undergraduate and graduate degree programs are offered as part of their educational programs. Meanwhile, international students are well-known for pursuing educational programs offered by foreign educational institutions because of the need to secure better employment opportunities (Lipura & Collins, 2020), high-quality education (Pham, Tomlinson & Thompson, 2019), as a way of relocating from their countries (Krsmanovic, 2021).

*Socialisation:* is the process of internalizing another society's norms and ideologies by demonstrating emotional maturity, social understanding and other social skills with the intention of learning (Yilmaz, Sahin & Nazli, 2020, p.62). Grek (2017) regards socialisation as an interactive process through which people learn the beliefs, values, attitudes, and habits of a certain social group. Others regard it as a process of internalizing society's ideologies and norms (Van Poeck & Östman, 2019). The above definition illustrates important aspects of socialization. That is, they show that socialisation includes both learning and teaching. Therefore, the definition of socialisation can be operationalised in the context of international students as the process through which international students interact with domestic students, other foreign students and teachers to learn the beliefs, values, attitudes, and habits of a foreign country.

*Orientation:* According to Yan and Pei (2018) orientation is the process of introducing students to both their university and programs of learning. With a key number of student outcomes being linked to programs of learning, orientation is vital for psychological and motivational purposes (Börjesson, 2017). As such, this study operationalises the term orientation as education that is imparted in a series of lessons or meetings aimed at introducing new students to a new situation or

environment so as to motivate them and psychologically help them achieve their academic goals.

*International students:* Are students from other countries studying in a foreign country are characterised by different cultural values and norms, and language differences, which they have to effectively interact with other students and teachers and learn (Mudathir, 2014, p. 23). Given such differences, international students' socialization differs significantly and requires orientation and adaptation programs. Hence, the importance of this study in examining the adaptation to campus according to educational programs for international students in Iraq tertiary education.

## 1.6 Limitations of the Study

Time was important and the timing of administering the scale was limited by the busy schedules of the students leading to the less exact study. Furthermore, the prevalence of Covid-19 limited the study's coverage regarding the number of participants involved. Therefore, a convenient sample of international students studying in Erbil universities was used in examining the socialisation and orientation of international students in the Iraq tertiary education classroom. Furthermore, information on the number of international students in Iraq is scattered and not readily available because of a lack of data-capturing centres in Iraq.

# CHAPTER II

## 2. Literature Review

### 2.1 The Notions of Education and Tertiary Education

Education is one of the key factors required for attaining social and economic development objectives. Contemporary studies show that education is part of the list of efforts needed in attaining Sustainable Millennium Development Goals (SMDGs) Kopnina, 2020; Nazar, Chaudhry, Ali & Faheem, 2018). Other studies contend that both the development of a country and its civilisation are highly dependent on education (Leicht, Combes, Byun & Agbedahin, 2018; Shizha & Makuvaza, 2017). Henry Peter Brougham, a British Liberal, said in the 19th century, "Education makes people easy to lead, but difficult to drive; easy to govern but impossible to enslave" (Lecaros, 2018).

Several benefits are linked to the importance of supporting and developing education in both developing and developed economies. For instance, it is widely accepted that well-educated employees are capable of improving the productivity capacity of an organisation (Nuhu, 2021; Ur Rahim, Gul & Asma, 2020; Yigsaw, Jomanainen, & Tukiainen, 2021). Thus, both the organisation and the employee will benefit from increased productivity levels and performance standards and output leading to the growth and development of that particular organisation. Other studies related the benefits of education to social and cultural; development purposes, as they consider such developments as necessary to cater for the ever-changing environment and world system (Chester, Klemera, Magnusson, Spencer & Brooks, 2019; Sethi, Sharma, Chauhan & Jaiswal, 2020). Nevertheless, the importance of education is of significant influence in any sector and country. Hence, it is important to develop any country's educational system.

Meanwhile, tertiary education can also be defined as including undergraduate and graduate credentials, and any level of education pursued beyond high school (Chiguvi & Tadu, 2020). Furthermore, Chiguvi and Tadu (2020) regard it to be some form of specialized education offered in a specific field that is taken after finishing high school. The key features that distinguish tertiary education from other forms of education are that it is offered by specialist institutions such as universities,

polytechnics and some colleges, and is non-compulsory. Furthermore, other features such as being delivered either as distance learning or virtually, are also prominent features to reckon with when examining matters about tertiary education (Singh, 2017). Most importantly, tertiary institutions provide academic degrees, diplomas or certificates as credentials. Such is of huge importance, especially in Iraq whose educational system has been affected by political problems. Thus, efforts to understand better international students' orientation and socialisation skills and how they affect their performance are influenced by such developmental patterns.

## 2.2 An Empirical Overview of Tertiary Education In Iraq

Efforts to analyse the role and effects of socialization are best understood by narrowing down the scope of the study to a specific group of students. Studies consider that socialization in higher education is distinctively different and occurs on much higher levels than in any other education institution (Barnet et al., 20019; de Witt, 2015; Al-Shaikhly, 2017). For this reason, this study draws its attention to higher education, especially in Iraq where related empirical studies do not exist. The Iraq education system developed in four as follows;

**The first phase - Education in Iraq in 1920:** This is the period in which Iraq obtained its independence from British rule in 1920 (Zaidi & Abutiheen, 2018). Iraq's educational system was poorly developed at this stage and required a lot of improvements. A high number of Iraqi citizens were illiterate during this period and this meant that more efforts and effective programs were required to enhance Iraq's literacy rate. As a result, substantial efforts to improve Iraq's educational system were established in 1921 with a primary focus on improving both public and private educational systems (Shanks, 2018). It is during this period that notable higher education developments were implemented to improve Iraq's tertiary education system. This was evidenced by the development of the University of Baghdad which incorporated the introduction of various faculties like Law and Arts, Engineering, and Medicine (Ameen, Willis & Abdullah, 2019). As a result, this first phase of Iraq's educational development was the most significant and created a good platform on which future educational developments were based. Much of the educational developments observed during this phase were significantly influenced by economic activities and the introduction of policies aimed at empowering Iraqi individuals. Hence, more development started emanating during this period and went on to be

observed in the second phase which was highly characterised by major economic improvements.

**The second phase – Education in Iraq between 1958 and 1970:** This stage was marked by major financial injections into Iraq's educational system following an increase in oil revenue inflows (AL-Obaidi, 2015). Furthermore, AL-Obaidi (2015) noted that there were major social and economic changes that transpired following improvements in Iraq's oil revenue inflows. As such, such changes and improvements caused major improvements in students' enrolment in both primary, secondary and tertiary institutions. This was further accompanied by the establishment of modern universities in Iraq and the setting up of the University of Baghdad in 1957 was a major force to reckon with (AL-Obaidi, 2015; Issa & Jamil, 2010). Then, other universities such as the University of Al-Mustansirya and the University of Technology were set up during the 1960s in Baghdad as well as other universities in Sulaymaniah, Mosul and Basra. In addition, there was also an increase in the number of established technical institutions that was accompanied by a surge in the demand for qualified technicians (AL-Obaidi, 2015; Al-Shaikhly, 2017; Issa & Jamil, 2010).

**Third phase - Education in Iraq from 1970 to 1990:** This is considered to be the most vital stage in Iraq's educational sector's history (AL-Obaidi, 2015). AL-Obaidi (2015) states that during this stage, there were remarkable constitutional developments designed to implement effective legislative improvements in all sectors. This follows the achievement of 36 billion dollars of Iraq's income in 1978 by Iraq's economic sector (Al-Tikriti, 2017). Subsequently, efforts to vertically and horizontally expand Iraq's educational sector were enacted during the same period (AL-Obaidi, 2015). The resultant outcomes were improvements in the number of young people who were able to read and write (UNESCO, 2013). It is during this phase that a free educational system was introduced to reduce illiteracy, which saw six million students from kindergarten up to grade twelve being enrolled in educational institutions (UNESCO, 2013). The paramount benefit of the free educational system is that it was made available and free to foreigners and every Arab wanting to study in Iraq (Al-Rawi et al., 2015). As a result, UNESCO (2013) reported that Iraq's educational system was one of the best educational systems in the Middle East during the period from 1970 to 1990. This was supported by a decline in

illiteracy among fifteen to forty-five age groups as well as gender parity in enrolment to below ten percent (UNESCO, 2013). Major developments involve (1) implementing recreational, artistic and sports activities, (2) adoption of educational technologies, (3) consolidating the relationship between production, labour and education, (4) teacher training programs, (5) introduction of modern and international examinations and assessment methods, (6) integration of western study books, and (7) adoption of modern educational practices were observed during this period in Iraq's educational system (AL-Obaidi, 2015; Al-Tikriti, 2017; UNESCO, 2013).

**Fourth phase - Education in Iraq from 1990 - Present Time:** This is one of the notable phases that saw major increases in the demand for tertiary education in Iraq's history following effective response by each Iraqi governorate (Issa & Jamil, 2010). Furthermore, AL-Obaidi (2015) contends that Iraq's educational system was ranked as one of the best in the Middle East in terms of access and equality before the Gulf war in 1990. However, the prevalence of the Gulf war in 1990 together with the destructive effects posed by the U.S. troops against Iraq significantly impaired Iraq's educational system and Issa and Jamil (2010) reported that it is now one of the lowly-ranked educational systems in the Middle East (Al-Tikriti, 2017). Such problems affect the very foundations of Iraq's education system. As it stands, the Iraqi government faces stiff challenges in financing not only education but also other economic and social activities. Al-Tikriti (2017) a decline in government spending towards education citing a decline in the government's overall budget. According to UNESCO (2013), this was compounded by the occupation of Iraq by the U.S. forces in April 2003 which destroyed more than 80% of Iraq's educational institutions. Al-Rawi et al. (2015) noted that 84% of Iraq's higher education institutions were destroyed while hundreds of academics were assassinated (Al-Rawi, et al., 2015). However, the aftermath of the war saw student enrolment rates rising to at least 55% and literacy rates rising to at least 60% as the government continues to support educational developments (UNESCO, 2013). Additionally, there has been an increase in internation al aid directed towards supporting economic and social activities in Iraq following the increased level of peace and stability enjoyed in Iraq.

**2.3 Socialisation**

Socialisation is defined as a learning process used by individuals in developing their personalities by adapting to another person`s culture (Lamamra, 2017). Grek (2017) regards socialisation as an interactive process through which people learn the beliefs, values, attitudes, and habits of a certain social group. Others regard it as a process of internalizing society's ideologies and norms (Van Poeck & Östman, 2019). The above definition illustrates important aspects of socialization. That is, they show that socialisation includes both learning and teaching. Therefore, the definition of socialisation can be operationalised in the context of international students as the process through which international students interact with domestic students, other foreign students and teachers to learn the beliefs, values, attitudes, and habits of a foreign country.

It is vital to note that socialization is strongly connected to developmental psychology and other related studies contend that the importance of socialisation is connected to survival (Wette & Furneaux, 2018; Sonnenschein, Barker & Hibbins, 2018). Such can be supported by ideas given by Kim (2020) contending that individuals require social experiences to learn their culture and to survive. Moreover, it is also essential to consider that socialisation is an ongoing or continuous process of learning and influences important aspects like students' actions, beliefs, and behaviour.

The extent to which international students can successfully and effectively integrate their experiences with the hosts' culture is influenced by a set of interactive factors encompassing opportunities for being immersed in the hosts' culture and language (Baas, 2019). Consequently, Gannon (2020) uses sociolinguistics to define socialisation as enculturation into a group through which all participants become members of the group and the group becomes a socio-cultural totality. Thus, this definition does not consider socialisation to be a process of learning to like and live with social differences. As a result, socialisation is a process that encompasses unplanned spontaneous verbal reactions and strongly emphases oral communication as social interaction.

Meanwhile, Sonnenschein, Barker and Hibbins's (2018) examination of language barriers uncovered that successful cross-cultural communication requires

an effective understanding of each other's verbal and nonverbal communication. Along similar lines, Singh (2017) emphasis the importance of communication skills as instrumentals in boosting self-confidence and intercultural communication competence in everyday life. Most importantly, with regard to international students, communication skills allow them to attain a sense of wellbeing when making cross-cultural adjustments to that of the host country. Zeivots (2021) pursued this further and states that it is vital to think and act interculturally in an appropriate manner to achieve successful global communication.

In earlier examinations made by Kang (2014), the importance of international students adapting to the new environment is seen as crucial. Such propositions follow Kang's arguments denoting that the host community regard international students as outsiders based on the host communities' cultural perspectives. Nonetheless, the challenges faced by international students in Iraq are less significant compared to Britain and the United States (Orange, 2015). This is because Iraq's educational system is designed to promote diversity, access and equality by integrating students from various cultural backgrounds (AL-Obaidi, 2015). As a result, the tertiary environment in Iraq can be said to be well-designed to promote and foster socialisation. This mirrors the observation made by Brunton et al. (2017) alternatively denoting that socialisation levels provide key indications of the relational qualities and processes' diversity contributing to the attainment of socialisation goals.

Gao (2017) discovered that a high command of the English language significantly influences cultural assimilation. This entails that international students with a low command of the English language will encounter severe challenges during cultural assimilation. Prior examinations by Wu et al., (2015) denoted that a major barrier to international students' proficiency through orientation and socialisation in Canada is the lack of English language. Furthermore, they observed that students often pretend to understand conversational content and suggested that low English proficiency causes acculturative stress, which significantly hinders classroom orientation and socialisation. These ideas are validly crucial because language provides insight and understanding of a new culture. On a similar note, economics, sustainability, local and national policies, digital learning and learning pedagogy influence the development of Iraq's tertiary institutions' physical

infrastructure and institutional development. These developments tend to accompany the growth of international students in Iraq's tertiary education institutions (AL-Obaidi, 2015).

Schäfke, Mayoral Díaz-Asensio and Hvidt (2018) established that pressure by tertiary institutions to compete for a huge share of the international student market forces them to deal with distinct social issues affecting students in the host country. Their arguments were derived from observations made denoting that struggle with adjustment, separation from friends and family, and their changing roles and responsibilities problems are common features among incoming international students.

By exploring the types of challenges faced by international students, Meier (2018) discovered that graduates capable of drawing tertiary education transcending borders are well posed to tackle global challenges and changes in global labour market problems. Meier further noted that though international students' migration is considered as brain drain, it actually serves as economic advantages through commercial contacts. This is presumed to be a result of skills and peculiar forms of knowledge gained by international students as well as the cultural diversity benefits, they have on the classroom and campus learning environment.

In a study by Bloomfield et al. (2021), it was established that a new cultural environment causes a high rise in ambiguity and uncertainty cases among newly arrived international students. As a result, Bloomfield and others proposed that a form of social interaction proposed and defined by Wang and Kim (2013), as the degree to which new international students experience cooperative social interaction with their group members, and satisfaction with other group members is necessary for assisting international students in acquiring social capital resources. Furthermore, they believed that such a move acts as a form of support and a source of information required by new international students. This mirrors Leigh's (2020) study suggestions denoting that social interaction is essential for assisting teachers to assume proactive roles and responsibilities necessary for providing crisis management and psychological support to international students. Furthermore, Szabo et al. (2015) reckon that social interaction is one of the keys through which international students can effectively deal with acculturation stress. Nonetheless, it is

vital to note that teachers' and students' acculturative stress is very high when the class composition is significantly dissimilar. As a result, the Iraq government enacted legislation setting codes of practice in tertiary institutions detailing how they can deal with international students (AL-Obaidi, 2015). Such codes are structured according to services, advice and student support offered by tertiary institutions (AL-Obaidi, 2015)

Finally, from a different angle of analysis, Soltani (2021) cautions that international students must demonstrate high intellectual competence and motivation levels in their academic endeavours irrespective of the challenges they encountered when transitioning to a new environment. However, this alone is insufficient as teachers must play an active role to ensure that this is successfully accomplished. Hence, the need to adopt adaptation programs is essential and recommended for such tasks. Similarly, Pedersen et al., (2011) cited the importance of international students shifting away from their socio-linguistic group so as to have a significant culturally engaging experience. As a result, this study harmonises an interpretive view of the learning culture in an Iraq classroom and discusses ways through which international students can be integrated into Iraq tertiary institutions characterised by diverse cultural backgrounds and beliefs so as to build healthy learning relationships and boost socialisation and orientation. This is because psychological adaptation is appraised differently according to each student (Bloomfield et al., 2021; Wang & Kim, 2013), especially when they undergo imminent life changes when they study in foreign countries.

### 2.3.1 Socialisation and orientation in education

Classroom socialisation can easily and effectively be achieved in classrooms characterised by a multi-cultural makeup classroom with a foundation in intercultural experience and intercultural competence (Lamamra, 2017). Grek (2017) contends that intercultural communication is vital for bridging cross-cultural orientation and socialisation. This is vital and demanded in Iraq tertiary institutions that are multicultural and enhance host students' desire and facilitation in achieving a diverse classroom learning environment and preparing themselves for an internationalised workplace environment. Besides, Iraq classrooms as social learning centres comprise huge numbers of students with diverse cultural backgrounds and beliefs.

Meanwhile, Larbi and Fu (2017) contend that the constantly changing interplay between academic, sociocultural, economic and political factors influences the internationalisation of tertiary. Thus, international students will opt to study in foreign countries based on their personal values and experience or their combination through various challenges. Bista (2018) highlighted that host and international students can be psychologically and better adjusted when they build solid social ties thereby building a unique institutional identity. However, Bista noted that it is practically challenging for students to maintain individuality within a group environment because each student has distinct traditions, values and cultures.

An earlier examination by Liberman (1994) outlined that critical thinking approach and interactive teaching styles posed challenges for Asian students studying in the United States of America irrespective of them being beneficial for their learning, Jennings (2017) documented that international students whose countries focus on role learning have difficulties in adjusting to foreign countries' teaching styles. The existence of challenges undermining international students is not a new phenomenon. Börjesson (2017) outlined reasons why students encounter challenges in adjustment to tertiary environments. It was discovered that the reasons are neither course nor clinically related but revolve around orientation, socialisation and acculturation. On the contrary, Gebregergis (2018) established that an increase in international student enrolments in tertiary institutions causes a personality crisis and culture shock that undermines an individual's self-esteem.

It is crucial to note that socialisation is a behavioural element of human interaction that has attracted studies in various fields and contexts. As such, socialisation and orientation problems in tertiary classrooms have been viewed as the responsibility of both students and teachers (Van Poeck & Östman, 2019). In addition, Wette and Furneax (2018) consider them to be tertiary institutions' instrumental values because of individual service, international collaboration, multiculturalism and the free flow of ideas. In support of this notion, Sonnenschein, Barker and Hibbins (2018) outlined that the satisfaction of emotional and personal needs and friendship are the basics of socialisation and orientation. However, challenges in the form of participation, learning, communication, and cultural and social differences in matters of choice continue to grapple with socialisation and orientation initiatives as students undergo a transition process of acculturation

(Gebregergis, 2018). Other challenges such as independent learning styles, balancing income-generating work with study, financial difficulties, different living circumstances and unfamiliar food are also some of the listed prominent challenges affecting international students (Szabo et al., 2015; Wu et al., 2015). In support of this observation, Zhu and Bresnahan (2018) found that Asian students have cultural differences that prevent their willingness and ability to ask questions and oral participation in class. This compels teachers to have a proper understanding of adjustment problems faced by international students.

Another line of studies shows that adapting to new ways of learning and social capital is instrumental to international students' success (Larbi & Fu, 2017). This helps them create a conducive social environment that facilitates their adaption to the unfamiliar multi-cultural grouping. Martirosyan, Bustamante and Saxon (2019) noted that there were not distinctions placed on Asian students in Australian tertiary education institutions as they were labelled as homogeneous with similar educational experiences and cultural backgrounds. However, they outlined that other adverse features and forms of behaviour shown by international students are a result of cultural distance which causes negative outcomes such as medical consultations, anxiety and depression. Yan and Pei (2018) opine that socialisation and orientation are a channel through which international students achieve cultural learning and make psychological adjustments in a multicultural environment. On the other hand, Xie and Wong (2020) contend that international students are transient visitors to the host country's academic community and are a vital element of tertiary education's academic, cultural and social context. Under such cases, the contend that ethnic diversity is beneficial and offers several distinct benefits.

### 2.3.2 Socialization and orientation in Iraq students

Every human right of children is violated by war. Iraqi children's lives and their families' livelihoods have become unstable in recent years. Hundreds of their friends and family members have died as a result of the conflict in the places where they live. There are detrimental impacts of armed conflict on Iraqi children, as well as the efforts that must be taken to improve their situation through the adaptation of socialization and orientation methods It is evident that a complete solution to child protection issues. Ending the conflict is the most important factor in ensuring the

preservation of Iraqi students. Family and educational order, as well as social stability, are essential components of attempts to improve socialization among students.  Student safety, security, and well-being should be at the top of the national agenda to create a more positive future for Iraq, both economically and socially Bashkin, 2006).

The self-contained classroom's culturally homogeneous learning environment provided Iraqi children with a unique opportunity to grow to enhance respect and promote appreciation for the host culture, strengthen cultural identity and enhance a sense of ethnic identity. However, it is plausible to assume that international students can continuously feel excluded and struggle academically even with special education programs. On the other hand, hybridized cultural environments, in which the norms, values, and expectations inherent in our public education system make room for the norms, values, and expectations of students from outside the majority culture, appear to have a positive impact on these students' educational experiences and educational achievement.

When there is a severe environmental disruption, little or no attention has been paid to how people use technology to restore partnerships. We're particularly interested in examining collaboration resilience, or how people continue to cooperate with workgroups or socialize over long periods of disruption. We did an empirical study of persons living in two countries who had their professional and personal life disrupted by conflict for a long time. Technology, on the other hand, played a significant role in providing people with alternative resources to reconstruct, adjust, and develop new work and social routines. People produced new technical and physical resource assemblages. We look at how new resources were used to create new routines, which led to a greater reliance on virtual work and, in certain cases, deeper changes to the system.

Rabia and Hazza (2017) conducted a qualitative exploratory study analysing 16 Arab international students' adjustment processes in the Northeast of the United States. The students were drawn from the United Arab Emirates, Syria, Saudi Arabia, Oman, Kuwait, Jordan and Iraq that had lived in the United States for two to five years. While further study is needed, these findings suggest that specific programming and outreach by US higher education institutions could help Arab

international students acclimate to their host campus's academic and social environment.

## 2.4 International Students

International students are simply students from other countries studying in another country (Barton, Hartwig & Cain, 2015). Others consider them to be "non-immigrant" visitors studying in foreign countries meeting at least one of the following criteria:

- Has a visa to enter a foreign country.
- Holds a non-immigrant visa status allowing him or her to entry into a particular country.
- Does not have legal permanent resident status or citizenship.
- Is temporarily staying in a foreign country.

It is commonly documented that international students undergo a series of challenges when studying abroad (Dervin, Du & Härkönen, 2018; Shih, 2017; Soltani, 2021; Yan & Pei, 2018). Of paramount importance is adaptation challenges but there is not much empirical development of further methods on how to address such challenges. Hence, there is a need to extend further studies analysing the various adaptation challenges faced by international students when studying in foreign tertiary institutions. In line with such attempts, Baas (2019) underscores the need to deal with the economic and social hardships faced by international students. Though Dervin, Du and Härkönen (2018) address similar concerns, little has been done to also examine how international students socialise and which forms of behaviour they demonstrated under such circumstances, especially when confronted with economic and social hardships (Baas, 2019). However, nascent ideas suggest that international students often have language, interacting, comprehending, and articulating problems in classrooms (Baas, 2019; Dervin, Du & Härkönen, 2018; Shih, 2017; Soltani, 2021; Yan & Pei, 2018).

Zeivots (2021) conducted a study aimed at analysing international students undertaking graduate programs in American universities with the aim of uncovering the challenges they face in their academic studies. As such, the uncovered that most international students' participation in class seminar discussions was very low and subject to low motivation levels. A prior examination by Gao (2017) comparing

Taiwan, Korea, and Chinese graduate students with American graduate students also established relatively similar findings but outlined that insufficient content knowledge and anxiety were the major problems affecting international students' classroom adaptation. This reinforces the notion to extend further classroom adaption studies.

Kim (2020) shifted focus to academic professors' perceptions of academic Korean college students' cultural and linguistic difficulties when studying in the United States. Challenges such as problems in answering negative questions, expressing vital thoughts, considering their lecturer as having total authority, and feeling uncomfortable speaking in class were listed a common among Korean college students. Related studies also expand this list to include a lack of familiarity with social rules required when interacting with other students as well as teachers and members of society (Gannon, 2020; Leigh, 2020; Singh, 2017).

Studies reckon that most of the problems faced by international students can be reduced by encouraging socialization (Wette & Furneaux, 2018). However, much needs to be examined as to how and why socialization can help in dealing with problems faced by international students. Hence, the next section examines the concept of socialization and how it is practised in higher education institutions.

## 2.5 Social Challenges for International Students

Studies have covered subject matters pertaining to the various challenges faced by international students. By commencing with a study by Szabo et al., (2015), it is noted that stress experienced because of separation from home and family is a major force to reckon with. As such, they outlined that the key solution lies in the manner in which students respond after the transition to a new country (Szabo et al., 2015). This evidences prior study ideas denoting that international students' difficulties are not limited to cross-cultural adaptation situations (Wu et al., 2015). This is because transition challenges comprise aspects such as cultural adaptation, daily routines, diet, language proficiency and acclimatisation. Consequently, Wu et al., (2015) reported that a major barrier to international students' proficiency through orientation and socialisation in Canada is the lack of English language. Hence, it was observed that students often pretend to understand conversational content and

suggested that low English proficiency causes acculturative stress, which significantly hinders classroom orientation and socialisation.

Shih (2017) progressively asserts that adapting to the new educational environment, socio-cultural adjustments, stressors of second language anxiety and socio-cultural adjustments contribute to acculturative stress experienced by international students. This mirrors contemporary discoveries made by Soltani (2021) citing educational environment, socio-cultural adjustments, anxiety and socio-cultural adjustments as key triggers of stress among international students. However, previous examinations by Yan and Pei (2018) denoted perceptions of local people towards international students significantly affect international students' cross-cultural adjustment.

Le and McKay (2018) pinpointed that the decision by international students to study in particular foreign countries is subject to social, economic and emotional factors. Hence, unwelcoming tendencies demonstrated by locals towards international students together with strict government policies towards foreigners can deter them from pursuing their academic goals in such countries. This evidently shows that the adaptation together with the socialisation of international students is subject to external factors beyond the control of tertiary institutions. Hence, the significance of adaptation and orientation programs is in this context justified and calls for similar practical measures to be undertaken by tertiary institutions. Supporting ideas by Kang (2014) call for host countries to provide international students with sufficient information about their culture and social activities to deal with adverse perspectives and enhance international students' adaption.

In a different circumstance aimed at determining the performance of international students, Heng (2017) outlined that host students and international students' past experiences with students of different cultural backgrounds influence their current behaviour towards other students. In a comparative analysis of Iraq students' international and documented learning experiences between academic teachers in Iraq and foreign teachers in other countries, Leigh (2020) found that teachers are friendly to students and provide guidance and hospitality to students and are approachable. This reinforces the notion of culture and other social values having

an interplay in international students' adaptation and socialisation in tertiary institutions.

In an attempt to find ways of enhancing international student satisfaction, Wen, Hu and Hao (2018) disclosed that racial discrimination significantly undermines international students' social relationships, activities and satisfaction. Their findings indicate the need to structure classroom orientation and socialisation programs and activities not only according to classroom needs but also according to social aspects surrounding international students' study environment.

Wang and Lin (2019) cite that classroom orientation, socialisation and intercultural social apprehension are incapacitated by the local students failing to befriend international students and intolerance of cultural diversity, as well as the failure of the host society to assimilate foreigners. Such effects are against tertiary institutions' attempts to create dynamic learning environments. This aligns with Soltani's (2021) suggestions denoting that such actions are against human rights stipulations and demands that measures be taken to recognize students as individuals and integrate them as part of society. Nonetheless, international students' habits, values, lifestyles, and perceptions of the world can contradict classroom orientation and socialisation dynamics. Dervin, Du and Härkönen (2018) suggested that various collegiate, instrumental or scholastic orientation and socialisation methods be used in classrooms to meet learning demands and classroom expectations. Their propositions imply that classroom orientation and socialisation strategies must correlate with international students' motives to study.

By dealing with a different line of adaptation aspects, Rivas, Hale and Burke (2019) established that international students undergo a transitional social isolation and separation stage when relocating to other countries. Their argument was centred on the need to highlight the importance of orientation and socialisation in their countries and how it influences their transitional social isolation and separation stages. The reason was that they believed that previous orientation and socialisation experiences were essential in developing their interactive skills with other students. Hence, they regard orientation and socialisation as processes of learning cultural norms through observing, interacting and listening to other classroom members (Rivas, Hale & Burke, 2019).

Soltani (2021) introduced the subject matter of students' perceptions about the world influencing their classroom behaviour as well as their use of knowledge. Similar traits were noted by Martirosyan, Bustamante and Saxon (2019) when they examined the social issues affecting international students. As such, they listed illness, crisis originating at home, unrealistic expectations, acculturative stress and language barriers as the five broad types of mental health stressors faced by international students. Furthermore, Martirosyan, Bustamante and Saxon (2019) outlined that homesick students tend to withdraw from orientation and socialisation activities because of anxiety towards social situations, poor study skills and decision making. However, they sidelined attempts to uncover the various forms of acculturative stress' mental and physical manifestations. In response, Wang and Lin (2019) listed feelings of inferiority, sadness, helplessness, headaches, fatigue, isolation and gastrointestinal problems as the known symptoms of mental and physical acculturative stress. Besides, Sonnenschein, Barker and Hibbins (2018) had previously pointed out that opening ways through which international students can deal with stress and interact more with the host country's nationals, enhances their immersion into the new culture and psychological adjustments. Wette and Furneaux (2018) also supported the idea that host-national friendship creates the opportunity for students to boost their orientation and socialisation through social interactions and discussions. Moreover, Leigh (2020) further asserts that international students who have had more interaction with host nationals experienced less loneliness and homesickness resulting in lower levels of depression and anxiety compared to students who actively engage in active social interactions with co-nationals. Nonetheless, Baas (2019) argues that orientation and socialisation are bound to be influenced by an individual's social class, race, gender, experience and other salient characteristics.

The above-provided insights show that effective classroom orientation and socialisation programs and activities are developed on the premise of the effective eradication of social challenges faced by international students. Such establishments will be incorporated in this study and interview questions will be structured to specifically cater for such concerns.

**2.6 Empirical Literature Review**

Empirical studies on international students' socialisation and orientation in tertiary institutions are still evolving and the extent to which these studies are changing is widening research gaps. For instance, examinations made by Mahfoodh (2014) highlight that socialisation and orientation vary significantly not only according to the context under which it is applied but according to various institutional factors. Furthermore, Mahfoodh highlights that differences between oral academic discourse socialisation and orientation can impose challenges on international students, especially undergraduate students. Such observations have important implications on the applicability of the established findings that were derived from a developed Malaysian country's perspective. Hence, their applicability in countries like Iraq where tertiary institutional settings, culture, language, gender, and religious factors vary significantly and are bound to uniquely influence international students' socialisation and orientation in tertiary institutions. Hence, this calls for academic attention to explore the effects of such factors on international students' socialisation and orientation in Iraq's tertiary institutions.

Barton, Hartwig and Cain (2015) argue in their study that international students' experience of practicum in teacher education affects their internationalisation and professional socialisation and orientation. Their findings denoted that individual students have unique personal attributes that affect their overall experience of practicum in teacher education. Such findings are restricted to personal attributes, assessment, pedagogy, teaching and learning relationships and contexts. As a result, they do not consider cultural, language, gender, and religious differences that are bound to significantly influence international students' socialisation and orientation in tertiary institutions. This further supports and aligns with this study's objective and the importance of establishing how cultural, language, gender, and religious differences affect international students' socialisation and orientation in tertiary institutions.

Several studies examining the subject matter of socialisation and orientation tend to draw different ideas from various countries. As a result, the identified empirical problems are related to both the ideas and context. For instance, Gao (2017) conducted a study on Mainland Chinese undergraduates to analyse their

academic socialisation and orientation. The findings showed that socialisation and orientation in such situations can be enhanced by socially and linguistically aligning international students with domestic students. Additionally, it was suggested that associated resources and supportive social networks must be made available to international students to aid them to socialise better with local students and their teachers. On the other hand, a study by Singh (2017) examines the socialisation and orientation of international students in a New Zealand tertiary education classroom. The established findings emphasised the importance of cultural and social engagement practices as notable strategies to enhance. Sonnenschein, Barker and Hibbins (2018) conducted a study examining higher education students' professional socialisation and orientation. They suggested that different stakeholders and engaging various stakeholders are the keys to improving international students' socialisation and orientation skills and academic performance.

Meanwhile, a study conducted by Wette and Furneaux (2018) highlighted that several academic discourse socialisation and orientation challenges are affecting international students. As a result, they argued and highlighted that academic discourse socialisation and orientation difficulties faced by international students are a result of socio-cultural and psychological problems. Therefore, this study proposes to extend their ideas concerning the socio-cultural and psychological problems on international students' socialisation and orientation skills and academic performance in tertiary institutions. Consequently, they suggested that strategies must be put in place to assist international graduate students entering English-medium universities in coping with academic discourse socialisation and orientation challenges. Hence, their proposed strategies will be applied and examined in the context of a novel and still yet-to-be-examined Iraq tertiary institution scenario.

In another study, Kim (2020) contends that international students' academic socialisation and orientation are influenced by their intercultural sensitivity, especially in non-English-speaking higher education. Though their findings are based on a Korean case study, the implications of such findings bear huge importance in any country's related tertiary institutions. Such is important, especially in Iraq's non-English-speaking tertiary institutions. This can further be supported by the vast language and cultural differences existing in Iraq as noted by languages like Kurdish Sorani, Kurdish Badini, Arabic, Persian, etc.

Gannon (2020) provided solutions needed in improving socialisation and orientation skills and the findings were established from examinations made on international service firms. However, it was suggested that socialisation and orientation can be supported by introducing mentoring and mobility in such firms. The same suggestions can be applied in the context of international students and will imply that academic teachers must introduce relatively similar mentoring and mobility to support international students' efforts to socialise with their counterparts.

Leigh (2020) provides vital guidelines for developing strategies aimed at improving international students' efforts to socialise with their fellow students. Leigh recommended that specific socialisation and orientation structures and guidelines must be used for such purposes. This is in support of this study's argument showing that the socialisation and orientation environment in Iraq is significantly different from that of other countries and requires specific strategies. This can also be supported by relatively similar suggestions made by Zeivots (2021) showing that socialisation and outsiderness bumps are bound to occur in tertiary institutions but require unique approaches matching students' academic level and other related factors.

Soltani (2021) established that high school international students tend to go through a period of transition experiences that affects their socialisation and orientation. Soltani also argues that strategies are required to improve international students' education transitions. Such measures indirectly show that transitional problems are affecting international students' education transitions in foreign countries. However, such problems were not identified and hence, this study seeks to identify such problems by assessing international students and the international student office staff's views about socialisation in Iraq's tertiary institutions.

# CHAPTER III

## 3. Methodology

This chapter provides details about the procedures and methods that were used to carry out this study. That is, it focuses on research design and procedures, data collection procedures and research instruments, participants and sampling methods, data analysis procedures reliability and validity tests. It also addresses the inherent ethical considerations placed towards carrying out this study.

## 3.1 Research Design

A mixed method research approach comprising qualitative and quantitative research designs, and document analysis were applied in carrying out this study so as to aid in analysing both the international students, administration personnel and lecturers' opinion about the adaptation of international students to campus according to educational programs in tertiary institutions. Meanwhile, qualitative research is the process of collecting, analyzing, and interpreting non-numerical data (Ezzy, 2013) and its application in this study were to assist in understanding how international students, administration personnel and lecturers subjectively perceive and assign meaning to the adaptation of international students to campus according to educational programs in tertiary institutions. Besides, Gagani (2019) contends that qualitative descriptions are vital for suggesting possible dynamic processes, effects, connections and causes. The other benefits of qualitative research design include examining unavailable forms of knowledge to obtain new ideas (Farghaly, 2018) and creating more room for contradictions and/or ambiguities in the data to reflect social reality (Gagani, 2019).

On the other hand, Hoy and Adams (2015) defined quantitative research as a process of collecting and analysing numerical. Quantitative research is characterised by various features and one chief feature is the use of structured tools. İt is known that quantitative research uses structured tools such as questionnaires, surveys or polls in collecting data (Goertzen, 2017). As a result, quantitative research was applied in this study so as to test causal relationships between variables, make predictions, and generalize results to wider populations. The benefits of applying

quantitative research in this study included rapid analysis, testing and validating existing theories and scientific objectivity (Hoy & Adams, 2015). Bloomfield and Fisher (2019) noted that researchers using quantitative research can be able to collect actionable and in-depth data from respondents. The other feature is that quantitative research relies on the use of a sample-sized number of respondents (Bloomfield & Fisher, 2019). Moreover, the sample size reflects the actual population and estimations done on the sample size are presumed to reflect the actual situation of the population (Bloomfield & Fisher, 2019). The other feature relates to the existence of close-ended questions that can be asked by respondents. According to Hoy and Adams (2015), close-ended questions can be created in line with the research objectives in collecting vital information required in achieving such objectives. Other studies highlight that quantitative research creates more room to examine previous related studies in studying factors related to the research (Bloomfield & Fisher, 2019; Goertzen, 2017). Additionally, it is highlighted that the application of quantitative research methods allows the researcher to present information using various formats like tables, charts and graphs to enhance understanding (Apuke, 2017; Hoy& and Adams, 2015). Most importantly is the idea that the results can be generalised to apply to the whole population (Farghaly, 2018).

Applying quantitative research was essential for specifying orientation and socialisation measurements and how they were measured (Roni, Merga & Morris, 2020). Besides, other studies supporting the application of quantitative research methods cite that it is instrumental for broadening the study to include more subjects (Apuke, 2017), making more generalisations (Gagani, 2019), and enhancing objectivity and accuracy (Farghaly, 2018). Additionally, this approach made it possible to analyse the orientation and socialisation patterns in cognition, emotion, motivation and behaviour of international students' in Iraq tertiary education (Hoy & Adams, 2015; Roni, Merga & Morris, 2020). A study by Hoy and Adams (2015) contends that the application of quantitative research is essential for eliminating bias. This is because quantitative research methods do not impose limits on biasing of results or personal comments. The results achieved are numerical and are thus, fair in most cases.  As a result, this was instrumental in answering the following proposed research questions;

1) What are the opinions of tertiary institutions lecturers' regarding adaptation to campus, socialisation and orientation of international students according to educational programs?

2) What are the student's perceptions of orientation programs according to educational programs in tertiary institutions?

3) What are the opinions of tertiary institutions' administration personnel regarding international students' socialisation and orientation according to educational programs?

Since the study involved soliciting international students, administration personnel and English and Learning (EL) program lecturers' opinions, interviews were used to determine their opinions about the adaptation of international students to campus according to educational programs in tertiary institutions. This was followed by the application of an adaptation scale used to determine how international students adapt to campus according to educational programs in tertiary institutions.

## 3.2 Population and Sampling

International student participants were selected from a cluster sample of private universities in Erbil, North Iraq. The reason is that several international students studying in Erbil are enrolled in private universities as opposed to public universities (Al-Shaikhly, 2017). Meanwhile, the participants were randomly selected and hence, each participant had an equal chance of being selected (Hoy & Adams, 2015). The information shown in Table 1 shows that 29 971 female students and 40 438 male students from scientific studies, and 29502 female students and 29502 male students from human studies.

Purposive sampling was applied to determine the sample size. Purposive sampling is a type of sampling where the first available primary data source will be used for the research without additional requirements (Tongco, 2007). The benefits of using such a method include enabling researchers to squeeze a lot of information out of the data that they have collected (Campbell, Greenwood, Prior, Shearer, Walkem, Young & Walker, 2020; Etikan, Musa & Alkasssim, 2016).

Table 1.

*Number of university students in Erbil in 2021*

| No. | Public university | Scientific studies | | Humanity studies | |
|---|---|---|---|---|---|
| | | Female | Male | Female | Male |
| 1 | Salahaddin | 3958 | 4995 | 8604 | 8604 |
| 2 | Suleimani | 4557 | 6609 | 7408 | 7408 |
| 3 | Duhok | 4123 | 4648 | 7154 | 7154 |
| 4 | Koya | 1434 | 1055 | 1006 | 1006 |
| 5 | Hawler medical university | 1171 | 2249 | 0 | 0 |
| 6 | Soran | 984 | 831 | 1796 | 1796 |
| 7 | Hawler polytechnic | 3701 | 4549 | 1448 | 1448 |
| 8 | Sulaimani polytechnic | 3590 | 5134 | 719 | 719 |
| 9 | Duhok Polytechnic | 2891 | 2897 | 1064 | 1064 |
| 10 | Garmian | 294 | 400 | 1506 | 1506 |
| 11 | Halabja | 164 | 288 | 1047 | 1047 |
| 12 | Zakho | 1953 | 1622 | 2238 | 2238 |
| 13 | Raparin | 646 | 1258 | 1514 | 1514 |
| 14 | Charmo | 495 | 976 | 181 | 181 |
| | **Total** | **29 971** | **37 511** | **40 438** | **29 502** |

| No. | Private university | Scientific studies | | Humanity studies | |
|---|---|---|---|---|---|
| | | Female | Male | Female | Male |
| 1 | Cihan university | 7858 | 5432 | 8038 | 9423 |
| 2 | Tishk university | 5689 | 9865 | 6135 | 9875 |
| 3 | Kurdistan university | 9473 | 8432 | 5874 | 8410 |
| 4 | Lebanon French university | 7869 | 5635 | 6473 | 7865 |
| 5 | Knowledge university | 371 | 962 | 499 | 685 |
| 6 | Bayan university | 488 | 733 | 826 | 937 |
| | | **31 260** | **31 059** | **27 845** | **37 195** |

Table 2.

*List of surveyed private universities providing the English learning programs*

| No. | University | Student questionnaires | |
|---|---|---|---|
| | | Distributed | Collected |
| 1 | Cihan university | 64 | 63 |
| 2 | Tishk university | 64 | 61 |
| 3 | Kurdistan university | 64 | 64 |
| 4 | Lebanon French university | 64 | 64 |
| 5 | Knowledge university | 64 | 55 |
| 6 | Bayan university | 64 | 59 |
| | **Total** | **384** | **364** |

This allows researchers to describe the major impact their findings have on the population. The study focused on examining private universities providing English learning programs in Erbil, Kurdistan. 384 questionnaires were distributed to all 6 private universities providing English learning programs at the beginning of the first year in Erbil, Kurdistan. Table 2 provides details of the surveyed private universities providing English learning programs.

## 3.3 Data Collection Tools

Bearing in mind that this study is a mixed approach that focuses on determining international students, administration personnel and lecturers' opinions about the adaptation of international students to campus according to educational programs in tertiary institutions, the required data were collected using a combination of interviews and an adaptation scale. Specifically, an adaptation scale was distributed to international students while administration personnel and lecturers were interviewed to determine their opinions. The interview forms were developed using ideas obtained from a review of previous related studies.

Two interview forms aimed at gathering ideas about administrators' and lecturers' opinions concerning the adaptation of international students to campus according to educational programs in tertiary institutions were developed based on existing similar forms provided in previous studies. However, the forms were adjusted to incorporate new ideas established from the reviewed literature. Furthermore, expert advice provided by the academic supervisor was incorporated into developing the forms. Table 3 provides details of the studies used in developing the three interview forms.

Table 3.

*Type and sources of interview tools used*

| No. | Type of interview tool/form | References |
|-----|------------------------------|------------|
| 1 | Teachers | (Singh, 2017; Wentzel, 1998) |
| 2 | Administrators | (Singh, 2017; Wentzel, 1998) |

Each interview form had a total of twenty questions comprising both open and close-ended questions. İn addition, another section on the respondents' demographic features was incorporated into the forms so as to compare demographic features across a wide scale of administrators and lecturers.

## 3.4 Data Collection Procedures

Studies involving interview responses are often analysed using either narrative analysis or deductive analysis (Ezzy, 2013; Maxwell & Chmiel, 2014). This study applied a combination of both narrative analysis and deductive analysis to examine the adaptation of international students to campus according to educational programs in tertiary institutions.

### 3.4.1 Interview analysis

The difference between narrative analysis and deductive analysis is that the former uses the provided individual responses to establish or deduce ideas regarding the studied aspects (Sharp, Bye & Cusick, 2019). Hence, narrative analysis was used in studying the teachers, students and administrators' provided interview responses about the adaptation of international students to campus according to educational programs in tertiary institutions. A deductive analysis uses structured qualitative data to examine the provided interview responses (Maxwell & Chmiel, 2014). The structured qualitative data helps in ensuring that the applied deductive analysis methods assist in developing criteria and ideas required in studying the issues at hand. Therefore, using a combination of narrative analysis and deductive analysis was important in this study for answering the proposed research questions about the adaptation of international students to campus according to educational programs in tertiary institutions. Face-to-face interviews involving closed and open-ended interview questions were conducted with six lecturers and five international office administrators of 6 private universities in Erbil, Kurdistan Region of Iraq.

Semi-structured interviews involving a combination of structured and unstructured interviews were used to collect the data. This involved a combination of open-ended and close-ended questions following a predetermined thematic framework thereby giving a sense of order (Apuke, 2017; Farghaly, 2018). The closed and open-ended interview responses were coded and analysed using Statistical Package for Social Sciences (SPSS) Version 25 and Nvivo 11 for further analysis.

The data was coded into three codes (1) the focus of the classroom orientation course, (2) the effectiveness of the adaptation programs and (3) The importance of adaptation programs as shown in Table 4.

Table 4.

*Interview data coding*

| No. | Code | Theme / elements |
|---|---|---|
| 1 | The focus of the classroom orientation course | Do you have orientation programs or any specific educational programs for international students? Who is the developer of programs for international students? Do you believe that programs are important for international students? Do you have any activities to help students adapt to the school environment? If yes, do the educational activities include any activity? Do you have any special education for lecturers? What type of activities do you implement to create a socially interactive environment? Is the induction process compulsory? How do you introduce new international students to your programme of learning? Do you have orientation programs or any specific educational programs for international students? Who is the developer of programs for international students? What are the social values you are communicating through activity courses? Which type of socialisation activities do you think are successful? |
| 2 | Effectiveness of the adaptation programs | What is the biggest problem you faced when introducing new international students to your programme of learning? Are there any challenges affecting adaptation courses offered to students? Do you believe that adaptation programs are important for international students? Which type of orientation activities do the administrators think were successful? What is the most dominating form of needs during the beginning of campus life? |
| 3 | The importance of adaptation programs | In your opinion, which activity learning program needs to be improved or changed? In your opinion, what changes or improvements are required to improve such a learning program? Does the school have a separate teacher for preparing this program and what is the credit? Does the school have a preparation budget for preparing this program? |

Nvivo 11 made it feasible to analyse the word frequency of the interview responses so as to ascertain how the adaptation programs were linked to activities that incorporated and promoted international students' interests. Additionally, Nvivo played an instrumental role in determining how adaptation programs used in universities can be integrated with classroom activities such as debates and an acceptable budget to improve students' orientation and socialisation with the ultimate goal of improving students' learning. SPSS was instrumental in computing frequency

tabulations which made it easy to analyse the administrators, lecturers and international students' demographic information. The obtained results were presented using Tables and Charts to enhance understanding of the interviewees' opinions about the adaptation of international students to campus according to educational programs in tertiary institutions. It is from this analysis that conclusions were derived.

### 3.4.2 Survey analysis

SPSS was used to analyse the survey responses that were collected using an adaptation scale. Subsequently, descriptive statistics were applied in analysing the three adaptation dimensions (school safety, interpersonal relations, and teaching and learning). The study proceeded to determine the significance of each dimension using independent t-tests. Again, it is from this analysis that conclusions were derived. Additionally, suggestions for further studies were based on the discussed findings and conclusions inferred from such discussions to produce substantive propositions about the adaptation of international students to campus according to educational programs in tertiary institutions.

## 3.5 Pilot Study

A pilot study was conducted to examine the feasibility of both the interview approach and adaptation scale. The pilot results informed the feasibility and identified modifications needed in the design of a larger, ensuing hypothesis testing study (Junyong, 2017). The pilot study was also meant to check to see if the interview questions together with the adaptation scale to see if they contained double-barraeled questions. As a result, one (1) administrator, one (1) lecturer and two (2) students were used as part of the pilot study. The adaptation scale had an overall reliability of 73.24% and improvements were incorporated to enhance the reliability of the scale. Nonetheless, both participants expressed satisfaction with the instruments' ability to secure valid and reliable ideas.

## 3.6 Validity and Reliability

Facial validity tests were applied to ascertain the validity of the proposed interview forms and adaptation scale. It is through facial validity tests that the researcher was able to check whether the data collection instruments had no errors

and were easily understandable when administered to the study participants. The reliability of the adaptation scale was tested using Cronbach's alpha test results. According to Peters (2014), reliability is achieved when Cronbach's alpha values are at least 0.70.

Additionally, the study also applied Miles and Huberman's (1994) approach as part of the reliability test. Miles and Huberman (1994) stated that the analysis consists of three activities that occur simultaneously, namely: data reduction, data display and conclusion drawing or verification. In this study, both three activities were applied. The data reduction activities involved selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. Then the data was displayed in an organized, compressed assembly of information to permit conclusion drawing and action (Miles & Huberman, 1994). this resulted in the last activity involving the conclusion drawing and verification

**CHAPTER IV**

**4. Findings**

## 4.1 Demographic Details of the Study Participants

The findings of this chapter are based on data analysis conducted based on interview responses collected from five (5) administrators, six (6) lecturers and three hundred and sixty-four (364) students. Frequency tabulation was applied to further analyse the demographic details of the study participants and the findings are presented in Tables 5 and 6.

Table 5.

*Demographic details of the administrators and lecturer participants*

|  | | Participants | |
|---|---|---|---|
|  | **Description** | **Administrators** | **Lecturers** |
| Gender | Male | 3 | 4 |
|  | Female | 2 | 2 |
|  | **Total** | **5** | **6** |
| Age | 18-24 years | - | - |
|  | 25-31 years | 1 | - |
|  | 32-38 years | 2 | 2 |
|  | 39-45 years | 3 | 4 |
|  | 46 years + | - | - |
|  | **Total** | **5** | **6** |
| Academic qualification | Diploma | - | - |
|  | Bachelor's degree | 2 | - |
|  | Master's degree | 3 | - |
|  | PhD | - | - |
|  | **Total** | **5** | **6** |
| Country/nationality | Iraq | 117 | 32.14 |
|  | Turkey | 12 | 3.30 |
|  | Iran | 20 | 5.49 |
|  | Jordan | 6 | 1.65 |
|  | Syria | 40 | 10.99 |
|  | Kuwait | 23 | 6.32 |
|  | USA | 2 | 0.55 |
|  | UK | 18 | 4.95 |
|  | Other | 126 | 34.62 |
|  | **Total** | **5** | **6** |
| International languages spoken | 1 | 12 | 3.30 |
|  | 2 | 224 | 61.54 |
|  | 3 | 102 | 28.02 |
|  | More than 3 | 26 | 7.14 |
|  | **Total** | **5** | **6** |

Table 5. contd

| | Description | Students | |
|---|---|---|---|
| | | Freq. | Perc. |
| University's use of the English language as a medium of instruction. | Yes | 5 | 6 |
| | No | 0 | 0 |
| | **Total** | **5** | **6** |
| Other languages are used for conducting classroom lessons | Badhini | 2 | 2 |
| | Sorani | 1 | 1 |
| | Arabic | 1 | 1 |
| | English | 1 | 2 |
| | **Total** | **5** | **6** |

Meanwhile, the study participants comprise two (3) male administrators and two (2) female administrator, four (4) male lecturers and two (2) female lecturers, and two hundred and thirty-eight (238) male students and one hundred and twenty-six (126) female students. A significant number of these participants were aged between 25 and 31 years (one administrator and two hundred and forty-two students), 32-38 years (two administrators, two lecturers and eighty-eight students), and 39-45 years (three administrators, four lecturers) as shown in Table 4 and twenty-four students as shown in Table 5.

Meanwhile, the information established in Table 5 provides insights into the academic qualification of the lecturers in implementing orientation programs. As such, Table 4 results denote that the office administrators were highly qualified and well-posed to implement international students' orientation programs following discoveries made highlighting that 2 of the office administrators have bachelor's degrees and 3 held master's degrees. Similarly, all the academic lecturers had PhD qualifications and this denotes the level of quality private Iraq universities attach to ensuring that they make available highly skilled and qualified academic lecturers to deliver high-quality academic lessons to students. Hence, in this regard, the potential ability of academic lectures to supplement the effectiveness of orientation programs is potentially very high. On a similar note, Table 6 shows that 3.30% of the students were studying toward attaining their academic diplomas while 61.54% were studying towards acquiring a bachelor's degree, 28.02% a master's degree and 7.14% a PhD degree. In such cases, the academic potential of international students to grasp the purpose and importance of orientation programs can be equated to being relatively high. This can be supported by observations made denoting that high-level students,

especially tertiary institution students are well-posed to grasp vital and complex academic matters as compared to lower-ranked students (Vorontsova-Wenger et al., 2021).

Table 6.

*Demographic details of the international students' participants*

|  | | Students | |
| --- | --- | --- | --- |
|  | Description | Freq. | Perc. |
| Gender | Male | 238 | 65.38 |
|  | Female | 126 | 34.62 |
|  | **Total** | **364** | **100** |
| Age | 18-24 years | 12 | 3.30 |
|  | 25-31 years | 242 | 66.48 |
|  | 32-38 years | 88 | 24.18 |
|  | 39-45 years | 22 | 6.04 |
|  | 46 years + | 0 | 0 |
|  | **Total** | **364** | **100** |
| Academic qualification | Diploma | 12 | 3.30 |
|  | Bachelor's Master's | 224 | 61.54 |
|  | PhD degree | 102 | 28.02 |
|  |  | 26 | 7.14 |
|  | **Total** | **364** | **100** |
| Country/nationality | Iraq | 117 | 32.14 |
|  | Turkey | 12 | 3.30 |
|  | Iran | 20 | 5.49 |
|  | Jordan | 6 | 1.65 |
|  | Syria | 40 | 10.99 |
|  | Kuwait | 23 | 6.32 |
|  | USA | 2 | 0.55 |
|  | UK | 18 | 4.95 |
|  | Other | 126 | 34.62 |
|  | **Total** | **364** | **100** |
| International languages spoken | 1 | 120 | 32.97 |
|  | 2 | 112 | 30.77 |
|  | 3 | 88 | 24.18 |
|  | More than 3 | 44 | 12.09 |
|  | **Total** | **364** | **100** |
| University's use of the English language as a medium of instruction. | Yes | 364 | 364 |
|  | No | 0 | 0 |
|  | **Total** | **364** | **364** |
| Other languages are used for conducting classroom lessons | Badhini | 118 | 32.42 |
|  | Sorani | 82 | 22.53 |
|  | Arabic | 144 | 39.56 |
|  | Other | 20 | 5.49 |
|  | **Total** | **364** | **100** |

With regards to other languages used for conducting classroom lessons, 2 office administrators, 2 lecturers and 118 students are well versed in Kurdish Badhini language, followed by the Arabic language (administrators = 1, 1 lecturer and 144 students), Sorani language (administrators = 1, lecturers 1 and 82 students), and other languages, mostly the English language (administrators = 1, 2 lecturers and 20 students). This shows the intensive combined use of first language, second language and foreign language in Iraq universities. The importance of using a combination of first language, second language and foreign language in universities is attached to benefits such as improved interaction, communication and instructional practice (Anders & Evans, 2019) better understanding and academic performance (Hopp et al., 2019). As a result, the effectiveness of orientation programs in such cases can thus, be said to be relatively high. In order to verify and validate such important findings, the study proceeded in the next section to analyse the opinions of tertiary institutions' administration personnel and lecturers, and first-year international students about the role of English learning programs in improving their socialisation and orientation in tertiary education.

A significant number of office administrators are from mainland Iraq (3), and the rest are foreigners (USA=1and UK=1) as shown in Table 5. On the other hand, the 364 students comprised 34.62% students from other countries, 32.14% students from mainland Iraq, 10.99% Syrian students, 6.32% Kuwait students, 5.49% Iranian students, 4.95% British students, 3.30% Turkish students, 1.65% Jordanian students and 0.55% American students as shown in Table 6. This shows an essential social and religious feature of the students as a core number of these countries except the UK and the USA are Arabic-speaking and Muslim nations. Subsequently, the designed and implemented orientation programs are most likely to be influenced by these two vital observations. Most importantly, is the suggestion that orientation programs used in Arabic-speaking countries' universities be also designed in English to cater for non-Arabic and non-Muslim students. However, the fact that most office administrators speak at least two languages (n=2), three languages (n=2) and more than three languages (n=1) and academic lecturers speak two languages (n=3), three languages (n=2) more than three languages (n=1) translates to better communication and interaction between office administrators and academic lecturers interact and

communicate with international students, especially during the orientation program (Redding, 2019) and instructional practice (Anders & Evans, 2019).

## 4.2 Qualitative Findings

### 4.2.1 Administration personnel's opinions about the adaptation of international students

The first set of interview forms was distributed to international office administrators. The responses were coded into three specific attributes of focus, effectiveness and importance so as to provide more details about their opinions about the adaptation of international students to campus according to educational programs in tertiary institutions.

#### 4.2.1.1 Focus of classroom orientation course

The primary focus of the interview regarding the focus of the programs was to determine the international office administrators' opinion about the adaption of international students to tertiary institutions. In line with such attempts, interviews were conducted to ascertain if the universities have orientation programs or any specific educational programs for international students. Additionally, all of the administrators indicated that the universities have activities to help students adapt to the school environment and that the educational activities include sporting activities at the university and university tours (P1), classroom and universities activities such as parties and students unions activities (P1, P2, P3 and P4) and university and cultural tours around the city (P5). Consequently, all the administrators indicated that adaptation programs are important for international students. This is encourageable and serves to facilitate the adaptation of foreign students. The results are presented in Table 7.

Meanwhile, introductory sessions with respective teachers were considered the most notable way of introducing new international students to your programme of learning. Though the induction process is not compulsory, students are strongly advised to attend such sessions, as indicated by all the administrators. The reasons have in other studies been linked to motivation, participation, dedication, pride and better academic performance (Cui & Coleman, 2020; Kublai, 2020; Vorontsova-Wenger et al., 2021).

Meanwhile, activity courses were viewed as important by the administrators for communicating social and cultural values. This can be evidenced by the following responses;

*"Activity courses are essential for familiarising students with the Iraq people and how to interact with them"* (P2)

*"Students can benefit a lot from activity courses by having an understanding of the social and cultural activities, and programs they can engage in as part of their learning programs"* (P3).

*"Activities courses facilitate the exchange of cultural information between students and other students as well as other local individuals and this is vital for cultural exchange purposes"* (P5).

It was noted in Table 7 that the student affairs department is responsible for developing orientation programs for international students and that this department implements sporting activities, university and city tours, student boards' activities and other university programs such as parties as a way of creating a socially interactive environment. But departmental heads were considered responsible for introducing new international students to their programme of learning. In overall, induction courses offered by the universities are vital and students can benefit from these courses by enhancing their social value and skills as well as improving their motivation, participation, dedication, pride and ability to display better academic performance.

Table 7.

*Office administrators' responses about the focus of adaptation courses*

| | Responses | | | | |
|---|---|---|---|---|---|
| | **P1** | **P2** | **P3** | **P4** | **P5** |
| Do you have orientation programs or any specific educational programs for international students? | Yes | Yes | Yes | Yes | Yes |
| Do you have any activities to help students adapt to the school environment? If yes, do the educational activities include any activity? | Yes we have and they include the following, 1. Sporting activities 2. University tours. 3. Student unions activities 3. Classroom activities 4. Parties | Yes, we do and these are, 1. Classroom activities 2. University activities eg. parties and student unions activities | Yes, 1. Classroom activities and 2. University activities eg. parties and student unions activities | Yes, 1. Classroom activities and 2. University activities eg. parties and student unions activities | Yes, 1. Cultural tours around the city |
| Do you believe that adaptation programs are important for international students? | Yes, adaptation programs are important for international students. | Yes, I do believe that adaptation programs are important for international students. | Yes, adaptation programs are important for international students. | Yes, I do believe that adaptation programs are important for international students. | Yes, I do believe that adaptation programs are important for international students. |
| Do you believe that programs are important for international students? | Yes, We believe that programs are important for international students. | Yes, I do believe that programs are important for international students | Yes, programs are important for international students | Yes, I strongly believe that programs are important for international students | Yes, I believe that programs are important for international students. |
| Who is the developer of programs for international students? | The university's student affairs department is responsible for developing orientation programs for international students | The international student affairs department | Our student affairs department is responsible for developing orientation programs for international students. | Orientation programs for international students are developed by the student affairs department. | The international student affairs department |
| Who is responsible for introducing new international students to their programme of learning? | Departmental heads | departmental heads | departmental heads | departmental heads | departmental heads |

### 4.2.1.2 Effectiveness of the adaptation programs

The effectiveness of programs in enhancing foreign students' adaption is of huge importance. As a result, the study through the interview process sought to determine key issues affecting the effectiveness of the adaptation programs with an intention of findings solutions to enhance such effectiveness. It is in this regard that the administrators indicated that the biggest problem they have faced when introducing new international students to their programme of learning is language differences. As noted;

*"İ have always faced a challenge regarding the lack of personnel required to effectively coordinate the introduction process"* (P1).

*"Some students were not familiar with the Arabic language and had to rely on other administrators and students to interpret information for them"* (P2).

*"Coordinating a large number of students proves to be difficult, especially when there is a limited number of staff officials to assist"* (P3).

*"Lack of teachers to assist with the entire introduction process"* (P4.

*"The university did not release sufficient resources to effectively implement all the required orientation programs and activities, and this made the whole process difficult and time-consuming"* (P5).

The established results are demonstrated in Table 8 showing all the provided responses about the importance of adaptation programs in universities and to students.

Table 8.

*Office administrators' responses about the effectiveness of adaptation programs*

| | Responses | | | | |
|---|---|---|---|---|---|
| | **P1** | **P2** | **P3** | **P4** | **P5** |
| What is the biggest problem you faced when introducing new international students to your programme of learning? | Lack of personnel to effectively coordinate the introduction process. | Some students were not familiar with the Arabic language and had to rely on other administrators and students to interpret information for them. | Coordinating a large number of students proves to be difficult, especially when there is a limited number of staff officials to assist. | Lack of teachers to assist with the entire introduction process | The university did not release sufficient resources to effectively implement all the required orientation programs and activities, and this made the whole process difficult and time-consuming. |
| Are there any challenges affecting adaptation courses offered to students? | Lack of finances and administrative personnel. | Limited administrative personnel and finances to support the programs and courses offered. | The university does not provide adequate funding to train teachers who provide such courses. | Not having enough teachers to teach the courses. | A lack of administrative personnel to teach and monitor the progress of such courses. |
| Do you believe that adaptation programs are important for international students? | Yes, adaptation programs are important for international students. | Yes, I do believe that adaptation programs are important for international students. | Yes, adaptation programs are important for international students. | Yes, I do believe that adaptation programs are important for international students. | Yes, I do believe that adaptation programs are important for international students. |
| Which type of orientation activities do the administrators think were successful? | Classroom games | Classroom games | Questions sessions | Discussion segments | Campus tours. |
| What is the most dominating form of needs during the beginning of campus life? | Information about course registration procedures. | Students highly require course registration details, classroom details and university operations. | They need details about how to register for their courses and how to get their residential permits. | Residential permits and other legal informational need | Legal information about their residence permits. |

Although all the administrators indicated that the adaptation course is beneficial, all the administrators indicated that lack of finances and administrative personnel to support the orientation process were the major challenges affecting adaptation courses offered to students. This was considered to be a major issue among all the administrators as they indicated that effective adaptation requires that the universities provide a thorough orientation of the related cities' economic, social, cultural and religious activities. Hence, confining the orientation to classroom and learning activities can be considered the main barrier to foreign students' effective adaptation to Iraq tertiary institutions. More so, all the administrators indicated that they do not have any special education for lecturers. This hinders the success and effectiveness of orientation and adaptation programs. As a result, it was noted that certain types of orientation, socialisation and motivational activities were successful. That is, university tours, sports, games, classroom debates and group works.

Besides, studies have always proven the existence of challenges undermining educational activities such as orientation, socialisation and motivational activities (Gannon, 2020; Kim, 2020). This is vital, especially since there are observed challenges indicated by the administrators as well as the unavailability of teachers and/or a department dedicated to such purposes. As a result, the effort was made to uncover which type of orientation activities the administrators thought were successful and this led to indications outlining classroom games (P1 and P2), question sessions (P3), discussion segments (P4) and campus tours (P5) as the most successful type of orientation activities.

The findings uncovered that foreign students' informational needs are the most dominating form of needs during the beginning of campus life. Such needs were linked to course registration procedures (P1, P2 and P3), residential permits and other legal informational needs (P3, P4 and P5), and university operations (P2) while classroom informational needs were restricted to departmental officials (P3). Employment and scholarship needs were not considered to be a major issue for foreign students during the beginning of campus life. This implies that universities should have more effective administration officials prepared to provide foreign students with all the essential information.

### 4.2.1.3 The importance of adaptation programs

One of the aims of the interview process was to ascertain the importance of activity learning programs. İn order to accomplish this task, the interviewees were asked which activity learning program needs to be improved or changed as well as improve students learning. The following responses were observed as shown in Table 9;

*"Blended classrooms are essential and required for improving idea-lineup activity learning programs, and this has been one of the major concerns raised by academic teachers in one of our meetings"* (P1).

*"Real-time reaction activity learning programs must include videos as they are mainly restricted to mini lecturers and this will help students in spotting trends and consider new points of view and share their real-time reactions"* (P2).

*"More projects* (P3) *and assignments* (P4) *should be integrated with concept mapping activities".*

*"Think-pair-repair activities are not effective because of cultural and religious barriers"* (P5).

Given the above-disclosed recommendations, the importance of improving real-time reactions, concept mapping and think-pair-repair activities. This is important for improving classroom socialisation and orientation programs as well as classroom targets, especially students' learning and outcomes (Gannon, 2020, Kim, 2020).

A common understanding was established among the office administrators concerning their beliefs of whether socialisation and orientation programs are important for improving international students' school interests. This suggests that socialisation and orientation programs should be continuously provided at the beginning of each academic year and this aligns with prior study outcomes denoting that the related benefits include a conducive university and learning environment attached to various outcomes like motivation, participation, dedication, pride and better academic performance (Cui & Coleman, 2020; Kublai, 2020; Vorontsova-Wenger et al., 2021). As a result, a common agreement was observed to exist as the

administrators indicated that they believe socialisation and orientation are important for improving international students' mastery goal orientations.

Table 9.

*Interview responses on the importance of adaptation programs*

| | Responses | | | | |
|---|---|---|---|---|---|
| | **P1** | **P2** | **P3** | **P4** | **P5** |
| In your opinion, which activity learning program needs to be improved or changed? | Lineup activity learning | Real-time reaction activity learning | Concept mapping activities. | Concept mapping activities | Think-pair-repair activities |
| In your opinion, what changes or improvements are required to improve such a learning program? | Blended classrooms are essential and required for improving idea-lineup activity learning programs, and this has been one of the major concerns raised by academic teachers in one of our meetings | Real-time reaction activity learning programs must include videos as they are mainly restricted to mini lecturers and this will help students in spotting trends and consider new points of view and share their real-time reactions | Concept mapping activities. | Concept mapping activities | Think-pair-repair activities |
| Does the school have a separate teacher for preparing this program and what is the credit? | Yes | Yes | Yes | Yes | Yes |
| Does the school have a preparation budget for preparing this program? | No, and we do sometimes cancel the programs due to low international student numbers. | No, we have a preparation budget for preparing this program. | No, the university does not have a preparation budget for preparing this program. | No, we have a preparation budget for preparing this program. | No, because Orientation programs are sometimes done online and hence, the need to have a teacher and a budget for such a program is not always important. |

Though all the administrators indicated that the universities have a separate teacher for preparing this program, it was noted that all the universities do not have a

preparation budget for preparing this program. Hence, they do not always have a budget for this program. The reasons being that;

*"We do sometimes cancel the programs due to low international student numbers"* (P1).

*Orientation programs are sometimes done online and hence, the need to have a teacher and a budget for such a program is not always important"* (P4).

The absence of the two vital elements can hinder the effectiveness of socialisation and orientation programs. Hence, university administrators should ensure that these programs are implemented on an annual basis and have a specific department responsible for such activities and programs.

### 4.2.2 Lecturer's opinions about the adaptation of ınternational students

The second set of interview forms was distributed to lecturers of the six private universities in Erbil, Kurdistan. The responses were coded into three specific attributes focus, effectiveness and importance.

### 4.2.2.1 Focus of classroom orientation course

The primary focus of the interview regarding the focus of the programs was to determine the lecturers' opinion about international students' classroom socialisation. The provided responses show that international students' socialisation with other students is relatively high in private universities. The suggested responses attribute such a high level of socialisation to favourable cultural and social factors.

*"Good because Iraq people are welcoming people and are always happy to assist any foreigner"* (P6).

*"Not bad because Students in the class are more willing to interact and learn from foreign students and hence, they make it easy and friendly for foreign students to approach and interact with them"* (P7).

*"Relatively high and in my class local students are the ones to first approach foreign students and engage them in conversations and that has made it easy for foreign students to establish friendly and highly interactive bonds with other students"* (P8). Other noted responses were; *"high and good* (P9), *relatively high and commendable* (P10), *good and it is encouraging that they socialise"* (P11).

Besides, collected responses about the course content of international students' classroom orientation courses show that the universities place considerable attention on familiarising foreign students with both classroom and other cultural and social aspects that make their learning experience in Iraq enjoyable. All the interviewed lecturers provided similar responses regarding this aspect. Nonetheless, there were strong indications that the course content of international students' classroom orientation course focuses on emphasizing personal competencies, attitude, behaviour and commitment so as to perform better in all the courses to be taken by the students. The following responses were noted;

*"The content is much filled with behavioural and ethical conduct information"* (P6).

*"Our content mainly focuses on keeping the students well-informed about the university and their classroom activities"* (P7).

*"The content is meant to introduce and keep the students informed about all their classroom activities"* (P8).

*"My orientation program strictly emphasises the mental and practical aptitude students may display in order to obtain good grades in all the courses"* (P9).

*"The course content of international students' classroom orientation course includes several important issues such as commitment, attendance and dedication that students must display during their studies to perform better in their studies"* (P10).

There was a common agreement among the academic lecturers that introductory and activity courses assist in improving international students' motivation. This aligns with previous study findings citing that orientation programs do not only seek to introduce students to courses and other university activities but also seek to inspire and motivate them to perform better (Pertiwi & Hariyati, 2019). As a result, various kinds of adaptation activities such as cultural activities, student societies' interactive groups, campus, city and tourist destination tours are arranged by universities to provide for international students.

Table 10.

*Lecturers' responses about the focus of adaptation programs*

| | Responses | | | | | |
|---|---|---|---|---|---|---|
| | P6 | P7 | P8 | P9 | P10 | P11 |
| What is your opinion about international students' classroom socialisation? | It is good because Iraq people are welcoming people and are always happy to assist any foreigner | Not bad because Students in the class are more willing to interact and learn from foreign students and hence, they make it easy and friendly for foreign students to approach and interact with them. | Relatively high and in my class local students are the ones to first approach foreign students and engage them in conversations that have made it easy for foreign students to establish friendly and highly interactive bonds with other students | High and good | Relatively high and commend able. | Good and it is encouragin g that they socialise. |
| What is the course content of international students' classroom orientation courses? | The content is much filled with behavioural and ethical conduct information. | Our content mainly focuses on keeping the students well-informed about the university and their classroom activities. | The content is meant to introduce and keep the students informed about all their classroom activities. | My orientation program strictly emphasises the mental and practical aptitude students may display to obtain good grades in all the courses | It includes several important issues such as commitme nt, attendance and dedication that students must display during their studies to perform better in their studies | Our content is highly informative and hence contains information about classroom ethics and behaviour. |
| Do you believe that introductory and activity courses assist in improving international students' motivation? | Yes | Yes | Yes | Yes | Yes | Yes |
| Do you encourage students to participate or form student societies? | Yes | Yes | Yes | Yes | Yes | Yes |

On the other hand, classroom debates, group work and seminars were listed as the types of classroom activities implemented by lecturers to create a socially interactive classroom environment. There was a common agreement among all the lecturers that they all do encourage students to participate or form student societies and student affairs. The lecturers also indicated that they encourage administrators to establish working information desks to help students. This shows that the lecturers are open to having international students air their views and grievances and are committed to ensuring that they get assisted in the best way possible.

### 4.2.2.2 Effectiveness of the adaptation programs

The second aspect or focus of the interviews was to establish the effectiveness of the introductory and classroom orientation courses. As such, the interviewees were asked about how they know that they are meeting the classroom psychological needs of their international students, how well they meet them and if the course consists of any related subjects. It was revealed that students' attendance and active participation in the classroom were the key indicators the lecturers use in determining whether they are meeting the classroom psychological needs of their international students. This can be supported by the following established responses;

*"Most of my students attend classes when they do not have any psychological problems affecting them"* (P6).

*"I usually know and determine whether the course is meeting the classroom psychological needs of their international students by checking the students' morale and active participation when engaged in matters and activities requiring them to respond or participate in demonstrating certain aspects"* (P7).

Participants, 8, 9, 10 and 11 use students' academic performance to determine if they are meeting the students' classroom psychological needs. Surprisingly, all the lecturers indicated that they do meet the classroom psychological needs of their international students to a large extent. However, only a few lecturers from the humanities (P10) and social sciences (P11) departments indicated that the course consists of any related subjects. Amid such observations, the study through the interview process proceeded in determining which type of classroom socialisation activities and programs the lecturers think are successful.

Table 11.

*Lecturers' responses about the effectiveness of adaptation programs*

| | Responses | | | | | |
|---|---|---|---|---|---|---|
| | **P6** | **P7** | **P8** | **P9** | **P10** | **P11** |
| How do you know that you are meeting the classroom psychological needs of your international students? How well do you meet them? Does the course consist of any related subjects? | Most of my students attend classes when they do not have any psychological problems affecting them. No, the course does not consist of any related subjects. | I usually know and determine whether the course is meeting the classroom psychological needs of their international students by checking the students' morale and active participation when engaged in matters and activities requiring them to respond or participate in demonstrating certain aspects. It does not consist of any related subjects. | I use performance registers and highly meet the students' classroom psychological needs and it does not consist of any related subjects. | By checking the students' academic performance. The program significantly meets the students' classroom psychological needs. | I use students' classroom performance to do that and I do highly meet the students' classroom psychological needs. The course consists of any related subjects. | By looking at their performance I always meet the students' classroom psychological needs and . the course consists of any related subjects. |
| What social challenges are observed amongst students in a classroom? | Religious and cultural challenges | Religious values and beliefs because It is practically difficult for certain female students to sit next to male students | Religious challenges | Most students are afraid of interacting with students of the opposite sex because of fear of punishment and bad labelling by other people | Religious and cultural challenges | Religious and cultural challenges |
| Do you encourage students to participate or form student societies? | Yes | Yes | Yes | Yes | Yes | Yes |
| Do you encourage students to participate in student affairs? | Yes | Yes | Yes | Yes | Yes | Yes |

It was established that debates and group work were the most successful types of classroom socialisation activities and programs. Regarding the social challenges observed amongst students in a classroom, language, cultural and religious differences stood as the major obstacles restricting socialisation and other classroom activities as shown in Table 11. This is because the Islamic religion together with the Iraq culture restricts certain forms of interaction and socialisation between male and female students. Such can be supported by the following response;

*"Religious and cultural challenges"* (P6, P8, P10, P11).

*"It is practically difficult for certain female students to sit next to male students because of their religious values and beliefs"* (P7).

*"Most students are afraid of interacting with students of the opposite sex because of fear of punishment and bad labelling by other people"* (P9).

Besides, studies have long-established the existence of cultural and religious barriers in education (Ainscow, 2020; Hattar-Pollara, 2019). Hence, it is important for academic lecturers to specifically design and use classroom socialisation activities and programs in dealing with cultural and religious barriers.

Notable observations were made about the lecturers' opinions about the effectiveness of adaptation programs. That is, all the academic lecturers indicated that they encourage students to participate in or form student societies and affairs. This signifies that the adaptation programs have limitations and that by participating in student societies and affairs, international students can share their grievances and challenges leading to improved socialisation and adaptation.

### 4.2.2.3 The importance of adaptation programs

One of the aims of the interview process was. İn the midst of efforts placed to ascertain the importance of the orientation and adaptation programs, the study determined whether academic lecturers believed that orientation programs help students be socially integrated into the university culture. Remarkably, all the lecturers agreed and indicated that they believed that orientation programs help students be socially integrated into the university culture. This aligns with previous related studies that have linked the benefits of orientation programs to social and cultural benefits (Grek, 2017; Lamamra, 2017).

Common agreements were also observed about orientation programs helping students be socially integrated into the university culture as demonstrated in Table 9. Furthermore, the lecturers expressed common suggestions that classroom socialisation and orientation are important for improving international students' school interests and classroom interests as shown in Table 12. Hence, it is in this regard that socialisation and orientation be used by school administrators and lecturers in conjunction with other classroom and university programs to create a conducive university and learning environment. The importance of a conducive university and learning environment is attached to various outcomes like motivation, participation, dedication, pride and better academic performance (Cui & Coleman, 2020; Kublai, 2020; Vorontsova-Wenger et al., 2021). On a large note, the lecturers indicated that they believed that university orientation programs help students in making the transition from high school to university as shown in Table 8 results. This is vital as the universities present a totally new different environment commanding high levels of commitment, dedication and hardworking so to demonstrate improved performance.

Table 12.

*Lecturers' responses about the importance of adaptation programs*

| | Responses | | | | | |
|---|---|---|---|---|---|---|
| | **P6** | **P7** | **P8** | **P9** | **P10** | **P11** |
| Do you believe that orientation programs help students be socially integrated into the university culture? | Yes | Yes | Yes | Yes | Yes | Yes |
| Do you believe that all international students need this course? | Yes | Yes | Yes | Yes | Yes | Yes |
| Do you believe classroom socialisation and orientation are important for improving international students' school interests? | Yes | Yes | Yes | Yes | Yes | Yes |
| Do you believe classroom socialisation and orientation are important for improving international students' classroom interests? | Yes | Yes | Yes | Yes | Yes | Yes |
| Do you believe that university orientation programs help students make the transition from high school to university? | Yes | Yes | Yes | Yes | Yes | Yes |

Regarding the kind of results the lecturers expected at the end of the course, there were huge expectations about the students becoming easily well-versed with the course, intensively engaging with other individuals outside the classroom, and demonstrating superior performance were mainly expected from the courses as evidenced by the following responses;

*"Students must be able to demonstrate an ability to apply the acquired knowledge in related areas and use it to deal with issues affecting their community"* (P6).

*"... convert theoretical knowledge into practical ideas and solutions"* (P7).

*"The course prepares students to be better individuals and hence, I expect them to be able to contribute to the development and growth of organisations and societies"* (P8).

This evidences that these courses' outcomes are not just confined to academic grades but also seek to improve the student's ability to contribute meaningful output to organisations and their societies at large. As a result, all the lecturers indicated that they believe all international students need this course.

Nonetheless, there were concerns about the orientation programs used in universities. As a result, the lecturers indicated that orientation programs used in universities need to be improved. Most importantly, they indicated that they should do more external activities as they are significantly connected to international students' decisions to study in Iraq. This is evidently true as reasons like better job prospects, peace and stability are some of the key determinants influencing international students' migration (Lipura & Collins, 2020; Pham, Tomlinson & Thompson, 2019).

A word frequency was developed using Nvivo program so as to list the most frequently occurring concepts or words in the coded interview data. This was vital for identifing possible themes in the early stages of data analysis process (Bergin, 2011). Additionally, Bergin (2011) consider this to be vital for analying the most frequently used words notably in a administrator and academic lecturers' demographic. The findings are presented in Figure 1.

It can be seen that the words students and activities were highly observed in the responses. This implies that the adaptation programs were much linked to activities that incorporated and promoted international students' interests.

Figure 1.

*Word frequency of the interview responses*

Other words such as orientation programs, improving socialisation, classroom, debates, budgets and learning were highly prominent or frequently observed in the responses. As such, these results imply that adaptation programs used in universities must integrate classroom activities such as debates and an acceptable budget to improve students' orientation and socialisation with the ultimate goal of improving students' learning.

## 4.3 Quantitative Findings

### 4.3.1 Descriptive analysis of the ınternational students' adaptation

Three measures of adaptation adapted from a study by Kublai (2020) were applied in assessing international students' adaptation. Descriptive methods in the form of the mean (MN) and standard deviation (SD) were applied to the collected 364 students' adaptation scale responses using SPSS for such purposes and the analysis is presented as follows;

#### 4.3.1.1 The school safety dimensions of the school climate

Preliminary observations from Table 13 show that there is high agreement among the students that they are enjoying their student life as evidenced by a mean value of 4.57 with a standard deviation of 2.70. This suggests that the applied educational programs have managed to create a conducive environment for international students and enhanced their adaption to Iraq tertiary institutions.

The students' adaption to tertiary institutions can be supported by the findings denoted that they have a sense of being valuable at my university as denoted by a second highest mean value of 4.53 with a standard deviation of 0.60. The is evidence supporting that programs offered by tertiary institutions covered several aspects of the student's life. For instance, Table 13 results show that the students feel the cultural activities of this university are a part of their life as evidenced by a mean value of 4.50 and a standard deviation of 0.50. Cultural diversity represents one of the vital elements required in promoting adaptation to learning institutions and enhancing students' participation and performance (Cui & Coleman, 2020).

Table 13.

*Description of the school safety dimensions of the school climate*

|  | MN | SD |
|---|---|---|
| I think that my mental health is good in my school life. | 3.72 | 1.15 |
| I feel like a part of this university. | 3.71 | 1.24 |
| I feel at peace at my university. | 3.67 | 1.08 |
| I feel at home at my university. | 3.26 | 3.09 |
| I do not feel alienated at my university. | 3.33 | 1.33 |
| I have a sense of being valuable at my university. | 4.53 | 0.60 |
| I overcome stress factors in college. | 4.41 | 0.52 |
| I solve my problems at university. | 4.41 | 0.49 |
| I describe myself as a student of this university. | 4.25 | 0.48 |
| I enjoy my student life. | 4.57 | 2.70 |
| My university allows me to discover my interests and skills. | 4.41 | 2.14 |
| In this university, I make friends like myself. | 4.41 | 0.60 |
| I do not feel like I am alone at this university. | 4.36 | 0.52 |
| I think that this university has contributed to my personality. | 4.40 | 0.52 |
| I think that my sharing with different people at the university contributes to my personality. | 4.28 | 0.45 |
| I know the contribution of my relationships at the university to getting to know myself. | 4.35 | 0.60 |
| I think I have adapted to this university. | 4.30 | 0.50 |
| I have positive feelings and thoughts because of being at this university. | 4.30 | 0.46 |
| I feel the cultural activities of this university are a part of my life. | 4.50 | 0.50 |
| My personal characteristics make it easier for me to adapt to my university. | 4.18 | 0.56 |

There is more evidence suggesting that the school environment is designed to support and facilitate international students. For instance, a relatively high number of students indicated that they think that the universities have contributed to their

personality (MN=4.40: SD=0.52) and contributed to the development of their personal attributes as indicated by findings showing that the students can overcome stress factors in college (MN=4.41: SD=0.52) and solve my problems at university (MN=4.41: SD=0.49).

Furthermore, this can be noticed to have positively impacted their interaction and contributions to the university. In support of these observations, the findings highlight that the students indicated that they know the contribution of their relationships at the university to getting to know themselves (MN=4.35: SD=0.60) and they think that their sharing with different people at the university contributes to their personality (MN=4.28: SD=0.45). Additionally, the resultant outcome is that the students think that they have adapted to their respective universities (MN4.30: SD=0.50) and have positive feelings and thoughts because of being at thEIR university (MN=4.30: SD=0.46). Nonetheless, they were relatively low concerns about the students feeling at home at their respective universities (MN=3.26: SD=3.09) and feel alienated (MN=3.33: SD=1.33). This suggests that the universities need to expend more effort and resources through orientation and adaptation programs that will help students adapt, adjust and integrate themselves with other students at the universities. Overall, the school environment has facilitated the adaptation of international students through the creation of a conducive tertiary environment leading thereby improving their interpersonal competencies, cultural values and life management skills.

For instance, it can be seen in Table 13 that the students find something to learn from their friends at universities (MN=4.50: SD=0.53), disagreements do not last long in their friendships with other students (MN=4.50: SD=0.50) and they show equal interest in their friends' problems (MN=4.50: SD=0.53). Most importantly are findings depicting that they are not hurtful to their friends (MN=4.60: SD=0.49). This can further be supported by the established findings showing that the students are careful enough to maintain positive relationships with their friends (MN=4.40: SD=0.49), try to see the positive aspects of their friends (MN=4.40: SD=0.49), and in their relationships with their friends at university, they accept them as they are (MN=4.40: SD=0.49).

### 4.3.1.2 The interpersonal relations dimensions of the school environment

The study proceeded to examine the interpersonal relations dimensions of the school environment and the established results are presented in Table 14. The notable observation drawn from Table 14 is that there are relatively high indications among the students that their interpersonal relations have improved by studying at their respective universities. All the mean scores are relatively high above four (4) indicating a relatively high level of agreement.

Nonetheless, there are possible considerations pointing out that lack of socialisation among international students with other students is inherently an individual decision. This is because the students indicated that they wanted to make an effort to make new friends at their respective universities (MN=4.90: SD=0.30).

Table 14.

*Descriptive analysis of the interpersonal relations dimensions of the school environment*

|  | MN | SD |
|---|---|---|
| I want friends who have different values and attitudes at university. | 4.33 | 0.50 |
| I try to understand students with different values and attitudes at university. | 4.44 | 0.53 |
| I treat students well at my university. | 4.40 | 0.49 |
| I can work in teams with university students. | 4.40 | 0.49 |
| I am open to innovations at the university. | 4.40 | 0.49 |
| I find something to learn from my friends at university. | 4.50 | 0.53 |
| Disagreements do not last long in my friendships with other students. | 4.50 | 0.50 |
| I show equal interest in my friends' problems. | 4.50 | 0.53 |
| I care about what my friends think of me. | 4.20 | 0.44 |
| I think about continuing the friendships I made at university. | 4.28 | 0.58 |
| The friendships I made at university still continue. | 4.09 | 0.42 |
| I make an effort to solve the problems I had with my friends at university. | 4.40 | 0.49 |
| I try not to hurt my friends. | 4.31 | 2.12 |
| I am not hurtful to my friends. | 4.60 | 0.49 |
| I take care to maintain positive relationships with my friends. | 4.40 | 0.49 |
| I try to see the positive aspects of my friends. | 4.40 | 0.49 |
| In my relationships with my friends at university, I accept them as they are. | 4.40 | 0.49 |
| I make an effort to make new friends at this university. | 4.90 | 0.30 |
| I enjoy making new friends at this university. | 4.29 | 2.13 |
| I try to react constructively in my relationships with my college friends. | 4.41 | 2.98 |

Additionally, the students indicated that the friendships they made at university still continue (MN=4.09: SD=0.42). Overall, the students can be said to have adapted well to their universities and are actively socialising with other students by observing acceptable behaviour toward other students.

### 4.3.1.3 Teaching and learning dimension of university environments

By assessing the teaching and learning dimensions of university students, the study found that there is a high level of indication that students keep up with the pace of work brought by their academic program (MN=4.90: SD=0.30). This indicates a high level of commitment and motivation by the students. Furthermore, numerous students indicated that they are I am willing to attend classes (MN=4.61: SD=0.51), thereby further supporting the motivational influence of programs on students. Besides, the students' attitudes and behaviour lend support to such claims as indicated in Table 15 that they read publications, books and articles related to my courses (MN=4.60: SD=0.49).

Table 15.

*Descriptive analysis of the teaching and dimension of university environments*

|  | MN | SD |
|---|---|---|
| I go to classes on time. | 4.20 | 0.44 |
| I am into classes. | 4.30 | 0.57 |
| I express myself in class. | 4.09 | 0.54 |
| I do not have a problem with absenteeism from classes. | 4.42 | 0.74 |
| I follow my lessons. | 4.29 | 0.52 |
| I am willing to attend classes. | 4.61 | 0.51 |
| I would like to be active in the lessons. | 4.41 | 0.49 |
| I prepare before I come to classes. | 4.40 | 0.49 |
| I apply what I learned in the lessons | 4.43 | 0.53 |
| I always finish on time homework, projects and assignments given in the lessons. | 4.26 | 0.54 |
| I reflect on the subjects I learned in the lessons. | 4.38 | 0.49 |
| I study regularly for my lessons. | 4.30 | 0.46 |
| When I get a low score on the exams, I research and learn the questions that I cannot do. | 4.20 | 2.12 |
| I try to follow my lessons regularly. | 4.58 | 3.00 |
| I get support from my department professors on the subjects that I lack in my classes. | 4.20 | 0.40 |
| I read publications, books and articles related to my courses. | 4.60 | 0.49 |
| I take regular notes on my lessons. | 4.40 | 0.49 |
| I am willing to take part in the assignments given in the classes. | 4.40 | 0.49 |
| I keep up with the pace of work brought by my academic program. | 4.90 | 0.30 |
| I feel competent in my academic program. | 4.22 | 0.40 |

Additionally, there are strong indications of students not having a problem with absenteeism from classes (MN=4.42: SD=0.74), taking regular notes on their lessons (MN=4.40: SD=0.49) and are willing to take part in the assignments given in the classes (MN=4.40: SD=0.49). Hence, adaptation programs can be said to be playing a key role in enhancing students' academic performance. This aligns with propositions denoting a positive relationship between student motivation and academic performance (Tsu, 2020). However, there are minor indications of improvements required in improving students' competence and ability to express themselves. This is because the findings presented in Table 15 indicated that the students do feel competent with their academic program and express themselves in class with lower mean values of MN=4.22: SD=0.40 and MN=4.09: SD=0.54, respectively. Hence, specific attention to improving students' competence and communication skills should be incorporated into the orientation programs and other academic programs offered by the universities.

**4.3.2 An evaluation of the significance of international students' adaptation**

After having analysed the adaptation dimensions, the study proceeded to determine the significance of each dimension using independent t-tests. An initial evaluation of the school safety dimension of adaptation shows that all the dimension elements were significantly different as shown in Table 16. Hence, it can be concluded that the programs offered have a significant impact on the school safety adaptation dimension of the school environment has a significant impact on international students' adaptation.

Table 16.

*The Significance of the school safety dimensions of the school environment*

|  | t | df | Sig. |
|---|---|---|---|
| I think that my mental health is good in my school life. | 61.57 | 363 | 0.00 |
| I feel like a part of this university. | 57.05 | 363 | 0.00 |
| I feel at peace at my university. | 64.39 | 363 | 0.00 |
| I feel at home at my university. | 20.10 | 363 | 0.00 |
| I do not feel alienated at my university. | 47.70 | 363 | 0.00 |
| I have a sense of being valuable at my university. | 145.30 | 363 | 0.00 |
| I overcome stress factors in college. | 163.48 | 363 | 0.00 |
| I solve my problems at university. | 170.78 | 363 | 0.00 |
| I describe myself as a student of this university. | 169.94 | 363 | 0.00 |
| I enjoy my student life. | 32.25 | 363 | 0.00 |
| My university allows me to discover my interests and skills. | 39.36 | 363 | 0.00 |
| At this university, I make friends like myself. | 140.56 | 363 | 0.00 |
| I do not feel like I am alone at this university. | 161.87 | 363 | 0.00 |
| I think that this university has contributed to my personality. | 160.43 | 363 | 0.00 |
| I think that my sharing with different people at the university contributes to my personality. | 182.01 | 363 | 0.00 |
| I know the contribution of my relationships at the university to getting to know myself. | 138.28 | 363 | 0.00 |
| I think I have adapted to this university. | 165.48 | 363 | 0.00 |
| I have positive feelings and thoughts because of being at this university. | 179.21 | 363 | 0.00 |
| I feel the cultural activities of this university are a part of my life. | 171.47 | 363 | 0.00 |
| My personal characteristics make it easier for me to adapt to my university. | 142.33 | 363 | 0.00 |

After testing the impact of the first dimension on international students' adaptation, attention was placed on the second dimension, the interpersonal relations dimensions of the school environment. The provided results shown in Table 17 prove that the universities' interpersonal relations dimension of the universities' environment has a positive impact on the international students' adaptation. Table 17 shows that all the interpersonal relations dimensional elements are significant at 5%.

Table 17.

*The significance of the interpersonal relations dimension of the school environment*

|  | t | df | Sig. |
|---|---|---|---|
| I want friends who have different values and attitudes at university. | 163.89 | 363 | 0.00 |
| I try to understand students with different values and attitudes at university. | 160.05 | 363 | 0.00 |
| I treat students well at my university. | 171.09 | 363 | 0.00 |
| I can work in teams with university students. | 171.17 | 363 | 0.00 |
| I am open to innovations at the university. | 171.09 | 363 | 0.00 |
| I find something to learn from my friends at university. | 161.28 | 363 | 0.0 |
| Disagreements do not last long in my friendships with other students. | 171.47 | 363 | 0.00 |
| I show equal interest in my friends' problems. | 161.28 | 363 | 0.00 |
| I care about what my friends think of me. | 182.70 | 363 | 0.00 |
| I think about continuing the friendships I made at university. | 141.37 | 363 | 0.00 |
| The friendships I made at university still continue. | 185.10 | 363 | 0.00 |
| I make an effort to solve the problems I had with my friends at university. | 171.17 | 363 | 0.00 |
| I try not to hurt my friends. | 38.72 | 363 | 0.00 |
| I am not hurtful to my friends. | 178.77 | 363 | 0.00 |
| I take care to maintain positive relationships with my friends. | 171.09 | 363 | 0.00 |
| I try to see the positive aspects of my friends. | 171.17 | 363 | 0.0 |
| In my relationships with my friends at university, I accept them as they are. | 171.09 | 363 | 0.00 |
| I make an effort to make new friends at this university. | 308.84 | 363 | 0.00 |
| I enjoy making new friends at this university. | 38.32 | 363 | 0.00 |
| I try to react constructively in my relationships with my college friends. | 28.25 | 363 | 0.00 |

İn another instance, Table 18 further confirms the significant effects of the universities' teaching and the dimension of the universities' environment on international students' adaptation. All the obtained p-values were significant at 5% as shown in Table 16 and this calls for increased use of adaptation and orientation programs focusing on improving the universities' teaching programs and outcomes.

Table 18.

*The significance of the teaching and dimension of university environments*

|  | t | df | Sig. |
|---|---|---|---|
| I go to classes on time. | 182.70 | 363 | 0.00 |
| I am into classes. | 144.73 | 363 | 0.00 |
| I express myself in class. | 143.96 | 363 | 0.00 |
| I do not have a problem with absenteeism from classes. | 114.60 | 363 | 0.00 |
| I follow my lessons. | 156.67 | 363 | 0.00 |
| I am willing to attend classes. | 173.83 | 363 | 0.00 |
| I would like to be active in the lessons. | 170.72 | 363 | 0.00 |
| I prepare before I come to classes. | 171.17 | 363 | 0.00 |
| I apply what I learned in the lessons | 160.06 | 363 | 0.00 |
| I always finish on time homework, projects and assignments given in the lessons. | 150.06 | 363 | 0.00 |
| I reflect on the subjects I learned in the lessons. | 170.13 | 363 | 0.00 |
| I study regularly for my lessons. | 178.50 | 363 | 0.00 |
| When I get a low score on the exams, I research and learn the questions that I cannot do. | 37.83 | 363 | 0.00 |
| I try to follow my lessons regularly. | 29.10 | 363 | 0.00 |
| I get support from my department professors on the subjects that I lack in my classes. | 199.87 | 363 | 0.00 |
| I read publications, books and articles related to my courses. | 178.77 | 363 | 0.00 |
| I take regular notes on my lessons. | 171.09 | 363 | 0.00 |
| I am willing to take part in the assignments given in the classes. | 171.17 | 363 | 0.00 |
| I keep up with the pace of work brought by my academic program. | 308.84 | 363 | 0.00 |
| I feel competent in my academic program. | 193.42 | 363 | 0.00 |

## 4.4 Reliability Test

The Cronbach's alpha test was aplied in determining the reliability of the adaptation scale elements under the guideline that reliability is achieved when the Cronbach's alpha values are at least 0.70 (Peters, 2014). All of the computed variables' Cronbach's alpha values are at least 0.70 and thereby denoting that the provided adaptation scale responses were reliable in answering questions about the adaptation to campus according to educational programs for ınternational students ın Iraq tertiary institutions. The results are presented in Table 19.

Table 19.

*Students' adaptation scale reliability test results*

| Adaptation scale elements | Cronbach's alpha |
|---|---|
| I think that my mental health is good in my school life. | 0.744 |
| I feel like a part of this university. | 0.833 |
| I feel at peace at my university. | 0.812 |
| I feel at home at my university. | 0.781 |
| I do not feel alienated at my university. | 0.807 |
| I have a sense of being valuable at my university. | 0.719 |
| I overcome stress factors in college. | 0.735 |
| I solve my problems at university. | 0.716 |
| I go to classes on time. | 0.805 |
| I am into classes. | 0.810 |
| I express myself in class. | 0.748 |
| I do not have a problem with absenteeism from classes. | 0.765 |
| I follow my lessons. | 0.809 |
| I am willing to attend classes. | 0.807 |
| I would like to be active in the lessons. | 0.817 |
| I prepare before I come to classes. | 0.743 |
| I apply what I learned in the lessons | 0.768 |
| Homework, projects, etc. given in the lessons. I will finish on time. | 0.802 |
| I reflect on the subjects I learned in the lessons. | 0.800 |
| I describe myself as a student of this university. | 0.788 |
| I enjoy my student life. | 0.804 |
| My university allows me to discover my interests and skills. | 0.782 |
| At this university, I make friends like myself. | 0.806 |
| I do not feel like I'm alone at this university. | 0.805 |
| I think that this university has contributed to my personality. | 0.813 |
| I think that my sharing with different people at the university contributes to my personality. | 0.730 |
| I know the contribution of my relationships at the university to getting to know myself. | 0.732 |
| I want friends who have  different values and attitudes at the university. | 0.804 |
| I try to understand students with different values and attitudes at the university. | 0.800 |
| I treayt students well at my university. | 0.824 |
| I can work in teams with university students. | 0.784 |
| I am open to innovations at the university. | 0.712 |
| I keep up with the pace of work brought by my academic program. | 0.728 |
| I feel competent in my academic program. | 0.801 |
| I think I have adapted to this university. | 0.790 |
| I have positive feelings and thoughts because of being at this university. | 0.818 |
| I feel the cultural activities of this university are a part of my life. | 0.800 |
| My personal characteristics make it easier for me to adapt to my university. | 0.733 |
| I find something to learn from my friends at university. | 0.714 |
| Disagreements do not last long in my friendships with other students. | 0.787 |
| I show equal interest in my friends' problems. | 0.801 |
| I care about what my friends think of me. | 0.888 |
| I think about continuing the friendships I made at university. | 0.798 |
| The friendships I made at university still continue. | 0.764 |
| I make an effort to solve the problems I had with my friends at university. | 0.715 |
| I try not to hurt my friends. | 0.723 |
| I am not hurtful to my friends. | 0.800 |
| I take care to maintain positive relationships with my friends. | 0.804 |
| I try to see the positive aspects of my friends. | 0.768 |
| In my relationships with my friends at university, I accept them as they are. | 0.814 |

Table 19. Ctnd

| Adaptation scale elements | Cronbach's alpha |
|---|---|
| I make an effort to make new friends at this university. | 0.718 |
| I enjoy making new friends at this university. | 0.709 |
| I try to react constructively in my relationships with my college friends. | 0.704 |
| I study regularly for my lessons. | 0.718 |
| When I get a low score on the exams, I research and learn the questions that I can't do. | 0.710 |
| I try to follow my lessons regularly. | 0.705 |
| I get support from my department professors on the subjects that I lack in my classes. | 0.700 |
| Books, articles, etc. related to my courses. I read publications. | 0.716 |
| I take regular notes on my lessons. | 0.792 |
| I am willing to take part in the assignments given in the classes. | 0.818 |

## 4.4 Discussions

İn line with the established findings, it thus, becomes important to note that orientation programs serve common information, awareness and performance enhancement purposes across all educational faculties. Such purposes have been established through this study as being similar when viewed by international office administration personnel and academic lecturers. Besides, academic studies expressed support for adaptation programs citing that assist students in familiarising themselves with the classroom activities, the university environment as well as the social and cultural values of that particular society (Grek, 2017; Lamamra, 2017). Grek (2017) and Lamamra (2017) also linked the benefits of orientation programs to social and cultural benefits and assisting students to adapt to the school environment. Most importantly are activity courses that have been noted to be pivotal for (1) facilitating the exchange of cultural information between students and other students as well as other local individuals, (2) assisting students in familiarising and interacting with the Iraq people, and understanding their social and cultural activities, (3) and in determining programs they can engage in as part of their learning programs. Such findings are also evident in prior examinations (Gannon, 2020; Kim, 2020) and are considered to be key factors guiding the development of educational programs, strategies and policies (Grek, 2017; Lamamra, 2017).

İn order for adaptation and activity learning programs to achieve stated goals, the provided lecturers' response indicated that their content must contain behavioural and ethical conduct information and keep students well informed about the university and their classroom activities. Moreover, the importance of the content in introducing

and keeping the students informed about all their classroom activities, emphasising the mental and practical aptitude students may display in order to obtain good grades in all the courses was seen as instrumental in ensuring success and effectiveness of adaptation and activity learning programs. Most importantly, the study showed that the course content of international students' classroom orientation course includes several important issues such as commitment, attendance and dedication that students must display during their studies to perform better in their studies. This aligns with Vorontsova-Wenger et al.'s (2021) propositions advocating for the structuring of course content in a performance-enhancing manner. Additionally, this is similar to ideas put forward by Kublai (2020) highlighting that acceptable students' motivation levels can be achieved by first designing course content to incorporate issues related to students' commitment, attendance and dedication. Such strategic and pedagogical initiatives are also emphasised by academic studies (Oghubvbu, 2010; Vorontsova-Wenger et al., 2021). For instance, Cui and Coleman (2020) contend that designing activity programs catering for improvements in students' behavioural and ethical conduct helps in improving students' academic achievement while Redding (2019) posits that it is essential to producing responsible individuals capable of contributing to the development of their societies. Hence, the practical implications of this study call for academic officials to promote programs and activities that foster improvements in students' behavioural and ethical conduct, mental and practical aptitude, and keep them well informed about the university and their classroom activities.

İt was revealed through the study findings that classroom socialisation and orientation are important for improving international students' school interests and classroom interests. Therefore, administrators and lecturers must use socialisation and orientation programs together with other classroom and university programs to create a conducive university and learning environment. The importance of a conducive university and learning environment is attached to various outcomes like motivation, participation, dedication, pride and better academic performance (Cui & Coleman, 2020; Kublai, 2020; Vorontsova-Wenger et al., 2021). On a large note, the lecturers indicated that they believed that university orientation programs help students in making the transition from high school to university. This is vital as the

universities present a totally new different environment commanding high levels of commitment, dedication and hardworking so to demonstrate improved performance.

Amid all these findings and implications, the study sought to find the best way of introducing students to their programs of learning. The study found that introductory sessions with respective teachers are the most notable way of introducing new international students to your programme of learning. However, the challenge is that not all students attend these introductory sessions because they are not compulsory as indicated by the findings. Therefore, the practical implications require teachers to offer additional programs to keep students well-informed about both classroom and departmental activities. Such actions are in alignment with Kublai (2020) study recommendations advocating that informational problems faced by students can be dealt with by encouraging teachers to offer more information during learning.

The second task was dedicated to determining the effectiveness of adaptation programs using responses provided by administration officials and lecturers drawn from different faculties with an intention of findings solutions to enhance such effectiveness. Surprisingly, language problems were considered the biggest problem faced when introducing new international students to their programme of learning is language differences. This is evidently true as most Iraq tertiary institutions use Arabic and a combination of Kurdish Badini and Kurdish Sorani when delivering lessons at a time when the number of foreign students is coming from non-Arabic speaking countries such as Britain, Russia and the USA. The challenges posed by language differences are not a new issue as studies have long highlighted the complexities and limitations caused by language barriers (Gannon, 2020; Kim, 2020). İn that regard, the study calls that all international students to undergo an intensive language preparation course to assist them in their adaptation and integration into Iraq society. Nonetheless, lacking personnel, funding and resources were also seen as challenges further affecting the introduction of students to their program of learning. Consequently, such problems made the whole process difficult and time-consuming to coordinate. What makes these problems more challenging is the lack of funding devoted by tertiary institutions to orientation and adaptation activities as well as the absence of special education for lecturers. Gannon (2020) notes that students' academic achievement is a function of classroom activities and

social factors and observations about adaptation and activity learning being confined to classroom activities were observed. İt is important to note that effective adaptation requires that the universities provide a thorough orientation of the related cities' economic, social, cultural and religious activities. As a result, orientation, socialisation and motivational activities such as university tours, sports, games, classroom debates and group work were successful compared to others. Kim (2020) contends that such problems can potentially hinder the success and effectiveness of orientation and adaptation programs. İn that regard, this study has remarkably outlined that confining the orientation to classroom and learning activities can be considered the main barrier to foreign students' effective adaptation to Iraq tertiary institutions. İdentifying such problems is important as they have been overlooked by related studies (Biserova & Shagivaleeva, 2019; Kublai, 2020; Wilczewski & Alon, 2022) and limited the effective adoption of adaptation progress used in tertiary institutions. İt is in this regard that the study findings play an essential role in guiding universities to rationally use their resources and ensure that they have adequate and skilled personnel to assist in coordinating international students to smoothen and quicken their adaptation process.

As highlighted by the findings, foreign students' informational needs are the most dominating form of needs during the beginning of campus life as they are linked to course registration procedures, classroom and university operations, residential permits and other legal informational needs. This study's findings also uncovered vital ideas regarding the role of educational and economic development officials that employment and scholarship are major issues for foreign students when studying abroad. This has been evidently outlined by other studies (Gabrielli, Longobardi, & Strozza, 2022; Nghia, 2019) and is believed to be the main reason behind the rising student immigration levels (Krsmanovic, 2021). As a result, the managerial implications demand that universities offer more effective administration officials prepared to provide foreign students with all the essential information. On the other hand, the governmental implications call for governments to create employment programs aimed at assisting foreign students in meeting their daily and university needs.

Nonetheless, there were concerns about the orientation programs used in universities. As a result, the lecturers indicated that orientation programs used in

universities need to be improved. Most importantly, they indicated that they should do more external activities as they are significantly connected to international students' decisions to study in Iraq. This is evidently true as reasons like better job prospects, peace and stability are some of the key determinants influencing international students' migration (Lipura & Collins, 2020; Pham, Tomlinson & Thompson, 2019).

Lastly, the findings were derived from an examination of the adaptation scale adapted from a study by Kublai (2020) used in assessing international students' adaptation. The scale was divided into school safety, interpersonal relations, and teaching and learning dimensions. With regard to the safety dimension, the findings denoted students have a sense of being valuable at my university. The is evidence supporting that programs offered by tertiary institutions covered several aspects of the student's life as shown that the students feel the cultural activities of this university are a part of their life. This matches Cui and Coleman (2020) findings denoting that cultural diversity represents one of the vital elements required in promoting adaptation to learning institutions and enhancing students' participation and performance. Nonetheless, there was significant evidence suggesting that the school environment is designed to support and facilitate international students as students indicated that they think that the universities have contributed to their personality, contributed to overcoming stress factors in college and solve their problems at university. Such observations are also strongly emphasised by related studies and play a crucial role in devising classroom programs and educational policies (Biserova & Shagivaleeva, 2019; Wilczewski & Alon, 2022). In addition, the study findings pointed out that the lack of socialisation among international students with other students is inherently an individual decision. Students indicated that they wanted to make an effort to make new friends at their respective universities and the friendships they made at university still continue. Hence, this study carries significant practical implications and contributes to the development of better and more effective classroom and educational programs.

Overall, the students can be said to have adapted well to their universities and are actively socialising with other students by observing acceptable behaviour toward other students. By assessing the teaching and learning dimensions of university students, the study found that students keep up with the pace of work brought by

their academic program. This indicates a high level of commitment and motivation by the students. Furthermore, numerous students indicated that they are willing to attend classes, thereby further supporting the motivational influence of programs on students that have long been suggested in prior studies (Cui & Coleman, 2020; Kublai, 2020). Besides, the students' attitudes and behaviour lend support to such claims that they read publications, books and articles related to my courses. As a result, it can be inferred from these findings that adaptation programs play a key role in enhancing students' academic performance as has been outlined prior to executing this study (Biserova & Shagivaleeva, 2019; Tsu, 2020; Wilczewski & Alon, 2022).

# CHAPTER V

## 5. Conclusions and Recommendations

### 5.1 Conclusions

The study was aimed at analysing the adaptation of international students to campus according to educational programs in tertiary institutions. With reasons being linked to various issues such as declining international students' levels, socialisation, motivation and classroom participation, the importance of undertaking this study was highly called upon, especially in Iraq where studies have not covered such issues and subjects.

Inferences established from the interview results show that introducing international students to their respective teachers is the most important way of introducing them to their programme of learning. A new academic environment presents new challenges for international students and hence, providing introductory sessions is an easy and most effective way of making sure that students effectively familiarise themselves with their programs of learning. Previous studies have proven that failure and delays in introducing and familiarizing international students with their programme of learning can adversely affect their motivation, participation, dedication, pride and better academic performance. Hence, it is important to establish that introductory sessions with academic teachers are important for improving the adaptation of international students to campus according to educational programs in tertiary institutions.

The findings note that the student affairs department is responsible for developing orientation programs for international students and departmental heads are considered responsible for introducing new international students to their programme of learning. As a result, their combined effect works towards creating a socially interactive environment and helping students understand the social and cultural activities, and programs they can engage in as part of their learning programs. Therefore, this further supports the importance of providing adaptation of international students to campus according to educational programs in tertiary institutions. Besides, more benefits can be obtained as the student affairs department

continues to develop and implement international students' orientation programs involving sporting activities, university and city tours, student boards' activities and parties. Furthermore, the findings of this study have been noted to be in alignment with previous studies regarding such benefits. That is, previous studies consider that induction courses offered by the universities are vital and students can benefit from these courses by enhancing their social value and skills as well as improving their motivation, participation, dedication, pride and ability to display better academic performance. This connects to the theoretical implications of this study as there are still long-standing issues needing to be resolved as to how best to improve students' academic performance in tertiary institutions. As such, blended classrooms are essential for improving idea-lineup activity learning programs but real-time reaction activity learning programs must include videos to help students spot trends and consider new points of view and share their real-time reactions.

Though induction and adaptation courses offered in tertiary institutions are important, this study notes that challenges are limiting their effectiveness. As such, the study notes that challenges limiting their effectiveness comprise the lack of personnel required to effectively coordinate the introduction process, language barriers and insufficient resources to effectively implement all the required orientation programs and activities. Therefore, there are important practical implications observable in this study that tertiary institutions can use to improve the academic environment and create a socially conducive interactive environment.

The other practical and managerial implications of this study are observable through the study findings showing that the adaptation programs used in tertiary institutions must promote cultural diversity as it represents one of the vital elements required in promoting adaptation to learning institutions and enhancing students' participation and performance. Other practical implications exist and can be noted from the established findings that showed that the induction and adaptation courses are meeting students' classroom psychological needs. Hence, efforts by this study to call for increased use of debates and group work to meet students' classroom psychological needs will go a long way in improving the success of classroom socialisation activities and programs used in tertiary institutions. Furthermore, more benefits can accrue to international students as universities use socialisation and orientation programs together with other classroom and university programs to create

a conducive university and learning environment. Besides, this study successfully illustrated that this is important for improving international students' school interests and classroom interests.

On a national policy level, the study is important and contributes to the development of better educational, social and economic policies promoting diversity, cultural exchange and the increased inflow of talented students who can contribute to the development of an economy. In that regard, this study has specific implications for the ministry of education together with other ministries regarding the setting up of assistance programs aimed at assisting international students.

## 5.2 Recommendations According to Findings

In light of the established findings, the following recommendations were made;

- Firstly, the study has highlighted that introductory sessions with respective teachers are the most important way of introducing new international students to their programme of learning yet the induction process is not compulsory. Hence, the international office administration personnel together with academic lecturers are strongly encouraged to advise students to attend such sessions as they are linked to motivation, participation, dedication, pride and better academic performance.

- Secondly, private and public tertiary institutions are encouraged to set up a separate department that is specifically responsible for developing and implementing international students' orientation programs sporting activities, university and city tours, student boards' activities and parties. This is important for creating a socially interactive environment and helping students understand the social and cultural activities, and programs they can engage in as part of their learning programs.

- Thirdly, given the challenges posed by the lack of personnel required to effectively coordinate the introduction process, language barriers and insufficient resources to effectively implement all the required orientation programs and activities, tertiary institutions should provide training programs and adequate resources to personnel responsible for implementing adaptation programs.

- Fourthly, the adaptation programs used in tertiary institutions must promote cultural diversity as it represents one of the vital elements required in promoting adaptation to learning institutions and enhancing students' participation and performance.

- Fifthly, increased use of debates and group work is required so as to meet students' classroom psychological needs and enhance the success of classroom socialisation activities and programs used in tertiary institutions. Also, more projects and assignments should be integrated with concept mapping activities.

- Sixthly, universities must use socialisation and orientation programs together with other classroom and university programs to create a conducive university and learning environment. This is important for improving international students' school interests and classroom interests.

- Lastly, the ministry of education together with other ministries must set up programs specifically designed to assist international students to achieve their immigration goals such as better job prospects, peace and stability as they significantly contribute to their adaptation.

## 5.3 Recommendations for Further Research

The major limitation is that the study uses the opinions of international office administration personnel and academic lecturers in Erbil Kurdistan to analyse the adaptation of international students to campus according to educational programs in tertiary institutions. As a result, the findings cannot be generalised for use in public tertiary institutions, especially in other countries other than Kurdistan as they present a completely different academic setting. Furthermore, by excluding public tertiary institutions, the study can neglect, cloud judgements and obscure robust ideas about the adaptation of international students to campus according to educational programs in tertiary institutions. Therefore, future studies should conduct a comparative analysis of the adaptation of international students to campus according to educational programs between or in public and private tertiary institutions. On a broader note, applying detailed statistical tests and methods like regression analysis is advisable as well to provide more information and understanding of how the adaptation of international students to campus according to educational programs is

linked to other important academic measures such as motivation, classroom participation and academic performance.

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# LİST OF APPENDİCES

## Appendix A

## Administrators' Interview Form

### SECTION ONE: DEMOGRAPHY SECTION

| 1. Gender | |
|---|---|
| ☐ Male | ☐ Female |
| **2. Age** | |
| ☐ 18-24 years | ☐ 25-31 years |
| ☐ 32-38 years | ☐ 39-45 years        ☐ 46 years and above |
| **3. Which country are you from?** | |
| ☐ Turkey | ☐ Iran |
| ☐ Jordan | ☐ Syria |
| ☐ Kuwait | ☐ Other |
| **4. How many international languages do you speak?** | |
| ☐ 1 | ☐ 2 |
| ☐ 3 | ☐ More than 3 |
| **5. Does your university use the English language as a medium of instruction?** | |
| ☐ Yes | ☐ No |
| **6. Which other languages are used for communicating with students?** | |
| ☐ Kurdish Northern (Badhini) | ☐ Kurdish Central (Sorani) |
| ☐ Arabic | ☐ Other |
| **7. What is your academic qualification level?** | |
| ☐ Diploma | ☐ Bachelor's degree |
| ☐ Master's degree | ☐ PhD degree |

| 1 | Do you have orientation programs or any specific educational programs for international students? | |
| 2 | Who is the developer of programs for international students? | |
| 3 | Do you believe that programs are important for international students? | |
| 4 | Do you have any activities to help students adapt to the school environment? If yes, do the educational activities include any activity? | |
| 5 | What type of activities do you implement to create a socially interactive environment? Is the induction process compulsory? | |
| 6 | How do you introduce new international students to your programme of learning? | |
| 7 | What is the biggest problem you faced when introducing new international students to your programme of learning? | |
| 8 | What are the social values you are communicating through activity courses? | |
| 9 | What are the social challenges that you observe after the course? Do you believe that the adaptation course is beneficial or not? | |
| 10 | Do you have any special education for lecturers? | |
| 11 | Are there any challenges affecting adaptation courses offered to students? | |
| 12 | Which type of socialisation activities do you think are successful? | |
| 13 | Which type of orientation activities do you think are successful? What are the foreign students' needs during the beginning of campus life? | |

| 14 | Which type of international students' motivational activities and programs do you think are successful? | |
|----|----|----|
| 15 | In your opinion, which activity learning program needs to be improved or changed? | |
| 16 | In your opinion, what type of A.L activity do you expect to improve students learning? | |
| 17 | Do you believe socialisation and orientation programs are important for improving international students' school interests? | |
| 18 | Does the school have a preparation budget for preparing this program? | |
| 19 | Does the school have a separate teacher for preparing this program and what is the credit? | |
| 20 | Do you believe socialisation and orientation are important for improving international students' mastery goal orientations? | |

**Appendix B**

**Teachers' Interview Form**

**SECTION ONE: DEMOGRAPHY SECTION**

| 1. Gender | |
|---|---|
| ☐ Male | ☐ Female |
| 2. Age | |
| ☐ 18-24 years | ☐ 25-31 years |
| ☐ 32-38 years | ☐ 39-45 years ☐ 46 years and above |
| 3. Which country are you from? | |
| ☐ Turkey | ☐ Iran |
| ☐ Jordan | ☐ Syria |
| ☐ Kuwait | ☐ Other |
| 4. How many international languages do you speak? | |
| ☐ 1 | ☐ 2 |
| ☐ 3 | ☐ More than 3 |
| 5. Does your university use the English language as a medium of instruction? | |
| ☐ Yes | ☐ No |
| 6. Which other languages are used for conducting classroom lessons? | |
| ☐ Kurdish Northern (Badhini) | ☐ Kurdish Central (Sorani) |
| ☐ Arabic | ☐ Other |
| 7. What is your academic qualification level? | |
| ☐ Diploma | ☐ Bachelor's degree |
| ☐ Master's degree | ☐ PhD degree |

| 1 | What is your opinion about international students' classroom socialisation? | |
|---|---|---|
| 2 | What is the course content of international students' classroom orientation courses? | |
| 3 | Do you believe that introductory and activity courses assist in improving international students' motivation? | |
| 4 | What kind of adaptation activities do you provide for international students? | |
| 5 | What type of classroom activities do you implement to create a socially interactive classroom environment? | |
| 6 | Do you encourage students to participate or form student societies? | |
| 7 | Do you encourage students to participate in student affairs? | |
| 8 | What are the social challenges that you observe among students in a classroom? Does the course consist of any related subjects? | |
| 9 | Do you encourage administrators to establish working information desks to help students? | |
| 10 | How do you know that you are meeting the classroom psychological needs of your international students? How well do you meet them? Does the course consist of any related subjects? | |
| 11 | How do you know that you are meeting the classroom physical needs of your international students? How well do you meet them? | |
| 12 | Which type of classroom socialisation activities and programs do you think are successful? | |
| 13 | What kind of results do you expect at the | |

| | | |
|---|---|---|
| | end of the course? | |
| 14 | Do you believe that orientation programs help students be socially integrated into the university culture? | |
| 15 | Do you believe that all international students need this course? | |
| 16 | What type of activity courses do international students need to improve their motivation and learning? | |
| 17 | Do you believe classroom socialisation and orientation are important for improving international students' school interests? | |
| 18 | Do you believe classroom socialisation and orientation are important for improving international students' classroom interests? | |
| 19 | Do you believe that university orientation programs help students make the transition from high school to university? | |
| 20 | Do you believe that educational programs used in universities need to be improved? | |

**Appendix C**

**Students' Adaptatıon Scale**

The purpose of the questions below is to best understand your university life. Read each sentence carefully, think about your university life in the last year or longer, and mark the first answer that comes to your mind. There is no right or wrong answer. So mark as you feel. Please indicate your answer by ticking (1) if you do not agree with the sentence, (2) if you agree slightly, (3) if you are undecided, (4) if you agree completely, and (5) if you completely agree. Please answer all statements. If you have difficulty responding to a particular statement, tick the option that most closely matches your feelings about that statement, even if you don't feel that way exactly.

|     |                                                                                         | 1 | 2 | 3 | 4 | 5 |
|-----|-----------------------------------------------------------------------------------------|---|---|---|---|---|
| 1.  | I think that my mental health is good in my school life.                                 |   |   |   |   |   |
| 2.  | I feel like a part of this university.                                                   |   |   |   |   |   |
| 3.  | I feel at peace at my university.                                                        |   |   |   |   |   |
| 4.  | I feel at home at my university.                                                         |   |   |   |   |   |
| 5.  | I do not feel alienated at my university.                                                |   |   |   |   |   |
| 6.  | I have a sense of being valuable at my university.                                       |   |   |   |   |   |
| 7.  | I overcome stress factors in college.                                                    |   |   |   |   |   |
| 8.  | I solve my problems at university.                                                       |   |   |   |   |   |
| 9.  | I go to classes on time.                                                                 |   |   |   |   |   |
| 10. | I am into classes.                                                                       |   |   |   |   |   |
| 11. | I express myself in class.                                                               |   |   |   |   |   |
| 12. | I do not have a problem with absenteeism from classes.                                   |   |   |   |   |   |
| 13. | I follow my lessons.                                                                     |   |   |   |   |   |
| 14. | I am willing to attend classes.                                                          |   |   |   |   |   |
| 15. | I would like to be active in the lessons.                                                |   |   |   |   |   |
| 16. | I prepare before I come to classes.                                                      |   |   |   |   |   |
| 17. | I apply what I learned in the lessons                                                    |   |   |   |   |   |
| 18. | Homework, projects, etc. given in the lessons. I will finish on time.                    |   |   |   |   |   |
| 19. | I reflect on the subjects I learned in the lessons.                                      |   |   |   |   |   |
| 20. | I describe myself as a student of this university.                                       |   |   |   |   |   |
| 21. | I enjoy my student life.                                                                 |   |   |   |   |   |
| 22. | My university allows me to discover my interests and skills.                             |   |   |   |   |   |
| 23. | At this university, I make friends like myself.                                          |   |   |   |   |   |
| 24. | I do not feel like I'm alone at this university.                                         |   |   |   |   |   |
| 25. | I think that this university has contributed to my personality.                          |   |   |   |   |   |
| 26. | I think that my sharing with different people at the university contributes to my personality. |   |   |   |   |   |

| 27. | I know the contribution of my relationships at the university to getting to know myself. | | | | | |
|---|---|---|---|---|---|---|
| 28. | I want friends who have different values and attitudes at university. | | | | | |
| 29. | I try to understand students with different values and attitudes at university. | | | | | |
| 30. | I treat students well at my university. | | | | | |
| 31. | I can work in teams with university students. | | | | | |
| 32. | I am open to innovations at the university. | | | | | |
| 33. | I keep up with the pace of work brought by my academic program. | | | | | |
| 34. | I feel competent in my academic program. | | | | | |
| 35. | I think I have adapted to this university. | | | | | |
| 36. | I have positive feelings and thoughts because of being at this university. | | | | | |
| 37. | I feel the cultural activities of this university are a part of my life. | | | | | |
| 38. | My personal characteristics make it easier for me to adapt to my university. | | | | | |
| 39. | I find something to learn from my friends at university. | | | | | |
| 40. | Disagreements do not last long in my friendships with other students. | | | | | |
| 41. | I show equal interest in my friends' problems. | | | | | |
| 42. | I care about what my friends think of me. | | | | | |
| 43. | I think about continuing the friendships I made at university. | | | | | |
| 44. | The friendships I made at university still continue. | | | | | |
| 45. | I make an effort to solve the problems I had with my friends at university. | | | | | |
| 46. | I try not to hurt my friends. | | | | | |
| 47. | I am not hurtful to my friends. | | | | | |
| 48. | I take care to maintain positive relationships with my friends. | | | | | |
| 49. | I try to see the positive aspects of my friends. | | | | | |
| 50. | In my relationships with my friends at university, I accept them as they are. | | | | | |
| 51. | I make an effort to make new friends at this university. | | | | | |
| 52. | I enjoy making new friends at this university. | | | | | |
| 53. | I try to react constructively in my relationships with my college friends. | | | | | |
| 54. | I study regularly for my lessons. | | | | | |
| 55. | When I get a low score on the exams, I research and learn the questions that I can't do. | | | | | |
| 56. | I try to follow my lessons regularly. | | | | | |
| 57. | I get support from my department professors on the subjects that I lack in my classes. | | | | | |

| 58. | Books, articles, etc. related to my courses. I read publications. | | | | | |
|---|---|---|---|---|---|---|
| 59. | I take regular notes on my lessons. | | | | | |
| 60. | I am willing to take part in the assignments given in the classes. | | | | | |

# Appendix D

# Permissions Regarding the Use of Scales

**Appendix E**

**Consent to Use the Adaptation Scale**



*KIRIKKALE ÜNİVERSİTESİ*

*EĞİTİM FAKÜLTESİ, REHBERLİK VE PSİKOLOJİK DANIŞMANLIK ANABİLİM DALI*

TARİH: 30 / 03 / 2022

Yakın Doğu Üniversitesi Eğitim Programları ve Öğretimi ABD'da öğrenciniz Shno Hussein tarafından gerçekleştirilecek olan **AN EXAMINATION OF ADAPTATION TO CAMPUS EDUCATIONAL PROGRAMS FOR INTERNATIONAL STUDENTS' IN IRAQ TERTIARY EDUCATION** başlıklı yüksek lisans tez çalışmasında, tarafımdan geliştirilmiş olan Üniversiteye Uyum Ölçeğinin kullanılmasına izin veriyorum.

**ÖLÇEK SAHİBİNİN;**

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**Appendix F**

**Turnitin Similarity Report**