

The Relationship Between Openness to Experience and Study Abroad Benefits among
Graduate and Undergraduate Saudi Students in the United States

By

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To the sweetest people in my life, Abdulmalik, Abdulhamied, Abdulfatah and Ala'a
who open my life to diversity of happiness....

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ABSTRACT

The purpose of this research was to explore the relationship between the benefits of studying abroad and openness to new experience among graduate and undergraduate Saudi students. The study included 139 participants (62 female, 74 males, 3 missing). All the participants were Saudi students who are currently studying in the U.S. The first hypothesis tested the differentiation between male and female on the levels of openness to study abroad experience. The second hypothesis tested the relationship between the academic openness and the academic and social benefits from students' study abroad experiences. The third hypothesis tested the relationship between openness and the quantity of time spent with people not from home countries. The fourth hypothesis examined the difference in the tendency to be open to experience between graduate and undergraduate students. The fifth hypothesis was a regression model that predicted the benefits of study abroad experience based on the total score of openness to diversity and challenge scale, gender and the students' status. Openness to diversity and challenge and study abroad benefits were strongly correlated, $r(130) = .42, p < .001$, supporting hypothesis two. There was minimal support for the remaining hypothesis.

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CHAPTER I

INTRODUCTION AND REVIEW OF LITERATURE

Every person has a passion for learning about something that makes him or her unique from others. In some situations, the desire to learn cannot be satisfied in a person's home country. Some people are so curious about their chosen subject that they travel abroad in order to seek the knowledge that they need. This traveling could last from a few months to many years until the person earns a certificate or a degree. The study abroad experience not only improves people's knowledge, but it also can change their personalities to be more open-minded (Kerr & Multon, 2015) .

Openness to new experiences is one of the personality traits that can potentially impact a person's life and study abroad experiences (Milian, Birnbaum, Cardona, & Nicholson, 2015). For one thing, this characteristic may assist the student to easily interact in new situations and successfully deal with them. Openness to new experiences may be an active factor in the study abroad experience. It might predict a variety of benefits the student can gain from the host country. Those who study abroad can experience a new culture and sometimes a new language. These people will carry those experiences back to their home countries (Chua, 2013).

This research will examine the relationship between studying abroad and openness to experiences among graduate and undergraduate students. In this chapter, I will first define what studying abroad means. Then I will explore examples of the reasons people choose to study abroad. Next, I will define the trait of openness to experience and research related to this concept as well as how openness to experience is measured.

This study examines studying abroad and openness to experience as two factors that might affect people's lives when they pursue higher education. There will be five hypotheses that test the possible relationship between the two factors among male and female graduate and undergraduate students.

Definition of Studying Abroad

Study abroad is a scholarship program that lets students leave their home country to enhance or finish their higher education and gain from various cultures. Likewise, study abroad participants may integrate with a new society and live with a sponsoring family. Studying abroad can range from as little as one week to a full program, for example, studying for a Bachelors, Masters, or Ph.D. degree (Costello, 2015).

Students who study abroad are also known as international students. In the United States, the foreign students are the people who enter the country on a temporary basis (e.g., student visa) while attending a U.S. institution (Kim, Collins, Rennick, & Edens, 2017). When college students travel to other countries to study, they are given the opportunity to seek deep cultural immersion and experience adventures which might include visiting historic sites, artistic exploration, and new culinary experiences among other learning experiences that are potentially life-changing (Milian et al., 2015).

Usually, when students move from their own countries and go to other countries to study, they have both positive and negative emotional and physical experiences that are tied to being immersed in a culture that is different from their own. As these students continue living in a different country, they not only learn the new culture, but these cultural experiences start changing them (Mapp, 2012).

Over at least the past 30 years, a general worldwide phenomenon is the tremendous expansion of enrollment in higher education (Altbach, Reisberg, & Rumbley, 2010). This expansion has globally grown, and the percentages of educated people have been increasing due in part to the awareness of the importance of higher education. Most developed and developing nations have sought to accelerate the rate at which they educate their citizens (Altbach et al., 2010).

Higher education in most countries has been affected by the international tendency to study abroad at academic institutions and research centers. Globalization is a key real world phenomenon in the 21st century that has been molded by such factors as a progressively integrated world economy, new data and communications innovations, the development of a global learning system, and the ascent of English as the widespread language of scientific communication (Altbach et al., 2010).

In summary, some nations find that their education system is not as good as other nations. Other countries want their citizens to enhance their learning and get more experience. Hence, those countries encourage study abroad programs. Nowadays, several countries have been sending their students who have good GPAs to study abroad to come back with new experiences and styles of life, better education, and more confidence. In addition, they do so to improve their citizens' global awareness. One of the best ways to help citizens understand global issues is by allowing them to study abroad. Students who understand globalization improve their ability by living in a different environment that helps them to be able to face their fears and be more independent. Those with successful study abroad experiences are more likely to experience multiple benefits and develop a stronger ability to deal with challenges (Manyu, Olson, & Frieze, 2013).

Overview of the Saudi Scholarship Program to the United States

As early as 1891, the Kingdom of Saudi Arabia was developing strategies to improve the education of Saudi citizens. In 1952, the first scholarship students graduated from the United States, a group that included nine Saudi students. The Saudi Arabian Cultural Mission (SACM) began their work as the social and financial adviser for Saudi students in the U.S. in 1951. By 1974, the number of Saudi students in the U.S. had increased to 800. As a result of these successes, the ministry of education in Saudi Arabia gave more authority to the SACM to be the educational, social, and financial adviser for Saudi students. In 1978, there were 11,000 Saudi students in the U.S., and a third of these students were women. In 2005, King Abdullah started a new scholarship program that covered the costs of tuition, living, and medical insurance for Saudi students who study abroad. After this change, the number of Saudi students in the U.S. has increased even further (MOHE, 2015).

According to the statistics of the Saudi Ministry of Higher Education, in 2015, 44% of students who studied abroad were bachelors' degree-seeking students. Some of these students are considered to be nonacademic. These students are not affiliated with particular universities. They account for 34% of students who are studying the English language. Masters students made up 16% of study abroad students, with 4% of Ph.D. Saudi students studying abroad (MOHE, 2015). According to Middle Tennessee State University (MTSU) statistics, there is a total of 332 Saudi students enrolled for the fall 2017 semester. The graduate program includes 37 men and 24 women. The undergraduate program is comprised of 43 women and 228 men.

Although this is not reflected by the MTSU Saudi student data, several research studies have found that women tend to study abroad more often than men. This is because some programs are not available for the women in their home country.

For example, aviation is one of the programs that is only available for men. So, in order for women to study aviation, they have to study abroad. Men decide to study abroad if they find they need to gain more experience and knowledge in their major.

The study abroad experience has several benefits that are known by educational policymakers. There are apolitical, economic, and educational benefits that students will gain in their journey. Study abroad reflects a growing consensus among both college students and policymakers that indicate students who earn academic credit through international experiences benefit in different ways than those who study in their home country (MOHE, 2015).

Characteristics of Students Who Study Abroad

There is an increasing amount of research on gender differences in the way students perceive, experience, and are affected by college (Bryant, Pascarella, & Terenzini, 2005). Bryant et al. found that women tend more to enroll in college, and they are more likely than men to complete their college degree. This finding has potential implications for gender differences in the decision to study abroad and what students glean from studying abroad (Salisbury, Umbach, Paulsen, & Pascarella, 2009). For students who have never traveled abroad, their perceptions of gender may be shaped solely by the culture of their home country. Salisbury et al. (2009) also found that students participating in study abroad programs held assumptions about their gender that influenced the ways they interacted during their experience.

According to the National Association of Foreign Student Advisers, in 2015, approximately 10% of American college graduates had studied abroad at some point during their undergraduate studies (Walters, Charles, & Bingham, 2017). Although the rate at which college students in the United States are studying abroad has increased steadily over time, undergraduate women are studying abroad at higher

rates than any other population. Over the past decade, only 34.7% of U.S. students studying abroad were men.

Some students are stimulated to study abroad to become more competitive in an increasingly globalized job market, whereas nonparticipating students may view study abroad as unnecessary or inappropriate for their major. This trend is reflected in statistics at the national level. In the 2013–2014 academic year, 65.3% of students across the United States who studied abroad identified as women (Institute of International Education, 2015). Their academic majors make them see life from different perspectives than other people. International students often seek to become experts in majors that have limited opportunities in their home countries (Kim et al., 2017).

A study conducted at a large public research institution in the U.S. Midwest found that 60% of those who studied abroad in 2012–2013 identified as women. These statistics highlight a significant gender gap between women and men who study abroad. These statistics are problematic because men may miss making important gains in their intercultural competence if they choose not to study abroad (Tompkins, Cook, Miller, & LePeau, 2017).

On the other hand, there is a difference between students in graduate versus undergraduate programs. In the last decade, the popularity of study abroad participation has substantially grown among undergraduates, from 99,448 in 1996/1997 to 241,791 in 2006/2007 (Institute of International Education, 2008). The King Abdullah scholarship program is one of the most popular study abroad programs which was developed in 2005 by Saudi Arabia for graduate and undergraduate students. Beginning in 2015, the King Abdullah scholarship program developed new qualifications associated with companies in Saudi Arabia to send employees to study

abroad. This change in the scholarship program limited the opportunities for undergraduate students to be enrolled. The graduate students who are admitted for the program after 2015 need to get at least 6 in the IELTS English language proficiency test and they need to be enrolled in the 100 best universities in United States.

The Benefits and Challenges of Studying Abroad

One of the benefits that people get from studying abroad is that it usually broadens their minds. At the point when undergraduate students go to different nations to study, they, as a rule, look for a profound social inundation, enterprises which incorporate noteworthy destinations, aesthetic investigation, and new culinary experiences among other learning encounters (Milian et al., 2015). In addition, studying abroad assists student to develop a variety of personal perspectives. Researchers have demonstrated that the experience that people achieve in foreign countries or foreign cultures can have an impact on their personality over time (Maddux & Galinsky, 2009).

According to Maddux and Galinsky (2009), some international students adopted the openness trait as modifying feeling towards the new cultures that assist them to effectively interact with other people in the host country. These students show a greater ability to form relationships between or among different ideas. Multicultural engagement has an impact on students' predicted number of job offers received after studying abroad. The results of this study suggest that studying abroad has impacts on students' openness to new experiences. Most international students learn and adopt some of the customs of their host countries (Maddux & Galinsky, 2009).

The numerous international experiences study abroad students have included critical factors that are crucial in motivating them to be open to new experiences.

College students who live in a different country can have numerous thoughts and ideas that are important for producing innovation and interacting with different situations (Milian et al., 2015).

Research has found that the involvement of international students in a foreign nation or culture improves the creativeness of the students. Studying abroad usually improves the process of cognition related to innovative solving of problems. Therefore, studying abroad has a lot of potential benefits to students (Maddux & Galinsky, 2009).

Some studies have shown that college students develop cognitively in different areas while they are attending university (Kim et al., 2017). They improve their math and verbal skills. They also gain more self-confidence by increasing their critical thinking and cognitive abilities. Other studies have shown that college students have developed in different capacities because of the varying study abroad experiences they have had (Terenzini & Pascarella, 1998). The cognitive or intellectual ability of students improves by their academic engagement and participation in their learning. The more time they spend studying, the better outcomes they get from their learning (Kim et al., 2017).

The acquisition of advanced knowledge may also require learning a new language. The English language capability is one of the important requirements to accomplish an international degree in higher education. The language barrier is a frequent worry for higher education students who study abroad (Roche Couste et al., 2012). Language makes human interaction possible, and it is the main activity that people use to deal and cooperate with each other. Whether it is written or spoken language, it would not be effective if people do not understand it. There is a link

between a language and culture that makes the communication meaningful (Watson & Wolfel, 2015).

The data suggest that through study abroad, students gain proficient language and intercultural competence as well as improvements in their relationship to several socialization aspects. Living and communicating with home-language groups will negatively affect the quality and speed of the students' learning of the English language (Rocheouste, Oliver, & Mulligan, 2012).

Recent studies have found that intercultural competence is one important study abroad outcome and that openness to social encounters plays a role in forming intercultural competence (Deardorff, 2006; Watson et al., 2013). Several other studies have reported specific, empirical gains during the study abroad experience for international students and have also provided feedback and evaluation about the effectiveness of an international program (Watson & Wolfel, 2015).

A lot of research on the effect of college on students' post-college attitudes, values, and behavior shows that college students grow in their acceptance of individual differences (Whitt, Edison, Pascarella, Nora, & Terenzini, 1999). The greatest impacts of college on students can be shown in the changing of their values, attitudes, beliefs, and actions which academic life affects through the years that students spend attending college. The first three years in college shows a significant positive cognition development in college students who interact with different groups in non-academic discussion such as varied religious beliefs and political opinions (Whitt et al., 1999).

On the other hand, insulated students who do not experience diverse ideas or people tend to have inhibited cognitive development. Some research found that the diversity in college outcomes and environments provides general information about

how colleges and universities influence students' attitudes and improve their cognitive development. However, there is a little research about which specific experiences would influence the student to be more open to diversity (Whitt et al., 1999).

In summary, the tendency to study abroad has become a global phenomenon for college students. Increased educational awareness and demands made countries accelerate to improve their citizen's knowledge by providing scholarship programs for study abroad. International students get many benefits and challenges from their study abroad experiences. They will be able to interact with the new culture, having new rules, and learning new language. It is possible that these experiences can also affect their personalities and make them more open to new experiences.

Defining and Measuring Openness to Experience

Openness to experience is associated with people's desire for variety in their lives. It also is known as the ability to consider various ideas and interact in different situations even if they are totally new cultural experiences (McCrae & Costa, 1985). People who are open to new experiences adjust their existing behavior and practices once they have been given new ideas or experience a new state of affairs (Flynn, 2005).

McCrae and John (1992) studied openness as one of the five personality core traits. They indicated that people who have a high score in openness are more creative, enjoy intellectual pursuits, and have diverse values. People who have low scores on openness are typically regular, prefer routine, and have fewer artistic interests (McCrae & John, 1992). Openness has various factors that interact to define the meaning of openness. These factors include fantasy, interest, emotions, actions, ideas, and values. The openness personality trait is shaped by the contribution among

those factors. Students who are studying abroad need to be open to new experiences to succeed in their journey (Woo et al., 2014).

Open individuals are described by inquisitiveness about both personal and social life and are considered to be more willing to enjoy novel ideas. Individuals who score high on openness to new experiences usually perform well on tasks that require flexibility and originality.

Two categories are included in openness-related practices: openness to intellectual stimulation and openness to social encounters. Openness in several aspects can have different behavioral indications. In one study individuals who had high openness scores tended to be more cultured, inquisitive, innovative, unique, enthusiastic, original, intelligent, tolerant, open-minded and sensitive to art compared to those scoring low on openness (Flynn, 2005). Therefore, each kind of openness may have special related behavioral expressions that are associated with different aspects of openness (Woo et al., 2014).

According to McCrae and Costa (1985) study a openness to experience and intellectual abilities are positively correlated. They also found that general verbal abilities are related to openness to experience (e.g., analogies, controlled associations) identified via a factor analysis. The researchers reported correlations between vocabulary and IQ measures associated with openness to experience. This finding also suggests that individuals with high levels of openness may benefit more from their study abroad experience than those with low openness (McCrae & Costa, 1985).

In summary, openness to experience is a personality trait that is related to an individual's excitement and willingness to try new things. Studying abroad is one of the life-changing experiences that individuals can have. Hence, it is worthwhile to

investigate the relationship between benefitting from studying abroad and openness to new experiences among different college students.

The Statement of Problem and Hypotheses

This study tested the relationship between studying abroad and openness to experience among graduate and undergraduate students. Some evidence shows that isolation can limit the benefits of studying abroad by preventing international students from progressing in learning a new language or culture (Rocheouste et al., 2012). Study abroad experience can provide a good learning environment that allows students to practice a second language (Watson & Wolfel, 2015), improve their understanding of other cultures, and identify different aspects of their personalities. It also broadens the perspectives conducive to students' academic and personal development (Martin, Katz-Buonincontro, & Livert, 2015).

Students who are exposed to multicultural encounters report greater diversity of their cognitive and learning outcomes. They can show advanced gains in critical thinking, openness to new experiences, pattern reduction, ethics, reasoning, imagination, empathy, and creativity (Martin et al., 2015). The tendency to be open to new experiences might improve students' active participation in lectures and tutorials. It also can be related to their academic achievement. There is also a lot of personal benefits that the international students gain in studying abroad such as changes in values and beliefs. Having a second language can open a lot of gates for international students to communicate with different people and be exposed to different ideas. It is, therefore, significant to note that the experiences international students have in foreign countries when studying abroad might be related to their personal traits (Milian et al., 2015). In this study, participants will report their frequency of

multicultural experiences while studying abroad and their openness to new academic experiences. I have five major hypotheses.

Hypothesis 1: Gender differences in openness to academic experiences. The female Saudi study abroad students will report higher levels of openness to new academic experiences than male students. Salisbury et al. (2011) argued that diverse students demonstrate diverse patterns of student choice, which might account for differences between male and female students' enrollment in international education programs. These patterns can be better understood by looking at various categories of difference such as gender, socioeconomic class, or race (Salisbury et al., 2011). Among Saudi study abroad students, I am expecting that women will be more open to academic experiences than men because research proves that there are gender differences between men and women concerning openness. For example, women tend to be more sociable and outgoing than men. Another reason is women should travel out of their home country to study the program that they need if it is unavailable for them in their home country. MOHE (2015) statistics show that most of their female students are studying in programs that have limitations on them in their home country.

Hypothesis 2: Openness to experience and study abroad benefits. Openness to experience will be positively associated with the academic and social benefits that students gain from their study abroad experiences. Research (e.g., Martin et al., 2015) suggests that openness is associated with deeper learning and critical thinking. Also, studying internationally potentially creates a better understanding of other cultures and opinions conducive to students' academic and personal growth. One study found that critical thinking was higher among students choosing to study abroad compared to those studying at a home campus, and these levels continued to increase at the

completion of the study abroad (Milian et al., 2015). Students with higher levels of academic openness are expected to report more benefits from multicultural exposure than their peers who study abroad but have lower levels of openness.

Hypothesis 3: Role of interaction with home groups. Saudi students who study abroad and tend to stay with their home group will report lower levels of openness than those who do not spend most of their time with their home group or people who speak their native languages. According to Rochecouste et al. (2012), isolation has negative effects for international students who tend to interact more with their home group or with people who speak their home language.

Hypothesis 4: The variation on college graduate and undergraduate students' openness to academic experience. Undergraduate Saudi study abroad students will show higher openness to academic experiences than graduate students. Studies show that undergraduate students tend more to study abroad than graduate students (Whitt et al., 1999).

Undergraduate students are usually younger and more excited to live a different experience than graduate students who are usually older, have more responsibilities, and are more focused academically. It is also easier for undergraduate Saudi students to apply to international universities because the requirements for them to be accepted to an international program are less stringent a graduate student requirement. Not having a previous degree gives undergraduate students more choices to pick their major and provide plenty of universities that would accept them as international students. In fact, the time period spent in getting a bachelors degree is longer than the period of time spent on getting a master's degree. The SACM allows undergraduate students to spend 4 - 5 years to earn the degree, whereas the masters degree must be earned in two years. This gives undergraduate students more time

than graduate students to explore the host country. This fact might allow undergraduate students to participate in nonacademic activities in the university or in sport courses which could count as elective classes for them. This kind of extra-curricular participation is known to have impacts on the social and cognitive abilities for the students (Whitt et al., 1999).

Hypothesis 5: The regression model for the factors associated with benefits from studying abroad. Several factors should be associated with experiencing more frequent benefits from studying abroad. Using the major variables from the previous hypotheses I expected that gender, openness to academic experience, and student status will each account for significant variance in the benefits of studying abroad measure. In particular, I expected that being a women, having a higher openness score, and being an undergraduates would be associated with benefitting more from the study abroad experience.

CHAPTER II

METHOD

Participants

A total of 139 Saudi students (62 women, 74 men, 3 missing) currently studying at MTSU and other educational institutions across the U.S. participated. All participants were informed as to the nature and intent of the study and were given the opportunity to provide or decline consent to participate. Participants were recruited by promotion of the survey on the Saudi Student Association social media pages for MTSU and other social media groups for Saudi students in the U.S. These social media pages are used by graduate and undergraduate Saudi students who are currently studying in the U.S. The students were primarily graduate ($n = 99$, 71.9%) and undergraduate ($n = 28$, 20.1%). The students also reported the length of time they had spent studying abroad by months; with a minimum of two months, and a maximum of 186 months ($M = 49.51$ months, $SD = 26.99$). The participants' ages ranged from 20 to 43 ($M = 29.34$, $SD = 4.54$). This research was approved by the Institutional Review Board of Middle Tennessee State University (see Appendix A).

Measures

Big five inventory. The short version of the Big Five Inventory measures the openness trait of personality (BFI-10; Rammstedt & John, 2007). The BFI-10 is a 10-item measure that is rated using a 5-point Likert scale (1= *strongly disagree*, 5 = *strongly agree*) to measure the Big Five personality traits (Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness to Experience). Each trait is measured by two items (one is reverse scored and the other is normally scored) higher scores denote higher levels of the traits. The BFI-10 has acceptable scores in reliability and validity.

Openness to academic experiences. The Openness to Diversity and Challenge Scale (ODC; Pascarella, Edison, Nora, Hagedorn, & Terenzini, 1996) was used to measure openness to academic experience. The ODC is an 8-item measure that is rated using a 5-point Likert scale (1= *strongly disagree*, 5 = *strongly agree*), with higher scores indicating greater openness to academic diversity and challenge. Sample items include “The real value of a college education lies in being introduced to different values” and “Contact with individuals whose background (e.g., race, national origin, sexual orientation) is different from my own is an essential part of my college education.” The scale’s authors report acceptable data on the reliability and validity of the ODC (Pascarella et al., 1996). Reliability of the ODC has .76 for this study’s sample.

Study abroad benefits. Thirteen questions created specifically for this study assessed the benefits of study abroad or the things that students have learned outside of the classroom in the host country. The study abroad benefits index (SABI) included 8 items from the 13 items. The items targeted different things that the Saudi students gained as benefits from studying in United State, such as practicing English as second language, learning new things about the United States, traveling to different states, and learning new things that are not available in Saudi Arabia (see Table 1). Items are rated using a 5-point Likert scale (1= *strongly disagree*, 5 = *strongly agree*), with higher scores indicating greater benefits from the study abroad experience. Sample items include “I have learned new things about my host country that I didn't know before I came here.” Questions 3, 9, 11, 12, and 13 are reverse scored, such that 1= *strongly agree*, 5 = *strongly disagree*, with higher scores indicating lower benefits from study abroad experience. Some of the items referred to not benefiting from studying abroad e.g., or not practicing the English language, keeping mostly to self,

and not socializing with the people from the host country (see Table 1). Other questions assess the way that international students spend their free time. For example, “I prefer to spend my free time with people from my host country.” Some open-ended questions pertaining to students’ reasons for deciding to study abroad were also included. The demographic questions included gender, age, current international program enrollment (undergraduate or graduate), length of time studying abroad, and current academic major. (See Appendix B for the complete list and wording of the benefits items). Alpha coefficient for the 8-item SABI with the current sample was in the acceptable range ($r = .65$).

Procedure

I translated all materials into Arabic. Following an initial translation, a different native-Arabic speaker who is fluent in English back-translated my Arabic version into English. That version was then checked against the original English version, and I made any corrections or clarifications for the final Arabic version of the survey. This version is provided in Appendix C.

The survey was presented electronically using Qualtrics. Students were invited to complete the survey via posts on the MTSU Saudi Students Association social media pages and other social media groups for Saudi students in the U.S.

A consent form appeared on the first page. Every participant had to agree to participate in this research project by pressing on an agree button (see Appendix B). A cover letter on the webpage informed the students that the survey results would be used in a publishable manuscript and that they were free to withdraw any time if they decided not to participate. Participants were also informed that no personally identifiable information was collected, and that information that was collected would be used to determine the relationship between openness to new experience and

benefiting from study abroad among graduate and undergraduate students who are currently involved in an international educational program. A page at the end of the survey thanked participants for completing the survey and being a part of the study.

CHAPTER III

RESULTS

Descriptive Statistics

Three measures were used to find the relationship between openness to experience and the benefits of study abroad. The ratings for the study abroad items showed that the sample reported high levels of agreement with most of the benefit items (see Table 1). There was no significant correlation between scores on the BFI-10 and the ODC, $r(139) = .007, p > .001$. There was a significant correlation between scores on the ODC and scores on the SABI, $r(139) = .423, p < .001$.

Hypotheses

Hypothesis 1: Gender differences in openness to academic experiences.

Hypothesis 1 proposed that female Saudi study abroad students will report higher levels of openness to academic experience than male student. This hypothesis was tested by *t*-test on ODC, BFI and Benefits on studying abroad than male students. There was on significant difference on the ODC for male and female respondents; ($t(134) = .89, p = .39$). There was also no significant differences on the BFI-10 for males and females ; ($t(125) = .47, p = .64$). There also was no significant difference on the SABI for males ($M = 31.99, SD = 4.08$) and females ($M = 32.42, SD = 4.29$), $t(134) = -.60, p = .55$.

Even though it was not a part of hypothesis 1, I also examined gender differences on the SABI. There was no significant difference in the benefits from study abroad experience for male and female respondents; ($t(134) = -.60, p = .55$). Thus, there was no support for hypothesis 1 (see Table 2).

Table 1

Descriptive statistics for study abroad benefits index

Study abroad benefits	Mean	SD
New experience*	4.68	.683
Try new things*	4.73	.632
Speak Arabic	3.65	1.096
Speak English*	3.49	.966
American friends*	3.54	1.144
Try new food*	3.84	1.270
Travel*	4.47	.735
Learning in U.S.*	4.65	.622
Keep to self	2.64	1.280
Live in U.S.*	2.79	1.33
Back to home	4.24	.952
Speak better English	4.65	.667
Social media	4.00	1.116

Note. $N = 139$; ratings made using a 5-point Likert scale (1= *strongly disagree*, 5 = *strongly agree*)

Table 2

Descriptive statistics for gender differences openness to experience and study abroad

benefits index

	Gender	N	Mean	SD	t-test
ODC Total	Male	74	33.45	4.22	.89
	Female	62	32.79	4.56	.89
BFI	Male	70	6.03	1.66	.47
	Female	57	5.89	1.48	.47
Study Abroad	Male	74	31.99	4.08	- .60
Benefits index	Female	62	32.42	4.29	- .60

Note. $N = 139$; ratings made using a 5-point Likert scale (1= *strongly disagree*, 5 = *strongly agree*).

Hypothesis 2: Openness to experience and study abroad benefits. According to hypothesis 2, openness to experience (BFI and ODC) were expected to be positively correlated with study abroad benefits (SABI). The ODC and SABI measures were significantly correlated, $r(139) = .42, p < .001$. ODC and BFI openness were not significantly correlated. Table 3 shows the correlation between scores on the ODC and the SABI, as well as the individual benefits and costs of study abroad. Talk with Americans, try new food, and learning about U.S. were positively significantly correlated with ODC scores. On the other hand, speak Arabic, keep to self, and desire to return home were negatively significantly correlated with ODC scores. Thus, hypothesis 2 was supported.

Hypothesis 3: Role of interaction with home groups. It was predicted that Saudi students who tend to stay with their home group would report lower levels of openness than those who do not spend most of their time with their home group or people who speak their native languages. There was a significant negative correlation between scores on the ODC and scores the speak Arabic item, $(t(139) = -.287, p < .001)$. Thus, hypothesis 3 was supported.

Hypothesis 4: The variation on college graduate and undergraduate students' openness to academic experience. According to hypothesis 4, I expected that undergraduate Saudi study abroad students will show a higher openness to academic experiences than graduate students. A t -test was used to assess the difference between graduate ($M = 33.80, SD = 4.06$) and undergraduate ($M = 31.46, SD = 4.85$) students on the ODC scale and graduate ($M = 32.35, SD = 4.30$) and undergraduate ($M = 32.54, SD = 3.42$) students on the SABI. The results indicated no significant differences between graduate and undergraduate students for ODC, $(t(117) = -1.86, p$

= .065), or for SABI, ($t(126) = .210, p = .834$). The students also did not show a significant relationship between ODC and time spent in the U.S. ($t(136) = .162, p < .060$). Thus, hypothesis 4 was not supported.

Table 3

Openness to diversity and challenge (ODC) and study abroad benefits correlations

<i>Variables</i>	<i>BFI</i>	<i>ODC Total</i>
BFI	–	
ODC Total	.007	–
SABI	.118	.423**
New experiences	.017	.170*
Try new things	.047	.198*
Speak Arabic	.032	-.287**
Talk with American	.007	.405**
American friends	.015	.275
Try new food	.084	.246**
Travel	.156	.068
Learning in U.S.	.038	.254**
Keep to self	.124	-.126
Live in U.S.	.140	.220**
Back to home	-.084	-.183**
Speak better English	-.015	.026
Social media contact	-.060	-.055

Note. BFI = Big Five Inventory, ODC-total = Openness to Diversity and Challenge,

SABI = Study Abroad Benefits Index. $N = 139$. * $p < .01$. ** $p < .001$.

Hypothesis 5: The regression model for the factors associated with benefits from studying abroad. According to hypothesis 5, I predicted that several factors should be associated with experiencing more frequent benefits from studying abroad. Using the major variables from the previous hypotheses, I expected that gender, openness to academic experience and student status would each account for significant variance in the benefits from studying abroad measure. In particular, I expected that women, those with higher openness scores and undergraduate will be associated with benefitting more from their study abroad experience than men those with low openness, and graduate students. A multiple regression analysis was used to test if gender (coded as 1= male, 2= female), student's status (coded as 1= undergraduate, 2= graduate), and ODC total predicted the participants' study abroad benefits (SABI). The regression equation was found to be significant [$F(3,123) = 10.19, p = .001$] with R^2 of .199. The ODC measure significantly predicted the SABI score. However, both gender and student's status were not significant predictors of study abroad benefits. Thus, hypothesis 5 was minimally supported.

CHAPTER IV

DISCUSSION

The objective of this study was to explore the relationship between openness to new experience and benefitting from study abroad in undergraduate and graduate Saudi students in the U.S. Very little research has examined individual differences in the benefits of studying abroad in Saudi students and particularly the variables that might predict whether students benefit from such an experience. I expected that gender, student status, and openness to experience would be related to (or would even predict) students' study abroad benefits. Also, I expected that undergraduate students would be more open to experience than graduate students.

Hypothesis 1: Gender differences in openness to academic experiences.

From the overall data, the differences between Saudi female and male study abroad students were not significant. That means there is no difference between male and female students on openness to academic experience. This finding shows that both genders in the Saudi sample scored similarly in their openness to academic experiences, despite them studying in a new culture that is very different from the Saudi culture, where education is separate for both genders from pre-kindergarten through college.

Hypothesis 2: Openness to experience and study abroad benefits

The relationship between openness to experience, openness to diversity and challenge and the benefits from study abroad experiences was significant. Therefore, the students with high level of openness reported getting more benefits from their study abroad experience. According to (Martin et al., 2015) with the multicultural experiences have better scores on critical thinking tasks. My results are consistent with this finding.

Hypothesis 3: Role of interaction with home groups.

The Saudi students who interacted primarily with their home group showed less benefits than who interacted primarily with their American friends. Practicing the English language should improve the Saudi students' English vocabulary and accent. As Rochecouste et al. (2012), mentioned that isolation has negative impacts on the international students because it limits their interaction with people in the host country and that may have related to their level of openness to experience.

Hypothesis 4: The variation on college graduate and undergraduate students' openness to academic experience.

The data did not provide any significant differences between graduate and undergraduate students. It is easier for undergraduate students to be accepted in international programs because they typically need to have less admissions requirements. Perhaps graduate students showed similar openness to undergraduate students due to the time they spent in the host country.

Hypothesis 5: The regression model for the factors associated with benefits from studying abroad.

The regression model predicting the study abroad benefits using the ODC, gender and student status was significant. Openness predicted the benefits that students gain in their study abroad experience. However, ODC was not significantly related to BFI openness and BFI was unrelated to study abroad benefits. This mean that the ODC, but not more general personality openness, can predict the study abroad benefits.

Limitations of the Research

One limitation of this study is that a single country was used to test the relationship between openness to experience and benefits of study abroad. Because the participants' native language is different from the host country's language, which might be one of the difficulties that international students face in their studying abroad experience.

Also, the ODC does not measure overall openness as a personality trait; it just measures the academic openness. Scores on the BFI-10 were not correlated with scores for academic openness, suggesting that academic openness is not the same as openness to new experiences. And the BFI does not measure the study abroad benefits. This finding does not tell us if the students' openness to academic experiences increases after they have spent a specific period of time in the host country.

Another limitation of this study was not having a control group that did not experience study abroad. All the participants were currently in the host country living the experience. The study of a home country group would allow us to test the difference in level of openness between the study abroad group and study in home country group, and that might also lead to different factors that are associated with openness to experience.

Implications for Future Research

Future research could include students from different nationalities to compare their study abroad experience and examine the benefits and the difficulties that international students face while studying in the United States.

Also, research could include an exchange students program to compare the experience that U.S. students will have in Saudi Arabia and the experience that Saudi

students will have in USA. It also can test the knowledge about the host country and foreign language gaining for both groups in one year.

A possible approach would be to conduct a longitudinal study that would follow the Saudi students before and after their experience in studying abroad. This would allow a stronger test of the academic and personal benefits that students gain during their experience. This is one of the limitation of the study that all the participants are currently international students, so I could not know how much their study abroad experience affected their openness. The study group could be compared to other college students who are studying in their home country, to see if the education programs significantly affect the students' openness to experience or there are other factors that associate with benefits experienced.

In conclusion, studying abroad is beneficial for students in many aspects. Past research suggests that international students can gain cognitive and social benefits from their study abroad experience. Using a sample of Saudi students, the present study showed that graduate and undergraduate students from both genders reported experiencing more benefits if they had a higher level of academic openness.

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APPENDICES

APPENDIX A

IRB APPROVAL

IRB INSTITUTIONAL REVIEW BOARD Office of Research Compliance, 010A
Sam Ingram Building, 2269 Middle Tennessee Blvd Murfreesboro, TN 37129

IRBN007 Version 1.2 Revision Date 03.08.2016

IRBN007 – EXEMPTION DETERMINATION NOTICE

Friday, October 20, 2017

Investigator(s): Nuha Tashkndi; Thomas Brinthaup Investigator(s') Email(s):
nkt2j@mtmail.mtsu.edu; Tom.Brinthaup@mtsu.edu Department: Psychology

Study Title: The Relationship of Openness to Experience and Study Abroad

Involvement Among Graduate and Undergraduate Students Protocol ID: 18-1065

Dear Investigator(s),

The above identified research proposal has been reviewed by the MTSU Institutional Review Board (IRB) through the EXEMPT review mechanism under 45 CFR 46.101(b)(2) within the research category (2) Educational Tests A summary of the IRB action and other particulars in regard to this protocol application is tabulated as shown below:

IRB Action EXEMPT from further IRB review*** Date of expiration NOT

APPLICABLE Participant Size 200 [Two Hundred] Participant Pool Adults 18+

Mandatory Restrictions 1. Collection of Informed Consent 2. Participants must be

adults age 18 or over 3. Identifiable data may not be collected/stored with participant

responses Additional Restrictions None at this time Comments None at this time

Amendments Date 10.30.17 Post-Approval Amendments Arabic translation of survey approved.

***This exemption determination only allows above defined protocol from further IRB review such as continuing review. However, the following post-approval requirements still apply:

- Addition/removal of subject population should not be implemented without IRB approval
- Change in investigators must be notified and approved
- Modifications to procedures must be clearly articulated in an addendum request and the proposed changes must not be incorporated without an approval
- Be advised that the proposed change must comply within the requirements for exemption
- Changes to the research location must be approved – appropriate permission letter(s) from external institutions must accompany the addendum request form

Institutional Review Board Office of Compliance Middle Tennessee State
University

IRBN007 – Exemption Determination Notice Page 2 of 2

- Changes to funding source must be notified via email (irb_submissions@mtsu.edu)
- The exemption does not expire as long as the protocol is in good standing
- Project completion must be reported via email (irb_submissions@mtsu.edu)
- Research-related injuries to the participants and other events must be reported within 48 hours of such events to compliance@mtsu.edu

The current MTSU IRB policies allow the investigators to make the following types of changes to this protocol without the need to report to the Office of Compliance, as long as the proposed changes do not result in the cancellation of the protocols

eligibility for exemption: • Editorial and minor administrative revisions to the consent form or other study documents • Increasing/decreasing the participant size

The investigator(s) indicated in this notification should read and abide by all applicable postapproval conditions imposed with this approval. Refer to the post-approval guidelines posted in the MTSU IRB's website. Any unanticipated harms to participants or adverse events must be reported to the Office of Compliance at (615) 494-8918 within 48 hours of the incident.

All of the research-related records, which include signed consent forms, current & past investigator information, training certificates, survey instruments and other documents related to the study, must be retained by the PI or the faculty advisor (if the PI is a student) at the secure location mentioned in the protocol application. The data storage must be maintained for at least three (3) years after study completion. Subsequently, the researcher may destroy the data in a manner that maintains confidentiality and anonymity. IRB reserves the right to modify, change or cancel the terms of this letter without prior notice. Be advised that IRB also reserves the right to inspect or audit your records if needed.

Sincerely,

Institutional Review Board Middle Tennessee State University

Quick Links: [Click here](#) for a detailed list of the post-approval responsibilities.

More information on exempt procedures can be found [here](#).

APPENDIX B

INFORMED CONSENT

Middle Tennessee State University

Murfreesboro, TN, USA

Principal Investigator: Nuha Tashkndi

Study Title: Perceptions and Experiences of Study Abroad Students

The following information is provided to inform you about the research project and your participation in it. Please read this form carefully. Your participation in this research study is voluntary. You are also free to withdraw from this study at any time.

The purpose of this study:

The purpose of this study is to examine the relationship of attitudes toward learning and experiences of undergraduate and graduate students who are studying abroad.

Description of procedures to be followed and approximate duration of the study:

You will be asked to complete a personality scale and then rate several items related to your experiences and perceptions about your host country (the country where you are studying abroad). In addition, you will be asked to answer some general demographic questions. The study should take approximately 10-15 minutes to complete.

Description of the discomforts, inconveniences, and/or risks that can be reasonably expected as a result of participation in this study:

There are little to no known or expected risks/discomforts for participants volunteering in this study.

Anticipated benefits from this study:

All participants will contribute data that will help us to better understand the study abroad experience.

Compensation for participation:

No compensation will be offered for participation.

What happens if you choose to withdraw from study participation:

You may refuse to participate or quit at any time, with no penalty.

Contact Information

If you should have any questions about this research study or would like additional information, please feel free to contact Nuha Tashkndi at nkt2j@mtmail.mtsu.edu

Confidentiality

The results of this study will only be used for the thesis project being conducted by the researcher listed and her major advisor. The results of this study will be published as a master's thesis and stored at the library at Middle Tennessee State University.

Your responses and record of participation will be completely anonymous.

Please do not use the "Back" button on your internet browser while completing this survey.

By continuing with this survey, you are also acknowledging that you have read and understood this consent form, and willingly agree to participate in this study under the terms described

- Agree
- Disagree

Study Abroad Benefits Survey item

The following items relate to your academic, social, and other experiences in your host country (where you are currently studying abroad). Please rate each item using the agree/disagree response scale.

1. I have had many new experiences while studying abroad that I would not have had in Saudi Arabia.
2. I have learned new things about the United States that I didn't know before I came here.
3. I prefer to spend my free time with people from Saudi Arabia (who speak the same language as I do).
4. I prefer to spend my free time with people from my host country
5. I prefer to spend my free time with people from the United States.
6. I have made many new American friends.
7. I have tried out many new foods here that I would not be able to have back home.
8. I have traveled a great deal in the United States while studying abroad here
9. I have enjoyed learning new things about the United States.
10. I have kept mostly to myself while studying abroad.
11. If I had the choice, I would be happy to continue living in the United States after getting my degree.
12. I am really looking forward to returning home after my study abroad experience.
13. I wish that I could speak and write English better than I currently do
14. Most of my current social media contacts are from Saudi Arabia.

APPENDIX C

ARABIC VERSION OF THE FINAL SURVEY

نموذج الموافقة بالمشاركة

جامعة وسط ولاية تنيسي

مورفيسبورو، تنيسي، الولايات المتحدة الأمريكية

الباحث الرئيسي: نهى طاشكندي

عنوان الدراسة: تصورات وخبرات الطلاب عن الدراسة بالخارج

يتم توفير المعلومات التالية لإبلاغكم عن المشروع البحثي ومشاركته فيه. يرجى قراءة هذا النموذج بعناية.

مشاركته في هذه الدراسة البحثية هي طوعية. أنت أيضا حر في الانسحاب من هذه الدراسة في أي وقت.

الغرض من هذه الدراسة:

الغرض من هذه الدراسة هو دراسة العلاقة بين المواقف والخبرات لدى الطلاب الجامعيين والاتجاه للدراسة في

الخارج.

وصف الإجراءات الواجب اتباعها والمدة التقريبية للاستبيان:

سوف يطلب منك إكمال مقياس الشخصية ثم تقييم عدة بنود تتعلق بتجاربك وتصوراتك حول بلدك المضيف (البلد

الذي تدرس فيه بالخارج). وبالإضافة إلى ذلك، سوف يطلب منك الإجابة على بعض الأسئلة العامة. وينبغي أن

تستغرق ما يقرب من 10-15 دقيقة لإكمال الاستبيان.

وصف المضايقات أو المخاطر التي يمكن توقعها نتيجة المشاركة في هذه الدراسة:

لا توجد أي مخاطر أو مضايقات معروفة أو متوقعة للمشاركين في هذه الدراسة.

الفوائد المتوقعة من هذه الدراسة:

سوف يساهم المشاركون في جمع البيانات التي من شأنها أن تساعدنا على فهم أفضل لتجربة الدراسة في الخارج

التعويض عن المشاركة:

لن يقدم أي تعويض عن المشاركة.

ماذا يحدث إذا اخترت الانسحاب من المشاركة في الدراسة:

يجوز لك رفض المشاركة أو الانسحاب في أي وقت.

معلومات الاتصال

إذا كانت لديك أي أسئلة حول هذه الدراسة البحثية أو ترغب في معلومات إضافية، لا تتردد في التواصل مع

نهى طاشكندي

nkt2j@mtmail.mtsu.edu

السرية

لن تستخدم نتائج هذه الدراسة إلا لمشروع أطروحة علمية يجريها الباحث ومشرفه الدراسي. وسيتم نشر نتائج هذه الدراسة على أنها أطروحة الماجستير. سيتم تخزينها في المكتبة في جامعة ولاية وسط تينيسي. سوف تكون إجاباتك وسجل المشاركة مجهولين تماماً.

يرجى عدم استخدام زر "رجوع" على متصفح الإنترنت الخاص بك أثناء استكمال هذا الاستبيان.

من خلال الاستمرار في هذا الاستبيان، فإنك تقر أيضاً بأنك قرأت وفهمت نموذج الموافقة هذا، وتوافق طوعاً على المشاركة في هذه الدراسة بموجب الشروط الموصوفة.

• أوافق

• لا أوافق

أي من العبارات التالية تصف شخصيتك؟

....أرى نفسي شخص

محايد لا					
أوافق ولا		أعارض نوعاً أعارض			
أوافق بشدة	أوافق نوعاً ما	أعارض	ما	بشدة	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	منعزل
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	أثق بالآخرين عموماً
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	أميل للكسل
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	هادئ وقادر على تحمل الضغوطات
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	لدي القليل من الميول الفنية
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	اجتماعي
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	أرى أن الآخرين على خطأ
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	أكمل ما بدأت من عمل
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	يسهل إثارة قلقي
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	لدي خيال خصب

تشير العبارات التالية إلى معتقداتك وتصوراتك العامة حول خبراتك وتعليمك الجامعي. يرجى تقييم كل عنصر

باستخدام مقياس موافق / غير موافق

أستمع بإجراء مناقشات مع الأشخاص الذين لديهم أفكار وقيم تختلف عني

- أوافق بشدة
- أوافق نوعاً ما
- محايد لا أوافق و لا أعارض
- أعارض نوعاً ما
- أعارض بشدة

القيمة الحقيقية للتعليم الجامعي تكمن في تعرفي على قيم مختلفة

- أوافق بشدة
- أوافق نوعاً ما
- محايد لا أوافق و لا أعارض
- أعارض نوعاً ما
- أعارض بشدة

استمتع بالحديث مع الأشخاص الذين لديهم قيم مختلفة عني لأن ذلك يساعدني على فهم نفسي وقيمي بشكل

أفضل

- أوافق بشدة
- أوافق نوعاً ما
- محايد لا أوافق و لا أعارض

• أعارض نوعاً ما

• أعارض بشدة

التعرف على أشخاص من ثقافات مختلفة هو جزء مهم جداً من تعليمي الجامعي

• أوافق بشدة

• أوافق نوعاً ما

• محايد لا أوافق و لا أعارض

• أعارض نوعاً ما

• أعارض بشدة

استمتع بدراسة المواد التي تتحدى معتقداتي وقيمي

• أوافق بشدة

• أوافق نوعاً ما

• محايد لا أوافق و لا أعارض

• أعارض نوعاً ما

• أعارض بشدة

الدورات التي أستمتع بها كثيراً هي تلك التي تجعلني أفكر في الأمور من منظور مختلف

- أوافق بشدة
- أوافق نوعاً ما
- محايد لا أوافق و لا أعارض
- أعارض نوعاً ما
- أعارض بشدة

التواصل مع الأشخاص الذين لديهم خلفيات مختلفة (على سبيل المثال، العرق، الأصل القومي، التوجه الجنسي) هو جزء أساسي من تعليمي الجامعي

- أوافق بشدة
- أوافق نوعاً ما
- محايد لا أوافق و لا أعارض
- أعارض نوعاً ما
- أعارض بشدة

استمتع بدراسة المواد التي بها تحديات فكرية

- أوافق بشدة
- أوافق نوعاً ما
- محايد لا أوافق و لا أعارض

• أعارض نوعاً ما

• أعارض بشدة

تتعلق العناصر التالية بتجاربك الأكاديمية والاجتماعية وغيرها في الولايات المتحدة (حيث أنك تدرس حالياً في

الخارج). يرجى تقييم كل عنصر باستخدام مقياس موافق / غير موافق

حظيت بالعديد من التجارب والخبرات في الولايات المتحدة الأمريكية لم تكن متاحة لي لتجربتها في المملكة

العربية السعودية

• أوافق بشدة

• أوافق نوعاً ما

• محايد لا أوافق و لا أعارض

• أعارض نوعاً ما

• أعارض بشدة

لقد تعلمت أشياء جديدة عن الولايات المتحدة لم أكن أعرفها قبل أن أتي إلى هنا

• أوافق بشدة

• أوافق نوعاً ما

• محايد لا أوافق و لا أعارض

• أعارض نوعاً ما

• أعارض بشدة

أفضل قضاء أوقات الفراغ مع أشخاص من المملكة العربية السعودية أو مع من يتحدثون نفس لغتي

• أوافق بشدة

• أوافق نوعاً ما

• محايد لا أوافق و لا أعارض

• أعارض نوعاً ما

• أعارض بشدة

أفضل قضاء أوقات الفراغ مع أشخاص من الولايات المتحدة أو يتحدثون الإنجليزية

• أوافق بشدة

• أوافق نوعاً ما

• محايد لا أوافق و لا أعارض

• أعارض نوعاً ما

• أعارض بشدة

كونت العديد من الصداقات مع أشخاص أمريكيين

• أوافق بشدة

• أوافق نوعاً ما

• محايد لا أوافق و لا أعارض

• أعارض نوعاً ما

• أعارض بشدة

تذوقت العديد من الأطعمة هنا لم أتذوقها ببليدي

• أوافق بشدة

• أوافق نوعاً ما

• محايد لا أوافق و لا أعارض

• أعارض نوعاً ما

• أعارض بشدة

سافرت لعدة ولايات أثناء دراستي في الولايات المتحدة

• أوافق بشدة

• أوافق نوعاً ما

• محايد لا أوافق و لا أعارض

• أعارض نوعاً ما

• أعارض بشدة

استمتعت بتعلم أشياء جديدة عن الولايات المتحدة

- أوافق بشدة
- أوافق نوعاً ما
- محايد لا أوافق و لا أعارض
- أعارض نوعاً ما
- أعارض بشدة

ظللت منعزل أغلب الأوقات أثناء دراستي في الولايات المتحدة

- أوافق بشدة
- أوافق نوعاً ما
- محايد لا أوافق و لا أعارض
- أعارض نوعاً ما
- أعارض بشدة

إذا كان لي الخيار، سأكون سعيداً لمواصلة العيش في الولايات المتحدة بعد تخرجي

- أوافق بشدة
- أوافق نوعاً ما

• محايد لا أوافق و لا أعارض

• أعارض نوعاً ما

• أعارض بشدة

أنا أتطلع إلى العودة إلى الوطن بعد تخرجي

• أوافق بشدة

• أوافق نوعاً ما

• محايد لا أوافق و لا أعارض

• أعارض نوعاً ما

• أعارض بشدة

أتمنى أن أستطيع التحدث و الكتابة باللغة الإنجليزية بشكل أفضل مما أفعله حالياً

• أوافق بشدة

• أوافق نوعاً ما

• محايد لا أوافق و لا أعارض

• أعارض نوعاً ما

• أعارض بشدة

معظم الأشخاص المضافين في شبكات التواصل الاجتماعي التي استخدمها من المملكة العربية السعودية

أوافق بشدة

أوافق نوعاً ما

محايد لا أوافق و لا أعارض

أعارض نوعاً ما

أعارض بشدة

حدد جنسك

ذكر

أنثى

شيء آخر

كم عمرك حالياً؟

(حدد وطنك الأساسي (ماهي جنسيتك الوطنية؟

هل أنت مسجل حالياً كطالب دولي بإحدى الجامعات العالمية؟

نعم

لا

(حدد المدة التي قضيتها ببلد الدراسة (أرجو تحديد المدة بالشهور و السنين

ما هو السبب الرئيسي (أو الأسباب) التي جعلتك تقرر القيام بالدراسة في الولايات المتحدة؟

حدد مرحلتك العلمية الحالية؟

• طالب بمرحلة البكالوريوس

• طالب بمرحلة الدراسات العليا

• طالب بمرحلة اللغة

• أخرى

نقدر لك مشاركتك في هذا الاستبيان. سوف تستخدم البيانات لدراسة العلاقة بين الانفتاح للخبرات والدراسة في

الخارج. مشاركتك ستساعدنا لفهم سبب وجود فروقات في تجارب الطلاب في الدراسة في الخارج. سوف

نستطيع التعرف على تجارب مختلفة للطلاب الدارسين في الخارج

شكراً لك.