

Socio-Cultural Adaptation of Malaysian Medical Students in Tanta University, Egypt

Walaa M. Shehata MD ^{1*}, Doaa E. Abdeldaim MD ¹

¹ Department of Public Health and Community Medicine, Faculty of Medicine, Tanta University, Egypt

Abstract:

Background: Over the last years, the number of international students studying in the Egyptian universities and colleges has increased. Good socio-cultural adaptation is necessary for the successful academic achievement of the students. Objectives: To assess the level of socio-cultural adaptation of Malaysian students studying medicine in Tanta University, Egypt and to determine the relationship between some selected students' sociodemographic characteristics and the level of their adaptation. **Methods:** This cross-sectional study included 250 Malaysian students studying at faculty of medicine Tanta University (63 students at foundation years and 187 students at clinical years). Respondents were interviewed using a valid questionnaire that comprised sociodemographic data and the Revised Sociocultural Adaptation Scale (SCAS-R) to measure the students' level of socio-cultural adaptation. **Results:** More than two thirds of the students (65.2%) showed fair adaptation and 18.8% of them showed poor adaptation while only 16% of them reported good adaptation. Females, single and older students (≥ 21 years old), experienced more difficulty in adapting, whereas better adaptation was found among students stayed in Egypt longer time and who can understand and speak Arabic language. **Conclusions:** Sociodemographic characteristics of international students can strongly affect their ability to socio-culturally adapt in the host country.

Keywords: Egypt, Malaysian, Medical, Socio-Cultural Adaptation.

Introduction:

The rapid growth that higher education witnessed in the last two decades makes it one of the most important factors for the growth of the world economy ⁽¹⁾, and increases the chance for countries to be globally competitive.^(2,3)

This growths lead to the development of the concept of internationalization of higher education, which allows students to come from different countries with different cultures to acquire knowledge and skills.⁽⁴⁾ Governments and large overseas companies sponsor groups of expatriate students to benefit their home countries, as they will

eventually return to teach more students, develop the research trajectory, and enhance the skilled work power.⁽⁵⁾ The international movement of university students plays an important role in the socio-economic development of countries through hospitality, foreign exchange and other services.⁽⁶⁾

Globally, The United States receives the largest numbers of international students ⁽⁷⁾; however, countries like Australia ⁽⁸⁾, Canada ⁽⁹⁾, Germany ⁽¹⁰⁾, and Taiwan ⁽¹¹⁾ are popular destinations that attract international students who want to pursue higher education. According to UNESCO statistics in 2014, Egyptian universities were ranked in the top

*Corresponding author: E-mail: princesswalaa2008@yahoo.com

20 countries in attracting international students.⁽¹²⁾ According to the Egyptian Ministry of Higher Education and Scientific Research, during the period between 2012 and 2017 Egyptian public universities received 91,000 new international students (41,000 undergraduate students and 50,360 postgraduate students).

The international studies offered to the Egyptian economy about US\$186 million, and the number of international students is projected to double by 2020-21, which would increase the national income by an average of US\$700 million. Malaysia, Syria, Palestine, Sudan, Jordan and Somalia send the majority of international students to Egyptian universities especially in fields of medicine, technology, social sciences, humanities and religious studies.⁽¹³⁾

Socio-cultural adaptation is defined “in terms of behavioral competence” and is “strongly influenced by factors underpinning culture learning and social skills acquisition”⁽¹⁴⁾. Additionally, it was defined by Berry (1997) as “changes that occur in individuals or groups in response to new environment demands”.⁽¹⁵⁾ This socio-cultural adaptation is affected by many factors such as age, gender, time spent in the foreign country, language fluency, degree of the cross-cultural differences and the

presence of their friends or family.⁽¹⁶⁾ Expatriate students’ inability to adapt to the new country’s culture leads to their disappointment, psychological stress manifested in the form of depression, anxiety or even apathy⁽⁶⁾ and may interfere with their academic objectives⁽³⁾, and lead to financial loss on the part of their sponsors.⁽¹⁷⁾

The aim of this study is to assess the level of socio-cultural adaptation of Malaysian students studying medicine in Tanta University, Egypt, and to determine the relationship between some selected students’ sociodemographic characteristics and the level of their adaptation.

Methods:

Study design: Cross-sectional study.

Study setting, and Participants:

The study was conducted during March and April 2019 at the faculty of Medicine, Tanta University, Egypt. Trained Malaysian medical students interviewed Malaysian students aged about 21 years old. Students were enumerated then the questionnaire was randomly distributed to participants by choosing the second student from each list of names. Participants were selected through disproportionate probability stratified sampling technique. The total sample size was 250 students (63 students at the basic years and 187 students at the clinical years).

Sample size calculated by using Epi Info. The least sample size was 200 students. Objectives and benefits of the study were explained to the participants. Students who refused to participate were excluded from the study.

Study tool: A questionnaire that comprises two sections was used in this study. The first section included items on sociodemographic factors (age, gender, academic grade, years spent in Egypt, marital status, number of children, 1st language, language spoken more in Egypt, previous experience of study abroad, basic source of income, and information on whether the income is sufficient).

The authors used the Revised Sociocultural Adaptation Scale (SCAS-R) developed by Wilson, 2013⁽¹⁸⁾ to explore socio-cultural adaptation among expatriate Malaysian medical students in Tanta University, Egypt. This was a valid and reliable questionnaire (Cronbach's Alpha 0.87). SCAS-R comprised 21 items with five dimensions that measure Interpersonal Communication (7 items), Academic/Work Performance (4 items), Personal Interests and Community Involvement (4 items), Ecological Adaptation (4 items) and Language Proficiency (2 items). These items were scored on a five-point Likert scale ranging

from one (not at all competent) to five (extremely competent).

After item scoring, items within the same subscale were averaged together to create the five subscales scores. The sum of all 21 items was calculated to measure the total students' socio cultural adjustment, the higher the score the better the degree of adaptation as the score was categorized into; score less than 3 indicates poor adjustment, score of 3 to less than 4 indicates fair adjustment while score of 4 or more indicates good adjustment.

Statistical Analysis: Analysis was performed using Statistical Package for Social Sciences (SPSS) (version 16.0, IBM, Armonk, NY). Descriptive analysis was performed for all variables in this study. The Mann Whitney *U* and Kruskal Wakllistests were used to test association between quantitative variables. Level of significance was adopted at $p < 0.05$.

Ethical considerations: Approval of the Faculty of Medicine's Research Ethics Committee (REC) was obtained prior to conduction of the study. Objectives and benefits of the study were explained in verbal and written form attached to the questionnaires in a sealed envelope. Students were assured that their participation was confidential. Upon completion of the questionnaire, students were instructed to put

those sealed envelopes into a collection-box. Informed oral consent was obtained from those who agreed to participate.

Results:

Questionnaire respondents of Malaysian students were predominantly female (60.2%) and in age group more than or equal to 21 years (84.4%). Nearly three quarters of students (74.4%) stayed in Egypt more than three years, and 74.8% of them were in the clinical years in the faculty of medicine (4th, 5th and 6th years). The majority of them were single (92.4%) and had no children. Their first language was Malaysian and only 6.4% spoke Arabic. As regards source of income, three sources (scholarship, help of relatives and others) were nearly similar (31.2%, 29.6% and 30.8% respectively) and 59.2% of students' incomes were just enough (**Table 1**).

Regarding the degree of Malaysian students' socio-cultural adaptation, more than two thirds of the students (65.2%) showed fair adaptation and 18.8% of them showed poor adaptation while good adaptation was found in only 16% of them (Figure 1). On the Revised Sociocultural Adaptation Scale (SCAS-R), Malaysian students were asked to rate their level of adaptation from not at all competent (1) to

extremely competent (5). The response frequencies, means, and standard deviations of the 21 items are reported in Table 2. Moreover, means and standard deviations of the total scale was 3.3 ± 0.5 and of the subscales; interpersonal communication, academic / work performance, personal interests/community involvement, ecological adaptation and language proficiency were 4.2 ± 1.1 , 4 ± 2.2 , 3.8 ± 2.3 , 3.7 ± 2.3 and 3 ± 1.1 respectively (**Table 2**).

Students younger than 21 years showed less difficulty in socio-cultural adaptation than older ones, while they showed more difficulty regarding the subscales (interpersonal communication, academic performance and personal interest) (**Table 3**). Female and single students had more difficulty adapting than did males and married participants with significant difference between them (Table 3). There was no significant finding with respect to the spoken language while the length of stay in Egypt significantly affected students' adaptation (Table 4).

Discussion:

International students give to the host countries many social and cultural benefits beside the economic ones, these benefits motivate the other countries to enter the

market of internationalization of higher education.⁽¹⁹⁾ Successful socio-cultural adaptation can positively affect the international students' quality of life, and improve their academic achievement and productivity.⁽²⁰⁾

The present study revealed that more than half of the included Malaysian students (65.2%) showed fair socio-cultural adaptation and 18.8% of them showed poor adaptation while good adaptation was found in only 16% of them. This is in accordance with Chen et al. results who found that nearly half of their included Chinese students (46.69%) experienced fair/moderate socio-cultural adaptation in Africa, followed by those showed poor adaptation (34.07%) and the least percent showed good adaptation (19.24%)⁽²¹⁾. Spencer-Oatey and Xiong in their study on the Chinese students in Britain found that the majority of their participants faced few socio-cultural and psychological adaptation difficulties.⁽²²⁾

Regarding students' age, our study found that the older age group (≥ 21 years old) showed more difficulty in socio-cultural adaptation than those aged less than 21 years with no significant difference. This is in accordance with results of a study done on Turkish students in the United States that found that older students exhibit more

difficulty in sociocultural adaptation than younger students, yet with significant differences.⁽²³⁾ Similar finding was revealed by Seo and Koro-Ljungberg in their study on Korean graduate students' in America.⁽²⁴⁾ This can be explained as increasing age makes people's ability to adapt to new socio-cultural standards becomes more difficult because older people's values and interests already established and require more time to adapt to new ones.

Conversely, Zhao, in his study on expatriate international students in America, found that the younger students had more difficulty in adapting the socio-cultural standards of the American society.⁽²⁵⁾ While Swami, in his study (2009) did not find any significant correlation between age of Malaysian students studying in Britain and their socio-cultural adjustment.⁽²⁶⁾

With regards to the students' gender, the present study found that female Malaysian students experienced more difficulty in the adapting socio-culturally in Egypt compared to male students with significant difference. This is supported by Zhao, (2010) and Wilson (2011) findings from their studies on international students.^(25,27) However, studies done by Mustaffa and Ilias, (2013) and Abdullah et al., (2015) on international students in studying in Malaysia didn't find

any significant differences between male and female international students regarding their socio-cultural adjustment during their study in Malaysian universities.^(28,29) Also, Swami, (2009) and GulRaihan and Sandaran, (2017) found that students gender did not affect the overall socio-cultural adaptation and the adaptation subscales.^(26,20)

Marital status affects the students' socio-cultural adaptation. This is revealed in the current study as we found that married students were more competent in all subscales of socio-cultural adaptation, and experienced less difficulty in overall adaptation compared to single ones. This is consistent with Zhao, (2010) results as he found that single expatriate students faced more difficulties in adapting socio-culturally in America compared with married ones.⁽²⁵⁾

Time spent in the host country with a new culture is one of the most important factors that affect the ability of students to adapt culturally as shown in the present study. In the current study it was evident that; Malaysian students who stayed in Egypt more than one year were more competent and had less difficulty in adapting than those who spent less than one year with statistically significant difference between them. These findings conform to Constantine, (2003) and Ying, (2005) studies results, as they found

that the difficulty to adapt and acculturative stress decrease over time.^(30,31) Additionally, Zhao, (2010) in his study in America, and Yusoff, (2010) and GulRaihan and Sandaran (2017) in Malaysia revealed a negative correlation. The longer expatriate students spent in the host country, the less difficult their adaptation to society behaviors, beliefs and perceptions.^(25, 32,20) Because at the beginning, socio-cultural adaptation is usually low then gradually develops until it reaches a higher threshold.

Conversely, Wilson, (2011) in his studies done on international Asian students in America, and Swami (2009) in his study on Malaysian students studying in Britain found no significant differences between expatriate students' ability for socio-cultural adaptation and the time they spent in the host countries.^(27,26)

Good Understanding and speaking of the host country's language make the process of socio-cultural adaptation easier, so the Malaysian students included in our study who could speak Arabic were found to have better adaptation capabilities compared to those who cannot. This is in consistent with Yeh and Inose, (2003) and Wilson, (2011) findings where lack of fluency in English language significantly affected the ability of international students to adapt in United

States. Students with better English understanding had less difficulty in adapting. (33,27) Additionally, Swami (2009) in his study on Malaysian students studying in Britain found that there was a significant negative correlation between students' proficiency in English language and their ability to adapt in Britain.⁽²⁶⁾

Conclusion: The present study found that only a small percent (18.8%) of Malaysian students studying at Tanta faculty of medicine in Egypt showed poor socio-cultural adaptation whereas, the largest percent of them (65.2%) showed fair adaptation with the students' sociodemographic characteristics affected their ability of adaptation.

Recommendations: International expatriate students must be sufficiently psychologically prepared prior to arrival to the host country. Upon students' arrival and throughout their period of stay, efforts should be made to help the international students to successfully adapt to the new culture through cross-cultural training programs, attempts to engage them in local activities of the host country, and to participate in educational programs to improve intercultural understanding and increase their Arabic language proficiency.

Limitation of the study: The study's sample is considered a limitation in the current study, as our sample was taken from only one Faculty from only one public university in Egypt with its own special characteristics.

Funding: The authors declare that they did not receive any funds in design of the study and collection, analysis, and interpretation of data and in writing the manuscript.

Competing interests: The authors declare that they have no competing interests.

Acknowledgements: The authors acknowledge all Malaysian students who participated in our study for their time.

References:

1. Badry F, Willoughby J. State control of higher education in the UAE and Qatar. In Higher Education Revolutions in the Gulf: Globalization and Institutional Viability (London: Routledge), 2015: 5: 87-99.
2. Kirk D, Napier DB. Global competition, local implications: Higher education development in the United Arab Emirates. In Higher Education, Policy, and the Global Competition Phenomenon, Palgrave Macmillan, New York (eds), 2010: 115-26.
3. Awang-Rozaimie AS, Amelia AT, Siti-Huzaimah JA et al. Intercultural Sensitivity and Cross-cultural

-
- Adjustment among Malaysian Students Abroad. *Journal of Educational and Social Research* 2013; 3 (7): 693-703.
4. Knight J. Education Hubs: A Fad, a Brand, an Innovation? *Journal of Studies in International Education* 2011; 15(3): 221-40.
 5. Farrugia C, Bhandari R. *Opendoors 2016 report on international educational exchange*. New York: Institute of International Education, 2016.
 6. Jasinskaja-Lahti I, Liebkind K, Jaakkola M et al. Perceived Discrimination, Social Support Networks, and Psychological Well-being among Three Immigrant Groups. *Journal of Cross-Cultural Psychology* 2006; 37(3): 293-311.
 7. Nga JCL. *The Internationalisation of Malaysian Private Higher Education Institutions for Increasing Higher Education Exports*, DBA thesis, Southern Cross University, Lismore, NSW, 2009. Retrieved from <http://epubs.scu.edu.au/theses/279/>. Last access was at 20/9/2019.
 8. Sullivan C, Kashubeck-West S. The Interplay of International Students' Acculturative Stress, Social Support, and Acculturation Modes. *Journal of International Students* 2015; 5(1): 1-11.
 9. Guo S, Chase M. Internationalisation of Higher Education: Integrating International Students into Canadian Academic Environment. *Teaching in Higher Education* 2015; 16: 305-18.
 10. Rienties B, Tempelaar D. The Role of Cultural Dimensions of International and Dutch Students on Academic and Social Integration and Academic Performance in the Netherlands. *International Journal of Intercultural Relations* 2013; 37(2): 188-201.
 11. Lawrence NE. The Effects of Cultural Intelligence, Self Efficacy and Cross Cultural Communication on Cross Cultural Adaptation of International Students in Taiwan. *National Taiwan Normal University Repository* 2011; 1-85.
 12. UNESCO Institute for Statistics. *Top 20 countries for international students*, July 2014. Available at <https://en.unesco.org/gem-report/statistics>. Last access date: 12/9/2019.
 13. Sawahel W. EGYPT. Ministry sees value in international students. *University world news. The global window on higher education*; 07 April 2017. Available at
-

- www.universityworldnews.com. Last accessed at 20/11/2019
14. Ward C, Kennedy A. The measurement of sociocultural adaptation. *International Journal of Intercultural Relations* 1999; 23(4): 659-77.
 15. Berry JW. Immigration, acculturation, and adaptation, *Applied Psychology: An International Review* 1997; 46(1):5-68.
 16. Pedersen PJ. Assessing intercultural effectiveness outcomes in a yearlong study abroad program. *International Journal of Intercultural Relations* 2010; 34(1):70-80.
 17. Global Relocation Trends Survey (GRTS). 2009 Survey Reports, Brookfield Global Relocation Services and National Foreign Trade Council (NFTC), 2009. http://www.brookfieldgrs.com/insights_ideas/grts/index.asp. Last access date:5/8/2019.
 18. Wilson J. Exploring the past, present and future of cultural competency research: The revision and expansion of the sociocultural adaptation construct. Unpublished doctoral dissertation. Victoria University of Wellington, 2013.
 19. Terry L. International initiatives that facilitate global mobility in higher education. *Michigan State Law Review* 2011; 305-57.
 20. GulRaihan M, Sandaran SC. Sociocultural Adaptation Challenges of International Students at a Higher Learning Institution in Malaysia. *LSP International Journal*, 2017; 4(2):85–101.
 21. Chen X, Liu X, Yu W et al. Association between Cross-Cultural Social Adaptation and Overseas Life Satisfaction among Chinese Medical Aid Team Members (CMATMs) in Africa. *Int. J. Environ. Res. Public Health* 2019; 16: 1572-83.
 22. Spencer-Oatey H, Xiong Z. Chinese Students' Psychological and Sociocultural Adjustments to Britain: An Empirical Study. *Language, Culture and Curriculum* 2006; 19(1): 37-53.
 23. Poyrazli S, Arbona C, Bullington R et al. Adjustment issues of Turkish college students studying in the United States. *College Student Journal* 2001; 35(1): 52-62.
 24. Seo S, Koro-Ljungberg M. A hermeneutical study of older Korean graduate students' experiences in American higher education: From Confucianism to western educational values. *Journal of Studies in International Education* 2005; 9(2):164-87.

-
25. Zhao L. Socio-Cultural Adjustment of International Students as Expatriates in America. A Thesis Presented to The Faculty of the Department of Psychology, Western Kentucky University, Bowling Green Kentucky. In Partial Fulfillment of the Requirement for the Degree Master of Arts, 2010.
 26. Swami V. Predictors of sociocultural adjustment among sojourning Malaysian students in Britain. *International Journal of Psychology* 2009; 44 (4):266–73.
 27. Wilson PG. Fitting-in: Sociocultural Adaptation of International Graduate Students. Paper presented at the 42nd annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT, October 19-21, 2011.
 28. Mustaffa CS, Ilias M. Relationship between Students Adjustment Factors and Cross Cultural Adjustment: A Survey at the Northern University of Malaysia. *Intercultural Communication Studies* 2013; 1(22): 279-300.
 29. Abdullah MC, Adebayo AS, Talib AR. Relationship between Demographic Factors, Social Support and Sociocultural Adjustment among International Post Graduate Students in a Malaysian Public University. *Journal of Educational and Social Research* 2015; 5(2): 87.
 30. Wilton L, Constantine MG. Length of residence, cultural adjustment difficulties, and psychological distress symptoms in Asian and Latin American international college students. *Journal of College Counseling* 2003; 6(2):177-86.
 31. Ying YW. Variation in acculturative stressors over time: A study of Taiwanese students in the United States. *International Journal of Intercultural Relations* 2005; 29(1):59-71.
 32. Yusoff YM, Chelliah S. Adjustment in International Students in Malaysian Public University. *International Journal of Innovation, Management* 2010; 1(3): 2008-11.
 33. Yeh CJ, Inose M. International students' reported English fluency, social support satisfaction, and social connectedness as predictors of acculturative stress. *Counselling Psychology Quarterly* 2003; 16(1):15-28.

Table (1): Distribution of the studied group according to sociodemographic characteristics

Sociodemographic characteristics	No. (%)	Sociodemographic characteristics	No.(%)
Age groups:		Years of staying in Egypt:	
▪ < 21	39(15.6%)	▪ <1	5(2%)
▪ ≥ 21	211(84.4%)	▪ 1-3	59(23.6%)
		▪ >3	186(74.4%)
Gender:		First language:	
▪ Male	98(39.2%)	▪ Malaysian	234(93.6%)
▪ Female	152(60.2%)	▪ Other languages	16(6.4%)
Marital status:		Language spoken:	
▪ Single	231(92.4%)	▪ Malaysian	186(74.4%)
▪ Married	19(7.6%)	▪ English	48(19.2%)
		▪ Arabic	16(6.4%)
Children:		Source of income:	
▪ No children	243(97.2%)	▪ Salary	21(8.4%)
▪ Have children	7 (2.8%)	▪ Scholarship	78(31.2%)
		▪ Help of relatives	74(29.6%)
		▪ others	77(30.8%)
Grade:		Total personal income:	
▪ Basic	63(25.2%)	▪ Not enough	26(10.4%)
▪ Clinical	187(74.8%)	▪ Just enough	148(59.2%)
		▪ Enough and saving	76(30.4%)

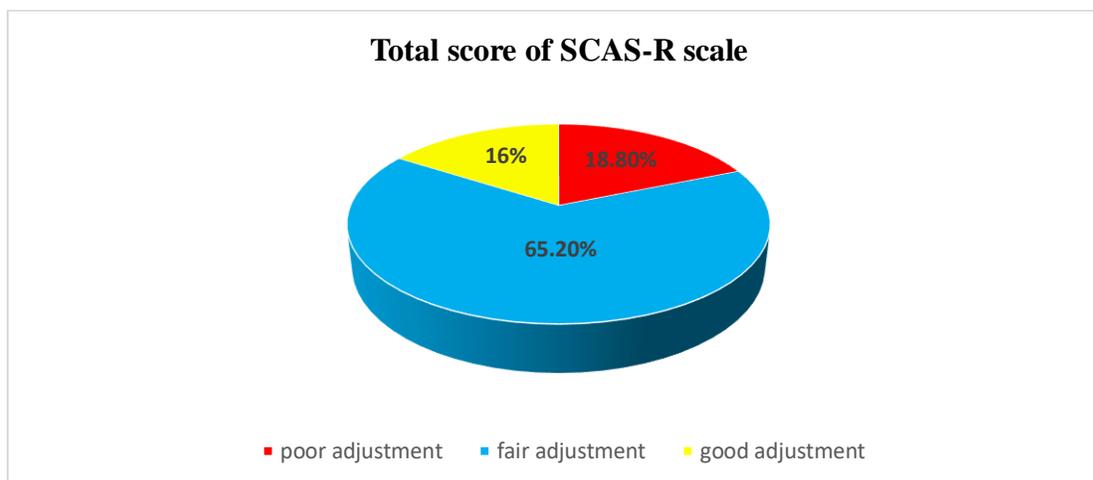
**Figure (1): Overall socio-cultural adaptation of Malaysian students**

Table (2): Distribution of the studied group according to adaptation difficulty by SCAS-R Items

Interpersonal Communication:	4.2±1.1					
▪ Building and maintaining relationships	3.4±0.96	8(3.2%)	29(11.6%)	91(36.4%)	90(36%)	32(12.8%)
▪ Interacting at social events.	3.5±0.87	2(0.8%)	25(10%)	97(38.8%)	92(36.8%)	34(13.6%)
▪ Accurately interpreting and responding to other people's gestures and facial expressions.	3.5±0.9	4(1.6%)	27(10.8%)	101(40.4%)	86(34.4%)	32(12.8%)
▪ Varying the rate of my speaking in a culturally appropriate manner.	3.1±0.9	6(2.4%)	52(20.8%)	115(46%)	66(26.4%)	11(4.4%)
▪ Accurately interpreting and responding to other people's emotions.	3.5±0.8	2(0.8%)	22(8.8%)	112(44.8%)	85(34%)	29(11.6%)
▪ Interacting with members of the opposite sex.	3.4±0.99	5(2%)	38(15.2%)	94(37.6%)	74(29.6%)	39(15.6%)
▪ Changing my behavior to suit social norms, rules, attitudes, beliefs and customs	3.4±1.0	11(4.4%)	28(11.2%)	97(38.8%)	74(29.6%)	40(16%)
Academic / Work Performance	4±2.2					
▪ Managing my academic/work responsibilities.	3.7±0.8	0(0%)	8(3.2%)	98(39.2%)	99(39.6%)	45(18%)
▪ Working effectively with other students/work colleagues.	3.7±0.7	0(0%)	11(4.4%)	84(33.6%)	127(50.8%)	28(11.2%)
▪ Gaining feedback from other students/work colleagues to help improve my performance.	3.4±0.9	4(1.6%)	27(10.8%)	105(42%)	87(34.8%)	27(10.8%)
▪ Expressing my ideas to other students/work colleagues in a culturally appropriate manner.	3.5±0.9	4(1.6%)	19(7.6%)	98(39.2%)	98(39.2%)	31(12.4%)

Table (2): Distribution of the studied group according to adaptation difficulty by SCAS-R Items (continued)

Personal Interests & Community Involvement:	3.8±2.3					
▪ Maintaining my hobbies and interests	3.7±0.9	1(0.4%)	15(6%)	86(34.4%)	95(38%)	53(21.2%)
▪ Obtaining community services I require.	3.2±0.98	12(4.8%)	39(15.6%)	108(43.2%)	67(26.8%)	24(9.6%)
▪ 14-Attending or participating in community activities	3.4±0.98	6(2.4%)	40(16%)	95(38%)	76(30.4%)	33(13.2%)
▪ Dealing with the bureaucracy	3.1±0.9	11(4.4%)	40(16%)	121(48.4%)	58(23.2%)	20(8%)
Ecological Adaptation	3.7±2.3					
▪ Adapting to the noise level in my neighborhood	3.0±1.3	35(14%)	58(23.2%)	73(29.2%)	47(18.8%)	37(14.8%)
▪ Adapting to the population density.	3.1±0.9	10(4%)	51(20.4%)	105(42%)	70(28%)	14(5.6%)
▪ Finding my way around.	3.6±0.9	4(1.6%)	23(9.2%)	84(33.6%)	99(39.6%)	40(16%)
▪ Adapting to the pace of life	3.5±0.9	2(0.8%)	23(9.2%)	102(40.8%)	90(36%)	33(13.2%)
Language Proficiency	3±1.1					
▪ Understanding and speaking [Arabic].	2.9±0.9	9(3.6%)	85(34%)	92(36.8%)	53(21.2%)	11(4.4%)
▪ Reading and writing [Arabic].	2.8±1.1	31(12.4%)	74(29.6%)	77(30.8%)	50(20%)	18(7.2%)
Total Scale	3.3±0.5					

Table (3): Relation between age groups, gender, marital status of Malaysian students and total score of SCAS-R and its subscales

Subscales	Age groups		Mann-Whitney U	p-value
	< 21 y (n=39)	≥ 21 y(n=211)		
	Mean± SD	Mean± SD		
▪ Interpersonal communication	3.4±0.5	4.3±4.4	1.7	0.09
▪ Academic performance	3.6±0.4	4.1±2.4	0.3	0.8
▪ Personal interest	3.5±0.6	3.9±2.5	0.4	0.7
▪ Ecological Adaptation	3.5±0.6	3.8±2.5	1.5	0.1
▪ Language Proficiency	3.2±1.0	2.9±1.1	1.8	0.07
▪ Total Scale	3.4±0.5	3.3±0.5	1.3	0.2
	Gender		Mann-Whitney U	p-value
	Male (n=98)	Female (n=152)		
	Mean± SD	Mean± SD		
▪ Interpersonal communication	5.5±6.2	3.4±0.5	2.6	0.009*
▪ Academic performance	4.6±3.4	3.6±0.6	0.5	0.6
▪ Personal interest	4.4±3.5	3.4±0.7	0.6	0.3
▪ Ecological Adaptation	4.4±3.5	3.3±0.7	1.0	0.3
▪ Language Proficiency	3.1±1.4	2.8±0.9	0.99	0.3
▪ Total Scale	4.5±0.7	3.3±0.5	0.8	0.4
	Marital status		Mann-Whitney U	p-Value
	Single (n=231)	Married(n=19)		
	Mean± SD	Mean± SD		
▪ Interpersonal communication	4.1±3.6	6.1±7.8	0.9	0.3
▪ Academic performance	3.9±1.9	5.2±4.4	1.6	0.1
▪ Personal interest	3.7±2.1	4.8±3.8	2.1	0.04*
▪ Ecological Adaptation	3.6±2.1	4.8±4.2	1.8	0.07
▪ Language Proficiency	2.9±0.9	3.8±2.3	1.8	0.07
▪ Total Scale	3.3±0.5	3.5±0.6	1.5	0.1

Table (4): Relation between years staying in Egypt, language spoken of Malaysian students and total score of SCAS-R and its subscales

Subscale	Years of staying in Egypt			Kruskal Wallis	P-value
	<1year n=5	1-3 years n=59	>3years n=186		
	Mean± SD	Mean± SD	Mean± SD		
▪ Interpersonal communication	3.1±0.5	4.3±3.4	4.2±4.3	13.7	0.001*
▪ Academic performance	3.2±0.3	4.1±2.0	4.0±2.3	8.1	0.01*
▪ Personal interest	3.2±1.0	4.0±2.0	3.8±2.4	10.4	0.005*
▪ Ecological Adaptation	3.0±0.7	3.8±1.8	3.7±2.5	10.5	0.005*
▪ Language Proficiency	2.6±1.4	3.1±1.0	2.9±1.2	2.7	0.3
▪ Total Scale	2.9±0.2	3.5±0.5	3.3±0.5	14.9	0.001*
	Language spoken			Kruskal Wallis	P-value
	Malaysian n=186	English n=48	Arabic n=16		
	Mean± SD	Mean± SD	Mean± SD		
▪ Interpersonal communication	4.5±4.7	3.3±0.6	3.6±0.6	3.7	0.2
▪ Academic performance	4.1±2.5	3.6±0.6	3.7±0.5	0.2	0.9
▪ Personal interest	3.9±2.6	3.3±0.7	3.6±0.6	2.4	0.3
▪ Ecological Adaptation	3.9±2.6	3.2±0.7	3.7±0.7	7.2	0.03*
▪ Language Proficiency	3.0±1.2	2.8±1.0	3.2±1.2	1.4	0.5
▪ Total Scale	3.3±0.5	3.3±0.6	3.6±0.7	1.5	0.5

المخلص العربي

التكيف الاجتماعي والثقافي لطلاب الطب الماليزيين بجامعة طنطا ، مصر

ولاء محمد شحات – دعاء علوى عبد الدايم

الخلفية: على مدار السنوات الماضية ، ارتفع عدد الطلاب الدوليين الذين يدرسون في الجامعات والكليات المصرية. يعد التكيف الاجتماعي والثقافي الجيد ضرورياً للإنجاز الأكاديمي الناجح للطلاب. **الهدف من البحث:** تقييم مستوى التكيف الاجتماعي والثقافي للطلاب الماليزيين الذين يدرسون الطب في جامعة طنطا بمصر وتحديد العلاقة بين بعض الخصائص الاجتماعية والديموغرافية المختاره الطلاب ومستوى تكيفهم. **طريقة البحث:** شملت هذه الدراسة المستعرضة 250 طالباً ماليزياً يدرسون في كلية طب طنطا (63 طالباً في السنوات الأساسية و 187 طالباً في السنوات الإكلينيكية). تمت مقابلة الطلاب المستجيبين ؛ باستخدام استبيان يتألف من البيانات الاجتماعية والديموغرافية ومقياس التكيف الاجتماعي والثقافي المنقح (SCAS- R) لقياس مستوى التكيف الاجتماعي والثقافي لدى الطلاب . **النتائج:** أظهر أكثر من نصف الطلاب (65.2%) تكيف اجتماعي ثقافي عادل ، وأظهر 18.8% منهم تكيف ضعيف بينما كان التكيف جيد في 16% فقط منهم. واجه الطلاب الأكبر سناً (≤ 21 عاماً) والإناث والعزاب صعوبة أكبر في التكيف في حين وجد تكيف أفضل بين الطلاب الذين بقوا في مصر وقتاً أطول وكان بإمكانهم فهم وتحدث اللغة العربية. **الاستنتاجات:** يمكن للخصائص الاجتماعية والديموغرافية للطلاب الدوليين أن تؤثر بقوة على قدرتهم على التكيف الاجتماعي والثقافي في البلد المضيف.