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Effect of a Training Program on the Psychological, Cultural, and Social Alienation Experienced by Foreign Students in Jordan

Feras Ali Al-Habies
Faculty of Arts, The University of Jordan, Jordan

Alean Al-Krenawi
Faculty of Humanities, Social Science and Cross-cultural Studies
Algoma University, Canada

Somaya Abdel-Hameed Al-Ja'afreh
Faculty of Arts, The University of Jordan, Jordan

Wafa Ali Mahmoud Alwani,
Faculty of Education, University of Benghazi, Libya

Omar Ismail Hamzeh Alorani
Faculty of Education, University of Jordan, Jordan

Diya Ahmad Al-Jaloudi
Faculty of Arts, The University of Jordan, Jordan

Omar Abdallah Khawaldeh
Faculty of Arts, The University of Jordan, Jordan

ABSTRACT

In this study, we examined the effectiveness of an educational training program in reducing psychological, cultural, and social alienation among international students. A total of 73 undergraduate students from diverse nationalities participated in the study. The training program comprised six seminars delivered over three weeks, with two lectures conducted weekly. Topics covered included Jordanian culture and traditions, academic procedures, students' rights and responsibilities, support services, local geography, financial management, and safety. Pre- and post-program assessments utilized validated tools to measure

levels of alienation. Findings revealed a significant reduction in social and cultural alienation, underscoring the program's success in fostering social connections and cultural understanding. However, an unexpected increase in psychological alienation was noted, highlighting the need to address psychological challenges more effectively. These results emphasize the importance of comprehensive orientation programs tailored to mitigate all dimensions of alienation, ultimately enhancing the overall well-being of international students.

Keywords: Alienation, International Students, Educational Program, Psychological Alienation, Cultural Alienation, Social Alienation

INTRODUCTION

Alienation, a word initially articulated by Karl Marx and subsequently elaborated by sociologists like Seeman, embodies sensations of isolation, alienation, and separation. These feelings are especially relevant in higher education, as international students frequently encounter problems that may impede their academic, social, and emotional well-being. Alienation adversely affects mental health, hinders social integration, and reduces academic achievement (Sawir et al., 2008; Alasmari, 2023). For international students, these challenges are frequently compounded by cultural differences, unfamiliar social norms, and psychological pressures.

Social alienation refers to the absence of meaningful connections with peers and faculty, leading to feelings of exclusion and loneliness. Cultural alienation involves difficulties adapting to the host culture's norms, values, and traditions, creating a sense of cultural disconnect. Psychological alienation appears as feelings of inadequacy, disconnection from one's identity, and a reduced sense of self-worth. Confronting these types of alienation is crucial for cultivating an inclusive and supportive school atmosphere that enhances academic achievement and personal well-being (Hendrickson, Rosen & Aune, 2011).

Although the experiences of overseas students in Western contexts have been thoroughly examined, research on their experiences in Middle Eastern nations, such as Jordan, remains relatively rare. Jordan, a culturally diverse nation and an emerging center for foreign students, offers a distinctive chance to examine alienation within a non-Western higher education context. This study seeks to assess the effects of an educational training program on psychological, cultural, and social alienation among international students in Jordan. The project aims to analyze variations in alienation levels pre- and post-program to develop ways for strengthening student integration, promoting inclusion, and improving overall well-being.

Purpose of the Study:

This research aims to evaluate the impact of a structured educational preparation program on first-year foreign students' experiences of psychological, cultural, and social alienation. The program aimed to provide participants with comprehensive orientation and support, addressing several issues pertinent to acclimating to a new educational and cultural environment. This study examines the variations in alienation levels before and after the program to assess the efficacy of such treatments and to identify areas needing further improvement.

Importance of the Study:

A better comprehension of the particular difficulties faced by foreign students is required due to the rise in their enrolment in higher education institutions around the globe. According to Brown and Holloway (2008), alienation can have serious detrimental effects such as poor academic performance, mental health problems, and social disengagement. In addition to enhancing each student's experience, addressing alienation promotes a more welcoming and encouraging learning atmosphere. By presenting concrete data on the effectiveness of orientation programs in lowering alienation and offering suggestions for improving support systems for international students, this study adds to the body of information already in existence.

Study Questions:

1. What is the level of feelings of psychological alienation, cultural alienation, and social alienation in students?
2. Is there a connection between cultural, social, and psychological alienation?
3. Are there statistically significant differences at the indicative level of 0.05 in the average level of psychological alienation feelings in the sample before and after participating in the program?
4. Are there statistically significant differences at the indicative level of 0.05 in the average level of cultural alienation in the sample before and after the program?
5. Are there statistically significant differences at the indicative level of 0.05 in the average social alienation level of the sample before and after the program?

This study is based on ideas of social integration and cultural adaptation to investigate the alienation faced by international students. Social integration theory posits that a sense of belonging and active engagement in society is essential for psychological well-being (Tinto, 1993). Cultural adjustment theories highlight the difficulties individuals have while adapting to foreign cultural norms and the need for supportive systems to enable effective transitions (Ward, Bochner, & Furnham, 2001). Collectively, these frameworks offer a perspective to

comprehend the intricate interaction of psychological, cultural, and social elements affecting foreign students' experiences.

Alienation in higher education is a complex phenomenon that presents three principal dimensions:

- ✓ Psychological alienation frequently arises from pressures such as adjusting to foreign academic systems and cultural expectations, resulting in anxiety, emotional detachment, and a reduced feeling of self-worth (Li, Wang & Xiao, 2014).
- ✓ Cultural alienation occurs when students find it difficult to align their cultural values with those of the host country, resulting in feelings of disharmony and isolation (Sawir et al., 2008).
- ✓ Social alienation includes feelings of separation from peer groups and academic networks, frequently resulting from insufficient social support systems (Hendrickson, Rosen & Aune, 2011).

Orientation programs have surfaced as a viable strategy to mitigate certain types of alienation. Programs emphasizing cultural interchange, social networking, and psychological support have demonstrated a considerable reduction in feelings of alienation and enhancement of student adjustment (Glass, Wongtrirat, & Buus, 2015; Al-habies et al., 2024). By cultivating relationships and cultural comprehension, such efforts equip foreign students with the necessary resources to excel in new settings.

This research assesses the efficacy of a customized educational training program in Jordan, based on these concepts. The research enhances the wider debate on foreign student support by analyzing its effects on psychological, cultural, and social alienation, particularly in Middle Eastern environments where such studies are limited.

LITERATURE REVIEW

Alienation in higher education is a multifaceted problem that profoundly affects students' mental health, social integration, and cultural adaptation. This section consolidates current research on psychological, cultural, and social alienation, focusing on international students. Furthermore, it assesses the effectiveness of orientation programs in mitigating these problems.

Psychological Alienation:

Psychological alienation includes sensations of loneliness, reduced self-esteem, and disconnection from one's identity. International students frequently experience psychological alienation stemming from the pressures of acclimating to unfamiliar academic frameworks, cultural conventions, and social anticipations (Hendrickson et al., 2011; Corney et al., 2024). These problems might intensify mental health disorders such as anxiety and depression, impeding students' general well-being (Li et l., 2014; Al-Badarneh et al., 2023). Academic stress significantly exacerbates psychological estrangement. Misra, Crist, and Burant (2003) discovered that inconsistencies between students'

previous educational experiences and the expectations of host institutions significantly lead to psychological alienation. This stress is exacerbated by the lack of support networks that cater to both intellectual and emotional requirements, underscoring the necessity of customized treatments.

Cultural Alienation:

Cultural alienation occurs when students find it challenging to adapt to the cultural norms, customs, and values of their host country. Ward and colleagues (2001) emphasize the obstacles posed by foreign cultural norms, which might hinder effective adaptation. Sawir et al. (2008) noted that overseas students in Australia experienced cultural isolation, which restricted their participation in academic and social activities. \

Acculturative stress, frequently influenced by cultural distance, has been recognized as a significant contributor to cultural alienation. Yeh and Inose (2003) have shown that students from culturally disparate backgrounds have increased challenges in adaptation, underscoring the necessity for culturally sensitive support structures. These findings underscore the imperative of resolving cultural alienation via focused interventions that enhance cultural competency and integration.

Social Alienation:

Social alienation signifies the incapacity to forge significant social bonds within the host group. This frequently results in sentiments of nostalgia, isolation, and alienation. Brown and Holloway (2008) recognized social alienation as a significant impediment to the well-being of foreign students, whereas Hendrickson et al. (2011) highlighted the detrimental effects of inadequate social support networks on academic performance and satisfaction. Social support has been demonstrated to be crucial in mitigating social alienation. Zhang and Goodson (2018) discovered that overseas students who engaged in social activities and established robust peer networks experienced fewer feelings of isolation. These findings highlight the significance of promoting social integration via organized programs and activities.

Function of Orientation Programs:

Orientation programs have become essential in reducing alienation by promoting social ties and cultural comprehension. Glass and colleagues (2015) emphasized the efficacy of comprehensive orientation programs, which encompass cultural seminars, social activities, and psychological support, in enhancing the integration of international students.

Poyrazli and Grahame (2007) similarly established that orientation sessions focused on cultural differences diminished both cultural and social alienation. Notable instances, like Stanford University's "Cultural Connections" effort, have demonstrated considerable enhancements in intercultural competency and

decreased feelings of alienation (Ward, 2001). These findings underscore the need for well-crafted programs to tackle the multifaceted character of estrangement.

The research underscores the complex nature of alienation experienced by international students and the essential function of orientation programs in mitigating its many aspects. Although these initiatives have demonstrated efficacy in alleviating cultural and social alienation, tackling psychological alienation necessitates a more thorough and enduring strategy. Future studies should focus on creating comprehensive support systems that incorporate ongoing psychiatric counselling, cultural exchange initiatives, and strong social support networks. Such measures are crucial for safeguarding the welfare and achievement of international students in their academic and personal efforts.

METHOD

This research employed a quasi-experimental pretest-posttest methodology to evaluate the effects of a training program on psychological, social, and cultural alienation in international students in Jordan. The approach facilitated the assessment of variations in alienation levels over time, yielding insights into the program's efficacy. Statistical techniques, comprising paired t-tests and descriptive statistics, were utilized to examine the study questions.

Participants:

The research included 73 international students registered at the University of Jordan. Participants embodied many ethnicities and cultural backgrounds, offering an extensive viewpoint on the obstacles encountered by foreign students. The selection concentrated on first-year students to document their early adaption experiences, as this demographic is particularly susceptible to feelings of alienation throughout the shift. Participation was optional, and participants were recruited through the university's foreign student office. Informed consent was secured before to the study.

The selection criteria require that participants must be enrolled in their first academic semester, exhibit a readiness to engage and furnish informed consent and possess fluency in either Arabic or English to guarantee understanding of the training program and questionnaire.

Procedure:

The research took place over a duration of six weeks, encompassing the subsequent phases:

Pre-Intervention Phase: Participants completed the pretest questionnaire one week before the beginning of the training session.
Baseline levels of estrangement were documented.

Intervention: A training program was conducted over three weeks, comprising six interactive lectures (two per week), each with a duration of 30 minutes. The program encompassed: Cultural Orientation: Comprehending Jordanian norms, traditions, and legal frameworks.

Academic Adjustment: Maneuvering through the university system, academic standards, and temporal organization.

Social Integration: Approaches for cultivating friendships and obtaining support networks.

Psychological Coping: Techniques for stress management, include guided relaxation exercises.

Post-Intervention Phase: Participants completed the post-test questionnaire immediately following the final lecture. Changes in levels of alienation were evaluated.

Program for Education: There were two lectures each week for a total of six talks spread over three weeks. Each thirty-minute lesson addressed the following subjects:

Introduction to Jordanian Culture: An overview of Jordanian culture, legislation, customs, traditions, and traffic rules, with an emphasis on drawing parallels with the students' own nations.

Academic Orientation: A synopsis of the academic program, covering the credit hour structure, communication with instructors, taking exams, and adhering to university calendars.

Student Rights and Responsibilities: Describes the responsibilities and rights of students both inside and outside of the university.

Accessing Resources: Details on contacting embassies, youth groups, and government agencies for help.

Practical Information: An overview of Jordan's geography and history, covering tourist destinations, money handling, and commercial market sites.

Health and Safety: Relaxation strategies for physical and emotional well-being, psychological modifications, and public safety measures.

Data Collection:

The collection of data occurred in two distinct phases:

Baseline Measurement: Participants completed the questionnaire one week before to the start of the instructional session.

post-program measurement: involved administering the identical questionnaire to participants one week following the completion of the educational session.

Data Analysis:

Quantitative data were analyzed with SPSS (Version 26). Descriptive statistics were employed to summarize demographic and baseline characteristics. Paired sample t-tests were employed to analyze pre- and post-intervention results across each dimension of alienation. A Pearson correlation analysis was

performed to examine the relationships among the three dimensions of alienation. Statistical significance was established at p < .05.

Research Instruments:

Levels of psychological, social, and cultural alienation were assessed using validated scales grounded in established research, each extensively employed to evaluate specific dimensions of alienation.

Social Alienation: Measured using the Al-Kubaisi (2002) Scale with high reliability (Cronbach's alpha = 0.831), this dimension evaluates feelings of isolation, powerlessness, and loss of control in social contexts, using items such as "I feel sad when working with others" to assess perceptions of helplessness and alienation.

Psychological Alienation: Assessed through the Al-Moussawi (1997) Scale, which demonstrates high reliability (Cronbach's alpha = 0.873), it captures feelings of insignificance, societal disconnection, and existential seclusion via six items, including "I feel truly happy in my life," focusing on emotional detachment, pessimism, and the absence of defined life standards.

Cultural Alienation: Evaluated using the Al-Ahwani (1988) Scale with strong reliability (Cronbach's alpha = 0.81), this measure examines disconnection from dominant cultural norms of the host country, focusing on adaptation challenges and perceptions of cultural discord through items like "I struggle to understand and adapt to local traditions."

Ethical Considerations:

This study adhered to strict ethical guidelines: Participants received comprehensive information regarding their rights and the measures implemented detailing the study's objectives, and methodologies to ensure their well-being. Before the commencement of the study, participants were informed that their involvement was completely voluntary and that they could withdraw at any time should they encounter emotional discomfort or distress. The questionnaire contained a clear statement reaffirming this right and offered contact information for the university's counselling services, thereby facilitating access to professional support as necessary.

No incidents of emotional distress or discomfort were reported by participants throughout and after the study. The incorporation of these safeguards highlights the study's dedication to ethical principles and the prioritization of participants' mental and emotional well-being. In addition to that data were anonymized, and responses were assigned numerical codes. Access to the data was restricted solely to the researchers. The questionnaire underwent a thorough examination to confirm the absence of emotionally triggering content. The research received approval from the University of Jordan Ethics Committee prior to its initiation.

RESULTS

An analysis of data gathered before and following the program yields significant insights into the degree of psychological, cultural, and social disconnection encountered by the students.

Descriptive statistics:
    The research examined the levels of social, psychological, and cultural alienation before and after the intervention. The pre-intervention results reveal elevated levels of social alienation (M = 4.26, SD = 0.52) and cultural alienation (M = 4.12, SD = 0.51) among participants, indicating significant feelings of isolation and disconnection from their social and cultural contexts. In contrast, psychological alienation (M = 2.63, SD = 0.37) was relatively moderate, suggesting a less pronounced but notable sense of emotional detachment and existential disconnection prior to the intervention.
    The post-intervention results indicate a reduction in social alienation (M = 3.89, SD = 0.47) and cultural alienation (M = 3.75, SD = 0.41), suggesting the training program effectively mitigated participants' feelings of isolation and cultural disconnection. However, psychological alienation (M = 3.12, SD = 0.52) showed a slight increase, indicating a potential need for further exploration into the program's impact on emotional detachment and existential concerns.

Correlation Analysis:
    The correlation analysis investigated the relationships among the three dimensions of alienation: psychological, social, and cultural. Table 1 presents results indicating significant positive correlations across all dimensions.

Table1:
Correlation Analysis for the Three Dimensions of Alienation: Psychological, Social, and Cultural.

Correlations	Social	Psychological	Cultural
Social	1.00	0.65**	0.72**
Psychological	0.65**	1.00	0.68**
Cultural	0.72**	0.68**	1.00

Note: ** Correlation is significant at the 0.01 level (2-tailed).

• *Social and Psychological Alienation:* A notable positive correlation (r = 0.65, p < .01) was identified, suggesting that students with increased psychological alienation tend to experience greater social isolation.

• *Social and Cultural Alienation:* A significant positive correlation (r = 0.72, p < .01) indicates a strong relationship between social disconnection and challenges in cultural adaptation.

• *Psychological and Cultural Alienation:* A moderate positive correlation (r = 0.68, p < .01) indicates an interrelationship between psychological distress and challenges in cultural adjustment, where difficulties in one area may exacerbate problems in the other.

The findings highlight the interrelatedness of alienation, indicating that difficulties in one area are likely to exacerbate challenges in others. Students experiencing cultural disconnection may encounter difficulties in forming social connections and sustaining psychological well-being. This complex relationship underscores the necessity for integrated interventions that tackle all three types of alienation concurrently.

Paired Sample T-Tests:

Paired sample t-tests were conducted to evaluate the changes in psychological, cultural, and social alienation levels before and after the intervention. The results are summarized in the tables below:

Table 2:
Paired Sample t-tests for Psychological Alienation Between Pre-and Post-intervention.

Paired sample test 1	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Post and pre-psychological	-0.49	0.37	19.77	72	0.000

Note. The t-test results show a statistically significant difference in psychological alienation levels before and after the program ($p < 0.05$).

Table 3:
Paired Sample t-tests for Cultural Alienation Between Pre-and Post-intervention.

Paired sample test 2	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Post and pre-cultural	0.37	0.51	17.55	72	0.000

Note. The t-test results indicate a statistically significant difference in cultural alienation levels before and after the program ($p < 0.05$).

Table 4:
Paired Sample t-tests for Social Alienation Between Pre-and Post-intervention.

Paired sample test 3	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Post and Pre- Social	0.37	0.52	17.74	72	0.000

Note. The t-test results reveal a statistically significant difference in social alienation levels before and after the program ($p < 0.05$).

The analysis revealed a significant increase in psychological alienation (Mean Difference = -0.49, SD = 0.37, t (72) = 19.77, p < .001). This unexpected result suggests that the intervention may have unintentionally heightened participants' feelings of emotional detachment or existential concerns, warranting further investigation into its design and psychological impact.

Paired sample t-tests also demonstrated significant reductions in cultural and social alienation following the intervention. Cultural alienation decreased (Mean Difference = 0.37, SD = 0.51, t (72) = 17.55, p < .001), indicating the program's effectiveness in addressing participants' challenges with adapting to cultural norms. Similarly, social alienation showed a significant decline (Mean Difference = 0.37, SD = 0.52, t (72) = 17.74, p < .001), reflecting improved feelings of connection and reduced isolation within social contexts.

DISCUSSION

The findings of this study provide significant insights into the complex experiences of international students as they adjust to a new academic and cultural environment. This research examines the effects of an educational training program on psychological, cultural, and social alienation, thereby contributing to the broader discourse on foreign student assistance and integration. This discussion will analyze the primary findings, compare them with previous research, assess the practical implications, and suggest possible directions for future inquiry.

The study's primary finding is the differential impact of the educational training program on the three assessed forms of alienation. The program effectively reduced social and cultural alienation; however, it inadvertently increased psychological alienation among participants.

The efficacy of mitigating social and cultural alienation:

The significant reduction in social alienation suggests that the educational training program successfully facilitated social integration among international students. The scheduled lectures provided essential information about Jordanian traditions, academic standards, and support services, facilitating students'

adaptation to their new environment with increased confidence. This finding aligns with existing research highlighting the importance of orientation programs in enhancing social connectivity (Glass et al., 2015).

The decrease in social alienation can be attributed to the program's emphasis on creating a welcoming atmosphere and promoting social interaction. Understanding societal conventions within the community and establishing connections with peers and professors likely enhanced students' sense of affiliation, thereby reducing feelings of social isolation. Hendrickson and colleagues (2011) emphasize the significance of social support networks in mitigating social alienation, an issue that the program appears to have effectively addressed.

The reduction in cultural alienation indicates that the curriculum supported students in adapting to the cultural differences between their home countries and Jordan. The curriculum effectively supported the cultural adaptation process by equipping students with knowledge of Jordanian traditions, legislation, and daily life. The findings correspond with the study by Sawir et al. (2008), which demonstrated that cultural orientation programs significantly reduced the cultural alienation felt by international students.

The lectures that highlighted cultural factors, particularly the comparison of Jordanian practices with those of the student's home countries, likely provided a framework for students to understand and appreciate cultural differences. Acquiring this understanding can lead to increased cultural competence and a sense of comfort in navigating unfamiliar cultural contexts. Ward, Bochner, and Furnham (2001) assert that cultural adjustment is crucial for successful integration, indicating that the program has effectively facilitated this process.

Increase in Psychological Alienation:

The unforeseen increase in psychological alienation presents a considerable challenge, underscoring deficiencies in the training program's capacity to meet the emotional needs of participants. The program effectively diminished social and cultural alienation; however, there was a notable increase in psychological alienation, indicating inadequate support for the students' mental and emotional well-being. The increase is likely attributable to a combination of factors, such as identity conflict, academic stress, and the unintended effects of increased self-awareness.

Identity and Cultural Conflict:

International students frequently encounter the challenge of reconciling their cultural identity with the norms and expectations of their host environment. This process may lead to identity conflict, exacerbating feelings of detachment and psychological estrangement. Yeh and Inose (2003) noted that students from collectivist cultures frequently face challenges in adapting to the individualistic norms prevalent in Western academic settings. Zhang and Goodson (2018) emphasized that the stress associated with sociocultural adaptation intensifies

psychological challenges, especially for international students navigating unfamiliar academic settings. Cultural dissonance may lead to identity loss, exacerbating psychological estrangement. The program, while offering cultural knowledge, may have unintentionally emphasized differences instead of fostering connections, thereby intensifying students' feelings of isolation.

Academic stress significantly contributes to psychological alienation. Misra and colleagues (2003) identified that international students frequently encounter increased academic pressures stemming from unfamiliar systems and heightened expectations. The challenges of adjusting to a new educational framework, along with the pressure to achieve, may heighten feelings of detachment and anxiety. The training program focused on practical academic skills but did not include elements to mitigate the psychological impact of academic pressures. Mentorship programs and academic support structures may alleviate these challenges and decrease psychological alienation.

Self-Awareness Effect:

The program's reflective activities may have unintentionally heightened students' awareness of their alienation, leading to greater emotional detachment and existential discomfort. The phenomenon known as the "self-awareness effect" may arise when individuals are encouraged to reflect on their experiences comprehensively, yet lack sufficient emotional support. Self-reflection holds significant value; however, it should be complemented by strategies aimed at enhancing emotional resilience and developing effective coping mechanisms.

Neglected Emotional Support Requirements:

The program exhibited a notable deficiency in delivering adequate emotional and psychological support. Although it effectively addressed social and cultural dimensions, it did not include elements to enhance emotional resilience, provide mental health resources, or develop coping strategies. Selvadurai (1998) highlighted the significance of addressing unmet emotional needs, noting that their neglect may result in a continuous feeling of detachment, even when other aspects show improvement.

Practical Suggestions:

Universities should implement a comprehensive strategy that incorporates emotional and psychological support within training programs to address these findings. Integrating emotional and cultural intelligence training, as proposed by Lin and Scherz (2018), may improve the efficacy of orientation programs by providing students with essential skills to address cross-cultural challenges. Multiple strategies may be effective:

  o **Mental Health Services**: Periodic counselling sessions and stress management workshops assist students in addressing the emotional challenges associated with cultural adaptation. Russell, Rosenthal, and

Thomson (2010) emphasized the efficacy of these services in mitigating psychological alienation among international students.

o **Peer support networks**, such as the "International Student Friendship Program" at the University of Sydney, which facilitates social events and encourages peer connections, have demonstrated success in cultivating a sense of community and alleviating isolation (Trice, 2004).

o **Intercultural Competence Training**: Programs like Stanford University's "Cultural Connections" facilitate cultural exchange and dialogue, effectively bridging cultural divides and alleviating psychological strain (Ward, 2001).

o **Personalized Needs Assessments**: Conducting assessments to identify the specific challenges faced by diverse student groups ensures that interventions are tailored to their unique needs. Wang et al. (2012) highlighted the significance of tailored support in promoting effective adjustment.

The findings highlight the importance of incorporating emotional and psychological support into training programs for international students. Addressing psychological alienation necessitates ongoing interventions that extend beyond brief orientation programs. Universities can enhance international students' well-being and facilitate successful adaptation by implementing comprehensive strategies that encompass mental health services, peer support, and cultural exchange initiatives.

Study Limitations:

The findings of this study should be interpreted in light of several limitations. First, the sample size was small, and all participants were drawn from a single university, limiting the generalizability of the results to broader populations of international students. Future research would benefit from incorporating participants from multiple institutions and using a larger, more diverse sample to improve the applicability of the findings. Additionally, the use of purposive sampling introduced an element of subjectivity, which may have biased the sample and affected the validity and reliability of the results. This methodological choice further constrains the generalizability of the findings and highlights the need for alternative sampling strategies in subsequent studies.

The study utilized self-reported measures of alienation, which are inherently vulnerable to response biases, including social desirability and inaccurate self-assessment. The integration of objective measures or the triangulation of data using multiple methods may improve the validity of subsequent research.

The lack of a control group constitutes a major limitation, as it hinders the capacity to exclusively link the observed changes in alienation levels to the educational training program. Future research should utilize controlled experimental designs to clarify causal relationships. The study offers significant insights into the experiences of international students and the potential effects of targeted orientation programs, despite its limitations. Addressing these limitations

in future research would enhance the evidence base and refine strategies for effectively supporting international students.

Future Directions:

Future research should investigate several critical areas to expand upon the findings of this study. Longitudinal studies are essential for monitoring the experiences of alienation among international students over extended periods. This research may yield significant insights into the development of alienation and elucidate the long-term impacts of orientation programs. This method enables researchers to evaluate the sustainability of interventions and gain insights into the evolution of alienation during students' academic experiences.

It is crucial to examine the specific elements of orientation programs that effectively mitigate feelings of alienation. Experimental studies comparing various program structures and content may elucidate the elements with the most significant impact. Universities could assess the effectiveness of different formats, including peer mentorship programs, intercultural workshops, and psychological support services, to identify best practices for reducing alienation. Identifying and implementing these practices enables institutions to improve the quality and relevance of their orientation efforts.

Incorporating qualitative research methods, such as interviews and focus groups, may yield a deeper understanding of international students' experiences and the factors contributing to their alienation. Personal narratives and individual perspectives can reveal complex challenges and guide the creation of more customized and effective support services.

Future research should investigate the impact of technology on the academic and social success of international students. Digital platforms, such as online counselling services, virtual peer support networks, and mobile applications providing cultural resources, offer flexible and accessible solutions for mitigating alienation. Examining the effectiveness of these technological interventions may yield insights into novel methods for improving student well-being and promoting a sense of belonging within academic communities.

CONCLUSION

This study highlights the necessity of addressing the complex challenges faced by international students to enhance their integration and well-being. The findings indicate that the educational training program significantly decreased social and cultural alienation, but inadvertently led to an increase in psychological alienation. This highlights the need for a comprehensive approach to supporting international students, integrating practical orientation with ongoing emotional and psychological support.

The effective decrease in social alienation illustrates the importance of organized programs that equip students with an understanding of local customs, academic frameworks, and strategies for social engagement. The reduction in cultural alienation underscores the significance of promoting cultural adaptability

via education and interaction. The results correspond with previous studies highlighting the efficacy of orientation programs in facilitating social and cultural adaptation. The rise in psychological alienation indicates a significant deficiency: the lack of elements that focus on emotional resilience, identity conflict, and mental health.

Universities should prioritize the integration of continuous psychological support within their student services to address this gap. Targeted mental health interventions, peer support networks, and intercultural exchange initiatives may alleviate the emotional challenges associated with cultural adaptation. Digital tools, including online counselling platforms and virtual peer support groups, present effective methods for delivering accessible and scalable support.

This study's implications reach beyond immediate interventions. Addressing the psychological, social, and cultural dimensions of alienation enables institutions to foster a more inclusive and supportive environment for international students. These efforts enhance students' academic performance and personal well-being while contributing to a more interconnected global academic community.

Future research should investigate the long-term effects of orientation programs, determine the most effective components, and analyze the role of technology in reducing feelings of alienation. Qualitative studies may yield deeper insights into the experiences of international students, revealing nuanced challenges and guiding the creation of more effective support systems.

This study provides important insights into the experiences of international students and the impact of targeted interventions on their adaptation and well-being. Institutions can enhance the experience of international students by adopting a comprehensive and cooperative strategy, ensuring that these students are welcomed and supported in their academic, social, and personal development within new environments. The findings indicate a need for universities to innovate and invest in strategies that enable international students to realize their full potential.

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Bios:

Feras Ali Al-Habies is a faculty member in the Department of Psychology, Faculty of Arts, at The University of Jordan in Amman, Jordan. His research focuses on psychological studies within diverse cultural and educational contexts, emphasizing cross-cultural influences on behavior and learning. **ORCID**: 0000-0002-7450-6934 **Email**: Firas4400@yahoo.com

ALEAN AL-KRENAWI is a full professor at Algoma University in Ontario, Canada, within the Faculty of Humanities, Social Sciences, and Cross-Cultural Studies. His research focuses on mental health, refugees, acculturation, international studies, and cross-cultural social work practice with Indigenous people. **Email**: alean.al-krenawi@algomau.ca | alean@bgu.ac.il

SOMAYA ABDEL-HAMEED AL-JA'AFREH is a researcher in the Department of Psychology, Faculty of Arts, at The University of Jordan in Amman, Jordan. Her work centers on psychological methodologies and their applications in understanding behavior and cognition. **ORCID**: 0000-0002-2692-2025 **Email**: s.jaafreh@ju.edu.jo

WAFA ALI MAHMOUD ALWANI is a researcher in the Faculty of Education at the University of Benghazi, Libya. Her research interests include educational psychology and counseling, focusing on enhancing student learning and well-being. **ORCID**: 0009-0001-9575-1215 **Email**: wafaAlalwany@gmail.com

OMAR ISMAIL HAMZEH ALORANI serves at the Counseling and Special Education Department at the University of Jordan. His research explores counseling techniques and inclusive education frameworks, particularly for individuals with special needs. **ORCID**: 0000-0002-7698-3686 **Email**: o.alorani@ju.edu.jo

DIYA AHMAD AL-JALOUDI is a researcher specializing in psychology and educational development at the University of Jordan, Jordan. His work focuses on the psychological factors influencing learning and teaching methodologies. **ORCID**: 0009-0003-6128-7543 **Email**: Deyaajaloudi99@gmail.com

OMAR ABDALLAH KHAWALDEH is a part-time lecturer at the University of Jordan in Amman, Jordan. His academic interests include teaching and research in educational sciences, with a focus on bridging theory and practice in education. **ORCID**: 0009-0002-6954-3786 **Email**: omarkhawaldah1990@gmail.com