

## Challenges and Culture Shock Symptoms among International Nursing Students at Cairo University

Liliane Isaac Iskander Narouz,

<sup>1</sup>(lecturer, Medical Surgical Department, Faculty of Nursing/ Cairo University, Egypt)

Corresponding Author: Liliane Isaac Iskander Narouz

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**Abstract:** Cairo University was on the top to attract international students from all the Middle East and Africa. Aim of the study was to explore challenges and culture shock symptoms among international nursing students at Cairo University. Descriptive exploratory design was utilized. Tools for data collection were divided into 3 main Parts: Demographic characteristics; challenges faced by international nursing students and demonstrated into 5 sections; and culture shock symptoms assessment Sheet. Results showed that homesickness followed by missing own culture were the most common symptoms faced by the subjects. Facing challenges with academic achievement was the higher percentage faced by the student followed by difficulties to communicate with patients in the clinical practice, to learn new behaviors to adapt with the new culture and discrimination, was the most social concern. In addition financial challenges because absence of scholarship. The study recommends an orientation program tailored to the needs of the students, peer support in the clinical practices, and a culture sensitive curriculum to avoid racism and discrimination

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Date of Submission: 21-07-2018

Date of acceptance: 04-08-2018

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### I. Introduction

The world is becoming more and more multidimensional, both culturally and linguistically as people moves from one country to another across borders [1], especially the Middle East has experienced a dramatic flood of refugees and forced migration over the last years [2]. Egypt's rapprochement with Africa at this stage became the focus of the Egyptian foreign political movement, especially after the revolution of June 2013[3]. The Egyptian Ministry of Higher Education and Scientific Research in cooperation with the African Development Bank have arranged the pan – African forum 2018 in Egypt to discuss the co-operation between Egypt and African countries regarding research and education, and the vision of Egypt was to promote investments in higher education, science and scientific research for sustainable development goals of 2030

In this respect, a high rate of international student's mobility at the Egyptian universities happened in the few last years and it shows an increase of international student admission. Cairo University, took the lead in Egypt and the Arab world for attracting the qualified international students and enhancing international relations in the field of education and research[4]. The Council of Cairo University approved the increase in the number of international students, where it was decided to accept up to 30% of them of the maximum number of students, [5].

International students face many challenges such as culture diversity, education system, language, environment customs and traditions. Particularly, if their home country culture is strikingly different from the host country culture, it is not surprising that the physical and psychological well-being of students, as well as their academic performance, can be affected by these adjustment challenges[6]. Challenges face by international students are tremendous including, academic, social, financial, social and cultural [7]. As a large part of nursing education is carried out in clinical environments; clinical education is considered to be an essential and integral part of the nursing education program; the international nursing students face more challenges related to clinical practice as they have to deal with different type of people nit only educators and students, but also they have to communicate with patients and their relatives, staff nurses, physician, and other social staff.

Merriam Webster Defines Culture shock as "a sense of confusion and uncertainty accompanied by anxiety that affect person when exposed to new culture or environment without adequate preparation". Culture shock is a transitional phenomenological experience encountered by individuals because they find themselves unable to use known and familiar cultural references to understand, convey and validate central aspects of their identity in a new culture [8]. Perhaps most upsetting is the loss of social support system (family, friends, classmates, coworkers), and the necessity of starting all over again in an unfamiliar environment. (international student insurance (Little, 2013). literature shows different symptoms of culture shocks that is classified into psychological and physical symptoms, example of these symptoms includes: despair, boredom, withdrawal; avoiding contact with host nationals), feeling isolated or helpless, sleeping a lot or tiring easily, irritation over

delays and other minor frustrations, suffering from body pains and aches, longing to be back home (Simon Fraser University (SFU), 2017)

As internationalization is an important concept in higher education, Faculty and administration department should play an important role to assess the international students' needs, challenges and culture shock in order to be able to plan for a supportive environment to provide different means of encounter and support of the international students and to include a social integration program in the curriculum

The study results will help to identify the challenges faced by the international students student, the level of culture shocks they have and will highlight their needs that should be addressed by the faculty administrative and academic staff in order to develop an orientation plan the plan that should be done to receive an international students the involving of such diversity in the nursing curriculum and will add to the body of knowledge of Cairo Unive

#### **Significance of the study:**

Today, Egypt is ranked third among Arab countries in attracting Arab students, after Jordan and Morocco and it still aim to encourage more Arab and foreign students to study in Egyptian universities (Abdel Galil, 2017). Furthermore Egypt is planning to increase international student enrollments at its national universities, and Egypt's universities attracted 9,500 new foreign students, according to a statement issued by the Ministry of Higher Education 2017. In addition that Cairo University is ranked as the first in attracting foreign students, followed by Ain Shams and Benha Universities. (Farouk 2017)

The findings of the study will help to show what are the challenges faced by international Nursing students at Cairo University, such as socialization, financial, medical, residential and academic challenges and cultural shock symptoms. Conclusions from the research could help eliminate or minimize the challenges international students have at colleges, it will help faculty, and local students to be aware of the international students' needs , in order to better facilitate their adjustment, it will help that nursing curriculum be cultural sensitive and adjustment for clinical practice and facilitation of communication with patient for international students could be developed, in addition rsity regarding managing international students and facing their challenges

## **II. Material and Methods**

**Study Design:** Descriptive exploratory design was used to fulfill the aim of the study

#### **Sample:**

Convenient sample of male and female students who were voluntarily willing to participate were recruited in the study, and had the criterion of spending at least 1 semester at the Faculty of Nursing Cairo University. Students who were willing to participate in the study easily access the online version of the tool and they fill anonymously. All international students from different countries were invited to fill the questionnaire.

**Study Location:** Faculty of Nursing Cairo University.

**Study Duration:** September 2017 to March 2018. (7 months)

**Sample size:** 51 international Nursing Students Faculty of Nursing Cairo University..

**Subjects & selection method:** Convenient sample of male and female students who were voluntarily willing to participate recruited in the study, and had the criterion of spending at least 1 semester at least at the Faculty of Nursing Cairo University. Students who were willing to participate in the study easily access the online version of the tool and they fill anonymously.

#### **Tools:**

Tools were divided into 3 main parts: **Part I**, Demographic characteristics of the students, it includes, age, gender, years spent in Egypt, nationality, residence ..ect); **Part II**, is divided into 5 sections that assess the challenges faced by international students and it includes challenges related to: Social adaptation, financial needs , Academic achievement (both theoretical and clinical practice), Place of residence and Health condition and health insurance; and **Part III**: Cultural Shock Symptoms Assessment sheet, it includes the most prevalence symptoms of culture shock such as, homesickness, boredom, depression, ...ect)

#### **Procedure:**

**Preparation:** Approval from the administration of the international student office and from the vice dean of student affairs was taken and the questionnaire was developed.

**Implementation:** An online version on "Google drive" of the questionnaire sent to the official page of international students at faculty of nursing Cairo University, an explanation of the aim and purpose of the study

and anonymous was insured, students who were interested to share in the study filled the questionnaire voluntarily.

The questionnaire was available on the website for 6 months, 51 students out of 140 were interested to fill the questionnaire, and both male and female students who are enrolled in the 4 academic years participated in the study.

**Ethical consideration:**

All participants who met the inclusion criteria were informed orally that participation in the current study was voluntary, and the data collected will be used only for research purpose, and anonymity and confidentiality of each participant was protected by a location of a code number for each response. The participants were informed that they can withdraw at any time during the study without giving reasons. At each session, participants were reminded that information disclosed in program sessions should not be discussed outside group sessions because information was confidential.

**Statistical design:**

Data was analyzed using Statistical Package for Social Sciences (SPSS 22). Numerical data were expressed as mean ± SD, and range. Data were expressed as frequency and percentage using descriptive statistics.

**III. Result**

Table no 1: shows that 51 % of the study group were between 20-23 years old, 64.7% were female, and 35.5 % spent more than 1 year to 2 years in Egypt. Only 5.9% were married and all of those who are married had kids. The table also shows that 68.6 % are coming from their home countries.

**Table no 1: Frequency Distribution of the Demographic Characteristic among the study Subjects (n=51)**

	N	%
Age:		
- 17-<20	9	17.7%
- 20- <23	26	51%
- 23- 25	12	23.5%
- >25	4	7.8%
Gender:		
- Male	18	35.3%
- female	33	64.7%
Country of residence:		
- Home country:	35	68.6%
- Saudi Arabia :	16	31.4%
Number of years in Egypt:		
- < 6 months	5	9.8%
- 6months -1 year	9	17.6 %
- >1 -2 years	18	35.4%
- >2-3 years	11	21.5%
- More than 3 years	8	15.7 %
Marital status:		
- Married	3	5.9%
- Single	48	94.1 %
- Divorced	0	0 %
- Widowed		
Having kids (n=3)*		
- Yes:	3	100%*
- No	0	0%

Table no 2, Shows that 33.6% of the students were from south Sudan, 31.6% from Sudan, while other students who participated in the study were from different countries in the middle East and Africa (9.8% Eretria , 7.8% Chad, 5.8% Nigeria, 3.9% Syria, & 1.9% Malawi).

**Table 2: Frequency Distribution of the Nationality among the study subjects (n=51).**

Nationality	N	%
Sudan	16	31.4%
South Sudan	17	33.6%
Eretria	5	9.8%
Somalia	3	5.8%
Chad	4	7.8%

Syria	2	3.9 %
Nigeria	3	5.8%
Malawi	1	1.9%

**Part II: challenges faced by the international students:**

**Section1: Challenges Related to Accommodation and Residence:**

Table no 3, shows that 27.4 % are living with some relatives; 25.5% were living with their families; and 27.5% were satisfied with their place of residence. The table also shows that, 62.7 % complaints that their place of residence is far from the university campus and this was the reason for dissatisfaction with their place of residence.

**Table no 3: Frequency distribution of the challenges related to residence among the study subjects (n=51)**

Challenges	No.	%
Residence in Egypt		
- Family	13	25.5%
- Relatives	14	27.4
- Students together	16	31.4
- Student hostel	8	15.7
Feeling comfort in place of residence		
- Yes	14	27.5%
- No	37	72.5% %
Reason for dissatisfaction with the place of residence (n=37)*		
- Numbers of people living together	2	5.3%
- Lack of privacy	2	5.3%
- Far from university	23	62.7%
- A lot of responsibility	4	10.7%
- No place for studying	6	16

- Number of those who report dissatisfaction with their place of residence n= 37.

**Section 2: Challenges Related to Financial and Economic Needs**

Table no 4, shows that, 33.3% of the study subjects receive full scholarships. 70.6 % of them receive financial family support , 29.4 % have job for self support and 53.4 % of those who had jobs are working as housekeeper and 73.4 % of those who are working find that their income in unsatisfactory

**Table no 4: Frequency Distribution of challenges related financial needs among the study subjects (n= 51)**

Items	No.	%
Full Scholarship		
- Yes	17	33.3%
- No	34	66.7%
Family support		
- Yes	36	70.6%
- No	15	29.4%
Have job for Self-support		
- Yes	15	29.4%
- No	36	70.6%
Type of job (n=15)*		
- Housekeeper (cleaning)	8	53.4%
- Baby sitter	2	13.3%
- Labor worker (factory)	3	20%
- Delivery man	2	13.3% %
Income from job satisfactory (n= 15)*		
- Yes	4	26.6%
- No	11	73.4%

\* only 15 students are working in full time jobs. n=15

**Section 3: Challenges Related to Socialization**

Table no 5 shows that, 51% face difficulties to find friend from home country; 52.9% face difficulty to have new Egyptian friends; 51% face difficulty to use their mother tongue on daily basis; 58.8% find difficulties to understand the Egyptian accent; 68.6% find difficulties to learn new behaviors; 56.6% suffer of being discriminated as a foreign students; and 84.3 % find difficulties to have balance between daily tasks and leisure time

**Table no 5:** \_Frequency Distribution of Challenges Related to Socialization and interpersonal Relationships among the Study Subjects (n=51)

	Strongly agree	Agree	sometimes	Disagree	Strongly disagree
Ability to find friends from home country 51%	9 (17.6)	11(21.5)	6 (11.7)	20 (39.2)	6 (11.7)
Ability to find Egyptian friend 52.9%	17 (33.3)	4(7.8)	6 (11.7)	19 (37.2)	6 (11.7)
Ability to communicate with mother tongue 51%	2(3.9)	16(31.3)	8(15.6)	17 (33.33)	8 (15.6)
Ability to understand the Egyptian accent 58.8%	4(7.9)	18 (35.2)	8(15.6)	13 (25.4)	7 (13.7)
Ability to learn new behaviors 68.6%	24(47)	8(15.6)	3(5.9)	12 (23.5)	4(7.9 )
Ability to adapt to new culture 72.5%	25 (49)	8(15.6)	4(7.9)	8(15.6)	5(9.8)
Feeling discrimination 56.9%	9 (17.6)	17(33.33)	3 (5.9)	17(33.33)	5 (9.8)
Finding balance between daily tasks , leisure time84.3%	12(23.5)	13 (25.4)	18 (35.2)	4 (7.9)	4 (7.9)

**Section 4: challenges related to academic achievement.**

Table no 6, shows that, 62.7 % of the international students face difficulties with school achievement (13.7% strongly agree, 39.2% agree 9.8% sometimes) and 54.9 % face difficulties to study either English language (13.7 % strongly agree, 31.5% agree, 9.8% sometimes) , 52.9% having difficulties understanding the scientific content (23.5 % strongly agree, 9.8% agree, 19.6% sometimes); While other challenges such as facing difficulties in doing assignments was (49.01% ) dealing and communicating with lecturer was (29.4%) and (29.4%) face difficulties to arrange time to meet the academic advisors.

**Table no 6:** Frequency distribution regarding having challenges related to academic achievement (n=51)

		Strongly agree	Agree	Sometimes	Disagree	Strongly disagree
1	Finding difficulties in achievement 62.7 %	7 (13.7)	20 (39.2)	5(9.8)	14 (27.5)	5(9.8)
2	Difficulties in the language of study54.9%	7 (13.7)	16 (31.5)	5(9.8)	19 (37.2)	4(7.8)
3	Difficulties in understanding the scientific content 52.9%	12 (23.5)	5(9.8)	10 (19.6)	20 (39.3)	4 (7.8)
4	Difficulties in doing school assignments and homework 49.01%	3 (5.9)	12(23.5)	10 (19.7)	21 (41.1)	5(9.8)
9	Difficulties to deal with lecturers 29.4%	4 (7.8)	8 (15.6)	3 (5.9)	28 (54.9)	7 (13.7)
11	Difficulties to understand the faculty bylaws and principles 49%	5(9.8)	15 (29.5)	5(9.8)	21 (41.1)	5(9.8)
12	Difficulty to find the academic advisor 29.4%	7 (13.7)	7 (13.7)	1 (1.9)	30 (60)	6 (11.7)

**Section 5: Challenges Related to Clinical Practices**

Table no 7, shows that 60.8 % of the students face difficulties to communicate with patients in the clinical practice (11.7% strongly agree, 29.5% agree & 19.7% sometimes); 62.7 % have difficulties to understand hospital policies (13.7% strongly agree, 31.5% agree & 9.8% sometimes);, and (49.01 %) face difficulties to communicate with staff nurses (9.8% strongly agree, 29.5% agree & 9.8% sometimes); and physicians (5.9 % strongly agree, 23.5% agree & 19.7% sometimes).

**Table no 7:** Frequency Distribution of Challenges Related to Clinical Practices among The Study Subjects (n=51)

	Challenges	Strongly agree	Agree	Sometimes	Disagree	Strongly disagree
1	Difficulties in working and interacting within the clinical group 43.1 %	5(9.8)	15 (29.5)	2 (3.9)	23 (45.1)	6 (11.7)
2	Difficulties in communication with patients in the clinical practice 60.8%	6 (11.7)	15 (29.5)	10 (19.7)	18 (35.2)	2 (3.9)
3	Difficulties to communicate with clinical instructors 43.1%	5(9.8)	12(23.5)	5(9.8)	21 (41.2)	8 (15.6)
4	Difficulties to communicate with staff nurses 49.01%	5(9.8)	15 (29.5)	5(9.8)	21 (41.1)	5(9.8)
5	Difficulties to communicate with physicians 49%	3 (5.9)	12(23.5)	10 (19.7)	21 (41.1)	5(9.8)
6	Difficulties to understand hospital policies 62.7%	7 (13.7)	16 (31.5)	5(9.8)	19 (37.2)	4(7.8)

7	Gap between the lab and the hospital practices 47.05%	6 (11.8)	12(23.5)	6 (11.8)	20(39.2)	7 (13.7 %)
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**Section 6: Challenges Related to Health Insurance**

Table no 8, showed that 56.8 % of the international students get advantages from the university hospital and the main reason was not knowing about it and that it is open for international students (53.8%). The table also showed that the great majority (94.1%) don't have any other source for health insurance except the university students' hospital

**Table 8:** Frequency Distribution of challenges related to health Insurance among the Study Subjects (n=51)

Challenges	No.	%
Get benefits from university student hospital:		
- Yes	22	(43.2%)
- No	29	(56.8%)

Reasons for Not Using the University Student Hospital (n=13)*		
a. Didn't know it exist	7	(53.8%)
b. Didn't know that it is open for international students	3	(23.2%)
c. Financial reason	1	(7.7%)
d. Poor care and service in the hospital	1	(7.7%)
e. Didn't get sick before	1	(7.7%)
Having another health services or insurance		
- Yes	3	(5.9)
- No	48	(94.1)

**Part III: Challenges and culture shock symptoms among International Nursing students at Cairo university**

Table no 9, shows the frequency distribution of the prevalence of symptoms of culture shock, it reveals that 58.8% of the students suffer from boredom (21.6% Strongly Agree, 33.8% agree & 3.9% sometimes) ; 41.1 % of the students complaints of pain and fatigue (17.6% Strongly agree, 11.8 agree, 3.9 sometimes; 80.4% suffer from homesickness (45.1% strongly agree, 33.33% agree, 1.9 % sometimes); 35.3% Suffer from loneliness and desire to withdraw ( 9.8 % strongly agree, 25.5% agree, ) ; 37.2 % have lack of concentration (5.8 % Strongly agree, 29.5 % Agree, 1.9 % Sometimes); 35.3% have nervousness ; 33.2% overly occupied with their health conditions( % strongly agree, 19.6 agree, sometimes); 51% have feeling of insecurity(27.4 % strongly agree, 19.6 agree, 3.9 sometimes); , 41.1% suffer from anger and depression (11.8 % strongly agree, 23.5% agree, 5.8% Sometimes); 33.2 % have difficulties to adapt with the new culture, 60.8% were missing their own culture (23.5 % Strongly agree, 27.4 Agree, 9.8 Sometimes)

**Table no 9:** Frequency distribution of culture shock symptoms among the study subjects (n=51).

	Strongly agree	Agree	Sometimes	Disagree	Strongly disagree
boredom 58.8%	11(21.6%)	17 (33.3%)	2 (3.9%)	21 (41.2%)	0
Helplessness 31.3%	8 (15.7)	6 (11.8)	2 (3.9)	35 (68.6)	
Fatigue and pain 41.1%	9 (17.6)	11(21.7)	1(1.9 %)	29(56.9)	1 (1.9%)
Homesickness 80.4%	23(45.1)	17 (33.33)	1 (1.9)	7 (13.7)	3 (5.9)
Feeling loneliness Withdrawal 35.3%	5(9.8%)	13 (25.5%)	0	31 (60.9 %)	2 (3.9)
Lack of concentration 37.2%	3(5.8)	15 (29.5)	1(1.9)	20 (39.3)	12 (23.5)
Nervousness 47.05%	6 (11.8)	12(23.5)	6 (11.8)	20(39.2)	7 (13.7%)
Over occupied with health 33.3%	4(7.8)	10 (19.6)	3 (5.8)	34 (66.8)	0
Insecurity 51%	14 (27.4)	10 (19.6)	2 (3.9)	20 (39.3)	5 (9.8)
Anger and depression 41.1%	6 (11.8)	12 (23.5)	3(5.8)	25 (49.1)	5(9.8)

difficult to adapt with the new culture 29.4 %	2 (3.9%)	10 (19.6)	3 (5.8)	34(66.8)	2 (3.9%)
Missing your own culture 60.8%	12 (23.5)	14 (27.4)	5(9.8)	15 (29.5)	5 (9.8)

#### IV. Discussion

The study results revealed that 51 international students out of a total number of 140 students at the time of the study participated in the study which represent more than one third of the total number of international students at faculty of Nursing, this come in congruence with Abd El-Galil [10], who mentioned that there is a real boom for public universities in Egypt by the increase in both non-Egyptian Arab students and other foreign students in recent years, the author also stated that, In the year 2016, Egypt’s universities attracted new foreign students, according to a statement issued by the Ministry of Higher Education. Nearly two third of them were female, and nearly half of them aged between 20 – 23 years old and this is the average age of university study in Egypt however Egyptian students at the same educational level are younger, and this may be because they spend more time to arrange for travel and to wait for scholarship approval. Nearly two third spent from one to 2 years in Egypt only 3 students in the study subjects were married.

Two third of the international students are from South Sudan and Sudan which representing the higher percentage and this may be because of the geographic location and political cooperation between the two countries. and students used to join the Egyptian universities in addition that the Cairo university has a branch in Sudan. The result is supported by [11]. Who claimed that the Egyptian government has doubled scholarship opportunities for South Sudanese, according to South Sudan ambassador in Cairo. About one third of the students were having their residence in Saudi Arabia and most of them didn't visited their home country before and this explain why they study in Egypt because the universities in Saudi Arabia are very costly for international students to afford, this results is supported by [10] who mentioned that tuition and accommodation in Egypt cannot be compared with elsewhere as the study costs in Saudi Arabia are just too expensive for non-citizens, in addition that admission to public universities in the Gulf countries is reserved for citizens only, and fees at private universities are very high.

Only quarter of the study subjects are living with their families, while the remaining students were living with relatives, renting private apartments, hostel or using sharing residence with other students and this reflected that nearly two third of the students are not satisfied and feel discomfort with their place of residence specially that this is not the case in eastern or African culture as families are used to live together till marriage only one can leave the family. Regarding the financial challenges faced by the international students, [12] stated that Financial pressure is a big problem they have to face, especially those who do not get financial aids and have to pay tuitions and living expenses all by themselves, in the current study about only one third of them receive full scholarship or waives, more than two third were receiving financial support from their families, such as husband, parents, or even relatives who are living abroad and this explain why they are always late to pay the school fees waiting to receive support from home country specially after the political conditions in the middle east. Fee international students have to pay to the universities is pretty high, compared to local students, [12].

More than one quarter of the students are working at their extra school time to be able to pay the school fees, and more than half of those who are working are working as housekeeper, and the remaining students have jobs that varies from office person, or factory employees, or delivery man, baby sitting to provide self support, about 3 quarters of those who are working reported that income is not satisfactory to cover their study fees. and this may be because they only use their salary not only in the school fees but other responsibility such as renting apartment bringing food and for transportation and other living financial needs which lead that some of them borrow the money from families or friends and put them under debt to the extent that some of them withdraw from the university as they were unable to pay the university cost. The result is congruent with [13], who reported that Money can disappear quickly with rent, food and general living expenses, in addition that they also complaint from some shopkeepers and taxi drivers who ask them to pay double prices.

International students faced lot of challenges related to academic achievement as about two third of the college students reported difficulties in school and class achievement. Near half of the students find difficulties in the following: understanding the scientific content; doing assignment and school work; and difficulties in the language of the study. They reported that language was the main barrier, and this is congruent with [10], who reported that language is a main problem for international students. also it is not easy for international student to fully understand what the professors say or what the professors want at the beginning, not to mention participating in class discussions, [12].

Considering the difficulties related to communication and finding the academic advisors , near quarter of the international students at the faculty of nursing, this may because the faculty of nursing Cairo university administration has originated a special department for the international students at the year 2016 and assigned a special academic advisor for the international students The academic advisor’s responsibility is not just to

register students for classes, but also to encourage them to be involved at the college, and become familiar with the academic curriculum. There are many ways that universities have addressed international students' needs; these include developing a global philosophy, the skills needed to understand, and 2 how sensitivity to international students' perspectives enhance their experiences in U.S. higher education institutions, [14].

As faculty of nursing educational program includes clinical practices in the hospital and the students have to deal with patients, the results showed that three fifth of the study subjects reported that they find challenges to communicate with Egyptian patients, to the extent that some patients refused to communicate with them and this could be because of language barriers as patients in teaching hospitals are from rural areas and may be first time for them to meet with international students. The results is supported by [10], who stated that medical international students still have difficulty in dealing with patients because of the language barriers. While nearly half of the study subjects reported facing challenges with clinical instructors, staff nurses and physicians, this could be because they feel discriminated, and they reported that the staff is unfriendly. The results is supported by [15], who reported that Some students felt that, the nursing staff was ignoring them, by leaving students alone and outside the social environment; in addition that, the relationship with clinical instructor was weak, and the role of the student was unclear. They added that the negative experiences were also related to suspicion against students that ended by Students were not believed to have the required knowledge and skills to participate in nursing. Consequently, patients did not trust students either.

Considering the socialization and interpersonal relations, more than 5 fifth of the students faced difficulties to balance between leisure time and school activities and this because some of them had to find jobs in order to afford the life needs and school fees, and more than two third face challenges of learning new behaviors and nearly half of them face challenges related to the following, feeling discriminated, finding Egyptian friends or even friends from same nationality, communicating with mother tongue or even understanding the Egyptian Arabic accent, and this could be because most of them was away from their home for the first time in life and that the Arabic language have different accents and words have different meaning across cultures This results is supported by [14], who reported that Some students may even experience the harmful effects of discrimination or racism. But the result of his study about international students he found that nearly 80% of the subjects were able to connect other students and 82% were able to build friendships with international students.

Although, the availability of health insurance is provided to international students the study results showed that more than half of the international students didn't get advantages from the university hospital and the main reason was not knowing about it and that it is open for international students to use it freely, in addition that the great majority don't have any other source for health insurance except the university students' hospital the results is matched with , [16], reported a low level of health insurance knowledge avoid college students from seeking health insurance information and using this information correctly in the future that affect the healthcare delivery and health promotion on college campuses.

Regarding the symptoms of culture shock, About four fifth of them complaints from homesickness as a most common symptoms of culture shock, followed by missing their own culture about, feeling of insecurity and feeling boredom, these is may be due to exposure to new culture for the first time as majority of them was the first time to travel abroad, as they traveled to Egypt because of lack of resources and educational facilities in their own country of residence, This is matched with the report of the American Counseling Association [17] and [18], who stated that homesickness is the most reported concern among international college students and [19, 20] stated that cultural variation is the reason for homesickness among college students

## **V. Conclusion**

The number of international students is increasing at Cairo University, especially those from Sudan and South Sudan. International Nursing students are faced with different challenges including general challenges as all their colleagues in other universities such academic, financial , health insurance ,social and interpersonal challenges such as discrimination; and specific challenges related to clinical practices such as communicating with patients, Staff nurses and physician ; difficulties to understand hospital policies. in addition they experience homesickness as the most common symptoms followed by inability to learn new behaviors to adapt to the new culture

## **VI. Recommendation**

The study recommends the following:

1. Orientation program should be a part of the international student admission schedule
2. Cultural day involving orienting the students with the Egyptian culture and tradition and costume
3. Field visit to the historical places
4. Allow international students to be involved in more social activities

5. Raise the awareness of administrative and academic staff about the challenges of international students so they can be of help to them
6. Fundraising program to support international students who are unable to pay their costs and cooperation with donors

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Liliane Isaac Iskander Narouz "Challenges and Culture Shock Symptoms among International Nursing Students at Cairo University". IOSR Journal of Nursing and Health Science (IOSR-JNHS) , vol. 7, no.4 , 2018, pp. 58-66.