



Review

Study abroad scholarship program of Saudi Arabian and Chinese students: A comparative study

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A study abroad scholarship, according to studyabroad.com, is a monetary award given to selected students to provide for their financial needs such as travel expense, course, credits, books, and lodging necessary for their chosen programs. Like many other countries worldwide, these two large nation — Kingdom of Saudi Arabia and China — were giving privileges to young students for this kind of scholarship as well. Thus, this study aims to have an in-depth comparative study between the two countries for the factors influencing students to study abroad, main goals and objectives of these countries in providing study abroad scholarship programs, the current status of this program in both countries, and after the study program, determine the primary course attracting these returnees to serve and impart their accumulated knowledge to their hometown for the benefit of their entire nation.

Keywords: Study, abroad, Kingdom of Saudi Arabia, China, scholarships, students.

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INTRODUCTION

Cost is always associated with the phrase “study abroad.” However, students must know that they can enter to different prestigious schools overseas by applying for a financial-aid package offered by the government, which can be in the form of money, to finance expenses in the program such as travel costs, books, monthly stipend, and even lodging. There are several types of study abroad programs depending on qualifications such as merit-based, student-specific, destination-specific, program-specific, and subject specific. These types of study abroad programs are observed in various countries like China. In 1847, the first ever recorded Chinese scholar left his country to study abroad and had experienced a new culture, gained new knowledge, and

had his personal freedom (Rhaods, 2011). After his successful return to China, scholarship programs in China has become active, that the number of Chinese scholars study abroad has grown in number.

The population of Chinese students who avail study abroad scholarship programs has increased significantly. Returnees who studied overseas showed their edge among others who studied locally by contributing their expertise to government reforms and economic change. More importantly, returnees were able to prove that they are more competent than those graduates in China, and they were able to lift up their curriculum vitae to tighten their careers and profession in the future.

Statement of the Problem

The main challenge in this study is the comparison of Study Abroad Scholarship Programs of Saudi Arabia and China. Based on the subject matter, the specific problems in this study attempt to answer the following questions:

1. What are the main objectives of Saudi Arabia and China in providing study abroad scholarship programs?
2. What are the factors that influence the students to study abroad?
3. What are the challenges faced by the students in studying abroad and how they cope up with these difficulties?
4. What is the present study abroad scholarship program size of Saudi Arabia? China?
5. What is/are the program/s implemented by the Saudi Arabia and Chinese government that attract returnees to serve their countries in different fields?

Research Objectives

This study attempts to establish the outside view of study abroad scholarship program of China compared with study abroad scholarship program of Saudi Arabia. This study aims to determine the main goals of Saudi Arabia and China in providing study abroad scholarship programs. In like manner, this study also aims to determine the factors that influence the students to study abroad. Moreover, it also aims to describe the challenges faced by the students in studying abroad and how they cope up with these difficulties. It also targets to present statistical information on the present study abroad scholarship program size of Saudi Arabia and China and lastly, the programs implemented by the Chinese government and Saudi Arabia that attract returnees to serve their countries in different fields.

Importance of the Study

The study has important contributions to: Chinese and Arabian Students. It is important for them to know the advantages of studying abroad. They can be exposed to different culture and language, have the opportunity to experience intensive training and quality education, and to lift up their curriculum vitae that will allow them to compete for employment. The People's Republic of China. For China to strengthen and develop modernization that will contribute to the country's developments, strengthens bilateral relations with other countries; and perceive that those who went abroad to study and experience a modern way of life and studied advanced technical knowledge and came back with ideas on how to change the country for the better. Kingdom of Saudi Arabia. For the KSA to plan more model to avoid unprecedented economic and social changes and modernization due to oil-derived income

that decreases the population of students going abroad to study.

Definition of Terms

For clarification, the following key terms are at this moment defined:

- Paradigm: A typical example or pattern of something
- Substantial: It refers to size or worth of or considerable importance.
- Distinctive: It refers to characteristics of one person or thing, and so serving to distinguish it from others.
- Imposed: It refers to forced (something unwelcome or unfamiliar to be accepted or put in place.
- Immersed: It involves oneself deeply in a particular activity or interest.
- Modernization: Refers to the process of adapting something to modern needs or habits.
- Culture Shock: Indicates to the process of adjustment of students with regards to the culture and way of life in a country where they study.
- Acculturation: It refers to the process of adapting or being adapted.
- Familial: Relating to or occurring in a family or its members.
- Accustomed: It refers to customary or usual.

REVIEW OF RELATED LITERATURE

I. Study Abroad Scholarships in China

A. The History of Study Abroad Scholarships in China

The need for social and political change, desire to enhance and create new knowledge and the dream of personal freedom and greener pastures have driven the Chinese to educate their selves, leaving the comforts of their homes to study overseas since the first ever Chinese did so in 1847.

1. Qing Dynasty (Rhoads, 2011): It was during the latter part of the Qing Dynasty when the first Chinese student went abroad to study. His name was Rong Hong, born in 1828 in Macao, China. At 13, he entered a missionary school called Morrison School; the master of this school, Rev. Samuel R. Brown, asked Rong Hong to come with him back to America in 1847 to study. He was 19 then, and after graduating from Yale University after seven years, he went back to China. His stay in America, to pursue his studies, has given Rong Hong the idea of promoting Western education to the Chinese government in the belief that China can become stronger by acquiring western science and technical knowledge. This idea turned into reality when the government officials, during his time, sided with him. An

education plan was carried out in 1871, in which 30 young Chinese students between the ages of 12 and 16 are sent to America every year to study.

That was experimental for the first four years to see if it would be successful and that if it were so, it would be continued. The government officials sent the first batch of Chinese students to America in 1872. However, some people opposed the program, mainly from conservative Chinese officials, and adding to the anti-Chinese uprisings in America; it was eventually shut down in 1881 and all Chinese students sent to America during that time withdrew from the program.

Despite the failure of this first initiative, it allowed for a paradigm shift in the old Chinese education system. Those who arrived in abroad advocated western culture and education and students sought ways to successfully introduce and incorporate, in the Chinese way, the technical knowledge, culture, and even influences of the West.

A. Send Students to America (Ye, Weili, 2001): As a result of America giving up a part of the Boxer Indemnity, it refunded the amount of \$12 million to China. The Chinese and American governments made an agreement to utilize this fund to allow Chinese students to receive a western education and later, be part the Boxer Indemnity Scholarship Program. The agreement contains three parts: First, to build and operationalize a preparatory school (named TsingHua School) for Chinese students, second, to regularly send Chinese students to America according to a detailed schedule, and third, to create an organization that will take charge of the processes and supervises the affairs of Chinese students, who were primarily sent to a university in Washington.

The Boxer Indemnity Scholarship Program held as the most significant and successful overseas Chinese education scheme in 20th century China. It was estimated that before the Qing Dynasty ended; there were tens of thousands of Chinese overseas students in Europe and America.

b. Send Students to Europe (Junmian, 2011): Apart from America, the Qing government also sent students to other countries for overseas studies to fulfill certain needs. One such need is for shipbuilding. Although an affiliated school was set up by the Fujian shipyard to train their laborers professionally with Western technical knowledge, the need for advanced technical knowledge, such as ship driving, manufacturing, and military use, can only be fulfilled by sending Chinese to England and France.

Students were also sent to German military colleges to study military mechanical techniques and to Belgium because of its cheaper tuition. After a temporary regulation for overseas studies had been worked out in 1899, it was shown that the main destinations for such are England, France, Russia, and Germany.

c. Send Students to Japan (Junmian, 2011): During the Qing Dynasty, Japan rose in the ranks of development and was perceived as the most advanced country in Asia regarding technology. The Qing government eyed Japan as a suitable country to learn from. The Japanese language was perceived to be easy to learn given their similar way of writing with the Chinese, and educational costs were cheaper compared to America and Europe. The first 13 Chinese students were sent to Japan in 1896, and the numbers immediately rose. Between 1900 and 1911, 90 percent of the 20,000 Chinese students studying abroad studied in Japan, where they studied about politics and law, military, and police affairs, among others.

2. Republic Period (Hsih, Ali, 2011): For the 38 years that the Republic Period reigned, there were approximately 100 thousand Chinese studying abroad. Despite the tragic changes to China's politics, economics, society, culture, and education system, the send-students-abroad program continued, although the number of government scholars decreased in 1912 due to lack of funding. After recovering the next year, the increase in the number of students was steady until the Sino-Japan war in 1938.

Three major reasons were identified as to why studying abroad was very popular during this period. First, more financial support was made available to Chinese overseas students studying in Japan, Russia, England, Belgium, France, and Germany after these countries also refunded some of the Boxer Indemnity to China. Second, tuition costs were low in Germany and in France, which also offered a work-study program to overseas students. Third, students who graduated from international universities received a higher salary and better treatment at work compared to students with the same degree but received theirs at domestic universities.

3. The People's Republic of China Before 1978 (Sun, 1995): The Communist Party who runs the Chinese government, which disregarded the old policies for study abroad made during the Qing Dynasty for an entirely new set of regulations. There was a great need for experts in construction and communication, so as soon as the PRC was inaugurated, student exchange program also commenced. Since China was enemies with capitalistic countries at the time, the government sent most of their students to socialistic countries, particularly in Soviet Russia and countries in East Europe.

a. Send Students to Socialist Countries: Because of Russia's success in the October Revolution, many Chinese idealists were inspired to build a socialistic form of government. Many Chinese students aspired to go to Russia and study the theories of Marxism and Leninism. Soviet Russia closely trained a big number of Chinese students because of the tight relations between their government and that of China. In 1951, 375 students, of

which 136 were graduate students, were sent to Soviet Russia to study. The number increased until Russia and China broke off their relations.

Poland, Hungary, Czechoslovakia, Romania, and Bulgaria are the countries where China sent their students under the new student exchange program. The focus of their study was not in building skills and learning about advanced science and technology, but rather in culture communication. The majority of the students studied language and history, while only a few studied engineering.

Between the years 1950 and 1960, there were more than 10 thousand Chinese students who were studying abroad in 29 countries, most of which are socialist countries, but some are capitalist countries, such as UK, France, Denmark, and Canada, among others. When the Chinese Culture Revolution broke out in 1969, all educational programs were put on hold until its resumption in 1971. The population declined after that, but the host countries increased to 32. Most students studied language and accounting, while about six percent studied science.

4. 1978 to Present: Economic and education reforms were underway in 1978 with Deng Xiaoping, a statesman who was able to study in France during the 1920s, being the key person for these policy changes. Here cognizes the great importance of sending students abroad to the future of China and suggested to expand the academic communication with other countries. It was by Xiaoping's initiative that student exchange become popular again amongst the Chinese.

Since 1993, a basic promulgation for students studying abroad was released. It states: "the Chinese government supports students to study abroad, encourages them to come back, and guarantees their freedom of coming back and leaving" (Yao, 2004). Several organizations were set up, and regulations were made to manage the educational affairs of students. Up to the present, there are 55 education offices based in 38 countries and numerous student associations worldwide.

What contributed to the continuous increase in interest in overseas studies the most is China's "sustained economic development and stable political environment" (EIC Group, 2012, in Zhang et al., 2013).

B. The last Statistical numbers of Chinese students Study Abroad

According to Zhang et al. (2013), a majority of the overseas students in the world comes from Mainland China. Based on the history and development of overseas education in the country, the population of Chinese students, who took higher education abroad, has grown steadily over the years. Relevant programs and scholarship opportunities enticed more students to consider and eventually enlist for overseas studies, but it was evident that students who study on their expense have exponentially increased in 2011 (Ministry of Education of People's Republic of China, 2012).

A substantial percentage of Chinese students in overseas studies are female (Zhang et al., 2013). However, there is very little information available about female Chinese students studying overseas, and no literature is available about how they make choices and decisions with regards to pursuing postsecondary education overseas (Zhang, et al., 2013). Although China's implementation of the "one-child policy" in 1978 has contributed to the increase in the number of overseas students studying at their expense, it has also greatly contributed to the increase in the number of female students who were able to receive this same opportunity and experience (Hagedorn and Zhang, 2010, in Zhang et al., 2013).

Female students play an increasingly important role in overseas studies activities and can have their opinions, make their choices, and be presented with both opportunities and responsibilities that were otherwise denied to the older generations of Chinese women.

According to ICEF Monitor, The Chinese Ministry of Education reports that in 2015, there were 523,700 Chinese students went abroad to study. That is a new record. However, this is also a second consecutive year in which year-over-year growth has fallen short of long-term averages. The Ministry notes as well that Chinese student is also driven to grab to the country's attractive job market in greater numbers, with roughly 70-80% of students abroad returning to China in recent years.

A new record for returnees as well

In fact, the new data of Ministry also indicates that the Chinese students abroad are being drawn home in greater numbers, due in part to the strong Chinese economy. A record 409,100 Chinese students returned from overseas last year, bringing the total number of returnees to 2.2 million as of 2015. XuPeixiang, the deputy director of the Ministry's Overseas Students' Support Center, noted that in recent years between 70 and 80% of outbound students return to China after their studies abroad.

At a press conference announcing the report, Qi Mo, head of the Ministry's Overseas Study Department, noted that returnees are coming home in greater numbers because the domestic job market is more appealing than those overseas.

A related survey of 25,000 new returnees or "sea turtles" as they are popularly known indicates that the most popular study destinations remain the US, the UK, Australia, South Korea, and Japan. The US was noted as the most popular choice for Ph.D. studies among responding returnees, and South Korea for undergraduate studies (ICEF Monitor, 2016).

II. Study Abroad in Saudi Arabia

A. Scholarship Programs

Saudi Arabia's scholarship programs are offered through entities such as the Institution of Public Administration, the Saudi Arabian General Investment Authority

(SAGIA), the General Organization for Social Insurance, the Saudi Basic Industries Corporation (SABIC), Saudi Aramco and Olayan Financing Company.

1. King Abdullah Scholarship Program: In Saudi Arabia, a distinctive scholarship covers not only scholars' full academic tuition, but also their monthly stipend, medical coverage, and round-trip airfare, which also extends to their immediate families. The King Abdullah Scholarship Program, one of the scholarship programs provided by the Saudi government, has paved the way for Saudi students to be able to study overseas; 90 percent of the Saudi students abroad are funded by this scholarship program. It was instituted in the year 2005 with the initial aim of sending 15,000 Saudi students to study in the fields of "medicine, allied health sciences, pharmacy, engineering, computer science, basic sciences, accounting, and e-commerce" to Saudi government-approved countries and universities (ITA, 2016). After a decade, the scholarship program has provided full college funding to more than 200,000 students scattered in 30 countries.

B. Intensive English Language Training

In 2014, Saudi students made up more than a quarter of the total population of students taking intensive English language courses in the United States. It is not surprising, therefore, that Saudi scholars would choose English-speaking countries, such as the United Kingdom, Canada, and Australia, to study in. The United States is currently the top host country for Saudi students. It is not necessary that when the student decides to go abroad, he will automatically pursue a degree in a university; some students go abroad to hone their English language skills first before actually pursuing a degree in any other academic field. Of the total population of Saudi students in the United States, almost 50 percent are taking their undergraduate degrees while more than a fifth is taking their graduate studies. Those taking intensive English language courses comprise at least a quarter of this population. Apart from the English language, almost half are taking STEM (science, technology, economics, and management) courses while a minority is taking business courses.

To regulate the number of pre-academic language training students being funded by the KASP in the United States, a six-month limit was imposed. All students must finish their English language training within six months; beyond the sixth month, the KASP will no longer fund their training. This regulation was also imposed so other aspiring students can learn English under the KASP.

C. Future of Study Abroad Saudi Students

Although the past decade has seen a significant increase in the number of overseas Saudi students, the current state of the Saudi economy as a result of the decline in

oil prices and revenues, could spell disaster for the younger generation of students. A positive relationship can be seen between oil prices and overseas student population in the recent years, and since oil prices are on the decline, the population of students going abroad to study is also seen to decrease.

The implementation of the cut in education spending by the Saudi government is also seen as a threat to the future of Saudi students who wish to study abroad (Kottasova, 2016). The KASP is scheduled to be restructured to reflect the following considerations: 1) funding will be limited to students wanting to study at the top 200 universities in the world; 2) the academic fields to be prioritized for funding will include fields different from the country's petroleum-dependent economy; and 3) skills training for the young and relatively unskilled population will be required.

Although budget problems are seen to cause even more problems in study abroad initiatives, the Saudi government is willing to compromise to be able to establish a more secure economy for the future generations. A quarter of the 2015 budget was set aside for the domestic education sector. Domestic education infrastructure is being prioritized, particularly in the improvement of women's universities and the opening of eight new colleges, to promote Saudi students to pursue higher education locally.

IV. Advantages of Studying Abroad: Students believe that they will receive several benefits from studying overseas. Doyle et al.(2009, p.478) identified the top benefits to be: a) exposure to a different culture and language; b) the chance to see whether they would like to live and work overseas; c) being able to list a semester at an overseas university on their CV; d) the prestige of attending a top overseas university. Other potential benefits include e) being immersed in another language; f) is having the opportunity to study subjects not available in their university; and g) pursuing a sport or cultural interests (Doyle et al., 2009, p.478).

A. Value of Overseas Education towards the Student: Graduates of overseas education are more impressive compared to their peers whenever left their country; they learned the host country's language apart from becoming more fluent in the English language and are gainfully employed either in executive positions or colleges and universities.

Overseas students also reported that they become more competent and confident after graduation. The added credentials gave them an edge above the others; they achieved promotions easier and faster. Since most student exchange program scholarships require the student to work in the granting institution or organization after finishing their studies, their overseas qualifications allowed them to compete for part-time employment in the private sector, where the salary is typically higher.

B. Value of Overseas Education towards China: For China as a whole, studying abroad allowed the country to strengthen and develop its modernization, although it was not a natural development but rather a forced one. Those who went abroad to study “experienced a modern mode of life and comprehended the western politics, society, and culture and studied advanced technical knowledge” (Yao, 2004) and came back with ideas on how to change the country for what they perceive is the better. Perspectives were broadened, especially during the time of domestic rebellion and foreign oppression, with Western perspectives heavily influencing the transition to modernity, introducing “new customs, new kinds of interpersonal relationships, and new ways of life to China” (Yao, 2004). As such, it wasn’t surprising that the most prominent leaders in China during such time came from these groups of students who were able to study overseas.

V. Challenges to Study Abroad

A. Challenges Faced by Students

1. Educational costs and financial aid: According to Doyle et al. (2009, p.479), the greatest obstacle to studying overseas is the cost. This is also the sentiment of Mazzarol (1998): Deciding to study abroad is the “most significant and expensive commitment students and their families ever make.” The greatest concern of students in Jenkins and Galloway’s (2009) study is cost, as it was found out that students experienced fewer problems with the overall process of applying for and continuing studies in a private university, which has a higher matriculation fee.

2. Adaptation, Acculturation, and Culture shock: When individuals, including students, travel to a place with a culture different from where they came from, they undergo a process called adaptation, regardless of whether the trip was long or short (Callahan, 2011). Adaptation is defined as the “dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members” (Berry, 2005). When the individual begins to adopt the behavior patterns of the surrounding new culture and assimilate it into their existing cognitive structure, they undergo the process of adaptation.

Adaptation has four steps (Gudykunst and Kim, 1997): enculturation, acculturation, deculturation, and assimilation. Enculturation is described as the learning of the host culture while acculturation is the process of resocialization. When the individual enters the deculturation stage, he begins to “unlearn” his home’s culture. Assimilation happens when the individual totally deculturates the home culture and acculturates the host culture. This process is seen in the cross-cultural adaptation theory created by Kim (1991), which states

that “when one adapts to a new cultural structure, there is an unlearning (deculturation) of original cultural habits.”

The process of adaptation is hampered by challenges that come as a product of “culture shock. Culture shock, a term coined by Oberg in 1950, is a subject area widely studied and documented (Adler, 1972, 1975; Baty and Dold, 1977; Becker, 1968; Brislin, 1981; Church, 1982; Furukawa, 1997; Thompson and Christofi, 2006). It is defined as “feeling of disorientation or discomfort due to an unfamiliar environment” (Callahan, 2011) and is seen as a “normal process of entering a new culture” (Adler, 1975; Arensberg and Niehoff, 1964; Foster, 1962; Gullahorn and Gullahorn, 1963; Lundstedt, 1963; Oberg, 1960) that could happen when an individual is immersed in a different culture (Westwood et al., 1986). Most individual experiencing emotional distress as an effect of culture shock will eventually be able to cope (Martin, 1984).

The effects of culture shock are expected to be the greatest during the early phases of studying abroad in first-time overseas students (Jenkins and Galloway, 2009). They would miss their families, their mother tongue, the weather, and in the cases of the home and host countries having starkly different cultures, the food and the way of life (Pritchard, 2011).

Individuals from the culture that are in stark contrast with another culture say Japanese culture versus American culture, state that it is harder to cope and adapt (Callahan, 2011).

3. Language: Several studies have identified the language as one of the greatest concerns of students, regardless of whether they are still considering or applying for a study abroad program or already studying abroad (Doyle, et al., 2009; Jenkins and Galloway, 2009). Given that English is not the first language of Chinese students, they report having a hard time coping with learning in English and is also found to influence the perception of greater student problems (Jenkins and Galloway, 2009).

The same challenge is evident in students who enroll in a foreign country whose language is not English. The language barrier exists and hampers the smooth process of transition to the new environment and school. It was also found that the more diverse the student body is with regards to nationality and language, the more problems that the institution perceives that they have.

As such, universities offering intensive preparatory English programs for their international students perceive that the latter had significantly fewer problems with regards to continuing their studies in their university. In a nutshell, it can be deduced that the fewer problems that the students have with the English language (mode of instruction) and the host country’s language (for interpersonal communication), the lesser problems they experience.

However, it was also discovered that students who are enrolled in degree programs in English are more

confident with their English language skills compared to those who are enrolled in other degrees (Jenkins and Galloway, 2009).

4. Social Support Structures and Student Counseling:

Most exchange programs offer slots to only one student at a time. This is identified as a barrier to these programs as social support issues arise, such as intimidation in the new country, and may have an effect on whether the student shall continue pursuing overseas studies, and can still be the issue when the students are in the foreign university already.

The same is stated in Ryan and Twibell (2000), which identified "fitting in socially" as a major theme of concern for students who study abroad. They express fear in being unable to make friends and establish relationships, as well as not being able to see anything that is familiar to them (Doyle et al., 2009, p.417).

Some overseas students would complain of the lack of direction that they would get from counseling services intended to help and guide them to transition into the new culture and manage their acculturation. If counseling is sought, the student would either be met by an inappropriate advice or none at all. Even the support services supposedly provided to them is lacking or inefficient. In one example raised in the study of Pritchard (2011) where students who were not acclimatized to the cold weather of the host country had to desperately seek warmth and comfort in from of a hot oven, the lack of sympathy of the host university towards the students was worthy of notice. Instead of providing the students with anything that could, at the very least, help them fight the cold, the host universities cannot find a single practical way to do so.

5. Other Challenges: Other obstacles that have a potential to affect students from participating in overseas exchange programs include: a) lack of knowledge about the program; b) grades being not good enough for acceptance into the program; and other concerns with regards to c) eligibility for student loans and allowances; d) coping with an unfamiliar environment; and e) possible extension of the completion of their degree (Doyle et al., 2009, p.480).

B. Challenges faced by the Home Governments and Institutions

1. Lack of Information Dissemination on Study Abroad Programs:

In a study by Doyle et al (2009, p.478) where they surveyed undergraduate students with regards to international exchange programs, it was discovered that these students are only vaguely aware that there are such programs and they do not have detailed knowledge as to how to plan and integrate such a program as part of their undergraduate degree. Most of these students considered going on an exchange

program, although they were not actively planning on going.

Because of their general lack of information on student exchange programs, it is not surprising that many are not aware of the opportunities, such as studying subjects not available in one's university, which comes with participation in such (Doyle et al., 2009, p.479).

2. Source of Information: Those without proper access to first-hand information on the program and university where they want to study are intended to gather information from the internet, and these are the individuals who are more likely to experience more problems with regards to placement and other factors (Jenkins and Galloway, 2009).

The primary source of information on student exchange programs is through friends who have been a part of this program or word-of-mouth, which is also the most popular and efficient knowledge source in this regard. Doyle et al. (2009, p.478) further stated that although word-of-mouth is most efficient in large institutions, it can be reinforced with the use of brochures, websites, active and informed liaison officers and lecturers, and international program staff.

3. General Preference of Students towards English-speaking Universities:

The respondents in Doyle et al.'s (2009, p.478) study also indicated that they are interested in going on exchange programs with universities in English-speaking countries such as the United States, Canada, England, Australia, and Western Europe.

III. Study Abroad Returnees: If the subject of overseas studies is widely studied across different academic fields, the situation is different for literature about students who graduated from overseas studies and are returning to their home country. According to Pritchard (2011), attention should be given to events occurring after the overseas graduates' (now returnees) re-entry into their home country and culture so they would be able to "maximize their potential contribution... and to realize returns on their own or their country's investment of time or money." Otherwise, poor reintegration might discourage other aspiring overseas students to pursue education abroad.

A. Re-entry/Reverse Culture Shock: Culture shock has been discussed in this paper and is characterized as the process of adjustment of students with regards to the culture and way of life in a country where they study. Re-entry culture shock, on the other hand, is the phenomenon of "returning, re-understanding and reabsorbing into one's home culture after living in a different culture for a significant period" (Siddiqua, 2002). Taken operationally in the context of this paper, it is the process of adjustment that graduate students experience with their home country after a period of stay abroad. When the overseas students have already adapted to

their host country's culture, the issues that come during their re-entry into their home culture illuminate cultural or psychological changes related to re-adaptation (Callahan, 2011). As they experienced with their initial culture shock as new entrants to a new country, the returnees missed their friends, the food, and the weather in their host countries. This mirror-imaging of experiences is based on the appreciation that they have developed towards the host country and might disillusion them when they return home (Pritchard, 2011).

Regardless of their length of stay in the host country and their age and gender, returnees experience re-entry culture shock (Sorimachi, 1994), although those who stayed abroad longer, as well as younger students (Werkman, 1980), usually take longer to readjust.

Several studies indicate that returnees experience more intense and severe adjustment problems when re-adjusting to their home country in comparison with when they were entering a new country (N. Adler, 1981; P. Adler, 1972; Austin, 1983; Kobayashi, 1978, 1981; Martin, 1984). Werkman (1986) likened the experience to that of the grieving process; the returnees go through phases of "uncertainty, alienation, anger, disappointment, feelings of being restless, out of place, and rootless."

These problems connected to re-entry culture shock surface because the returnees usually do not expect these issues from happening (Martin and Harrell, 1996, 2004) and that fact aggravates the inconveniences of re-adjustment (Sussman, 2001). Respondents in Werkman's (1980) study stated that it was less stressful for them to adjust to a new culture than to adjust to their home culture when they return. These adjustment problems range from "mild emotional dissonance to a continuing sense of isolation" (Raschio, 1987) where their state of mind goes "conflicted as they contrasted the two cultures and evaluated their culture as an outsider would" (Thompson and Christofi, 2006). As such, the returnees who studied abroad experienced more dissatisfaction with their lives and their home country compared to those who studied within their home country (Furukawa, 1997).

Other problems experienced by returnees, as a consequence of re-entry culture shock, includes (Siddiqua, 2002): academic problems, academic performance concerns, problems about the adjustment to the school environment, cultural identity conflict, interpersonal difficulties, social withdrawal, anxiety, and low mood.

Jansson (1975) determined the two (2) main reasons why returnees have trouble with re-entry: 1) the sojourner has changed through contact with another culture, particularly the language, customs, dress, and worldview; and 2) the host culture, especially the physical, social, linguistic, religious, familial, and technological contexts, may have changed. Returnees expect that re-entry into a familiar culture will be easy, given that it is the culture with which they grew up and became accustomed to. However, with the values, events, and ways of life that returnees experience during their stay abroad, their views

about the home country is changed, and this explains the re-adjustment issues that they go through.

Sussman (1986) foregrounds and summarizes the culture shock issues that returnees face with re-entry to their home culture in five statements: 1) most students already anticipate that they will be having some issues adjusting to the new environment in their host country, whereas returnees do not expect such; 2) internal changes occurred within the student/returnee as a result of being exposed to the host country's culture; 3) changes within the home culture is bound to happen over the period of the student/returnee's stay abroad; 4) families and peers who are supposedly the main social support that could help the returnee readjust do not expect that the returnee would change and experience problems like re-entry culture shock; and 5) related to the previous number, families, and peers are not really interested to know about the returnee's experiences abroad. These issues could lead to the returnee being frustrated and disappointed with their self and their social support structure; thus, immediate re-adjustment is not possible and other issues could arise.

Culture shock is easily overcome with a sturdy social support structure. The social support structure of returnees, although present in the form of families and peers, do not anticipate that the returnees would be having issues readjusting to the home culture (Martin, 1984). Butcher's (2002) study found out that the re-entry of the returnees could test the limits of family relations due to tensions that come from the changed perspective and behavior of the returnees. In this case, their peers might ultimately reject them (Siddiqua, 2002) and thus would add to the development of their fears and anxieties. There were some cases, such as in Pritchard (2011), where the returnee had family members who made an effort to manage their transition.

Usually, students go abroad to study at an age where their values, beliefs, and behaviors are still being developed. The returnees, while in sojourn, may develop faulty beliefs about their home country especially if they have been immersed in the host country for too long and, as Sussman (2011) puts it, "may be puzzled about their actual source of distress." As such, these systems are eventually influenced by their experiences and learning while abroad, and change them in a way that when they come home, they can see the differences, advantageous or disadvantageous, between these cultures. What makes it more complicated is that these changes are usually not aware of these changes in the systems of beliefs, values, and behaviors taking place and that they are only often seen when the returnee has reached home (Sobie, 1986; Austin, 1983).

Female returnees experience more problems with re-entry compared to males as they experience double-standards, more family problems, and more difficulty with coping (Gama and Pedersen, 1977). Studies state that after being exposed to a host culture that is more liberated (especially if in the United States), female

returnees have a hard time readjusting to their rather conservative home culture (Brabant et al., 1990), complaining that their privacy is not respected, and their values are no longer in line with their families' (Gama and Pedersen, 1977).

In the case of returnees who already have husbands and families even before they left their home countries, particularly those who hail from countries with very conservative cultures, they were subjected to varied receptions from the people that surrounded them. After arriving from the sojourn abroad, married females would immediately resume their domestic duties; while abroad, they would be blamed for being away instead of taking care of their children. Their husbands would disregard their academic achievement abroad, and would still treat them as inferiors. However, the same cannot be said of female relatives, who would think very highly of them for having been able to go abroad despite being married and having kids.

Former relationships became unsustainable for female returnees who were never married but were in a relationship. They perceive their former relationships in their home country to be very different from the men they met abroad; the men from home were spoiled by their mothers. The men also do not want the girls to have their opinion or to be too independent, which could pose a challenge for the female returnees whose mindset have already escaped the conservative and rather narrow-minded mentality of their home culture.

1. Re-entry Coping Styles: A model used to understand the re-entry experience was developed by Adler (1976, 1981). There were two dimensions vital to the theory: the returnees' a) overall attitude, which is characterized as "optimistic" or "pessimistic"; and b) specific attitude, which can be categorized as "active" or "passive." When combined, it creates four coping styles that can be applied to home culture re-entry. These re-entry coping styles are: a) optimistic/active (proactive); b) optimistic/passive (re-socialized); c) pessimistic/passive (alienated); and d) pessimistic/active (rebellious).

The optimistic/active coping style is employed by proactive returnees who internally validate the value of being integrated with two cultures. They function well in their home culture because they employ their cross-cultural skills to merge their new experiences from the host culture with their stock experiences in their home culture. They consider their issues and problems with adjusting as merely a part of re-entry and have a more positive outlook towards their home country.

Re-socialized returnees exhibit an optimistic/passive coping style, in which they expect their families and peers to help them validate their experiences, but they can respond to their home environment well. For them, these new experiences of re-entering are part of a period of adjustment, not of growth.

When the returnee requires the assistance of family and peers in readjusting and negatively reacts to the

changes, actual and perceived, in the environment, he is pessimistic/passive about readjustment. He thinks that he is already alienated and would not do anything about it but complain.

The last coping style is the pessimistic/active style, in which the returnee is associated to as rebellious. Like the alienated returnee, the rebellious returnee feels negatively towards the home environment, but unlike the former, he acts on it aggressively.

2. Cultural Comparison: Thompson and Christofi (2006) commenced a phenomenological research that tried to deal with the phenomenon of re-entry in a home country after a period studying abroad. Typically, the returnees experience "temporal psychological difficulties... in the initial stage of the adjustment process at home after having lived abroad" (Uehara, 1986). Some returnees refer to their home culture as an "outsider world" (Raschio, 1987); they begin to resent the home culture, particularly with its level of development compared to the host culture. This is especially true in home countries belonging to the developing nations, where it is generally "stressful, crowded, and...chaotic" (Pritchard, 2011). In one specific example, a returnee regarded his Information, and Communication Technology degree received overseas to be unusable since the infrastructure needed to practice his newly-acquired knowledge and skills in his home country is lacking.

Others, on the other hand, state that they do not feel settled in either their host or home countries. From the interviews they gathered, three (3) bipolar themes emerged from the context of cultural comparison that when combined, forms the structure of the returnees' experiences with re-entry: 1) shock/adjustment; 2) freedom/restriction, and 3) changing/static.

The first theme concentrates on the events happening upon returnees' re-entry into their home country. The returnees experienced culture shock "all over again," but were able to adjust eventually. Vacations in the summer do not prepare the returnees from the shock that they experienced when they came back to their home country for good. They had to make new friends, get re-accustomed to the way of living, and find new ways to pass the time. Returnees also stated that adjusting to the culture of their host country was easier because they had seminars teaching them about it, which made them more or less prepared for adjustment. Things were different when they returned home compared to what they became used to abroad, from things as major as the mentality of the population to as little as the function of and amenities available; the adjustment took a toll on them.

The second theme centers on the freedom/restrictions that the returnees experienced. In general, the returnees feel that they are freer to do what they want to do while they were abroad, while they are more restricted when they get back home. Freedom was discussed regarding

women's roles, professionalism, and social expectations, among other societal aspects of their country.

The third theme of changing/static can be discussed in two ways: external and internal. External changes refer to their perception of what changed in their home country while internal changes refer to what they perceived to have changed within themselves.

Under the external subtheme, the returnees indicated that their home country has both changed and stayed the same as before, which are negative in nature. As per their observation, crime rates have gone up, and so do divorce rates. The changing generation is to blame, according to them, for these negative changes. However, it is also the new generation which opened up the rather narrow-minded mentality that persists in their home country, particularly when it comes to ethnic diversity and homosexuality.

With the internal subtheme, on the other hand, the change is seen within the returnees' selves as a reflection of their experiences abroad. It is during their stay abroad that they learned to be independent and responsible, and to think critically. They can see things differently than peers their age who have not studied abroad or been exposed to another culture. They used these internal changes to be able to readjust to their re-entry in their home country.

3. Piaget's Cognitive Structure Theory: In line with Piaget's Cognitive Structure Theory, it can be said that returnees assimilate by trying to look at their home culture using their newly-acquired experiences from being abroad for a period. By accommodating, on the other hand, returnees modify their state of mind to conform to the changes that they perceive within their home culture. If used alone, assimilation and accommodation may not be an appropriate method of adjusting to re-entry culture shock and may pose more problems for the returnee. However, assimilation with accommodation can increase the likelihood of incorporating the differences between the home and host cultures.

B. Capitalizing Returnee Potentials

The graduates feel they can bring improvement to their home societies as a result of their Western postgraduate education and are frustrated because there is no official support for change that would enable their country to reap the benefits of their education.

They complained that the system was rigid and that many employers were reluctant to try out new ideas. The alumni in Taiwan/Sri Lanka sometimes even became weary of trying to innovate and found that just "accepting the status quo makes life easier." Most wanted to give something back to their country, and several had already taken further courses or qualifications, for example, in educational management. So although there was no real

re-entry trauma regarding family relationships, there was a subtle issue.

V. What are the most important experiences that can be tapped by Saudi Study Abroad Scholarships programs?

A. Factors Influencing Choice to Study Abroad:

Making a decision to study abroad is complex and involves several processes. The student must first have a positive perception towards studying abroad in general, lest the whole process may be for naught. Students interested in studying overseas, be it on a scholarship or at their expense, take into consideration what benefits they can get and challenges they would face from pursuing overseas studies. Then, they either consciously or unconsciously weigh these factors against each other. Soutar and Turner (2002) state that these factors are not limited to the deciding students' gender, race, social class, parents, and degree of preparation, among others; they have a unique set of influencing factors that allow them to make a crystal-cut decision in the end.

A study by Chen and Zimitat (2006) found that the greatest factor to influence intention to study overseas is family and peers. It is also one of the factors identified by Mazzarol and Soutar (2002) in their study, where it was found that recommendations coming from relatives and friends are usually the ones most considered, apart from the finding that the presence of a relative in the country where the student wants to study adds to the likelihood of the country being chosen to study in. In most situations, parents are the primary decision-makers with regards to studying abroad, although more recent developments in culture and mentality have made the children more involved in the process (Bodycott and Lai, 2012).

In making their decision to study abroad, overseas students tend to choose the country where they want to pursue studies first before they choose the institution (Mazzarol and Soutar, 2002; Bourke, 2000; Srikatanyoo and Gnoth, 2002). Among the factors regarding the selection of a host country include ease of access of information on and the students' existing knowledge about the host country. Another important factor is the quality of education in the country as a whole, the presence of other students with the same nationality, and an overall low crime rate (Mazzarol and Soutar, 2002; Bodycott, 2009).

When it comes to the institution, the first consideration usually is the cost of education (Mazzarol and Soutar, 2002; Bodycott, 2009). Students juxtapose this with the cost if they take the same degree in their home country, and if the degree they want to pursue is unavailable at home, then they figure out whether it is going to be recognized.

The students consider studying in a country different from theirs because they see it as an investment to their future (Barnick, 2006) and an opportunity to enhance their careers (Carlson, et al., 1990; Maiworm and

Teichler, 1995) and personal experiences (Zhang, 2010). It is also a great way to learn the host country's culture and language (Maiworm and Teichler, 1995; Mazzarol and Soutar, 2002).

B. Internationalization Strategies of Institutions/Countries Offering Exchange Programs:

It is recognized that countries must establish and maintain political, social, and economic ties with other nations and even institutions to be able to take their place in the global economy.

Countries form connections and agreements with foreign lands to strengthen trading, facilitate mobility, and discuss environmental challenges (Doyle, et al., 2009). To achieve the goal of developing societies that can "connect, engage, and prosper internationally" (Daly and Barker, 2005; Desai-Trilokekar and Shubert, 2005; DEST [Department of Education, Science, and Training], 2004a; NAFSA, 2003).

As such, student exchanges are vital to the development of international relations and international students should be understood and effectively managed (Pritchard, 2011). There are three major pieces of evidence to this claim (Bell and Watkins, 2006; NAFSA, 2009; Szarka, 2003): a) the G8 countries' commitment to double student mobility from 2000 to 2010; b) the plan of the United States to increase participation in study abroad and student exchanges by 500 percent from 2008 to 2018; and c) the European Commission's target for ERASMUS participation of 10 percent by 2012.

Almost every commendable higher education institution in the world have internationalization strategies, a major component of which are student exchange agreements with other equally excellent higher education institution abroad (Doyle et al., 2008; NAFSA, 2009). Tertiary institutions enforced various initiatives with the aim of promoting the skills, knowledge, and intercultural discernments for international participation.

Some universities, particularly those in New Zealand, provide undergraduate study grants to China, India, Japan, Malaysia, Singapore, Chile, Brazil, and Mexico as a way to build educational partnerships with these countries. Students who are entitled to these study grants can study in a New Zealand university for either a semester or a full year. As a result, more students are enticed to study in New Zealand while students from other countries are given the opportunity to study overseas without the challenge of expensive educational costs. The most prominent and substantial exchange program that exhibits these characteristics is the European Commission's ERASMUS (European Region Action Scheme for the Mobility of University Students) program (NAFSA, 2003).

To attract more international students to enroll with them, 35 universities in Taiwan offer full degree programs in the English language. With the detailed and expanded scholarship program offered by the Taiwan government to foreign students, the population of these students has

more than tripled to more than 20,000 in 2005 (Education Statistics, 2005) and has provided Taiwan universities with tuition revenues. It has also increased the diversity of the student body in the country regarding language and culture (Jenkins and Galloway, 2009).

C. Promote Student Exchange Programs to Students:

It is recommended that students are given ample financial, emotional support, more information, and other assistance to encourage more students to participate in student exchange programs (Doyle et al., 2009, p.481).

With regards to addressing the social support issues coming from an individual placement of students in overseas exchange programs, it is suggested that universities look into group placement, even if only for two to three students, to make studying abroad less intimidating and more enjoyable for exchange students. Doyle et al. (2009, p.486) state that in doing so, it may "reduce the psychological barriers of isolation and separation from family and friends, hence reinforcing the decision to study overseas." The provision of an academic and personal mentor to the student while abroad is also seen as a social support initiative, as social support structures are found to significantly influence the pace of overcoming social isolation for overseas students (Sawir et al., 2008, in Doyle et al. 2009, p.487).

McLeod and Wainwright (2009) suggests it is vital that intercultural interactions in the host country are not primarily negative experiences but have the potential of affirming the original program goals to enhance international and intercultural competence. Internationalization of the undergraduate curriculum is widely regarded as a means of accommodating the needs of the wider undergraduate population. Failure to integrate increased participation in student exchanges with broader national and higher education goals also presents risks.

Student exchanges offer enhanced opportunities for global understanding for both individuals' and institutions, and student exchanges benefit the individuals involved, and international students bring benefits that enrich domestic students' experiences

However, greater benefits can arguably be gained if student exchanges and study abroad programs are located within a larger framework that fosters well-educated citizens who are also globally minded.

D. Returnees: The problems and issues that revolve around studying abroad do not end with the overseas student going back home. Considering the discussion made above, overseas students are still met with challenges with re-adjusting to their home culture. As such, strategies should be carried out to deal with the difficulties and challenges and to ensure the proper re-entry of overseas students, who are referred to as returnees.

Interpersonal communication is already seen as vital in the easy transition of overseas students into their host

country when they study abroad for the first time. That is also important in ensuring the smooth transition of returnees who are experiencing re-entry culture shock. Adequately preparing the returnee for the possible consequences of being abroad and then coming back to their home countries after some time is highly beneficial (Chiu, 1995).

Thompson and Christofi (2006) suggest that returnees should talk to other returnees about their expectations and experiences with re-entering their home culture. The returnees' social connections should also be briefed with the imminence of re-entry culture shock so they can provide the appropriate attention and support to the returnee.

Either the host university or the home university should be able to render debriefing workshops for their overseas students so as to decrease, if not prevent, re-entry culture shock and its effects.

It has been found that the difficulties with re-entry manifest a short time after the returnees' arrival into the home country rather than upon immediate arrival (Gullahorn and Gullahorn, 1963); as such, to maximize the effects, it is necessary that such initiatives be scheduled prior to or immediately after the returnee's arrival to their home country.

It is also important for institutions and governments to look into capitalizing the potentials of returnees. They should exploit the graduate returnees' newly-acquired expertise by analyzing how they can best contribute to the nation. In this regard, these governments and institutions should be open to changes that the returnees might suggest.

The lack of awareness of information on overseas exchange programs is the case in many other countries, despite the efforts of governments and educational institutions to promote such exchanges.

The challenges perceived by the students can be easily overcome with providing them with enough information about the program. Some universities offering these programs offer student allowances, loan options, and work opportunities to students in the exchange program, but most students are not informed of these perks.

Students interested in exchange programs prefer staying in English-speaking countries while looking forward to being exposed to different languages and cultures. As such, universities are challenged on how to make their students interested in non-traditional localities, such as Asia, South America, and the Middle East, where English is used as a medium for teaching.

Data Analysis and Interpretation

In this chapter, the results of the data analysis are presented. The data were analyzed and processed in response to the problems posed in the first chapter. The findings are as follows:

1. Main goal of Chinese students studying abroad : After several years, China promotes study abroad scholarship programs because of some major goals and objectives. These are mainly because of the need for advanced technical knowledge, to study military mechanical techniques, economic and education reforms to expand academic communications with other countries and for culture communication (language and history).

While the government of Saudi Arabia emphasizes the study in the fields of medicine, allied health sciences, pharmacy, engineering, computer science, basic sciences, accounting, and e-commerce as the main goals and objectives of their study abroad scholarship programs.

2. Factors that influence the students to study abroad: Factors that drive the Chinese students to study abroad are the desire to enhance new knowledge, personal freedom, skillful and confident, exposure to different cultures, the prestige of attending top overseas universities, the hope of receiving the bigger salary, competitiveness.

On the other hand, Saudi Arabian students are pushed by the desire to help the government to proliferate social changes and modernization.

3. Challenges faced by the students in studying abroad and how they cope up with these difficulties: Chinese and Saudi Arabian scholars shared the same hardships studying abroad. Specifically, challenges such as financial aid and educational cost, adaptation, acculturation and culture shock, language barrier, and other social support structures that hindered them to study smoothly abroad. They managed to cope up with these difficulties by engaging themselves in some intensive training that strengthened their social welfare to foreign countries. They made friends and company that made them feel accepted and belonged. Through this, it broke the barrier that separates them from other people they are not familiar with, even their culture and language.

4. Present study abroad scholarship program size of China: According to the Chinese Ministry of Education, in 2015, there were 523,700 Chinese students who went abroad to study in 2015. That is why the total number of Chinese students who have studied abroad was four million since the start of the scholarship program. Out of these 523,700 students, 25,900 were funded by the government, 16,000 by their employers, and 481,800 at their expense, according to statistics made public on March 16, 2016 (Chinese Ministry of Education).

Present study abroad scholarship program size of Saudi Arabia

In total, for the academic year 2012-13, almost 200,000 Saudi students were overseas to acquire a higher education (199,285 to be exact). Of these, a staggering 165,908 were funded by government scholarships, with the rest being privately funded. (Ahmed, 2015).

5. Program/s implemented by the Chinese government and Saudi Arabia that attract returnees to serve their countries in different fields: The Chinese government strives to encourage scholars to return to the homeland that leads them to design, direct and implement programs that attract returnees to work in different fields such as in the government sector, private business departments and investment companies. These programs include:

1. Gifted High Program-level Overseas: In December 2008, the Central Committee of the Communist Party CPC provided support for talent abroad at a high level and was named (1000 Plan). The program adopts national innovative projects and establishments of modern-owned laboratories of government institutions and the private sectors and focuses on supporting projects submitted from the leading talents after their return to China. These help them in devising plans and regulations, and the introduction of high-level management of these programs provides and highlights skills of thousands of returnees.

2. Program CHUNHUI: This program has been implemented to finance students who are studying abroad for a short period until finding a job. Program CHUNHUI, together with the Ministry of Education, aims to improve financing efficiency that targets economic and social development in China which includes activities such as the establishment of projects to build a Western-style, and implementation of the development of the old industrial bases. It also trains students to adapt to the transformation of large and medium companies in Liaoning Services. By the end of 1998, there were more than 1,100 students who have benefited from this program from the category of “those who studied abroad for a short-term period.”

3. “Haiwai chi zi of the country services action plan” Program: It is a program provided by the Qatari services in the Ministry of Human Resources and Social Security in 2009. It is an action plan designed to serve distinguished students, students abroad and foreign students, experts, and the like. It regulates and supervises the human resources management at the Ministry of Social Security and local people’s government to provide financial and administrative support to them.

4. Hundred Talents Program: The Hundred Talents Program of Chinese Academy of Sciences (CAS), the backbone program of training gifted 100 academic and technological leaders, was established in 1994, which primary goal is to support academically more than 100 young talented people from abroad. The program targets thousands of young outstanding talent in the disciplines of science and engineering. Also, the establishment of centers and laboratories are open to these young people as there are special requirements for the academy to serve their members and work in the field of basic research at the international level.

5. “Students studying science and technology activities merit-based funding” Program: The program was established in 1985 and has become an important source of students who were encouraged to return to the

homeland and serve the country. The program pays attention to finances of the students’ adaptation after their return, particularly those students who are in the field of economic and social development and technological innovation. The program is funded by merit. Recently, students have returned from abroad to work in the field of scientific and technological research, and to help provide support to foreign students studying in China. The program gives importance to technological transformation as an important key to promoting economic and social development.

6. Changjiang Scholars Program: It is established in August 1998 by the Ministry of Education and Li Ka Foundation and Shing Foundation. It includes the “Scientists Program Plan” which implements a system professor and offers prizes to the talents of excellence. The program has invested nearly 60 million yuan to support university professor in some colleges and universities. Mr. Li Ka –Shing also donated one million Hong Kong dollars to create Jiang Scholars Award for achievement body. The program also aims to implement some high-level talent care programs at colleges and universities engaged in research and teaching and to attract many prominent scholars abroad to work and serve the country.

7. “High-level overseas talent to return home funded pilot project” Program: After the emergence of this program, which is funded in 2002, some high-level talent began to return to China. The amount of funding is 600,000 yuan per person, the central government paid 300,000 yuan and the local government paid 300,000 yuan. The goal of the program is to finance the pilot and talent development projects, by providing some money and start cashing in subsidies to promote the effective development of major national industries and create areas leading industries. The program also promotes scientific and national technological innovation and configuration of international competitiveness, which is expected to play a positive role in Chinese society.

8. “Ministry of Education of the Scientific Research Foundation” Program: The program is designed to give financial assistance for those who get admission to doctoral studies for more than three years abroad and must be less than 45 years of age. The students are supported financially to buy necessary materials, scientific equipment, books and the like, all with the aim of linking homeland scholarship and encourage returning after receiving a degree and try to help the student to get a job in China.

9. “National Outstanding Youth Science Foundation” Program: This program was established in 1994 under the feet of the proposed Chinese Prime Minister. The program aims to promote scientific and technical growth and to accelerate the training of a large number of returnees in science and technology, for them to be the leaders of an outstanding academic who helps in building the nation. The program attracted many overseas Chinese students under the Prime Minister, by establishing funds that support local talent. The Chinese government also took the initiative to attract Chinese

students when a Chinese scholar felt homesick in 1998. The government channeled millions of dollars for the rehabilitation of the student. The student was given the best of nine Chinese universities, 120 million dollar each, taking into account that 20% of the grant go to hiring from abroad.

CONCLUSION

The study starts with the problem and the following conclusions were drawn from the result of the study:

1. The main goal and objective of China and Saudi Arabia on study abroad scholarship is for the global education that each student may gain over the period of time of study which expected to eventually manifest on economic reforms and the government itself through the help of these sponsored students.
2. The researcher can conclude that most of the students, who studied abroad, based on this study, are more driven compared to local students of both countries and are more eager to help their respective nations.
3. Challenges such as culture shock, language, and financial aid are said to be the common problems that are encountered by the scholars abroad. They managed to cope up with these difficulties by engaging themselves in some intensive training that strengthened their social welfare to alien countries.
4. The Chinese government strives to encourage scholars to return to the homeland that leads them to design, direct and implement programs such as Gifted High Program-level Overseas, Program CHUNHUI, "Haiwai chi zi of the country services action plan" Program, Hundred Talents Program, "Students studying science and technology activities merit-based funding" Program, "High-level overseas talent to return home funded pilot project" Program, and lastly, "National Outstanding Youth Science Foundation" Program, which main goal is to finance and support students after returning to their countries after a short time of study abroad.

RECOMMENDATION

The researcher suggests that countries such as China and Saudi Arabia must offer more intensive English Literacy training programs to students who apply for the study abroad scholarship before leaving the country to study overseas. This will help the scholars to be socially adjusted especially in communicating with people of English speaking countries.

The researcher also suggests to the government of China and Saudi Arabia to improve their systems in accepting scholarship application and must have their criteria depending on the course, country destinations and expenses that the students would avail.

Lastly, the researcher suggests to such countries to continue and expand study abroad scholarships. Aside from developing harmonious ties between countries, the students will be able to widen their horizon given the fact that they are experiencing to learn new things from a new environment that can contribute to their native country.

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