INTERNATIONAL STUDENTS IN TURKEY: RESEARCH ON PROBLEMS EXPERIENCED AND SOCIAL SERVICE REQUIREMENTS

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Abstract

Higher education for young people has many meanings such as acquire an education, acquire a culture of higher learning, make friends, dream for the future, planning a career and planning for future life. In higher education institutions, students face many problems and expect solutions to these problems. Academic, cultural, psychosocial and economic problems are the most common problems of higher education youth in the world. Most countries produce and implement a number of policies in order to address problems in the field of higher education and to make it easier for students to adapt to the higher education environment and thus be successful. When looked at problems faced by young people in the process of higher education especially in terms of young people coming to study in another country it seems to have won different sizes.

This study was conducted to determine the social service needs, educational and academic requirements, cultural, linguistic, psychological, economic, and personal development, in addition to free time activities, housing, and persecution and discrimination problems of 367 international students who are coming from 61 countries and receiving higher education in Turkey. The top problems experienced by international students in Turkey are % 46. 9 academic, and % 44.1economic problems, in addition to % 42 pressure and discrimination. In this article, social work contributions and recommendations for solving problems faced by higher education youth in examples of international students are presented.

Keywords: Higher Education Youth, Social Work, International Students, Youth Problems, Cultural Differences.

1. Introduction

Youth it is a period that includes emotional development, moral maturation and personality development. At the core of this period is a transition from adolescence to adulthood, and the physical, mental and social development carried out during this period directs all the next life of an individual. Young people are constantly interacting with the university environment, in family environment, in the business world and in the group of friends. Higher education for young people has many meanings such as acquire an education, acquire a culture of higher learning, make friends, dream for the future, planning a career and planning for future life. In higher education institutions, students face many problems and expect solutions to these problems. Academic, cultural, psychosocial and economic problems are the most common problems of higher education youth in the world. Most countries produce and implement a number of policies in order to address problems in the field of higher education and to make it easier for students to adapt to the higher education environment and thus be successful.

When looked at problems faced by young people in the process of higher education especially in terms of young people coming to study in another country it seems to have won different sizes.

Young people who prefer to attend higher education outside their country face various problems in the country they are studying: some of these problems are the problems of adaptation to life in a new country, problems related to education system differences, language, religion and cultural differences, adaptation to new life in a new country, housing, nutrition and psychosocial problems, financial problems, to provide economic support difficulties in finding employment (part time or full time) etc.

There are a variety of factors that influence the preferences of international students on which countries they want to study: For example these factors might include various services for international students to solve their problems and ensure their adaptation in the host country, educational qualifications, job and scholarship opportunities, cultural proximity, access to health and social services. International student circulation is becoming more and more important every day because of its contribution to the cultural accumulation and economics of the countries. Many countries, with political, economic, cultural and social reasons, encourage international students to prefer their own higher education institutions and compete with other countries in this respect. Therefore, many countries are restructuring their higher education system, education policies and practices towards the future in a way that encourages the preference of international students.

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Canada, Australia, the United Kingdom and the United States are among the most countries preferred by international students in the world. Due to strict immigration policies in the United Kingdom, international student mobility trends have turned to countries such as the United States (USA), Australia and Canada (Choudaha and Chang, 2012: 4). As a result of this orientation, international students have become a political, social and economic issue in Australia (Jakubowicz and Monani, 2010). The high proportion of international students in a country does not only contribute to its internationalization and cultural diversity; as well as significant economic contributions to host countries (Hanover Research, 2010). In other words, as the number of international students increases in countries, the economic benefits of education become more noticeable. However, the social, educational and cultural influences outside the economic benefits of internationalization of education are also relevant, and this aspect of the phenomenon is not well known (Ward, 2001).

According to the reports of international organizations such as the World Bank, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organization for Economic Development and Cooperation (OECD), while the number of students studying in the world was around 20 million in 1985, 26 million in 1990, increased to 38 million and has increased rapidly since 1995, exceeding 85 million in 2001. This figure is estimated to exceed 100 million today and in 2020 it is expected to reach 200 million (YÖK, 2007: 14). Governments encourage international student mobility through cultural, political, economic (labor market, etc.) and commercial reasons. Higher education institutions belonging to the public and private sector compete for the international students whom they see as income source (OECD, 2004: 18).

In recent years, more students from the Middle East and Turkish Republics come to Turkey for higher education. In public and private universities in Turkey international students are assigned a certain number of quota and thousands of international students are studying in Turkish universities. The growing number of international students in Turkey brings with it an interest in the lives of these population and the process of adapting to Turkey. It is observed that the studies done in this direction is new. From this point of view, it is considered useful to clarify the problems experienced by international students studying in Turkey.

The main focus of this research is the students' reasons for choosing Turkey for higher education, the general characteristics of the students, the living conditions in Turkey, the process of adapting to life in Turkey, psychosocial situations and academic achievements.

Problems and expectations for their solutions related to education and the psycho-social problems of international students coming from different parts of the world and studying in Turkey, have been investigated. The social service needs of these students have been determined and solution proposals have been developed. Social work intervention, which must occur at micro, mezzo and macro levels, will make a significant contribution to the solution of the problems of the students and their welfare.

Many problems such as the psycho-social problems, the language problem, the cultural adjustment problem and lack of knowledge of existing resources that prevent the creativity of young people are among the biggest obstacles faced by international students in improving themselves. Social work discipline can offer significant contributions to understanding and removing these obstacles. This will encourage young people to use creativity and initiative. The solution of the problems encountered by the international students contributes scientifically to motivate them creatively, integrate them into the new culture and healthy plan for future.

2. Methodology

In this research, "single scan" model was used as Quantitative research design. Scanning models are "research approaches that aim to describe the past or present as it exists. The individual or object being investigated and defined as if it is within its own conditions. No attempt is made to alter or influence them. The important thing is to be able to observe it in a proper way" (Karasar, 1991, s. 77).

Tried to identify the problems experienced by international students who came from different countries and studying abroad at state universities in Ankara during their education in Turkey and their social service needs as if they existed in their own circumstances.

The researcher's universe constitutes of international students who come from different parts of the world and who have higher education in Turkey. Due to time, transportation and cost difficulties, the study universe is limited to international students studying at state universities in Ankara. Research is limited to a sample because it is not possible to reach the whole of the universe. For the collection of research data, the research sample includes students who are reached by snowball method among the international students who are going to higher education in five state universities in Ankara.

In this study, 365 students who were reached with snowball method among the students in 2014-2015 education year were applied. According to data from Higher Education Institution, (https: //istatistik.yok.gov.tr/yuksekogretim_ temel_gostergeleri_14042014_1.pdf) in April 2014, the number of international students in

five state universities in Ankara was 8447. These universities are Hacettepe University, Ankara University, Gazi University, Middle East Technical University and Yıldırım Beyazıt University. The sample size was determined to be 367 people with a margin of error of 0.05 for a population width of 8000 individuals (Çıngı, 1990: 69). "Question form" prepared for research purposes was used as data collection tool in the research by taking the opinion of three experts. The preliminary test of the developed questionnaire was carried out on October 15, 2014. The collected data were analyzed by SPSS (Version 22) package program and the findings were interpreted and reported.

3. Findings and Discussion

This study was conducted to determine the social service needs, educational and academic requirements, cultural, linguistic, psychological, economic, and personal development, in addition to free time activities, housing, and persecution and discrimination problems of international students who are receiving higher education in Turkey. This section discusses the results related to the problems experienced by international students who participated in the research during the period of higher education in Turkey. Research was designed for students who are receiving education in the state universities in Ankara.

3.1. Socio-demographic characteristics of the students participating in the survey: The average age of students is 23.0. The average period of students receiving higher education in Turkey is 2. 8 years, the period spent in higher education ranges 1-15 years. Male students representing 73% from all students while female students represents 27%. The majority of the students have never married. Paksoy and others (2012) also found that the number of male students was higher than women in studying social problems of international students who are receiving higher education in Turkey.

The fact that the number of males among international students in Turkey is higher than females indicates that there is a situation against females in international student mobility. This situation can be explained by the fact that the majority of international students in Turkey are from African and Asian countries where gender inequality prevails.

3.2. Findings related to international students' academic and educational status: A part of the students 32.4% (n=119) have lost years during their education for reasons such as failure, economic problems and break for work and health problems. Language deficiencies, economic problems, academic underachievement and communication problems with academic staffs are negatively affecting student's education.

In a study examining the academic and sociocultural problems of Thai students studying at higher education in Japan, language problems, foreign teaching and learning approaches, inadequate knowledge in the field of study, relationship distance with professors, and insufficient support students from the university was ranked as the academic challenges faced by underprivileged students at universities (Vichai, 2011). The problems faced by graduate students in the education environment in Malaysia are examined and classified into four categories: Inadequacy of physical facilities, problems related to the social environment, the academic system and the international office programs (Talebloo and Baki, 2013). In a study conducted in Australia on the problems experienced by international students; the isolation emotions, the difficulties in understanding the spoken language, and the cost of education was among the problems indicated by the students (Robertson et al., 2000). When the international students' academic performance measured by their grade average it appears that many factors are influencing. These factors include gender, age, country, mother tongue, grade point average, study duration, study average, teaching and learning methods (Ren and Hagedorn, 2012).

When the reasons for choosing Turkey were examined, it was seen that 65.9% (n = 242) choose Turkey because of cultural proximity and 63.5% (n = 233) preferred Turkey because of scholarship opportunities. 34.6% of the students (n = 127) preferred Turkey considering the developing political and economic situation of Turkey. Promotional advertisements of Turkish universities (23.7%, n = 87) are effective in the preference of students in Turkey. 21.8% of the students stated that they prefer Turkey for business opportunities.

The scholarships provided by Turkey in order to increase international student mobility are also closely related to their approach to foreign policy (Ulutaş, 2014). Turkey's political and economic situation and its policies have been particularly effective in the selection of students from the Middle East. Most of the international students participating in the survey come from countries with less economic income than Turkey. On the other hand, the employment opportunities in Turkey have not been effective in the preference of the students. Despite the existence of a law regulating the employment of international students in Turkey, the employment of students in a job is very limited.

3.3. Findings related to cultural issues: Although 91.29% of the students consider Turkish culture and their culture as "very close" and "close", international students have taken many steps to learn about Turkish culture. 80.7% of the students use the most common method of making friends with Turks. 70.8%

said that they visited cities in Turkey, 60.5% watched TV and 56.7% listened to Turkish music. It has been observed that international students have been used other ways at lower rates such as participating in activities organized for them, attending school activities, going to artistic places, making friends of the opposite sex, reading books about Turkish culture. International students coming from various cultures and receiving higher education in Turkey expressed the following as the most important problems arising from cultural differences:

- Issues of attitudes towards foreigners 44.14 %,
- Food culture 31.60 %,
- Rules regarding the Turkish society 27.24 % and
- Opposite sex relationships 26.97 %. The majority of the students experience communication problem because of language deficiencies.

The emotional gap experienced in the first period in the new country can be expressed as alienation. Culture shock is a process that develops at different levels depending on individual characteristics. When individuals have failed to interact with cultural differences, culture shock continues to increase and affects immigration experience deeply (Aksoy, 2012: 299). International students with a high level of English proficiency who learn about American culture strongly were found to have a low depression level and a high likelihood of staying in the United States after graduation (Sumer, 2009). Researches on acculturation suggests that there are many factors that influence international students' overall alignment. These factors experienced in the acculturation process have been identified as stress, language deficiency and social support (Mori, 2000, Pedersen, 1991, Sandhu, 1995, Sandhu and Asrabadi, 1998; Bastien, 2011). The study conducted by Thomson et al. (2006) on cultural stress among international students at Australia University, found that if there are a lot of cultural differences between the country where the students come from and the country where they have studied, cultural stress will occurr and this stress will prevents the welfare of international students.

3.4. Findings related to language problems: 92.4% of the international students were found to have a medium and advanced level of Turkish. However, it has been reported that students have problems in language skills, especially in writing, speaking, and understanding what they read and heard. 89.7% of the students find Turkish levels sufficient to be successful in their education and academic life. At the same time, they point out that the most important problem they experience in social and cultural life due to language inadequacy is the communication problem.

The greatest challenge facing international students in language is the inability to understand what they hear and the inability to communicate verbally. Therefore, the language problem causes the students to experience problems in their lessons and affect their overall academic life (Kuo, 2011). In addition to the problems experienced in Turkish language skills, the shyness of international students due to their foreign origins affects negatively on their oral participation in classes (Çöllü and Öztürk, 2010). International students who participated too much in events organized by student associations were found to have more confidence in their daily and academic language than other students (Allhouse, 2013). This indicates that there are many services within the host countries that help students adapt to the new culture as well as develop their language and thus achieve their well-being.

3.5. Findings related to psychosocial problems: Students faced problems such as difficulty staying away from family, afraid of making mistakes, need to be supported and protected in Turkey, difficulty in expressing their thoughts, insecurity of their future, difficulties in communicating with people, feeling lonely in Turkey, and social environmental pressure. Family 55% and friends 54% are the first to be approached when students are faced with psychosocial problems. The number of students who applied to professional persons (social worker, psychologist, psychiatrist, etc.) was quite low (6%).

It can be said that most of the students who participated in the research are students from eastern culture, so they more tend to use traditional social support systems such as family and friends. International students often use their families and friends to solve their problems. This can be explained outside the cultural sphere by the ineffectiveness of medico-social centers within the universities or not adequately defined in turn and the services provide.

In a study examining the problems of Thai international students who are studying in Japan, it was found that students were helped by friends, not lecturers and student affairs, to deal with the problems they faced. The coping strategies adopted by the pupils may be a reflection of the inadequacy of measures taken to help international students (Vichai, 2011). International students are generally stressed in terms of education and academic life, social life and language anxiety (Chen, 1999). In a study of the safety of 200 international students residing on shore in Australia and studying at tertiary education, two thirds of this group had experienced loneliness and / or isolation problems, especially in the first few months. It was also revealed that these students were experiencing cultural loneliness because of the lack of communication

with the family and personal loneliness and lack of social networks, and the lack of students from the same language or from the same culture besides loneliness (Sawir et al., 2008). Psychological adjustment was found to be related to a large extent of cultural strategy and cultural distance. This suggests that supportive interventions are needed to facilitate psychological and social cultural adjustment in the academic area (Bastien, 2011).

3.6. Findings related to economic problems: The largest source of income for students are their families 55.9 % and the scholarship they received from Turkey 53.2 %. Besides this, just 9.8% of the students are working to ensure the livelihood. The proportion of employees as seen in these students is quite low. A large proportion of international students are dependent on their livelihoods for their families and on the availability of various scholarships. They spend most of the money on food, transportation, clothing, school fees and stationery. 68% of the students have a monthly income between 501.-TL-1000.-TL. It has been determined that students spend their monthly income the most on nutrition, transportation, clothing, school expenses and stationery. It has become clear that participation in sporting events, relaxation, holidays, artistic and cultural events is less.

In the research conducted on the students who received scholarship from Turkey, it has been revealed that the students spend their income in Turkey on their basic needs like nutrition, housing and clothing (Akdağ, 2014: 106). It is thought that economic problems that students are experiencing may prevent them from participating in cultural activities in Turkey (Can, 1996). Thus, the only solution to overcome economic problems is to work part-time and get scholarships.

3.7. Findings related to personal development and free time evaluation states: Considering the activities of international students in evaluating their leisure time and their personal development, it was determined as spending most time with friends 89 %, talk with family 87 %, spending time on the internet 84 % and visiting cities in Turkey 72 %. It has been observed that students are less likely to participate in artistic activities such as going to theater and cinema, going to places of entertainment, listening music, reading books, watching TV, sports. It can be interpreted that the low monthly incomes of international students prevent them from participating in activities that could contribute to their personal development.

The reason for the low participation of the students in activities such as doing sports, going to entertainment places, participating in artistic activities may be return to the fact of (68%) of the students in the low income group (500-1000 TL). Due to the economic inadequacy and the lack of services, students tend to spend more time in activities that do not require much spending.

Terzioğlu and Yazıcı (2003) found that the level of income of students was very effective in evaluating free time when they conducted search on 1000 university students. In another study, Ersoy and Güldemir (2008) examined the socioeconomic dimension of the activities of evaluating the leisure time of 258 students. Firstly, friends are influential in evaluating the free time of students; It has been determined that they are not effective enough in such activities because of the time limited and economic insufficiency.

In the study on the factors affecting the social adaptation of international students who receiving higher education in Turkey, it has been revealed that international students can participate in social environments more if they have enough income and they can meet new people and establish friendship relations in these settings (Özçetin, 2013). According to another study, there are a number of factors that hamper the use of young people's free time:These factors are; The lack of free time and leisure facilities in the area where young people are located, the limited financial possibilities of young people, the dependence of entertainment places on the private sector, age, gender and geography (Byrne et al., 2006).

3.8. Findings related to accommodations problems: In places of residence the food problem comes at the forefront of the problems faced by international students who are coming from different cultures. The second problem is that the places where the students stay are crowded. Some of the students (32%) who participated in the survey reported that the facilities at the places they stayed were inadequate and therefore limited their personal development and leisure time evaluation. The majority of the students (85.0%) stated that they do not have information about the social service units that can solve the problems in their dormitories.

One of the most important problems faced by students is housing. There is a reciprocal relationship between the conditions of housing and the quality of social life. The financial possibilities of the student are the most important variable affecting the conditions of housing (Cılga, 1994: 191). It has emerged that most students stay at houses and in state dormitories which are connected to Credit and Hostels Institution. The conditions of the places where the students stay have had a negative effects at most on their moral and psychological status, making friends of the opposite sex and free time assessment.

Out of one student there is no international students stay with Turkish family, it can be thought that cultural reasons are behind this. ***The practice of sharing the same house with a "foreigner" in Turkish culture is not accepted much***. However, this practice is quite common in European and North American countries. It

can be thought that this practice will provide important contributions to the students' understanding of Turkish culture and their adaptation to the social and cultural life in Turkey.

Students who participated in the research considering whether they have information about the social services unit in dormitories, 85.28 %of students had said that they did not have information about these services. The lack of students from various cultures knowledge about social services units in dormitories, can be traced back to the ineffectiveness of these social units or not clarify of the services which provided. Psychosocial support programs that will solve the problems of the students, provide their harmony and increase their well-being can only be implemented with the participation of the students. Experts who are obliged to carry out these programs need to address the participation of international students, the regulations that focus on harmony and academic achievement.

3.9. Findings related to persecution and discrimination problems: The majority of students reported that they have been faced with bias and discrimination against them for various reasons. Only 23% of international students stated that people in Turkey are not prejudiced. Most of students have reported that they are sometimes and always have been prejudiced. At the same time, it turns out that only 18% of international students are not discriminated against. It has been found that 82% of the students are discriminated occasionally or at all times. International students who participated in the survey reported that they were most discriminated against by friends (43, 85%). When we look at the causes of the discrimination that students have experienced, language inadequacy, cultural differences, country where they come from, speaking with the main language, color, political thought, religion, race and sexual orientation come to the forefront. However, most students expressed their discrimination as the reason for the most are the country they came from (52, 15%), language deficiency (50%, 16), speaking with mother tongue (47.50%) and cultural differences (44.85%).

In a survey of international students studying at higher education in the United States, revealed that international students from the Middle East and Africa have been faced with bias and discrimination against them (Hanassab, 2006). Charles-Toussaint and Crowson (2010) conducted a survey in the USA, showed that American students consider that international students pose a threat to their beliefs, values and educational, physical, economic and social well-being. Lee and Rice (2007) surveyed 24 students from 15 countries who are receiving higher education in the USA, showed that racism towards international students due to lack of language verbal abuse and conflict was by members of the community and colleagues, both within and outside the classroom.

Persecution and discrimination are the most important problems experience by international students for various reasons. Persecution and discrimination are not accepted by other people because of the various personal, physical, regional, and thought and belief characteristics. Staying in this situation has a profound negative impact on the development of people, especially students, health, psychosocial life, education and academic status. It therefore requires the intervention of social work and other disciplines at various levels.

4. **Conclusions and Recommendations**

In this article, social work contributions and recommendations for solving problems faced by higher education youth of international students are presented. In the light of the results obtained from this research, the following solution proposal was presented from a social work point of view.

When we look at the social-demographic characteristics of international students studying in Turkey, most of the students come from Asian and African countries and a large proportion of these students are male students. Therefore, providing more scholarship opportunities to female students will provide opportunities for female students and also contribute to the development of other societies.

A **Social Service Units** must be established within the **International Student Offices**. In these social services should be a social worker, psychologist and psychological counseling and guidance specialist who will work with an understanding of teamwork for the solution of different psycho-social and economic needs and problems of international students. The location of this office, telephone, working hours and services provided to international students should be announced to students as soon as they are enrolled in the university. Several wall advertisements and hand brochures are available for this. Social worker in these units should conduct a variety of psycho-social group work based on case management approach. Orientation meetings for students in Student Offices should be arranged continuously and should identify needs and problems of international students and solve it by case management application. Through the "case management" approach, the social worker can intervene at various levels by working on various and complex problems of international students. In carrying out these activities, social workers may work in collaboration with other colleagues at the student office, professional staff in different units of the university, and all other institutions outside the University. Within the scope of these works carried out in the Student Office, social work intervention can be made for international students needs by learning their country

culture, how they come to Turkey, their economic situation, family relations, and what kind of supports they need for adaptation to Turkey. It will be the task of the experts working in the social service unit to solve the problems of the students and to direct them to the resources existing in the society in order to meet their needs and to cooperate with various institutions and associations.

In other words, **Social Services Units** for international students should be opened and disseminated in all universities. It should always be with students from the advent to Turkey, to the completion of their education and graduation and try to find solutions to the needs and problems they have experienced from the very first moment in a professional manner. These units should work in an understanding, deal with all the problems of international students and try to solve their problems professionally.

Language, educational and academic level:

Supporting educational programs (language courses, free or low-cost tuition, etc.) should be provided for international students to reduce the loss of years during their education.

Students should be informed about the psycho-social problems they might be experiencing in education and the academic environment through the use of various channels of communication through their advisers.

Should create the mechanisms that encourage students to apply to the places concerned in order to solve the problems they encounter in the educational and academic environment.

The duties and services of the university social service unit should be introduced and announced to all international students.

It must be presented as an informative training to colleagues and staff at university in relation to international students.

Cultural issues level

Continuous activities should be organized for international students to meet and get acquainted with Turkish culture.

Students should be encouraged to participate in cultural activities, school activities, going to artistic places, making friends, reading books about Turkish culture.

Activities that show the importance of cultural diversity towards Turkish and international students should be held in the university.

Media methods (TV programs, advertisements, etc.) should be used to reduce or eliminate negative attitudes towards international students as a foreigners.

Should be organizing special language courses (including social and cultural topics) that can improve the speaking skills and solving the communication problems they experience in social and cultural life.

Psycho-social problems level

It is necessary to inform international students about services of medico-social service unit affiliated to the Directorate of Health, Culture and Sports Department such as health services, psychological counseling and guidance services, social services, cultural services, sports services, by using communication channels such as emails, text messages and announcements.

International students should be given information about where to apply for the solution of the psycho-social problems they experience in their welcoming seminars every year or every semester.

Social work intervention should be carried out at the individual, group and community level to solve the psycho-social problems experienced by the students.

Economic problems level

Students with economic problems should be guided to benefit from the various scholarship programs available or should be provided with job opportunities.

Part-time job opportunities for international students to improve their economic situation should be provided by establishing employment offices for students in the university and policies should be followed to encourage the participation of students in sporting events, rest, and holiday, artistic and cultural activities.

Personal development and free time evaluation level

Should be introduced facilities that can help international students to assess their free time positively.

Students should be informed about the facilities in the hostel and university they are studying.

Students should be encouraged to participate and benefit from the facilities and services of the Ministry of Youth and Sports.

Every opportunity that contributes to the personal development of the students should be provided and existing ones developed.

Personal development and leisure time activities should be organized continuously and encourage the participation of the students.

Housing problems level

For the success and comfort of the students, International students are faced with the problem of housing when they first arrive in Turkey. At the same time, the most popular place for students is the dormitories and houses and there are many problems related to it. Therefore, the number of private and state dormitories should be increased, the prices should be determined in accordance with the student's financial situation and accommodation scholarships should be provided.

The number of students in the room must be reduced to the minimum and there must be separate rooms for masters and doctoral students.

Attention should be paid to the variety of meals provided to the students at the accommodation places and at reasonable prices.

In dormitory, students should be provided with opportunities to evaluate leisure time and help improve morale and psychological well-being.

Students should be informed of the social services in dormitory and informed about what services they can provide.

The staff working in the dormitories should be provided with training about communication with young people.

In order for the international student to be able to stay with a family, work should be done to disseminate this culture at the community level.

Problems of pressure and discrimination level

Prejudice and discrimination are among the most important problems facing international students. Community-level seminars, conferences and awareness-raising workshops should be conducted to resolve this problem which students experience in different rates everywhere, and staff from various institutions who are in direct communication with international students should be trained in this area.

Individuals and group-focused social work interventions should be undertaken with discriminated students.

Clinical trials that will relieve the psychological impact of the discrimination faced by students should be communicated to students through communication channels.

It should also encourage scientific research that may contribute to solving the prejudice and discrimination problem.

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