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## Adaptation in Educational Management for International Students in Hosting Countries: An Overview of Gulf Countries

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### ABSTRACT

This in-depth analysis examined the dynamics of international education and its management in Gulf Cooperation Council (GCC) nations, with a particular emphasis on Saudi Arabia, Qatar, and the United Arab Emirates (UAE). The research review highlighted the growing significance of attracting international students to GCC countries as part of their educational expansion and economic diversification strategies. This review has underlined the complex interaction between higher education institutions, international students, and the broader societal and economic contexts within the GCC region by analysing 17 selected papers published between 2016 and 2023. The review used a rigorous search strategy and criteria for inclusion and exclusion to identify relevant studies. The research review results show that despite the GCC countries' large expenditures in higher education infrastructure, there are still issues with linguistic obstacles, cultural adaption, and a desire for academic help for international students. Furthermore, the review stressed the significance of tailored assistance systems and strategies for international students, growth for faculty, and enhanced interactions with others to promote their successful adaptation and retention.

### INTRODUCTION

The increase in globalisation has upturned the international education demands for students. International students face an immense struggle to alter their educational life in a foreign country (de Wit & Altbach, 2023). Lee *et al.* (2019) highlighted that Nations hosting international students always pose diverse kinds of challenges to their students (Lee *et al.*, 2019). Similarly, according to Dong & Ishige (2022), although International education provides students with valuable experiences, it also highlights the significant differences between their home culture and the host culture (Dong & Ishige, 2022). These challenges tend to be more complicated when the student's native culture is notably dissimilar to the new culture. Yassin *et al.* (2020) research has found that although adjusting to a new learning environment is not a simple process, previous research suggests that international students generally adopt a positive attitude and can adjust (Yassin *et al.*, 2020).

The sudden upsurge of overseas students is attributed to the intense rivalry for attaining favourable economic prospects within the extremely competitive global market. In 2019, over six million international students were engaged in higher education abroad. It is forecasted to be around eight million by the end of 2025 (Alasmari, 2023). Malay *et al.* (2023) defined international students as individuals who leave one culture for another for some time, are frequently anxious about the shifting conditions, and must overcome language barriers, clear disparities in culture, unaccustomed social norms, nostalgia, and a failure to establish social networks (Malay *et al.*, 2023).

In the Gulf Cooperation Council (GCC) region, education has undergone significant transformations

over the last three decades. These modifications were initiated as a result of the GCC nations' decision to invest a portion of their oil and gas revenues in primary and secondary education. This decision and its subsequent implementation have resulted in significant education sector reforms and advancements (Dkhili & Dhiab, 2019). Mahmood *et al.* (2022) have researched that the GCC nations have realised that a carbon-based economy is unsustainable. Therefore, they need to establish a knowledge-based economy by developing a well-educated population (Mahmood *et al.*, 2022). Similarly, Mense *et al.* (2018) believed that the globalisation of higher education, which results in the transmission of knowledge and increased mobility of students, academicians, and education providers, has led to a reimagining of higher education in GCC countries (Mense *et al.*, 2018). Camilleri (2021) mentioned that it leads to the expansion and diversification of higher education institutions, as well as collaborations with local and international universities and programs concentrating on accreditation and quality assurance (Camilleri, 2021). However, it is vital to determine whether these higher education institutions can maintain the same level of service quality during extraordinary circumstances (Fuchs *et al.*, 2022).

Brooks & Waters (2022) research has mentioned that Gulf countries' international market values are increasing and gaining value with the time of the student's interest in availing education internationally. In this highly competition market, countries are adopting new strategies to gain international students' attention to increase their market share (Brooks & Waters, 2022). Gulf countries like Saudi Arabia, Qatar, and the United Arab Emirates (UAE) have already made a considerable amount of

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investment to renew their educational infrastructure as per the current demands of international students (Al-Abdullatif & Alsubaie, 2022; Almulla & Al-Rahmi, 2023; Sarkodie Addo *et al.*, 2023). Several researchers noted that the most significant challenge the Gulf country's educational management has to deal with is addressing the cultural gaps and encouraging the cross-cultural environment in educational institutions hosting international students (David *et al.*, 2017; Bin Othayman *et al.*, 2022; Sahin & Brooks, 2023).

Another significant challenge these hosting educational institutions' management faces is the language barrier. The most preferred language in most Gulf country's universities is English (Al-Bataineh, 2021). Calafato & Tang, 2019 stated that to resolve this, Gulf countries are now starting to adopt English as a second language and providing training to international students (Calafato 2019). A prime example is the UAE, where the administration has prioritised education in English as part of a larger plan to establish the country as a regional powerhouse for education and innovation (Calafato & Tang, 2019).

In addition, the management handling international students' education in Gulf states includes complying with complicated visa and legal requirements. Gulf nations have particular laws regulating international student visas and residency, and universities frequently facilitate visa applications (Bin Othayman *et al.*, 2022). For their academic and personal success, it is crucial to make sure that international students have the required legal papers and comprehend their rights and obligations in the host country (Abbas *et al.*, 2021; Gaoat *et al.*, 2023). UAE higher educational institutions usually collaborate with government authorities to expedite the visa application procedure for international students. In recent years, for instance, the UAE government has launched a long-term student visa program that enables students who are eligible to obtain extended visas, thereby reducing the administrative load and increasing the safety of students seeking higher education in the country (Almazroui, 2023). This research was conducted to examine the existing literature about the adaptation in the educational management system of Gulf countries to attract

international students. This research was conducted to fill a gap in the existing literature, which does not provide an in-depth examination of the adaptability and administration of international students in Gulf countries, with an emphasis on strategies, challenges, and policies. The urgency of performing the analysis on the adaptability of the educational system in Gulf countries is due to the reason that international students consider the Gulf country's educational system to be one of the constantly growing and prominent destinations to pursue higher education. Secondly, the dynamics of each Gulf country's higher educational system are continuously evolving. Examining the literature regarding the adaptability in the educational system of different Gulf countries assists in gaining insights into the specific country's educational system adaptability strategies. In addition, it offers a chance to share the overview for enhancing these strategies' effectiveness. This review can identify key studies, policies, and practices that have shaped the educational landscape for international students in the Gulf by establishing inclusion and exclusion criteria.

## METHODOLOGY

### Search Strategy

The objective of this research review was to analyse the adaptation of educational management systems for international students in Gulf states, with a focus on strategies, difficulties, and policies. The inquiry was focused primarily on academic articles, reports, and studies published between 2016 and 2023. The determined keywords and phrases were input into the chosen databases, and the search results were then arranged according to their relevancy and date of publication. This was done to guarantee that the most recent and most relevant literature had been integrated into the research.

Several keywords and phrases were used, including "education management adaptation," "international students in Gulf countries," "Gulf Cooperation Council," "cross-cultural adaptation," "cultural integration strategies," "educational policies in Gulf countries," "challenges faced by international students,"

**Table 1:** Data Selection Approach (Author Source)

Years	Search Engine	Keywords
2016 to 2023	Google Scholar	Adaptive management in education
	Taylor and Francis	Gulf nations host international students
	Research Gate	Gulf Cooperation Council
	Springer	Adapting across cultures
	Elsevier	Integration of cultural strategies
	Emerald Insight	Educational strategies in Gulf states
	Science Direct	Problems encountered by international students
	Sage	Strategies for supporting international students
		Initiatives by governments in international education
	Visa and legal prerequisites for international students in Gulf nations	

**Table 2:** Keyword Selection Approach (Author Source)

Sr. No	Key Words Selection Approach
1	Adaptation of educational management OR Adaptation of higher education for international students in the Gulf nations OR Strategies for supporting international students in Gulf nations OR University cross-cultural adaptation in Gulf nations.
2	Difficulties confronted by international students in Gulf nations OR Gulf nation language support efforts for international students OR Strategies for cultural integration in Gulf universities OR Educational practices in Gulf nations.
3	Government actions in global education in Gulf states OR Visa necessities for international students in Gulf nations

and “strategies for international student support.” The search was conducted using academic databases such as Google Scholar, Taylor and Francis, Research Gate, Springer, Elsevier, Emerald Insight, Science Direct, and Sage. The search approach and keywords used for data retrieval are shown in Table 1 and Table 2, respectively.

When searching various databases for the terms stated in Tables 1 and 2, an initial assembly of around 7564 results was obtained. Subsequently, this dataset was refined by employing the search criteria outlined in Tables 1 and 2 across various databases to reduce the number of studies to 950. A custom time range from 2016 to 2023 was employed to narrow the search results. These results were subjected to further review and evaluation using predetermined inclusion and exclusion criteria to limit and clarify the final set of relevant studies.

This process was designed to ensure that the most relevant and recent literature was included in the research on the adaptation of educational management systems for international students in Gulf countries. The purpose was to include and integrate high-quality, germane studies pertinent to the research on adaptation in educational management for international students in Gulf countries, focusing specifically on Saudi Arabia, Qatar, and UAE. A crucial step in this selection process involved meticulously sifting through all search results to identify studies that directly related to this review’s topic.

**Inclusion Criteria**

The inclusion criteria were followed along with the previously indicated criteria, which included the following:

- Prioritization of studies related to the adaptation of educational administration for international students, particularly those that focus on Saudi Arabia, Qatar, and UAE.
- Inclusion of studies conducted between 2016 and 2023, the specified search period.
- Consideration of published, peer-reviewed studies.
- Selection of papers that have been written in English to help readers and scholars comprehend the findings

**Exclusion Criteria**

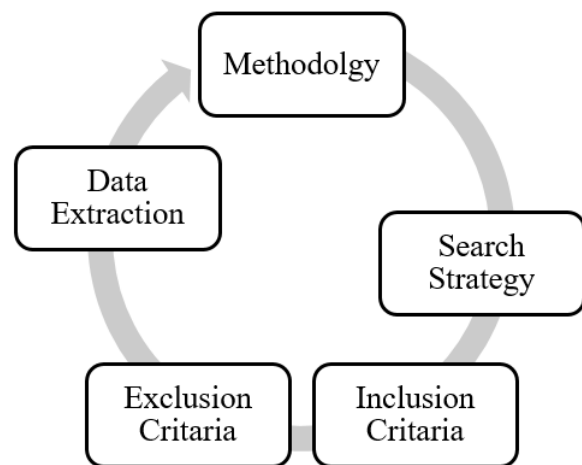
Exclusion criteria were implemented to eradicate studies that did not correlate with the research objective and hindered the research process. These were among the

exclusion criteria:

- Exclusion of studies unrelated to the topic, such as those investigating the results of other educational management strategies or countries elsewhere of the specified Gulf nations.
- Exclusion of studies published prior to 2016 or published after 2023.
- Exclusion of studies lacking full-text access or lacking experimental or case study components.
- Exclusion of publications in languages other than English.

**Data Extraction Results**

The results of this systematic selection procedure were used to refine and define the search dataset. A comprehensive examination of titles, abstracts, keywords, and publication significance confirmed the accuracy of each document, and there were no duplicates found. Publications that did not meet the inclusion criteria were those that needed to be more significant to the research focus on the adaptation of educational management for international students in Gulf countries, particularly Saudi Arabia, Qatar, and UAE or needed complete full-text availability. The final selection of 17 papers for the examination of educational management adaption for international students in Gulf countries resulted from this tough procedure. Flowchart #1 is a visual representation of the graphical methodology utilised in this research review:



**Figure 1:** Mythological Steps Flowchart (Author Source)

## RESULTS

The search that was carried out for the period spanning from 2016 to 2023 produced an initial total of 7564 items. These results included reviews, original articles, and cross-sectional studies. The records were further narrowed down to 950 by conducting an in-depth analysis of the remaining abstracts and titles of the publications. Any abstracts and titles that did not correspond with the significance of the research review topic were omitted from the analysis. After that, the number of relevant articles was reduced to 57, and further exclusions were made. This led to the elimination of 38 articles since they were not related to the targeted Gulf countries. This research review is ultimately comprised of 17 published and reviewed papers, including research articles, systematic reviews, qualitative analysis, and cross-sectional studies, all of which are highly pertinent to the research review focused on the “Adaptation in Educational Management for International Students in Hosting Countries: An overview of Gulf Countries.”

## DISCUSSION

### Globalisation of Higher Education and International Student Growth

The research of David *et al.* (2017) explored the prevalence of foreign universities and international academic programs in the region to examine the dynamics of student learning mobility in GCC nations. It demonstrated that higher education in the GCC has expanded significantly, attracting students from both the region and abroad. Although learning mobility has risen, it is still mostly regional. Learning movement in the Gulf region stays mostly local as a result of elements like cultural proximity and scholarships that pay for people to go abroad. The research underlined the need to improve the appeal of GCC states to overseas students. It has been claimed that the enhancement of learning mobility might be achieved via the implementation of international cooperation, the provision of scholarships, and the development of policies with the goal of attracting students from beyond the area. The investigation offered valuable perspectives on the process of internationalisation within the higher education sector in the Gulf area. It sheds light on the factors influencing student mobility, a key aspect of adapting educational systems to attract international students in Gulf nations (David *et al.*, 2017).

Nizar Mohammad Alsharari examined the internationalisation process in the UAE higher education system. The research employed qualitative research techniques, such as interviews with academicians and archival research, to examine the evolution of the UAE's higher education system and the various components and outcomes of internationalisation. This research shed light on the rapid growth of internationalisation in the UAE's higher education sector. It investigated the government's aspirations to establish the UAE as a prominent “education hub” in the Middle East. In addition, it raised critical issues about the administration

and quality assurance of various university ownership structures. It discussed key drivers of internationalisation, which are Neoliberalism, quality control, and imported internationalisation (Alsharari, 2018).

Similarly, Glass & Cruz (2022) analysed the changes in international student mobility and global university rankings from 1999/2000 to 2018/2019, a span of twenty years. The research revealed that student mobility internationally has increased by a factor of three during this period, with additional students opting for alternate higher education destinations. Due to cultural, linguistic, and geographical proximity, as well as the presence of internationally ranked universities, these alternative destinations, often referred to as educational centres, are acquiring popularity. This research used network analysis to characterise these shifts and evaluate the changes in the core-periphery structure of international student mobility. The findings indicated a shift towards multipolarity in student mobility, in which a more heterogeneous group of nations exerts increased relative influence. It provides insights into how international student mobility patterns have evolved, which may be useful for comprehending the dynamics of student movements in diverse educational settings and how world university rankings impact these patterns (Glass & Cruz, 2022).

### Education Reform in the Gulf Cooperation Council (GCC) Countries

Hill & Lim's (2021) research examined recent transnational higher education (TNE) activities in Asia and the GCC region to examine the sustainability of TNE. It transferred the emphasis from the expansion of TNE to its effects and long-term viability. The authors examined the importance of educational value, capacity development, and graduate employment in determining the sustainability of TNEs. It employed document analysis and a review of pertinent literature to highlight TNE's evolution and impact in these two important transnational education regions. This research contributed to the larger TNE literature by investigating sustainability, not only from an operational standpoint but also by evaluating the value of a TNE degree for students, particularly in terms of their post-graduation experiences. Through an analysis of the patterns and consequences of TNE endeavours, this research explains the transformation of Gulf countries into enticing hubs for international students. Furthermore, it provides insights into the determinants that have facilitated their triumph in the global education sector (Hill & Lim, 2021). Additionally, Abou-El-Kheir and MacLeod (2019) explored the complex structure of English language education in GCC nations, emphasising its universal presence despite the Arabic-speaking heritage of the region. It highlighted how English, as the lingua franca of education, commerce, and technology, dominates K-12 and higher education systems throughout the GCC. This research examined the historical background and evolving policies associated with English language education in the

GCC, casting light on its profound political, cultural, and social ramifications. Understanding the complex role of English in GCC education is important for international students because it reflects the region's commitment to multilingualism and its potential impact on the academic and social experiences of those who choose to research there (Abou-El-Kheir & MacLeod, 2019).

Mohiuddin *et al.* (2023) analysed the Saudi Arabian higher education landscape in the framework of the 2023 Vision. It evaluated the progress and achievements of higher education institutions during the first review cycle (2016–2020) in accordance with the Vision's higher education development strategic objectives. The research incorporated interviews with academic experts, surveys of the top ten Saudi universities, and information from official sources to determine how these institutions contribute to Vision 2030's goals. This research identified modern curriculum development, industry-based academic learning outcomes, faculty development, and international collaborations as important priorities, among others. These priorities seek to improve professional competence, close the disparity between educational outcomes and market demands, and establish a knowledge-based society (Mohiuddin *et al.*, 2023).

Mohiuddin *et al.* (2023) research provided valuable insights into the capabilities and priorities of Saudi higher education institutions and their role in attaining Vision 2030's objectives, which may have implications for international students contemplating higher education opportunities in Saudi Arabia. Understanding the evolution and priorities of higher education institutions in the Gulf region can enlighten international students about the educational environment and opportunities in the region (Mohiuddin *et al.*, 2023).

Mishrif *et al.* (2023) discussed the substantial expenditures made by GCC member states in expanding their higher education infrastructure in an attempt to equip students with the essential skills and knowledge required for employment in a dynamic labour market. The authors contended that despite these efforts, there still needs to be a disparity between educational outcomes and the skill sets required by the Gulf's increasingly globalised labour market. This research is essential for comprehending how higher education institutions in the Gulf region are adapting to the requirements of Industry 4.0 and the shifting employment landscape. This overview offered perceptions of how educational programs match industrial demands. It would help international students to make judgments about pursuing higher education in the Gulf countries (Mishrif *et al.*, 2023).

### **International Students' Attraction to Gulf Countries**

Sellami *et al.* (2023) exploratory research investigated the STEM (Science, Technology, Engineering, and Mathematics) career interests and aspirations of 1,492 11th and 12th grade students in Qatar. The research reveals that while students' interest in math and science corresponds with their propensity toward STEM careers,

their excitement for engineering and technology doesn't correspond to STEM career aspirations. In addition, there are differences by gender and nationality, with female students demonstrating a greater interest in STEM than male students and expatriates displaying a greater interest in STEM than Qatari nationals (Sellami *et al.*, 2023).

For international students who are considering going to pursue education in Qatar, it is important to know how STEM education and employment opportunities work in the country. International students pursuing STEM education in Qatar should consider this research's emphasis on integrating educational practices with economic aims. Qatar relies on ex-pats in STEM fields. Therefore, overseas students may be able to contribute to its STEM workforce. This could be of particular interest to international students seeking to research and eventually work in Qatar's STEM sector (Sellami *et al.*, 2023).

Similarly, Rottleb (2022) examined Doha, Dubai, and Ras al-Khaimah's roles as gateway communities for transnational higher education (TNE) of the global knowledge economy. It inspected how the development goals of governments to attract offshore campuses to these locations and the internationalisation strategies of universities impact their standings in regional and global economies. The authors conceptualised these communities as gateways for transnational exchange, emphasising two essential functions. They do this in two ways. First, they link foreign institutions with specialised student groups from their local hinterlands who are interested in TNE. Second, they amplify and disperse the hegemonic regimes of the globalising knowledge-based economy in their respective regions.

Despite the fact that these cities share comparable functions and motivations, they have distinct positions based on distinct government strategies. This research contributed to a better understanding of the broader socioeconomic implications of TNE groups in the Gulf region, especially in relation to the globalisation of higher education and its effect on the knowledge-based economy. It emphasised how Gulf cities such as Doha, as gateways for TNE, attract international students and strengthen their positions in the global knowledge economy. Furthermore, the research offers insights into the strategies Gulf nations employ to attract international students and incorporate them into their educational and economic systems. (Rottleb, 2022).

Furthermore, in response to the attraction of international students toward Gulf countries, Ahmad & Hussain (2016) have highlighted the African attraction toward the Gulf country's higher institutions. The research revealed that the learning environment and geographical proximity play a significant role in drawing African students to the UAE for higher education. Gaining insight into the factors that shape the decision-making process of international students can serve as beneficial for educational institutions in the Gulf area, as it enables them to effectively recruit and provide assistance to a varied student body, including students from Africa (Ahmad & Hussain, 2016).

### **Educational Management Challenges for Gulf International Students**

Bendriss's (2022) research examined the challenges encountered by premedical foundation students at an international branch campus (IBC) of an American university in Qatar in the environment of transnational higher education (TNHE) in the Arab Gulf states. The identified challenges include the curriculum's rigour and its effect on students' work-life balance, miscommunication issues, linguistic and cultural barriers, and academic advising difficulties. This research illuminates the educational challenges that both local and international students may confront in the Gulf. It emphasised the significance of cultural compatibility and individualised support systems for international students' educational success in the region (Bendriss, 2022).

In support of the same context, Hatimi (2017) explored the profound changes brought about by internationalisation and globalisation in Arab society, focusing on their impact on higher education institutions in the Arab world. These global phenomena have presented Arab nations with economic and social challenges, thereby compelling their higher education institutions to adapt. On one front, Arab HEIs have expanded their activities beyond national borders and revised their strategies to compete internationally. They have integrated global viewpoints into their curriculum and knowledge production processes in line with their nations' global goals. The article examines potential measures that Arab HEIs can take to resolve these challenges, with a focus on the significance of governance in this process. These include expanding activities in addition to domestic markets, reworking strategies to compete globally, incorporating global issues into educational content, and implementing a progressive governance model termed "zero-based governance" to promote meaningful transformation in higher education institutions. The research emphasised the need for educational institutions to alter their management strategies to accommodate a more diverse and international student body effectively.

Umar & Rahman's (2023) research focused on the factors, motivations, and policies that influence the migration of international students to GCC states. Their research examined various facets of student migration, such as admission procedures, costs, and integration into the Gulf labour market. It has been acknowledged that while the GCC governments have achieved advancements in the management of international student migration, there is a need for comprehensive strategies to take full benefit of the economic advantages and address the associated issues. The analysis shed insight into the broader context of the international student movement within the region (Umar & Rahman, 2023).

### **International Student Educational Management Adaptation**

In their research, Mohamed *et al.* (2022) examined the significant correlation between human development

and sustainable development, with a specific emphasis on the unique conditions present in Qatar. The research examined the process of Qatar's shift from a resource-dependent economy to a sustainable development framework centred on knowledge while also exploring the associated obstacles and prospects inherent in this transformation. It assessed the economic, demographic, and educational developments in Qatar and emphasised the value of education and the growth of human capital. Qatar has made substantial expenditures in its education sector, resulting in the attraction of students from many regions to its colleges and educational institutions. As part of a bigger plan to advance human development and build a knowledge economy, these international students made contributions to Qatar's exchange of information and cultural variety. Hence, the research underscored the significance of international students inside Qatar's educational framework, a pivotal factor in the country's pursuit of sustainable development goals (Mohamed *et al.*, 2022).

Alasmari's (2023) research also emphasised education management adaptation by describing the difficulties international students at Al-Imam Mohammad Ibn Saud Islamic University (IMSIU) in Riyadh faced adjusting to university life in Saudi Arabia. This qualitative research used a social adaptation framework to examine challenges encountered by international students in Saudi Arabia. The research found linguistic challenges, cultural shock, and emotional concerns, including depression, recollections, anxiety, loneliness, and grief. Despite these challenges, overseas students were content with IMSIU's resources and facilities and their social adaptation. The research stressed the importance of student affairs, educational, and social work professionals in assisting international students in overcoming communication, language, way of life, and institutional barriers (Alasmari, 2023).

Mikecz Munday's (2021) research reviewed the challenges encountered by overseas students during their first year at an American institution that is situated in the UAE. The study examined the academic achievements and transitions in society of a sample of 152 individuals from different national backgrounds. Although receiving education in their home country, many students have difficulties related to language proficiency, approaches to learning, and academic workload. Furthermore, the researchers explained the importance of supportive peers and the necessity for both thought-provoking and emotional assistance from educators. Moreover, the research underlined the significance of a well-established support network and suggested methods through which institutions may promote students' ability to adjust to the pedagogical and sociocultural variables environment (Mikecz Munday, 2021).

Qiqieh and Regan (2023) look at how overseas students adjust in their first year in a multicultural UAE university. Their research inspected how transnational students view their first-year experiences, how faculty upkeep them, the challenges they face, and ways to improve the

**Table 3:** Selected Studies for Evaluation (Author Source)

S. No	Authors Name	Year	Database	Research Overview
1	Ahmad, S. Z., & Hussain, M.	2016	Taylor and Francis	A quantitative approach to examine African American decision-making process to pursue research in UAE
2	Abou-El-Kheir, A., & MacLeod, P.	2019	Springer	The research determined the complex structure of English language education in GCC nations through institutional ethnographies
3	Alsharari, N. M.	2018	Research Gate	The research examined the internationalisation process in the UAE's higher institutions through qualitative analysis.
4	Alasmari, A. A.	2023	Science Direct	The research used qualitative analysis to explore the challenges international students have faced in Saudi Arab universities and then propose strategies to bring improvement.
5	Bendriss, R.	2022	Google Scholar	The research examined challenges encountered by premedical foundation students at an international branch campus (IBC) of an American university in Qatar through a mixed approach
6	David, S. A., Taleb, H., Scatolini, S. S., Al-Qallaf, A., Al-Shammari, H. S., & George, M. A.	2017	Elsevier	Exploratory research on the process of internationalisation within the higher education sector of Gulf countries
7	Glass, C. R., & Cruz, N. I.	2023	Springer	A literature review about international student's mobility in the Gulf countries
8	Hill, C., & Lim, F. C.	2021	Taylor and Francis	The research explained the transformation of Gulf countries into enticing hubs for international students through the literature review analysis
9	Hatimi, I.	2017	Springer	A literature review analysis regarding the profound changes brought about by internationalisation and globalisation in Arab society.
10	Mikecz Munday, Z.	2021	Emerald Insight	The research performed qualitative analysis to investigate the academic and sociocultural adaptations of international students in Arab country
11	Mishrif, A., Karolak, M., & Mirza, C.	2023	Springer	The research discussed the substantial expenditures made by GCC member states in expanding their higher education infrastructure through conceptual analysis.
12	Mohiuddin, K., Nasr, O. A., Nadhmi Miladi, M., Fatima, H., Shahwar, S., & Noorulhasan Naveed, Q.	2023	Science Direct	The research identified modern curriculum development, industry-based academic learning outcomes, faculty development, and international collaborations through the literature review.
13	Mohamed, B. H., Disli, M., Al-Sada, M. bin, & Koç, M.	2022	Google Scholar	The research examined literature evaluations by establishing the process of Qatar's transition from a resource-dependent economy to an environmentally friendly development framework through improving the educational system.
14	Qiqieh, Dr. S., & Regan, J.-A.	2023	Emerald Insight	An experimental research on foreign Students' first-year transition at a multicultural UAE institute.
15	Gottlieb, T.	2022	Google Scholar	The research examined how governments' development ambitions to recruit offshore campuses and internationalisation policies in Gulf countries' institution
16	Sellami, A., Santhosh, M., Bhadra, J., & Ahmad, Z.	2023	Science Direct	Exploratory research in Qatar International Institution that shows the STEM significance for foreign students
17.	Umar, S., & Rahman, M. M. N.	2023	Sage	A comparative analysis examines the migration of international students to Gulf countries.

first-year experience to increase retention. International students need precise information, worthy orientation, faculty professional development, and positive social experiences, according to the research. This research discussed successful solutions and problems for international students' transition and attainment in multicultural education (Qiqieh & Regan, 2023).

### Suggestions for Future Studies

Following are the suggestions that future researchers can utilise to add more value to this research topic:

- Future research could concentrate on the long-term outcomes and career paths of international students who have studied in Gulf nations. Finding out how their education in the Gulf affected their jobs in the region and around the world can tell us a lot about how well the educational institutions in these countries are doing.
- The future could be based on the Higher education policies in Gulf countries and how they fit with their global goals to lay the groundwork for future changes. It is crucial to evaluate the efficacy of government policies and their effect on attracting and retaining international students. Evaluating government policies' positive impact on foreign student attraction and retention.
- Future research could be performed on faculty and staff development programs that improve intercultural empathy and encouragement for international students. These programs play an essential role in student adaptation and general experience.
- Future research could also analyse components that influence the satisfaction and retention of international students in Gulf universities. It assists the universities in improving their services. Furthermore, it leads to valuable educational experiences and determines what may cause students to disengage, which may help in long-term sustainability.

### CONCLUSION

This research focused on the evolving international education and management scene in Gulf Council Countries nations. It highlighted the region's commitment to international students, industry-aligned higher education, and knowledge sharing for sustainable development. International students face cultural adaptation, language hurdles, and academic support issues. The results emphasised the need for personalised support systems, faculty development, and effective interaction with international students to improve international students' educational experiences and adaptation in the Gulf area.

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