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The Impact of Psychosocial Support and Psychological Well-Being among Expatriate Students

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ABSTRACT

This study explores the impact of a psychological and social support program on social support and psychological security among expatriate students. Using a quasi-experimental design, 48 Arab expatriate students at Al-Isra Private University (16 males, 32 females) were assigned to experimental and control groups (24 each). Standardized scales measured social support and psychological security before and after the intervention. Results showed moderate social support and low psychological security among students prior to the program. Post-intervention, the experimental group demonstrated statistically significant improvements ($p < 0.05$) in both areas, highlighting the program's effectiveness. The study emphasizes the importance of ongoing psychological security assessments to enhance expatriates' mental well-being.

Keywords: Psychosocial support program, social support, psychological well-being, psychological security, expatriates.

INTRODUCTION

Alienation is one of the most important concepts that have emerged in psychology and sociology, and it is one of the negative phenomena that societies suffer from, where individuals are separated from their social surroundings. It also represents a state of separation between the individual and their self. Alienation includes various aspects of pessimism, tension, psychological conflicts, and pressures (Al-Badarna et al., 2023).

Many important concepts have emerged in psychology, including psychosocial support, which is still relatively new. In general, human beings need this support to satisfy their needs within the context of society to grow and to derive protection and strength from the sense of belonging to others, as the identity and the feelings of an individual are formed through continuous communication processes and a sense of belonging (Abu Hammad, 2021). The term is also based on the idea that a set of factors interact with each other and contribute to the psychological and social recovery of individuals, and that the emotional, biological, cultural, spiritual, social, and mental factors, cannot be separated from one another (Brake et al, 2022). Qarni, Abdel Hamid, and Abdel Hamid (2023) have shown that social support plays a protective role in maintaining a person's self-esteem, encourages them to face stressful life events positively, and reduces mental disorders by improving the person's ability to deal with life pressures when high levels of social support are present (Zhang et al., 2024).

Psychological security is a key concept in psychology, as it has been emphasized in mental health studies as an essential element of mental well-being. It refers to a psychological and mental state that defines an individual's relationship with society, enabling them to face the complexities of life and the frustrations that may occur. In other words, an individual can make psychological adjustments (Mohammadi, 2020). Social support is an important source of psychosocial support, as its size and level of satisfaction impact on how an individual perceives and copes with various stressful life events. It also fulfills psychological security needs and reduces psychological distress levels caused by stressful life events (Nasser El-Din, 2020; Mesidor & Sly, 2016).

Importance of the Research:

The theoretical importance of the study emerges from the fact that it sheds light on many important changes, namely psychosocial support, social support, and psychological security, which directly impact expatriates as well as the nature of the target group. This study is designed to assist researchers and stakeholders in understanding these variables more comprehensively. Additionally, the importance of the study is evident in the scarcity of studies that dealt with the impact of the psychosocial support program on social support and psychological security among expatriates. This study is expected to provide a scientific contribution by enhancing the quality of psychosocial support programs, serving

as a reference framework and a foundation for future research and studies related to expatriates.

The practical importance of the study lies in offering a program designed to enhance the psychological security of expatriates by building skills to deal with stress, mental disorders, and adaptation challenges among expatriates. This program offers notable benefits in the psychological field and paves the way for future research concerning psychological security among expatriates. Additionally, it motivates researchers to conduct more studies with different samples and environments. Moreover, it seeks to draw the attention of researchers, institutions, and officials to the crucial role of psychosocial support programs in achieving psychological security for expatriates.

Research questions:

This study seeks to answer the central question: How does a psychosocial support program impact social support and psychological security among expatriates? By focusing on expatriate students, this research addresses the following questions:

1. What is the level of psychological security among expatriate students at Al-Isra Private University?
2. What is the level of social support among expatriate students at Al-Isra Private University?
3. Are there statistically significant differences at (0.05) significance level between the pre-and post-measurement of social support?
4. Are there statistically significant differences at (0.05) significance level between the pre-and post-measurement of psychological security?

Conceptual and procedural terms:

Psychosocial support program: A program that includes processes and actions that promote the individual's overall well-being in the community, including support from family and friends. It can be described as facilitating resilience between individuals, families, and communities (Aziz et al., 2020). Procedurally, it is defined as psychosocial support provided to expatriates so that they can withstand stressful life events.

Social support is a subjective sense of belonging, a sense of love and acceptance, and emotional support in many difficult situations (Al-Fahad, 2021). It is procedurally defined as the support provided to expatriates from multiple sources, such as family, friends, and society. It is measured by the individual's score on a social support scale.

Psychological security: It is the feeling of an individual being accepted and loved by others, the feeling that the environment around them is not frustrating, and a feeling of absence of threat, fear, and anxiety (Nasser El-Din, 2020). Procedurally, it is defined as the score the expatriate obtains on the psychological security scale used in the study, where a high score indicates a high sense of psychological security. In contrast, a low score indicates a low sense of psychological security.

Expat: All expatriate students of different nationalities studying at Al-Isra University Private during the 2024/2025 academic year.

LITERATURE REVIEW

Psychosocial support:

The term psychosocial support first appeared in the field of psychology with many definitions emerging over time. The most important definition was provided by the United Nations International Children's Emergency Fund (UNICEF, 2019), which emphasized the existence of a close relationship between the psychological aspects of individual experiences (thoughts, feelings, behaviors) and the broader social experience (relationships, social networks, social values). Each affects the other. Therefore, this term refers to the interaction between these two dimensions, where both are responsible for achieving psychological and social care in individuals and cannot be separated (Brake et al, 2022). This term is based on the idea that a set of interrelated factors- biological, emotional, spiritual, cultural, social, mental, and material factors, are responsible for the psychological and social recovery of individuals, and they cannot necessarily be separated from each other (Al-Rifai et al., 2022).

Hence, the term highlights the overall experience of individuals, focusing on restoring cohesion among individuals, families, and communities to help them recover from crises that have disrupted their lives and enhance their capabilities. It also represents a set of actions that meet an individual's psychological and social needs by providing internal or external support to protect their psychological and social well-being (Mohammed, 2022).

Social Support:

The term social support is a modern concept in the field of humanities with various definitions emerging. One definition describes it as: a sense of subjectivity, belonging, acceptance, love, and emotional support in difficult situations (Al-Fahad, 2021). Other definitions focus on other aspects such as emotional involvement or the provision of knowledge, and the behaviors and actions taken by individuals to assist others in crises, as well as material contributions (Qarni et al., 2023).

According to Abraham Maslow's hierarchy of needs, social support is essential for human motivation and well-being. After fulfilling physiological and safety needs, individuals seek love and belonging, which encompass forming meaningful relationships and being part of social groups (Maslow, 1943). Without meaningful connections, individuals risk loneliness, anxiety, and depression. The research underscores its critical role, such as satisfying the need for belonging, maintaining self-identity, developing self-esteem, and mitigating the negative effects of stressful life events (Khalil, 2016; Holt-Lunstad, 2018). The importance of social support is also shown through its direct impact on individuals' mental health and correlates with life satisfaction across cultures enhancing their ability to overcome life's frustrations and problems, reducing the effects of traumatic events on mental health, encouraging personal responsibility, and contributing to

recovery from mental illness (Tay & Diener, 2011). Additionally, social support helps protect a person's self-esteem, ensures satisfaction, and fosters psychological and social compatibility (Burzac & Freiha, 2019; Becker et al., 2018).

Psychological Security

The concept of psychological security is a core aspect addressed by psychological theories, and several definitions have emerged for it, including one that describes it as the psychological and mental state that determines an individual's relationship with society, helping them to deal with the frustrations they endure in a way that ensures compatibility (Ibriam, 2020). It has also been defined as synonymous with mental health, which means the ability of an individual to cope with frustrations and conform to personal standards, (Al-Badarna et al., 2023).

The importance of psychological security is evident because each element of the environment affects an individual's need for security, especially in the context of traumatic events and psychological pressures that individuals face in life (Mohammadi, 2020). Nasser El-Din (2020) identifies several basic dimensions of psychological security, including a sense of acceptance, love, and affection from others; a sense of belonging and self-realization; a feeling of safety and security; a perception of the world and life as pleasant and stable; trusting others; and facing things realistically without avoidance. Al-Badarnah and his colleagues (2023) also pointed out that several factors affect psychological security, such as social support and socialization, physical and psychological health, economic factors, and family and community stability.

Psychological security can be achieved in several ways, including satisfying an individual's basic needs, understanding the reality of their situation, self-confidence, self-esteem, gaining the satisfaction of others, and acknowledging personal limitations (Ibriam, 2020).

Many studies have explored the role of social and psychosocial support in enhancing well-being, psychological resilience, and adaptation across various populations. Qarni et al., (2023) examined the impact of social support on families of civilian martyrs in Egypt, finding that it significantly contributed to social harmony. Similarly, Yadov and Gupta (2024) studied the relationship between social support and psychological well-being among women, comparing those whose husbands serve in the armed forces to those in civilian roles. Their findings indicated that military wives reported lower psychological security, highlighting the necessity of structured support interventions. Liu et al. (2023) investigated life satisfaction and its determinants, emphasizing the role of social support and security in fostering well-being. Their study demonstrated that individuals perceiving stronger social support experienced greater life satisfaction and psychological stability.

Several studies focused on psychosocial support interventions and their effectiveness. Al-Rifai et al. (2022) assessed a psychosocial support program for refugees in Jordan, reporting significant improvements in psychological empowerment among the experimental group. Similarly, Abu Hammad (2021)

evaluated a group counseling program for students, which was found to enhance social adaptation and reduce psychological stress. Mohamed (2022) explored the effectiveness of psychosocial support training for mothers of kindergarten children during the COVID-19 crisis, showing that it significantly improved their coping skills and reduced anxiety.

Hassan et al. (2023) investigated the role of academic adaptation as a mediator between social support and psychological capital among university students. Their study revealed that perceived social support directly influenced academic success and adaptation. Qi, Roslan, and Zarmozzabiah (2021) focused on international students, demonstrating that higher perceived social support correlated with greater psychological well-being and resilience, emphasizing its critical role in their adaptation process. Zotova and Karapetyan (2018) explored security as a cultural and social construct, asserting that psychological security is essential for societal well-being. Their findings suggested that security is an evolving process influenced by political, economic, and social factors, reinforcing the importance of maintaining psychological security to support individual and societal stability.

These studies collectively emphasize the fundamental role of social and psychosocial support in fostering psychological well-being, resilience, and adaptation. Whether in contexts of trauma, displacement, academic settings, or general life satisfaction, perceived social support remains a crucial factor in enhancing individuals' psychological security and overall quality of life. Further research is recommended to develop targeted interventions that strengthen social support systems across diverse populations.

METHOD

Study Design

A semi-experimental design was employed for this study. The experimental group received psychosocial support interventions aimed at enhancing their adjustment and psychological security in a new academic and cultural environment. The control group did not receive the intervention and served as the baseline for comparison. This design allowed for the examination of the impact of psychosocial support on mental health outcomes and social integration, providing a clear distinction between the effects of the intervention and the lack thereof.

Participants

The study sample included 48 expatriate students from various Arab nationalities enrolled at Isra University. Participation was granted following IRB approval and the completion of consent forms. The sample consisted of 12 students from Kuwait, 17 from Oman, 6 from Yemen, 7 from Iraq, and 6 from Syria. Among them, 16 were male, and 32 were female. The participants were evenly assigned to two groups: an experimental group and a control group, with each group comprising 8 males and 16 females, ensuring balanced gender representation.

Procedures

Participants were recruited voluntarily, ensuring informed consent was obtained from all students before participation. Following consent, participants were randomly assigned to either the experimental or control group, ensuring that the assignment process was unbiased and representative of the student body. Pre-tests assessing psychological security, social support, and adaptation to the academic environment were administered to all participants to establish baseline measurements.

The experimental group participated in a structured psychosocial support program, which included emotional care, stress management training, and support in navigating academic and social challenges. This program was delivered over six weeks, with weekly sessions focused on fostering resilience, building coping mechanisms, and increasing the perceived availability of social support. The control group underwent no interventions and continued their regular academic activities without additional support.

Post-tests were administered to both groups following the completion of the intervention, measuring the same psychological outcomes to assess changes in psychological security and social support. These measurements were compared between the two groups to determine the effectiveness of the psychosocial support program in enhancing the students' psychological well-being.

Research Instruments

Social Support Scale: The Social Support Scale, developed by Qarni et al. (2023), underwent a psychometric evaluation to ensure its validity, reliability, and applicability. After expert review, the scale was revised, reducing the number of items from 10 to 7 to enhance clarity and relevance. The content validity was strengthened based on expert feedback, while the internal consistency was confirmed through correlation coefficients between individual items and the total score, ranging from 0.458 to 0.648, all statistically significant at $p < 0.01$. Discriminatory validity was tested using a Mann-Whitney test, which showed significant differences ($p = 0.019$) between the highest and lowest 25% of scores, indicating the scale's effectiveness in distinguishing between different levels of social support. Regarding reliability, the scale achieved a Cronbach's Alpha of 0.882, reflecting high overall reliability, and the corrected Spearman-Brown coefficient for split-half reliability was 0.788, further confirming the scale's stability. Overall, the Social Support Scale demonstrated strong validity, internal consistency, and reliability, making it a robust tool for assessing social support.

Psychological Security Scale: The Psychological Security Scale was developed based on studies by Mohammadi (2020) and Nasser El-Din (2020), and its validity and reliability were thoroughly assessed through a psychometric evaluation to ensure its suitability for use. Initially, the scale consisted of 10 items, which experts in educational and psychological measurement reviewed.

Following their recommendations, four items were removed, resulting in a final version of six items. The content validity of the scale was confirmed through expert review, while internal consistency validity was supported by significant positive correlations between each item and the total score, indicating that each item meaningfully contributed to the overall construct of psychological security. Additionally, divergent validity was tested using the Mann-Whitney test, which revealed significant differences between the top and bottom 25% of scores, demonstrating the scale's effectiveness in distinguishing between varying levels of psychological security.

The Psychological Security Scale demonstrated high reliability, with a Cronbach's alpha coefficient of 0.864, indicating strong internal consistency. Additionally, the Spearman-Brown coefficient for split-half reliability was 0.812, further confirming the scale's stability. Response levels were categorized into five degrees, ranging from "Not applicable" to "Very highly applicable," ensuring clear interpretation of results. These findings collectively suggest that the Psychological Security Scale is a valid and reliable tool for assessing psychological security among expatriate students.

Psychosocial Support Program

The support program implementation started with daily communication provided through phone calls or interviews between expatriate students and a group of volunteer students. The volunteers were asked to help introduce expatriates to university life and social customs and traditions in the local community, providing them with insight into local food, customs, traditions, laws, religions, and traffic regulation, and comparing them with the expatriates' home countries. Additionally, the expatriates were informed about the academic system, including study methods, credit hours, interactions with faculty, exams, attendance policies, and adherence to university hours. Volunteers also provided geographical and historical information about Jordan, highlighting tourist destinations, financial management, commercial markets, and the use of location service to navigate these areas.

RESULTS

The first research question seeks to assess the level of psychological security among expatriate students at Al-Isra Private University. To answer this question, the arithmetic means and standard deviations of the sample's response scores on the psychological security scale were calculated. The highest-rated statement was "My life is stable despite being abroad," with an arithmetic mean of 2.35 and a standard deviation of 0.82. This was followed by "I feel anxious in exile" ($M = 2.34$, $SD = 0.84$) and "I feel lonely" ($M = 2.33$, $SD = 0.87$). The statements "I accept reality as it is" ($M = 2.32$, $SD = 0.80$), "I find it hard to express my feelings" ($M = 2.29$, $SD = 0.80$), and "I find it difficult to adjust to life" ($M = 2.28$, $SD = 0.79$) ranked fourth, fifth, and sixth, respectively. The total grade for the scale had an arithmetic mean of 2.32 and a standard deviation of 0.82. It is evident from the previous data that the arithmetic averages ranged between (2.28 – 2.35), which

indicates a low level of psychological security among the sample members and a low overall score on the scale.

The second research question aimed to evaluate the level of social support among expatriate students at Al-Isra Private University. To answer this question the arithmetic means and standard deviations of the students' scores on the social support scale were calculated. The highest-rated statement was "I can live abroad," with an arithmetic mean of 3.60 and a standard deviation of 1.11, indicating a high level of perceived social support. This was followed by "Ask for advice when you can't act" ($M = 3.30$, $SD = 1.34$) and "I resort to seeking help when facing difficulties" ($M = 3.29$, $SD = 1.25$), both reflecting a medium level of social support. Other statements, such as "Lift my morale by adapting to others" ($M = 3.27$, $SD = 1.03$), "I talk freely about my problems in front of friends" ($M = 3.25$, $SD = 1.08$), and "I hardly pursue my studies abroad" ($M = 3.24$, $SD = 0.92$), also fell within the medium range. The lowest-rated statement was "Others accept me for my flaws" ($M = 3.23$, $SD = 0.90$), yet it remained within the medium level. The overall total grade for the social support scale had an arithmetic mean of 3.31 and a standard deviation of 1.09, indicating a moderate level of social support among the participants.

To answer the third research question which aims to determine whether there are statistically significant differences at the (0.05) level between the pre-and post-measurement of social support, arithmetic means, standard deviations, and two-way ANOVA test were calculated for the pre-and post-measurements of the study sample's responses on the social support scale, as demonstrated in Table (1).

Table 1: Descriptive Test Results of the Study Sample's Responses to the Social Support Scale on Pre- and Post-measurement

The Collection		Social Support Tribal College	Macro- dimensional social support
Experimental	<i>M</i>	1.909	3.842
	<i>N</i>	20.000	20.000
	<i>SD</i>	0.407	0.250
Officer	<i>M</i>	1.612	1.826
	<i>N</i>	20.000	20.000
	<i>SD</i>	0.397	0.324
Total	<i>M</i>	1.761	2.834
	<i>N</i>	40.000	40.000
	<i>SD</i>	0.425	1.060

Descriptive statistics (Table 1) revealed that the experimental group reported a higher pre-program arithmetic mean of (1.909) with a standard deviation of (0.407), while the arithmetic mean in the control group was (1.612) with a standard deviation of (0.397). The overall pre-program arithmetic mean of both groups in the total tribal behavior was (1.761) with a standard deviation of (0.425). After the program implementation, the experimental group showed a significant increase in the post-program mean (3.842), while the control group's mean increased only slightly from (1.612) to (1.826). This indicated that the experimental group experienced a stronger positive social support change than the control group.

To determine whether the difference in arithmetic means between the pre-and post-tests has a significant impact and statistical function, a two-way ANOVA was conducted. Results indicates that the F-value is (408.623) with a statistical significance of 0.000, which is less than the 0.05 threshold. This indicates that there are statistically significant differences between the pre- and post-measurements scores on the social support, attributed to the psychosocial support program that was applied to the experimental group.

Table 2: Descriptive statistics of the responses of the study sample on the psychological security scale for the total behavior before and after the intervention.

The Collection		Tribal Psychological Security	Total Dimensional macro psychological security
Experimental	Arithmetic mean	2.427	3.791
	N	20.000	20.000
	Standard deviation	0.352	0.176
Officer	Arithmetic mean	2.327	1.752
	N	20.000	20.000
	Standard deviation	0.408	0.223
Total	Arithmetic mean	2.377	2.771
	N	40.000	40.000
	Standard deviation	0.380	1.051

The results of the post-measurement of the total social support scale reveal a significant difference between the experimental and control groups. The experimental group demonstrated a substantial improvement, with an arithmetic mean of 3.825 and a standard deviation of 0.067, indicating a high level of

perceived social support. This improvement suggests that the psychosocial support program effectively enhanced the participants' sense of social support. In contrast, the control group showed a much lower mean of 1.843 with the same standard deviation of 0.067, reflecting a more limited or less developed sense of social support.

To answer the last question "Are there statistically significant differences at the (0.05) level between the pre-and post-measurement of psychological security? The arithmetic means, standard deviations and two-way analysis of various ANOVA were used to calculate the pre- and post-measurement responses of the study sample on the psychological security scale, as shown in Table (2).

The experimental group's arithmetic mean for total psychological security at the pre-measurement stage was (2.427) with a standard deviation of (0.352), while the control group's arithmetic mean was (2.327) with a standard deviation of (0.408). The overall arithmetic means for both groups in the pre-measurement stage was (2.377) with a standard deviation of (0.380). After the program's application, the overall means increased from (2.377) to (2.771). The experimental group experienced a substantial increase in the arithmetic mean, from (2.427) to (3.791), while the control group's arithmetic mean decreased from (2.327) to (1.752). which suggests a positive effect of the psychosocial support program on the psychological security of the experimental group (Table 3).

To determine whether the differences in the pre- and post-measurements of arithmetic means were statistically significant, a two-way analysis of variance (ANOVA) was conducted. The results are presented in Table (4) as follows:

Table 3: Two-Way Variance (ANOVA) for the Total Psychological Security Scale for the Study Sample

Dependent variable	Psychological Security Scale					
Contrast source	Sum of squares	df	Average squares	F	Sig.	Square ETA
Tribal psychological security	0.024	1	0.024	0.579	0.452	0.015
The Collection	41.085	1	41.085	1002.035	0.000	0.964
Error	1.517	37	1.517			
Corrected Total	43.101	39				

Table (3) demonstrates that the F-value is (1002.035) with a statistical significance of (0.00), which is less than 5%. This indicates statistically significant differences between the arithmetic means on the psychological security scale in the pre-and post-measurements; these differences can be

attributed to the intervention program, showing its impact on the experimental group.

The post-measurement results of the total psychological security scale reveal that the experimental group experienced a significant improvement in their psychological security. The experimental group's mean score was 3.794 with a standard deviation of 0.045, indicating a high level of psychological security. In contrast, the control group's mean score was 1.749 with a standard deviation of 0.04, suggesting minimal change and a low level of psychological security. These results indicate the positive impact of the psychosocial support program on the psychological security of the experimental group. The confidence intervals for both groups further support the robustness of the observed differences, highlighting the effectiveness of the intervention.

DISCUSSION

The results indicate a low level of psychological security among the sample members and a low overall score on the scale. This finding can be attributed to various stressors experienced by expatriate students, including anxiety, loneliness, and concerns arising from separation from family, loved ones, and friends, as well as limited psychosocial support from their surrounding environment. These factors can contribute to increased levels of psychological distress, aligning with existing literature on mental health challenges faced by international students.

For instance, a study on international medical students in Scotland highlighted that cultural differences and unfamiliar educational environments can adversely affect psychological safety, leading to feelings of anxiety and isolation (Thomas & Gupta, 2024). Similarly, research on Syrian refugee students in Jordan found that those inside refugee camps reported low levels of psychological security, attributed to harsh living conditions and the psychological impact of displacement (Alharbi, 2017). Although expatriate students at Al-Isra Private University may not face the same extreme conditions, they still encounter significant stressors such as cultural adaptation, language barriers, and separation from familiar support systems, which can compromise their psychological security. Furthermore, a study examining international students' perceptions of campus safety in the United States revealed that factors like cultural differences, language proficiency, and social integration significantly influence their sense of security and well-being (Ramrakhiani, Byrne, & Sink, 2021). Consistently, a study by Oi et al. (2021), reported a low level of psychological security among international students in China.

These studies underscore the importance of providing targeted psychosocial support to expatriate students to enhance their psychological security. Implementing programs that facilitate cultural adjustment, improve language proficiency, and promote social integration can mitigate feelings of anxiety and loneliness, thereby improving their overall well-being and academic success.

The study also revealed a moderate level of social support among expatriate students. This may stem from the social bonds and interactions expatriate students

experience while studying abroad. While they likely have access to a network of friends, peers, and university resources, the relationships may not always offer the depth or trust necessary to fully cope with the emotional and academic pressures of studying in a foreign country. Notably, the statement "Others accept me for my flaws" received the lowest rating, highlighting that expatriate students may still feel insecure or struggle to establish connections where they feel fully accepted.

These findings align with Al-Fahad's (2021) research, which found an average level of social support among adolescents, suggesting that, like expatriate students, adolescents may have access to social networks that provide some support. Still, factors like peer relationships or environmental challenges may limit the depth and effectiveness of this support. However, the results contrast with the result of the study by Qarni et al. (2023), who emphasized the positive role of social support in achieving social harmony. Qarni et al. reported that strong social support systems significantly enhance well-being and academic success, particularly in multicultural contexts.

The moderate levels of social support observed in this study suggest that while expatriate students at Al-Isra University experience some degree of social support, it may not be enough to foster the level of social harmony seen in other studies. This highlights the need for more targeted interventions to strengthen support systems for expatriate students, such as peer mentorship programs, counseling services, and initiatives that help students build stronger, more trusting relationships with their social networks.

The findings also demonstrate the effectiveness of the psychosocial program in enhancing social interaction and psychological security as reflected in the relatively higher scores in the experimental group compared to the control group. This can be explained by the fact that the psychosocial support program focuses on fostering social support through structured training in essential techniques, such as offering praise, encouraging them to initiate conversations, and encouraging verbal interaction. Additionally, the program facilitates emotional expression and boosts self-confidence. The findings underscore the importance of structured psychosocial interventions in promoting social connectedness and emotional well-being, particularly for individuals facing living abroad. These findings can be attributed to the program's structured design, which incorporated various skills, including mechanisms and tools to equip expatriates with essential social skills. These skills enable participants to communicate effectively, integrate into their social environment, build personal relationships, respond to the demands of social life, and build balanced relationships with family, peers, and community members.

Additionally, the program helped them establish balanced relationships with family, peers, and community members. The program was developed based on scientific and methodological foundations rooted in scientific research methodology. It included a series of well-structured and sequential sessions contributing to a deeper understanding of psychological security. These sessions also demonstrated cultivating psychological security in the social environment and leveraging environmental factors to foster social relations based on affection, cooperation, communication, and participation.

These results are consistent with other studies emphasizing the benefits of psychosocial programs for international students and individuals facing significant transitions. For example, a study by Al-Rifai et al (2022) found significant improvement in psychological empowerment after similar interventions. Similarly, Alharbi (2017) reported that Syrian refugee students who received psychosocial support in Jordan showed enhanced social connectedness and a stronger sense of belonging and social connectedness. Furthermore, a study by Ramrakhiani, Byrne, and Sink (2021) demonstrated that tailored support programs significantly improve international students' sense of safety and social integration, thereby enhancing their overall well-being.

In terms of the effect of the psychosocial program on improving participants psychological security, A systematic review of mental health interventions for international students highlights the effectiveness of psychosocial programs in reducing stress, anxiety, and depression, offering insights into best practices for supporting this group (Liu et al., 2024). Mindfulness programs have been shown to enhance psychosocial well-being among university students by fostering emotional regulation and reducing stress (Dawson et al., 2019; Altinyelken, Hoek & Jiang, 2019). Research also underscores the critical role of social support in psychological adjustment, as strong social networks contribute to better mental health outcomes and facilitate adaptation (Smith & Khawaja, 2019). Mohamed (2022) also highlighted the crucial role of the psychosocial support program in improving psychological well-being during crises, showing that such interventions equip individuals with effective coping strategies, foster emotional regulation, and enhance their ability to build supportive networks. These findings underscore the need for structured psychosocial support programs tailored to international students and similar populations to promote psychological security and successful adaptation.

However, the effectiveness of psychosocial support programs may vary across different populations and settings. Al-Fahad (2021) reported only moderate levels of social support among adolescents, suggesting that while psychosocial interventions can be beneficial, their impact may depend on factors such as age, cultural background, and the specific nature of the challenges faced by the target population.

CONCLUSION

The findings of this study highlight the significant challenges that expatriate students face in maintaining psychological security. These challenges stem from stressors such as separation from family, cultural adaptation, and limited social support. The results indicate a low level of psychological security among the participants, which aligns with previous research on the mental health struggles of international students. However, the study also revealed moderate levels of social support, suggesting that while expatriate students do benefit from some interpersonal connections, these may not always provide the depth needed for emotional resilience and academic success.

The effectiveness of the psychosocial program in enhancing psychological security and social support underscores the importance of structured interventions to mitigate these challenges. The program improved social interaction, emotional expression, and self-confidence, helping students integrate more effectively into their social environments. These findings reinforce the value of targeted support initiatives, such as peer mentorship, counseling services, and structured psychosocial programs, to enhance the well-being of expatriate students.

Overall, this study contributes to the growing body of literature that emphasizes the need for universities to implement comprehensive psychosocial support programs. By fostering psychological security and strengthening social support systems, institutions can significantly improve expatriate students' academic and personal experiences, ensuring their successful adaptation to new environments.

Limitations:

Several limitations of the study should be acknowledged. First, the small sample size may have reduced the statistical power to detect significant differences. Second, the study did not consider other variables influencing psychosocial outcomes, such as socioeconomic status, previous trauma, or support systems outside the intervention. Additionally, the reliance on self-reported measures may have introduced bias, as participants might have under or over-reported their psychosocial and psychological security levels. Factors such as the quality of facilitator-participant interaction, intervention adherence, and cultural appropriateness of the program content could be explored in future studies.

Finally, the fact that all participants in the study are from Arab countries limits the generalizability of the findings. Since the sample is culturally homogeneous, it may not fully represent the diversity of experiences and perspectives in other regions or cultural groups. This lack of cultural diversity restricts the ability to apply the study's conclusions to populations outside of the Arab context. To increase the study's external validity, future research could include participants from different cultural backgrounds, allowing for a more comprehensive understanding of the phenomenon being investigated.

Implications for Practice

The findings have significant implications for designing and implementing psychosocial interventions. First, future programs should consider increasing both intensity and duration to give participants enough time to internalize new skills and strategies. Second, tailoring the intervention to specific cultural and contextual factors may enhance its relevance and effectiveness. For instance, using culturally sensitive techniques or addressing particular community needs could help participants feel more engaged and supported.

Additionally, more robust monitoring and evaluation mechanisms should be established to track progress and provide ongoing feedback throughout the intervention. This could involve using mixed methods, such as qualitative

interviews, alongside quantitative measures to gain deeper insights into participants' experiences and the barriers they encounter.

Future Research

Future research should explore several avenues to expand on the current findings. First, replication studies with larger and more diverse samples must confirm these results and enhance their generalizability. Second, it would be valuable to examine how psychosocial and psychological security outcomes are influenced by cognitive restructuring, social network support, and environmental stability factors. This could provide insights for designing more effective interventions.

Third, conducting longitudinal studies with follow-up assessments could help determine whether the effects of the intervention become apparent over time, even if immediate impacts are not observed. Finally, integrating additional methodologies, such as randomized controlled trials (RCTs), could help establish causal relationships between the intervention and psychosocial outcomes. Including physiological or behavioral measures alongside self-reports could also enhance the validity of the findings.

Based on the findings of the study, the researchers suggest the following recommendations:

1. Efforts should be made to educate expatriates on the significance of social support for enhancing their psychological well-being.
2. More studies are needed to explore the relationship between psychological security and anxiety levels among expatriates.
3. Researchers should be encouraged to examine the challenges of alienation and develop strategic plans to enhance social support and psychological security for expatriates.
4. The psychosocial support program should be applied to other vulnerable groups, such as refugees and displaced persons. By broadening the scope of these programs, we can better address the needs of a wider range of individuals in catastrophic situations.

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☐ Some sections, with minimal or no editing

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