Psychosocial Problems of Arab University Students in the United Arab Emirates and Egypt

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Abstract
This paper investigated the psychosocial problems experienced by university students in the UAE and Egypt using the modified Mooney Problem Check List (MPCL). The sample included seventy four students from a University in the UAE and one hundred students from a University in Egypt. Inferential statistical analysis showed that gender and cultural variable influenced some of the problems experienced by the university students. The Kaiser Criterion Principal Component revealed the structure of three factors that impact the experience of the students; a factor inherent in the psychosocial problems, a gender-related factor and a factor connected with economic conditions. On the whole, a transcultural understanding of psychosocial problems is instrumental to promoting better academic performance and social well-being among Arab students.
Keywords: Psychosocial problems, Arab students, transcultural, cultural factors

Introduction
Adolescence is a stage of confusion, protest, and trouble for most teenagers. Gradually, these complications become more severe as the personality of the teenager evolves. Adolescents are exposed to a myriad of psychosocial conflicts that have the potential of tearing them apart. This is a stage of increasing independence from adult controls, swiftly occurring physical and psychological changes, exploration of social issues and concerns, increased focus on activities with a peer group and establishment of a basic self-identity (Hurlock, 1981; Mumthas& Muhsina, 2014). It is a segment of the life cycle punctuated by unique attributes like speedy bodily, psychological, cognitive and behavioral modifications and developments. The biological, psychological and social modifications that occur at some stage in adolescence can have an impact on the development of such behaviors and feelings. With these ongoing organic and social modifications, most young people tend to shift away from parents, loved ones, neighbors, friends, and others who supported and guided throughout childhood. The consequent reduction of support and guidance can leave many adolescents to problematic behaviors, lowering their potential to respond in a healthy way while faced with difficult decisions (Haugaard, 2001; Doron et al., 2015). It is a time when many problem behaviors and emotions start or increase. The factors accountable for adolescent maladjustment can include monetary instability, parental discord, inadequacy of school interventions, unwholesome community or network conditions, and inadequate recreational facilities, among others (Bhardwaj, 1997; Kakkar, 1999; Prathiba, 2006; Jeevarthina, 2010;Mumtha &Muhsina,2014; Sambrani & Ravi ,2017).

Late adolescence (18-21 years) is characterized by the duration of independence and primary choices concerning education and careers. University students must adapt to numerous psychosocial changes besides coping with the educational and social demands in getting ready for their future careers (Uehara et al., 2010, Thomas &Borrayo, 2016). College students face challenges associated with independent living and also academic challenges. This predisposes them to depression, tension and strain, which might be pretty common (Shamsuddin et al., (2013). According to Reivich, Gillham, Chaplin & Seligman (2013), at any point in time, approximately 6-9% of adolescents will experience a major depressive disorder. Psychosocial factors independently associated with stress, health, and academic life, can influence the interrelationship among peers (Dalton, 2018). In terms of sex, psychological distress were found to be higher in female than male college students (Spitz et al., 2007; Ahern and Norris, 2011; Backović et al., 2012; Cruz et al., 2013; Shamsuddin et al., 2013; Deasy et al., 2015; Rady& Sayed, 2015). Generally, college years are the peak periods for the onset of many common mental disorders, particularly mood, anxiety, and substance use disorders (Kessler et al., 2007; Hunt & Eisenberg, 2010; Girolamo, Dagani, Purcell, Cocchi, & McGorry, 2012; Ibrahim, Kelly, Adams, & Glazebrook, 2013; Pedrelli, Nyer, Yeung, Zulauf, & Wilens, 2015).

Several studies suggest high rates of depression and anxiety among university students all over the world (Bayram, 2008; Chia & Graves, 2016; Daniel, 2013; Jenkins, 2013; Ovuga, Boardman & Wasserman, 2006; Wong et al., 2006). Chronic depression was a reported experience among college students in Asia (Wong et al., 2006; Nordin, Abu Talib, & Yaacob, 2009 Chia & Graves, 2016), USA (Eisenberg, Gollust, Golberstein, & Hefner, 2007; Zivin et al., 2009), and the Middle East (Hamdan Mansour & Marmash, 2007; Hamdan-Mansour

et al., 2009; Wahed and Hassan, 2017; Khansaheb, 2010; Rady& Sayed, 2015). Higher rates of depression were found to be associated with age, financial status, and body weight (Mellal, Albluwe, & Al-Ashkar, 2014). This condition was also found to be influenced by social, demographic, behavioral, and educational factors (Abdallah, 2014). College students as a population tend to score higher than adults on neuroticism, openness, and extraversion and lower on agreeableness and conscientiousness (Costa & McCrae, 2003; Bowers & Segrin, 2017). Furthermore, the identity crisis is peak during this stage of student life (Waterman, 1985).

In the same context, university enrollment constitutes an important transition in the life of the adolescent. Therefore, the adolescent is concerned with the formation of his/her personality and the psychosocial and economic realities confronting his/her life. The years of university education and the prevailing university climate represent an important period of psychological and social development in adolescent life (Munro & Adams, 1997; Arnett, 2000; Verschueren et al., 2017). Explicitly, the university is a scientific and educational institution as well as a source of knowledge, culture, and experience. The University is dominated by social relations and student organizations which make the students feel the democratic atmosphere around them. In the university, the adolescent also exercises freedom and responsibility and seeks to develop his/her skills and discover his/her abilities. Thus, the academic atmosphere of the university helps young people to feel a sense of identity and commitment and perform specific tasks that help them confront different problems that have the potential to hinder their growth and psychosocial adaptability.

The adolescent's relentless pursuit of his/her hopes and aspirations is reflected in the structure of the personality, which she/he seeks to develop (Meyer 1981:65). Many years of research on psychosocial factors have demonstrated that college students' endurance, engagement, effort, and learning approaches were shaped by their perceived needs, motivation, and beliefs (Robbins, Allen, Casillas, Peterson, & Le, 2006; Schunk, Meece, & Pintrich, 2014; Fong, Carlton et al., 2015). Based on the foregoing observations, this current research comparatively identifies some of the psychosocial problems confronting university students in Egypt and the UAE.

Psychosocial Problems

The term psychosocial problems operationally refer to various problems of adolescents such as behavioral, emotional, educational, and social problems manifested in the form of maladaptive, unhealthy, intrapersonal, emotional and behavioral states. If people experience psychosocial problems, it may lead to the formation of maladaptive, unhealthy interpersonal networks, human relationships, social connections, and social malfunctioning (Gilborn, 2006).

Psychosocial problems occur in a wide variety of settings and research has revealed that these often negatively impact the students' mental health (Ellison,2004; Ontari & Angolla, 2008) which often leads to maladaptive negative or unhealthy coping mechanisms that can compromise the student's academic performance (Gladding, 2004; Laelia, Apicella, Brakarsh, Dube, Jemison et al., 2006). Mental health and academic performance are closely related (Clarke et al., 2014; Dalgard et al., 2007; Hooven et al., 2012; Keyes et al., 2012). Ahmad, Khalique, Khan, and Amir (2007) cited that when psychosocial problems are often widely ignored, academic underachievement and antisocial behavior notably increased among the students. Distress is caused at a time of major life transition but is also associated with substantial impairment in academic performance (Auerbach et al., 2016; Bruffaerts et al., 2018). Psychosocial factors also influence the academic life and well-being of college students (Thomas & Borrayo, 2011). On the other hand, social support from friends and family is related to the improved adjustment to university life (Friedlander, Reid, Shupak, & Cribbie, 2007) and higher well-being (Siewert, Antoniw, Kubiak, & Weber, 2011).

Psychosocial factors that affect regular attendance, doing homework, focusing on academic-related goals, or the overall classroom environment, could help explain gender differences in success to the extent that male and female students differ in these behaviors (Bembenutty, 2007; Newman, Groom, Handelman, & Pennebaker, 2008; Meece, Glienke, & Burg, 2006; Mori & Gobel, 2006; Sander, 2012). Females had tended to outscore males in commitment while in college (Barrow, Reilly, & Woodfield, 2009); females, however, reported more anxiety than males (Ganley, Mingle, Ryan, Ryan, Vasilyeva, & Perry, 2013; Goetz, Bieg, Lüdtke, Pekrun, & Hall, 2013; Wani, et al., 2016). Destin et al. (2012) found a significant direct relationship between students' depressive symptoms and poorer outcomes in study skills, habits, and students' academic achievement. Research among South African university students shows them to experience high levels of psychosocial vulnerability that can have a direct impact on their academic success (Van Breda 2013; Wade 2009; McGowan and Kagee 2013). The theme dealing with the psychosocial problems of university students in the UAE and Egypt is a considerably neglected area of research. Many of the studies that were done in this area involved medical students hence the present research was undertaken to address this gap. To the best of our knowledge, no comprehensive transcultural studies of the college students' psychosocial problems have ever been done in the UAE and Egypt.

Research Questions
This paper delved into the psychosocial problems facing the university youth in the UAE and Egypt. and the impact of the cultural dynamics triggering these problems. The pivot of the investigation was contingent upon a comparison between the problems confronting a sample of Egyptian university students and another sample of the Emirate students. The research questions focused on the nature of the problems encountered by the university youth in Egypt and the UAE; extent of the psychosocial problems among university students in both countries; the difference in the psychosocial problems of male and female university students; the difference in the psychosocial problems of Egyptian and Emirati university students; and the factor structure of the psychosocial problems of university students in both countries.

Research Significance
University and college students frequently experience stress due to the transitional nature of academic life (Torres, 2003; Buchanan, 2012; Geiger, 2013). Many of the students have moved away from home for the first time and are faced with the need to develop entirely new networks of social contacts. In addition, they may have trouble adjusting to rigorous academic expectations and also essentially learn to interact with individuals from different cultural backgrounds (Day & Livingstone, 2004). University students are a distinct group of people who go through a critical transitory period, from adolescence to adulthood, which can be one of the most stressful times in a person's life. During this time, students experience confusion and ambivalence (Tao, 2007).

Students' psychosocial problems is a topic of rising interest around the world and in a wide variety of settings especially in the students' educational career as they impact the students' mental health and academic performance (Omokhodion & Gureje, 2003). Researchers on the psychosocial problems that the people in general encounter have concluded that the topic needs more attention because of their impact on mental health (Ellison, 2004; Ontari & Angolla, 2008). The mental health of the university-age population has received heightened attention (Hunt & Eisenberg, 2010; Gallagher, Zhang, & Taylor,2004) with increased perception that the number of students with severe psychological problems has gone up in recent years (Kitzrow, 2003; Gallagher, 2006; Blanco, Okuda, Wright, Hasin, & Grant et al., 2008), due to various reasons that can include serious financial problems, development of personal relationships, and pursuit of greater educational opportunities and employment prospects (Mikolajczyk, Brzoska, Maier, Ottova, Meier et al., 2008; Blanco et al., 2008). University students are also faced with academic overload, constant pressure to succeed, competition with peers and concerns about the future (Tosevski, Milovancevic, & Gajic, 2010). These psychosocial experiences can directly impact the students' ability to function effectively in classrooms, family settings, and social activities.

This paper highlights the role of the trans-cultural factors in influencing the nature of the problems faced by university students from two different cultural contexts. From this perspective, the research analyzed the role of potential trans-cultural factors in explaining the behavior of university youth and in monitoring their views of life in general. In this manner, the research illuminates the role played by the trans-cultural factors in explaining the similarities and differences between the mechanisms adopted by the university youth of both sexes in Egypt and the UAE in their response to the problems which they encounter. Moreover, the research sheds light on the role of the gender (male-female) and the cultural (Egyptian - Emirati) factors in shaping the personality as well as the identity of the young people in both cultural contexts. Thereupon, the results of the investigation could be used to identify the appropriate intervention programs to assist university students of both sexes to deal with the psychosocial pressures and the problems impacting the formation of their identity and the construction of their personalities in the present and in the future.

Theoretical Framework
Erikson (1968) identified the crises facing the youth in late adolescence between the ages of 18 and 22. Accordingly, he cited a series of problems encountered by teenagers such as fear and anxiety about professional failure in addition to a decline of self-confidence and feelings of doubt about self-independence. Erikson also observed that teenagers (18-22 years old) are inclined to play opposite or extreme roles. Therefore, the construction of identity or the formation of personality, whether positive or negative, is contingent upon one's experience and the practice of successful roles on a large scale. In this context, Erikson noted that the adolescent suffers at this stage from a conflict integral to the range and limitations of his competence and ability to play different roles. .He also explored the importance of sexual identity at this stage refer to the adolescent's need to stereotype his/her sexual role as either (male or female) or if she/he is stuck at a midpoint between the two sexes (Erikson 1986). In a related context, Marcia (1989) developed a model to examine late-adolescence personality in an attempt to test the validity of Erikson's assumptions about the crises and problems encountered by adolescent university students of both sexes. Marcia's (1989) study focused on the problems located outside the scope of individual cases such as aggression, addiction, rape, and murder, which are indicators of the adolescents

suffering from a sense of failure and alienation in the face of real life. These feelings on the part of the adolescent lead to the decline of human and spiritual values and loss of belonging in addition to emotional ambivalence or what other researchers call "ambivalence of emotions" (Afaf Abdul-Munem-1988).

Erikson (1968) indicated that during one's lifespan, people progress through eight stages such as basic trust vs. mistrust, autonomy vs. role confusion, intimacy vs. shame and doubt, initiative vs. guilt, industry vs. stagnation, and integrity vs. despair. Each of these stages poses a particular type of challenge or crisis. If the individual handles these challenges with the help of others, he can smoothly go on over to the next stage. Adolescence is seen as a period during which the search for identity provides the key challenge (Williams and Burden,1997, p.33). Adolescents with a strong sense of self-identity have been described as less susceptible to peer pressure, having a high level of self-acceptance, optimistic and firm in their belief that they are in control of their own destinies (Erikson, 1968; Hamacheck, 1988). Identity formation is "located in the core of the individual and yet also in the core of his communal culture" (Erikson, 1968, p.22). Erikson's psychosocial theory of identity formation created a dialogic space for socio-cultural researchers to consider the exploration of the relationships between identity, agency, power of mind and cultural worlds of practice. Erikson has written extensively about the adolescent identity and identity crisis, which are extremely crucial turning points in one's lifespan. He also further expanded on Freud's concept of ego extending it beyond the child to include adolescence. It must be noted that in elaborating on personality, Freud had analyzed almost exclusively the psychosexual background of personality while Jung worked on the nature of the collective unconscious. But Erikson focused more on the social and cultural determinants of personality and behavior (Sharpes, 1999, p. 254; Erikson, 1950, 1964).In his psychosocial theory, Erikson emphasized that the ego does not just mediate between id impulses and superego demands. At each stage, it also acquires attitudes and skills that make the individual an active, contributing member of society. A basic psychological conflict, which is resolved along a continuum from positive to negative, determines healthy or maladaptive outcomes at each stage. Erikson (1968) pointed out that normal development must be understood in relation to each culture's life situation.

According to Erikson (1968), development proceeds by stages. The adolescent stage must be given more emphasis because it is the transition between childhood and adulthood. This stage is the disappearance of the family as a unit of production, the tendency of workers to be located away from the home, and the families have weakened the extended family network as the primary agent of the child's socialization. Adolescence is the crucial stage of an individual in contemporary society. It is the age of discovery and dreams. Adolescence is a period of physical change and biological change which may lead to confusions, tensions, frustrations, and feelings of insecurity. Of all life-stages, except childhood, adolescence is the one most marked by rapid and potentially tumultuous transition (Williams, Holmbeck, & Greenly, 2002).

In a related scenario, trans-cultural studies partly aim to identify behavioral differences between cultures and uncover the factors shaping these differences. Triandis (1980) argued that trans-cultural psychology is concerned with the systematic and scientific study of experience as it appears in different cultures. Trans-cultural psychology also targets the study of forms of behavior that are influenced by cultural orientations or behavioral constructs which arise as a result of current cultural changes. It is obvious that comparative studies across cultures take place in the light of an unequivocal fact that there are differences between different cultures. It is assumed that there are latent differences underpinning the behavioral manifestations of each culture. It is well – known that the concept of culture refers to wide-ranging meanings and multiple aspects of life that could not be enumerated. Culture also includes the outcomes of human activity in a particular society. Luis Malika(1979) noted that culture influences forms of conflict and behavior. Thereupon, it is important to take into account cultural and social factors when studying behavior in order to establish a theoretical framework that includes a number of variables, particularly ecology (or the physical environment in which behavior occurs) and economic patterns such as agriculture, fishing, and industry. In the same vein, social order, roles, general values and patterns of behavior among individuals, including education and socialization should be taken into consideration as well. Finally, anthropologists agree on the fundamental points in their approach to the subject of culture. They conclude that culture is acquired and changing and it is the result of social traditions, heritage and way of living.

On account of the foregoing**,** this paper hypothesized that there are differences in the level of problems confronting university students in Egypt and the UAE; there is an impact of gender and nationality on the problems faced by university youth in both Egypt and the UAE; and there are differences in the structure of the factors related to the problems faced by the university students in Egypt and the UAE.

Methodology and Procedures
Sample
The sample consisted of (174) students, including 100 male and female students from a university in Egypt in addition to seventy-four students from a university in the United Arab Emirates. Table 1 shows the characteristics of the main research sample in terms of gender, nationality, and their corresponding percentages.

Table1. The study sample

Gender	Egyptian students		Emirati students		Total	
	N	%	N	%	N	%
Male	50	29	30	17	80	46
Female	50	29	44	25	94	64
Total	100	58	74	42	174	100
%	58	-	42%	-	100%	-

Research Instrument

The Mooney Problem Checklists (MPCL) was used for the study. The Mooney Problem Checklist (MPCL) was developed by Ross L. Mooney and Leonard V. Gordon in 1950 to empirically synthesize the problems encountered by young people more systematically (Mooney & Gordon, 1950). The MPCL consists of 330 items and covers 11 dimensions of problems namely (a) health, (b) finance, (c) recreation, (d) courtship, (e) social, (f) personal, (g) religion, (h) family, (i) career, (j) education and (k) learning. The version of the questionnaire used in this investigation consisted of (225) statements. During the verbal comprehension experiment, 25 statements were deleted from the original version because they were not suitable for application on the research sample in Egypt and the UAE. This tool underwent several procedures to standardize it in order to fit the sample in the current research. In the beginning, the tool was applied in its original form, on a sample of forty students who have not included the main research sample. These students were enrolled in the same colleges in both Egypt and the UAE. The members of this sample were asked to answer the questionnaire by means of a gradual scale that included two degrees of consent: (agree) and (strongly agree) and two degrees of disapproval: (disagree) and (strongly disagree). Under the observation category, the members of the same sample were asked to express their opinion regarding each statement in the questionnaire and whether each statement was suitable or not for measuring the problem under consideration. In this context, the main dimensions of the problems were mentioned *vis-à-vis* the statements which were supposed to measure the problems.

The list of the tools, in its Arabic version, which includes (225) statements was examined by three professors to determine the appropriateness of the statements relative to the problems affiliated with the statements. The professors were asked to make any observations by deleting, adding or modifying any statement. This process resulted in the modification of 20 statements and deletion of 25 statements. Some referees pointed out that some statements measured more than one problem, especially the statements related to feelings of inferiority, anxiety, and neurosis. Accordingly, each one of these statements was confined to the area that is measured. On this basis, the factor analysis indicated the extent to which each one of the related problems is correlated with the nature of the factor it measured

Reliability

The questionnaire was tested after the necessary modifications were made to a sample of 40 male and female students (not included in the key research sample). The sample consisted of an equal number of male and female students from the University (Egypt) and UAE University (UAE). Thereupon, the subscale's reliability was found to be high based on the Split-half and Spearman-Brown formula. The subscale reliability ranged from 0.74 to 0.92 for the total sample. These are reliability ratios statistically acceptable for the reliability of the questionnaire. The Cronbach Alpha gave a value of 0.99 which exceeded the cut-off value of 0.8 (Bond, 2007; Sekaran, 2011)). For the MPCL dimensions, the reliability coefficient ranged from 0.70 to 0.92 and the item reliability ranged from 0.78 to 0.93. The reliability coefficient exceeded the acceptable value of 0.70 (Hair, Celsi, Oritinau and Bush,2013) which indicated the internal consistency of the scale.

Validity

The validity of the questionnaire was calculated in more than one way. Logically, the researcher relied on the veracity of the referees who conducted their evaluation of the questionnaire in a previous step. This process included a survey of three experts in psychology and education on the appropriateness of the questionnaire to measure what was measured. The wording of some statements was deleted, modified and drafted in accordance with the views expressed by the referees so that the proportion of agreement among the referees on each statement was not less than (67%). In terms of internal validity, the correlation between each item and the total score for each subscale was computed, to determine the internal consistency as an indicator of the scale validity. All correlations were positive and significant. The factorial validity of the questionnaire was measured which revealed the consistency of the questionnaire factors according to the percentages of the significant loading and extraction commonalities as well as the percentage of factorial differences and similarities in the factorial matrixes.

Data collection

The questionnaire was administered to the main sample of the study in a number of sessions. The questionnaire reveals some situations, ideas, attitudes and problems confronting people in their normal life and that the respondents were required to indicate the extent to which each situation applied to them. The scale used in the test was a four-point Likert scale, and the items were rated from 1 to 4, with 1 representing "strongly disagree" and 4 representing "strongly agree."

Results and Discussion

The results of the research are presented in light of the research hypotheses as follows:

Problems confronting the students in Egypt and the UAE

Table 2 shows the problems encountered by the university students in Egypt and the UAE and the corresponding Arithmetical Means, Standard Deviations, and class among subsamples.

Table 2. Problems encountered by the university students

M, SD, and class	Egyptian males			Egyptian females			Emirati males			Emirati Females		
Problems	M	SD	class	M	SD	class	M	SD	class	M	SD	class
Health	33.66	1.08	10	38.33	1.22	7	25.3	1.7	10	36.82	2.28	8
Economic	32.25	1.04	9	32.63	1.48	8	27.58	2,21	9	29.33	1.56	9
Leisure time	35.17	1.67	8	29.76	1.63	10	31.94	2,59	7	37.31	2,03	7
Other Sex	63.42	2.87	1	66.18	3.14	2	68.12	3,48	1	72.32	3.44	1
Inferiority	38.72	1.23	6	41.52	2.56	6	28.84	0,77	8	41.87	2.18	5
Anxiety	42.15	2.24	5	56.37	3.71	3	41.38	1,83	4	67.44	3.39	3
Religious	38.24	1.79	7	31.22	1.69	9	32.83	1,49	6	26.74	1.45	10
Familial	55.38	2.66	3	64.23	3.32	2	64.27	3.35	2	68.26	3.60	2
Professional	52.77	2.41	4	54.72	2.68	4	41.23	2.60	5	53.91	3.17	4
Study	61.46	2.81	2	49.23	3.51	5	56.11	3.21	3	38.39	2.78	6

Table 2 shows that the three topmost problems confronting the Egyptian males based on ranked scores are the relationship with the other sex, school problems, and family problems, respectively. Comparatively, the topmost among Egyptian females are relationship with the other sex, family problems, and anxiety, respectively. This means that there is a consensus between Egyptian males and females that the problems integral to the relationship with the other sex and the school problems are the most important problems facing both sexes. As for the Emirati students, the results indicate that the three topmost problems facing males based on rank are the relationship with the other sex, family problems, and study problems, respectively. Among females, the topmost problems include the relationship with the other sex, family problems, and anxiety, respectively. This means that there is a consensus between Emirati male and female students particularly on problems rooted in the relationship to the other sex in addition to family problems.The results of the research illustrate that there is a consensus between the sub-groups of university students of both sexes in Egypt and the UAE on the preponderance of the problems inherent to the relationship with the other sex since these problems ranked in first in all the respondents. The results also show that the first three problems in the samples are almost the same as follows: the relationship with the other sex and family problems in addition to the problems of study and psychological anxiety. However, there is variance in rank in terms of other problems in the sub-samples of research.

Difference in the problems faced according to the interaction of gender and nationality

Table 3 shows the results of the influence of gender and nationality on the nature of the problems faced by university youth in Egypt and the UAE.

Table 3. Problems of university students according to gender and nationality

Groups	Gender		Nationality		Interaction	
Problems	Male –Female		Egypt-UAE		Gender × Nationality	
	F	Sig	F	Sig	F	Sig
Health	9.1	-	2.21	0.01	1.32	-
Economic	54.2	0.01	1.63	0.05	1.77	0.01
Leisure time	2.36	0.01	1.85	0.01	2.06	0.01
Other Sex	3.28	0.01	4.04	0.01	3.98	0.01
Inferiority	2.51	0.01	1.23	-	1.18	-
Anxiety	3.22	0.01	1.67	0.01	2.49	0.01
Religious	2.18	0.01	3.61	0.01	3.70	0.01
Familial	1.20	-	2.58	0.01	1.49	0.05
professional	2.49	0.01	2.32	0.01	2.85	0.01
Study	3.71	0.01	3.14	0.01	3.08	0.01

Accordingly, the results illustrate that the differences in the light of gender, nationality, and interaction between these variables are statistically significant at 0.01 level on all the problems dealt with except health problems and family problems. The results did not show differences between males and females in these two problems. The results did not show statistically significant differences between the groups according to nationality on the problem of the inferiority feelings. The interaction between the impact of gender and nationality on the problems confronting university youth of both sexes in Egypt and the UAE indicates a clear effect of this interaction on all the problems except health problems and inferiority feelings. The interaction between the gender and nationality factors did not have a statistically significant effect on these two problems in the sub-samples. It is clear from the results of the analysis of variance that gender and nationality and the interaction between these are determining factors affecting the differences between university youth of both sexes in Egypt and the UAE in terms of their evaluation of the importance of these problems from their points of view.

The difference in the problems faced according to gender

Table 4 shows the differences between sub-samples in terms of gender. Accordingly, there are statistically significant differences at 0.001 among Egyptian males and females on all sub-problems except that of economic problems. Egyptian males are more confronted with health problems and problems of leisure time as well as religious and school problems. On the other hand, the Egyptian females are more confronted with problems related to the other sex, feelings of inferiority, anxiety, nervousness, family problems and occupational/professional problems.

As for the differences between Emirati males and females, the results indicate that Emirati females face more problems related to the priority of health and economic problems in addition to problems related to leisure time, the relationship with the other sex, feelings of inferiority, anxiety, nervousness as well as family and occupational/professional problems. Comparatively,   Emirati males are affected by religious and school problems.

Table 4. Problems encountered according to gender

Differences	t-test			t-test		
Problems	Egyptian males × Egyptian female			Emirati males × Emirati female		
	T	Sig		t	Sig	
Health	4.12	0.001	Egyptian Males	22.18	0.001	Emirati Females
Economic	1.47	-	-	3.94	0.001	Emirati Females
Leisure time	16.23	0.001	Egyptian Males	9.85	0.001	Emirati Females
Other Sex	4.54	0.001	Egyptian Females	3.89	0.001	Emirati Females
Inferiority	6.90	0.001	Egyptian Females	31.17	0.001	Emirati Females
Anxiety	22.97	0.001	Egyptian Females	33,58	0,001	Emirati Females
Religious	19.96	0,001	Egyptian Males	17.31	0.001	Emirati Females
Familial	14,73	0.001	Egyptian Females	4.75	0.001	Emirati Females
Professional	3.78	0.001	Egyptian Females	17.90	0.001	Emirati Females
Study	4.47	0.001	Egyptian Males	24.94	0.001	Emirati Females

The difference in the Problems faced according to nationality

Table 5 shows the difference in the problems faced by the university students according to nationality

Table 5. Problems encountered according to nationality

Differences	t-test			t-test		
Problems	Egyptian males × Egyptian female			Emirati males × Emirati female		
	T	Sig		T	Sig	
Health	7.53	0.001	Egyptian Males	4.15	0.001	Emirati Females
Economic	12.65	0.001	Egyptian Males	10.40	0.001	Emirati Females
Leisure time	0.71	0.001	Egyptian Males	19.77	0.001	Emirati Females
Other Sex	6.47	0.001	Egyptian Males	7.50	-	Emirati Females
Inferiority	39.21	0,001	Egyptian Males	0.7	0.001	Emirati Females
Anxiety	4.56	0.001	Egyptian Males	14.87	0.001	Emirati Females
Religious	13.78	0.001	Egyptian Males	13.55	0.001	Emirati Females
Familial	12.98	0.001	Egyptian Males	5.54	0.001	Emirati Females
professional	19.93	0.001	Egyptian Males	1.42	-	Emirati Females
Study	4.74	0.001	Egyptian Males	38.94	0.001	Emirati Females

Accordingly, the results show that there are statistically significant differences at 0.001 among Egyptian and Emirati males. Egyptian males are faced with several problems, except the problems having to do with the relationship to the other sex and family problems in addition to occupational/professional problems. Emirati males, on the other hand, are more faced with the problem of the relationship between the other sex, family problems, and professional problems. Moreover, the results show that there are statistically significant

differences at 0.001 among Egyptian and Emirati females in all problems, except for problems of inferiority feelings and occupational /professional problems. As for the trend of differences between the two female groups in Egypt and the UAE, it is observed that the differences in favor of the Egyptian females include the ability to deal with health, economic, religious, and professional and study problems. On the other hand, the results reveal that the difference in the favor of the Emirati females includes their ability to deal with problems of leisure time and the relationship between the other sex as well as problems affiliated with anxiety, nervousness and family problems. These results reflect the fact that the factor of nationality is one of the important cultural determinants accounting for the differences in the problems faced by university students in Egypt and UAE and the treatment of the problems they confront in their daily life.

The conception of the problems faced by the university students
This section is concerned with the factorial structure rooted in the conception of the university youth of potential problems in Egypt and UAE. In order to verify this hypothesis, a factor analysis was carried out taking into consideration the main components of the correlation coefficients for the Egyptian and Emirati students' matrixes. This was followed by an orthogonal rotation of Axis by Varimax to identify and separate the trans-cultural factors peculiar to each one of the two samples involved in the research (the Egyptians and the Emiratis). These procedures (and after rotation) resulted in the presence of three main factors in each matrix of the two factorial matrixes. Table 6 reflects the factors which emerged after the orthogonal rotation and the calculation of extraction commonalities as well as eigenvalues.

Table 6: Factors resulting from the Orthogonal Rotation by Varimax

Factors	Factors of the Egyptian sample				Factors of the Emirati sample			
Problems	1	2	3		1	2	3	
Health	0.31	0.22	0.33	0.23	0.41	0.16	0.53	0.71
Economic	0.52	0.29	0.47	0.57	0.43	0.38	0.33	0.43
Leisure time	0.44	0.36	0.34	0.44	0.54	0.47	0.26	0.58
Other Sex	0.67	0.51	0.32	0.81	0.58	0.52	0.22	0.66
Inferiority	0.41	0.25	0.28	0.31	0.67	0.59	0.20	0.84
Anxiety	0.38	0.39	0.26	0.36	0.51	0.64	0.35	0.79
Religious	0.76	0.48	0.31	0.89	0.49	0.27	0.32	0.41
Familial	0.47	0.37	0.51	0.38	0.35	0.31	0.47	0.44
professional	0.46	0.26	0.29	0.35	0.18	0.44	0.18	0.25
Study	0.38	0.31	0.33	0.34	0.38	0.39	0.26	0.36
Eigenvalues	2.45	1.22	1.09	-	2.22	2.16	1.10	-
Variance Ratio	%12.2	%12.2	%10.9	%47.6	%24.0	%21.60	%11.0	%56.6

Accordingly, the results of the factorial analysis show that there is a general factor in both matrices that can be called the psychological and social problems factor among university youth in Egypt and the UAE. The results of the factorial analysis also indicate the presence of a second factor. This factor is related to the other sex and the leisure time in terms of the sample of the Egyptian students. As for the Emirati students sample the same factor exists but in connection to issues of anxiety and nervousness, feelings of inferiority and the relationship with the other sex. The results of the factorial analysis also indicate the presence of a third factor. The third factor is a qualitative factor which could be identified in the two matrices, where the highest and most significant loading in the sample of Egyptians focused on economic and religious problems and the relationship between the other sex whereas the highest loading in the sample of Emiratis concentrated on health problems, family problems, anxiety, and nervousness. The Egyptian matrix factors after orthogonal rotation absorbed 47.6% of the total variance of the correlation matrix. Furthermore, the factors included in the UAE sample included 56.6% of the total variance of the correlation matrix. It should be noted that the extraction of factors at the level of the eigenvalue 1 and above was discontinued, and the indicative loading was considered to be up to 0.3 according to the study of Safwat Faraj (1984). Consequently, the results indicate that there is a significant similarity in the nature of the problems faced by university students in Egypt and the UAE in terms of factorial structure, but they differ qualitatively in light of the variables of gender and culture. The significant loading of the three factors in the two matrices and the communalities ratios indicate the validity and reliability of the questionnaire and its suitability to measure the problems that were assessed in the research.

Discussion
Psychological and socio-cultural factors play a key role in accounting for a number of behavioral response and adaptations of individuals. The examination of these factors in relation to actual experience is significant in terms of seeking to identify the variances in behavior and personality as a reflection of cultural variables and highlight the most important factors that can contribute to the formation of these differences. Thereupon, it will be possible to consider the extent to which the findings can be generalized in the light of common characteristics

or characteristics distinguishing personality and human behavior. In a related context, Triandis (1980) noted that cross-cultural psychology is concerned with the systematic study of personality and behavior as it appears in different civilizations. It focuses on forms of behavior that are influenced by current cultural changes. This means that the study of the different behavioral variables from one society to another takes place in the light of constant cultural differences. It is also assumed that there are differences that are behind the behavioral manifestations of each civilization.

Although psychologists and sociologists are concerned with the problems integral to culture and personality, attempts to highlight the nature of cultural characteristics in terms of meaning, significance, and boundaries are still in urgent need of more attention through cross-cultural research conducted on samples drawn from different cultures. This process indicates that the study of variables related to behavior and experience in many societies takes place in the light of cultural differences while highlighting the most important factors that contribute to the formation of these differences and the extent to which the results can be circulated on a specific problem. This is a sufficient justification for the development of trans-cultural psychology (Safwat Faraj, 1991; Shiraev & Levy, 2016; LeVine, 2018). Although anthropologists agree that civilization is changing and reflecting a style of life, tradition, and heritage, it is closely related to the human element and it is hard to separate between them in terms of cross-cultural studies (Rohner,1984).

Within the existential/ontological view, there is a real existence of a civilization that makes it stand alone and has its own laws that make it impact individuals. It is a connection of material and interacting moral elements. Although man is the prerequisite for civilization, he is the catalyst for the processes of civilizational interaction. However, the determinants of these processes are not only biological or psychological but also civilized. Civilization is not only a matter of behavior but also of control including cognitive and intellectual processes. Civilization has an actual presence in the collective mind of the members of society where it leads and guides them (Safwat Faraj,1991:465). Regarding the relationship of this controversy to the current research, it is obvious that the results are consistent with what is mentioned above in terms of the impact of civilizational factors on the existence of trans-cultural differences between university youth in both Egypt and the UAE. The results also reflect a significant correlation in the ranking of general problems in terms of their relative importance and priorities. The results showed that the problems connected to relations with the other sex, school problems, family problems, problems related to feelings of inferiority, anxiety, and nervousness were confined to all sub-samples of the research. The results also showed that there were qualitative differences in terms of rank and statistical significance affiliated with the impact of gender and gender factors and their interaction with the existence of qualitative differences in the awareness of these problems on the part of the university youth involved in the research samples. This issue as a whole is consistent with the results of previous studies that emphasize the importance and role of cultural factors in determining qualitative differences between different segments of society in the light of gender and gender variables (Tesch &Whitbourne,1983; Fitch & Adam, 1980; Albehairi, 1989; Abdulla, 1990; De Bolle et al., 2015;Bleidorn et al.,2016;Munoz-Reyes et al.,2018).

The results also confirmed that there is a great consistency in the factorial components of the psychological and social problems that the research dealt with as included in the matrixes of the university youth in Egypt and the UAE after the application of the orthogonal rotation of Axis by Varimax. This process can be interpreted in the light of the general components of Arab civilization in terms of aspects of the cultural agreement between Egypt and the UAE in language, religion, customs and social traditions. On the other hand, it is impossible to overlook the cultural specificity of each individual society, which was manifested through the differences between the subgroups of research in their understanding of the nature of psychological and social problems. Explicitly, the concepts of civilization and culture are used as synonyms despite differences in terms. Apparently, there is a common characteristic that joins the Egyptian and Emirati civilizations together. However, there are specific characteristics peculiar to each one of them or what it may be called the cultural specificity.

Looking at the cultural factors within this holistic view, ranging from public to private, it becomes obvious that more research and studies are required to consolidate these factors into a framework. This procedure will shed light on the origins of Islamic and Arab civilizational defining the characteristics of the cultural specificity to which the research referred, without any negative significance. Each civilization has its own unique characteristics regardless of the impact of globalization. The importance of cultural peculiarity and civilizational specificity remain a testimony and a sign of the significance of trans-cultural researches such as our current study.

Conclusion

Psychosocial problems occur in a variety of forms among people from a variety of cultural circumstances. The findings of this paper on the variety, extent, and quality of the problems experienced by students in Egypt and the UAE show that there is much more beyond simply the socio-linguistic commonalities between these two sub-groups. There is much more to the Arab character in terms of experiencing and adapting to problematic realities contingent to the stage of their psychological development. The findings provide evidence of gender-specific and nationality-specific problems but there are also problems that are specific to the interaction of

gender and nationality. The factor structure analysis, however, indicates that these problems can be categorized in a continuum. On one extreme are problems that are inherent to gender. On the other extreme are problems inherent to nationality and coming midway between these extremes are problems due to the interaction of the individual's gender and nationality. Inherent to gender are general and specific problems that are experienced that have something to do with inabilities due to developmental disruptions or incapacities in learning, as well as perceived inadequate behavioural and emotional responses within their context as students. Problems inherent to nationality are general and specific problems that are encountered due to the environment where the students are situated. These can be triggered by learning problems, misbehaviour, social differentiation, or emotional upset as the students adapt to their social environment, in general, and their school environment, in particular. In between is a mixture or overlap of the problems on account of their ontological existence of being male or female in an Arab culture. The problems encountered by the students and its gender and cultural antecedents provide the school and other concerned agencies with a perspective for a holistic approach in dealing with the problems of university students. This approach needs to consider the internal developmental processes in the student and the external influence of culture in shaping both identity and personality in the trajectory of developing both personal and cultural competence.

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