Nostalgia as a Predictor of Academic Performance among University Students Studying Abroad

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Abstract:

The current study aimed to identify the relative contribution of nostalgia as a predictor of academic performance among university students studying abroad, and to identify the differences between university students studying abroad in England and those studying abroad in Canada. The study followed a descriptive-comparative correlational approach. The study sample consisted of (200) students, divided into (100) students studying abroad in England and (100) students studying abroad in Canada. The nostalgia and academic performance scales (Prepared by The Researchers) were applied. The results revealed a positive correlation between nostalgia and academic performance. No differences were also found among the students in the study sample on the nostalgia and academic performance scales. The study concluded that nostalgia can predict academic performance.

Keywords: Nostalgia - Academic Performance - Students Studying Abroad

المستخلص:

هدفت الدراسة الحالية إلى فحص إسهام الحنين في التنبؤ بالأداء الأكاديمي لدى طلبة الجامعات الدارسين في الخارج، وكذلك استكشاف الفروق المحتملة بين الطلبة الدارسين في إنجلترا وأقرانهم الدارسين في كندا. استخدمت الدراسة المنهج الوصفي المقارن الارتباطي. تكونت عينة الدراسة من (٢٠٠) طالب وطالبة، بواقع (١٠٠) طالب يدرسون في إنجلترا و(١٠٠) طالب يدرسون في كندا. تم تطبيق مقياس الحنين ومقياس الأداء الأكاديمي، وكلاهما من إعداد الباحثين. أظهرت النتائج وجود علاقة ارتباطية موجبة بين الحنين والأداء الأكاديمي. كما لم تُظهر النتائج وجود فروق دالة إحصائياً بين المجموعتين على مقياسي الحنين والأداء الأكاديمي. وخلصت الدراسة إلى أن الحنين يُعد متغيراً قادراً على التنبؤ بالأداء الأكاديمي.

الكلمات المفتاحية: الحنين – الأداء الأكاديمي – الطلبة الدارسون في الخارج

Introduction:

Students on scholarship represent an important group characterized by academic excellence and distinction, armed with scientific research skills in light of modern technologies and excellence in foreign languages. They are the pillars of the future and importers of modernity and scientific development for our children. However, the presence of these students in countries foreign to our culture, customs, and traditions may lead them to feel nostalgia for the past, for family, and for their homeland.

This is known as nostalgia, a dialectical psychological variable on which there is relative agreement among interpretive theories that nostalgia is an emotion. However, they differ among themselves on whether this emotion is classified as positive or negative, or as a negative emotion through which the individual achieves a sense of happiness (Synnes, 2015)

Meerholz (2023) believes that nostalgia is a variable that includes both positive and negative aspects, which depends on the situations that the individual experiences over a specific period of time. The current study adopts nostalgia in its positive sense, as it is a state of positive recall of long-lasting, happy memories. The more they are recalled, the more emotionally uplifted they become (Sedikides & Widchut, 2018).

Therefore, it is an important factor in achieving mental health, as it helps individuals develop positive feelings and adds a positive meaning to life (Ismail et al., 2018). A study by CHO (2021) investigated the effect of nostalgia on work engagement, task performance, and subjective well-being among a sample of employees in Singapore. The results indicated a positive effect of nostalgia on work engagement, task performance, and subjective well-being. Another study by Newman & Sachs (2020) aimed to analyze (5) previous studies. To identify nostalgia and its impact on emotional well-being, the study followed a meta-analytical

approach. It was found that most previous studies found a negative correlation between nostalgia and emotional well-being, while there is a positive correlation between nostalgia and loneliness. The study and study (Meerholz, 2023) aimed to identify the impact of nostalgia and introversion on mood. The results showed that people with high nostalgia and introversion suffer from a high degree of mood changes in the study sample.

Therefore, nostalgia is one of the motivations of individuals towards achieving the goal represented by the scholarship students in academic achievement. Among the studies that focused on academic achievement among students is the study of Bakri (2019), which aimed to identify the relationship between academic achievement and parental treatment methods. It concluded that there is a direct correlation between the image of the firm father and the motivation for academic achievement, while there is a positive correlation between the image of the lenient mother and the motivation for academic achievement among the students in the study sample. The study of Khasawneh et al. (2023) aimed to reveal the level of both personal and social adaptation and social performance among primary school students. The results of the study showed that the individuals in the study sample have a high level of personal and social adaptation, as the personal dimension came in first place with a high level, followed by the social dimension with an average level, and that the individuals in the study sample have an average level of academic achievement motivation. The results of the study also showed the presence of a statistically significant positive correlation between personal adaptation

Study Problem

The study problem stems from the differences in customs, values, and temptations that may influence scholarship students and impact their sense of belonging to their homeland, which

they often see in memories and nostalgia. Therefore, the study attempts to answer the following questions:

Study Questions:

1. "Is there a correlation between the scores of Egyptian university students studying abroad in England and those studying abroad in Canada on the academic achievement scale and their scores on the nostalgia scale"?

2. "Is there a difference between the average scores of Egyptian university students studying abroad in England and those studying abroad in Canada on the academic achievement scale"?

3. "Is there a difference between the average scores of Egyptian university students studying abroad in England and those studying abroad in Canada on the nostalgia scale"?

4. "Can nostalgia be predicted among the female students in the total study sample based on their academic achievement"?

Significance of the Study:

Theoretical Significance:

The importance of the study stems from the importance of its variables, as nostalgia is a dialectical variable characterized by both positive and negative aspects.

Academic achievement is also a positive variable that determines a student's academic level.

The study sample comprises distinguished researchers with distinguished research and academic skills.

Applied Significance:

The study may contribute to improving academic achievement among students studying abroad.

The study may contribute to helping students studying abroad adapt to life abroad.

Study Objectives:

To identify the relationship between academic achievement and nostalgia among Egyptian university students studying abroad, and to identify the differences between the study sample on the academic achievement and nostalgia scales. The study also aims to determine the possibility of prediction.

Study Hypotheses

"There is a statistically significant positive correlation between the study sample students' scores on the academic achievement scale and their scores on the nostalgia scale".

"There is no statistically significant difference between the average scores of students studying abroad in England and those studying abroad in Canada on the academic achievement scale.

"There is no statistically significant difference between the average scores of students studying abroad in England and those studying abroad in Canada on the nostalgia scale".

"Nostalgia among female students in the total study sample can be predicted through their academic achievement".

Study Terminology:

Nostalgia : It is a state of emotional longing and sadness for the past, embedded in people, places, and events, and linked to place, time, and happy memories.(Gubta, 2021)

Operational Definition of the Study: It is the score obtained by the study sample students on the nostalgia scale.

Academic Achievement:

A relatively stable state of readiness within the personality, determining the extent to which the student strives to achieve success and excellence. (Al-Asami, et al., 2023)

Operational Definition of the Study: It is the score obtained by the study sample students on the academic achievement scale.

Study Limits:

Objective Limits: Nostalgia and academic achievement.

Human Limits: Egyptian university students studying abroad.

Temporal Limits: The 2024 academic year**.**
Spatial Limits: England and Canada**.**
Research Methodology:
This research followed the descriptive, comparative, and correlational approach to answer the study's questions and verify its hypotheses. Study Sample:
• The exploratory study sample consisted of (50) Egyptian university students studying abroad in Canada and England. The tests used in this study were administered to them to verify the validity and reliability of the tools (psychometric properties).
• The final research sample consisted of: - (100) students studying abroad in Canada - (100) students studying abroad in England.
Study Tools:
The following tools were used in the study:

1- **Academic Performance Scale (prepared by The researchers).**
2- **Nostalgia Scale (prepared by The researchers).**
Study Tools Academic Performance Scale (prepared by The researchers)
    This scale went through several steps, which we explain below:
Exploratory Study: The exploratory study involves gathering knowledge sources related to the scale, whether through analyzing theories, refuting studies and scales, or examining field observations by experts.
This can be revealed in the following:
1. Study and analyze previous theories and research, and review previous scales and tests. The scale's vocabulary was then formulated in light of previous knowledge sources and based on operational definitions for each component. The

scale's phrases were formulated in clear, simple Arabic, free of any ambiguity or duplicate meanings.

2. Scale Evaluation: The scale was presented to (n=10) specialists in psychology and mental health to determine its suitability and refine the wording to suit the sample being studied.

3- Final Form of the Scale: The final form of the Academic Performance Scale consists of (36) statements,

distributed across (4) dimensions as follows:

Dimension 1 (10) statements,

Dimension 2 (9) statements,

Dimension 3 (8) statements,

Dimension 4 (9) statements.

Psychometric Properties of the Academic Performance Scale:

The researchers verified the availability of the psychometric conditions (validity, reliability, and internal consistency) of the scale as follows: First: Scale Validity In this study, the researchers relied on the validity of the arbitrators and the validity of the side comparison. The following explains this:

A. Arbitrators' Validity (Facial Validity):

The researchers presented the scale in its initial form to a group of specialists in the field of psychology and mental health. This was to express an opinion on the extent to which the phrases belong to the dimension under which they fall, according to two alternatives (appropriate/inappropriate), the extent to which the phrase is appropriate to the general objective of the scale, according to two alternatives (appropriate/inappropriate), and the extent of the clarity of the phrases, according to two alternatives (clear/unclear), and to suggest amendments as they see fit, whether by deletion or addition. Based on their opinions, the researchers made the

amendments agreed upon by the arbitrators. The researchers retained the phrases whose validity was agreed upon by the arbitrators at a rate of 70% or more.

The following is Table (1) showing the percentages of agreement between the arbitrators on the scale, its dimensions, and the phrases they contain:

Table (1) The percentages of agreement between the arbitrators on the academic performance scale

S	Scale Dimensions	Ratio of Agreement
1	Academic Performance	٩١.٤٣%
2	Technological Performance	٩٠.٤٧%
3	Psychological Performance	٨٩.٢٨%
4	Social Performance	٨٨.٨٩%
ratio of agreement to the scale as a whole		٩٠.٠٢%

The Cooper equation was used to calculate the agreement rate between the arbitrators.

The agreement rates between the arbitrators on the arbitration clauses ranged between (42.71% - 100%), which are high agreement rates. Based on the observations made by the arbitrators, four phrases were deleted because they did not receive a high rate of agreement between the arbitrators. The agreement rate on the scale as a whole reached (90.02%), which is a high rate indicating the validity of the scale after making the amendments indicated by the arbitrators, which included amending the wording of some of the scale phrases. Thus, after making the arbitrators' amendments, the scale became composed of (36) phrases. Subjects responded to the scale phrases through three responses (always, sometimes, never). A. Validity of the endpoint comparison: The total scores of the scale were arranged in descending order, with the highest and lowest 27% of scores representing the top 27% of students with high academic performance, and the lowest 27% representing the bottom 27% of

students with low academic performance. The Mann-Whitney test was used to compare the means to determine the discrimination coefficients between students with high and low academic performance, as shown in the following table (2):

Table (2) Significance of the differences between the ranks of the endpoint groups (the highest quartile and the lowest quartile) on the academic performance scale

Significance level	Value (Z)	Value (W)	Value (U)	Lower quartile group (low academic (performers n = 100		Top quartile group high academic) (performers n = 100	
				Total ranks	Average rank	Total ranks	Average rank
دالة عند مستوى (٠.٠١)	- ٤.٦٩٨	١٠٥.٠٠٠	٠.٠٠٠	١٠٥.٠٠	٧.٥٠	٣٠١.٠٠	٢١.٥٠

It is clear from the previous table (2): There is a statistically significant difference at the (0.01) level between the average ranks of the scores of the upper quartile group and the average ranks of the scores of the lower quartile group on the academic performance scale. The (U) value is also significant at the (0.01) level, indicating the discriminant validity of the scale, which means that it enjoys a high degree of validity. Second: Scale Reliability The scale's reliability was calculated using several methods, including Cronbach's alpha coefficient, split-half, and retest, as follows: A. Cronbach's alpha coefficient: The researchers used this method to calculate the reliability of the scale by applying it to a sample of (50) university students on scholarship. Table (3) shows the reliability coefficients for each dimension of the scale, as well as the total score, using the alpha coefficient. The value of the Cronbach's alpha coefficient for the scale as a whole reached (0.995). b. Split-half: The reliability coefficient of the scale was also calculated using the split-half

method, then the Guttman equation was used. Table (3) shows the reliability coefficients:

Table (3) Reliability coefficient values for each dimension of the academic performance scale and for the scale as a whole

Dimensions	Number of phrases	Cronbach's alpha coefficient	Reliability using Pearson's coefficient	Reliability coefficient after correction (Spearman-Brown)	Guttman coefficient
First Dimension	10	0.982	0.933	0.965	0.965
Second Dimension	9	0.984	0.961	0.980	0.958
Third Dimension	8	0.972	0.951	0.975	0.975
Fourth Dimension	9	0.985	0.938	0.968	0.958
The Scale as a Whole	36	0.995	0.982	0.991	0.991

These values indicate that the scale has an appropriate degree of reliability.

This means that the values are appropriate, reliable, and indicate the validity of the scale for application. Third: Internal Consistency The internal consistency of the academic performance scale was verified through the application of the scale to a pilot sample of (50) Egyptian university students studying in England and Canada, as follows: 1) Calculating the correlation coefficients between the scale's items and the total score for each dimension separately:

Table (4) Correlation coefficients between the academic performance scale statements and the dimension scores, each dimension separately

Fourth dimension		Third dimension		Second dimension		First dimension	
Phrase correlation coefficient with the total score of the dimension	Phrase	Phrase correlation coefficient with the total score of the dimension	Phrase	Phrase correlation coefficient with the total score of the dimension	Phrase	Phrase correlation coefficient with the total score of the dimension	Phrase
**٠.٨٥٠	١	**٠.٨٧٦	١	**٠.٩٨٧	١	**٠.٩٨٢	١
**٠.٩٧٥	٢	**٠.٨٩٦	٢	**٠.٩٥٧	٢	**٠.٩٥٣	٢
**٠.٩٧١	٣	**٠.٩٠١	٣	**٠.٩٧٥	٣	**٠.٨٩٠	٣
**٠.٩٤٢	٤	**٠.٩٤٣	٤	**٠.٩٣٧	٤	**٠.٩٠٩	٤
**٠.٩٣٨	٥	**٠.٩١٠	٥	**٠.٩٦٨	٥	**٠.٨٥٨	٥
**٠.٩٦١	٦	**٠.٩٥٠	٦	**٠.٨٠٩	٦	**٠.٩٤١	٦
**٠.٩٦٥	٧	**٠.٩٨٠	٧	**٠.٩٧٣	٧	**٠.٨٨٣	٧
**٠.٩٦١	٨	**٠.٨٦٣	٨	**٠.٩٥٣	٨	**٠.٩١٤	٨
**٠.٩٥٥	٩			**٠.٩٣٣	٩	**٠.٩٧٨	٩
						**٠.٩٦٥	١٠

** Significant at the (0.01)

level. The previous table shows that the correlation coefficients between the scale items and the total score ranged between (0.809) and (0.987), all of which are statistically significant at the (0.01) level. 1) Calculating the correlation coefficients between the total score for each dimension and the total score for the scale:

Table (5) Correlation coefficients between the total score for each dimension of the academic performance scale and the total score for the scale

Scale Dimensions	Correlation coefficient
First Dimension	0.982**
Second Dimension	0.979**
Third Dimension	0.983**
Fourth Dimension	0.987**

**Significant at the 0.01

level The previous table shows that the correlation coefficients between the total score of the scale and the total score for each of its dimensions ranged between 0.979 and 0.987, all of which are statistically significant at the 0.01 level. The previous tables (3) and (4) show that the correlation coefficients between the statements and the total score for each dimension individually, as well as between the total score for each dimension and the total score for the scale, are all statistically significant.

This indicates the interconnectedness and coherence of the statements, dimensions, and scale as a whole, indicating that the scale enjoys internal consistency.

Nostalgia Scale (prepared by the researchers) This scale went through several steps, which we explain below: A survey study, a study and analysis of previous theories and research, and then a review of previous scales and tests.

Previous scales that examined youth nostalgia were reviewed with the aim of using them to define the components of the scale and to gain a practical understanding of how to write scale items. Vocabulary Formation and Formulating Scale Phrases:

The scale's vocabulary was formulated in light of previous knowledge sources and based on the operational definitions of each component.

The scale's phrases were formulated in clear, simple Arabic, free of vague or ambiguous meanings. Scale Judging: The scale was presented to (n=10) specialists in psychology and mental health to determine its suitability and refine the formulation to suit the sample studied. **Final Form of the Scale**: The Nostalgia Scale, in its final form, consists of (45) phrases distributed across (5) dimensions as follows:
• Dimension One: (10) phrases.

• Dimension Two: (8) phrases.
• Dimension Three: (11) phrases.
• Dimension Four: (9) phrases.
• Dimension Five: (7) phrases.

Psychometric Properties of the Nostalgia Scale:

The researchers verified the availability of the psychometric conditions (validity, reliability, and internal consistency) for the scale as follows: First: Validity of the Scale In this study, the researchers relied on the validity of the arbitrators and the validity of the two-way comparison. The following explains this: A. Validity of the arbitrators (apparent validity):

The researchers presented the scale in its initial form to a group of specialists in the field of psychology and mental health. This is to express an opinion on the extent to which the phrases belong to the dimension under which they fall, according to two alternatives (suitable/unsuitable), and the extent to which the phrase is appropriate to the general objective of the scale, according to two alternatives (suitable/unsuitable), and the extent to which the phrases are clear, according to two alternatives (clear/unclear), and to suggest modifications as they see fit, whether by deletion or addition. Based on their opinions, the researchers made the modifications agreed upon by the arbitrators. The researchers retained the phrases that the arbitrators agreed upon as valid by 70% or more. The following is a table (6) that shows the percentages of agreement of the arbitrators on the scale, its dimensions, and the phrases it includes:

Table (6) Agreement rates between arbitrators on the nostalgia scale

S	Scale Dimensions	Ratio of Agreement
1	Longing for places of memories	٩٢.٨٦%
2	Longing for time	٩٤.٦٤%
3	Longing for people	٩٣.٥٠%
4	Longing for happiness	٩٣.٦٥%
5	Longing for my country	٩٥.٩٢%
ratio of agreement to the scale as a whole		٩٤.١١%

The Cooper equation was used to calculate the agreement rate between the arbitrators.

The agreement rates between the arbitrators on the arbitration clauses ranged between (42.71% - 100%), which are high agreement rates. Based on the observations made by the arbitrators, three phrases were deleted because they did not receive a high agreement rate between the arbitrators. The agreement rate on the scale as a whole reached (94.11%), which is a high rate indicating the validity of the scale after making the amendments indicated by the arbitrators, which included amending the wording of some of the scale phrases. Thus, after making the arbitrators' amendments, the scale now consists of (45) phrases. Subjects respond to the scale phrases through three responses (always, sometimes, never).

A. Validity of the extreme comparison: The total scores of the scale were arranged in descending order, with the highest and lowest 27% of the scores representing the group of students with high levels of nostalgia, and the lowest 27% of the scores representing the group of students with low levels of nostalgia. The Mann-Whitney test was used to compare the means to determine the discrimination coefficients between students with high and low levels of nostalgia, as shown in the following table (7):

Table 7: Significance of the differences between the ranks of the extreme groups (the upper quartile and the lower quartile) in the nostalgia scale

Significance level	Value (Z)	Value (W)	Value (U)	Lower quartile group (low academic performers(n = 100		Top quartile group)high academic performers(n = 100	
				Total ranks	Average rank	Total ranks	Average rank
function at level(٠.٠١)	- ٤.٥٤٥	١٠٥.٠٠٠	٠.٠٠٠	١٠٥.٠٠	٧.٥٠	٣٠١.٠٠	٢١.٥٠

It is clear from the previous table (7):

There is a statistically significant difference at the (0.01) level between the average ranks of the scores of the upper quartile group and the average ranks of the scores of the lower quartile group on the nostalgia scale.

The (U) value is also significant at the (0.01) level, indicating the discriminant validity of the scale, meaning that it enjoys a high degree of reliability. Second: Scale Reliability The scale's reliability was calculated using several methods, including Cronbach's alpha coefficient, split-half, and retesting, as follows:

A. Cronbach's alpha coefficient: The researchers used this method to calculate the scale's reliability by applying it to a sample of (50) Egyptian university students studying abroad in England and Canada. Table (8) shows the reliability coefficients for each dimension of the scale, as well as the total score using the alpha coefficient. The value of Cronbach's alpha coefficient for the scale as a whole was (0.994).

B. Split-half: The scale's reliability coefficient was calculated using the split-half method, and then the Guttman equation was used.

Table (8) Estimate the reliability coefficient for each dimension of the nostalgia scale and for the scale as a whole.

Dimensions	Number of phrases	Cronbach's alpha coefficient	Reliability using Pearson's coefficient	Reliability coefficient after correction (Spearman-Brown)	0.991
First Dimension	١٠	٠.٩٩٠	٠.٩٨٣	٠.٩٩١	0.934
Second Dimension	٨	٠.٩٧٢	٠.٨٧٦	٠.٩٣٤	0.962
Third Dimension	١١	٠.٩٨١	٠.٩٣٢	٠.٩٦٥	0.953
Fourth Dimension	٩	٠.٩٠٩	٠.٩٢٢	٠.٩٦٠	0.934
The fifth dimension	٧	٠.٩٦٦	٠.٩١٤	٠.٩٥٦	0.987
The Scale as a Whole	٤٥	٠.٩٩٤	٠.٩٧٨	٠.٩٨٩	0.991

Third: Internal Consistency The internal consistency of the Nostalgia Scale was verified through the application of the scale to a pilot sample of (50) Egyptian university students studying in England and Canada, as follows:

1) Calculating the correlation coefficients between the scale's items and the total score for each dimension separately:

Table (9) Correlation coefficients between the Nostalgia Scale items and the total score for each dimension separately

First dimension		Fourth dimension		Third dimension		Second dimension		First dimension	
Phrase correlation coefficient with the total score of the dimension	Phrase	Phrase correlation coefficient with the total score of the dimension	Phrase	Phrase correlation coefficient with the total score of the dimension	Phrase	Phrase correlation coefficient with the total score of the dimension	Phrase	Phrase correlation coefficient with the total score of the dimension	Phrase
**٠.٩٢٤	١	**٠.٧٣٥	١	**٠.٩١٤	١	**٠.٩٧٦	١	**٠.٩٩٤	١
**٠.٩١٥	٢	**٠.٨٣١	٢	**٠.٨٩٢	٢	**٠.٩٣٢	٢	**٠.٩٦٧	٢
**٠.٩٠١	٣	**٠.٩٥٦	٣	**٠.٨٤٢	٣	**٠.٨٧٨	٣	**٠.٨٧٠	٣
**٠.٩٥٠	٤	**٠.٨٨٨	٤	**٠.٨٣٥	٤	**٠.٩٢٨	٤	**٠.٩٧٣	٤
**٠.٩٦٠	٥	**٠.٨٧٠	٥	**٠.٩١٨	٥	**٠.٩١٧	٥	**٠.٩٤٥	٥
**٠.٩٠٧	٦	**٠.٨٨٧	٦	**٠.٩٢٤	٦	**٠.٨٥٠	٦	**٠.٩٧٨	٦

First dimension		Fourth dimension		Third dimension		Second dimension		First dimension	
Phrase correlation coefficient with the total score of the dimension	Phrase	Phrase correlation coefficient with the total score of the dimension	Phrase	Phrase correlation coefficient with the total score of the dimension	Phrase	Phrase correlation coefficient with the total score of the dimension	Phrase	Phrase correlation coefficient with the total score of the dimension	Phrase
٠.٨٤٧**	٧	٠.٩١٥**	٧	٠.٩٦٠**	٧	٠.٩١٥**	٧	٠.٩٧٠**	٧
		٠.٩١٥**	٨	٠.٩٤١**	٨	٠.٩٣٥**	٨	٠.٩٥٥**	٨
		٠.٨١٧**	٩	٠.٩٧٦**	٩			٠.٩٧٢**	٩
				٠.٩٤٧**	١٠			٠.٩٦٦**	١٠
				٠.٩٣٦**	١١				

** Significant at the (0.01) level.

The previous table shows that the correlation coefficients between the scale items and their total score ranged between (0.735) and (0.994), all of which are statistically significant at the (0.01) level. 1) Calculating the correlation coefficients between the total score for each dimension and the total score for the scale:

Table (10) Correlation coefficients between the total score for each dimension of the Nostalgia Scale and the total score for the scale

Scale Dimensions	Correlation coefficient
First Dimension	0.993**
Second Dimension	0.979**
Third Dimension	0.990**
Fourth Dimension	0.933**
Fifth Dimension	0.983**

**Significant at the 0.01

level The previous table shows that the correlation coefficients between the total score of the scale and the total score for each of its dimensions ranged between 0.979 and 0.993, all of which are statistically significant at the 0.01 level. The two previous tables, show that the correlation coefficients between the statements and the total score for each dimension

individually, as well as between the total score for each dimension and the total score for the scale, are all statistically significant. This indicates the interconnectedness and coherence of the statements, dimensions, and scale as a whole, indicating that the scale enjoys internal consistency.

 Study Results:

First: Verification of the validity of the first hypothesis of the research, which states: "There is a statistically significant positive correlation between the scores of the students in the study sample on the academic performance scale and their scores on the nostalgia scale."

To verify the validity of this hypothesis, the researchers used Pearson's correlation coefficient to determine the correlation between the scores of the students in the total study sample (Egyptian university students on scholarship in England and Canada) on the academic performance scale and its dimensions, and their scores on the nostalgia scale and its dimensions, as shown in the following table (11):

Table (11) Correlation coefficients between the dimensions of academic performance and the dimensions of nostalgia among the total sample (n = 200) university students on scholarship.

Dimensions and total grade		Academic Performance Scale				
		Academic performance	Technological performance	Psychological performance	Social performance	Total degree of emotional intelligence
Nostalgia scale	Nostalgia for places of memories	0.943**	0.949**	0.893**	0.855**	0.968**
	Nostalgia for time	0.889**	0.963**	0.763**	0.861**	0.939**
	Nostalgia for people	0.835**	0.925**	0.717**	0.937**	0.931**
	Nostalgia for happiness	0.887**	0.960**	0.747**	0.880**	0.941**
	Nostalgia for my country	0.926**	0.952**	0.824**	0.842**	0.949**
	Total score of the scale	0.912**	0.971**	0.801**	0.902**	0.967**

Correlation is significant at the 0.01 level (2-tailed).
The previous table shows the following:
• There is a positive correlation between students' scores on the teaching performance dimension, a measure of academic performance, and the nostalgia dimension on the nostalgia scale. The Pearson correlation coefficient reached 0.943, which is significant at the 0.01 level.
 • There is a positive correlation between students' scores on the teaching performance dimension, a measure of academic performance, and the nostalgia dimension on the nostalgia scale. The Pearson correlation coefficient reached 0.889, which is significant at the 0.01 level.
• There is a positive correlation between students' scores on the teaching performance dimension, a measure of academic performance, and the nostalgia dimension on the nostalgia scale. The Pearson correlation coefficient reached 0.835, which is significant at the 0.01 level.
 • There is a positive correlation between students' scores on the teaching performance dimension, a measure of academic performance, and the nostalgia dimension on the nostalgia scale. The Pearson correlation coefficient reached 0.887, which is significant at the 0.01 level.
• There was a positive correlation between students' scores on the teaching performance dimension of the academic performance scale and the homesickness dimension of the nostalgia scale. The Pearson correlation coefficient reached 0.926, which is significant at the 0.01 level.
• There was a positive correlation between students' scores on the teaching performance dimension of the academic performance scale and their total score on the academic achievement scale. The Pearson correlation coefficient reached 0.912, which is significant at the 0.01 level.

• There was a positive correlation between students' scores on the technological performance dimension of the academic performance scale and the homesickness dimension of the nostalgia scale. The Pearson correlation coefficient reached 0.949, which is significant at the 0.01 level.

• There was a positive correlation between students' scores on the technological performance dimension of the academic performance scale and the nostalgia dimension of the nostalgia scale. The Pearson correlation coefficient was 0.963, which is significant at the 0.01 level.

• There was a positive correlation between students' scores on the technological performance dimension of the academic performance scale and the nostalgia dimension of the nostalgia scale. The Pearson correlation coefficient was 0.925, which is significant at the 0.01 level.

• There was a positive correlation between students' scores on the technological performance dimension of the academic performance scale and the nostalgia dimension of the nostalgia scale. The Pearson correlation coefficient was 0.960, which is significant at the 0.01 level.

• There was a positive correlation between students' scores on the technological performance dimension of the academic performance scale and the nostalgia dimension of the nostalgia scale. The Pearson correlation coefficient reached 0.952, which is significant at the 0.01 level.

• There is a positive correlation between students' scores on the technological performance dimension of the academic performance scale and the total score on the scale; the Pearson correlation coefficient reached 0.971, which is significant at the 0.01 level.

• There is a positive correlation between students' scores on the psychological performance dimension of the academic

performance scale and the nostalgia dimension of the nostalgia scale; the Pearson correlation coefficient reached 0.893, which is significant at the 0.01 level. • There is a positive correlation between students' scores on the psychological performance dimension of the academic performance scale and the nostalgia dimension of the nostalgia scale; the Pearson correlation coefficient reached 0.763, which is significant at the 0.01 level. • There was a positive correlation between students' scores on the psychological performance dimension of the academic performance scale and the longing for people dimension of the nostalgia scale. The Pearson correlation coefficient was 0.717, which is significant at the 0.01 level.

• There was a positive correlation between students' scores on the psychological performance dimension of the academic performance scale and the longing for happiness dimension of the nostalgia scale. The Pearson correlation coefficient was 0.747, which is significant at the 0.01 level.

• There was a positive correlation between students' scores on the psychological performance dimension of the academic performance scale and the longing for happiness dimension of the nostalgia scale. The Pearson correlation coefficient was 0.824, which is significant at the 0.01 level.

• There was a positive correlation between students' scores on the psychological performance dimension of the academic performance scale and the total score of the scale. The Pearson correlation coefficient reached 0.801, which is significant at the 0.01 level.

• There was a positive correlation between students' scores on the social performance dimension of the academic performance scale and the nostalgia dimension of the nostalgia scale. The Pearson correlation coefficient reached 0.855, which is significant at the 0.01 level.

• There was a positive correlation between students' scores on the social performance dimension of the academic performance scale and the nostalgia dimension of the nostalgia scale. The Pearson correlation coefficient reached 0.861, which is significant at the 0.01 level.

• There was a positive correlation between students' scores on the social performance dimension of the academic performance scale and the nostalgia dimension of the nostalgia scale. The Pearson correlation coefficient reached 0.937, which is significant at the 0.01 level.

• There is a positive correlation between scores on the social performance dimension of the academic performance scale and the longing for happiness dimension of the nostalgia scale; the Pearson correlation coefficient reached 0.880, which is significant at the 0.01 level.

• There is a positive correlation between scores on the social performance dimension of the academic performance scale and the longing for homesickness dimension of the nostalgia scale; the Pearson correlation coefficient reached 0.842, which is significant at the 0.01 level. • There is a There was a positive correlation between students' scores on the social performance dimension of the academic performance scale and their total score on the scale. The Pearson correlation coefficient was 0.902, which is significant at the 0.01 level.

•There was a positive correlation between students' scores on the total nostalgia score and the teaching performance dimension on the academic achievement scale. The Pearson correlation coefficient was 0.968, which is significant at the 0.01 level.

•There was a positive correlation between students' scores on the total nostalgia score and the technological performance dimension on the academic performance scale. The Pearson

correlation coefficient was 0.939, which is significant at the 0.01 level.

•There was a positive correlation between students' scores on the total nostalgia score and the psychological performance dimension on the academic performance scale. The Pearson correlation coefficient was 0.931, which is significant at the 0.01 level.

•There is a positive correlation between students' scores on the total nostalgia score and the academic achievement effectiveness dimension of the academic performance scale. The Pearson correlation coefficient reached 0.941, which is significant at the 0.01 level.

•There is a positive correlation between students' scores on the total nostalgia score and the total score on the academic achievement scale. The Pearson correlation coefficient reached 0.967, which is significant at the 0.01 level.

•There is a strong positive correlation between the study sample students' scores on the nostalgia scale as a whole and their scores on the academic performance scale as a whole. The Pearson correlation coefficient reached 0.967, which is significant at the 0.01 level.

•The academic performance variable as a whole and the nostalgia variable as a whole are strongly directly related.

This means accepting the first hypothesis of the research, which indicates the existence of a strong positive correlation between academic performance and nostalgia among the research sample students (Egyptian university students studying abroad in England and Canada.

The researchers interpret this result in light of the agreement with the study (CHO, 2021), which aimed to identify the effect of nostalgia on work engagement, task performance, and subjective well-being among a sample of employees in

Singapore. The results showed that there is a positive effect of feeling nostalgia on work engagement, task performance, and achieving subjective well-being.

Second: Verifying the validity of the second hypothesis of the research, which states: "There is no statistically significant difference between the average scores of students studying abroad in England and those studying abroad in Canada on the academic performance scale".

To verify the validity of this hypothesis, the t-test was calculated for two independent groups and its significance was measured for the difference between the average scores of the students studying abroad in England and those studying abroad in Canada on the dimensions and overall academic performance score. Table (12)

his is illustrated by:

Table (12) shows the "t" value and its significance level for the difference between the average scores of students studying abroad in England and students studying abroad in Canada on the academic performance scale.

	Variable	Group	N	Mean	Std. Deviation	df	t	Sig
Academic performance scale	Academic Performance	Students on scholarship in England	100	23.28	5.217	198	0.041	0.967
		Students on scholarship in Canada	100	23.31	5.175			
	Technological Performance	Students on scholarship in England	100	20.14	6.222	198	0.023	0.982
		Students on scholarship in Canada	100	20.12	6.249			
	Psychological Performance	Students on scholarship in England	100	20.47	3.132	198	0.045	0.965
		Students on scholarship	100	20.45	3.220			

		in Canada					
Social Performance	Students on scholarship in England	100	17.54	6.449	198	0.000	1.000
	Students on scholarship in Canada	100	17.54	6.444			
Total score of the scale	Students on scholarship in England	100	81.43	19.791	198	0.004	0.997
	Students on scholarship in Canada	100	81.42	19.777			

The previous table (12) shows that:

•There is a close convergence between the average scores of students on scholarship in England and the average scores of students on scholarship in Canada in the teaching performance dimension of the academic achievement scale, as students on scholarship in England obtained an average of (23.28) with a standard deviation of (5.217), while students on scholarship in Canada obtained an average of (23.31) with a standard deviation of (5.175). The calculated (t) value for the significance of the difference between the average scores of students on scholarship in England and students on scholarship in Canada in the teaching performance dimension of the academic performance scale reached (0.041) and the significance level is (0.967), which is greater than the significance level of (0.01); Therefore, there is no statistically significant difference at a significance level of (0.01) between the responses of students sent to England and students sent to Canada in the teaching performance dimension of the academic achievement scale. There is a close convergence between the average scores of Saudi students and the average scores of students sent to Canada in the technological performance dimension of the academic achievement scale. Students sent to England scored an average of (20.14) with a standard deviation of (6.222), while students sent to Canada scored an average of (20.12) with a

standard deviation of (6.249). The calculated (t) value for the significance of the difference between the average scores of students sent to England and students sent to Canada in the technological performance dimension of the academic performance scale reached (0.023), and the significance level is (0.982), which is greater than the significance level of (0.01). Therefore, there is no statistically significant difference at a significance level of (0.01) between the responses of students sent to England and students sent to Canada in the technological performance dimension of the academic achievement scale.

•The average scores of students sent to England and students sent to Canada are very close in comparison to the average scores of students sent to Canada in the psychological performance dimension of the academic performance scale. Students sent to England scored an average of (20.47) with a standard deviation of (3.132), while students sent to Canada scored an average of (20.45) with a standard deviation of (3.220). The calculated (t) value for the significance of the difference between the average scores of students sent to Canada in the psychological performance dimension of the academic performance scale reached (0.045), and the significance level is (0.965), which is greater than the significance level of (0.01). Therefore, there is no statistically significant difference at a significance level of (0.01) between the responses of students sent to England and students sent to Canada in the technological performance dimension of the academic achievement scale.

•The average scores of students sent to England and students sent to Canada were equal in the academic performance effectiveness dimension of the academic achievement scale. Students sent to England scored an average of (17.54) with a standard deviation of (6.449), while students sent to Canada scored an average of (17.54) with a standard deviation of (6.444). The

calculated (t) value for the significance of the difference between the averages of students sent to England and students sent to Canada in the academic performance effectiveness dimension of the academic performance scale reached (0.000) and the significance level is (1.000), which is greater than the significance level of (0.01); Therefore, there is no statistically significant difference at a significance level of (0.01) between the responses of students studying abroad in England and those studying abroad in Canada in the academic performance effectiveness dimension of the academic achievement scale.

• The average scores of students studying abroad in England and Canada were very similar in the overall score of the academic performance scale. Students studying abroad in England scored an average of (81.43) with a standard deviation of (19.791), while students studying abroad in Canada scored an average of (81.42) with a standard deviation of (19.777). The calculated t-test value for the difference between the average scores of students studying abroad in England and those studying abroad in Canada in the overall score of the academic performance scale was (0.004), with a significance level of (0.997), which is greater than the significance level of (0.01). Therefore, there is no statistically significant difference at a significance level of (0.01) between the responses of students sent to England and students sent to Canada in the overall score on the academic performance scale.

This means accepting the second hypothesis of the research, which indicates that there is no difference in the level of academic performance and its dimensions between students studying abroad in England and students studying abroad in Canada.

The researchers explain the result of this hypothesis through the nature of the students sent abroad who study at the same Egyptian universities and receive the same training, courses

and curricula, and the nature of the Western countries in which they live, which is a similar nature in terms of the difference in language, customs and traditions with the mother country.

Third: Verifying the validity of the third hypothesis of the research, which states:

"There is no statistically significant difference between the average scores of students studying abroad in England and those studying abroad in Canada on the Nostalgia Scale."

To verify the validity of this hypothesis, the t-test was calculated for two independent groups and its significance was determined for the difference between the average scores of students studying abroad in England and those studying abroad in Canada on the dimensions and total score of the Nostalgia Scale. Table (13) illustrates this:

Table (13) shows the t-value and its significance level for the difference between the mean scores of students studying abroad in England and students studying abroad in Canada on the nostalgia scale.

	Variable	Group	N	Mean	Std. Deviation	df	t	Sig
Nostalgia scale	Nostalgia for places of memories Nostalgia for time	Students on scholarship in England	100	24.28	5.619	198	0.025	0.980
		Students on scholarship in Canada	100	24.26	5.672			
	Nostalgia for people Nostalgia for happiness	Students on scholarship in England	100	17.55	5.064	198	0.014	0.989
		Students on scholarship in Canada	100	17.56	5.046			

			100	22.00	7.299			
	Nostalgia for a country	Students on scholarship in England	100	22.00	7.299	198	0.010	0.992
	Nostalgia for places of memories	Students on scholarship in Canada	100	21.99	7.316			
	Nostalgia for time	Students on scholarship in England	100	20.25	6.489	198	0.011	0.991
	Nostalgia for people	Students on scholarship in Canada	100	20.26	6.474			
	Nostalgia for happiness	Students on scholarship in England	100	15.71	3.898	198	0.036	0.971
		Students on scholarship in Canada	100	15.69	3.933			
	Total score of the scale	Students on scholarship in England	100	99.79	27.711	198	0.000	1.000
		Students on scholarship in Canada	100	99.79	27.711			

It is clear from the previous table (12):

The close convergence between the average scores of the students on scholarship in England and the students on scholarship in Canada in the dimension of longing for places and memories on the nostalgia scale, as the students on scholarship in England obtained an average of (24.28) with a standard deviation of (5.619), while the students on scholarship in Canada obtained an average of (24.26) with a standard deviation of (5.672), and the calculated (t) value for the significance of the difference between the average scores of the students on scholarship in England and the students on scholarship in Canada in the

dimension of longing for places and memories on the nostalgia scale, which reached (0.025) and the significance level is (0.980), which is greater than the significance level (0.01); Therefore, there is no statistically significant difference at a significance level of (0.01) between the responses of students on scholarship in England and students on scholarship in Canada in the dimension of longing for places and memories on the nostalgia scale.

There is a close convergence between the average scores of students on scholarship in England and students on scholarship in Canada in the dimension of longing for time on the nostalgia scale, as students on scholarship in England obtained an average of (17.55) with a standard deviation of (5.064), while students on scholarship in Canada obtained an average of (17.56) with a standard deviation of (5.046). The calculated (t) value for the significance of the difference between the average scores of students on scholarship in England and students on scholarship in Canada on the nostalgia scale reached (0.014) and the significance level is (0.989), which is greater than the significance level of (0.01); Therefore, there is no statistically significant difference at a significance level of (0.01) between the responses of the students on scholarship in England and the students on scholarship in Canada in the dimension of longing for time on the nostalgia scale.

The close convergence between the average scores of the students on scholarship in England and the students on scholarship in Canada in the dimension of longing for people on the nostalgia scale, as the students on scholarship in England

obtained an average of (22.00) with a standard deviation of (7.299), while the students on scholarship in Canada obtained an average of (21.99) with a standard deviation of (7.316). The calculated (t) value for the significance of the difference between the average scores of the students on scholarship in England and the students on scholarship in Canada on the nostalgia scale reached (0.010) and the significance level is (0.992), which is greater than the significance level of (0.01); Therefore, there is no statistically significant difference at a significance level of (0.01) between the responses of students studying abroad in England and those studying abroad in Canada on the dimension of longing for people on the Nostalgia Scale.

The averages of students studying abroad in England and Canada were very similar on the dimension of longing for happiness on the Nostalgia Scale, as students studying abroad in England scored a mean of (20.25) with a standard deviation of (6.489), while students studying abroad in Canada scored a mean of (20.26) with a standard deviation of (6.474). The calculated t-test value for the difference between the averages of students studying abroad in England and those studying abroad in Canada on the dimension of longing for happiness was (0.011), with a significance level of (0.991), which is greater than the significance level of (0.01). Therefore, there is no statistically significant difference at a significance level of (0.01) between the responses of students studying abroad in England and those studying abroad in Canada on the nostalgia dimension of the nostalgia scale.

The average scores of students studying abroad in England and Canada on the homesickness dimension of the nostalgia scale were very similar. Students studying abroad in England scored a mean of (15.71) with a standard deviation of (3.898), while students studying abroad in Canada scored a mean of (15.69) with a standard deviation of (3.933).

The calculated t-test value for the difference between the averages of students studying abroad in England and those studying abroad in Canada on the homesickness dimension of the nostalgia scale was (0.036), with a significance level of (0.971), which is greater than the significance level of (0.01). Therefore, there is no statistically significant difference at a significance level of (0.01) between the responses of students on scholarship in England and students on scholarship in Canada in the homesickness dimension of the nostalgia scale.

There is complete equality between the average scores of students on scholarship in England and students on scholarship in Canada in the total score of the nostalgia scale, as students on scholarship in England obtained an average of (99.79) with a standard deviation of (27.711), while students on scholarship in Canada obtained an average of (99.79) with a standard deviation of (27.711). The calculated (t) value for the significance of the difference between the averages of students on scholarship in England and students on scholarship in Canada in the total score of the nostalgia scale reached (0.000) and the significance level is (1.000), which is greater than the significance level of (0.01); Therefore, there is no statistically significant difference at a significance level of (0.01) between the responses of students

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sent to England and students sent to Canada in the Total score on the nostalgia scale.

This means accepting the third hypothesis of the research, and it indicates that there is no difference in the level of nostalgia and its dimensions between students studying in England and students studying in Canada.

The researchers explain the result of this hypothesis through the nature of the students on scholarship, their closeness in age and customs, their alienation, leaving their families, and their attachment to memories, places, people, and homeland.

Fourth: Verifying the validity of the fourth research hypothesis: Which states: "Nostalgia among female students in the total study sample can be predicted through their academic performance."

To verify the validity of this hypothesis, a simple linear regression analysis was used to plot the academic performance variable on the nostalgia variable. This was done to predict the level of nostalgia through the academic performance of the total study sample, as shown in the following table (14):

Table (14) Results of the analysis of variance for the regression of the academic performance variable on nostalgia

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Regression	142559.150	1	142559.150	2880.946	0.000
Residual	9797.725	198	49.483		
Total	152356.875	199			

Predictors: (Constant), academic performance
Dependent Variable: Nostalgia

The table shows that there is a statistically significant effect at a significance level of (0.01) on the academic achievement of the research sample students at the level of nostalgia

Table (١٥) Results of the simple linear regression analysis of the academic performance variable on nostalgia among the research sample students.

Source of Regression	Regression Coefficients B	Std. Error	Beta	R Square	t	Sig.
Constant	-10.565	2.115			4.995	0.000
academic performance	1.355	0.025	0.967	0.936	53.674	0.000

The previous table shows that the academic performance variable contributed 93.6% of the total variance of the nostalgia variable, indicating that 93.6% of the change in the nostalgia style is due to the academic performance variable. The t-value was 3.674, which is statistically significant at the 0.01 level. This indicates that academic performance is an influential variable in nostalgia and should be included in the regression model, which is evident through the regression equation for the academic performance variable with nostalgia as follows: Nostalgia = 1.355 academic performance - 10.565

The researchers explain this result in light of the agreement with the study of Al-Shalash (2024). and in light of the ability of nostalgia to recall happy times and thus motivate work, success, and professional performance

Study Recommendations :

- Holding periodic meetings and seminars for Egyptian students on scholarships with Egyptian communities.

- abroad Embassies abroad should ensure they meet the needs of students and celebrate national and religious occasions/
- Holding training courses abroad for students to develop scientific research skills

Suggested Research:

- Nostalgia and its Relationship to Academic Excellence among Expatriate Faculty.
- Members. The Relative Contribution of Nostalgia to Positive Thinking among Egyptian University Students.
- Academic Performance as a Predictor of Negative Self-Talk among Egyptian Students Abroad.

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