

**THE INFLUENCE OF SPIRITUALITY AND
RESILIENCE ON ACHIEVEMENT
MOTIVATION AMONG YEMENI REFUGEE
STUDENTS IN SAUDI ARABIA**

MANAL ALI AHMED GAROON

UNIVERSITI SAINS MALAYSIA

2022

**THE INFLUENCE OF SPIRITUALITY AND
RESILIENCE ON ACHIEVEMENT
MOTIVATION AMONG YEMENI REFUGEE
STUDENTS IN SAUDI ARABIA**

by

MANAL ALI AHMED GAROON

**Thesis submitted in fulfilment of the requirements
for the degree of
Doctor of Philosophy**

July 2022

ACKNOWLEDGEMENT

I would like to express my gratitude to Allah SWT for helping me endlessly in finishing my thesis after a Ph.D. journey that is filled with challenges. I am grateful to my main supervisor Associate Professor Dr. Shahabuddin Bin Hashim for his guidance and help. I would also like to sincerely thank my co-supervisor Associate Professor Dr. Nik Rosila Nik Yaacob who has provided her valuable support and comments.

I am also indebted to Dr. Thien Lei Mee for her guidance and expertise. Very special gratitude goes out to all of the Persila team members especially Dr. Chin Huan for her continues assistance.

There are people which my research not have been possible without their support me every time with their prayers and advice who deserve my greatest gratitude; my father *-may Allah bless him-*, who plant the love of science in my heart, my mother who always support me and pray for me, the biggest supporter who helped me in every step my husband, as well as my older sister for her valuable support and guidance.

This learning journey is not just related to how to obtain a Ph.D., but it plays an important role in reshaping the mind, personality, and so on as per the Ph.D. requirements journey.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	x
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS	xii
LIST OF APPENDICES	xiv
ABSTRAK	xvi
ABSTRACT	xviii
CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Background of the study	3
1.3 Statement of the problem	10
1.4 Purpose of the study	14
1.5 Objectives of the Study	14
1.6 Research questions	15
1.7 Hypotheses	15
1.8 Rationale of the Study	16
1.9 Significance of the Study	17
1.10 Definition of Terms	18
1.10.1 Spirituality.....	19
1.10.2 Resilience	20
1.10.3 Achievement motivatio	21
1.10.4 Refugees.....	22
1.11 Summary	22

CHAPTER 2	LITERATURE REVIEW	24
2.1	Introduction	24
2.2	Overview of Yemeni refugees	24
2.3	Achievement Motivation	26
2.3.1	Achievement motivation concept	26
2.3.2	Achievement motivation of individuals	29
2.3.3	Achievement motivation among refugees and students	34
2.3.4	Factors that Influence Achievement Motivation of Refugees and Students	37
2.4	Spirituality	39
2.4.1	Spirituality conceptualization	39
2.4.2	Spirituality from western perspective	42
2.4.3	Spirituality in Islam	45
2.4.4	Islamic Religiosity	49
2.4.5	Discussion on religiosity and spirituality, and their applications	51
2.4.6	Spirituality among refugees and students	53
2.4.7	Spirituality and achievement motivation among refugees	55
2.5	Resilience	58
2.5.1	Resilience concept	59
2.5.2	Resilient individuals	62
2.5.3	Resilience among refugees and students	65
2.5.4	Resilience and achievement motivation among refugees	68
2.6	Theoretical Framework of the Study	71
2.7	Conceptual Framework of the Study	85
2.8	Hypotheses Development	87
2.8.1	Influence of spirituality on achievement motivation	87
2.8.2	Influence of resilience on achievement motivation	90
2.9	Summary	93

CHAPTER 3	METHODOLOGY.....	95
3.1	Introduction	95
3.2	Research Design	95
3.3	Phases of Research Design.....	97
3.4	Population.....	102
3.5	Sample	103
3.5.1	Snowball sampling technique	105
3.5.2	Purposeful sampling technique	108
3.6	Instruments	110
3.6.1	Demographic information	111
3.6.2	Muslim Experiential Religiousness Scale (MER)	112
3.6.3	The 14 Item Resilience Scale (RS-14)	114
3.6.4	Revised Achievement Motives Scale (AMS-R)	116
3.6.5	Interview protocol	117
3.7	Data Collection.....	119
3.7.1	Quantitative data collection	119
3.7.2	Qualitative data collection	122
3.8	Data Analysis	126
3.8.1	Quantitative data analysis	126
3.8.1(a)	Descriptive statistics.....	126
3.8.1(b)	Partial Least Squares	127
3.8.1(c)	Reflective and formative latent constructs	127
3.8.2	Qualitative data analysis	133
3.9	Ethical Considerations.....	136
3.10	Pilot Test	138
3.10.1	Translation of AMS-R into Arabic	139
3.10.2	Translation of MER into Arabic	140

3.10.3	Validity.....	141
3.10.4	Reliability.....	143
3.10.5	Reliability and validity of qualitative data.....	144
3.11	Summary	145
CHAPTER 4 FINDINGS		147
4.1	Introduction	147
4.2	Analysis of quantitative phase.....	148
4.2.1	Preliminary data analysis	150
4.2.2	Analysis of Data using SPSS	152
4.2.3	Analysis of data using Partial Least Squares (PLS)	157
4.3	Measurement model estimation	158
4.3.1	Construct validity and reliability.....	159
	4.3.1(a) Convergent validity	159
4.3.2	Discriminant validity.....	163
4.4	Structural Model Estimation	166
4.4.1	Collinearity.....	167
4.4.2	Hypotheses testing	168
4.4.3	Coefficient of determination (R^2).....	171
4.4.4	Predictive relevance Q^2	172
4.4.5	Effect size f^2	173
4.5	Summary of analysis of quantitative phase.....	176
4.6	Analysis of qualitative phase.....	177
4.7	Categorizing Data.....	179
4.8	Emergent themes of the qualitative phase.....	181
4.9	Spirituality themes.....	184
4.9.1	Performing rituals and commitment to worship	184
4.9.2	Acceptance of fate (qadar)	187

4.10	Resilience themes	189
4.10.1	Positive outlook.....	190
4.10.2	Creating new relationships with others	192
4.10.3	The importance of family support.....	194
4.11	Summary of analysis of qualitative phase.....	196
4.12	Summary	197
CHAPTER 5 DISCUSSION		198
5.1	Introduction	198
5.2	The Findings of the Study	198
5.3	Discussion on the findings	199
5.3.1	The level of spirituality, resilience, and achievement motivation among Yemeni refugee students	199
5.3.2	The differences between male and female Yemeni refugee students in their spirituality, resilience, and achievement motivation	204
5.3.3	The influence of spirituality on achievement motivation among Yemeni refugee students	209
5.3.4	The influence of resilience on achievement motivation among Yemeni refugee students	212
5.3.5	Interpretation the influence of spirituality and resilience on achievement motivation among Yemeni refugee students	214
5.4	Recommendations and Suggestions	222
5.5	Limitations of the study.....	225
5.6	Contributions of the study	226
5.7	Conclusion.....	229
REFERENCES		231
APPENDICES		
LIST OF PUBLICATIONS		

LIST OF TABLES

		Page
Table 2.1	Summary of Quantitative Research Questions and Hypotheses of the study	92
Table 3.1	The quantitative and qualitative instruments used the in the two phases	111
Table 3.2	Sample item of MER.....	113
Table 3.3	Sample item of RS-14	115
Table 3.4	Sample item of AMS-R.....	116
Table 3.5	Sample of the interview questions	119
Table 3.6	Quantitative and Qualitative Data Analysis.....	132
Table 3.7	Steps for applying Thematic Analysis	135
Table 3.8	Reliability of the instruments of the current study.....	144
Table 4.1	Number of Total Students who met the criteria.....	151
Table 4.2	Cut-off point to determine and measure Spirituality Resilience, and Achievement Motivation among Yemeni Refugee Students	152
Table 4.3	Descriptive Statistics for Spirituality, Resilience, and Achievement Motivation among Yemeni Refugee Students	153
Table 4.4	Level of spirituality among Yemeni refugee students	153
Table 4.5	Level of resilience among Yemeni refugee students	154
Table 4.6	Level of Achievement Motivation among Yemeni refugee students.....	154
Table 4.7	Independent sample t-test of spirituality between male and female.....	155
Table 4.8	Independent sample t-test of resilience between male and female	156

Table 4.9	Independent sample t-test of achievement motivation between male and female	156
Table 4.10	Results of Measurement Model- convergent validity	161
Table 4.11	Discriminant Validity of Cross Loading of the Latent Variables ..	164
Table 4.12	Discriminant Validity of Latent variables correlations– Fornell-Larcker Criterion Analysis	165
Table 4.13	Path coefficient of this study latent variables	169
Table 4.14	Deviations of coefficient of determination (R^2)	171
Table 4.15	Coefficient of Determination (R^2) of the Endogenous Latent Variables	172
Table 4.16	Predictive Relevance (Q^2) of the Endogenous Latent Variables....	173
Table 4.17	Interpreting Effect Size f^2	174
Table 4.18	Effect Size f^2 of the Endogenous Latent Variables	174
Table 4.19	Summary of the analysis of quantitative phase	176
Table 4.20	Profile of interviewed participants	178
Table 4.21	Themes, coding, and examples of quotations of participants	181

LIST OF FIGURES

	Page
Figure 2.1	Population movement out of Yemen. (Source: UNCHR (2016)) ...26
Figure 2.2	Maslow's Hierarchy of Needs (1954)..... 31
Figure 2.3	McClelland (1961) achievement motivation theory 31
Figure 2.4	Relationship between spirituality and religion based on Barker (2008) model..... 44
Figure 2.5	The relationship of spirituality and religion in Islam..... 45
Figure 2.6	Theoretical Framework of the current study 81
Figure 2.7	Conceptual Framework of the current study 86
Figure 3.1	Explanatory Sequential Mixed Methods Design of the present study 97
Figure 3.2	Two phases of research design..... 98
Figure 3.3	Overview of Research Design of Current Study 99
Figure 3.4	The overall research design..... 101
Figure 3.5	Snowball Sampling Technique for Quantitative phase..... 107
Figure 3.6	Purposeful sampling technique for the current study..... 112
Figure 3.7	Quantitative Procedures of Research 122
Figure 3.8	Qualitative Procedures of Research 125
Figure 4.1	Model Loading 163
Figure 4.2.a	Model with Latent Construct Achievement Motivation 166
Figure 4.2.b	Model with Motivate to Achieve Success and Motivate to Avoid Failure 167
Figure 4.3	Path Coefficient and R2 of the Current Study Variables 176
Figure 4.4	Steps of the Analysis Process in the Qualitative Phase 179

Figure 4.5 Five Emergent Themes of the Qualitative Phase of the Current Study 180

LIST OF ABBREVIATIONS

Ms	Motive to achieve success
Mf	Motive to avoid failure
MER	Muslim Experiential Religiousness Scale
RS-14	14-Item Resilience Scale
AMS-R	Revised Achievement Motives Scale
JEPeM	Human Research Ethics Committee of USM
USM	Universiti Sains Malaysia

LIST OF APPENDICES

APPENDIX A	QUANTITATIVE PARTICIPANT INFORMED CONSENT FORM
APPENDIX B	ARABIC VERSIONS OF QUANTITATIVE RESEARCH FORMS
APPENDIX C	DEMOGRAPHIC ITEMS
APPENDIX D	REVISED ACHIEVEMENT MOTIVES SCALE (AMS-R)
APPENDIX E	PERMISSION TO USE SCALE OF AMS-R
APPENDIX F	MUSLIM EXPERIENTIAL RELIGIOUSNESS SCALE (MER)
APPENDIX G	PERMISSION TO USE SCALE OF MER
APPENDIX H	14 ITEM RESILIENCE SCALE (RS-14)
APPENDIX I	PERMISSION TO USE SCALE OF RS-14
APPENDIX J	TRANSLATE AMS-R SCALE FROM ENGLISH TO ARABIC
APPENDIX K	BACK TRANSLATION AMS-R SCALE FROM ARABIC TO ENGLISH
APPENDIX L	TRANSLATE MER SCALE FROM ENGLISH TO ARABIC
APPENDIX M	BACK TRANSLATION MER SCALE FROM ARABIC TO ENGLISH
APPENDIX N	THE 14 ITEM RESILIENCE SCALE (RS-14) TRANSLATE RS-14 SCALE FROM ARABIC TO ENGLISH
APPENDIX O	QUALITATIVE PARTICIPANT INFORMED CONSENT FORM
APPENDIX P	ARABIC VERSIONS OF QUALITATIVE RESEARCH FORMS
APPENDIX Q	THE INFLUENCE OF SPIRITUALITY AND RESILIENCE ON ACHIEVEMENT MOTIVATION INTERVIEW PROTOCOL ENGLISH VERSION

APPENDIX R	THE INFLUENCE OF SPIRITUALITY AND RESILIENCE ON ACHIEVEMENT MOTIVATION INTERVIEW PROTOCOL ARABIC VERSION
APPENDIX S	A LETTER TO REVIEW ITEMS OF MER FOR EXPERTS IN ISLAMIC STUDIES ARABIC VERSION
APPENDIX T	A LETTER TO REVIEW ITEMS OF MER FOR EXPERTS IN ISLAMIC STUDIES ENGLISH VERSION
APPENDIX U	A LETTER TO REVIEW ITEMS OF AMS-R, MER AND RS-14, INTERVIEW PROTOCOL FOR EXPERTS IN PSYCHOLOGY ARABIC VERSION
APPENDIX V	A LETTER TO REVIEW ITEMS OF AMS-R, MER AND RS-14, INTERVIEW PROTOCOL FOR EXPERTS IN PSYCHOLOGY ENGLISH VERSION
APPENDIX W	LETTER APPROVAL FROM JEPEM
APPENDIX X	EXAMPLE OF INTERVIEW RESPONDENT

**PENGARUH SPIRITUALITI DAN RESILIENSI TERHADAP
MOTIVASI PENCAPAIAN DALAM KALANGAN PELAJAR PELARIAN
YAMAN DI ARAB SAUDI**

ABSTRAK

Pelarian berbangsa Yaman terdedah kepada pelbagai nasib buruk dan risiko, bertitik tolak daripada krisis peperangan yang telah memaksa mereka untuk melarikan diri dari Yaman ke Arab Saudi atas faktor konflik yang kritikal sejak tahun 2015. Implikasinya, wujud masalah psikologi akibat daripada peperangan. Daripada perspektif Psikologi Pendidikan, motivasi pencapaian merupakan suatu aspek penting yang perlu diberi perhatian. Kajian yang menekankan aspek spiritualiti dan resiliensi dalam kalangan pelarian serta impaknya terhadap pencapaian motivasi didapati agak terhad, justeru, kajian ini bermatlamat untuk mengenalpasti kesan dua aspek tersebut terhadap motivasi pencapaian dalam kalangan murid pelarian Yaman yang telah ditempatkan di Arab Saudi. Kajian ini mencadangkan suatu kerangka konseptual baharu berasaskan konsep spiritualiti menurut perspektif Islam, teori resiliensi oleh Masten (2014) dan teori motivasi pencapaian oleh Atkinson (1964). Kajian ini mengaplikasikan pendekatan kaedah gabungan dengan rekabentuk penerokaan berurutan (*sequential explanatory mixed-method approach*). Seramai 209 responden telah disampel menggunakan teknik bola salji (*snowball sampling*) untuk fasa kajian kuantitatif, diikuti 10 peserta yang telah dipilih secara bertujuan untuk fasa kajian kualitatif. Analisa menggunakan perisian *The Statistical Package for the Social Sciences (SPSS)* menunjukkan bahawa murid pelarian Yaman mempamerkan tahap spiritualiti, resiliensi dan motivasi pencapaian sederhana ke tinggi. Dapatan turut menunjukkan bahawa tahap spiritualiti, resiliensi dan motivasi pencapaian ini hampir

sama antara murid pelarian lelaki dan perempuan. Selain itu, analisa Model Persamaan Struktural PLS menunjukkan bahawa spiritualiti mempunyai impak positif terhadap motivasi pencapaian secara keseluruhan, termasuk motivasi untuk mencapai kejayaan dan motivasi untuk menghindari kegagalan. Aspek resiliensi juga didapati mempunyai impak yang positif terhadap motivasi pencapaian secara keseluruhan: motivasi untuk mencapai kejayaan dan motivasi untuk menghindari kegagalan. Seterusnya, dapatan kualitatif menunjukkan pelaksanaan amalan agama dan komitmen yang baik dalam beribadat, menerima takdir yang ditetapkan oleh Allah, mempunyai pandangan yang positif, mewujudkan jaringan hubungan yang baru dan mendapat sokongan moral daripada keluarga merupakan kaedah yang digunakan murid pelarian Yaman. Dapatan baharu ini telah menyumbang kepada perkembangan literatur, khususnya berkenaan aspek spiritualiti dan resiliensi yang menjadi indikator dalam membantu murid pelarian ketika menghadapi keadaan yang sukar. Kedua-dua aspek ini memainkan peranan penting dalam meningkatkan motivasi pencapaian. Di samping itu, kajian ini turut memberi implikasi terhadap literatur sedia ada yang mana perbincangan kajian menunjukkan terdapat perbezaan antara agama dan spiritualiti, selain mengetengahkan konsep spiritualiti menurut perspektif Islam. Berdasarkan dapatan kajian ini, terdapat beberapa cadangan tentang sumbangan dari aspek spiritualiti dan resiliensi terhadap meningkatkan motivasi pencapaian dalam kalangan murid pelarian.

**THE INFLUENCE OF SPIRITUALITY AND RESILIENCE ON
ACHIEVEMENT MOTIVATION AMONG YEMENI REFUGEE STUDENTS
IN SAUDI ARABIA**

ABSTRACT

Yemeni refugees have been exposed to various types of misfortune and risk, the most prominent of which has been the war crisis that has forced them to flee from Yemen to Saudi Arabia due to critical conflict since 2015. As a result, several psychological problems caused by war have emerged. From the perspective of educational psychology issues, achievement motivation is considered a critical concern in this area. Given the near absence of studies that have examined both the spirituality and resilience of refugees and their influence on achievement motivation, this study aimed to identify the influence of spirituality and resilience on achievement motivation among Yemeni refugee students who have been displaced to Saudi Arabia. This study proposed a new conceptual framework based on spirituality from the Islamic perspective, resilience theory by Masten (2014), and achievement motivation theory by Atkinson (1964). This research study applied a sequential explanatory mixed-method approach. A snowball sample of 209 participants were recruited and supplemented the quantitative phase of the study. Thereafter, a purposeful sample of 10 participants were recruited so as to complete the qualitative phase of the study. The Statistical Package for the Social Sciences (SPSS) demonstrated that Yemeni refugee students had moderate to high levels of spirituality, resilience, and achievement motivation. Furthermore, the findings suggested that male and female Yemeni refugee students obtained almost equal spirituality, resilience, and achievement motivation. Moreover, PLS Structural Equation Model (SEM) analysis showed that spirituality

had a positive influence on the overall achievement motivation, the motivation to achieve success and the motivation to avoid failure. Similarly, resilience had a positive influence on the overall achievement motivation, the motivation to achieve success and the motivation to avoid failure. Further, the qualitative results revealed that performing rituals and commitment to worship, acceptance of fate (qadar), positive outlook, create new relationships, and the importance of family support were the primary methods used by Yemeni refugee students. These new findings contribute to the literature presenting that spirituality and resilience are helpful indicators for refugee students in difficult times. What is more, they play a crucial role in increasing achievement motivation. Furthermore, this study made a significant contribution to the existing literature in that it offers differences between religion and spirituality and also provides the concept of spirituality from an Islamic perspective. In addition, this study leads to suggestions as to how spirituality and resilience can be used to fit the needs of emerging refugee students so that they increase achievement motivation.

CHAPTER 1

INTRODUCTION

1.1 Introduction

The issue of refugees is a highly complexed problem as there is a large number of refugees worldwide. The United Nations High Commissioner for Refugees (UNHCR) reported that for every minute there are about twenty people globally who become refugees. By the end of 2017, there were a total of 25.4 million people who became refugees around the globe (UNHCR, 2018). Since then, the number of refugees kept growing. There are many reasons behind these large numbers of refugees such as persecution, starvation, poverty, war or violence (O'Malley, 2018). In the last few years, internal conflicts became the main reason for refugee crises which affected amongst others, countries such as Iraq, Syria, and Yemen (UNHCR, 2016).

Turning to conditions in Yemen, the more than 6 years of war and conflict especially, has caused increasing internal and external displacement and thus resulted in the continuous atrocious conditions in the country. With the concurrent spread of the Arab Spring, it further heightened violence with more critical issues surfacing in these war zones as much as it was enhanced in Yemen. These widespread incidents then led to the birth of Yemeni refugees and has become an unsolved issue.

The Yemeni refugee issue at that time was considered a new problem. Since the start of the war in 2015, the number of Yemeni refugees continued to increase as more people lost their jobs and homes as a result of the heightened conflict. Citizens had to flee elsewhere thus turning them into refugees. The Yemeni were forced to seek refuge in the Kingdom of Saudi Arabia and other countries because the deplorable conditions in a war-torn country has devastated the lives of the Yemeni people. Since

their survival seemed almost impossible, they were in search of safer environments and were prepared to be exposed to risk and suffering while in their course of searching for a safer sanctuary. Abdullah Al-Rabeeah declared that Saudi Arabia received thousands of Yemeni refugees with their families (OTTAWA, 2017).

Students constituted a large portion of the Yemeni refugees and thereby raised concerns about their education. Being refugees means not being able to experience a normal life especially the normality of attending school and obtaining a descent education. Continued education is thus impossible and the refugees' prospect of any education is absent. The importance of education for these affected refugees was highlighted by Abu-Amsha and Armstrong (2018) and Osgood, Foster, Flanagan, and Ruth (2005).

Dinesh and Kiran (2018), noted that many behavioural scientists found high achievers to be those students who have been motivated. In contrast, the lack of motivation may create obstacles in the students' learning process. Therefore there is a strong correlation between education and motivation.

Recent studies have focused attention on achievement motivation. Many of these studies show that achievement motivation is positively correlated with life satisfaction (Karaman, Nelson, & Cavazos Vela, 2018). According to Tohidi and Jabbari (2012), studies in human behaviour found that motivation is generally important both for workers and students as it provide the stimulus to perform a specific task effectively.

While Spirituality is an important factor that influence achievement motivation (Antrop-González, Vélez, & Garrett, 2007; Barmola, 2016; Walker & Dixon, 2002), it also supports people in adapting to challenges (Faigin & Pargament, 2011).

Similarly, Resilience defines the ability of people to cope with or recover from the influence of stress (Richardson, 2002). Resilience furthermore help in successful psychological adaptation in the refugees' life (Abu-Amscha & Armstrong, 2018; Atari-Khan et al., 2021).

While many studies are devoted to outcomes of achievement motivation, its role among refugee students has been widely ignored (Pastoor, 2017; Wong & Schweitzer, 2017). This study therefore studied the underlying factors that contribute to achievement motivation of Yemeni refugee students who live in Saudi Arabia.

Scholars have suggested that Spirituality as a psychological factor greatly influence achievement motivation (Antrop-González et al., (2007); Rosliza, Inayah, Emiza, Merani, & Yusliena, 2017; Walker & Dixon, 2002). At the same time, Resilience as another psychological factor also has a great influence on achievement motivation. (Smith, Tooley, Christopher, & Kay, 2010; Waxman et al., 1997). Focusing on these two psychological factors, the current research therefore sought to investigate the influence of Spirituality and Resilience on achievement motivation among Yemeni refugee students in Saudi Arabia.

1.2 Background of the study

The Republic of Yemen with an area of 527,970 square kilometres, is located in southwestern Asia in southern Arabia. While the Kingdom of Saudi Arabia is located north of the Yemen border, Oman is located in the northeast of Yemen's border. Due to the ongoing war since 2015, there has been forces competing for the control of Yemen which caused displacement of many Yemenis who escaped to neighbouring countries such as Saudi Arabia, Oman, Djibouti, Somalia, Ethiopia and Sudan. They then became refugees in these countries (UNHCR, 2017). These refugees

live in countries close to their country of origin (Shaw et al., 2019). The majority of Yemeni refugees moved to the Kingdom of Saudi Arabia because of rich economic opportunities, social and cultural convergence, and its geographical boundaries being adjacent to Republic of Yemen. Being in Saudi would make it easier for their children to continue education and adapt in a similar landscape and environment.

According to (UNHCR, 2019), a refugee is defined as a person who flees his or her country due to persecution. They may have been persecuted due to race, religion, nationality, politics, or being a member of a special social group. Refugees are people who live outside their home country, and are unable to return to their home country due to fear and the unavailability of protection laws.

Abebe et al. (2014) and Powell, Rosner, Butollo, Tedeschi, and Calhoun (2003) explained that refugees from war-torn countries usually suffer high levels of psychological disorders. Refugees arriving in a host country are faced with adversity and various forms of challenges (Schiller, Boggis, & Douglas, 2009; Schweitzer, Melville, Steel, & Lacherez, 2006). They face many psychological difficulties and risk factors during their stay in a host country (Atari-Khan et al., 2021). Such experiences are the like of Syrian war refugees in Turkey who suffer from traumatic events and depression, and became more vulnerable and susceptible to psychological and behavioral problems (Oppedal et al., 2018). Abu-Amsha and Armstrong (2018), Atari-Khan et al. (2021), Oppedal, Özer, and Şirin (2018), and Powell et al. (2003) stated that the significant problems experienced are psychological problems of stress as well as psychiatric issues.

United Nations Educational Scientific and Cultural Organization (UNESCO, 2016) reported that low levels of access to education lead to heightened risk of war,

violence, and displacement. United Nations Commission for Refugees (UNHCR) reported that out of more than 7 million refugees who were of schooling age, there were 3.7 million who did not attend schools. There was also lack of information about refugee education as not much data were available (UNESCO, 2018).

Refugee students face various obstacles in continuing their studies such as; challenges of a new environment, parents engaged in seeking income, financial constraints, distressing news from home country and adapting to new educational system (Abu-Amsha & Armstrong, 2018). In relation to these difficulties, UNESCO (2018) urges that refugees should be merged into public education systems.

In Saudi Arabia, Yemeni refugee students are provided access to learning in the local schools so that they are able to continue their education. However, parents or guardians are required to present required documents to register their children in either public or private schools. Many schools accept the enrolment of Yemeni refugee students if learning spaces are available.

The education system in Saudi Arabia has a significant role in the country's development and the Kingdom therefore gives great attention to this sector. The Ministry of Education (MOE) stated that education in the Kingdom of Saudi Arabia is divided into three stages (MOE, 2018):

1- Pre-Education - This pre-school stage is provided for children under six years old. This level of education is not compulsory.

2- General Education - This is a mandatory level of education and is provided free of charge. This level has been divided into three stages; primary for six years of study

beginning at age six; intermediate stage, involving three years of secondary school; and the third stage involving three years of high school.

3- Higher Education - It consists of three degrees; Bachelor's degree, Master's degree, and Doctoral degree. There are many public and private universities in Saudi Arabia offering these degrees.

The education system in Saudi Arabia is similar to the system available in the Republic of Yemen. Despite the easy enrollment in Saudi Arabian schools, Yemeni refugee students still face challenges and barriers. As refugees who have gone through difficulties such as adapting to new environments and social-cultural expectations, the system provided for Saudi students does not necessitate them to consider issues faced by refugee students. Since academic performance is an important element in the education system, achievement motivation is therefore necessary. This however, has not been made available.

Quispe-Bendezú, Araujo-Castillo, García-Tejada, Sprock, and Villalba-Condori (2020); and Shekhar and Devi (2012) asserted that achievement motivation is an active matter in the field of Education. The study on achievement motivation have a wide and long history. Poledňová, Stránská and Niedobová (2014) noticed that the topic of achievement motivation is a crucial aspect within the field of Psychology and would therefore have an essential role in the area of Educational Psychology.

The desire to succeed in life exists in every person. Based on conventional motivation theory, two sources of motivation are present which is intrinsic and extrinsic motivation (Ryan & Deci, 2000). If an individual is not motivated to achieve something, it is a signal that the individual is lacking in motivation. Success or failure

in life is affected by internal and external factors. The internal factors include psychological characteristics such as motivation (Schiefele & Schreyer, 1994).

In the context of children's education, schools and schooling can impact children's motivation both positively and negatively. Their motivation relate to their choice and performance in studying which will determine whether they will experience a healthy learning experience and success.

Achievement motivation is a psychological factor that influences education achievement (Junita Junita, Suarman, & Kartikowati, 2018). Therefore, motivation is one of the essential factors that influence learning achievement and success (Saadat, Kord, & Jalali, 2019). In the same context, achievement motivation is the efforts of people to perform tasks as well as possible (McClelland, 1961). In other words, achievement motivation is a consciousness of the self that supports students to achieve success or a tendency to obtain achievement.

Studies by Barmola (2016), Pastoor (2017), Purwanto (2014), and Smith et al. (2010) have been undertaken to identify factors that influence achievement motivation of students. Various factors have been identified; the social-economic situation of the family, students' living conditions, and the extent of the students' strive and struggles. Nevertheless, according to Wong and Schweitzer (2017), information and resources on factors of achievements that influence adolescent refugees remain limited.

Although research has been done on achievement motivation, studies by Dinesh and Kiran (2018), and Poledňová et al. (2014) however; did not focus much attention, nor realise the potential influence of spirituality and resilience as important factors for achievement motivation. Consequently, such research studies on achievement motivation are not as comprehensive due to the lack of discussion about

spirituality and resilience. Comprehending the factors that can influence achievement motivation is of great importance so that efforts toward assisting refugee students succeed in their learning process throughout their schooling years can be achieved.

According to Faigin and Pargament (2011), spirituality supports people in adapting to challenges. At the same time, spirituality is recognised as an important element when people cope with adversity. Pulla (2014) reported that spirituality is fundamental for people. Gozdziaik and Shandy (2002) asserted that researchers broadly ignored the role of religion and spirituality among refugees, despite its significance.

Similarly; Shaw, Peacock, Ali, Pillai, and Husain (2019) indicated that spirituality has a role in helping refugees to cope and adapt to the adversities they experience. Spirituality helps in achieving better resistance to overcome challenges in individuals who consider themselves as spiritual. Therefore, students who possess high spirituality reported greater coping skills while students with low or no spirituality were reported to have less coping skills (Graham, Furr, Flowers, & Burke, 2001).

Zulkifli et al. (2009) clarified the meaning of spiritual as the opposite of words that are related to materialistic features. Researchers stated that the components of a non-materialistic element, contains spirit (al-ruh) and soul (al-nafs), which Allah has created in each individual. Spirituality cannot be isolated or eliminated because it is embedded in the human nature (fitrah) which makes connection between people as well as, connecting people and the environment. Therefore, spirituality is a fundamental construct in peoples' life (Pulla, 2014).

Hutchinson and Dorsett (2012) explained spirituality as believing in God. Florczak (2010) stated that spirituality is bravery, self-transcendence and optimism. Crawford, Wright and Masten (2006) asserted that spirituality is a process that

promotes resilience in individuals who are exposed to hardships in their lifetime. The term spirituality therefore encompasses many aspects.

Resilience have been identified as a contributing factor in achievement motivation. Studies on resilience focused on how adolescents face and cope with adversities in their life. Resilience have been described in numerous ways Kobasa (1979) described resilience as a hardiness while Garmezy, Masten, and Tellegen (1984) defines it as an evaluation of facing difficulty. Rutter (1987), described resilience as the mechanisms that protect individuals when faced with adversity. Rak and Patterson (1996) stated that resilience is the ability of people facing risks to overcome adversities and avoid negative consequences such as behavioural issues and academic difficulties.

According to Masten, Morison, Pellegrini and Tellegen (1990), the phenomenon of resilience can be divided into three types; the first type is about people who are able to adapt successfully in a situation inspite of great risks; the second type is about people who are resilient to pressure; and the third type is people who recover from experiences of trauma.

Many studies on resilience have concentrated on experiences with traumatic events and other problems. Studies by Atari-Khan et al. (2021), Taher and Allan (2020), and von Haumeder, Ghafoori, and Retailleau (2019) Betancourt and Khan (2008) indicated that the prior literature concentrated on the risks that refugees encountered rather than investigating their ability to be resilient. Pieloch, McCullough and Marks (2016) indicated that refugees form a big part of society in their newfound state. It would therefore be significant for educational professionals to comprehend

how refugees' resilience to challenges can assist them to adapt positively to new situations.

As such, both factors of spirituality and resilience have been identified as important in the study of achievement motivation. In understanding refugee students' issues in their newfound state, this current study therefore included factors of spirituality and resilience as important factors for investigation. This study on Yemeni refugee students in Saudi Arabia thus incorporated spirituality and resilience as factors of influence on their achievement motivation.

1.3 Statement of the Problem

Countries around the world began to receive Yemeni refugees who sought opportunities for a better life during one of the worst humanitarian disasters whereby 2 million people were displaced (UNCHR, 2016). In such a situation these refugees would therefore need to readjust themselves in their newfound land of residence. Focusing on Yemeni students motivation, this research saw the need to investigate factors that would contribute to their achievements motivation.

More so in the situation of Yemeni refugees whereby much information and data about their education and learning process is rare and not easily accessible. Gawas, A.G.A. (2021) emphasised that his research on Yemeni students in Turkey also faced difficulties in accessibility to information about Yemeni refugee students. Similarly this research faced issues with related information when investigating into other variables: achievements motivation, spirituality and resilience of Yemeni refugee students in Saudi Arabia (Ahmed, Hashim, & Yaacob, 2020). In Saudi Arabia, data and description on the Yemeni refugee are very difficult to be retrieved or

obtained since there are no specific refugee's camps or schools allocated for Yemeni refugee students.

Living and coping in new environments in a host country, refugee students generally are vulnerable and would have to struggle in maintaining their socio-economic survival so as to provide long-term solutions to achieve sustainable impact. To do so, they must find ways to upkeep their performance and sustain hope for a better future. To be faced with tough situations, refugees need to be motivated toward success and increase achievement motivation.

Since The 2016 World Humanitarian Summit, countries and aid organisations have yet to solve much of Yemeni refugees problems. While waiting for satisfactory solutions, Yemeni refugee students must by themselves seek answers to more challenges as the Kingdom of Saudi Arabia moves forward with new restrictions upon refugees and foreign workers. In the context of students' life and their learning process, past research have looked into their motivation as part of students' development. These studies focused on achievement motivation as one of the contributing factors (Poledňová et al., 2014). It was noticed that a higher or increased level of academic achievement among students were the result of heightened achievement motivation among them (Dinesh & Kiran, 2018). In attaining achievement motivation, spirituality and resilience were identified as important contributing factors (Brenner & Kia-Keating, 2016; Pastoor, 2017). However, Harris (2016) noted the scarcity and inadequacy of research on the influence of spirituality and resilience when facing life challenges and coping with difficulties.

Spirituality has a significant role in various fields such as education and psychology (Davis, 2017; Pandya, 2018). However, much of previous research studies

on spirituality do not relate spirituality to achievement motivation. Kim and Esquivel (2011) emphasised the need for further research and an understanding of how spirituality affects the learning process. Petty (2011) further asserted that very few studies have been conducted on motivation and its correlation to spirituality. Different studies have been proposed around the nature of relationship of spirituality and different variables related to achievement motivation. Some showed a significant relationship (Bohr, 2007; Davis, 2017; Khan, Ali, & Kausar, 2014) while other studies found no significant relationship (Petty, 2011).

Resilience is also important for refugee students to succeed in their educational achievement (Brenner & Kia-Keating, 2016; Pastoor, 2017). Resilience is the multidimensional and dynamic process in a person's state of coping with adversity (Luthar, Cicchetti, & Becker 2000). Resilience could positively affect the ability of individuals to cope the hardships in attaining academic, personal, or professional goals (Smith et al., 2010). Ungar (2012) indicated that there is a dearth of previous studies in resilience within Arabic nations.

According to Waxman, Gray and Padron (2003), there is a need for research studies to determine the indicators of resilience that are used to evaluate the effect of the students' affective and motivational outcomes. Resilience studies emphasised that although obstacles exists among students during schooling, students are still exposed to risk while working toward achieving success (Smith et al., 2010). Resilience studies conducted in schools were focused on well-being: mental and physical health of students. These studies did not emphasise on students' academic progress (Martin, 2002) or to succeed in positive adaptation (Pieloch et al., 2016).

Based on previous studies, it was found that studies relating resilience with the achievement motivation of refugees were rare (Hutchinson & Dorsett, 2012). Martin (2002) asserted the importance of existence of achievement motivation among students to achieve success academically, while non-resilient students may fail to overcome stress of study in their schools. Findings by Arora (2015) and Karaman (2021) highlighted the significant role of resilience in enhancing students and emphasised that resilient students demonstrated a higher level of achievement motivation. Therefore, being resilient results in a higher level of achievement motivation among students.

In the context of gender differences, Kwiringira, Mutabazi, Mugumya, Kaweesi, Munube, and Rujumba (2018) emphasised that past research were limited when investigating refugees and understanding the differences in reactions between males and females. Although gender identities are a salient component of refugees identity, there is insufficient data on refugees' gender (Shaw et al., 2019).

Identifying the significant differences of spirituality, resilience, and achievement motivation between genders are areas needing more research. Some research showed significant differences of gender in terms of spirituality, resilience, and achievement motivation (Carvalho, 2016; Ghorbani et al. 2014a; & Oppedal et al., 2018). Barmola (2016) noted that, based on the scores obtained by female respondents, compared to their male counterparts, they scored higher in spirituality. Çetrez et al. (2021) found that the resilience level of male was higher than that of female. Wong and Schweitzer, Barmola (2016) found that female have more motivation than male. At the same time, other studies indicated that there is no significant differences

(Quispe-Bendezú et al., 2020; Gera & Kaur, 2015). Hence, it is important to identify the differences of gender to spirituality, resilience and achievement motivation.

This study on the influence of spirituality and resilience of refugees' achievement motivation; particularly of Yemeni refugee students, is undertaken to investigate the missing aspect of these factors of influence in the academic literature. This study proposed the link between spirituality, resilience and achievement motivation among Yemeni refugee students who experienced the Yemeni crisis of 2015 which led them to abandon their homes and fled to Saudi Arabia.

1.4 Purpose of the Study

This study was undertaken to investigate the influence of spirituality and resilience on achievement motivation among Yemeni refugee students. The undertaking of this said study is aimed to understand how spirituality and resilience influenced achievement motivation of Yemeni refugee students who migrated to Saudi Arabia.

1.5 Objectives of the Study

The main objectives of this study are:

- 1- To identify the level of spirituality, resilience, and achievement motivation among Yemeni refugee students in Saudi Arabia.
- 2- To identify the significant differences of spirituality, resilience, and achievement motivation between genders.
- 3- To determine the significant influence of spirituality on achievement motivation among Yemeni refugee students in Saudi Arabia.

4- To determine the significant influence of resilience on achievement motivation among Yemeni refugee students in Saudi Arabia.

5- To understand how spirituality and resilience influence achievement motivation of Yemeni refugee students in Saudi Arabia.

1.6 Research Questions

The research questions guiding this study are the following:

1. What is the level of spirituality, resilience, and achievement motivation among Yemeni refugee students?

2. Is there any significant difference between male and female Yemeni refugee students in terms of spirituality, resilience, and achievement motivation?

3. Is there any significant influence of spirituality on achievement motivation among Yemeni refugee students?

4. Is there any significant influence of resilience on achievement motivation among Yemeni refugee students?

5. How spirituality and resilience influence achievement motivation of Yemeni refugee students?

1.7 Hypotheses

The hypotheses put forward in this research are:

H1: There is a significant difference between male and female Yemeni refugee students in terms of spirituality.

H2: There is a significant difference between male and female Yemeni refugee students in terms of resilience.

H3: There is a significant difference between male and female Yemeni refugee students in terms of achievement motivation.

H4: Spirituality has a significant influence on achievement motivation among Yemeni refugee students.

H4a: Spirituality has a significant influence on motivation to achieve success among Yemeni refugee students.

H4b: Spirituality has a significant influence on motivation to avoid failure among Yemeni refugee students.

H5: Resilience has a significant influence on achievement motivation among Yemeni refugee students.

H5a: Resilience has a significant influence on motivation to achieve success among Yemeni refugee students.

H5b: Resilience has a significant influence on motivation to avoid failure among Yemeni refugee students.

1.8 Rationale of the study

The rationale for this research study is the assumption of this researcher that Yemeni refugee students have been affected by the circumstances surrounding them. It is expected that the achievement motivation among Yemeni refugee students will be low. Recognition of the importance of achievement motivation of refugee students in their educational psychology is useful in exploring the influence of spirituality and

resilience on their achievement motivation (Petty, 2011; Smith et al., 2010; Pastoor, 2017; Montgomery, 2011). There are also not many studies that focused on Yemeni refugee students. This study therefore investigated and sought an understanding of how spirituality and resilience as variables influenced achievement motivation. The investigation of this study thus widens the horizon in further understanding achievement motivation issues of refugee students generally, and those experienced by Yemeni refugee students specifically.

1.9 Significance of the study

The investigations within this study hopes to contribute to the existing literature in several ways. It expands the availability and provide a better understanding of refugees achievement motivation issues. It identifies the importance of including aspects of educational psychology when dealing with refugee issues generally and Yemeni refugee students specifically. Achievement motivation is one of the core issues that is investigated to see how it affected refugees. Future research on achievement motivation will help better understanding in associating refugee education issues to their achievement and success in new environments generally and to Yemeni refugees in Saudi Arabia specifically.

The findings of this study will support students striving to improve their achievement motivation through their spirituality and resilience. Valuable information about the influence of spirituality and resilience on achievement motivation of Yemeni refugee students in Saudi Arabian schools would be a benchmark with a framework for future research in other affected countries hosting Yemeni refugee students.

The findings of this study hopes to provide answers of how spirituality, resilience and achievement motivation of Yemeni refugee students relate to each other.

The inclusion of these variables is a valuable contribution as an eye-opener to finding answers for achievement of motivated individuals while highlighting the achievement motivation among refugees who experienced adversities.

Exploring the significance of the influence of spirituality and resilience on the achievement motivation among Yemeni refugee students is a new and positive acknowledgement. How spirituality and resilience may contribute to attaining achievement motivation of Yemeni refugee students is another factor to be adopted as the elements to encounter challenging life situations. The potential benefits in expanded knowledge in understanding the relationship of the variables is imperative when dealing with issues encountered by Yemeni refugee students in their new environments.

The findings of this study may also assist parents in their role to provide support for their children in their achievement motivation. Teachers of refugee students would be more aware and knowledgeable on how to improve and motivate refugee students in their schools toward success through achievement motivation.

According to McCrudden, Marchand, and Schutz (2019), in comparison with quantitative or qualitative methods, research that used mixed methods in educational psychology are considered as a new approach. As such, this study adopted the mixed method approach as it may contribute to such approaches in the field of Educational Psychology.

1.10 Definition of Terms

To provide clarity of terms used in this research, definitions are presented as follows:

1.10.1 Spirituality

Spirituality is a belief in the existence of high power or Being (Hutchinson & Dorsett, 2012). According to Nasr (1987), spirituality in Islam represents the relationship of humans with Allah. Spirituality is an integral part of religion for Muslims within the framework of Sharia or the Islamic law (Rassool, 2000).

From the Islamic point of view spirituality is defined as submission to Allah in all aspects of life with continued love and closeness to Allah so as to obtain Allah's Pleasure (Ghorbani, Watson, Geranmayepour, & Chen, 2014a). The concept of submission is obeisance to Allah; which translates into being the servant of the Almighty. Hamza (2014) explained that spirituality in Islam is obedience to Allah, ensuring that one's deeds are performed in accordance with Allah's Pleasure. Love of Allah thus relieves one from hardships. Al-Ghazali (1986) explained spirituality as being synonymous to closeness to Allah and is shown by performing good deeds to obtain the Pleasure of Allah.

According to Creswell (2013), operational definitions discuss the researcher's perspective in elucidating definitions of the study in relation to measures or applications within the researcher's study. The following are key terms defined according to the specific usage and their application in this current study:

The operational definition of spirituality in the present study is based on the total scores gained by each using 15 items as specified in the Muslim Experiential Religiousness (MER) scale developed by Ghorbani et al., (2014a). The possible range of responses for MER is 15 to 75. A high score indicates a high level of spirituality.

1.10.2 Resilience

Masten (2014) defined resilience as the ability of people to adapt effectively to stress, trauma, or difficulty. Resilience is also described as the concept that relates to how people face difficulties throughout their life. Wagnild and Young (1993) expressed resilience as the capability of humans to react positively when faced with adversities.

Dyer and McGuinness (1996) described resilience as a process where people recover from adversities by moving on with their lives. Masten (2011) viewed resilience as the ability of a dynamic system such as an individual, family, school, community, or society to resist or revive from significant hardships that threaten their viability, stability and development.

A recent definition of resilience by the American Psychological Association (2018) is:

“Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress.”

Masten (2014a, 2014b) expanded his definition by adding the capability of the dynamic system to adapt effectively to disorders that threaten the viability, function, or growth of the system. This research defines resilience as the ability of the individual to adapt and face adversities and disturbances in life.

In the current study, the operational definition of resilience is based on the scores that each student gains by applying 14 Items of the Resilience Scale (RS14) (Wagnild & Young, 1993). In the RS-14 with 7 likert scale, the possible range of the responses of RS-14 is between 14 to 98. A high score indicates a high level of

resilience. As the current study used RS-14 with 5 likert scale, the possible range of responses is between 14 to 70. A high score indicates a high level of resilience.

1.10.3 Achievement motivation

Achievement motivation is defined as the ability of the individual to achieve; in addition to the capacity for a balance between ‘desire for success’ and ‘fear of failure’ (Atkinson, 1964). McClelland (1961) conceptualised achievement motivation as the striving for excellence by the individual which is reflected by his or her effort when coping with hardships. Atkinson and Feather (1966) defined achievement motivation as the perception of a person’s probability for achievement. It comes from two kinds of motives, that is: first, to achieve success (a need to achieve) and second, to avoid failures (a fear of failure).

This research defines achievement motivation as the individual’s strive for excellence; shown through an effort in coping with challenges. The perception of individuals are to achieve their objectives and attain accomplishments in all activities with hope for success or fear of failure. These two dimensions exposes that individuals can differ, that is, not only in how they seek success but also how they avoid failure (Lang & Fries, 2006).

The achievement motivation scale is separated by two opposite distinctions; the hope for success (motivation to achieve success) and the fear of failure (motivation to avoid failure). The hope for success distinguishes individual differences on tendencies of achievement motivation. This distinction shows how individuals can differ on their endeavor for success (Lang & Fries, 2006). The fear of failure distinguishes individual differences on avoidance tendencies of achievement

motivation. This distinction shows how individuals can avoid failure (Lang & Fries, 2006).

In this current study, the operational definition for achievement motivation is based on the total scores that each student gains in using 10 items of the Revised Achievement Motives Scale (AMS-R) (Lang & Fries, 2006). The possible range of the responses of AMS is between 10 to 40. A high score indicates a high level of achievement motivation.

The operational definition of hope for success (motivation to achieve success) dimension is based on the scores that each student gains from the scale of five items related to hope for success (Lang & Fries, 2006). The operational definition for fear of failure (motivation to avoid failure) is based on the scores that each student gains from the scale of five items related to fear of failure (Lang & Fries, 2006).

1.10.4 Refugee

A refugee is defined by UNHCR (2019) as a person who fled his or her country due to persecution of race, religion, nationality, or for being a member of a special social group, or due to the person's political view. A refugee is also a person who is outside of his or her home country, and is unable to return due to fear, absence of security or unavailability of protection laws in his or her country; or a person who does not have a nationality outside his or her country of residence.

1.11 Summary

Chapter 1 introduces the topic with a background of the study, and its problem statement. The research problem statement explains the influence of spirituality and resilience on achievement motivation of Yemeni refugee students. This chapter also

explains purpose of the study and research questions in relation to the research objectives. Hypotheses are presented while definition of key terms are provided. Rationale and significance of the study supports the undertaking of this research while the whole chapter summarises the approach of this research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter includes the key concepts that are discussed in detail, theories related to the variables of this present study, relevant previous studies, theoretical framework, a conceptual framework which serves as a guide in the current study, in addition to the discussion on spirituality, resilience, and achievement motivation and its relationship with Yemeni refugee students. The current study sought to close the gap in the literature by examining how spirituality and resilience influence the achievement motivation of Yemeni refugee students.

2.2 Overview of Yemeni Refugees

Globally, almost 65.3 million people were compulsorily displaced around the world as a result of persecution, conflict, generalized violence, or human rights violations by the end of 2015 (UNHCR, 2016), and the majority of refugees were displaced outside the boundaries of their home because of war, persecution, or natural disaster. According to Schiller et al. (2009), refugees are individuals who leave their motherland under forced causes and are not able to return. Equally, a refugee is a person who is forced to flee to a foreign country because of risk, war, or because he/she is looking for a better life.

Moreover, approximately 5,000 individuals become refugees on a daily basis with a massive number rising up, and these refugees would spend their whole lives in refugee camps (UNHCR, 2014).