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MASTER PROJECT

**THE SOURCES OF ACCULTURATIVE STRESS AMONG  
INTERNATIONAL STUDENTS**

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**THE SOURCES OF ACCULTURATIVE STRESS AMONG  
INTERNATIONAL STUDENTS**

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Fulfillment of the Requirements for the Degree of Master of Human  
Resource Management Universiti Utara Malaysia.**

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## ABSTRAK

Tujuan kajian ini adalah untuk menentukan sumber stres akulturasi dikalangan pelajar-pelajar di Universiti Utara Malaysia (UUM) dari perspektif pelajar antarabangsa. Kajian ini membahaskan bagaimana sumber-sumber stres akulturasi dan stres akulturasi saling berkaitan. Sebagai tambahan dalam kajian ini, ia turut meneliti sumber-sumber yang signifikan dan hubungan di antara sumber stres dan stres akulturasi. Pembolehubah kajian seperti stres akulturasi, halangan bahasa, halangan akademik, diskriminasi perkauman, dan masalah kewangan adalah faktor yang memainkan peranan yang penting dalam stres akulturasi pelajar-pelajar antarabangsa di UUM. Untuk kajian ini, seramai 169 pelajar antarabangsa dari Timur Tengah di UUM digunakan sebagai sampel dan diperlukan untuk mengisi soal selidik untuk kajian sumber-sumber stres akulturasi.

Oleh itu, statistik deskriptif seperti kekerapan dan peratusan digunakan untuk mengukur peratusan soal selidik yang dikembalikan dan juga digunakan untuk menggambarkan profil responden, manakala statistik inferensial digunakan untuk mengukur signifikan di antara pembolehubah bebas dan pembolehubah bersandar di samping untuk mencapai objektif kajian ini. Keputusan kajian menunjukkan bahawa halangan bahasa, halangan akademik, dan diskriminasi perkauman adalah sumber utama yang mempunyai pengaruh signifikan yang positif terhadap stres akulturasi, manakala masalah kewangan merupakan sumber yang tidak signifikan terhadap stres akulturasi. Kesimpulan kajian ini mendapati bahawa diskriminasi perkauman di kalangan pelajar antarabangsa lebih banyak memberikan sumbangan terhadap stres akulturasi kepada pelajar-pelajar antarabangsa di UUM.

## ABSTRACT

The purpose of this study was to determine the sources of acculturative stress among international students in University Utara Malaysia (UUM) from the international student perspective. These studies explore how the sources of acculturative stressors and acculturative stress related. In addition the study examined the significant and relationship sources of acculturative stressors and acculturative stress. These study variables such as acculturative stress, language barriers, academic barriers, perceive racial discrimination, and financial concerns are the factors that play an important role in the acculturative stress of international students at the UUM. For this study 169 international students from Middle Eastern at UUM used as a sample and completed a questionnaire which is sources of acculturative stress.

Thus, descriptive statistics such as frequency and percentage used measured the percentage of returned questionnaire and also used to describe the respondents' profile and inferential statistics used for measure the significant between the independent and dependent variables in addition to achieving the objective of this study. The results indicated that language barriers, academic barriers and racial discrimination are the main sources, and also found that this sources has a significantly positively influence to the acculturative stress, meanwhile non significance of sources was found in the financial concerns. These studies conclude that racial discrimination among international much more contribute to the acculturative stress among international students in UUM.

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Though that have many definitions have played a main role in acculturation research, they face censure because of their lack of focus on individual acculturation (Graves, 1967). Most of definitions focus more specifically around the acculturation as a group phenomenon with emphasis on the cultural changes, and as a consequently, a new definition of acculturation began to appear, especially in the field of psychology. Based on Graves (1967), two distinctive levels of acculturation are proposed; group and individual. The group level defined as a collective process where there is a change either in the native culture or the host culture members or both. This is different from the individual level which is defined as the psychological acculturation adjusts within the individual as an effect of contact with the host society.

Therefore, it shows that two level of acculturation (group and individual) may not necessarily going to share the similar perception of the acculturation process (Berry, 1997 and Bochner, 1986). Furthermore, according to some researchers the psychological acculturation can be categorized into two dimensions (Berry, 1997 and Kennedy, 1994). The first of the psychological dimension is basically related to the values, ideologies, beliefs and attitudes that define a culture. Second, are related to behavioral aspects of how individuals learn and adapt to the external aspects of the dominant culture. The important thing during the acculturation process was a characteristic such as language skills, social skills, and ability to negotiate the relevant aspects of the social-cultural environment.

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