# SELF-EFFICACY, PERCEIVED SOCIAL SUPPORT AND PSYCHOLOGICAL ADJUSTMENT IN INTERNATIONAL STUDENTS OF UNIVERSITI UTARA MALAYSIA

BY

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ABSTRACT

Due to the globalization of the economy, political and society give an impact on Malaysian higher education institutions, especially public universities. The Ministry of Higher Education Malaysia had a strategy on globalizing local education through increasing the number of international students in Malaysia. While adjusting to a new culture, many of international students struggle to do so. The role of self-efficacy, perceived social support and psychological adjustment is crucial because of the differences in academic and cultural challenges when they are in Malaysia. Furthermore, the current study analysed the relationship between self-efficacy, perceived social support and psychological adjustment. A total of 150 international students from various country and nation in Universiti Utara Malaysia (UUM) completed the questionnaire survey. As hypothesized, independent variables of the study; self-efficacy and perceived social support significantly related with psychological adjustment. Implication on the findings and future research on international students are discussed.
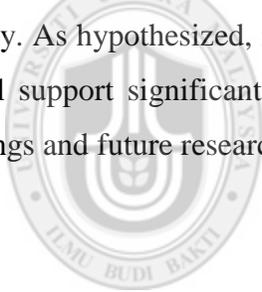
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TABLE OF CONTENT

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS & FINDINGS

CHAPTER FIVE

DISCUSSION

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATION

UUM: UNIVERSITI UTARA MALAYSIA

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter forms an introduction part of the research and it provides general viewing of the study, including the explanation about this research all about. This research is mainly focused on self-efficacy and perceived social support towards psychological adjustment. This chapter mainly discussed about the background of the study, problem statement, research objectives, research questions, significant of the study, scope of the study, and summary of this chapter. This research goes in-depth into self-efficacy, perceived social support and psychological adjustment aspect of international students.

1.1 Background of the study

As of today, with an ease of travelling and the business globalization, there are lot of opportunities for people to move, study, work, and doing business across countries around the world. As the advantage, it creates a cross cultural contact and opportunity among people with different background of culture. Eruption of technology, which leads to the advancement and development of the technology, caused many people involved in trading, travelling and studying across borders.

One of the agenda of globalization is the global education, as conjunction, the transfer of knowledge among students from one country to another, no matter what is the place, location and region as long as they can gain the knowledge. According to Tochkov, Levine and Sanaka (2010), there are about more than one million students involved in international study abroad; with half of them choose United States as their place of education. Meanwhile in Malaysia, as part of the country's higher education goals, from the economy aspect, and from the nation's society, one of the main agenda of the nation is to increase international students' enrolment. Ye (2006), in his previous research defined international students as "a group in transition who live in a foreign country to pursue their educational goals".
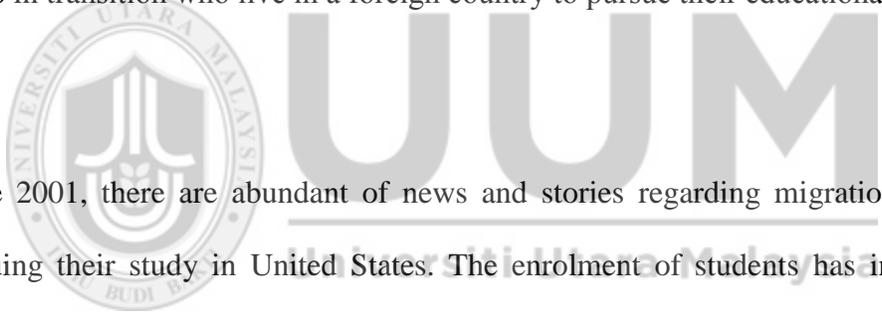
Since 2001, there are abundant of news and stories regarding migration across countries pursuing their study in United States. The enrolment of students has increased since the historic attack of New York on 9th November (Alberts 2007). Based on study by Morshidi (2008) revealed that the students were reluctant to pursue their study in United States. This was resulted from the government of US changed the admission process and regulations which affecting the number of enrolment students. Hence, the number of enrolment in international students in Malaysia had increased from 14,324 in 2007 to 25,263 in 2011 as stated in Figure 1.
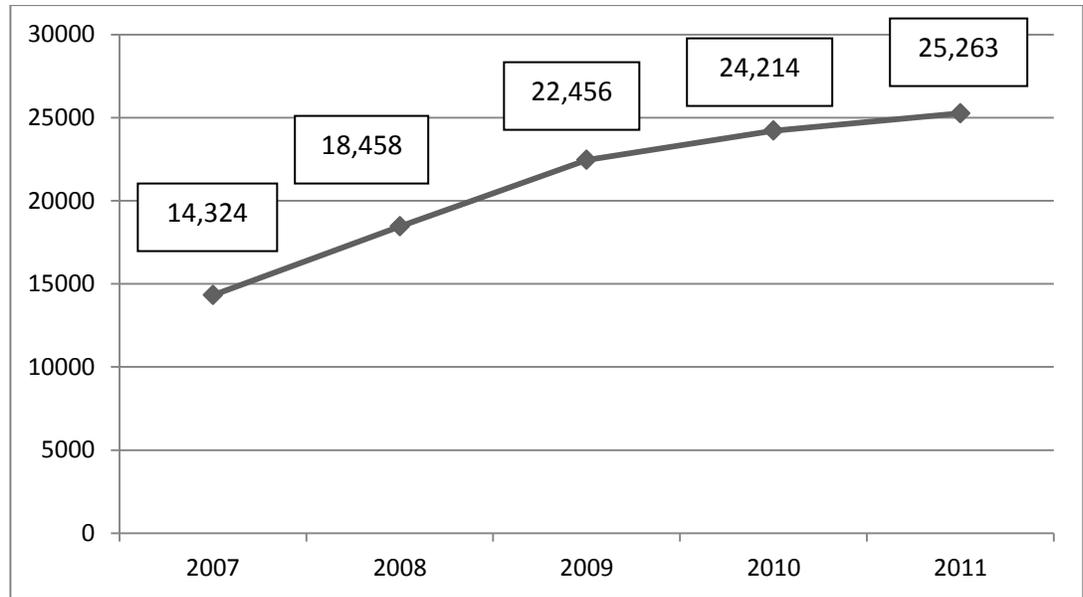
Figure 1: International students in Malaysian public universities

Source: Ministry of Higher Education Malaysia (2011)

The students came from different countries across the globe as stated in Table 1.1. Data was taken from the report by Ministry of Higher Education 2011.

Table 1.1: The Malaysia's Source Countries of International Students (2007-2011)

State	2007	2008	2009	2010	2011	Total
Iran	2049	2945	4002	4814	5948	19758
Indonesia	3000	3402	3713	3769	3763	17647
China	1160	1525	2099	2168	2122	9074
Yemen	837	1353	1549	1809	1839	7387
Iraq	678	972	1164	1255	1329	5398
Nigeria	258	381	571	734	948	2892
Libyan Arab Jamahiriya	456	635	1190	1125	856	4262
Thailand	719	803	809	786	717	3834
Somalia	249	496	701	739	689	2874
Sudan	432	529	576	596	631	2764
Bangladesh	309	341	436	538	621	2245
Singapore	401	402	477	543	551	2374
Jordan	478	544	554	573	535	2684
Pakistan	164	189	207	297	497	1354
India	257	274	325	349	495	1700
Palestinian Territory	140	208	294	369	433	1444
Brunei Darussalam	142	148	170	157	172	789
Oman	133	137	158	140	155	723
Total	**11862**	**15284**	**18995**	**20761**	**22301**	**89203**

Source: Ministry of Higher Education Malaysia 2011

4

It can be said that the domination of enrolment were students from Iran and Indonesia in public universities of Malaysia which represent 5947 and 3763 respectively. Besides, there are also students from China (2122), Yemen (7384), Libya (856) and Oman (155). The absence of these students on university and residential colleges diversifies the viewpoint of students' body, enhances cultural exchange, and promotes internationalization of higher education in Malaysia (Ambigapathy, 2008; Morshidi, 2008), which contributed on academia and mix between one culture tom another cultural background and cross-cultural psychological studies. Answering the call to this large number of international students enrollment in Malaysia, greater attention has been directed toward the adjustment of international students to Malaysia.
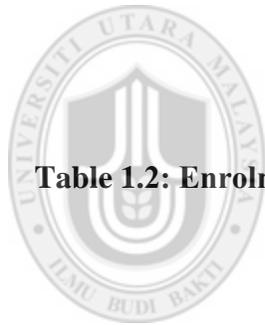
Table 1.2: Enrolment of international students to Malaysia's Public Universities 2007 –2011

Public Universities of Malaysia	2007	2008	2009	2010	2011
University of Malaya (UM)	2242	2963	2925	3208	3286
University of Science Malaysia (USM)	1422	1772	2388	2474	2804
National University of Malaysia (UKM)	1490	1842	2554	2847	2823
University Putra Malaysia (UPM)	2018	2557	2622	2829	3154
University of Technology Malaysia (UTM)	811	2001	2818	2995	3973
Northern University of Malaysia (UUM)	2178	2553	2890	2918	2217

International Islamic University Malaysia (IIUM)	3353	3592	4545	4940	4891
University Malaysia Sarawak (UniMAS)	34	35	48	79	134
University Malaysia Sabah (UMS)	269	334	444	398	570
Sultan Idris University of Education (UPSI)	17	28	71	80	172
University of Technology MARA (UiTM)	260	424	442	427	488
University Sultan Zainal Abidin (UnisZA)	5	30	7	11	24
University Malaysia Terengganu (UMT)	28	46	74	118	80
Islamic Science University of Malaysia (USIM)	53	74	105	175	219
Tun Hussin Onn University of Malaysia (UTHO)	17	55	223	280	305
Technical University of Malaysia Melaka (UTeM)	103	46	52	92	239
University Malaysia Pahang (UMP)	-	43	106	155	180
University Malaysia Perlis (UniMAP)	24	90	140	183	282
University Malaysia Kelantan (UMK)	-	-	2	4	10
National Defense University of Malaysia (UPNM)	-	-	-	1	4

Source: Ministry of Higher Education 2011

From the table 1.2 above, International Islamic University Malaysia (UIAM) became the most university that enrolled international students with 4891 students for 2011. Followed by University of Technology Malaysia, 3973 international students were registered to further their studies. For Northern University of Malaysia (UUM), about 2217 international students enrolled in 2011 and 2918 in 2010. UUM was ranked by Ministry of Higher Education Malaysia as number 7 according to the numbers of enrollment for international students in 2011.

According to figure 2 below, majority of undergraduate students came from Yemen as 533 or equivalent to 32%, followed by students from Indonesia represented by 399 students or 24%. Meanwhile, students from China, Thailand and Somalia were about 329, 142 and 180 respectively or equal to 19%, 8% and 11%.
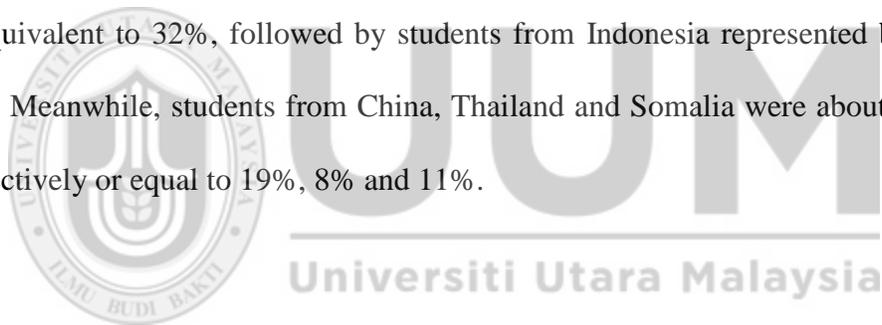
For postgraduate students, according to figure 3 below, majority of postgraduate international student registered in UUM as follows, students from Indonesia, with 302 students or 24% in percentage. It was followed by students from Jordan, 151 students or 12%, students from Libya, 141 students or 11%, Thailand were represented by 117 students or 9% and Yemen for 102 students or 8% of total numbers of postgraduate students respectively. All data were taken at CIUC's (Centre for International Affairs and Cooperation) UUM website.

Figure 2: International Undergraduate Students by Country of UUM 2011

INTERNATIONAL UNDERGRADUATE STUDENTS BY COUNTRY
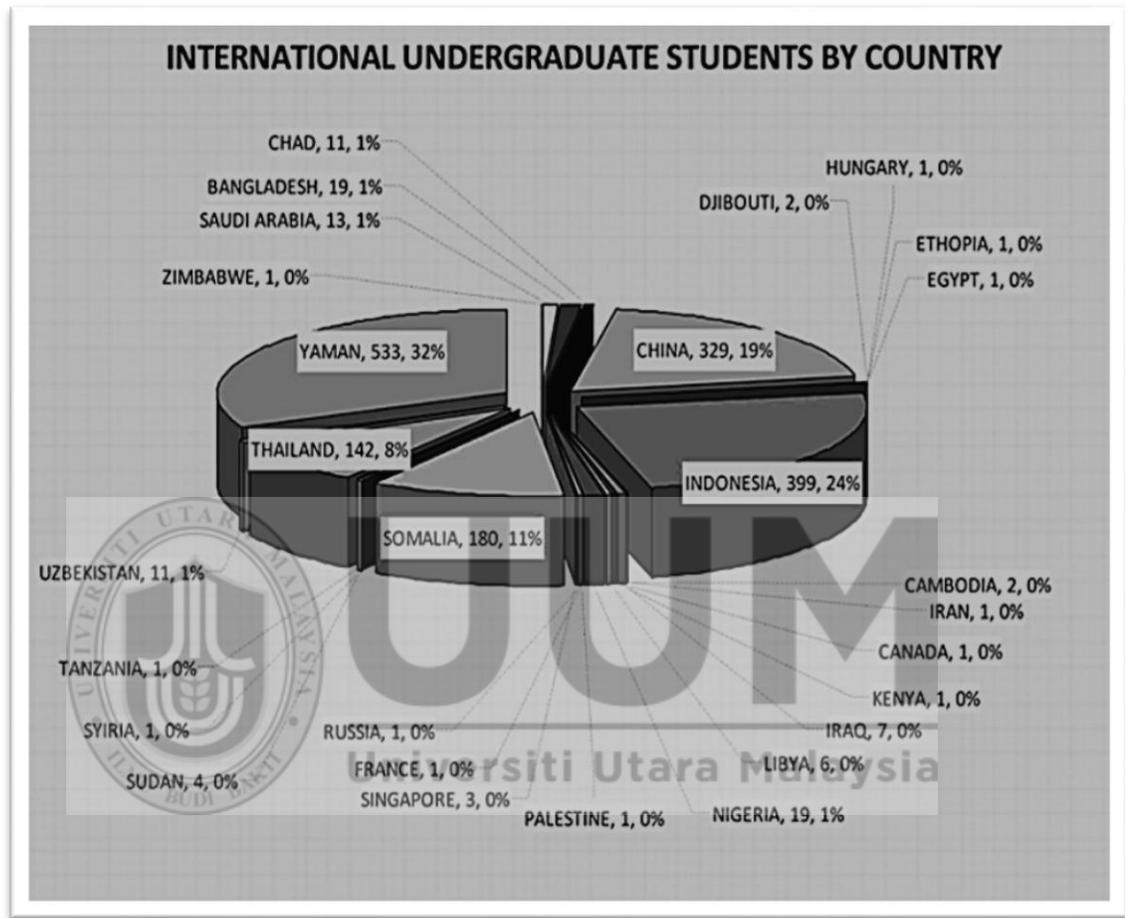
Source: CIAC UUM 2011

Figure 3: International Postgraduate Students by Country of UUM 2011

POSTGRADUATE INTERNATIONAL STUDENT BY COUNTRY

UZBEKISTAN, 19, 2%
USA, 2, 0%
TUNISIA, 3, 0%
TANZANIA, 2, 0%
SYRIA, 13, 1%
SUDAN, 12, 1%
SRI LANKA, 2, 0%
SOMALIA, 19, 2%
RWANDA, 1, 0%
PALESTINE, 43, 3%
PAKISTAN, 5, 0%
OMAN, 5, 0%
NIGERIA, 50, 4%
CAMBODIA, 3, 0%
CANADA, 3, 0%

SAUDI ARABIA, 66, 5%
ALGIERS, 13, 1%
ZIMBABWE, 2, 0%
BANGLADESH, 20, 2%

YAMAN, 102, 8%
THAILAND, 117, 9%

BRUNEI, 2, 0%
CHAD, 1, 0%
CHILE, 1, 0%
CHINA, 24, 2%
EGYPT, 6, 0%
ETHOPIA, 2, 0%
PHILIPPINES, 1, 0%
INDIA, 4, 0%

INDONESIA, 303, 24%
LIBYA, 143, 11%
JORDAN, 151, 12%

IRAN, 3, 0%
IRAQ, 114, 9%
JAPAN, 1, 0%

Source: CIUC UUM 2011

9

1.2 Problem Statement

Even though there are increasing numbers of international students on campuses, there is lack of studies conducted to examine regarding this issue in Malaysia. As an answer, National Higher Education Research Institute, with collaboration with Ministry of Higher Education Malaysia, has conducted a research in June 2009 regarding issues and problems in attracting international students to Malaysia. They were discussed on how to deal with these issues and problems faced by international students and come out with how to manage and recruit them.
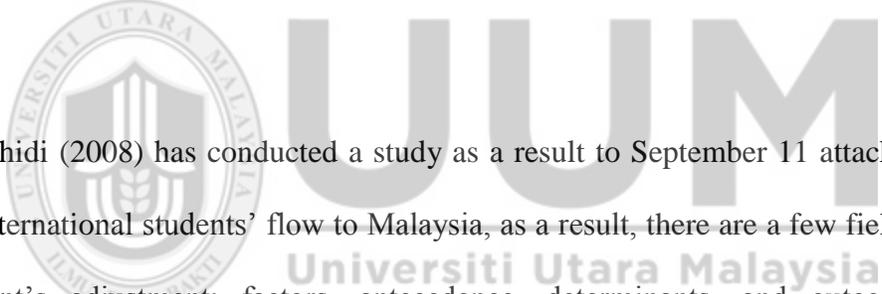
Morshidi (2008) has conducted a study as a result to September 11 attack on United States on international students' flow to Malaysia, as a result, there are a few fields of international student's adjustment; factors, antecedence, determinants, and outcomes has resulted multiculturalism environment in campuses. However, we still need a stronger focus on international students and their needs in international students' adjustment literature in Malaysia for instance.

Moving from one academic environment to another and relocating to a new country to study is becoming an increasingly common occurrence (Brisset, Safdar, Lewis, & Sabatier, 2010). International students who made decision to pursue studies abroad have to deal with the challenges that are related to their adjustment experiences. They are required to deal with the

differences between their own cultural values, norms, and customs and those of their hosts (Ang & Liamputtong, 2008). McLachlan and Justice (2009) in their study found that majority of the international students reported academic, cultural, social differences, and serious health problems at the university in the United States.

In research by Yan and Berliner (2009), they found that international students faced the academic strain, the strain of the language and academic problems, challenges to interact with colleagues and also cultural differences. With that, it is important to understand the experiences in order to minimize adjustment problems besides providing academic and social support. Therefore it is important to understand the relationship between self-efficacy, perceived social support and psychological adjustment. This will assist to provide a better picture in addressing some pertinent issues relating to international students' adjustments. The high numbers of international students in UUM will assist the researcher to be a good location to test these relationships

1.3 Research Question

For this research, the research questions as follows:

1.3.1 Does self-efficacy influences psychological adjustment?

1.3.2 Does perceived social support influences psychological adjustment?

1.4 Research Objectives

For this study, two research objectives were developed. There research objectives are:

1.4.1 To determine the relationship between self-efficacy and psychological adjustment

1.4.2 To determine the relationship between perceived social support and psychological

    adjustment

1.5 Motivation of the study
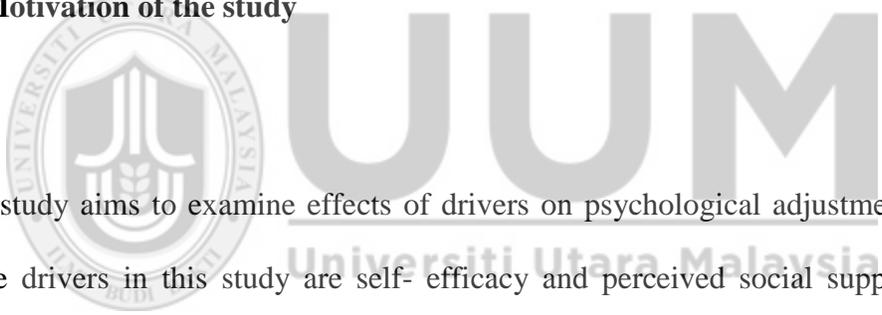
This study aims to examine effects of drivers on psychological adjustment and adaptation. These drivers in this study are self- efficacy and perceived social support. Through well practices flows on psychological adjustment, it will help to improve the adjustment for international students of UUM. However, there are challenges that could hinder the successful of psychological adjustment. Through this study, factors of psychological adjustment (self-efficacy and perceived social support) will influence the psychological adjustment of international students of UUM. Therefore, the motivation of the paper is to address the drivers that will influence the psychological adjustment on international students in UUM.

1.6 Significance of the Study

This study will help international students in several ways. For example, identifying drivers for better psychological adjustment of international students of UUM will contribute towards the understanding of how to improve the adjustment of the students based on the expected results of relationship between variables (self-efficacy and perceived social support) with psychological adjustment. On the other hand, the expected results also will help international students to make better assessments and improve in terms of adaptation of future international students of UUM to come and pursue their studies in UUM, to be accordance with the psychological adjustment. In a nutshell, through this study, the international students' intake division will get a better exposure about the drivers that have the higher tendency to influence the psychological adjustment of international students in the university.
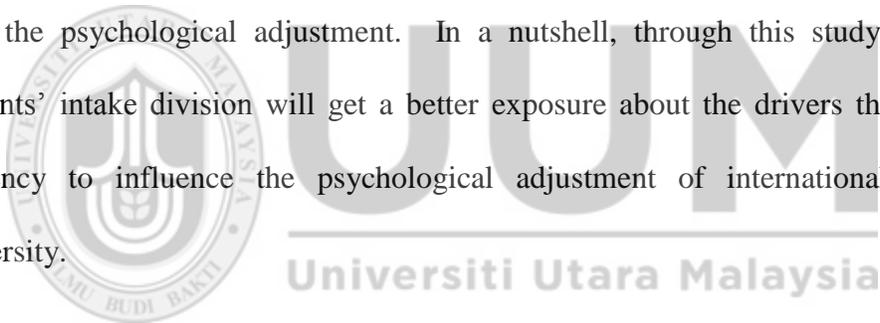
1.7 Scope of the Study

This study will emphasize on two variables as follows; self-efficacy and perceived social support and its effects on the psychological adjustment of international students in UUM. Besides that, this is an exploration study whereby researcher will examine the drivers that really assist to psychological adjustment success among international students of UUM. The scope of study also focuses on the registered international students of UUM which is will

enable researcher to get information on the questions about psychological adaptation of international students, openness to share among the colleagues and academician, level of understanding on the new dimension of multiculturalism and also willingness to learn new culture on the perspectives of international students. Thus, international students will be suitable for the study and provide reliable outcomes for research.

1.8 Organization of the Study

Chapter 1 has discussed about the importance of self-efficacy and perceived social support in order to identify psychological adjustment successfulness among a group of international students of UUM. Besides that, in this chapter, the researcher has discussed about the research questions, research objectives and significant of the study in respect to identify the relationship between independent variables; self-efficacy and perceived social support and dependent variable; psychological adjustment.

Chapter 2 will discuss relevant literature reviews about the independent variables (self-efficacy and perceived social support) and dependent variable (psychological adjustment). In addition, appropriate literature review which is come close with psychological adjustment will be discussed. Thus, the hypotheses for the study will be developed. Meanwhile, chapter 3 will discuss about the research methodology, survey instrument, data collection and techniques of data analysis such as correlation, t-Test and cross-tabulation. Chapter 4 will

discuss the results from the data analysis based on questionnaires. Finally, chapter 5 will discuss about the findings of the data analysis, conclusion, and implications for the international students and also recommendations for future research.

1.9 Conclusion

This chapter has provided more explanations for research process of the study reflected by research objectives and research questions. It is also to determine the most significant variables that will assist psychological adjustment for international students. In addition, the researcher explains about the significance of the study and highlights the scope of study at UUM. Thus, this chapter highlights the fundamentals of the study which will be carried on as guidance throughout of the research process.
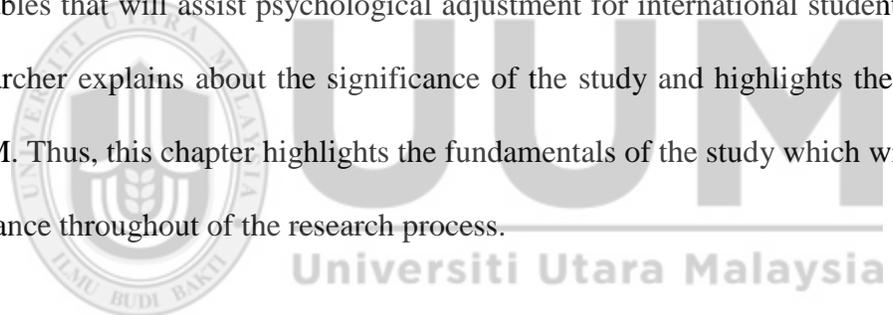
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter will elaborate on the underlying theories with regards to this study and also involves the literature review on the independent variables and dependent variable includes self-efficacy, perceived social support and psychological adjustment. This chapter will also include the research model of the study. The first section of the chapter represents theories related to the study and followed by all reviews separated by each variable.

Related to that, the researcher supports the variables with relevant prior studies and literatures as the evidence which compromise the variables are appropriate with this study. It then followed by the relationship between the independent variables and dependent variables. In the next section, a developed research framework is presented. The final segment of the chapter focuses on the hypotheses for conducting the study. The study will conducted to understand the relationship between self-efficacy, perceived social support and psychological adjustment in international students of UUM.

2.1 Theories

2.1.1 Self-Efficacy Theory

Self-efficacy theory is an important component of Bandura's (1986) more general social cognitive theory, which suggests that an individual's behavior, environment, and cognitive factors (i.e., outcome expectations and self-efficacy) are all highly inter-related. Bandura (1978, p. 240) defined self-efficacy as: "a judgment of ones ability to execute a particular behavior pattern." Wood and Bandura (1989) expanded upon this definition by suggesting that self-efficacy beliefs form a central role in the regulatory process through which an individual's motivation and performance attainments are governed (Sandy et al 1998).

Self-efficacy judgments also determine how much effort people will spend on a task and how long they will persist with it. People with strong self-efficacy beliefs exert greater efforts to master a challenge while those with weak self-efficacy beliefs are likely to reduce their efforts or even quit (Bandura & Schunk, 1981; Brown & Inouyne, 1978; Schunk, 1981; Weinberg, Gould & Jackson, 1979)

Self-efficacy theory (Bandura, 1977) suggests that there are four major sources of information used by individuals when forming self-efficacy judgments (see Figure 4). In order of strength, the first is performance accomplishments, which refers to personal assessment information that is based on an individual's personal mastery accomplishments (i.e., past experiences with the specific task being investigated) (Sandy et al 1998). Previous

successes raise mastery expectations, while repeated failures lower them (Gist & Mitchell, 1992; Saks, 1995; Silver, Mitchell & Gist, 1995).

The second is vicarious experience, which is gained by observing others perform activities successfully (Sandy et al 1998). This is often referred to as modeling, and it can generate expectations in observers that they can improve their own performance by learning from what they have observed (Bandura, 1978; Gist & Mitchell, 1992). Social persuasion is the third, and it refers to activities where people are led, through suggestion, into believing that they can cope successfully with specific tasks (Sandy et al 1998).

Coaching and giving evaluative feedback on performance are common types of social persuasion (Bandura, 1977; Bandura & Cervone, 1986). The final source of information is physiological and emotional states. The individual's physiological or emotional states influence self-efficacy judgments with respect to specific tasks. Emotional reactions to such tasks (e.g., anxiety) can lead to negative judgments of ones ability to complete the tasks (Bandura, 1988).

Figure 4: Self-Efficacy Theory (Bandura 1986)

Sources of Self-efficacy Information
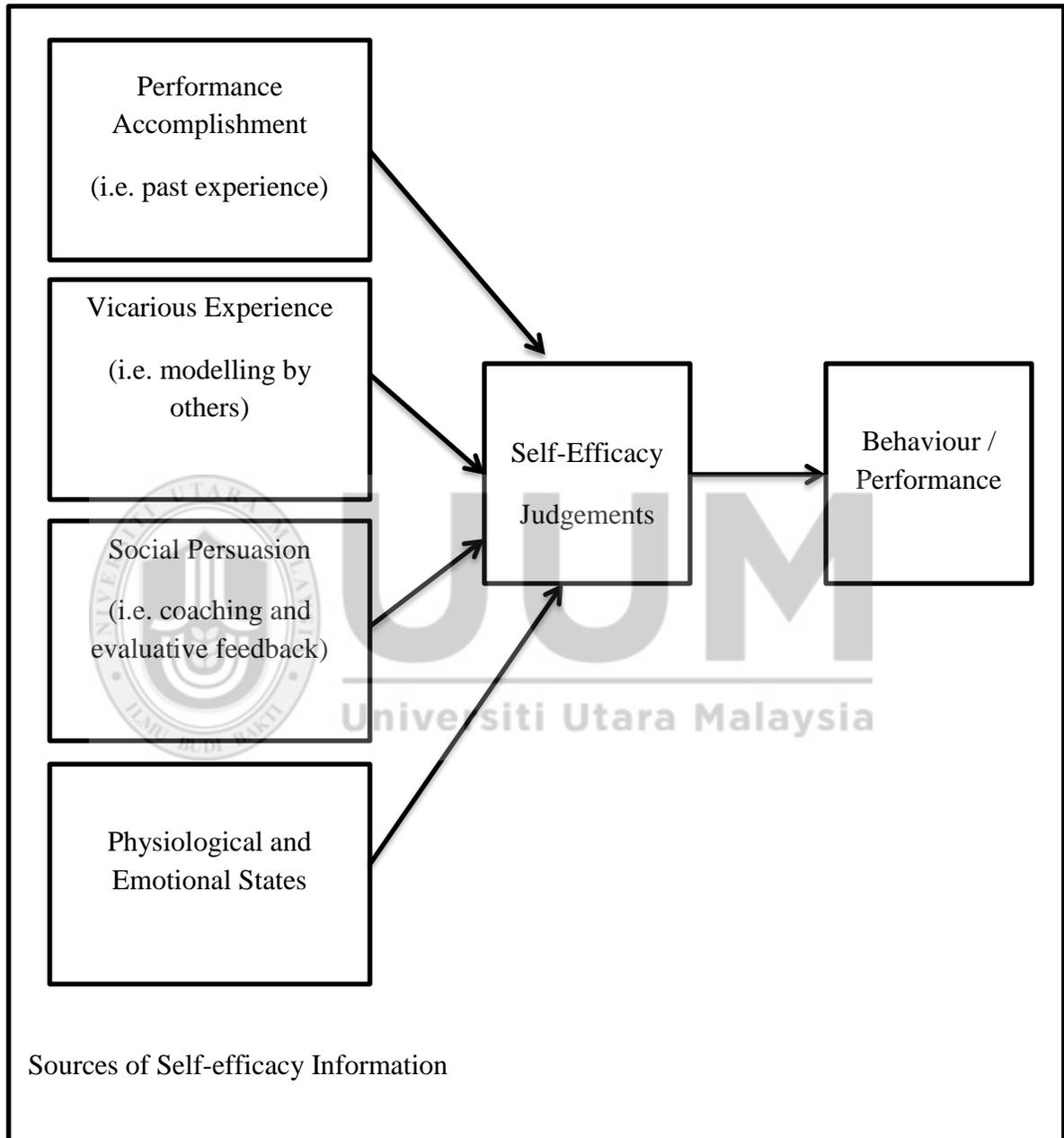
2.1.2 Model of International Adjustment

The model of International Adjustment was developed by Black and colleagues in 1998. Adjustment is a subjective/psychological state and it refers to changes which individuals actively engender or passively accept to achieve or maintain satisfactory states within themselves (Torbiorn, 1982).

The topic of "adjustment" has been researched quite extensively through the lens of many fields of study—education, sociology, psychology, anthropology, and counseling. Subsequently, there is a large body of literature on this phenomenon. "Acculturation," "adjustment," and "assimilation" have been used interchangeably (Kagan & Cohen, 1990). Some cross-cultural psychologists have tried to differentiate the terms even though no general agreement exists (Ward, 1996).

Adjustment involves attitudinal and emotional adjustments of foreigners to the host culture and socially integrating an individual into the social interaction of the new culture (Thomas & Althen, 1989).

According to Church (1982), the constructs are classified into three groups, namely background, personality, and situational. Background constructs include prior international experience, pre-departure knowledge, and language competence while personality constructs include self-efficacy and extroversion (Tsang 2001). A model by Church (1982) shown in figure 5.

Figure 5 Model of International Adjustment (Black 1998, Church 1992)
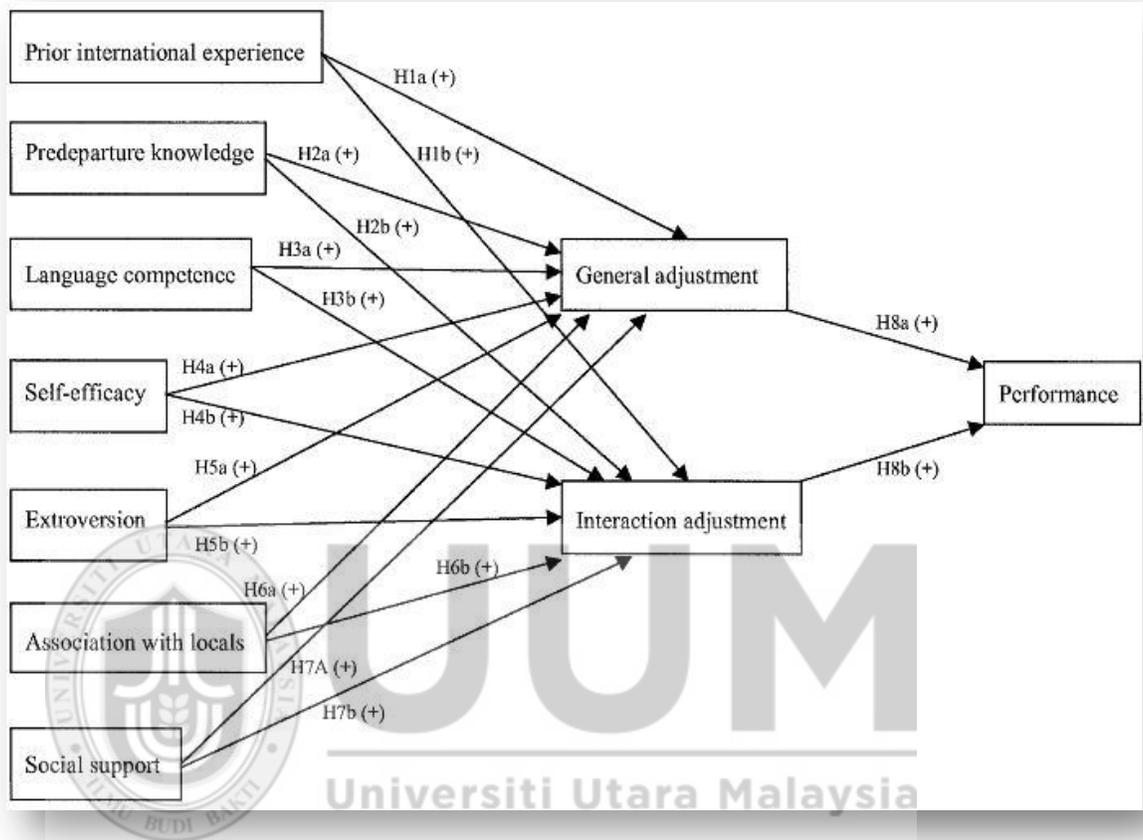
2.2 Prior Study for Each Variable

2.2.1 Self-efficacy

According to Bandura (1995), motivation, affective states, and actions displayed by humans frequently result from what they believe rather than from an objective assessment of the situation. In other words, perceived causative capabilities are a source of human agency and the efficacy theory explains in depth on how humans can develop and enhance their efficacy beliefs (Bandura, 1995). Bandura believed perceived efficacy to be the fundamental basis of human motivation.

The general term "self-efficacy" refers to "beliefs in one's capabilities to organize and execute the courses of action required managing prospective situations (Bandura, 1997). According to Bandura (1995), motivation, affective states, and actions displayed by humans frequently result from what they believe rather than from an objective assessment of the situation. In other words, perceived causative capabilities are a source of human agency and the efficacy theory explains in depth on how humans can develop and enhance their efficacy beliefs (Bandura, 1995). Bandura believed perceived efficacy to be the fundamental basis of human motivation.

Self-efficacy beliefs are considered to be the outcome of a process of weighing, integrating, and evaluating information about one's capabilities, and which, in turn, regulate the choices people make and the amount of effort they apply to a given task (Gist, M.E, 1987). Self-

efficacy judgments vary over time on the basis of new information and experience (Gist, M.E. and Mitchell, T.R, 1992). Thus, self-efficacy is a dynamic concept. Self-efficacy beliefs are also associated primarily with specific task conditions, though, there is considered to be a degree of generalization of self-efficacy beliefs across related task situations and of a person's general sense of efficaciousness (Bandura 1991).

Self-efficacy is quite malleable, subject to influence from multiple sources of information (Bandura, 1977): personal performances; vicarious experiences; verbal persuasion and physiological responses. Personal performance, or demonstrated achievement, is of special importance to this study; successes and failures affect self-efficacy as well as other control orientations (Bandura, 1977; Deci and Ryan, 1987; Mainquist and Eichorn, 1989).

Self beliefs may give an influence the choice of behaviour, how much is the effort was needed and the length of the effort needed. It also will encourage the thinking patterns and mix with emotional behaviour which related to success. It come out that students with unrealistic expectations or over optimistic expectation may face the difficulty in adjusting their efforts with their desired performance or even poorly result. In this research, it was conducted to see the relationship with self-efficacy with psychological adjustment.

The literature abounds with studies that relate self-efficacy beliefs to academic performance (Collins 1982; Pintrich and De Groot 1990; Zimmerman et al. 1992; Schraw 1994; Bandura 1997; Pajares 2000, 2002; Christensen et al. 2002). Bandura (1986) theorizes that a person is more capable of making better predictions of the outcomes in more specific situations than

he is capable of doing so in a more general situation. Studies that relate the accuracy of self-efficacy in predicting task-specific performance include researches by Graham et al. (1981), Relich et al. (1986), Stone (1994), Ancis and Phillips (1996) and Pajares and Miller (1997). Pajeres and Valiante (1996) demonstrated that skill, ability and previous accomplishments are significant predictors of self-efficacy and academic performance. As such a person's skill, ability and previous accomplishments/experiences play crucial role in determining one's efficacy beliefs. Pajeres and Valiante (1996), Christensen et al. (2002) examined a number of explanatory variables that represent these 'skills, ability and previous accomplishments' in their model to study the effect on self-efficacy and student performance.
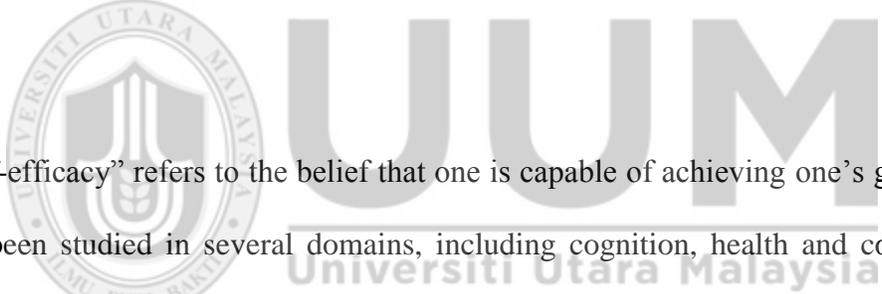
"Self-efficacy" refers to the belief that one is capable of achieving one's goals. This concept has been studied in several domains, including cognition, health and counseling (Isabelle et.al. 2011). Schwarzer (1992) conceptualized general self-efficacy, which is concerned with more global and stable personal capability to address effectively many stressful situations. General self-efficacy is considered a personal resource or vulnerability factor that can influence a person's feelings, thoughts, and behaviors, Yusliza (2012).

General self-efficacy reflects an optimistic self-belief of an individual (Schwarzer, 1992). General self-efficacy also tends to help an individual facilitate goal setting, effort investment, persistence in face of barriers, recovery from setbacks, and emotional adaptiveness (Bandura, 1995; Poyrazli, McPherson, Arbona, Pisecco, & Nora, 2002; Schwarzer, 1992). During the

stressful transitional adaptation to a different culture, self-efficacy plays a critical role in protecting against negative experience and emotion, and health impairment (Jerusalem & Mittag, 1995).

Self-efficacy influences personal goals, defined as an individual's intention to engage in a particular activity or to produce a particular outcome (Lent, 2005). Personal goals then determine the individual's actions, and these actions explain performance. Bandura (1997) considers that goals must be specific if they are to have a motivating effect. According to Earley et al. (1987), a specific goal favors planning behavior because it is easier for the individual to anticipate the most appropriate behavior. Bandura (1997) specifies what features of goals are supposed to be influenced by self-efficacy and considers that specificity of the goal is a relevant feature. Bandura (1997, p. 36) states that "Efficacy beliefs are concerned not only with the exercise of control over action but also with the self-regulation of thought processes, motivation and affective and physiological states".

Furthermore, research shows that cultural training should positively affect an individual's self-efficacy (Bandura, 1997). Harrison et al. (1996) found individuals with higher levels of generalized self-efficacy to have higher levels of cross-cultural adjustment.

High self-efficacy is thought to contribute to improved performance in a range of situations due to its association with effective behavioral strategies, T. Alexandra (2012). Self-efficacy theory posits that individuals judge their ability to cope successfully with challenges when faced with environmental demands, and that based on this judgment, individuals initiate and

25

persist with behavioral strategies to manage challenges effectively and attain desired outcomes (Bandura, 1997). These behavioral strategies consist of self-regulatory techniques such as goal setting, development of rules for influencing the environment, and monitoring the self (Maddux, 1995).

An individual high in self-efficacy may be more likely to volunteer to help co-workers with work-related problems, or to attend voluntary meetings, because s/he is better able to proactively plan for these activities and organize the workday to accommodate them, T. Alexandra (2012). Empirical support for this proposition is provided by Speier and Frese (1997) and Morrison and Phelps (1999), who found that generalized self-efficacy predicted personal initiative and "taking charge" behavior.

Self-efficacy is an individual's belief in his or her ability to accomplish a certain task and to produce designated levels of performance with the skills he or she has (Bandura, 1986, 1991). Also, self-efficacy beliefs determine how people motivate themselves and behave (Bandura, 1994). Previous research in other disciplines has, however, investigated students' self-efficacy in order to assess the effectiveness of respective training and/or education programs (Kretovics, 1999; Boyatzis et al., 2002; Scott and Mallinckrodt, 2005; Tang et al., 2004).

Self-efficacy is defined by Smith (2001) after reviewing pivotal previous works, as the situation-specific self-confidence in one's abilities to organize and execute a course of action to obtain certain outcomes. Technically, this terminology is thought of as the belief in one's ability to execute successfully a certain course of behavior (Bandura, 1977, 1982). Although Bandura (1997) found that self-efficacy is not directly related to one's actual skill level, the study did acknowledge its relevance in determining if and for how long an individual perseveres with a certain task. Bouffard-Bouchard et al. (1991) and Tang et al. (2004) also discovered evidence in counseling studies to suggest that more self-efficacious students manage work time better, are more persistent and are more likely to achieve correct solutions.
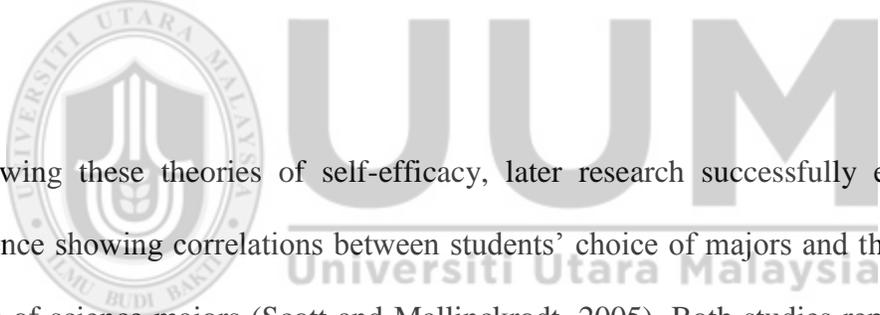
Following these theories of self-efficacy, later research successfully explored statistical evidence showing correlations between students' choice of majors and their self-efficacy in terms of science majors (Scott and Mallinckrodt, 2005). Both studies reported that students who appear to have engaged in such science subjects tend to have a higher self-efficacy, Satoshi et.al. (2010).

Accordingly, these studies give credence to Pajares's (1997) finding that academic self-efficacy beliefs vary according to subject matter. Kretovics (1999) focused on one's changing patterns of self-efficacy when investigating the effectiveness of an MBA program. Scott and Mallinckrodt (2005) investigated self-efficacy between science major and non-science major students studying at the undergraduate level. They discovered that students

majoring in science had significantly higher self-efficacy of science compared to those who were undecided or had chosen a major other than science. According to these literatures, self-efficacy appears to most of international students in UUM, as they have some beliefs in their capabilities to organize and to perform an action in managing their situations.

2.2.2 Perceived Social Support

One factor that appears to improve adjustment is social support, which may provide international students with opportunities to develop an understanding of the new culture Yusniza (2012). Copeland and Norell (2002) stated that the role of social support on international relocations is accentuated because an overseas assignment presents both the disruption of established social support networks and the challenge to develop new one. Besides, social support is considered within the stress and coping framework and has been found to be an important predictor in psychological adaptation during cross-cultural transitions (e.g., Brisset et al., 2010; O'Reilly, Ryan, & Hickey, 2010; Safdar, Lay, & Struthers, 2003, Safdar, Struthers, & van Oudenhoven, 2009; Sumer et al., 2008; Ward & Rana-Deuba, 2000).

Based on research, Brisset et al. (2010) examined the relationship between trait anxiety, adult attachment, psychological distress, social support, cultural identification, and socio-cultural

adaptation among 112 Vietnamese international students in France and 101 French students, undergoing a first transition in French university. The relationship between satisfaction with social support and psychological distress was supported among the Vietnamese students in relation to both forms of social support (the more distressed, the less satisfied they were with their social support), but not among the French students (Yusliza, 2011; Brisset et al 2000).

A study by O'Reilly et al. (2010), utilized the Multidimensional Scale of Perceived Social Support to examine social support from family, friends, and significant others, and their relationships to different variables such as loneliness, stress, psychological well-being, and socio-cultural adaptation of international students. The study found that, although international students had high levels of social support and low levels of loneliness and stress, students were experiencing high levels of socio-cultural adjustment difficulties and psychological distress, (Yusniza, 2012).

Another study by Sumer et al. (2008) examined gender, age, race / ethnicity, social support, English proficiency, and length of stay, and their relationships to depression and anxiety among international students. Participants included 440 international students (57% men and 43% women) with the average age of 26.15 years. They found that students with lower levels of social support reported higher levels of depression and anxiety.

In the current study, social support from different sources was investigated. The sources includes family, friends, and significant others (Zimet et al., 1988). Basol (2008) carried out a study on validity and reliability of the Multidimensional Scale of Perceived Social Support with a Turkish sample. He conducted an exploratory factor to examine the factor structure underlying the data and a confirmatory factor analysis to confirm the three-factor structure of the scale. His study found that the internal consistency of the total and subscale scores were satisfactory (Cronbach's alpha = .93) confirming three dimensions and satisfactory reliability. Similar items have been used to assess social support in recent research (e.g., Velotti, 2008).

Social support, which is defined as "an interpersonal transaction that involves emotional concern, instrumental aid, information, or appraisal" (Carlson and Perrewe´, 1999, p. 514), can surface from coworkers and supervisors in the workplace. Social support in the workplace may help employees to cope with difficulties associated with work and family roles (Frye and Breaugh, 2004; Karatepe and Kilic, 2007). In addition, such support may help employees to integrate work and family roles effectively (Demerouti et al., 2004; Hill, 2005). It has been demonstrated that colleague support acts as a moderator in the relationship between work-family conflict and their outcomes such as psychological strain and family satisfaction (O'Driscoll et al., 2004). It also seems that work social support may enhance the relationships of work-family facilitation and family-work facilitation with various outcomes such as job satisfaction and family satisfaction Osman (2009).

According to the findings of a study of frontline hotel employees in Turkey, work-family conflict and family-work conflict had detrimental effects on service recovery performance and turnover intentions (Ketape and Sokmen, 2006). The findings also indicated that family-work conflict influenced job satisfaction deleteriously. The findings on a study conducted in India illustrated thet the negative relationship between family-work organizational commitment (Namasivayam and Zhao, 2007).

A number of work stress studies examining a wide range of occupations have found that various job resources (for example, social support) may decrease individuals' strain by reducing the negative effect of occupational stressors (Cohen and Wills, 1985). Social support is regarded to be crucial factor in dealing with job stress by providing dependable interpersonal relationships that result in social inclusion, reassurance, guidance, and material aid (Cohen and Wills, 1985). The favorable effects of social support are thought to occur because a caring network of persons offering positive experiences and resources renders the stressor as less threatening and increase individual's sense of ability to cope with the stressor (Cohen and Wills, 1985).

Social support can be classified according to support sources (e.g., one's colleagues or supervisor) and support types, including instrumental, emotional, informational, and appraisal support (House, 1981). Instrumental support consists of offering tangible assistance or concrete help (House, 1981). Emotional support entails listening and showing sympathy or trust (House, 1981). Informational support involves offering advice on how to approach a

problem as well as useful information and direction (House, 1981). Informational support may not be useful in and of itself; instead, it helps individuals help themselves (House, 1981). A number of different mechanisms are commonly used to elucidate the positive relationship between social support and individuals' health and well-being (Cohen and Wills, 1985).

Most notably, the buffering effects model suggests that social support guards individuals by buffering the negative effects of stressors; that is, the strength of the stressor-strain relationship decreases as social support increases (Cohen and Wills, 1985). Empirical support for the buffering model of social support has been found across various occupations (e.g., Himle and Jayaratne, 1991), but several studies have also failed to find any buffering effects (e.g., Ducharme and Martin, 2000). Further, a number of studies report "reverse buffering" effects in that social support was found to exacerbate – rather than reduce – the negative effects of job stressors (e.g., La Rocco et al., 1980).

Social support from one's family (i.e., non-workplace social support), for example, may not buffer the effects of work overload (La Rocco et al., 1980). Similarly, seemingly supportive interactions, such as commiserating with co-workers, may intensify stressful situations by eliciting futile rumination and strengthening individuals' perceptions that the stressor experienced is as detrimental as they imagined (La Rocco et al., 1980). Buffering effects are also more likely to be found when specific – rather than general – measures of social support

are used because general measures of support may fail to capture the facets of support that would be responsive to the stressor at hand (Cohen and Wills, 1985).

The importance of social support for successful adaptation has been well documented in the literature (Adelman, 1988; Altbach, Kelly, & Lulat, 1985; Church, 1982; Golding & Burnam, 1990). In their study of the pre- to post-arrival change in emotional well-being of Taiwanese students in the USA, Ying and Liese (1991) found that students experiencing stable or improved mood from pre- to post arrival tended to have a larger social support network than students who became more depressed. In developing the Index of Social Support, Yang and Clum (1995) included eight support areas: contacts with direct family, secondary family, old friends in the home country, new friends in the host country, churches, school organizations, the international student center on campus, and community activities (Tsang, 2001).

2.2.3 Psychological Adjustment

Adjustment is a subjective/psychological state and it refers to changes which individuals actively engender or passively accept to achieve or maintain satisfactory states within themselves (Torbiorn, 1982). Adjustment involves attitudinal and emotional adjustments of foreigners to the host culture and socially integrating an individual into the social interaction

33

of the new culture (Thomas & Althen, 1989). Cross-cultural adjustment, in turn, has been conceptualized as the degree of psychological adjustment experienced by the individual or the degree of comfort, familiarity, and ease that the individual feels toward the new environment (Church, 1982; Mendenhall & Oddou, 1985). According to Searle and Ward (1990), psychological adjustment is customarily considered to be general feelings of well-being and satisfaction the expatriate comes to experience because of reduction of the stress of living in the new culture. It is broadly affected by personality, life changes, coping styles, and social support (Ward & Kennedy, 1999).

The research on psychological adjustment of international students became an interest of many researchers for many years. For example, Pan, Wong, Joubert and Chan (2008) did a study of 660 samples of Chinese students who studying abroad in University of Melbourne, Australia and six universities in Hong Kong. They tested the relationship between acculturation stressors, meaning of life, psychological adjustment (satisfaction with life) and demographic information. They found that psychological adjustment did not differ significantly between the two samples. Meaning of life had a strong positive contribution and acculturative stressors had a negative contribution in predicting psychological adjustment in both samples. Meaning of life partially mediated the relationship between acculturative stressors and psychological adjustment in both samples (Yusniza, 2012).

Wilton and Constantine (2003) examined length of residence, cultural adjustment difficulties, and psychological distress symptoms in 190 Asian and Latin American

international college students. Findings of their study revealed that Latin American students reported higher levels of psychological distress than Asian peers. Moreover, length of residence in the United States was negatively associated with psychological distress symptoms, and acculturative distress and intercultural competence concerns were positively related to psychological distress in both groups (Yusniza, 2012).

Adjustment is identified as psychological well-being, and for the purpose of the research presented includes anxiety, depression and stress (Carver et al., 1989; Fox and Ashforth, 1993; Lazarus, 2000). Younger and less experienced individuals may be more susceptible to forms of psychological adjustment because they have yet to learn effective means of coping with work demands (Maslach, 1982). The maturity that comes with age may partly reflect an individual's successful experiences in dealing with stressful events and this may help them cope with similar situations in the future (Cherniss, 1980). Fox and Ashforth (1993) have, however, revealed that age is not associated with emotional exhaustion, though this does not mean there is no association with stress (Love & Irani, 2007). The greater the marital satisfaction and adjustment associated with increased-job satisfaction, more positive mood, lower levels of tension and stress occur among individuals (Lazarus and Launier, 1978; Barlington and Rosenbaum, 1986). In addition, married or de facto couples can act as a social-support mechanism and therefore provide a mechanism for coping with stressful events that may occur in the workplace (Love & Irani, 2007).

The question of whether education is a predictor of job strain has been answered in the negative by several researchers (McKenna and Scholl, 1988). Wallace et al. (1988) revealed that higher levels of education were associated with greater workloads and less social support in the workplace. In addition, Wallace et al. (1988) found that individuals with higher levels of education were prone to greater levels of stress as they tended to assume greater levels of responsibility (Love & Irani, 2007).

2.3 Research Framework

Based on the study of the literature above, the conceptual model is developed in a single model as in figure 6. The framework consists of independent variables and dependent variables. As mentioned earlier, the independent variables in this study are self-efficacy and perceived social support. Meanwhile, the dependent variable is the psychological adjustment. Thus, theoretical framework is developed as to show the relationship between independent variables and dependent variable.

Figure 6: Research framework of the study
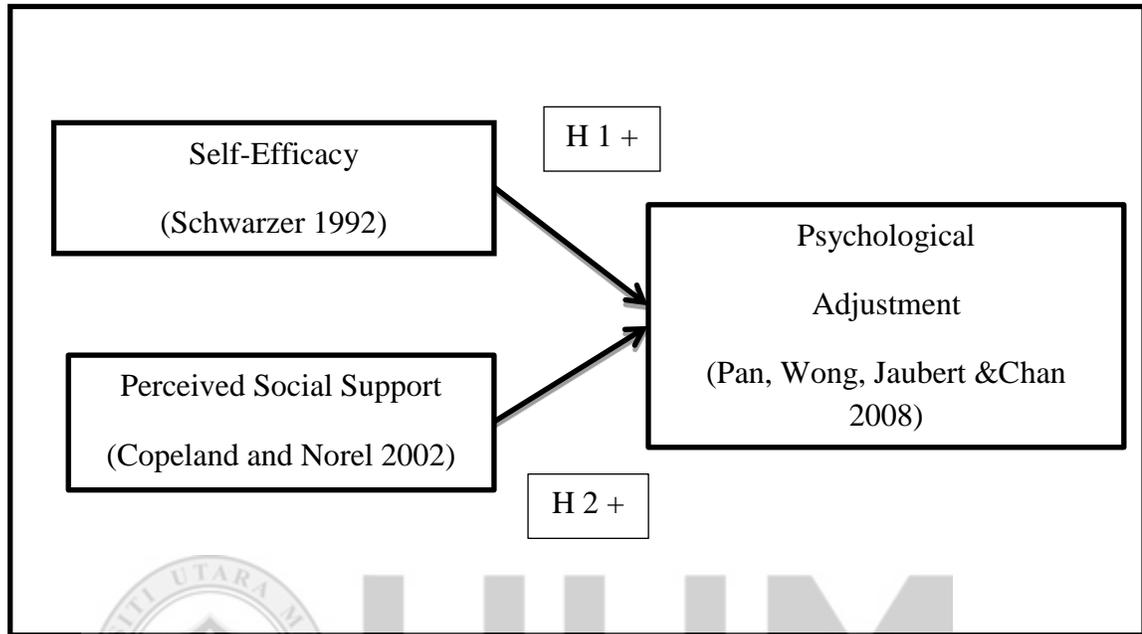
2.4 Conclusion

This chapter discussed about theories and literature review of past studies regarding self-efficacy, perceived social support and psychological adjustment as the variables for this study. The Self- Efficacy Theory (Bandura 1986) and the Model of International Adjustment (Black 1998, Church 1992) was used in order to develop research framework for this study. The next chapter will deal preliminary with the research methodology that will be used in this study.

37

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter mainly discussed about research design and data analysis. For details, this chapter discussed about the study variables which consist of independent variables and dependent variable. For independent variables, it consists of self-efficacy and perceived social support and for dependent variable is psychological adjustment. Others are measurement of variables which consists of questionnaire, questionnaire design, population, data collection method and data analysis technique.
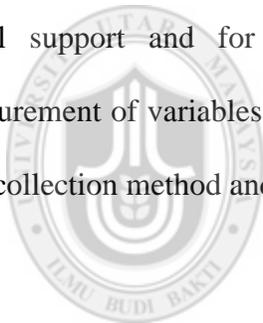
3.1 Research Design

The research design is a main plan that specifically shows the methods and procedure for collecting and also analysing important information needed for this research. It does provide the framework for this study. A survey method, which is the common way for gathering primary data, is used for this research. A sample of 150 international students in UUM has been chosen for answering the questionnaire. When the data was completed, it will be

analysed using statistical analysis. The hypotheses and the objectives will be tested by using the analysis and it will explain the relationships between independent and dependent variables.

3.2 Questionnaire Design

The questionnaire was design to suit self-efficacy, perceived social support and psychological adjustment. They are two parts in the questionnaire which consists of demographic data such as gender, age, major study, faculty / college, country of origin, nationality, native language, marital status and length of time in Malaysia as international student. In the second part of questionnaire, respondent were asked for questions concerning the independent variable and dependent as identified earlier.

Major study, faculty/ college, country of origin, nationality, native language and length of stay in Malaysia were measured using open ended question. While gender, age and marital status were measured using closed ended question. For gender it comprises of male and female, for age, a group of age were used; under 20, 20-25 years, 26-30 years, 31-40 years and 41 and above, for college it comprises of three; College of Business (COB), College of Arts and Sciences (CAS) and College of Law, Government and International Studies (COLGIS), for marital status also comprises of three items; single, married and divorced.

39

Items on self-efficacy, perceived social support and psychological adjustment were adopted on the existing validated measures form previous literature (self-efficacy; Schwarzer (1992), perceived social support; Copeland and Norell (2002) and psychological adjustment; Pan, Wong, Jaubert and Chan (2008) using 5-point Lickert scale (1=strongly disagree, 2=disagree, 3=neutral, 4= agree, 5=strongly agree). The summary of each variable that was adopted and used in this study as follows:

1. **Self-efficacy** : Adopted from Schwarzer (1992)

2. **Perceived Social Support** : Adopted from Copeland and Norell (2002)

3. **Psychological Adjustment** : Adopted from Pan, Wong, Jaubert and Chan (2008)
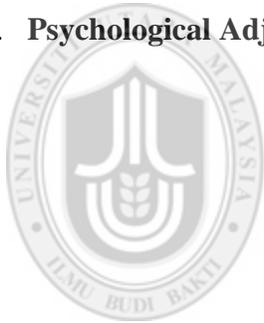
Table 3.1: Summary of questionnaire design

Variables	No. of Items	Items
Section A: Demographic		
Major Study	1	Section A: Item 1
Gender	1	Section A: Item 2
Age	1	Section A: Item 3
College	1	Section A: Item 4
Country of origin	1	Section A: Item 5
Nationality	1	Section A: Item 6
Native language	1	Section A: Item 7
Marital status	1	Section A: Item 8
Length of time in Malaysia	1	Section A: Item 9

Section B, C and D Independent and Dependent Variables		
Self-efficacy	10	Section B: Item 1-10
Social support	12	Section C: Item 1-12
Psychological adjustment	5	Section D: Item 1-5

3.3 Sampling Design

This section works on sampling techniques from the population which used to show the research design. As knowledge, population is the group that that become the interest of the researcher or to whom the researcher would like to generalize the result of the study. According to Sekaran (2003), population is the entire group of people, events or things that the researcher desire to investigate. In this research, the population comprises to international students of UUM. The sampling procedure that was used for this study was convenience sampling.

Convenience sampling is an effective technique to get fast information from the respondent. Convenience sampling or sometimes known as grab or opportunity sampling is a type of nonprobability sampling which involves the sample being drawn from that part of the population which is closed to hand. That is, a sample population selected because it is readily available and convenient. It may be through meeting the person or including a person in the sample when one meets them or chosen by finding them through technological means such as using internet or through phone.

The researcher using such a a sample cannot scientifically make generalization about the generalizations about the total population from this sample because it would not be representative enough. The reason of sampling is to ensures that each element in the population have an equal chance of being included in the sample (Zirkmund et. al, (2010). Sampling thus makes it practically possible to collect data from all elements in the population selected.

3.3.1   Sample Size

According to Sekaran (2003), sample size is referring to the actual number of subject chosen as a sample to represent the population (N) characteristics. Due to this study, the researcher was adopted the schedule by Krejcie and Morgan (1970) as cited from Sekaran (2003). The population of this research is 938 international students registered for this semester for second semester 2012/2013, and the sample should be 269. However, according to Roscoe

(1995), sample size which larger than 30 less than 500 are appropriate for most research. So, the researcher used only 150 samples in this research.

3.4 Data Collection Method

Likewise, data must be acquired to accept or reject any hypothesis that might have been established. The researcher uses the survey research. In order to complete this study, two types of data namely primary and secondary data are been gathered as sources. These type of data encompasses all the various types of information that researcher might actually use or desire to use in this research project.

Primary data defined as data that collected for a specific purpose from original source. In this research project, data is collected using single method. The method is the distribution of questionnaires. The researcher used questionnaire to find what is required and how to measure the variable of interest. Besides, in this research, the researcher also use the external data and resources which taken from printed material such as books, journal, internet and case study as well known as secondary data. Data collection stage is crucial because it depends on the data collected in the field (Zirkmund et. al, 2010). Data collection was conducted by distributing a self-administrated questionnaire to all respondent which are the international students of UUM.

3.5 Hypothesis Testing

The objective of this study is to reveal the effect of two independent variables i. e. self-efficacy and perceived social support on psychological adjustment in international students of Universiti Utara Malaysia (UUM). Each variable was known to have different effect on psychological adjustment and thus the projected outcome for each variable will have been a great attention of this research project. The hypotheses of this study are as follows:

Hypothesis 1: Self-efficacy is positively related to psychological adjustment.

Hypothesis 2: Social support is related to psychological adjustment.
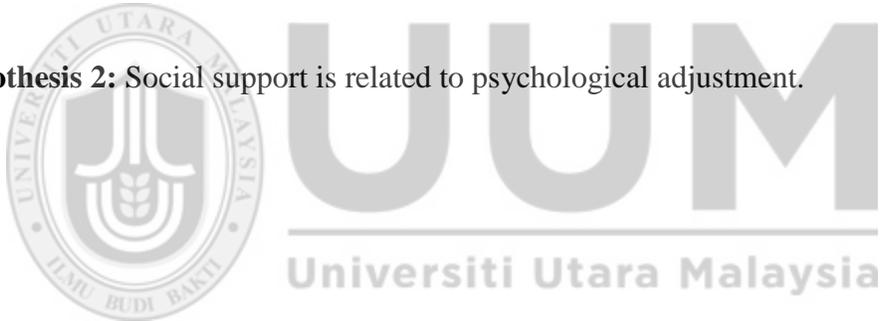
3.6 Data Analysis Technique

Analysis of the data will be done using the 'Statistical Package for Social Science' (SPSS Ver. 19.0) for Window or SPSS. Descriptive statistic will be employed to analyze data. Descriptive statistics provide simple summaries about the sample and the measures (Zikmund et. al., 2010). A cross tabulation will used to measure the relation between the dependent variables and independent variable. The data will be computed and recorded through the range into same variables. After done the entire process researcher will continue with doing a pie chart / bar chart and the data will be aggregate and analyze aggregate range will never standardize because each factor has different number of items.

3.6.1 Reliability Test Analysis

Reliability test is the consistency of a set of measurement or of a measuring instrument, which frequently used to describe a test. Which means, that a reliable measuring method which measuring something consistently, but may not measure the item itself. Cronbach's Alpha (coefficient alpha, α) is a coefficient of reliability. According to Sekaran (2003), reliabilities less than 0.6 are generally considered to be poor, those in the range 0.7 are to be accepted and those over 0.8 to be good. For a research, the correlation between two variables will be appropriate to estimate if the measures had been more reliable. When a group (or person) will successfully perform the specified task on the specific condition, then the

reliability can be applied (Blank, 2004). Meanwhile, the reliability will not be affecting validity of the research.

(Carmines and Zeller, 1979) defined validity as the extent to which any measuring instrument measures what is intended to measure. Validity was also used to improve existing scales and to evaluate the reliability of scales which already in use. (Zirkmund et.al. 2010) stated that Multivariate procedures like factor analysis can be useful in establishing construct validity. Test of validity can be identified with the degree of correlation between the test and a measure. In terms of accuracy and precision, reliability is similar to precision, while validity is similar to accuracy. In short, George and Mallery (2006) proposed a way that the Cronbach's alpha (α) can be fix through the following rules of thumb as follows;
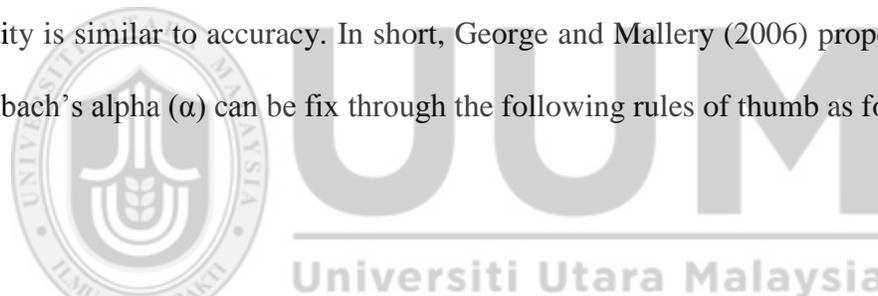
Table 3.2: Rules of thumb proposed by George and Mallery (2006)

Range	Interpretation
$\alpha > 0.9$	Excellent
$\alpha > 0.8$	Good
$\alpha > 0.7$	Acceptable
$\alpha > 0.6$	Questionable
$\alpha > 0.5$	Poor
$\alpha < 0.5$	Unacceptable

3.6.2 Pearson Correlation

In order to test the hypotheses, the researcher use Pearson correlation. Zikmund et. al. (2010) indicated that correlation is used to know the relationship of one variable to another. In general, $r > 0$ indicates positive relationship, while $r < 0$, it indicates negative relationship. If $r = 0$ it indicates no relationship. This study attempts to identify any of the relationships between self-efficacy, perceived social support and psychological adjustment. Cohen's (1988) suggestion was used. When $r = \pm0.1$ to ±0.29, the relationship is said to be small, when $r = \pm0.30$ to ±0.49, the strength is medium while when r is ±0.50 and above, the strength is large.

Table 3.3: Strength of relationship for Coefficient correlation (r)

Value of r	Strength of relationship
-1.0 to –0.5 or 1.0 to 0.5	Strong
-0.5 to –0.3 or 0.3 to 0.5	Moderate
-0.3 to –0.1 or 0.1 to 0.3	Weak
–0.1 to 0.1	None or very weak

3.6.3 The *t*-test

A t-test is used for testing the hypotheses which involving observed mean against some specific value. The t-test gives an indication of the separateness of two sets of measurements and it is used for a confirmation of two sets of measures which essentially different and that is an experimental effect has been demonstrated. The t-test may fulfill the needs to contrast means for a variable grouped into two characteristics based on some less-than interval variable.
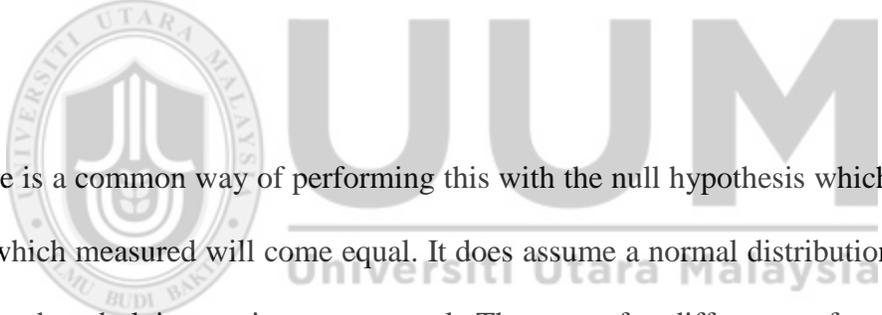
There is a common way of performing this with the null hypothesis which means of the two sets which measured will come equal. It does assume a normal distribution or the parametric data and underlying variance are equal. The t-test for difference of means indicates two samples were drawn from the normal distribution and the variance of the two populations was approximately will be equal. An independent sample of t-test will test the differences between means taken from two independent samples or groups (Zikmund et. al., 2010).

It will be used when if there is random assignment which need only two sets of measurement to compare for. It can be divided into two types; the first one Independent-measures t-test, which exists when samples are not matched each other, and the other one; Matched-paired t-test, only when samples are paired, for example, before-and-after. Otherwise, a single sample

49

t-test will compare a sample against of known figure for example; the product which produced in the factory is compared with its required standard of production.

3.6.4 Multiple Regressions Analysis

According to Maholtra, N., (1999), regression analysis can be used for analyzing an associate relationship between the dependent variables and independent variables. Regression analysis is a powerful and flexible procedure for analyzing associative relationship between a metric dependent variable and one or more independent variable. In this study regression analysis is used determine whether the independent variable explain a significant relationship.
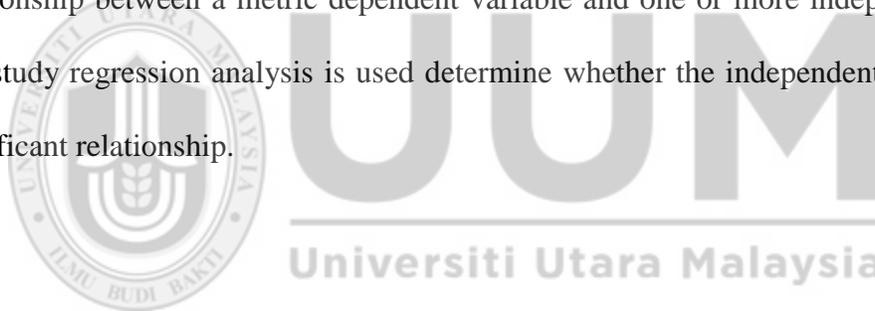
The general purpose of multiple regressions is to learn more about the relationship between several independent variables and a dependent variable (Cohen et. al., 2003). The degree to which two or more independent variables are related to the dependent variable is expressed in the correlation coefficient R, which is the square root of R-square. R can assume values between 0 and 1. The direction of the relationship between variables depends on the signs (plus or minus) of the regression or B coefficients. If a B coefficient is positive, then the relationship of this variable with the dependent variable is positive; if the B coefficient is negative then the relationship is negative. If the B coefficient is equal to 0 then there is no relationship between the variables (Zikmund et. al., 2010).

3.6.5 Cross Tabulation

Cross tabulation is the process of creating a contingency table from the multivariate frequency distribution of statistical variables. Heavily used in survey research, cross tabulations or crosstabs for short can be produced by a range of statistical packages, including some that are specialized for the task. Survey weights often need to be incorporated.

3.6.6 Descriptive Studies
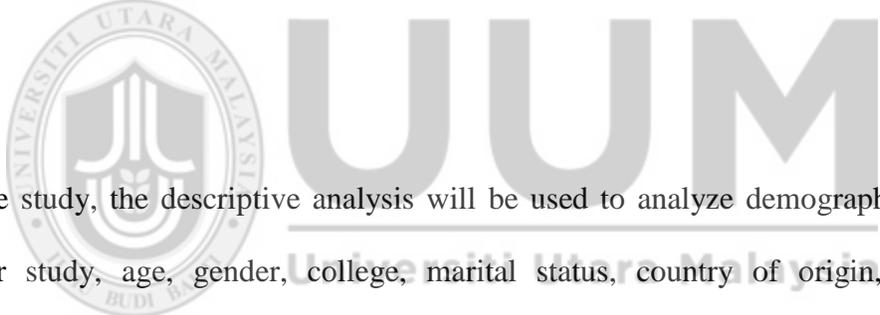
In the study, the descriptive analysis will be used to analyze demographic drivers such as major study, age, gender, college, marital status, country of origin, native language, nationality, and length of time in Malaysia as international student It includes of analyzing the frequencies and variability of the sample

3.7 Conclusion

This chapter explains the overview on the research design applied in this study. It explains on the, questionnaire and analysis planned to achieve the aims and objectives of this study. It also described the methodology used for and explains the research methods adopted in this study. It focuses on the population, the sample size, the questionnaire and the plan analysis used to interpret the data which obtained from the respondents.

CHAPTER FOUR

DATA ANALYSIS & FINDINGS

4.0 Introduction

The objective of this chapter is to discuss about the data analysis process and also the findings of this study. The descriptive analysis was used to analyze demographic data, t-Test, cross-tabulations and correlation analysis which helps to test the hypotheses of this study.

4.1 Demographic Data

Demographic data describes about human populations, population segments and used to identify the characteristics of respondents of this research i.e. international student of UUM. Demographic data was analyzed using descriptive statistics. For a prior knowledge, a total of 150 questionnaires have been distributed to international students of UUM in Sintok campus and total 150 set of questionnaires or 100% were returned by the respondents. In this study, descriptive study will be used as a method to discuss, display, describe and explain about tables, graphs and summary of measurement (Johnson and Christensen, 2000). Other than that, frequency analysis also used in this study to analyze about the demographic data of the respondents such as age, major study, gender, marital status, college / faculty, country of origin, nationality, native language and length of time in Malaysia as international student.

The response rate of the respondents is shown in table 4.1 below. The proportion of frequency analysis is shown at table 4.2.

Table 4.1: Response Rate

	Total	Percentage
Questionnaire distributed	150	100.0
Collected questionnaire	150	100.0
Total	**150**	**100.0**

Table 4.2: Proportion of frequency analysis

Demographic	Frequency	Percent (%)
Major Study		
Bachelor Degree	90	60
Master Degree	40	26.7
Ph. D	20	13.3
Age		
20-25 years	82	54.7
26-30 years	44	29.3
31-40 years	13	8.7
41 and above	11	7.3
Gender		
Male	87	58
Female	63	42
Marital Status		
Married	37	24.7
Single	113	75.3

College

College of Business		
College of Arts and Sciences	50	33.3
College of Law,	42	28
Government and	58	38.7
International Studies		

Country of Origin

Yemen	26	17.3
Indonesia	50	33.3
China	22	14.7
Somalia	9	6
Thailand	20	13.3
Nigeria	9	6
Jordan	14	9.3

Nationality

Yemen		
Indonesia	26	17.3
China	50	33.3
Somalia	22	14.7
Thailand	9	6
Nigeria	20	13.3
Jordan	9	6
	14	9.3

Native Language

Arabic		
Bahasa Indonesia	40	26.7
Mandarin	51	34
Somali Language	21	14
Thai Language	9	6
English	20	13.3
	9	6

Length of time in Malaysia

Less than 6 months	16	10.7
7-12 months	72	48
13-18 months	41	27.3
18 months and above	21	14

N= 150 (Number of Respondents)

4.1.1 Major study & College

As in table 4.3 below, from the total 150 respondents, 90 of 150 respondents are from Bachelor Degree students or 60%. It is followed by 40 respondents from Master Degree student or 26.7%. Meanwhile, respondents from Doctor of Philosophy (Ph. D) students became the minor group with 20 respondents or 13.3 %. This result shows that majority of International students are from Bachelor Degree students, followed by Master Degree students.

Table 4.3 Major Study
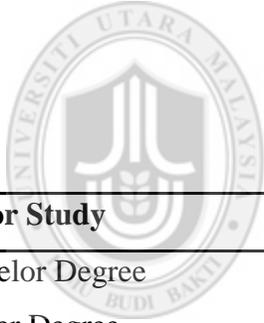
Major Study	Frequency	Percentage
Bachelor Degree	90	60
Master Degree	40	26.7
PhD. / DBA	20	13.3
Total	**150**	**100.00**

Meanwhile, for the college / faculty of the respondents, as UUM just have 3 colleges; College of Business, College of Arts and Sciences and College of Law, Government and International Studies. The statistics for each college as follows: for College of Business about 50 respondents represent this college of 33.3%. Meanwhile the majority of respondents are from College of Law, Government and International Studies, about 58

56

respondents are from this college or in percentage, 38.7 %. This followed by College of Arts

and Sciences, by 42 respondents or about 28% as in table 4.4 below:

Table 4.4 College

College	Frequency	Percentage
College of Business	50	33.3
College of Art & Sciences	42	28.0
College of Law, Government and International Studies	58	38.7
Total	**150**	**100.00**
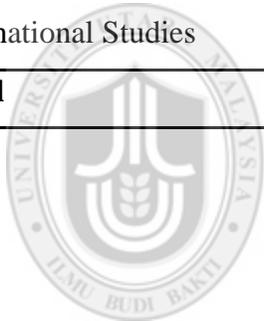
4.1.2 Gender and Marital Status

Based on the gender, 63 of 150 respondents are from female which is represent 42%.

Meanwhile, 87 of 150 respondents are from male or 58%. This is because the majority of

international students in UUM are male as in table 4.5 below:

Table 4.5 Gender

Gender	Frequency	Percentage
Male	87	58
Female	63	42
Total	**150**	**100.00**

The next demographic data is marital status of respondents whereby 113 of 150 respondents are from single, 37 of 150 respondents are from married students. Thus each of marital status is consisted of 75.3% and 24.7% respectively.

Table 4.6 Marital Status

Marital Status	Frequency	Percentage
Single	113	75.3
Married	37	24.7
Total	**150**	**100.00**

4.1.3 Age

From the total 150 respondents, 82 of 150 respondents are from range 20-25 years old or 54.7%. It is followed by 44 respondents from range 26-30 years old or 29.3%. Meanwhile, respondents from 31-40 years old represented by 13 students or 8.7% and from range 41 years old and above are about 11 respondents of 7.3% as in table 4.7 below:

Table 4.7 Ages of the Respondents

Age	Frequency	Percentage
20-25 years	82	54.7
26-30 years	44	29.3
31-40 years	13	8.7
41 years and above	11	7.3
Total	**150**	**100.00**

4.1.4 Country of Origin and Nationality

For the country of origin, as in table 4.8 below, majority of the respondents are from Indonesia about 50 respondents or 33.3%, followed by Yemen, for 26 respondents from this country or equivalent to 17.3 %. Next, about 22 respondents are from China or 14.7% and followed by respondents from Thailand, about 20 respondents or 13.3%. Respondents from

Jordan represented by 14 students or 9.3%. Meanwhile for Somalia and Nigeria are about 9 respondents for each country or 6%.

Table 4.8 Country of Origin / Nationality

Country	Frequency	Percentage
Yemen	26	17.3
Indonesia	50	33.3
China	22	14.7
Somalia	9	6.0
Thailand	20	13.3
Nigeria	9	6.0
Jordan	14	9.3
Total	**150**	**100.00**

For the nationality, as in table 4.8 above, minority of the respondents are from Somalia and Nigeria, about 9 respondents from each country or equivalent to 6% and followed by respondents from Jordan for 14 students or 9.3%. Majority of the respondents are students from Indonesia with 50 respondents or equal to 33.3%, followed by respondents from Yemen, for 26 respondents or 17.3% and China for 22 or 14.7%. Meanwhile, the respondents from Thailand were represented by 20 respondents or equivalent to 13.3%.

4.1.5 Native Language and Length of time in Malaysia as International Student

For the native languages of the respondents, about 51 of respondent use Bahasa Indonesia as their native languages or 34%. Next, Arabic Language becomes the second largest language used by the respondents in this study or 26.7%. It's followed by Mandarin for about 21 numbers of respondents or equal to 14%, Thai Language for 20 numbers of respondents or 13.3%. For Somali Language and English, about 9 respondents or equivalent to 6% of the total native languages of the respondents each as in table 4.9 below:

Table 4.9 Native Languages

Languages	Frequency	Percentage
Arabic	40	26.7
Bahasa Indonesia	51	34.0
Mandarin	21	14.0
Somali Language	9	6.0
Thai	20	13.3
English	9	6.0
Total	**150**	**100.00**

For length of time in Malaysia as international students, as in table 4.10 below, majority of the students stay here in range 7-12 months or 48%, second, it's followed by from range 13-18 months or equal to 27.3%. About 21 numbers of respondents stay here from range 18

61

months and above or 14% and for least than 6 months for about 16 students or equivalent to 10.7%.

Table 4.10 Length of Time in Malaysia as International Student

Length of Time in Malaysia	Frequency	Percentage
Less than 6 months	16	10.7
7-12 months	72	48.0
13-18 months	41	27.3
18 months and above	21	14.0
Total	**150**	**100.00**
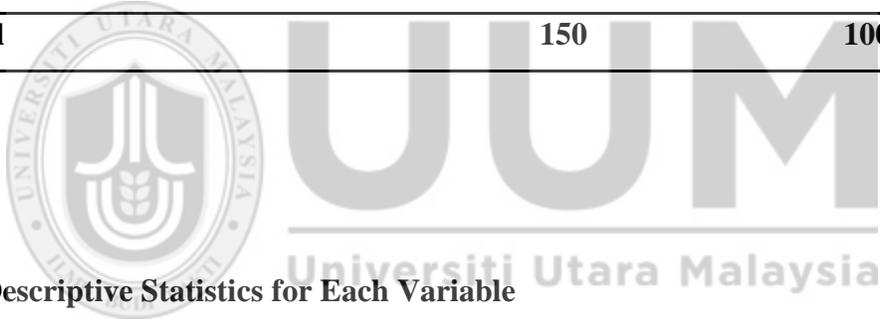
4.2 Descriptive Statistics for Each Variable

Descriptive statistics are describing what the findings of the data are. Basically, this is the methods used to organize, display, describe and explain a set of data with use of tables, graph and summary measures (Norusis, 1999, Johnson and Christense, 2000). Descriptive statistics are used to describe, examine and summarize the main features of a collected data quantitatively Coakes and Steed (2007).

Respondents were asked to indicate their perceptions and agreement towards the statement in the questionnaires, using the Five Point Likert-Scale answers. The scale were ranged' between l=strongly disagree; to 5=strongly agree. Based on their score for each statement, researched had found the average score (mean) for each variables. This value was then categorized to the following categories to indicate their level of perceptions towards all variables:

- 1.00 to 2.25 = Low

- 2.26 to 3.75 = Moderate

- 3.76 to 5.00 = High

4.2.1 Self-Efficacy

Table 4.11: Mean and Standard Deviation of Self-Efficacy Items

Items	Mean	Std. Deviation
I can always manage to solve difficult problems if I try hard enough	4.6000	0.61306
I can remain calm facing difficulties because I can rely on my coping abilities	4.5733	0.54768

If someone apposed me, I can find means and ways to get what I want	4.5467	0.53829
If I am in trouble, I can usually think of something to do	4.5400	0.53883
I am confident that I could deal efficiently with unexpected events	4.5333	0.56363
I can solve most problems if I invest the necessary effort	4.5267	0.54768
Thanks to my resourcefulness, I know how to handle unforeseen events	4.5067	0.56458
No matter what comes my way, I am usually able to handle it	4.4800	0.51449
It is easy for me to stick to my aims and accomplish what I want	4.4800	0.53829
When I am confronted with a problem, I can usually find several solutions	4.4133	0.55788

Table 4.11 represented by mean and standard deviation scores of Independent Variable "Self-Efficacy". As mentioned in table 4.3, all the items have means between 4.4133 and 4.6000, indicating high level of self-efficacy among respondents towards the adjustment of international students in UUM.

Three items scored most equal mean value ranging from 4.600, and 4.500. There are item one " I can always manage to solve difficult problems if I try hard enough" (mean=4.600), item seven": *I can remain calm facing difficulties because I can rely on my coping abilities* " (mean=4.5733)**,** and item two *"If someone apposed me, I can find means and ways to get*

64

what I want" (mean=4.5467). Item nine *"If I am in trouble, I can usually think of something to do"* (mean=4.5400). Meanwhile item eight *"When I am confronted with a problem, I can usually find several solutions"* has the lowest score which is at (mean=4.4133), as in table 4.11.

4.2.2 Perceived Social Support

Table 4.12: Mean and Standard Deviation of Perceived Social Support Items

Items	Mean	Std. Deviation
My family really tries to help me	4.7800	0.43184
There is a special person who is around when I am in need	4.6000	0.61306
My friends really try to help me	4.5467	0.52567
There is a special person in my life who cares about my feelings	4.5333	0.52669
I have friends with whom I can share my joys and sorrows	4.5200	0.55224
There is a special person with whom I can share my joys and sorrows	4.5133	0.52758
I can count on my friends when things go wrong	4.4867	0.54015

My family is willing to help me make decisions	4.4667	0.53928
I can talk about my problems with my family	4.4600	0.60899
I can talk about my problems with my friends	4.4000	0.57928
I get the emotional help and support I need from my family	4.3600	0.55900

The highest score for this variable fall at the item six *"My family really tries to help me"* with the (mean=4.7800). This shows that most of the respondents agreed that their family members do influence their psychological adjustment in UUM. Item one, *"There is a special person who is around when I am in need"* (mean=4.6000). As for item four *"My friends really try to help me"* (mean=4.52467) and for item seven, *"There is a special person in my life who cares about my feelings"* (mean=4.4333). Item one *"People who are important to me think that I should buy Halal products"* (mean=4.46).

Whereby item eight is the second lowest score *"I can talk about my problems with my friends"* (mean=4.4000). Item ten scored the lowest among twelve items for Perceived Social Support variables. Item ten, *"I get the emotional help and support I need from my family"* (mean=4.3600). It is shown in Table 4.12.

66

4.2.3 Psychological Adjustment

Table 4.13 Mean and Standard Deviation of Psychological Adjustment

Items	Mean	Std. Deviation
In most ways my life is close to my deal	4.6000	0.61306
So far I have gotten the important things I want in my life	4.5400	0.53883
If I could live my life over, I would change almost nothing	4.5200	0.53995
I am satisfied with my life	4.4867	0.54015
The condition of my life are excellent	4.4667	0.52669

Table 4.13 represented by mean and standard deviation scores of Independent Variable "Psychological Adjustment". As mentioned in table 4.13, all the items have means between 4.4667 and 4.6000, indicating high level of psychological adjustment among international students in UUM.

Item one *"I most ways my life is close to my ideal"* scores the highest mean at (mean=4.600). Three items scored most equal mean value ranging from 4.400, and 4.600. There are item four "*So far I have gotten the important things I want in my life", (*mean=4.5400**)** item five, "*If I could live my life over, I would change almost nothing*" (mean=4.5200**),** and item three

67

"I am satisfied with my life" (mean=4.4867). Meanwhile item two *"The conditions of my life are excellent"* has the lowest score which is at (mean=4.4667), as in table 4.13.

4.3 Test of Hypothesis and Data

In this study, there are few data analysis techniques were used; cross tabulation, T-test and correlation. Cross tabulation was used to identify the pattern among respondents background such as marital status, gender and major study. Last but not least, a T-test and correlation was carried out to analyze the hypothesis outcomes.
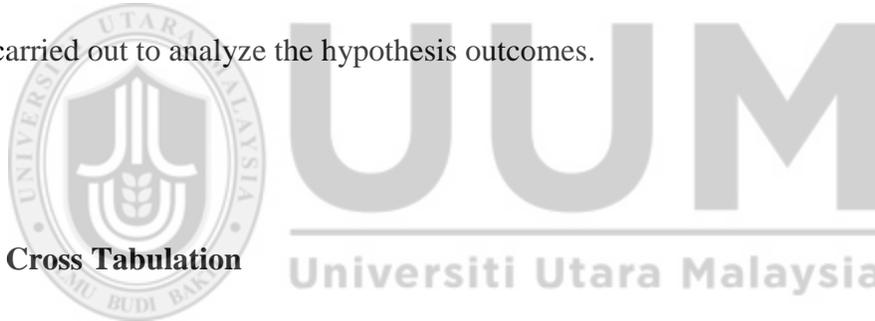
4.3.1 Cross Tabulation

The cross tabulation was analyzed on the three variables and the selected demographic data below, as included in table 4.14;

Table 4.14 Cross Tabulation Analysis

Scale	Item	Demographic Data
Self-Efficacy	I am confident I could deal efficiently with unexpected events	Marital Status
Perceived Social Support	I can talk about my problems with friends	Gender
Psychological Adjustment	The conditions of my life are excellent	Major Study

4.3.1.1 Self-Efficacy

From the data analysis, we can interpret that single person have more self-efficacy towards psychological adjustment of international students in UUM as to compare to married person. From the data analysis, 66 respondents consist of single person that strongly agrees that they are confident that they could deal efficiently with unexpected events. Meanwhile; only 2 respondents, neutrally said that he/she are confident to deal efficiently with unexpected events. Besides, 19 respondents who are married strongly agree that they also confident to deal efficiently with unexpected events. To sum up, self-efficacy in psychological adjustment is practical among respondents.

Result can be seen at table 4.15;

Table 4.15: Cross Tabulation between Self-Efficacy and Marital Status

			Marital Status	
			Single	Married
I am confident I could deal efficiently with unexpected events	Neutral	Count % of total	2 1.3%	3 2%
	Agree	Count % of total	45 30%	15 10%
	Strongly Agree	Count % of total	66 44.0%	19 12.7%
	Total	Count % of total	113 100%	37 100%

4.3.1.2 Perceived Social Support

The second analysis on perceived social support with gender which is consists male and female. From the analysis, we can say that 43 male respondents strongly agreed that they can talk about their problems with their friends. It then followed by 41male respondents who agreed that they can talk about their problems that they're facing with their selected friends To conclude, there are about 24 female respondent were strongly agreed that they can

discuss about their problems with their close friends, but majority of female respondents were agreed that they could talk on their problems to their friends. It can be conceptualized as in table 4.16;

Table 4.16 Cross Tabulation between Perceived Social Support and Gender

			Gender	
			Male	**Female**
I can talk about my problems with my friends	Neutral	Count	3	4
		% of total	2%	2.7%
	Agree	Count	41	35
		% of total	27.3%	23.3%
	Strongly Agree	Count	43	24
		% of total	28.7%	16%
	Total	Count	87	63
		% of total	100%	100%

4.3.1.3 Psychological Adjustment

The third analysis is on psychological adjustment with major study whereas we can analyze those 40 respondents or 26.7% from bachelor degree students strongly agreed that their conditions of their life are excellent. On the other hand, about 48 students from bachelor degree agree that their current life condition are excellent and followed by just on 2 bachelor degree students had a normal thought on their life condition.

For Master degree students, about 24 students or 16% are strongly agree about their current life condition and majority of master degree students are about 35 agreed with the statement. For Ph. D / DBA students, only 4 agreed and the rest are strongly agreed for about 16 students. This is due to their current study which is at the optimum level of their education. Table 4.16 simplifies the analysis;

Table 4.17 Cross Tabulation between Psychological Adjustment and Major Study

			Major Study		
			Bachelor	**Master**	**Ph. D / DBA**
The conditions of my life are excellent	Neutral	Count % of total	2 1.3%	0 0%	0 0%
	Agree	Count % of total	48 32%	24 16%	4 2.7%
	Strongly Agree	Count % of total	40 26.7%	16 10.7%	16 10.7%
	Total	Count % of total	90 100%	40 100%	20 100%

4.4 Independent Samples *t*-Test

The independence *t*-test compares the means of two different samples. The two samples share some variable of interest in common, but there is no overlap between memberships of two groups. Output from the independent t-test contains only two tables. First table for summary statistics for the two experimental conditions and the second table output contain the main test statistics.

73

4.4.1 *t*-Test between Self-Efficacy and Major Study

Table 4.18 *t*-Test between Self-Efficacy and Major Study

	Major Study	N	Mean	Std. Deviation	Sig. (2 tailed)	Mean Diff.
I can always manage to solve difficult problems if I try hard enough	Bachelor Master	90 40	4.3333 5.0000	0.67040 0.00000	0.000 0.000	-0.6667 -0.6667

Based on table 4.17, it stated that group of respondents or students from bachelor degree have about 90 subjects and respondents from master degree for about 40 subjects. Those who are from bachelor degree students can always manage to solve difficult problem if they try hard enough, with a mean 4.3333 with a standard deviation of 0.67040. The standard error of those bachelor degree students is 0.07067. In addition, the table describe that students which can always manage to solve difficult problems if they try hard enough, for master degree students was 5.000 with standard deviation of 0.0000 and a standard error of 0.0000 too.

74

The second table of output contains the main test statistics. In this case, the two tailed value of p is 0.000 which is in tandem with level of significance p≤ 0.05. Thus we conclude that that there was a significant difference between means of those students from bachelor degree and master degree. It seems like students from master degree program tend to always manage to solve problems if they tried hard enough. We can conclude that there is a difference between bachelor degree and master degree students in term of self-efficacy. Therefore;

H_o is accepted and H_1 is rejected in this research with a risk less than 0.000.

4.4.2 *t*-**Test between Perceived Social Support and Gender**

Table 4.19 *t*-**Test between Perceived Social Support and Gender**

	Gender	N	Mean	Std. Deviation	Sig. (2 tailed)	Mean Diff.
There is a special person who is around when I am needed	Male Female	87 63	4.3333 4.9683	0.67629 0.17673	0.000 0.000	-0.63492 -0.63492

From table 4.18, it seems likes group of male respondents have 87 subjects and group of female respondents have 63 subjects. Male respondents believe that there is special person who is around when they are needed, had a mean 4.333 with a standard deviation of 0.67629. The standard error of male gender is 0.07067. In addition, the table tells us that level of influence for female gender was 4.9683 with standard deviation of 0.17673 and a standard error of 0.02227.

The second table of output contains the main test statistics. In this case, the two tailed value of p is 0.000 which is in tandem with level of significance p≤ 0.05. Thus we conclude that

76

that there was a significant difference between means of male and female gender. It is likely that female has high tendency think that there is a special person who is around when they needed than male. We can conclude that there is a real difference between male and female of perceived social support.

Therefore;

<p align="center">H_o is accepted and H_2 is rejected in this test</p>

4.4.3 *t*-Test between Psychological Adjustment and Major Study

Table 4.20 *t*-Test between Psychological Adjustment and Major Study

	Major Study	N	Mean	Std. Deviation	Sig. (2 tailed)	Mean Diff.
In most ways my life is close to my ideal	Bachelor Master	90 40	4.3333 5.0000	0.67040 0.00000	0.000 0.000	-0.6667 -0.6667

Based on table 4.19, it can be seen that group of respondents or students from bachelor degree have about 90 subjects and respondents from master degree for about 40 subjects.

Those who are from bachelor degree students in most ways their life are close to their deal, with a mean 4.3333 with a standard deviation of 0.67040. The standard error of those bachelor degree students is 0.07067. In addition, the table describes those students which in most ways their life are close to their deal, for master degree students was 5.000 with standard deviation of 0.0000 and a standard error of 0.0000 too.

The second table of output contains the main test statistics. In this case, the two tailed value of p is 0.000 which is in tandem with level of significance $p \leq 0.05$. Thus we conclude that that there was a significant difference between means of those students from bachelor degree and master degree. It seems like students from master degree program in most ways their life are close to their ideal. We can conclude that there is a difference between bachelor degree and master degree students in term of psychological adjustment. Therefore;
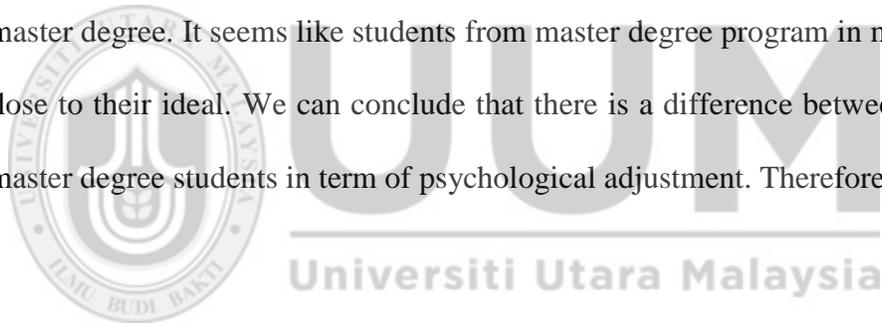
H_o is accepted and H_3 is rejected in this study

Table 4.21: Significant of Hypotheses

Hypothesis	Significant or Not Significant	Significant Level
There is a positive relationship between self-efficacy and psychological adjustment	Significant	0.000
There is a positive relationship between perceived social support and psychological adjustment	Significant	0.000

4.5 Correlation Result

In this research, we also tried to measure the hypotheses for all variables that have been revealed and listed in table 4.21.

Table 4.22: Hypothesis Measurement

Variables	Research Objectives	Research Questions	Hypothesis
Self-Efficacy	To determine the relationship between self-efficacy and psychological adjustment	Does self-efficacy influenced by psychological adjustment?	H_{1+} There is a positive relationship between self-efficacy and psychological adjustment
Perceived Social Support	To determine the	Does perceived	H_{2+} There is a

	relationship between perceived social support and psychological adjustment	social support influenced by psychological adjustment?	positive relationship between perceived social support and psychological adjustment

This correlation result is used to test all variables; independent and dependent variables and as a result, two hypotheses that been discussed in the following area:

The coefficient of the correlation is ranged between -1 and +1 and the value shows the strength of relationship which has been assumed in to high, low or moderate depending correlation coefficient value.

The level of significance can be either 0.05 or 0.10 for lower and higher coefficient respectively. The correlation is derived by assessing the variations in one variable as another variable also varies (Sekaran at.al, 2009).

Table 4.23: Respondents Opinion on Psychological Adjustment

		Self-Efficacy	Perceived Social Support	Psychological Adjustment
Self-Efficacy	Pearson Correlation	1	0.620**	0.501**
	Sig. (2 tailed)		0.000	0.000
	N	150	150	150
Perceived Social Support	Pearson Correlation	0.620**	1	0.689**
	Sig. (2 tailed)	0.000		0.000
	N	150	150	150
Psychological Adjustment	Pearson Correlation	0.501**	0.689**	1
	Sig. (2 tailed)	0.000	0.000	
	N	150	150	150

** Correlation is significant at the level 0.01 level (2-tailed).

The result in Table 4.22 above shows the correlation analysis which is that to measure the relationship for all independent variables together with dependent variables. The correlation between self-efficacy and psychological adjustment is highly significant at the level of 0.501 and it is positive correlation. Therefore, the result supported Hypothesis 1 (H_1) which predicted that self-efficacy is positively related to psychological adjustment. To sum up, we can say that students with high positive self-efficacy appeared to have greater intentions toward psychological adjustment vis-à-vis.

The result of correlation analysis for perceived social support is also highly significant at the level of 0.689 and it is a positive correlation between perceived social support and psychological adjustment. This means that hypothesis 2 (H_2) which predicted the significant relationship of perceived social support to psychological adjustment is positively related and accepted. As a result, this perceived social support is important in influencing psychological adjustment of international students in UUM.

To summarize the results of hypothesis testing, we illustrated it in table 4.23 below:

Table 4.24: Summary of the null hypothesis results

|	Null Hypothesis	Result
H_01:	There is negative relationship between self-efficacy and psychological adjustment	Rejected
H_{02}:	There is negative relationship perceived social support and psychological adjustment	Rejected

At the end, we also want to figure out which is the most significant variable that can really contribute to this research. Based on Table 4.24 below, we can figure out the most significant variable that influences self-efficacy and perceived social support toward psychological adjustment.

Table 4.25: Mean Distribution for Independent Variables

	Mean	**Std. Deviation**	**N**
Self-Efficacy	4.5260	0.26506	150
Perceived Social Support	4.5178	0.24983	150

Mean is a measure of central tendency that offers and to show which one of the independent variables is mostly become factors that influencing psychological adjustment. From result, it shows that all factors have an average outcome. The highest factor is self-efficacy with 4.5260, and the lowest mean is perceived social support with 4.5178.

As a result, it shows that the most significant variable that can really contribute to this research is self-efficacy.
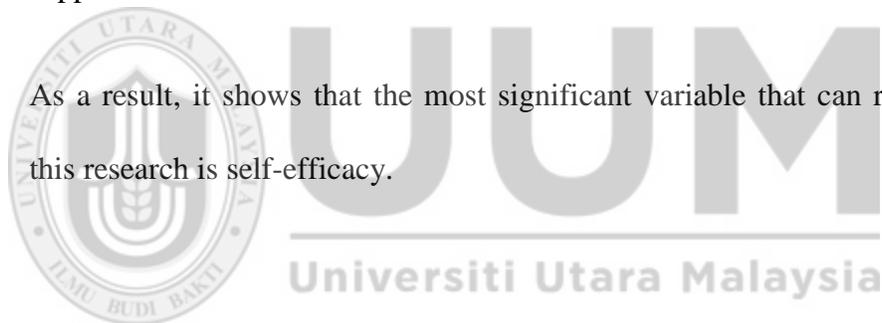
4.6 Conclusion

Based on the correlation analysis, the independent variables; self-efficacy and perceived social support are significant and positively correlated with psychological adjustment of international students in UUM. The result also shows that self-efficacy (mean = 4.5260) is the strongest factors that influencing psychological adjustment of international students, and followed by perceived social support (mean =4.5178). The next chapter will discuss about discussion and conclusion of the study.

CHAPTER FIVE

DISCUSSION

5.0 Introduction

This chapter will discuss about research findings, discussion and summary of the study, limitation of research and recommendation for future research.

5.1 Overview of Findings

The study examined the influence of self-efficacy and social support predicted psychological adjustment among international students in UUM. The result from findings in chapter 4 showed that self-efficacy, and social support dimension which consist of two items; support from friends and support from family influenced the level of psychological adjustment. Based on findings also, it showed that international students with high level of self-efficacy related to high level of psychological adjustment. The result shows that the independent variable; self-efficacy and perceived social support were positively related with psychological adjustment.

5.1.1 Relationship between Self-Efficacy and Psychological Adjustment

Based on this research, friends play an important role on international students' life as it was very important for a better adjustment of their study environment. Poyrazli et al. (2002) found that students with higher level of academic self-efficacy will face less psychological adjustment problems and Moeini, Shafi, Hidarnia and Babaii (2008) found that there was relationship between lover mental health status which associated with lower self-efficacy among international students. Students with high self-efficacy will have a better challenging situation in avoiding themselves from anxiety and confusion. Better psychological adjustment may be reached, since the high self-efficacy will helps the students to deal with both life and academic problems. Racheli Shmueli Gabel, Shimon L. Dolan, Jean Luc Cerdin (2205), in their previous reserch found that psychological adjustment also related with emotional intelligence in cultural adjustment. The research implicated that emotional intelligence helps to eliminate cultural gap between the host and home cultures of the global managers and increased an opportunity in better cross cultural adjustment.

Coping strategies may be oriented towards confronting and overcoming the stressor of adjustment, or may face to reduce tension by evading the problem. The type of coping strategies adopted may depend on how the individual appraises the stressful event, their negative and positive affect, personality differences and environmental factors, which may result in an enhanced or decreased-psychological adjustment.
(Lazarus, 2000).

5.1.2 Relationship between Social Support and Psychological Adjustment

86

As Malaysia consists of few different cultural backgrounds, it is important for foreign student to have friends from Malaysia. This will help the students to understand the concept of multi-racial in Malaysia, as well as getting to understand the colourful cultural blend of Malaysia. Besides, it is very important for foreign students since it can help them for a better adjustment.

As they are far from their country of origin, they are far from their family and significant others. By making friends, either local friends or international friends, they can develop new cross-cultural relationship among them. By doing this, the level of social support will increase and it is relatively influence their psychological adjustment.

The current study indicated that most of the international students in UUM are single and what the most important to them is their friends and someone that very special to them. Besides, they are reluctant to look for attention from their family because they don't want their family to worry about them in Malaysia. As a solution, they will look for attention from their friends from the same region, classmates from different country and for someone that they might have interest to.

With the state-of-the-art of the communication technology, it will keep the students connection with their family wherever they are. Employees with sufficient work social support can manage their work and family roles effectively and report less exhaustion, (Hobfoll, 2001; Innstrand et al., 2008).

5.2 Limitation of the Study

There are few limitations while conducting this research. The sample size is one of it. For this study, the aim was to investigate self-efficacy and perceived social support towards psychological adjustment. The result from this study will not be generalized since the study was conducted only in one area, only in UUM campus.

Besides, the result of the study cannot be generalized because this study only investigates on Malaysian culture. To get a better picture of this research, this study needs to be conducted at various cultural images so that the outcome can be generalized.

Next, there is no control variable was included in this study. Research by Polek, Van Oudenhoven & Berge, 2008 found that age, marital status, gender, length of stay and English language proficiency are related with adjustment. The control variable is something that is constant and unchanged in an experiment. Further, a control variable strongly influences values; it is held constant to test the relative impact of independent variables.

Although trough this study indicated that there is significant relationship between self efficacy, perceived social support towards psychological adjustment a cross-sectional study not able to analyse the cause-and-effect relationship between variables, form a class of research methods that involve observation of all of a population, or a representative subset, at one specific point in time. They are differ from case-control studies in that they aim to provide data on the entire population under study, whereas case-control studies typically

include only individuals with a specific characteristic, with a sample, often a tiny minority, of the rest of the population.

Meanwhile, a cause-and-effect relationship is between one variable and another or others such that a change in one variable effects a change in the other variable. A cause-and-effect relationship is claimed where the following conditions are satisfied: the two events occur at the same time and in the same place; one event immediately precedes the other; the second event appears unlikely to have happened without the first event having occurred.

5.3 Recommendations

For the recommendations of this research, we would like to address on the research methodology, which is a single research methodological approach was used, the survey.

A single approach design only uses one research methodology. This type of design might only include experiments to determine cause and effect regarding a specific issue. Conversely, it might only use observation to tell the story of why a problem has arisen. A mixed approach design uses the strengths of both methodologies to provide a broader perspective on the overall issue. An experiment may reveal an abnormality that wasn't evident in observation while observations provide implications that can't be captured in multiple-choice surveys.

Mixed-method design expands the research in a way that a single approach can't. The process of offering a statistical analysis along with observation makes the research more comprehensive. Academics harvest information from other academics and mixed methodologies offer a broader landscape. There is simply more information from which to develop more hypotheses. Mixed methodology research may advance the timeline of a debate by offering more data for future discussions and research.

The characteristics of self-efficacy, perceived social support and psychological adjustment scale need to be critically evaluated. Some of the item was very general and inappropriate to assess students' thought on psychological adjustment in international students of UUM. These variables were developed with regards to university setting. Future researcher needs to use appropriate scale which evaluate vary cultural aspect of different environment.

Next, the accuracy and reliability of foreign students that becomes the respondent of this study should be alerted. Many respondent responds on difficulties to understand the questionnaire especially students from China which majority facing the problem with lack of English language proficiency. Follow up focus group interview session will help in assist reliability.

5.4 Future Research

For future research, for investigating psychological adjustment, the researchers need to include other independent variable such as association with local students, language competence and extroversion. Based on research by Sugahara, Suzuki and Boland (2010), they found that the English language proficiency of respondents in their research used as the predictor for high score in self-efficacy toward both information skill and also analysis skills.

Besides, the sample of study should be generalized not only in Malaysian culture but have to be mixed with other cultural value and assessment. So, the finding will not tabulate only with certain culture.
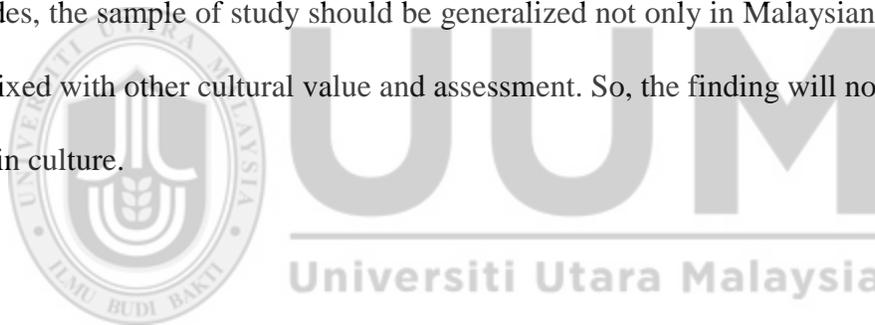
Next, the location of the study must not centralise only in one are, for example, in this research it's only conducted in UUM. Future research should choose another university or any other institute of higher education.

The absence of control variable is needed. The control variable is something that is constant and unchanged in an experiment. So, control variable will keep the reliability of variables. Further, a control variable strongly influences it values; it is held constant to test the relative impact of independent variables.

Last but not least, single methodological approach should be run together with the mixed approach design. It uses the strengths of both methodologies to provide a broader perspective on the overall issue. An experiment may reveal an abnormality that wasn't evident in observation while observations provide implications that can't be captured in multiple-choice surveys.

5.5 Conclusion

The study has identified two most important variables for psychological adjustment and the most significant will be self-efficacy. So from this, international students may use this outcome to help them in making better psychological adjustment in UUM and in any other higher learning institute at large. Besides, other variable such as perceived social support also helps international students makes better adjustment while studying abroad.

This study had also identified the significant level of self-efficacy, perceived social support towards psychological adjustment firm. Therefore, the research findings are able to assists international students in UUM understand better on the variables that will assist them in their psychological adjustment. In addition, this study may provide recommendations and future research action to make future research in this related area more reliable and precise. Thus, successful psychological adjustment will ensure the healthy mental, environmental and harmony surroundings in university campus.

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