THE PSYCHOSOCIAL FACTORS AFFECTING INTERNATIONAL

STUDENTS' ADJUSTMENT

IN UNIVERSITY UTARA MALAYSIA

By

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ABSTRACT

The globalization of the economy and society has had its impact on Malaysian higher education institutions, particularly universities. The Malaysian Ministry of Higher Education aims at intensifying globalization through increasing the number of international students. However, many international students struggle with adjusting to a new culture. The increasing numbers of international students from different countries in Universiti Utara Malaysia (UUM) have inspired the researcher to explore their psychosocial adjustment in this university. Building on this argument, this study aims to investigate the international student psychosocial adjustment by modifying and testing a model derived from Tseng (2002). This research aims to investigate the influence of personality, social support, language fluency, and cultural differences on the psychosocial adjustment of international students in University Utara Malaysia. The four factors that have been examined in the study were adopted from previous research by Cigularova, D. K. (2005), and Yusliza Mohd (2010). A total of 338 students have been selected as respondents and self-administered survey questionnaire has been developed. The findings indicate that there is a positive correlation coefficient have been shown and remarkably significantly between each one of the four independent variables and the dependent variable. The findings offer few suggestions on how improvement could be made in order to support international students' psychosocial well-being. The research contributes to the fields of intercultural adjustment and also key implications for policy makers.

Keywords: psychological well-being, sociocultural adjustment, international students, UUM.

ABSTRAK

Globalisasi ekonomi dan masyarakat mempunyai kesan ke atas institusi-institusi pengajian tinggi di Malaysia, terutamanya universiti. Kementerian Pengajian Tinggi Malaysia bertujuan meningkatkan globalisasi melalui peningkatan jumlah pelajar antarabangsa. Walau bagaimanapun, ramai pelajar antarabangsa berjuang dengan menyesuaikan diri dengan budaya baru. Nombor peningkatan pelajar antarabangsa dari pelbagai negara di Universiti Utara Malaysia (UUM) telah memberikan inspirasi kepada penyelidik untuk meneroka pelarasan psikososial mereka di universiti ini. Membina hujah-hujah ini, kajian ini bertujuan untuk menyiasat pelarasan psikososial pelajar antarabangsa dengan mengubahsuai dan menguji model berasal dari Tseng (2002). Kajian ini bertujuan untuk mengkaji pengaruh personaliti, sokongan sosial, bahasa kefasihan, dan perbezaan budaya pada pelarasan psikososial pelajar antarabangsa di Universiti Utara Malaysia. Empat faktor yang dikaji dalam kajian ini telah diambil daripada kajian sebelumnya oleh Cigularova, DK (2005), dan Yusliza Mohd (2010). Seramai 338 orang pelajar telah dipilih sebagai responden dan diri yang ditadbir soal selidik kajian telah dibangunkan. Dapatan kajian menunjukkan bahawa terdapat satu pekali korelasi positif telah ditunjukkan dan yang amat ketara antara setiap satu daripada empat pembolehubah bebas dan pembolehubah bersandar. Penemuan menawarkan beberapa cadangan bagaimana penambahbaikan boleh dibuat bagi menyokong psikososial kesejahteraan pelajar antarabangsa. Kajian ini menyumbang kepada bidang penyesuaian antara budaya dan juga implikasi utama bagi pembuat dasar.

Kata kunci: psikologi kesejahteraan, pelarasan sosiobudaya, pelajar antarabangsa, UUM.

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Thank you

Tamma Elhachemi

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter introduces the outline of the study. The chapter will begin with the background of the study and problem statement, which will describe the concerning issues of the study. The next step will touch on the research objective and this objective is to determine what the researcher wants to achieve in the study. Follow by research questions, the scope and significance of the study will be highlighted. On the final stage of the chapter conclude with the organization of the study.
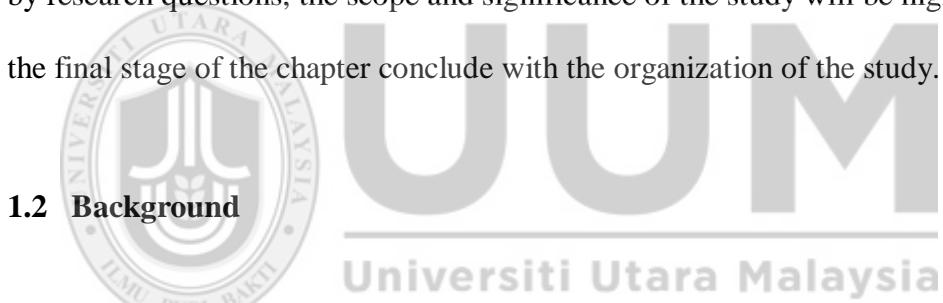
1.2 Background

Globalization of business and education has opened incalculable doors for culturally diverse contacts. Progress in innovation and exchange has made the world a global commercial center. A growing piece of this internationalization is universal learning. In the setting of today's internationalization in advanced education, the students' structure is progressive worldwide, where more students are encouraging their studies far from their nations of origin. As indicated by Tochkov et al. (2010), there was a million or more global students mulling over around the world, many of them are concentrating on in the Malaysia. Ye (2006) described "global students as an issue experiencing significant change that live in a foreign nation to seek after their educational objectives".

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Malaysia targets to be a global center for world-class education in its offered to be a huge player in the appealing regional education. According to Malaysian Education Minister, Tan Sri Muhyiddin Yassin that the aim of MOHE (Ministry of Higher Education) is the attraction of 200,000 international students by the year 2020 in Malaysian educational institutes (The Malaysian Insider, Melissa chi,13 Sept 2011). According to (MOHE, 2012), the contribution of international students to revenue generation for the country is increased to an estimated level of RM 2.6 billion. An average contribution of RM 600 billion was estimated to the country's economy right from the international student's enrollment in Malaysia (BERNAMA, 2012; Raduian, 2012). The enrollment of international students, Malaysia has been considered 11th in ranking around the world (Melissa Chi, Malaysia Insider, 2011). According to (UNESCO, 2010), Malaysia has managed to capture a 2% market of international students in the fast-growing private education sector. It has 18 state-funded colleges, four overseas branch campuses of foreign universities, 21 private universities and 500 private colleges (Uda Nagu, 2007). According to Uda Nagu (2007), The private establishments of higher learning are assuming a similarly critical part with the state-funded colleges to offer quality advanced education and pull in outside students to Malaysia who provide almost RM50 million in direct profit to Malaysia every year.

International students who are pursuing life dreams cross global bounders from one country to another for the purpose of searching better opportunities. Multinational firms are playing a key role in the cross-cultural interaction

between countries. However, It is not only business enterprises that create cross-cultural interaction, but academic organizations are also enrolling many international students from different countries and offering knowledge and skills. Despite the fact that, foreign students are gaining knowledge in overseas, they are also having some difficulties regarding with cultural diversity adaptation and environmental challenges. Students who pursue an education abroad are facing challenges, either the culture of the society in that particular country, language, education system or even weather and food conditions. The combination of these factors can affect students in one way or other which can influence their academic performance and sometimes may lead them to fail their educational goals.
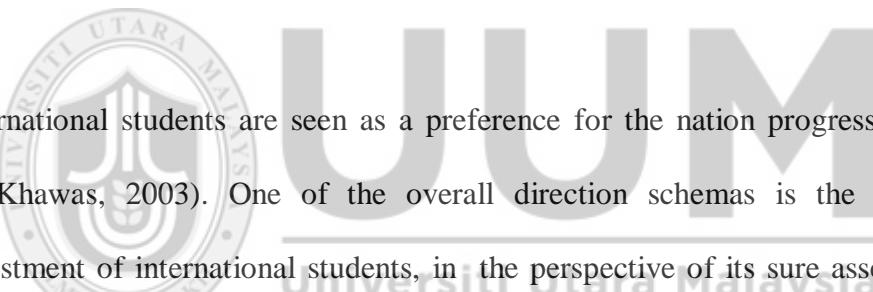
International students are seen as a preference for the nation progressive structure (El-Khawas, 2003). One of the overall direction schemas is the psychosocial adjustment of international students, in the perspective of its sure association with the scholarly execution (Pedersen, 1995; Steyn off, 1997). As demonstrated by Kagan and Cohen (1990), the psychosocial similarity of overall students is the eventual outcome of the joint effort of different components. Along these lines, moving to school can be a particularly disagreeable experience for young general students, routinely obliging noteworthy psychosocial adjustment and now and then inciting changes in the nature's turf (Edmondson & Park, 2009). In any case, for global students, this move often joins additional stresses from the methodology of social osmosis, especially when beginning from a distinctive social establishment (Ward & Kennedy, 1993). Different social establishments of students bring a couple of issues, particularly related to the language barrier issue. However, vernacular limits are becoming no doubt the most well-known issue for overall students from

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different language establishments. In view of their frequently compelled vocabulary they conventionally experience issues, articulating their understanding totally for assignments and exams, which may debilitate them from taking an enthusiasm toward class discussions and can make frustration for both educators and students (Lin & Yi, 1997). Furthermore, international students routinely need to conform to the distinctive educational structure, one that obliges different study procedures and social capacities (Khoo, Abu-Rasain, & Hornby, 1994). Findsen (1987) revealed that overall students have progressively tended to search for more social backing from comrades, less from other worldwide students, and the scarcest from local students, which also brings an abundance of issues for the general students additionally. Although, there is a couple of personalities; qualities have similarly been connected with the psychosocial alteration of worldwide students. So, in demand to attract a colossal number of students generally, we have to appreciate the cognitive abilities which expect a noteworthy part remembering the finished objective to hold the worldwide students. Particularly, school administrators similarly need to be more aware of the segments that impact the way of overall student's psychosocial accustomed to school life in the University of Utara.

International Students as foreigners in Malaysia have to overcome all the challenges to fulfill their dreams by undergoing all the adjustment processes. Ang & Liamputtong (2007) absorb that international students who are willing to study in overseas should come up with an ideal preparation to tackle with cultural diversity challenges in the host country they are studying in and make adjustments in order to settle and adapt with local norms and values.

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1.3 Problem Statement

University has numerous reimbursements due to the entry of many international students. According to economy perspective there is not only the benefit for student home country economy, not only for the host country economy besides these are the benefit of foreigner student and student of host country as well (Pandian ,2008).Furthermore, specifically constructing of the different environment of learning climate of higher education institution due to foreigner student for the local student.

As the demand for oversea education increases, issues related to intercontinental adjustment come to before (Tseng and Newton, 2002). Studying in a foreign country and experiencing sharp changes in culture, language, and the surrounding environment may cause acculturative stress and adjustment problems.

Generally, discussed that a student from other countries faces many problems in their adjustment as compared to the local student. Foreigner scholars facing extra adjusting issues as compared to host country student and basic reason is the lack of proper resources for handling these issues of adjustment (e.g., Lee, Koeske, & Sales, 2004). According to the many researchers, international student face many losses (e.g., Ultsch & Rust, 2001; Tseng & Newton, 2002; Devos, 2003) due to the newly learning phases of routine life. Consequently, It is estimated that many aspects of life perform vital role in urgent appearance of psychological suffering in a vacation experience, furthermore influence and diversity of life (Lin & Yi, 1997), life

stressors (e.g., Nicassio, Solomon, Guest, & McCullough,1986), diversity of norms and culture value (Furukawa,1997; Galchenko & Van de Vijver, 2007), And communication gap and barriers (Zheng & Berry, 1991), culture goodness and help (e.g., ; Toyokawa & Toyokawa, 2002; Jung et al., 2007; Chirkov et al., 2008; Sumer et al., 2008; Brisset et al., 2010), and different aspect of personal life (Wang, 2008; Polek et al. 2008; Ward et al. 2004).

Searle and Ward (1990) differentiate between psychological (life satisfaction) sociocultural adjustment (ability to fit into a new culture) in the cross-cultural adaptation process. Tseng (2002) differentiates four noteworthy characterizations of similarity issues afford overall scholars: normally in life, insightful, socio-social, and individual mental change. Common lifestyle change fuses an acclimation to Malaysia. Sustenance, living environment, transportation, air, and money related and human administrations schemas. Low ability in the English language, poor consciousness, educational structure, and the nonappearance of convincing learning capacities to achieve academic accomplishment are all instances of scholastic change issues. So we suggest a hypothetical model remembering the finished objective to draw a suitable picture for the examination. Specifically concentration of research on Tseng's latter two sets, socio-cultural adjustment (e.g., shockwave from culture, culture exhaustion, refinement, new social/cultural imposts, standards, guidelines, and characters) and own psychological adjustment (e.g., reminiscence, seclusion, hopelessness, segregation, hindrance, and damage of individuality or position). Still scholars face the failure to consider, socio-social conformity and personal psychological adjustment beneath the tag of "psychosocial adjustment" (Halamandaris & Power, 1999). According to Cigularova (2005) different factors of

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history and life (e.g., age, sexual orientation, and social difference identity attributes (e.g., locus of control and neuroticism), and situational elements (e.g., support from society) have impact on the nonnative researchers psychosocial change in US.

There are several studies conducted and there is enough literature that tested the relation of a psychological and socio-social alteration practices by foreign scholars (e.g., Brisset et al, 2010; Chirkov et al., 2008; Yang et al., 2006; Rachel et al 2011: Jing Zhang & Patricia Goodson 2011: Evrim Cetinkaya- Yildiz et al 2011,). In the advanced nations like United States, Australia, and European have already examined and taste these type of study much time. But, unfortunately, the results of different studies are segregation from each other. In case of Malaysian, there is very few studies and this topic gain very short attention for research. Research on this topic is very counted and conducted by the foreigner student (Ambigapathy, 2008; Morshidi, 2008; Yusliza, 2010; Suseela Malaklolunthu & Poovaikarasi Sateyen (2011) Selan Rany Sam et al 2013, Che Su Mustaffa et al. 2013).   For example Morshidi (2008) did the research on the effect of September 11 in the influx of universal students towards Malaysia. According to the this study's result shows that the foreigner student admission application number decrease gradually from the Arab nations to the United States and but Malaysia has considered best higher education destination for research scholar from the Middle East.   Yusliza (2010) one study done on the difference demographic among the degree student in public universities in Malaysia, it also tasted that the performance of perceived social support tasted on international students'psychological adjustment in public university of Malaysian, Suseela Malaklolunthu & Poovaikarasi Sateyen Selan (2011) beside this another study done in the private universities   and private

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institution in Malaysia which present the adjusting problem of foreigner scholar in Malaysia. s, Che Su Mustaffa et al.(2013) research about the student adjustment and multicultural adjustment. Based on Andrade, M. S. (2006) suggestion, Cigularova, D. K. (2005) framework, and Yusliza Mohd (2010) proposed research model, this research will examine the relationship between personality, social support, English language fluency, and cultural differences, with psychosocial adjustment in University Utara Malaysia. The success full adoption of foreigner scholars in UUM has been increased and take very importance about the understanding the mechanism which motivate factors of success among international student. Unfortunate now a time it's very difficult to get the better attention of understanding the mechanisms which motivate the relationship among language fluency, personality, cultural differences, social support, and psychosocial adjustment. The objective of this research paper is to fulfill the issue of foreigner scholars and relevant to the adjustment literature. Beside this it would provide the proper help and goodness to academicians, foreigner international staff, psychologist's counselors and student support services for handling the issue and problem of foreigner student and better guideline for those who goes for higher education in different countries. This research is part of the public university in Malaysia in which different features of international students' psychosocial adjustment.

1.4 Research Objectives

The principal aim of this research is to examine the factors that affect global students' psychosocial adjustment. In particular, the objectives of this research are defined as follows:

1. To examine whether personality has an effect on international student's psychosocial adjustment.

2. To investigate the relationship between social support and international student's psychosocial adjustment.

3. To determine whether language affects international student's psychosocial adjustment.

4. To examine the effect of cultural differences on international student's psychosocial adjustment.

5. To determine which factors have the strongest effect on international students' psychosocial adjustment.
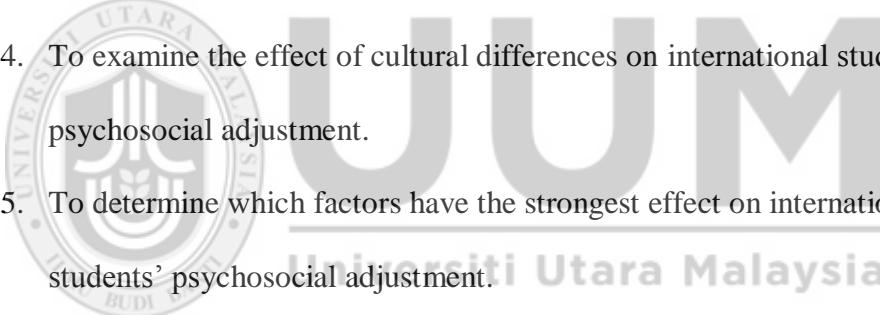
1.5 Research Questions

The purpose of the study is to make sense of the principle contemplations (personality, social help, language fluency and social support affecting psychosocial adjustments of foreign students in one of a University in Malaysia. Conceptual model of the study gives the research questions as follow:

1. What are the effects of personality on international student's psychosocial adjustment?

2. Does social support have any relationship with international student's psychosocial adjustment?

3. What are the effects of language fluency on international student's psychosocial adjustment?

4. Do cultural differences have any relationship with international student's psychosocial adjustment?

5. What variables have the strongest effect on international students' psychosocial adjustment?

1.6 Scope of the Study

The key goal of the research was to understand in depth the psychosocial alteration faced by international students in UUM. The way, it affects their cultural adjustment. This research will focus on the factors (personality, social support, language fluency, and cultural differences) that affect the student psychosocial adjustment. Besides that, by focusing on the students' psychosocial adjustment, it will reduce complaints arise about psychosocial adjustment issues in particular for whose non-Asian as well as for trying to attract more students to record the aim. UUM is not only focusing on the services but also from staff to customer. Therefore, strategic planning must be taken to maintain their performance and investigation must be done in order to satisfy the students' needs and wants.

The research population includes foreign students who are studying in Universiti Utara Malaysia. Based on student's admission record of Student Affairs Department, the total number of international students in UUM is 2650. The researcher tried to target student from different countries and continents trying to get diverse data from different cultural background. The most of the participated students were coming

from the nations who have a big cultural gap with Malaysia, because they face more cultural differences compare to other students who came from countries that have a similar culture with Malaysia. With the help of questionnaire distribution among international students of UUM colleges, a survey will be conducted. And by simple random sampling selection will going to happen because it is the most appropriate for this research and easier to get information and analyze. According to sekaran (2003), the sample size of 338 international students is applicable for a given population.

Table 1.1   Questionnaires Details

Target population	2650 International student in UUM
Sampling frame	Simple random sampling
Sample size	338
Gender of respondents	Female 74, Male 264
Location of participates	3 continents, 24 countries
Questionnaire	338 complete, 22 incomplete
Level of education for respondents	88 Degree, 140 Master, 110 Phd

1.7   Significance of the Study

One of the most issues that are floating and raised in the world, in particular after millions of students are pursuing their education abroad is adjustment issues, There is no doubt that international students in Malaysia faced some challenges related to culture adjustment. But it may not affect them equally due to the cultural similarities that some international students share with Malaysia.

This research might want to broaden the present understanding of psychosocial adjustment by examining and focusing on four elements that are personality, social support, language fluency, and cultural differences which could enhance the understanding of this issue. Moreover, school administrators will get benefited and similarly they needed to be more aware of the segments that impact the way of overall students psychosocial accustomed to school life in the University of Utara. Such care will help foundations to recognize the changing needs of international students and help to decrease the disappointment, confusion, and test of worldwide students and will in like manner give specialists with tenets to making socially fitting organizations and ventures. Furthermore, this study can help in the objective of MOHE (Ministry of Higher Education) of Malaysia which aims at the attraction of 200, 000 numbers of international students to the Malaysian Institute by the year 2020, that when they can understand well the challenges that not encouraged students to come to Malaysia.
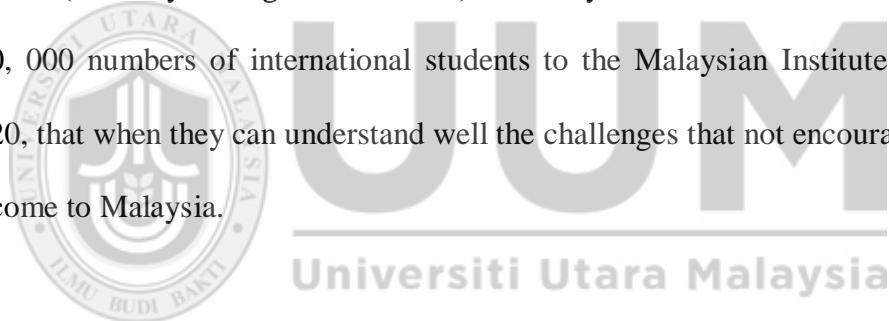
This study is significant for several reasons. It will help students worldwide who are planning to study in Malaysia in the future, as it gives students' better understanding and a clearer picture of what their previous friends went through. The study covers the adjustment challenges faced by the international students, the way they tackle it, and the strategies they use to adjust; a combination of all these things will help them to find out the true path of cultural adjustment. And also they can get enough information that will help them to settle and succeed their academic goals here in Malaysia. Many foreign students are suffering from the cultural differences between their own heritage and Malaysia, as the result, they come across many challenges, including stress, depression and anxiety, this study will help them understand how

making psychosocial distress when studying in Malaysia. Based on the results of this study, future researchers will be able to refer to this study, it will help them get a clear explanation of the possible psychosocial adjustment that global students may face if they come to Malaysia. The results of the study might provide some contributions in the field of psychosocial acclimation.

1.8 Organization of the Study

The research paper comprises of six chapters and this early chapter will be trailed by the literature review chapter. The second chapter talks about the significant theories which form the theoretical framework those aids the formulation of hypotheses exanimated in this project. The second chapter additionally illustrates some empirical discoveries of past research. Third Chapter gives definite clarification in regards to how this research will be led. It begins by briefly clarifying the diverse philosophical position in leading research, the contrasts between main research methods, then narrowing to the particular research technique that this research has used. All the result of data analysis will be reported and discussing in Chapter four. Next, chapter five will contain a discussion on finding. Finally, the last chapter links all the chapters together for a better understanding of the research paper. This finishing up chapter summarizes the results assembled from this research and recommendations are offered for practical objectives. In addition, this section additionally addresses any present limitation. At last, this chapter concludes with several suggestions that are attainable for future studies.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

As per the past discussion, international students have different cultural and different values background but here they share the challenges of acculturation. Consequently, the recognition of international students is very important, their presentation as minority identity in Malaysia. Being international scholar they face the challenges of adjustment difficulties of national culture minorities, individuals who migrate to, or seek refuge in Malaysia; actually they suffer from the temporary residency issue and their basic requirement is to proceed their academic activities successfully in Malaysia, it expected that international students will suffer various degrees of psychological distress. Written publish, text, journal, thesis, magazines is literature review consider as notation and quotation of references. The main objective of this study is the discussion of past study related to the supporting of the whole study.

2.2 Dependent variable psychosocial adjustment

Adjustment is a psycho-social process that occurs when a person accepts and integrates into his life a transition from one situation to another situation (Schlossberg 1981).According to Robinson (2009) clarified that the changed methodology is a route in which the personal endeavors to manage stress, pressures,

clash and help. Students who attend a university originate from diverse foundations and have distinctive standards and qualities.

International students who decide to look for after studies in an outside nation need to conquer the difficulties that are related to their change encounters. They are needed to manage the differences between their own social qualities, standards and traditions (Ang & Liamputtong, 2008). Change in social status, economic position and very far away from family members and also the communication problem and main things is completely separation from their all norms and values of culture also impact when they face a lot of problem in host country adjustment. (Pedersen, 1991; Sandhu, 1995; Sandhu & Asrabadi, 1998) According to Misra et al. (2003), it is a big issue for all international students in the adoption of new social culture and also with all new way of education and adjustment. Adoption of new culture values and change environment is very tough and stress full phase for international (Li & Gasser, 2005; Sumer et al., 2008) generally adoption in host country values, norms cultural event and adjustment with new environment is really boost up the stress .. McLachlan and Justice (2009) reported that greater part of the international students reported scholarly, social, social contrasts, and genuine wellbeing issues at the college in the U.S. Yan and Berliner (2009) foreigner scholars confronted with the new adoption in new academic policy with stress, languages proficiency also is big barrier, build up relationship with faculty is also issue and lack of communication or routine different also increase their level of stress.

Apparently, numerous changes in all aspect of life, facing the higher learning organization environment, new   life with full of challenges. Obviously foundation of higher learning institution is deference of all level in education and its necessary adjustment. All the projects and their development, completion, and implementation is very difficult for the international student for the world because it's impossible that without examining   by the high learning intuition of experts and policy makers. It would be of help if councilors, advocates, academic and universal faculty workplaces and scholar help administrations to guide global students that have past practical and make plan for scholars that are ready for traveling to another country. The school has its standards and qualities which are in accordance with the institution`s mission, vision, and center qualities. Students need to fit   in the school set up through altering their qualities and practices to fit those of the school. Dyso&Renk (2006) help this thought when they say practically all new students experience an adjustment stage upon the section to a college with every student shifted in his or her pace of development. For the reduction of stress and enlarge the opportunities for those students who travel abroad for education many research scholars and educated personalities have a keen interest in the area psychosocial adjustment of foreigner scholars. Due to the satisfaction with the host country in education and culture that scholar shows interest to stay other there where they got their education. Different countries like Britain, Australia and US discourage the student from the different country for education their but for marketing favorable statement is played the vital role (Ward, Bochner, & Furnham, 2001).

and A Large number of theories explain the way of social adjustment. The popular theory for cross culture is Oberg's (1960) which described in four phases of

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emotional reactions which is closely about the adjustment multicultural. The first phase of the theory describes celebratory time, with the joy of arrival and basic initiative, interest, and passion. But with the passage of time feeling upset due to the basic needs and require of the new environment and difficult process of culture. According to Oberg, this phase is full of insufficiency, obstruction, irritation, nervousness, and hopelessness. But, in the next phase when they deal basic issues and very small learning about the culture and able to do something in this new culture. Last phase presented the achievement of basic need and issue of adjustment and they take initiative due to their ability and willingness and understanding of new (Oberg). Oberg's (1960) theory U- curve explains the basic problem is adjustment have strong significance influence in their recovery of basic crises. Gullahorn and Gullahorn (1963) furthermore in the phase of W-curve, stated re-entry to the homeland or homeland culture once again revised. In spite of the fact that the U-bend hypothesis of adjustment is prevalent and naturally engaging, it is not bolstered by exact exploration. Indeed, longitudinal researches have discovered that, as opposed to the rapture state to start with of the move as proposed by Oberg (1960), the early period is most distressing, and after the initial 4 to 6 months, the adjustment troubles drop and afterward shift over the long run (Ward & Kennedy, 1996). These discoveries recommend that prompt help and consideration regarding the needs of international students upon entry are critical for their psychosocial adjustment.

2.3 Independent variables:

2.3.1 Personality

Funder (2001, p.2) personality explanation as "an individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms, hidden or not, behind those patterns". Personality traits define as the distinction qualities and a personal characteristics, that why they are a willingness to deliberate or do in a same approach in response to a diversity of different motivations or circumstances (Carver & Scheier, 2000). According to Gordon Allport's theory (1937), an individual responds response of termination trends or susceptibilities considers as traits. These type of traits normally response in the production purely actually it is consistency personal behavior Allport (1937) argue that determined one's behavior is one's pattern of dispositions or "personality structure". Individual unique and specific structure is determined as the individual Cattell (1950, 1965) trait is explained as mental structure" indirect from behaviour, and as an important concept that accounted for consistency and constancy of behavior.

According to Eysenck (1970), there is two personality dimension. From them, one is the changeable-unchangeable dimension. This is called the extraversion introversion. Another one is an emotional nonemotional or instability. The contribution of basic two dimensions is a description of personality and two other dimensions explain the personality as an outside field of personality (Eysenck & Eysenck, 1969; Cattell & Scheier, 1961). Eysenck (1952) introduce 3rd personality dimension called psychoticism, that explain tough-mindedness. Contrasting psychosis, which is a

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different from reality, Eysenck (1952) argue that psychoticism is strong positive and strong negative feeling or sense like sociopath or creative genius. It might be possible a longer have high trait that show hostility and disagree or harmful or dangerous. Royce (1972) conduct the research on the component of personality analytic, result provides guideline psychoticism is a third major personality dimension.

There are several studies where personality characteristics and psychosocial adjustment association of research have done in the perspective of international students. Internal locus of control have a very strong positive influence psychosocial adjustment (Kennedy, 1994), extraversion (Searle & Ward, 1990), plasticity (Ruben & Kealey, 1979), acceptance of uncertainty (Cort & King, 1979), mastery (Sam, 1998), achievement motivation (Halamandaris & Power, 1999), self-efficacy and self-monitoring (Harrison, Chadwick, & Scales, 1996; Poyrazli et al., 2002). Neuroticism positive influence by the Negative psychosocial adjustment (Jou & Fukada, 1996; Leong, Ward, & Low, 2000), absolutism (Chang, 1973), and wariness (Joiner, 1997) international students may affect the way they adjust psychologically affected by the different personality trait of international student and some multicultural or cross-cultural student affairs experts should deliberate that most of the time due to stable it's too difficult to change it. In reality, Wang (2008) many times research on the personality in done on an individual basis or to some extent on the small group without the primary framework in adjustment. Similarly, Polek et al. (2008) only a few studies associated with personality factor in adjustment research. The difference in Personality managing change contributes associated with different adjustment experience among foreigner scholars. Bulgan (2011) investigated in US

for 243 participated that association between personality traits and psychological and sociocultural adjustment, significant positive associations between psychological and sociocultural adjustment were the result or founding of the study, and extraversion, agreeableness, conscientiousness, and openness, and negative associations between neuroticism and psychological and sociocultural adjustment. This type of research done numerous time in with different students and adult samples has indicated optimistic associations between extraversion, agreeableness, conscientiousness, openness and psychosocial adjustment; and a negative association between neuroticism and psychosocial adjustment (e.g., Caligiuri, 2000; Forman & Zachar, 2001; Furukawa & Shibayama, 1993; Gutierrez, Jimenez, Hernandez, & Puente, 2004; Ponterotto et al., 2007; Searle & Ward, 1990; Swagler & Jome, 2005; Ward, Leong, & Low, 2004). Gutierrez and colleagues (2004) in a sample of 236 nursing professionals found that neuroticism correlated negatively with subjective well-being. In short, research support, a study investigating the relation of personality factors and acculturation in a sample of 125 North Americans sojourning in Taiwan found that greater psychological adjustment was associated with bottom stage of neuroticism (Swagler & Jome, 2005), parts the negative relationship between neuroticism and psychosocial adjustment.

2.3.2 Social Support

Social support is considered a basic component that provides encouragement to the international student for basic understanding development about adjustment in the new social. Copeland and Norell (2002) argue that social support is the strong

element that play a vital role in the new establishment in abroad and also encourage for facing problem regarding the new development and adjusting issues. Moreover, social support play vital role in reduction of stress and help in managing of framework, also it is strong factors that influence psychological adaptation whenever someone facing multicultural or cross-culture issues (e.g., Brisset et al., 2010; O'Reilly et al., 2010).

Toyokawa and Toyokawa (2002) study conduct in japan and America investigated the relationship between the engagement of 84 scholars in additional accomplishments and the students' adjustment life with the new culture of America. The engagement of student also matters research finding conclude that the number of students who are completely engaged in the other activities and seen more conveniently adjusted in new culture and student with low segment suffering same adjustment problem. To some extent, they consider that their anticipation and interest is different from others. Lee et al. (2004) investigate that other activates normally reduce the mental stress and help to gain social support from the environment (Koeske & Koeske, 1989, 1993) in the Pittsburgh area there were seventy-four foreigner scholar of Korea they conclude that reason for gain high social support is the deep interest and due to the other activities that reduce their level of stress, as that student who have little participation in the other activities facing lack of social support. The finding of the research, a major contribution of American cultural, language and other personal relation where they can gain the social support. Of course getting social support due to other extern activities and interested services for foreigner scholars, the psychosocial adjustment is more convenient and possible when they gain the social support.

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One of the research conclude that social support can gain from the other international student from the same country and some local student guide them how to adjust in new (Ward et al., 2001; Barrratt & Huba, 1994). Furthermore, it is responsibility of organizational to provide the organizational culture to foreigner scholars within the campus and give the opportunities to them for partition in the event in that case they can gain the social support which help in adjustment. Furthermore Universities can design the format event which provides the chance to international student to associate with host country culture like establishment of formal and non-format event, student orientation and other programs which increase their level of social support. Sumer et al. (2008) mulled over the indicators of melancholy and nervousness among students worldwide and found that social backing had a critical commitment to the model in anticipating wretchedness. Specifically, students with lower levels of social backing reported more elevated amounts of sadness. Other than rejection, they also found that social support helped to reduce nervousness, especially with students with lower levels of social backing who were more inclined to have larger amounts of uneasiness. In reality, late work has highlighted the imperativeness of social support system use in relieving the negative impacts of the cultural assimilation prepare on mental prosperity (Jasinskaja-Lahti et al. 2006). On other hand, social support presented positive association with psychological well-being of foreigner scholars (Hayes and Lin, 1994; Mallinckrodt and Leong, 1992; Pedersen, 1991; Sandhu, 1995). A new arrival at US had sad feeling about home and their relation when they left them behind (Sandhu, 1995). But, now it is raising big task for managing their environment for the formation of supportive culture for social support (Mallinckrodt and Leong, 1992) and because large number of student have prey of lack of satisfaction with US right now. Mallinckrodt and Leong (1992)

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investigate that quality of social support of some the best way which indirectly support to the foreigner scholars when they are suffering in the prosperity of psychological stress. Many authors find foreigner scholar stress should be reduced through academic social support. There are large number of cultural even other there that's why it's difficult to getting their satisfaction of foreigner, it may be possible with establishment for network for providing culture event facilitation and reduce their stress relevant to the culture .

2.3.3 Language Fluency
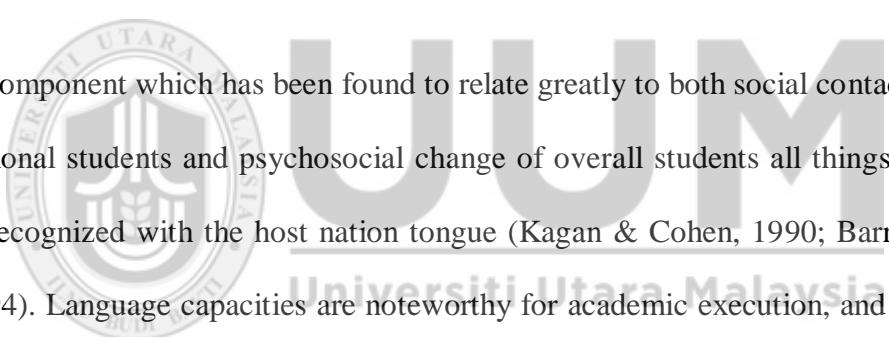
A component which has been found to relate greatly to both social contacts with host national students and psychosocial change of overall students all things considered, is recognized with the host nation tongue (Kagan & Cohen, 1990; Barratt & Huba, 1994). Language capacities are noteworthy for academic execution, and additionally for social change. Accordingly, informative foundations should continually give and help opportunities to students to improve their fluency in the English language.

According to Swami et al. (2009) English capability and adjustment have all the earmarks of being absolutely related. For instance, a few scientists have researched how students' language capability in English influences their change. Poyrazli et al. (2002) deliberated the general alteration in their study included the capacity to arrange issues identified with instruction, social conformity, and the foundation of social associations with Americans. Accomplishment in these territories relied upon the students' capacity to converse in English. Correspondingly, Swami et al. (2009)

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stated that Malaysian students with the higher English capability were better adjusted in Britain.

Majority of international student arrival from different country most of them have background of English medium courses investigating from the literature like Malaysia, it's not new thing lack of language skill and English proficiency considers as general barriers there. Past literature shows that international student in Malaysia faces the problem of the different accent of the lecturer as well the staff of administration in Malaysia. For this, they required much time to understand the instruction of examiner or lecture. Furthermore, there is language entry test for the international students of many countries like TOEFL, IELTS, and ELPT these are the requirement of university or college but still they have facing the issue of language proficiency. Regarding the issues of foreigner students the Literature has been very consistent. Lin and Yi (1997) due to the difference in accent foreigner student have face problem to understand lecture instruction and understanding in class, actually reason is lack of English vocabulary that why they need to spend more time in reading books and articles. One of another research represents that the prediction is also the third big issue facing the foreigner student other there (Fitzgerald, 1998). So that why there is enrich area of research is vacant for foreigner scholars of academia Andrade (2006) argue that, adjustment in the academic is reason of languages problem for foreigner student, there is urgent need to concentrate language problems. Zhai (2004) stated that most and common barriers for foreigner scholars are the academic adjustments, language and communication is the first mandate of academic. The most frequent problem for the foreigner student is a lack of communication or deficiency in pronation which rise the stress in there is academic

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performance. Yeh and Inose (2003) investigate English communication is the main forecaster of acculturative distress. Swagler and Ellis's (2003) argue about the anxiety of English communication associated with the Taiwanese student's basic adjustment. Alike, Poyrazli, Kavanaugh, Baker, and Al-Timimi's (2004) low level of stress is due to the reasons of good English communication and proficiency of international. Subsequently, Poyrazli and Kavanaugh's (2006) stated that good communications play the vital role in the academic adjustment of international. In another study, Mittal and Wieling (2006) he conducts qualitatively study at the doctoral level and suggest that participants' experiences influence by the fluency in English. Likewise,   Poyrazli and Grahame (2007) stated that competency in the language is a major consideration of international scholars. In turn, Dao, Lee, and Chang's (2007) presented Taiwanese foreigner student facing disappointment which have a lack of English communication and competency.
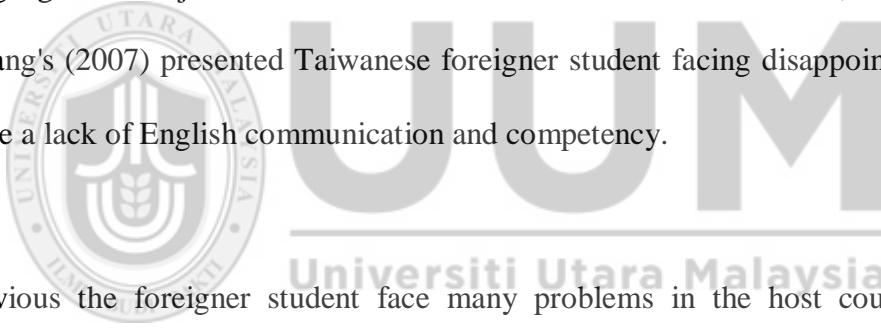
Obvious the foreigner student face many problems in the host country but the language is one of the major factors that influence on their adjustment and as well as success in academic. Consequently, the foreigners scholar should pay prior attention to language proficiency for the better success in academic of that university which following their education in English-speaking

2.3.4 Culture Differences

Cultural distance described firstly by Babiker et al. (1980) the different between the domestic culture of homeland and origin culture is cultural distance. Numerous studies has been conducted association between adjustment and culture distance, huge difference in culture distance between culture of home country or domestic culture investigate the lower adjustment new (Karaoğlu, 2007; Poyrazli et al., 2004; Pan et al., 2007; Ward &Kennedy, 1999; Yang et al., 2005; Yeh & Inose, 2003). Many scholars argue that due to the distance culture chance of currently social issues grow especially in case of individual (Chapdelaine & Alexitch, 2004, Searle & Ward, 1990).
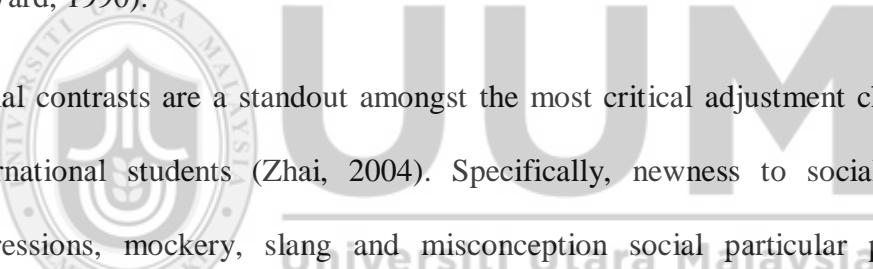
Social contrasts are a standout amongst the most critical adjustment challenges for international students (Zhai, 2004). Specifically, newness to social references, expressions, mockery, slang and misconception social particular prompts, for example, verbal and non-verbal messages influence abroad students' propensity to search out social association with the host society (Olivas and Li, 2006). A viable approach to conquer these issues is to unite with the host individuals or take part in their social exercises (Tseng and Newton, 2002). In parallel, students worldwide who emphatically change ought to be urged to offer help to new incomers (Olivas and Li, 2006).

Cultural differences, i.e. the obvious conflict between societies of beginning stage and society of contact have similarly been linked with psychosocial adjustment (Ward & Searle, 1991). Furnham and Bochner (1982) student at United Kingdom

from almost same culture and they have similarity in the region and their feeling about culture difference is less as compare to other because already understanding the relevant culture.

Ward and her partners presented and have created a socio-social model (e.g., Ward & Kennedy, 1992). Socio- social change alludes to culture particular aptitudes, the capacity to arrange the host society, or adequately interface with parts of host societies (Searle & Ward, 1990). Hypothetically, the model proposed that socio-social change can be seen by a social learning setting (e.g., standardizing with host nationals).

Li and Gasser (2005) analyzed the relationship between sociocultural modification (Ward & Kennedy, 1999), ethnic character, and contact with host nations, and culturally diverse practicality toward oneself (Fan & Mak, 1998) of 117 Asian global undergrads and graduate students from two state colleges in the mid-western district. The study discovered that contact with host nationals' part of the way intervened the impacts of multifaceted reasonability toward oneself on sociocultural adaptation. Kashima and Loh (2006) gathered and broke down information from 100 Asian worldwide students in colleges in Melbourne. They found that the sociocultural alteration (Ward & Searle, 1991) was clarified by none of the three social ties. English-talking foundation and time in Australia helped absolutely and essentially to sociocultural modification. The requirement for cognitive conclusion helped contrarily to sociocultural alteration. Communications between the requirement for the cognitive conclusion and social ties had no effect on sociocultural modification. Interaction with destination country also matter in adjustment and student capability and interest also matter in the psychosocial adjustment in host country culture

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(Furnham & Alibhai, 1985). This type of experience found in the different study like past study by Redmond and Bunyi (1993), finding of the show presented that those people who have similar culture like British, American, European cannot feel hesitation in the adjustment only the reason is similar culture in their different region, they interacted with host country with confidently, as compared to the student from very different culture like Korean, Taiwanese, and Southeast Asian students because due to culture different they feel hesitation. Furthermore, understanding and communicating with host country also influence positively in the psychosocial adjustment of the international student (Pruitt, 1978; Rohrlich & Martin, 1991; Searle & Ward, 1990, Zimmerman, 1995).

2.4 Research Framework

The diagram in figure 1 is explaining the variables in the study. According to Sekaran (2010), the dependent variable is the variable that gives itself for examination as a viable component, through the analysis; the researcher can make the finding on what variable that influences it. While, the independent variable is the one that affect the dependent variable whether in a positive or negative way. As shown in the theoretical framework the independent variables are personality, social support, language fluency, and cultural differences. And the dependent variable is an international student's psychosocial adjustment.

```
┌─────────────────────────────┐
│         personality         │────┐
└─────────────────────────────┘    │
                                    │
┌─────────────────────────────┐    │
│        Social support       │────┤
└─────────────────────────────┘    │      ┌─────────────────────────────┐
                                    ├──────│     International student's  │
┌─────────────────────────────┐    │      │     psychosocial adjustment │
│       Language fluency       │────┤      └─────────────────────────────┘
└─────────────────────────────┘    │
                                    │
┌─────────────────────────────┐    │
│      Cultural differences    │────┘
└─────────────────────────────┘
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INDEPENDENT VARIABLES   **DEPENDENT VARIABLE**
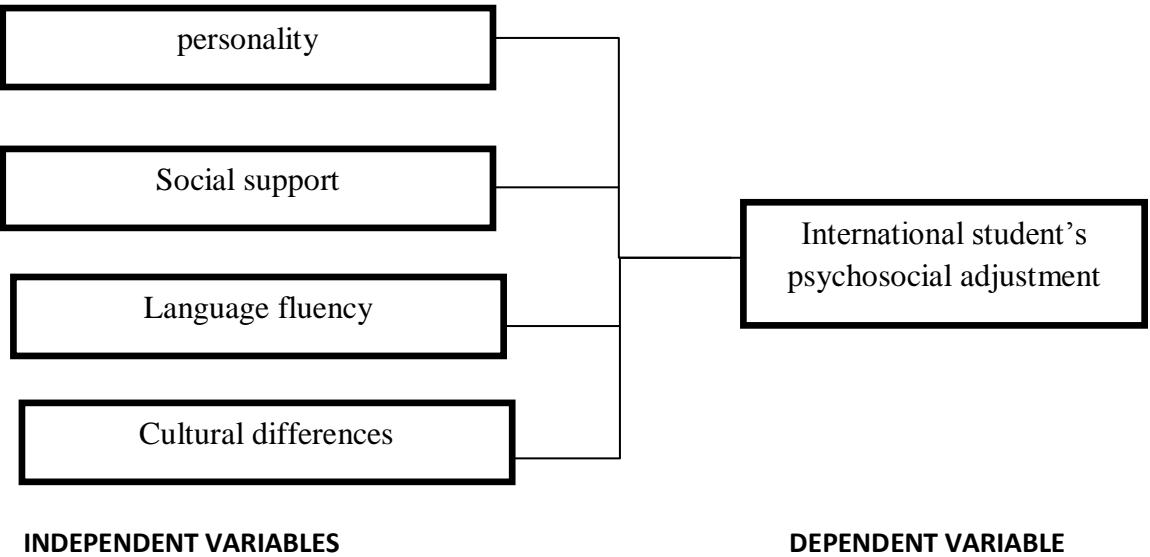
Figure 2.1   Theoretical Framework

The figure above illustrates the theoretical framework of this research. There are three possible independent variables identified by the researcher. The first independent variable is the personality, the second variable is social support, the third is language fluency, lastly is cultural differences, meanwhile the dependent variable is an International student's psychosocial adjustment.

2.5   Hypothesis Development

A hypothesis is an announcement of the relationship between two or more variables. It is constantly in revelatory sentence structure, and they relate (either for the most part or extraordinarily) variable to variable. They are aids for the examination in the whole methodology of exploration attempt and they keep the exploration on the

principal line of the study. It is critically seen as the signal that lights the way for the examination work. In the perspective of the above writing survey and examination addresses, the accompanying exploration theories will suffice for this examination work. Following the hypotheses arises from the literature studies and research framework:

H1= There is a relationship between personality and psychosocial adjustment amongst UUM international students.

H2 = There is a relationship between social support and psychosocial adjustment amongst UUM international students.

H3= There is a relationship between Language fluency and psychosocial adjustment amongst UUM international students.

H4 = There is a relationship between Culture differences and psychosocial adjustment amongst UUM international students
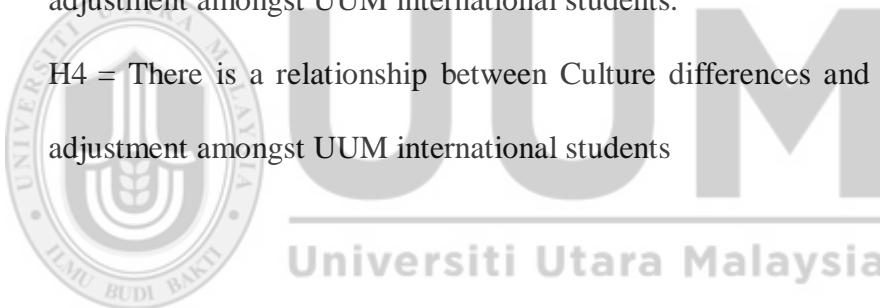
2.6 Chapter Summary

Higher learning is one of the critical change techniques of creating nations towards globalization. Moreover, internationalization and democratization of advanced education in Malaysia has raised much enthusiasm among instructors and scientists to comprehend this sensation. As an aftereffect of development in the worldwide economy and, with a specific end goal to satisfy business necessities for global fitness and abilities, college graduates regularly assess the likelihood of proceeding with studies overseas to enhance their abilities and capacities. By 2025, globalization will have honed the pecking order in world advanced education, with a modest bunch of college transnational companies in the most elevated level close by private firms. Rapidly expanding quantities of college students are going abroad every year to improve their training through a worldwide point of view. Global students have turned into an undeniably vital piece of the higher instruction arrangement of Malaysia. With its reality class instruction framework and solid global notoriety, Malaysia is an undeniably famous study terminus for international students keen on instruction abroad.

They are selected in an extensive variety of controls at each level of training, including transient and expert courses, confirmations, four-year college education and other post-graduate studies, for example, experts' degrees right through to doctoral degrees. It has been assessed that universal students assume a key part in helping a socially different society by giving a wide mixture of diverse societies and viewpoints. And also the lavishness of expanding, there is likewise the imperative advantage of international students as a monetary driver.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The purpose of this chapter is to present the research methodology used in the study of the determinants of international student's psychosocial adjustment in UUM, where the research design will be explained. The choice of research methodology used in this study is outlined and discussed in this chapter. It is done to justify and substantiate the selected research method, sampling method, the process of data collection and the implementation of the data analysis.

3.2 Research Design

According to Cooper & Schindler (2006), research design described as the blueprint for the collection, measurement, and data analysis. Moreover, there are four categories of research designs, namely: exploratory, descriptive, hypotheses testing and case study analysis

In this particular study, the researcher has chosen to utilize the descriptive research. The target of descriptive researches is to understand the characteristics of a group in a specific situation (Sekaran, 2003). A descriptive study is describing the characteristics of the variables of interest in the study and collection of data from quantitative methods like a questionnaire. Furthermore, hypothesis testing is

explaining the nature of relationships between variables. This research is deliberated as hypothesis testing by investigating the relationship between personality, social support, language fluency, and cultural differences with universal student's psychosocial adjustment.

3.2.1 Quantitative Research

In this study, the researcher applied quantitative research. According to Kuada (2008), quantitative research is to "address research issues via numerical measurement of specific constituents of a situation". While, the outcome of the quantitative study will appear in numerical values and the results will be performing in statistical calculations together testing the pre-formulated hypothesis (Kuada, 2008). The purpose of the chosen this approach due to quantifiable data is appropriate and easier to investigate the influence of independent variables towards dependent variable. Furthermore, the researcher used a self-administered questionnaire is to be an effective way to collect the data because the researcher intended to distribute the questionnaires by hand to each respondent and collect once they have done.

3.2.2 Instrument of Measurement

A survey permits researchers to advance from gathering the thoughts and recommendations of a couple of individuals at a subjective stage to affirming whether the ideas and suggestions are generally held all through the target populace (sekaran, 2003). The researcher must have a working knowledge of the common

research process. In the research environment, where litigation is becoming more common, a researcher who uses a questionnaire without a reasonable professional knowledge of questionnaire design and analysis is running a grave risk. The researcher must also be aware of the weakness of the resulting data from the questionnaire. Personally administered (self-administered) questionnaire was used in collecting the information. It is a survey that is filled in by the participant rather than by an interviewer (Zikmund, 2003). According to sekaran (2003), he indicated that personally administering the questioner is a decent approach to gather information when the questionnaire is restricted to a local area and the institution is eager and ready to react to the questioner. Wang (1999) proposed that personally administered questioners are: (1) inexpensive and less time consuming than interviewing, reaching a large sample size for a given budget, (2) minimizes the interviewer bias, and (3) do not require field worker training. Zikmund (2003) revealed that the questionnaire are usually printed on paper, is using standardized questions. Referring to sekaran (2003), he revealed that researchers can collect responses within a short period of time and they have the chance to present the research topic and inspire the respondents to give their frank answers. But, in certain cases, international students are not able to give responses on the spot. The questionnaire may be filled out when the respondent has time.

3.3 SAMPLING PROCEDURES

3.3.1 Introduction

This section will elaborate many important steps, which are the target population, sampling frame, and sample size that are relied upon to satisfy the prerequisite of the study

3.3.2 Target population

As elaborated by Malhotra (2004), the target population is the gathering of items and components which provide information based on contemporary researcher that makes a conclusion of the study. The target population of this study is foreign students in University Utara Malaysia which are undergraduate and post-graduate international students from different countries in three colleges: Government and International Studies and College of Law, College of Arts and Sciences, and the college of business. According to of UUM's Academic Affairs Department (HEA), as of October 2014, the lists of international students are 2650. There are 2394 full-time students and 256 student exchange. The table 3.1 below shows more details about the amount of students and their nationalities.
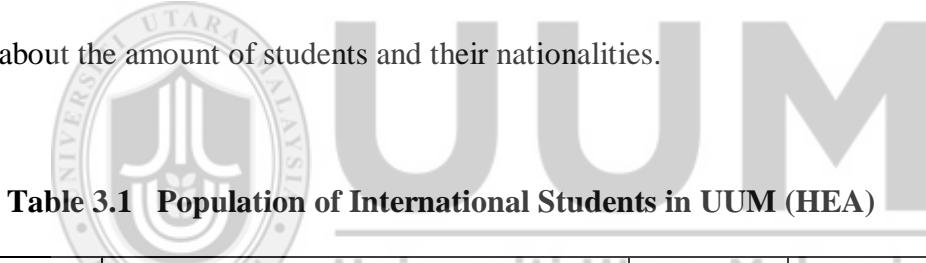
Table 3.1   Population of International Students in UUM (HEA)

	Country	Full-time	Mobility	Total
01	Indonesia	465	81	546
02	China	239	158	397
03	Nigeria	344		344
04	Iraq	219		219
05	Yemen	185		185
06	Somalia	174		174
07	Thailand	156	8	164
08	Jordan	122		122
09	Pakistan	86		86
10	Libya	74		74
11	Saudi Arabia	73		73
12	Bangladesh	43		43
13	Uzbekistan	32		32
14	Algeria	30		30
15	Palestine	22		22
16	India	11		11
17	Egypt	10		10
18	Sudan	9		9
19	Syrian Arab Republic	9		9
20	Philippines	8		8

21	Sri Lanka	7		7
22	Chad	7		7
23	Brunei Darussalam	2	4	6
24	Djibouti	6		6
25	Oman	6		6
26	Cambodia	5		5
27	Tanzania, United Republic Of	4		4
28	Eritrea	4		4
29	lran (Islamic Republic Of)	4		4
30	Korea, Republic Of	1	3	4
31	Mauritania	3		3
32	Zimbabwe	3		3
33	Australia	3		3
34	Lebanon	3		3
35	Myanmar	3		3
36	South Africa	3		3
37	Vietnam	2		2
38	United Arab Emirates	2		2
39	Turkey	2		2
40	Germany		2	2
41	Kenya	2		2
42	Bahrain	2		2
43	Netherlands	2		2
44	Canada	2		2
45	United Kingdom	1		1
46	Czech Republic	1		1
47	Republic Of Ireland	1		1
48	Chile	1		1
49	Maldives	1		1
		2394	256	2650

3.3.3 Sampling Techniques

According to Sekaran (2003), sampling consists of selecting the right individuals or objects for the study. As Saunders et al. (2009) expressed that the sampling provides "a range of methods allows to reduce the amount of data that we are obliged to collect by considering only data from sub-group rather than all possible cases". It means the researcher will obtain the data from the sample in order to examine the situation or the purpose of the study rather than collecting the data from the entire

subject. The purpose of sampling is to decrease the time and cost of the data collection process (Hair et al. 2006).

Sampling techniques can be classified into two main categories, which are the probability sampling and non-probability sampling. Probability sampling alludes to the systematic sampling, cluster sampling, simple random sampling, and multistage sampling. While, non-probability sampling is consisting of self-selective sampling, snowball sampling, quota sampling, and convenience sampling.

This study is based on probability sampling technique. From the previous table 3.1 that it includes the list of international students in UUM provided from the UUM's Academic Affairs Department (HEA). This research used simple random sampling. It is the most broadly utilized sampling technique, perhaps due to it is simple to actualize and simple to analyze. In this method, every individual from the the list of international students in UUM provided from the UUM's Academic Affairs Department (HEA) has an equivalent shot of being chosen as subjects. The whole process of testing is done in a single step with every subject chose freely of alternate individuals from the populace. A best aspect concerning simple random sampling is the simplicity of gathering the specimen. It is additionally considered as a reasonable method for selecting a sample from a given populace since each part gives parallel chances of being chosen. Another key highlight of simple random sampling is its representativeness of the population.

3.3.4 Sampling Size

Malhotra (2005) defined sampling size as the number of components which involved in the study. Meanwhile, Creswell (2005) demonstrated that "the larger the sample, the less the probable error that the sample will differ by the population". So, greater sampling size is more precise compared to smaller sampling size and it may also decrease the sampling error. According to Sekaran, (2010); Krejcie & Morgan, (1970) the population of (2650), the minimum sample size of 338 is applicable for research. The sample size of this research is 338 of international students' in University Utara Malaysia (UUM).

3.4 Research Variables and Measurements

According to Zikmund (2003), the scale can be defined as "any series of items that are arranged gradually according to the value which an item can be kept in accordance to its quantification." Furthermore, a scale is represented as a chain of categories. Hence, it is an Effective way of planning the questionnaires by helping to distinguish how variables vary from one another. There are four types of scale, namely; nominal scale, ordinal scale, interval scale and the ratio scale. This study utilizes an interval scale in the questionnaire as a measurement scale. This type of scale is best to use in order to study opinions or attitudes dimension.

According to Elmore and Beggs (1975) and Cavana et al., (2006), five-point scale is good as any, and that an increment from five to seven or nine points on a rating scale does not enhance the reliability of the rating. The value of one refers to "strongly

disagree", two for "disagree", three for "neutral", four for "agree", and five for "strongly agree". A participant which points out the score of one or strongly disagree for any items that mean he/she very low level in that variable. The table3.2 below shows rating scale and measurement.

Table 3.2   Rating Scale and Measurement

Level of variable	Description
1.00	Strongly Disagree
2.00	Disagree
3.00	Neutral
4.00	Agree
5.00	Strongly Agree

The measures for the personality, social support, language and cultural differences as independent variables and psychosocial adjustment as the dependent variable are explained below.

3.4.1   Personality

Personality was measured by adopting from Eysenck & Eysenck (1975)

3.4.2   Social Support

Social Support was measured by adopting from Schieman, Scott (2005)

3.4.3   Language

Language was measured by adopting from Takeuchi et al. (2002), Birman et al. (2001)

3.4.4 Cultural Differences

Cultural Differences was measured by adopting from Geert Hofstede 2008 and Ang, et al. (2007)

3.4.5 Psychosocial Adjustment

Psychosocial Adjustment was measured by adopting from Furnham and Bochner's (1982)

Table 3.3   Summary of scales used in this research

Measured variables	Source
psychosocial adjustment	Furnham and Bochner's (1982)
Personality	Eysenck & Eysenck (1975)
Language fluency	Birman et al. (2001) Takeuchi et al. (2002)
Social support	Schieman, Scott (2005)
Culture differences	Geert Hofstede 2008 , Ang, et al. (2007)

3.4.6 Control variables

This part consists of 4 items to measure the demographic factors. The first question is the age, it is divided into three categories: (a) 18-125, (b) 26- 30, (c) 31 and above. The second question is gender, in turn; it has two choices male and female. Meanwhile, the third question is the level of education that includes degree (undergraduate), master, and Ph.D. Finally, the last question is the nationality. The table 3.4 below demonstrates more about demographic variables.

Table 3.4 Summary of Demographic Variables.

Age	18-25 ( )	26-30 ( )	31 and above ( )
Gende	Male ( )		Female ( )
Level of Education	degree ( )	master ( )	Ph.D ( )
Nationality			

3.4.7 Questionnaire Design

Questionnaires are a formalized set of items for acquiring data from participants. It is an organized procedure for a data collection, comprising of a number of questions, composed or verbal, that a participant's answer (Malhotra, 1999).

The survey was comprised with 38 items for independent variables, dependent variable, and 4 items for the demographic profile. The questionnaire was revised and amended from experts' opinions and previous literature. The survey technique is implemented by distributing questionnaires inside UUM at different colleges, library, residents, and the cafeteria. Furthermore, questionnaires were prepared in the English language and the researcher used an open-ended and close-ended questions. There are six sections in survey instruments. The first part is Section A is related dependent variable psychosocial adjustment. Meanwhile, in Section B, the items are about social support variable. In Section C, questions are built on personality traits. While, in Section D questions are related language fluency. In Section E, questions are based on cultural differences. Lastly, at Section F consists of respondent's demographic profile which consisted close-ended questions like age, gender,

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education level, and nationality. The table 3.5 below shows a summary of the questionnaire

Table 3.5   Summary of the questionnaire

Variables	Items
Section A: psychosocial adjustment	7
Section B: social support	8
Section C: personality	8
Section :D language fluency	8
Section E: cultural differences	7
Section F: demographic profile	
Age	3
Gender	2
Level of education	3
Nationality	_

3.5   Data collection

The elementary sources for directing the research study is primary data. According to Zikmund et al. (2010) primary data described as "data that assembled for the research purpose of the existing situation whereby the events are happening." There are several methods to gather the primary data. One of the methods is a questionnaire and it used broadly by most researchers and also helps to collect the data. Therefore, in the current study, the researcher selects the self-administrated questionnaire as a

method to collect the primary data as it can increase the reliability and simplicity information for this study.

In this study, 360 respondents were completed the survey questionnaires at three colleges at the university of Utara. Based on the logic of this method, the researcher administered the questionnaire to the respondent by face-to-face and they also responses spontaneously. Moreover, the participants in this study have varieties of social-demographic background. Indeed, administration questionnaires were conducted from February 5th to March 10 th 2015. Indeed, the data collection begins by explaining the purpose of this study to the respondent then requires the respondent to fill up the questionnaire. Each respondent is requisite to spend about 15 to 20 minutes to complete the questionnaire together with a researcher's monitor. Remarkably, most respondents were worthwhile and compassionate to fill up the questionnaire. Furthermore, some of the respondents were sharing their own personal opinions and experiences in the psychosocial adjustment in Malaysia. Nonetheless, all questionnaires were returned and interestingly, we had all 360 distributed questionnaires. Furthermore, the researcher did not allow local students to participate in this survey because this study is mainly ponder on those are international students in University Utara Malaysia. Additionally, total 360 questionnaires were collected and 22 were incomplete and eliminated. So, a total of 338 was usable questionnaires were used in data analysis and 22 are non-usable questionnaires due to incomplete.

3.6 Data Analysis Techniques

Research will be using regression methods to analyze the data. To test for the reliability, I will also use SPSS to conduct the data analysis process. Regression analysis is one of the most often utilized methods in research; it permits market examiners to break down connections between one independent variable and one dependent variable. Mostly, the dependent variable is about the result we think about it, meanwhile the independent variables are the instruments we need to accomplish with these results. Based on Mooi & Sartedt, (2011), The preference that utilizing regression examination is specialist can demonstrate if independent variable has a relationship with the dependent variable and show the relative quality of distinctive independent variable effects on a dependent variable
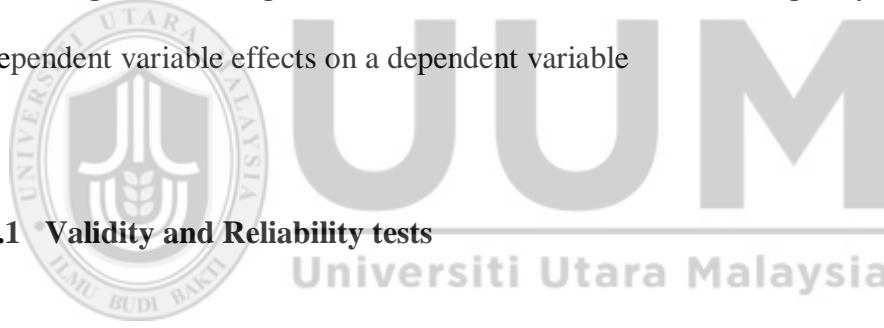
3.6.1 Validity and Reliability tests

Reliability is the extent to which our measures are consistent and free from the errors (Zikmund, 2003). Sekaran (2003) defines the reliability of as a measure that indicates the extent to which the measure is without bias and henceforward offers consistent measurement across time and across the various items in the instrument. Besides that, Cavana et al, (2006) pointed that, the reliability of a measure indicates the stability and consistency with which the instrument measure the concept and helps to access the "goodness" of a measure. The reliability test is done to improve the level of reliability of instrument survey. Coefficient alpha is calculated to measure the reliability of a survey based on internal consistency. If the alpha coefficient is low, it indicates that the test is done too short or the items are very little in common. The

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result of the reliability test confers with pilot test and to be found significant with the coefficient reliability of Cronbach's alpha. In order to predict scaling reliability for each factor, Cronbach's alpha coefficient must be counted for each indicated factor.

Hair et al (2006) summarized that if the value of alpha coefficient is below than 0.6 than it represent that the strength of the association among the instrument is poor, if this value is between 0.6 to 0.7 than it shows moderate strength of association while if the value of alpha coefficient range from 0.7 to 0.8, it represents a good strength of association and a very good association is shown if the alpha coefficient value ranges 0.8 to 0.9, same like 0.9 shows the excellent strength of association among the instrument. The tables 3.6 below explain the level of acceptability of the instrument used.

Table 3.6   Explain the Level of Acceptability of the Instrument Used

Alpha Coefficient Range	Strength of Association
< .6	Poor
.6 < .7	Moderate
.7 < .8	Good
.8 < .9	Very good
.9	Excellent

This phase of research provide the explanation about the development of measurement, here   scale refinement and the general theory testing approach were adopted. Scale which are used in this study is already tested many times, and all were adopted from the publish work and highly attention and care were observed to

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warrant that the scales used for addressing the research hypotheses in this study maintained the original scales with intended purpose within the limits of gathered responses. Consequently, all the scales were subjected to rigorous analysis, and items go through the refinement and various aspects of reliability were evaluated prior to analyzing the data. (Gerbing & Anderson, 1988).

3.6.2 Correlation Coefficient

The correlation coefficient is a measure condensing the strength of the relationship between two metric variables. Correlation is the most suitable and comprehensive approach to see the relationship between two metric variables. The examiner will utilize the correlation coefficient to look at the relationship between the independent variables with the dependent variable in this research. At that point, the relationship was sorted as strong, moderate or weak relationship (Malhotra, 2007).

3.6.3 Regression Analysis

Regression analysis is considered a power and flexible method for analyzing the relationship of association between a metric dependent variable and independent variables (Malhotra et al, 2007), the regression assumed that the dependent predictive link to independent variables. Regression is a powerful tool for summarizing the nature of the relationship between variables and for making predictions of likely values of the dependent variable. Regression analysis aids in understanding how

much of the variance in the dependent variable may be explained by a set of predictors.

3.6.4   Descriptive Analysis

Descriptive analysis can be described as describe and identify the characteristics of the respondents. Meanwhile, descriptive analysis can measure in terms of mean, mode, frequency, standard deviation and ranges in order to describe the sample data by depicting representative respondent and showing the generic patterns of responses (Burns & Bush, 2000). In this study, the mean, mode, frequency, range, standard deviation and variance were collected for the interval scale of independent variables (personality, social support, language fluency, and cultural differences) and dependent variables (psychosocial adjustment). While, table of frequency counts, percentages and cumulative percentages for all values related to the particular variable are set out in the following chapter.

3.7   Ethical Consideration

The study is undertaken and performed with accentuation to guarantee uprightness and quality. Every included party ought to be completely informed about all matter identifying with this research and secrecy and namelessness of the information and participants are very respected. Respondents ought to be made mindful and have

consideration from the start that the researcher will dependably secure and keep the secrecy and privacy of whatever transpires in the data collection activities.

Any data recovered from participants ought to be treated and dealt with carefully on an entirely private premise and at whatever point conceivable, researchers ought to constantly get written assent upon getting verbal assent from potential respondents (Affolder, T., H. Akimoto, et al. (2002). Care must be taken to guarantee that this research maintains the standard of kindness where the research ought to do greater than hurt and cruel.

3.8   Conclusion
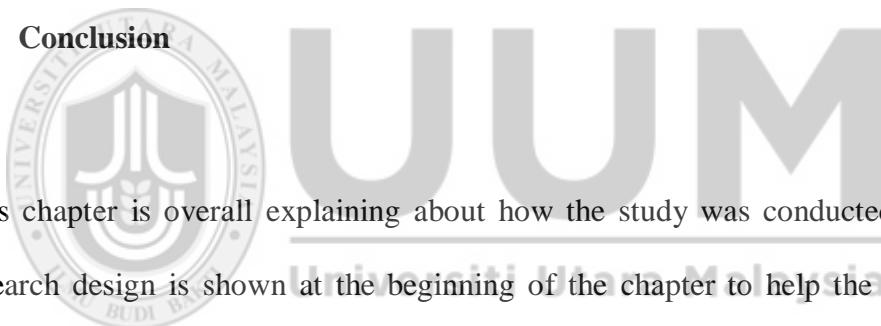
This chapter is overall explaining about how the study was conducted on. As the research design is shown at the beginning of the chapter to help the reader know about what types of research design in the study. The population and the sample size were explained in the second topic of the chapter. The data collection technique and data analysis technique were described at the end of this chapter about how the study data collection was conducted and how to do the data analysis of this survey.

CHAPTER 4

FINDINGS & ANALYSIS

4.1 Introduction

This chapter discusses the details of the findings and analysis of data that had been undertaken to address the research objectives and hypotheses. This chapter will represent the analysis in a precise manner and presenting consequences of each hypothesis as well as to association either the hypothesis is accepted or rejected. The chapter starts with the descriptive demographic details and correlations and is followed by the correlations between variables, and finally the hypothesized relationship analysis.
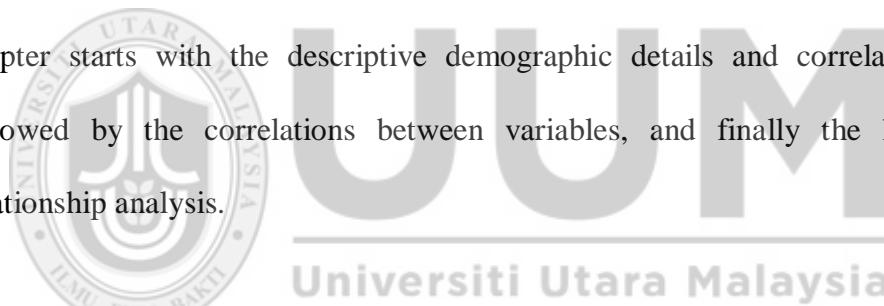
4.2 Demographic profile

On the course of data collection, the researcher has administered 360 questionnaires to participants and all questionnaires were return back, 22 questionnaires incomplete. Therefore, the researcher computes the data from 338 questionnaires in interpretation and analysis.

The respondent profile fundamentally shows the general background of respondents. Subsequently, it is not difficult to explicate demographic for instance: participant's

gender, age, level of education, and nationality. The profiles of the respondents are shown below:

5.2.1 The age

Table 4.1   Age

		Frequency	Percent	Valid Percent	Cumulative Percent
	18-25	120	35.5	35.5	35.5
	26-30	100	29.6	29.6	65.1
Valid	31 and above	118	34.9	34.9	100.0
	Total	338	100.0	100.0	

Table 4.1 demonstrated that from total 338 respondents, 35.5% aged 18-25 years (120), 29.6% aged 26-30 (100), and 34.9% aged above 31 years (118)

5.2.2 Gander

Table 4.2   Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	264	78.1	78.1	78.1
Valid	Female	74	21.9	21.9	100.0
	Total	338	100.0	100.0	

Table 4.2 shows that there are 338 respondents, male 264 (78.1%) and female 74 (21.9%).

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5.2.3 Level of Education

Table 4.3 Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Degree	88	26.0	26.0	26.0
	Master	140	41.4	41.4	67.5
	PhD	110	32.5	32.5	100.0
	Total	338	100.0	100.0	

According to table 4.3, total respondents are 338 and the majority of the educational background of respondents are master degree with 140 (41.4%) respondents, follows by respondents on PhD students with 110 (32.5%), and undergraduate degree with 88 (26%).

5.2.4 Nationality

Table 4.4 summarizes the results for nationalities of respondents which showed that the participants were from 30 countries. The highest amount of respondents was from Nigeria (44), China (35), Iraq (34), Somalia (34), Yemen (32), Pakistan (21), Indonesia (19), Libya (17), and Jordan (17). Meanwhile, the lowest number of respondents was Oman and Saudi Arabia with one respondent for each. Furthermore, there were 135 respondents from 13 Africans countries, 200 participants from 15 Asian countries, and the rest 2 respondents were from the Ukraine and Britain.

Table 4.4   Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
	Algeria	23	6.8	6.8	6.8
	Bangladesh	12	3.6	3.6	10.4
	Britan	1	.3	.3	10.7
	Chad	3	.9	.9	11.5
	China	35	10.4	10.4	21.9
	Djibouti	1	.3	.3	22.2
	Egypt	2	.6	.6	22.8
	Ethiopia	1	.3	.3	23.1
	Indonesia	19	5.6	5.6	28.7
	Iraq	34	10.1	10.1	38.8
Valid	Jordan	17	5.0	5.0	43.8
	Kenya	1	.3	.3	44.1
	Libya	17	5.0	5.0	49.1
	Mauritania	1	.3	.3	49.4
	Nigeria	44	13.0	13.0	62.4
	Oman	1	.3	.3	62.7
	Pakistan	21	6.2	6.2	68.9
	Palestine	6	1.8	1.8	70.7
	Philippine	2	.6	.6	71.3
	Saudi Arabia	1	.3	.3	71.6
	Sierra Leone	1	.3	.3	71.9

Somalia	34	10.1	10.1	82.0
Sri Lanka	1	.3	.3	82.2
Sudan	5	1.5	1.5	83.7
Syria	3	.9	.9	84.6
Tanzania	2	.6	.6	85.2
Thailand	12	3.6	3.6	88.8
Ukraine	1	.3	.3	89.1
Uzbek	5	1.5	1.5	90.5
Yemen	32	9.5	9.5	100.0
Total	338	100.0	100.0	

4.3 Descriptive Statistics

The analysis of descriptive statistics used in quantitative data in terms of the frequencies, or means, and standard deviation which is part of the descriptive statistics.

4.3.1 Descriptive Statistic of Demographic Profile

In this section, the researcher used descriptive analysis to analyses the demographic profile of the respondents. Descriptive analysis comprises with the demographic profile of the respondents such as age, gender, education level. Based on the output presented in table 4.5 below, the researcher has summarized the mean and standard deviation for each variable in respondents' demographic profile. Descriptive statistics provide evidence of gender, where the mean is 1.22 and standard deviation is 0.414.

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While, mean for age of respondents are 1.99 and for standard deviation is 0.840. Meanwhile, the education level the mean is 2.07 and the standard deviation is 0.764.

Table 4.5   Descriptive Statistics of Demographic Profile

Variable	Total (N)	Mean	Std. Deviation
Gender of Respondent	338	1.22	.414
Age of Respondent	338	1.99	.840
Education Level	338	2.07	.764

4.3.2 Descriptive Statistics for Independent and Dependent Variables

Based on the table 4.6, the overall result of descriptive statistics for independent and dependent Variables which is included the minimum and maximum style, mean, and standard deviation. These variables used the 5 point scale measurement for respondent rate in order to answer the questionnaires using likert format with strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). Furthermore, the mean figure in that table refers to the satisfaction level of the respondents towards the items or variable were asked in the survey. For instance, when mean point out to below than 3.00, has meaning on the respondents are not satisfied with the recent condition, in other hand, when mean for more than 3.00, meaning that the respondents are satisfied with the recent condition.

Table 4.6 shown the first mean of psychosocial adjustment that is above than 3.00, with the psychosocial adjustment items are range from 3.69 to 4.23. Meaning that, the respondent is satisfied with recent condition about the survey. In addition, the psychosocial adjustment, minimum value is 2, the maximum value is 5, and the standard deviation value ranges between 0.636 and 0.793. Secondly, on the issue of personality the value of mean is from 3.30 to 4.09. That means the respondent satisfied with the condition regarding the survey. The personality minimum value is1, the maximum value is 5, and the standard. Deviation is ranged from 0.775 to 1.046. The third, the social support point out the value for mean from 3.13 to 3.94. That means the respondent satisfied with the condition regarding the survey. The social support minimum value is 1, the maximum value is 5, and the standard deviation is ranged from 0.777 to 1.063. The forth, the language fluency point out the value for mean from 3.72 to 4.10. That means the respondent satisfied with the condition regarding the survey. The language fluency minimum value is 1, the maximum value is 5, and the standard deviation is ranged from 0.786 to 1.017. Finally, the cultural differences point out the value for mean from 3.17 to 4.04. That means the respondent satisfied with the condition regarding the survey. The cultural differences minimum value is 1, the maximum value is 5, and the standard deviation is ranged from 0.744 to 0.943.

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Table 4.6 Descriptive Statistic for Independent and Dependent Variables

Descriptive Statistics of psychosocial adjustment items

	N	Minimum	Maximum	Mean	Std. Deviation
Psychosocial adjustment 1	338	2	5	3.69	.640
Psychosocial adjustment 2	338	2	5	4.23	.710
Psychosocial adjustment 3	338	2	5	3.83	.699
Psychosocial adjustment 4	338	2	5	3.88	.728
Psychosocial adjustment 5	338	2	5	3.99	.793
Psychosocial adjustment 6	338	2	5	3.65	.636
Psychosocial adjustment 7	338	2	5	3.86	.647
Valid N (listwise)	338				

Descriptive Statistics of personality items

	N	Minimum	Maximum	Mean	Std. Deviation
Personality 1	338	1	5	4.09	.775
Personality 2	338	2	5	3.79	.833
Personality 3	338	1	5	3.38	.971
Personality 4	338	1	5	3.62	.930
Personality 5	338	1	5	3.92	.836
Personality 6	338	1	5	3.72	.875
Personality 7	338	1	5	3.30	1.046
Personality 8	338	1	5	3.64	.812
Valid N (listwise)	338				

Descriptive Statistics of social support

	N	Minimum	Maximum	Mean	Std. Deviation

	N	Minimum	Maximum	Mean	Std. Deviation
Social support 1	338	1	5	3.77	1.063
Social support 2	338	1	5	3.94	.835
Social support 3	338	1	5	3.83	.802
Social support 4	338	1	5	3.89	.900
Social support 5	338	1	5	3.65	.994
Social support 6	338	1	5	3.75	.821
Social support 7	338	1	5	3.13	1.018
Social support 8	338	1	5	3.55	.777
Valid N (listwise)	338				

Descriptive Statistics of language fluency

	N	Minimum	Maximum	Mean	Std. Deviation
Language fluency 1	338	1	5	3.72	1.004
Language fluency 2	338	1	5	3.99	.868
Language fluency 3	338	1	5	3.95	.870
Language fluency 4	338	1	5	4.10	.796
Language fluency 5	338	1	5	4.08	.786
Language fluency 6	338	1	5	4.01	.861
Language fluency 7	338	1	5	3.83	1.017
Language fluency 8	338	1	5	3.78	.958
Valid N (listwise)	338				

Descriptive Statistics of cultural differences

	N	Minimum	Maximum	Mean	Std. Deviation
Cultural differences 1	338	1	5	3.65	.764

Cultural differences 2	338	1	5	3.62	.930
Cultural differences 3	338	1	5	3.76	.746
Cultural differences 4	338	1	5	3.78	.819
Cultural differences 5	338	1	5	3.17	.825
Cultural differences 6	338	1	5	3.64	.943
Cultural differences 7	338	1	5	4.04	.744
Valid N (listwise)	338				

4.4 Reliability

Based on Table 4.6, the reliability test result from the students' psychosocial adjustment which includes seven questions is 0.608. Alpha Coefficient with 0.608 is considered as moderate. Therefore, the researcher infers that the questions regarding psychosocial adjustment are acceptable. Second, the reliability test result of personality which is comprises eight questions is 0.626 or 62.6%. Alpha Coefficient with 0.626 is considered as moderate. Therefore, the researcher finishes up that the questions regarding personality are acceptable. Third, the reliability test result of social support which includes eight questions is 0.606 or 60.6%. Alpha Coefficient with 0.606 is considered as moderate. Consequently, the researcher infers that the questions regarding social support are acceptable. Fourth, the reliability test result of language fluency which is comprises eight questions is 0.863 or 86.3%. Alpha Coefficient with 0.863 is considered as very good. Thus, the researcher concludes that the questions regarding language fluency are acceptable. Finally, the reliability test result of cultural differences which is includes seven questions is 0.655or 65.5%.

According to Alpha Coefficient Range, 0.655 is indicated as moderate. Thence, the researcher finishes up that the questions regarding cultural differences are acceptable. So all the variable that have alpha reliability above 0.6 is considered as reliable. All the four variables, Personality, Social support, Language fluency, and Culture differences are considered as stable and consistent in measurement.

Table 4.7   Cronbach's Alpha

VARIABLE	NO OF ITEM	CRONBACH'S ALPHA
Psychosocial adjustment	7	.608
Personality	8	.626
Social support	8	.606
Language fluency	8	.863
Cultural differences	7	.655

4.5   Correlations test

Meanwhile, the Pearson Correlation Coefficient is utilized to test the hypothesis. The hypothesis tested is that linear relationship exists between two variables, dependent and independent variables. The table 4.9 below shows the Correlation Analysis

Table 4.8   The Rule of Thumb of Correlation Coefficient Size"r" Value

	INTERPRETATION
Less than .20	Slight, almost negligible relationship
.20 - .40	Low correlation, definite but small relationship
.40 - .70	Moderate
.70 - .90	High
.90 – 1.00	Very Strong

At the correlation coefficient test in the 4.9, the results roughly indicates that the positive correlation between factors that social support students' psychosocial adjustment among students at UUM is being = 0.354, in terms of RΔ means that IV explained 35.4% explained by the variance. According to Guilford (1956), this finding is showing moderate correlation, so, it means there is a possibility of correlations. The moderate correlation has been shown when the personality has a positive relationship while the result has reached to r = 0.432. The correlation between language fluency and students' psychosocial adjustment among students at UUM is r = 0.269 and according to Guilford (1956), this finding is indicating Low correlation, definite but small relationship. Finally, cultural differences have a positive relationship when the finding has reached r = 0.486and the correlation is in the moderate correlation.

Table 4.9   Correlation Analysis

		1	2	3	4	5
(**1**)Psychosocial adjustment	Pearson Correlation	1	.354**	.432**	.269**	.486**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	338	338	338	338	338
(**2**)Social support	Pearson Correlation	.354**	1	.374**	.080	.358**
	Sig. (2-tailed)	.000		.000	.140	.000
	N	338	338	338	338	338
(**3**)Personality	Pearson Correlation	.432**	.374**	1	.215**	.542**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	338	338	338	338	338
(**4**) Language fluency	Pearson Correlation	.269**	.080	.215**	1	.434**
	Sig. (2-tailed)	.000	.140	.000		.000
	N	338	338	338	338	338
(**5**) Cultural differences	Pearson Correlation	.486**	.358**	.542**	.434**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	338	338	338	338	338

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

4.6 Hypotheses Regression Analyses

Regression analysis was adopted for testing and analyzing how explaining variable can be used to predict a dependent variable. As defined by Malhotra (2004), regression analysis is a powerful and flexible procedure for analyzing the associative relationship between a dependent variable and one or more independent variables. The fitness of the model built for this study is examined by this kind of standard regression analysis. The analysis shows how much of the total variance in the dependent variable (students' psychosocial adjustment) is possible to explain by the independent variables: personality, social support, language fluency, and cultural differences. Meanwhile R Square indicated that 31.4%. R Square is shown in the table 4.10 below

Table 4.10   R-Squared

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.561[a]	.314	.306	.31635

a. Predictors: (Constant), cultural differences, social supports,
Language fluency, and personality

4.6.1   The Effects of (1st personality and psychosocial adjustment)

Hypothesis 1: There is a relationship between personality and psychosocial adjustment amongst UUM universal students.

Table 4.11   Regression Analysis of Personality

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
H1	Personalit y	.197	.045	.240	4.351	.000

a.   Dependent Variable: psychosocial adjustment

The table 4.7 shows that the regression results for the personality of the international student seems to have a positive and a significant effect on the psychosocial modification with p- value of .000***. The beta value is 0.240, and t-value is 4.351. Therefore, with respect to hypothesis 1, there is satisfactory statistical evidence to accept that there is a positive relationship between personality and psychosocial adjustment.

4.6.2   The Effects of (2[nd] social support and psychosocial adjustment)

Hypothesis 2: There is a relationship between social support and psychosocial adjustment amongst UUM international students*.*

Table 4.12   Regression Analysis of Social Support

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
H2	S. support	.099	.033	.145	2.967	.003

a.   Dependent Variable: psychosocial adjustment

The table 4.8 shows that the regression results for social support had a positive and a significant effect on psychosocial adjustment wit p-value of .003**, the beta value is 0.145, and t-value with 2.967. Therefore, with respect to hypothesis 2, there is satisfactory statistical evidence to accept that there is a positive relationship between social support and psychosocial adjustment

4.6.3 The Effects of (3rd language fluency and psychosocial adjustment)

Hypothesis 3: There is a relationship between Language fluency and psychosocial adjustment amongst UUM international students.

Table 4.13   Regression Analysis of Language Fluency

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
H2	L. fluency	.064	.030	.107	2.129	.034

a.   Dependent Variable: psychosocial adjustment

The table 4.9 shows that, the regression results for language fluency had a positive and a significant effect on psychosocial adjustment wit p-value of 0.034, the beta value is 0.107, and t-value with 2.129. Therefore, with respect to hypothesis 3, there is satisfactory statistical evidence to accept that there is a positive relationship between language fluency and psychosocial adjustment

4.6.4 The Effects of (4th cultural differences and psychosocial adjustment

Hypothesis 4: There is a relationship between Cultural differences and psychosocial adjustment amongst UUM international students.

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Table 4.14 Regression Analysis of Culture Differences

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
H2	C. differences	.195	.042	.261	4.678	.000

a. Dependent Variable: psychosocial adjustment

The table 4.10 shows that, the regression results for cultural differences had a positive and a significant effect on psychosocial adjustment wit p-value of 0.000***, the beta value is 0.261, and t-value with 4.678. Therefore, with respect to hypothesis 4, there is satisfactory statistical evidence to accept that there is a positive relationship between cultural differences and psychosocial adjustment

4.6.5   The variable that has strongest relationship with international students' psychosocial adjustment

.from the tables 4.11, 4.12, 4.13, and 4.14, the most strongest variable is cultural differences with t-value 4.678, followed by personality with t-value 4.351, social support with t-value 2.967 , and language fluency with t-value 2.12

Table 4.15   Hypothesis Results Summary

Hypothesis	Statement	Result
H1	There is a relationship between personality and psychosocial adjustment amongst UUM international students.	Supported
H2	There is a relationship between social support and psychosocial adjustment amongst UUM international students.	supported
H3	There is a relationship between language fluency and psychosocial adjustment amongst UUM international students.	Supported
H4	There is a relationship between Cultural differences and psychosocial adjustment amongst UUM international students.	Supported

After analyzing the hypothesis testing, the researcher can conclude that the whole analyzes. Below is the table that shows of whole analyzing. Referring to the table below demonstrates that the summary of the hypothesis tested using correlation coefficient and regression analysis. The reliability analysis shows that all of the independent variables are accepted. The Pearson correlation shows that most of independent variables have moderate correlation with dependent variables and accepted.

Table 4.16   Summaries of Reliability, Pearson Correlation and Regression

Variables	Reliability	Pearson correlation	Regression
Personality	0.626 (Accepted)	0.432 (Accepted)	4.351 (Accepted)
Social support	0.606 (Accepted)	0.354 (Accepted)	2.967 (Accepted)
Language fluency	0.863 (Accepted)	0.269 (Accepted)	2.129 (Accepted)
Cultural differences	0.655 (Accepted)	0.486 (Accepted)	4.678 (Accepted)

4.7   Summary

This chapter discussed data analysis. Descriptive analysis was utilized to analyze the data in order to achieve the objectives of this study as stated in chapter one. Furthermore, this chapter also has discussed the finding of the study based on formulated hypothesis.

CHAPTER 5

DISCUSSION

## 1.1 Introduction

This chapter aims to clarify rationally the findings exhibited in the previous chapter, especially for the hypotheses tested. These findings will be displayed according to the hypothesized relationship in accordance with the research objectives that were exhibited in the prior sections. The discussion comprises the following examined variables; personality, social support, language fluency and cultural differences. The discussions of each variable will cover all findings to address the hypotheses. The discussions will be presented according to the order of the research objectives in chapter one. Past researches have been presented and drawn upon to expound the results found in this study and support the significance of each hypothesized relationship.

5.2 Discussion of Findings

It is a clear evidence, the higher education is becoming increasingly internationalized and globalized; the number of international students studying in institutions of higher education in Malaysia continues to grow (Padlee et al, 2013). According to Arambewela et al, (2005) international student market plays an extremely critical part for higher instructive institutions in creating income for the higher instruction sector. In addition, the government of Malaysia has realized the importance of

international students to the national income. Hence, the government has set up a plan, which is named as the Strategic Plan of Malaysian Higher Education in the intention to achieve the goals, vision and mission for Malaysia to become a hub of educational excellence of higher education by the year 2020 (MOHE, 2011). By 2020, the government has estimated the earnings of RM600 billion (Raduian, 2012) for the enrollment of international students in the various higher education institutions in Malaysia. However, the international students from various different nations face a range of unique obstacles while studying in Malaysian institutions. Amongst others, they have experienced problems in the host culture, language, personal, social, academic and religion aspects. This study is focused on the international students in Universiti Utara Malaysia (UUM).
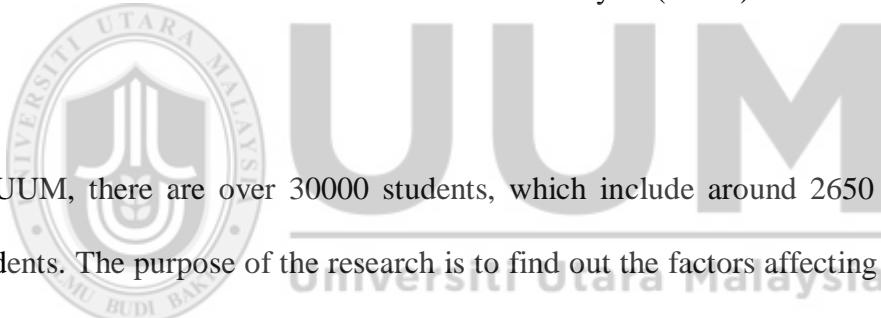
In UUM, there are over 30000 students, which include around 2650 international students. The purpose of the research is to find out the factors affecting international students' psychosocial adjustment in UUM and to see whether the university's environment is conducive for the international students' adjustment and create the possibilities of increasing the population of international students in UUM. Studying in a foreign country has many issues and some can be positive. According to Earley and Ang (2003), an individual adjusting to a foreign culture is very much like a student or learner attempting to grapple with the new circumstances or ideas. Additionally, Kitsantas and Meyer (2001) demonstrated that students who had studied overseas had expanded levels of cross-cultural abilities contrasted to students who had never studied abroad. The benefits gained by the students who have gone abroad to further their studies are noteworthy; those students will serve as representatives for the country and the universities that they were attending.

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Furthermore, their positive word of mouth is essential to successful marketing, specifically, considering the recent expanded rivalry from other host nations such as Turkey, Britain, US, European countries and Australia.

5.2.1 Effect of Personality on International Student's Psychosocial Adjustment

In addressing the first research objective, to examine whether personality has an effect on international student's psychosocial adjustment; the personality has a positive and significant relationship with international student's psychosocial adjustment. The globalization has a great effect on the world, which the societies become more convergence and people know each other in the real order. The technology, the internet, and media have also contributed to instant communication and sharing of information. The ease of traveling helps the people to discover and gain more awareness about the differences around the world. Furthermore, the strict requirements needed to be accepted in the institutions allow only the selected few to be enrolled in the chosen institutions. Studying overseas will prepare the students to be more of a global person. All these circumstances have a remarkable influence on the personality of individuals, whereby the people become more flexible and extrovert with others. In UUM, there is the diversity of races, religions, and nationalities. Furthermore, top-notch facilities such as a well-equipped library, sport center, health center and international student-related activities will lead to the students becoming more international comfortable and eager to discover the institution, friends and adjust better to the new environment. Half of respondents were Asian, which means almost the same characteristics. However, some of them

were Arabs and African, whereby their culture and nature are friendlier and easy to socialize with new friends, whether for study or just friendship for the future. By living in a diverse environment, the students will tend to be more understanding of culturally different international others and they would consider these differences when they deal with each other. According to Pierce, Sarason and Sarason (1996 the part of identity attributes, individual connections, and situational parameters consolidated to create a strong change. In addition, people that uncover such identity qualities had a tendency to show more fearlessness, to see having more control over distressing circumstances, to be more tenacious and decisive, and to expect achievement. In other words, personality traits affected the way individuals adjusting their daily lives. Based on the findings, we can infer that international students' personality traits (in particular, extraversion and neuroticism) significantly affect the psychological and sociocultural adaptation in UUM. This study is focused more on extraversion and neuroticism as the main two personality traits. Based on Eysenck (1975) reported that the principle attributes from two autonomous measurements of identity. One mirrors an alterable unchangeable measurement. This is known as the extraversion introspection measurement. A second mirrors an enthusiastic nonemotional or flimsiness security measurement. This is known as the neuroticism-ordinary measurement. These two measurements have contributed more to a depiction of identity than some other arrangement of two measurements outside the identity field. Moreover, as Tan and Winkelman's (2010) findings where the combined personality variables of extraversion and neuroticism were very significant with academic adjustment. Based on the finding, extraversion has a high score from the respondents, which the contribution of extraversion indicates that the most introverted the student, the poorer the adjusting ability. Those who are more

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extroverted would find it easier to socialize, to make friends and to be energized by time spent with others. These more extroverted students, feeling less lonely and isolated, would have more emotional energy to invest in their studies and experience more confidence in their adjusting ability. This might explain the contribution of extraversion to adjust. The extroverts in this study, who feel comfortable around people, who start conversations, also tended to be resilient. This corroborates the earlier findings that they have a keen interest in other people and external events, and venture with confidence into the unknown and they socially adapt to situations. This finding is supported by Bulgan (2011), found that extraversion has a positive association with psychological adjustment, and also the same finding revealed the significant relationship between extraversion and sociocultural adaptation (Ward et al., 2004; Swagler & Jome, 2005), psychological adjustment (Searle & Ward, 1990; Ward et al., 2004; Ponterotto et al., 2007), and subjective prosperity (Gutierrez et al., 2004). In other words, being sociable, assertive, warm and enthusiastic appears to contribute positively to one's psychological well-being and sociocultural adaptation to a new environment. Research conducted on Singaporean and Australian student and expatriate samples indicated positive relationships between extraversion and psychological and sociocultural adaptation (Ward et al., 2004). Similar results were found on Malaysian and Singaporean students in New Zealand (Searle & Ward, 1990), North Americans live in Taiwan (Swagler & Jome, 2005), university students in the U.S. (Ponterotto et al., 2007), and inpatriate employees in the U.S. and American expatriate employees (Caligiuri, 2000). Therefore, empirical evidence in various samples supports the positive relationship between extraversion and psychosocial adjustment

In this research, the neuroticism has a positive relationship with adjustment. Neurotic characteristics which are attached to a generally abnormal state of tension, apprehension of disappointment, and evasion of disappointment can likewise be seen as gainful for scholarly accomplishment under specific conditions. Those attributes help students to keep due dates and to study harder to pass the examinations. They are doubtlessly valuable in extremely formal situations with numerous inflexible tenets and regulations. We assume that the higher the level of selectivity for a given college and the more prominent the danger of being pushed out for inability to perform, the more vital Neuroticism is for scholarly achievement. This finding was also in line with research showing positive relationships between neuroticism and greater psychological adjustment problems (Furukawa & Shibayama, 1993; Ward et al., 2004) indicated by depression and social difficulty in student and expatriate samples . Ward and colleagues (2004) have found a positive association between neuroticism and depression, and also neuroticism and social difficulty for students and expatriate samples. In contrary with results showed by Bulgan (2011), neuroticism as a personality trait negatively predicted psychosocial adjustment to the U.S. Another study on international military officers also indicated that cross-cultural adjustment was negatively correlated with neuroticism (Forman & Zachar, 2001). Moreover, Gutierrez and colleagues (2004) in a sample of 236 nursing professionals found that neuroticism correlated negatively with subjective well-being.

5.2.2 Social Support on International Students' Psychosocial Adjustment

The findings of the analysis in the last chapter have shown that social support has a significant association with psychosocial adjustment of the international student, which is the second objective of this study. Malaysia different cultural backgrounds, it is extremely important for international students to make friends with local students. This will increase the awareness of students' comprehension of racial diversity in Malaysia. Moreover, understanding the various and colorful Malaysian cultures is important for foreign students to help them better adjust to the local environment. The comments received through the administered questionnaires, some of the students mentioned that" it is so difficult to make friendship with local mates", which means there are lack of flexibility from Malaysian students, this may have a negative influence on the adjustment of some sensitive students, in particular, African one. By the results of this research, we can infer that the advantages of having social connections are significant for the international students' socio-cultural change, especially relationships with friends and others in Malaysia. The nature of Malaysian culture is collective, which means the students in the university do every activity or assignment by relying on collective efforts. This helps international students to make themselves comfortable among students and increases their support. Moreover, the international students feel happy when they are involved in the activities that represent their culture among their local and foreign counterparts. These outcomes propose that the significance of companions in their study's surroundings and the presence of mystery aspect, or the individual they appreciate has helped the students to conform better in psychological part of conforming to the environment. This research illustrates that international students

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had generally large amounts of advancing from the extraordinary individual as contrasted with support from friends. Students who encounter more elevated amounts of support from others person were more inclined to experience a more psychological change in the college. A significant result from this research demonstrated that only two dimensions of social support which are support from peers and accessibility of exceptional person. This results supported by Yuslizaand Shankar(2010), found that there are two measurements of social support (support from peer/comrades and accessibility of exceptional person) fundamentally contributed to the level of psychological adjustment. Furthermore, as highlighted by Church (1982), co-national companions are valuable in giving the feeling of having a place or a sense of belongingness
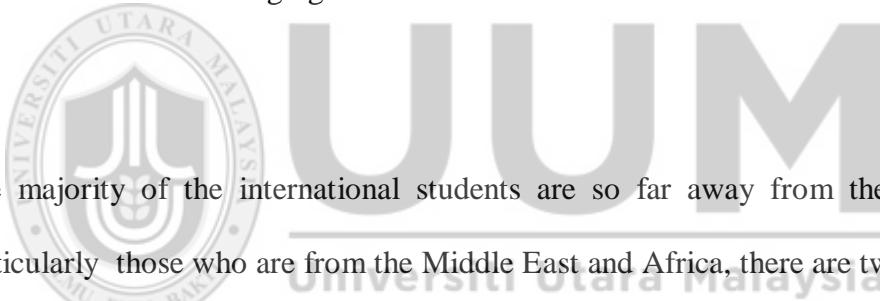
The majority of the international students are so far away from their countries, particularly those who are from the Middle East and Africa, there are two situations: firstly: married international students, they receive the support from their families and there is no need to be worried about them. At university, they reserved for them suitable accommodations and international schools for their children. Secondly: single international students who lose their mutual identity and backing from their families. This misfortune of support powers them to create new culturally diverse fellowships with people from the host country and additionally other international students. As highlighted by Beach & Gupta (2006), the significance of perception of support - the view of being loved by others and that they will be accessible if necessary - in adjustment of the individuals of the couple. The findings of this research do not support the results of former studies regarding international students' support from family and their psychological adjustment (De

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Cieri et al., 1991; Black & Gregersen, 1991). Black and Gregersen (1991) demonstrated that satisfaction with family connections has been indicated to be fundamentally related with psychological adjustment to movement all through the expatriation process. The two main reasons for these discrepant results. Firstly, past researches (Black & Gregersen, 1991; De Cieri et al., 1991) utilized respondents that included expatriate in an international assignment. The majority of the expatriates are married, subsequently they require their spouse and kids to be in the host country during their assignment to support their life and work outside of the home country.. For the current research, the majority of international students are undergraduate and master degree, and also under 26 years old, by verbal communication with them, we found that most of them are single. That means the most important for the individual in university life is their friends and exceptional individual in order to give more moral support and assistance in their studies. Second, the students will be hesitant to look for support from family in their home nations in light of the fact that they do not need their families to stress over them amid their studies life. Therefore, they will look for more attention from their friends from the same region, and such as classmates from the different countries and also to someone that has been interested to them. With the state-of-the-art of the communication technology, it will keep the students connected with their family and friends wherever they are.

5.2.3 Language Fluency on International Students' Psychosocial Adjustment

In addressing the third research objective, to determine whether language affects international student's psychosocial adjustment. Based on the regression and correlation results the hypothesis was supported by the findings.

According to the finding, we find that English fluency was the most significant element in this study because the language is considered a fundamental predictor of cultural adaptation in Malaysia for international students. The English language is the key to deal with friends, classmates, staff, lecturers, attending activities, workshops, and conferences. From the finding, we inferred that the students who have a high level in English, they were easily adjusted psychologically, experienced fewer challenges and they have more ability to connect with the society. For instance, students who were coming from an English background and who are experienced studying abroad in some countries that they used English as a medium of instruction and learning, they quickly adapted, have high confidence in speaking, listing, reading, and present high impression. This results same with the finding that stated by Baker, and Al-Timimi's (2004), international students with higher levels of language capability experienced lower levels of acculturative stress. And also results of the study in Japan by Jou and Fukada (1996), when they demonstrated that the capability in the Japanese language assumed a critical part in cross-cultural adjustment among Chinese students. Furthermore, Mustaffa and Ilias (2013) indicated that there is strong relationship exist between the language proficiency and cross-cultural adjustment.

From the results, we noted that language fluency is the variable that the respondents gave more accurate answers and provide many comments, because, they thought it was a base for their success or failure. Some of the respondents stated that with regard to their poor language they have less confidence for speaking with their mates due to the receivers may not understand them because of their pronunciation that was influenced by their mother tongue. Furthermore, some participants did not understand lecturers and Malaysian students' accents due to the Malay accents effect on their English too. This may indicate that the Malay language has a value in UUM, and should be studied from foreign students to relief their sufferance. This result was clarified by Mustaffa and Ilias (2013), highlighted two valuable languages in UUM, which are Bahasa Malaysia and English. They illustrated that the two languages had strong correlation value, which means that the dialect capability affects adjustment among international students at the university.
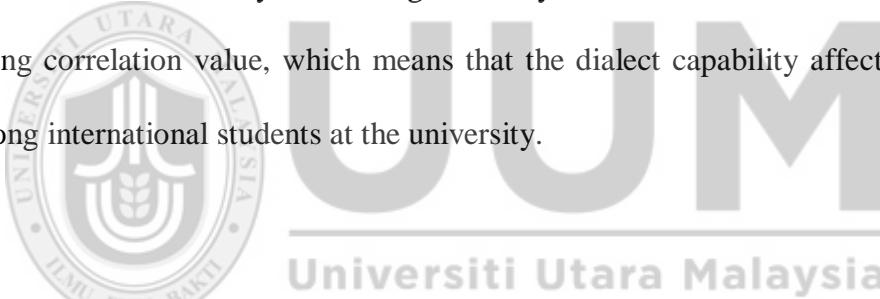
Moreover, the findings indicated that international students who were poor in English suffered in their academic life, these students may be exchanges students, due to the short time of studying in English. They additionally experience embarrassing period, because, the lack of confidence in reading, writing, speaking and connect with their mates and lecturers. In turn, researchers demonstrated that English capability fundamentally impacted the level of foreign students'' scholarly adjustment (Poyrazli and Kavanaugh, 2006)

The students resorted to listening to radio, television and other tools to improve their pronunciations and these were supported by the wide availability of Internet access

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around campus and the services offered by the language center labs. Some of the students, who reported their poor ability in reading journals, textbooks, and articles, indicated that they are listening more to audio, radio, and television. This may help them to quickly improve their English proficiency by making them more confident to listen and communicate with others. We can infer that they have gained confidence in listening and communicating in English and these has helped them to adjust better to the environment.

A critical result from of the finding indicated that some international students reported that, there were some of which do not have difficulty to read articles and journals and also they have confidence in writing. However, these students have disclosed that they were not confident in listening and having conversations with others. In turn, this will affect their ability to speak well, or those students are using English in the classes only, and utilizing their own languages due to poor mixing with the local and foreign student, or it may be due to some various psychological elements such as anxiety and confidence about one's capability may hinder the students to transfer what they have learned in the classroom to real-life interactions. Another reason about the lack of confidence in speaking related to the student's personality and nature, when those students are afraid of being noted by their mates. As Paige, et al., (2003) mentioned that a typical student response to contemplating another language in a study abroad setting is "fear of being absorbed by the culture of the language they are studying" p. 190). So, these students may be merely instituting language capability as a requirement for entry into a study overseas. On the other hand, many of which were contrary, with who are strong in reading and writing, in terms, these students just need the basic language to ease of access into

the culture, in turn, may contribute to the feeling of being able to fit in. In the views of these students to be Fluent student may have had some trouble moving beyond past sentence structure and punctuation in the creation of discourse, while non-, or minimally fluent student may have concentrated more on how to utilize their simple language to enter the culture paying little heed to right vocabulary or structure.

### 5.2.4 Cultural Differences on International Students' Psychosocial Adjustment

Results from the analysis in chapter four showed that culture differences factor has a significant relationship with psychosocial adjustment of international l students which is the fourth objective of this study. The hypothesis was supported by the findings.

Malaysia is one of the richest countries in terms of cultural diversity; there are some different races, cultures, religions, and different interesting needs that have encouraged the foreigners to visit Malaysia. In turn, international students also studied at Malaysian colleges, in UUM over than 2000 international students are studying in. In this research, we investigated the cultural differences and the findings indicate that there is a moderate level relationship with psychosocial adjustment.

From the findings, we infer that a considerable number of the respondents were Asian students in particular from Indonesia, Thailand, and Philippine, which means, they share many similarities such as culture, weather, food, beliefs, and some other characteristics. These identical characteristics may lead them to be easier to adjust

psychologically and socio-culturally in UUM; furthermore, Indonesian students almost share everything with Malaysian such as religion and language, that means, they are the lowest cultural distance compare with others. Thus, from the previous indicators, with found that the students who are sharing more similar cultural characters are fewer problems with adjustment. This result in line with Furnham and Bochner's (1982) study, they found that international students in the UK who originated from socially similar districts experienced less social troubles than students from culturally distant regions. And also another study reported that international Mainland Chinese students had the same social-cultural gap in Singapore, which is a Chinese dominant city-state in Asia. (Dimmock and Leong, 2010).
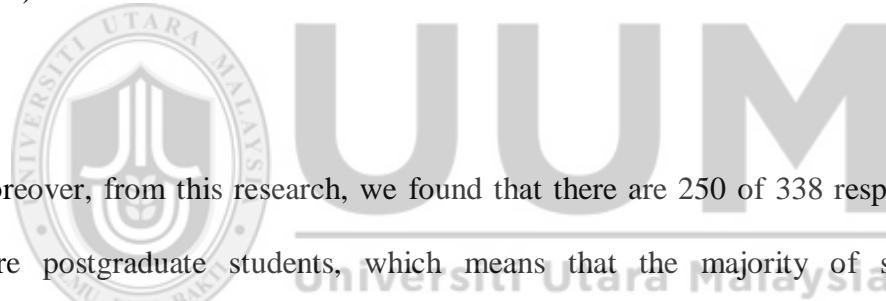
Moreover, from this research, we found that there are 250 of 338 respondents who were postgraduate students, which means that the majority of students had experience study life, whether in locally or abroad. So, for who are studying abroad they will more adjusting with the host culture than others. This argument supported by Kitsantas and Meyer (2001) discovered that students who had considered abroad had expanded levels of diverse abilities contrasted with students who had never mulled over an abroad.

Also, African students also expressed their liking of the new environment and they showed their desire to adapt and learn from their new friend and university, they demonstrated their ease adapting because of the plentiful of activities, and different facilities, which gave them the inspiration to do what they want. Furthermore, many

of which, they demonstrated their ability to enjoy with new friends and their cultural differences. As Earley and Ang (2003) noted, an individual adapting to an outside society is all that much like a student or learner attempting to grapple with the new and unfamiliar circumstances or ideas.

The responses of the students have showed that, those who have exposed to the cultural differences before, they were more capable in coping and socializing with others, which means that, they did not have problems in making friendship with host country students. The respondents also indicated they had relationships with new friends and adapting well to the new culture. Furthermore, if a person is aware of the culture differences, he will be more adaptive and able to cope and make friends with others and vice versa. .
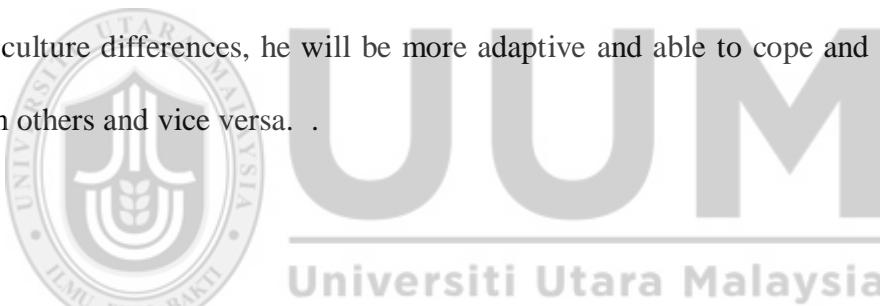
Some of the respondents showed their acculturation, by socializing with other students with regards their cultural diversity, which gives them a comprehensive understanding about them, in turn led them for low difficult to involve in all activities organized by other. This, of course, comes after a certain period. This justified by the theory that illustrate U-curve of adjustment, the theory explained that, the students will pass three phases during his expatriation, the first phase is when the first arrived, this phase usually characterized by positive experience. The second phase is the crisis stage, and finally, the recovery phase. So, the students will adjust to new environment sooner or later (Oberg, 1960).

According to Hofstede national culture dimensions about Malaysia, he mentioned that on the website (http://geert-hofstede.com/malaysia.html) national culture dimensions for Malaysia is as follows: Power distance very high, collectivist society, Masculinity and femininity are equals, low preference for avoiding uncertainty, normative culture, and moderate of Indulgence. From the dimensions of other countries, we inferred that, there are no big differences in culture between Malaysia and the origin countries of many international students, for example, Pakistan, China, Thailand, Indonesia, and Middle East countries where they shared almost the same national cultural dimensions. These similarities help their students to be adjusted quickly. However, the most issues that are still argued are some beliefs, food, weather, some behaviour. In many answers, students concentrate and give a particular respond for this item "I believe that I can socialize with local students in a culture that is unfamiliar to me." Many of the respondents deny agreeing with it. Most probably they think that the others should be aware of the cultural differences.
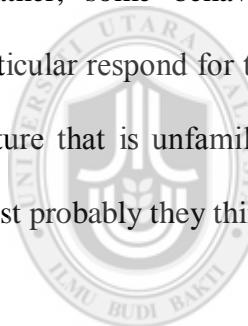
CHAPTER 6

CONCLUSION AND RECOMMENDATION

1.1 Introduction

This chapter presents an overall conclusion to the thesis. The main findings are summarised and important points are highlighted. Research contributions and practical implications are presented, paving the way for recommendations formed from the findings. This chapter concludes with the limitations section and suggestions for the direction of future research.

6.2 Summaries of Chapters
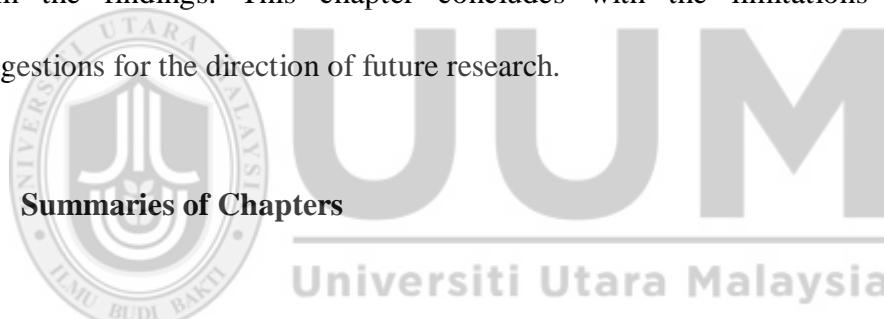
Chapter 1 highlighted the background information of the research scope which explained why the psychosocial related research was undertaken. It also discussed how the research will be carried out by explaining the main method that will be used throughout the research. Moreover, problem statement, research objective, research question, significance, and scope of the study were discussed in this chapter.

The second chapter discussed the related theories and empirical evidence in support of the research objectives highlighted in this research. This chapter discussed theories and empirical past findings on international students' psychosocial adjustment, personality, social support, language fluency, and cultural differences.

Chapter two also discussed the theoretical framework and proposed four hypotheses of the investigated relationships and was tested through a specific method. Chapter 3 provided a detailed explanation on how this research was carried out. It gave a detailed explanation on the instrument used to obtain data and the justification of why the quantitative method was chosen. In this chapter, the researcher discussed the research methodology that includes the research design, sampling procedures, data collection method, and data analysis. The researcher has selected 338 respondents as a sample size from 2650 international students studying in Universiti Utara Malaysia. Quantitative research was used and self-administered questionnaires were distributed in this study. The data has been analysed using the SPSS Program 21 version. Furthermore, Chapter 3 consists of data analysis, reliability and validity, correlation, regression, and finally ethical consideration.

Chapter 4 presented the results and findings of the statistical analysis. The researcher interprets the results in light of the problem being addressed in order to arrive at a major conclusion. In the end, the researcher concludes that the factors (personality, social support, language fluency, and cultural differences) have a relationship with international students' psychosocial adjustment in UUM. Meanwhile, Chapter 5 addressed the results of the study and discussed the findings and their implications. Their links to each hypothesised relationship were also elaborated. It discussed the rational explanation for the results and hypothesised relationship presented in chapter four.

Finally, Chapter 6 linked all chapters together for a better understanding of the thesis. This chapter provided the main findings from the last chapters and the research contribution. The recommendations, suggestions for future researches, and the limitations of the study were also discussed. Finally, the general conclusion of the study will be drawn at the end of the chapter.

6.3 The Main Findings

In this study, the role of the research was the investigation into the relationship between personality, social support, language fluency, and cultural differences with international student's psychosocial adjustment. The findings revealed that there is a moderate level of student's psychosocial adjustment with personality, social support, and cultural differences; meanwhile, language capability has a strong level of adjustment.
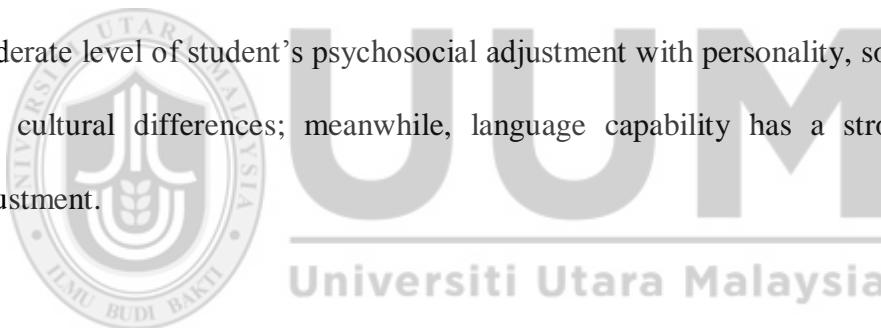
The main objectives of this research were recorded, and also the findings. For the first objective, the two dimensions of personality illustrated the positive relationship with psychosocial adjustment. As mentioned earlier, the globalization and the advancement of technology have remarkable effects on students, in which the students became more aware of their environment and also about the others. These effects encouraged the students to be more extroverts. Furthermore, the new situations and circumstances in UUM, which include many facilities such as, library and availability of the internet or other facilities like, well-equipped sport centre, a vast array of student activities, and several cultural events and festivals. All that good conditions helps the international students to be more comfortable, start a

conversation, being flexible with their mates. Moreover, the neuroticism has shown a positive relationship with student's psychosocial adjustment, which is demonstrated contrasts with many previous studies, this positive relationship comes as a result of an education system in UUM. The students were feeling anxiety and so fear of academic failure and avoidance of failure in their university life, which reflects that the neuroticism can be beneficial for academic success. For the second objective, social support demonstrated its positive relationship with student's psychosocial adjustment. In this study, it was found that there are two main kinds of support that can help international students to adapt easily, which are friends and special person, every individual need a person that he or she can confide to. Furthermore, from the findings, it can be inferred that the family is not necessary to support students, due to the most of the international students were undergraduate and master degree; due to the long distance between them, they become adults know their interests, and they can act on their own. This finding also was contrasted with some former researches.
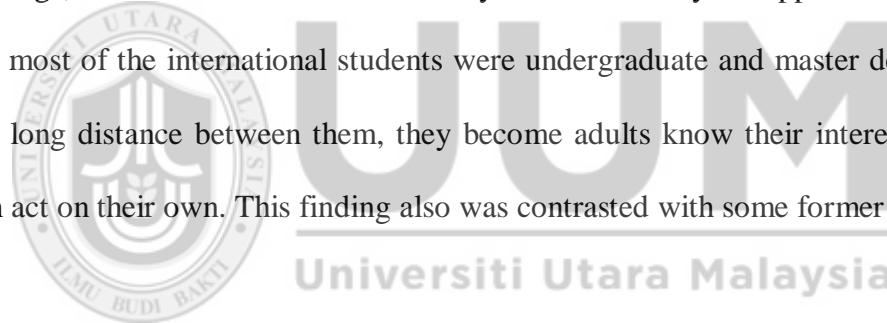
Thirdly, language capability showed the strongest relationship with student's psychosocial adjustment. From the findings, the majority of respondents considered that the language fluency as a key in university life, because the language proficiency is the medium of instruction at the college, the success or failure in their academic life is highly correlated with English capability. Moreover, the language is a key to adapting psychologically and socioculturally to this new environment, because most of the international students came from different countries that they relied on other languages or considering English as second or third foreign language.

Finally, cultural differences revealed a moderate level in the relationship with student's psychosocial adjustment. The cultural diversity in Malaysia has a big role to give the opportunity to students to find their suitable needs. Many of which almost came from a similar culture, such as Indonesian, Thai, and Philippines. This reflected with their easier adjustment to the university. For those who are coming from Africa and Middle East also there are no big differences, due to they are sharing a couple of the same traits with Malaysian, for instance, religion, and national cultural dimensions. However, there are a few differences that may affect student's adjustment, for example, some beliefs, behaviour and there is no flexibility from local students. These build in turn, prevent international students to friendship with the locals, and this may give negative consequences on international student's psychosocial adjustment. Generally, international students revealed their conformity at university, because of the plentiful of opportunities for international students to learn from this new environment and make friends from different countries. Furthermore, the cultural courses and events that are particularly for them have increased their awareness and their ability to deal well with friends, staff, lecturers, and generally with the new surroundings.

6.4 Research Contribution

First of all, this research was an empirical study, which means that there might be the same variables that were studied before in another country. However, this particular study has not taken in Malaysia. This research aimed to investigate in one of the most issues that are related to international students.

Nowadays, due to the globalization, higher education has become part of the business; higher learning is one of the incomes sources for a country. So, higher education institutions and the government of Malaysia are heavily invested to attract considerable number of international students to their colleges ans to the Malaysian shores, in turn, gain unbelievable records such as earn money and develop their academic capacity and ability to compete with the best higher educations over the universe. This study targeted to give some contribution and advise to the policy maker, managers, and even lecturers.

Giving some ideas about student's psychosocial adjustment conditions is very important to know what are the procedures that may help students to choose Malaysian universities, among the fierce competition from many remarkable universities around the world. There is some contribution of the study:
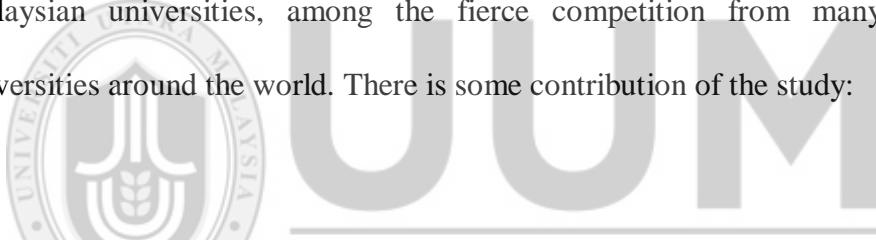
Firstly, it highlights the importance of international student as the main player because international students are considered the customers. Thus, all the decisions and process should be suitable to them. The study clarified that these customers are taken different kind of characteristics. Therefore, the better deal with their needs and requirements are essential. Otherwise, the result will be In favour of the other party.

Secondly, this study demonstrated that the language capability, social support, cultural differences, and personality were the keywords for student's psychosocial adjustment. So, the managers may have to pay much attention to provide the requirements for achieving student's adjustment.

Thirdly, with the emergence of new countries in the services sector, the competition in higher education going to be tougher. So, may the university need to ease many procedures that may be able to push students and give them positive impression, which in turn, students will release word of mouth that may it is the causes for marketing and attracting other customers. Fourthly, over this study, it can be inferred that many international students have troubles at university due to the poor information that they were provided in their pre-departure. The managers have to ensure the enough information that should be delivered by means of media, and if possible, they should provide the university information in many different languages.

Finally, the lecturers also have considerable responsibility for dealing with foreigners; the lecturers are considered one of the main players at the university. Their qualification of dealing with international students has a big role in helping them to passing their troubles.

6.5 Recommendation

Findings from this study   proposed university Utara Malaysia should identify of from problem of all kind which foreigner student face over there, university manage the plan or program for the better support and solution for this issue on the basis of research finding there is some future direction of research as under:

1) University should produce the trends of professional development, research culture, research skill, training on the research methodology and especially focus on the student academic writing skill and encourage the student efforts regarding

research trends. In fact, researcher should increase their language skill and communication through different training, workshop and other languages related course offered by the university or institution, on the behalf of this trend of relation development of international community. With the encouragement of international student, they build their confident and improve their communication and language skill through international community relationship trend. Particularly host country mean Malaysia student should create the trend of English proficiency in class as well as outside the class, also produce the language session for joint learning of Malaysian student.

2) University creates friendly trend between Malaysian student and foreigner student, with the attraction of both local and international student share their feeling and get the information sharing about the host country and discussion about adjustment in Malaysia. According to the respondent friendship with Malaysian student, is very tough some of responded give feedback due to lack of friendship sometimes create miss understanding of trust.

3) To provide right goodness in entry requirement and host country tradition like social cultural, religious limitation, and official activities. This type of helpful event would be the reasons of supportive environment for foreigner student adjusting in host country culture.

4) Universities also guide to the staff for building the international relation with students and discuss their background and event and guide them accordingly. Furthermore, facilitative should be provided by the supervisors guide them proper and make sure student get their degree on time.

5) Malaysian higher education take keen attention on the supportive matter of international student providing social support because social support provide help in stress and personal experience of adjusting and also impact on the new changed life (Lee et al., 2004; Sumer et al., 2008). Consequently, the formation of new the social support system which help the international student in adjusting.

6) Basic facility provision should be provided by the university like the establishment of international society and other student counseling center, facilities of day care and other basic need of the international student. For Provision of basic need its compulsory for the university to address maximum possible resources and provide a healthy environment for healthy psychosocial adjustment.

7) Faculty awareness program should be plan because teacher face the cross culture student problem so for better gaudiness is good that faculty have must knowledge about the cross culture because foreigner is coming over there from different countries and their culture also vary from each other's. No doubt world is a global village, but we have different culture due to different regions so it is a normal problem like a student from East Asia some student from the African and some from other western countries. Finally, major factors that affecting the adjustment of the international student in Malaysia is the culture of their homeland and situation of intuition in their homeland that why they have the force of habit to adjust according. (Tsang, 2001). It is the responsibility of UUM to provide the basic and general information through its websites so that students can get basic information cultural information and information about the environment before arrival. This type of basic guideline might decrease their nervousness and adjustment issue or culture.

6.6   Suggestions for Future Research

The increasing number of international students in Malaysia requires that counseling psychologists decisively focus on understanding the factors influencing the student sojourner psychosocial adjustment process. This study contributes to the literature by focusing on the international students population and their unique needs. A previous study (Oropeza et al., 1991) emphasized that the adjustment process for international students acculturating with spouses and family could be more complicated than that of single students. The current study did not compare married and single students. It would be important to conduct a quasi- experimental study investigating married and single international and domestic students' personality traits, social support, language fluency, cultural differences, and psychological well-being in order to observe the associations among these student groups. It would also be important to conduct a qualitative study and get more in-depth information regarding the influence of these factors (i.e., personality traits, gender roles, social support, language fluency, and cultural differences) on global student's psychosocial adjustment to the Malaysia. Interviewing would give international students more flexibility in their answers and share additional information, which would help understand their experiences more in-depth. Having a deeper understanding of international students' experiences would help higher education personnel and counselling psychologists in providing more effective treatment as well as preventative measures to possible challenges.

Additionally, I believe that it is necessary to conduct further studies on cross-cultural adaptation in order to better understand the international student population and help

them with their personal and professional development by easing their psychosocial adjustment process. For example, preliminary analysis findings should be investigated as future research. Even though gender roles, age, level of education, and nationality did not significantly predict psychosocial adjustment in the current study's main hypothesis, there are important clinical implications of the statistically significant relationship of these variables to psychosocial adjustment.

The present study took place within one university, which limits generalizability. Future research would benefit from the examination of a broader range of contexts because experiences can differ across campuses and between countries. The present study captured perceptions at a particular point in time. More longitudinal research on a variety of samples is needed to more accurately map adjustment and support experiences over time. For future research, the researcher must increase the sample size of respondents. The emergence of limited findings in this study could be because, this research only focused on the international students under the College of Arts and Sciences, College of Business, and College of Government and International Studies. The future research also can make a comparison group among the international students at UUM and the international students in other public universities in Malaysia such as Islamic International University Malaysia (IIUM) and University Malaya (UM). This future research may generate new findings that can extend this current research.

6.7 Limitations

Finally debating the findings of the study, analyzing should align in different counts, with strongly attention and concentration, it is also necessary to highlight some limitations that exist in the study. The population of this research is the first limitation because due to the specification of place or scope namely Universiti Utara Malaysia (UUM) and it is very difficult to generalize it because very limited responded boundary. Secondly, the association between independent and depended variable, on this basis cross-sectional research is not enough to analysis and conclude the reasons and courses and their effects of relation among the variables. Thirdly, the results from this study are not able to generalize it, due to population was limited and respondents of the study is from the particular culture consider is the Malaysia socio-culture. The fourth research conduct on the basis of only one methods that way questionnaires survey, in the basis of only questionnaires survey it's very difficult to stimulated result or accuracy of answers all like other studies in the research.

The fifth lack of understanding of questionnaires which filled by the university student that why we cannot generalize its accuracy and reliability. According Responded feedback they face the problem in understanding of the survey questionnaire. All the responded were from Middle East (china, Thailand) that why there level of English communication and proficiency was average or less than average. Some responded cannot able to response accurately due to lack of language skill. There was last and final limitation of the study is prey lack of control variable was encompassed in the hypotheses. is the reason for another limitation of the study. Demographic factors like nationality, age, education and gender were indicators of

the study (Polek, et al., 2008; Poyrazli & Kavanaugh, 2006; Poyrazli et al., 2002; Sumer et al., 2008).

6.8 Conclusion

In this study, by using international students that they pursuing their studies in Universiti Utara Malaysia, I tested a psychosocial adjustment model derived from Tseng (2002) psychosocial adjustment approach. In fact, already discussion in the objective of the study was to explore the association between personality, social support, language fluency, cultural differences and psychosocial adjustment of universal students. The findings are supported the main hypothesis, Normally the finding of the study shows that strong positive association between personality, social support, language fluency, and cultural differences aspects with international scholars adjustment in university Utara Malaysia. Aggregate there is the perception of international scholars in university Utara Malaysia that perceive support will provide gaudiness and help for their adjustment in university. Hence, the cultural adjustment is the key finding of this research. Provision of support in the sense physical and psychological for international students adjustment, actually its depend on the maximum number of student and their different perception those who have relevant experience or some have done not experience, along this domestic language and its proficiency is also have importance for the international student of UUM. One of the unique perspectives of this research of e psychosocial adjustment model in our study psychological distress is finding or final result cultural adaptation is a prediction of international scholars.

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This research investigate the key findings that there is urgent need for the establishment of UUM team management for responding properly and provide the flexibility arrange meeting for critical issues of international student of UUM, need of taking keen attention in academic quality as well nonacademic activities specially adjustment. Now it is compulsory for public sectors universities as well as private sectors and other institution the Malaysia education sector focus on the adjustment challenges concerns of foreigner scholars. It is very critical the financial, social, academic, personal, religious, and language prospective that influence all Malaysian institutions of higher education. Furthermore there is urgent need for higher education institution Malaysia essentials to restructure the approach for internationalization with greater improvement on the course and research and development, along with student services like accommodation and reformation services, and the others relating to the teaching professional training, specifically qualified lecturers and capable administrators. As the number of worldwide students, will gradually increase and concentration on international student offices for proper guideline and provision of help in education sectors as well as services sectors mean accommodation etc. and management of adjustment challenges is compulsory for the solution of this issues. Finally, this research contributes trustable framework that provide the way to makes a modest contribution to research on psychosocial adjustment and offers the potential for the synthesis of the "cultural adjustment" literature. This research also suggested that we also recommend that groups in transition, such as immigrants and refugees, in future research.

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