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**CROSS CULTURAL ADAPTATION DIMENSIONS AND DEMOGRAPHIC  
FACTORS OF INTERNATIONAL STUDENTS IN UUM**



**BY  
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**Pusat Pengajian Pengurusan  
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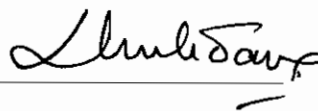
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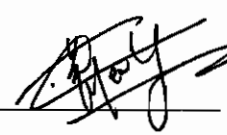
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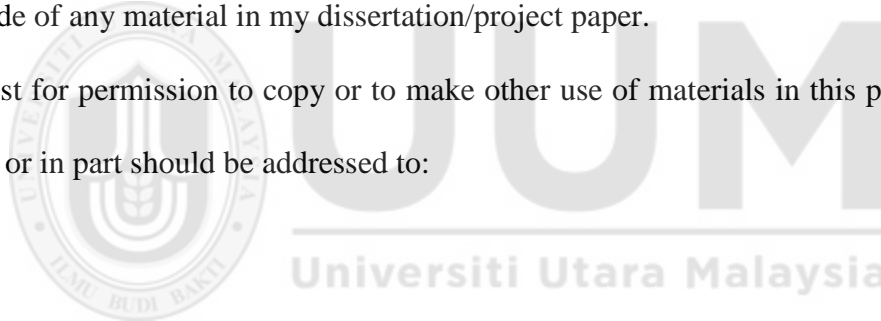
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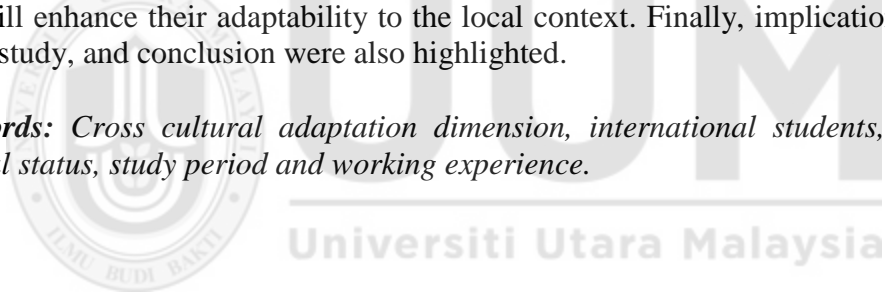
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## ABSTRACT

The number of international students in Malaysian universities have been increasing over the years. The international students come from many different countries and thus from a diverse cultural background. Thus, they had to adapt and adjust to the different cultural aspects of the Malaysian way of life. This study examined the differences between cross cultural adaptation dimensions and demographic factors (age, gender, marital status, study period and working experiences) that influence international students. A survey on 335 international students of Universiti Utara Malaysia was carried out to obtain the data for the study. The usable responses of 251 were analyze using SPSS version 22 involving descriptive statistic, anova and t-test. The result reveal there are no significant differences of age on cross cultural adaptation dimensions, but for gender, marital status, study period and work experience indicate significant differences for either one or two of the cross-cultural adaptation dimensions. This study revealed that there are many issues faced by the international students in UUM. The issues are related to the cross-cultural adaptation dimension and demographic factors among international students in UUM. Thus, it is recommended that there is a need to form an interaction among management and international students in the form of activities or programs to boost the cross-cultural adaptability of these students. This will enable the students to attain the necessary skills that will enhance their adaptability to the local context. Finally, implications, limitations of the study, and conclusion were also highlighted.

**Keywords:** *Cross cultural adaptation dimension, international students, age, gender, marital status, study period and working experience.*



## ABSTRAK

Bilangan pelajar antarabangsa universiti di Malaysia telah meningkat sejak beberapa tahun kebelakangan ini. Pelajar-pelajar antarabangsa ini datang dari negara yang berbeza dan latar belakang budaya yang pelbagai. Oleh itu mereka terpaksa menyesuaikan diri dengan kehidupan dan budaya yang berbeza rakyat Malaysia. Kajian ini bertujuan untuk melihat perbezaan antara dimensi penyesuaian budaya dan faktor-faktor demografi (umur, jantina, status perkahwinan, tempoh pengajian dan pengalaman bekerja) yang mempengaruhi pelajar antarabangsa. Tinjauan terhadap 335 orang pelajar antarabangsa di Universiti Utara Malaysia dijalankan untuk mendapatkan data kajian. Maklum balas daripada 251 respondent dianalisa menggunakan SPSS versi 22 menggunakan statistik deskriptif, ANOVA dan ujian t test. Hasil kajian mendapat terdapat perbezaan yang signifikan pada umur bagi dimensi penyesuaian budaya, tetapi untuk jantina, status perkahwinan, tempoh pengajian dan pengalaman kerja menunjukkan perbezaan yang ketara pada satu atau dua dimensi. Kajian ini menunjukkan bahawa terdapat banyak isu yang dihadapi oleh pelajar antarabangsa di UUM. Isu-isu ini termasuk yang berkaitan dengan dimensi penyesuaian silang budaya dan demografi di kalangan pelajar antarabangsa di UUM. Oleh itu, adalah disyorkan agar pihak pengurusan university membentuk program dan aktiviti untuk pelajar antarabangsa bagi meningkatkan penyesuaian silang budaya pelajar mereka. Ini akan membolehkan pelajar mencapai kemahiran yang diperlukan disamping meningkatkan keupayaan menyesuaikan diri dengan keadaan tempatan. Akhir sekali, implikasi, batasan kajian, dan kesimpulan juga telah diketengahkan.

**Katakunci:** *Dimensi penyesuaian silang budaya, pelajar antarabangsa, umur, jantina, status perkahwinan, tempoh pengajian dan pengalaman kerja.*

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# CHAPTER ONE

## INTRODUCTION

### 1.0 Background of the Study

The number of foreign students studying in Malaysia has increased over the years to 71,589 in 2016 (Ali, Zhou, Hussain, Nair and Ragavan, 2016). Most of the foreign students are from countries such as Middle East, African, Asian and a small number from Europe. Universities in Malaysia use a combination of English and Bahasa Malaysia as the medium of instruction. However, there are instances where English and Arabic are used to communicate, particularly in postgraduate studies (Tan, 2014).

Furthermore local cultural diversity is supported through internationalization by the Malaysian government (Shams and Huisman, 2016). It is obvious by the incoming and outbound flexibility programs in Malaysian universities. The arrival of foreign students, guests, and expatriate as well as workforces has subsidized to the construction of social, economic and political interaction between Malaysia and other countries (Ferraro and Briody, 2017). In the meantime, this has shaped new subcultures in Malaysia. Some local towns are enhanced with foreign students' environment through the survival of foreigners' population and foreign housing areas, as well as supermarket outlets and cafeteria serving international delights.

Despite the supportive policies and amazing structure has been prepared to help internationalization, there are still few elements that may be measured either by tasks or welfares for foreign students, visitors, depending on how it is regarded (Molchanov, 2016).

Recent researches suggest that foreign students' adaptation is influenced by various cross-cultural variables, such as the amount of contact with host nationals, length of residence, finance, and accommodation. Further, previous studies have also proposed that the adaptation of international students varies according to the country of origin and country of study (Schartner, 2015). In addition, some series of economic and psycho-social factors that affected adaptation has also been acknowledged in the previous research (Connell, 2016). According to Wu, Garza and Guzman (2015), all foreign students go through the route of adaptation to a new learning system and social atmosphere. By adapting to these new environments, it's a traumatic process since they have to adapt to new cultural values, foods and weather. The adaptation process is also influence by demograhpic varaibles such as age, gender, colleges qualification, program, study period, financial condtion and working experinces.

In relating to this, international students whether sponsored or not, have been attending universities in Malaysia for many years. Universities in Malaysia are one of choices placed for international students because the educational system in

Malaysia is competitive, have better quality compare to other countries. University Utara Malaysia (UUM), for example is destined to impart management education with the aim of producing world-class human resources capable of handling challenges encountered by students from different nationalities and cultural communities. UUM is no exception accepting student enrolment not only from within country but also international students. Based on data released by the student academic affair for year 2017, UUM has a total of 1164 first degree students and 1346 for postgraduates international students consisting of 48 different countries (Appendix c). As they come from different countries, cultures they are also different (Hushin & Mahmud, 2010).

There is an important element of adaptation that determines the success of international students. It is not about educational only but also adapting to the social and cultural environment. Educational achievement enhances personal self-reliance and status, serving students to fit in. Fang, Sun and Yuen (2016) suggests that social and personal adaptation to life in the host country, and it is characteristic outside and inside the classroom are key to academic success. Thus, the present study will examine the factors of age, gender, qualification, study period and working experience on cross-cultural adaptation dimension among international students at University Utara Malaysia.

## 1.1 Statement of Problem

International students are prone to psychological problems because they often face the situations they have never experienced and possibly misunderstood by locals. They experienced a transitional state of stress when starting a life in university environment. They forced themselves to adapt new environment through adaptation process during their migration to the host countries. When they faced with such situation, some individuals can handle things easily, some cannot adapt the new environment and have to engage local culture alone (Sandel, 2014). These adaptation are influence by factors such as age, gender, qualification, study period and working experience.

Apart from that, the main problem faced by most international students are financial problem, followed by academic, social, and personal problems (Wu, Garza and Guzman, N. 2015). International female students experience more problems than international male students (Madanga and Hassan, 2014). This is due to the different between individual gender personality that can create huge gap in cross cultural adaption. In another study, Kaljahi (2016) which examines the problem of adapting students from Cameroon who are studying at San Francisco's higher learning institute found that the problems of these students are related to financial, social, personal, language, and academic. Cameroon female students are reportedly facing more problems compared to Cameroon male students. Undergraduate



students are also reported to be experiencing more adaptation problems than postgraduate students (Gomes, Berry, Alzougool and Chang 2014). Although, international students who travelled to another country encounter problems over academic, language, housing and economic issues but their incapacity to become socially accepted, well-being and restoration are the other arising issues (Dema, 2015). Most of the international students feel that they stand as a ‘minority’ and inferior to the new community at universities. Therefore, it is important for them to adjust to the new culture accordingly, which will help them to operate excellently in whatever condition they find themselves. There are numerous factors that need to be adapted by them in the new country.

Similarly, the high learning of internationalization in higher education institute is becoming a new trend where the issues of adaptation among international students should be highlighted. How far have these students adapt themselves to the new environment? What are the possible factors that may aid them or hinder them from successfully adapting to the new environment? The issue of cross-cultural adaptation among the international students has become a matter of debate (Seligman and Csikszentmihalyi, 2014). Malaysia has directly benefitted from the shift in preference away from the US and UK in the outcome of the September 11, 2001, New York attacks. The effect combined of visa restrictions and improved scrutiny of candidates as well as anxieties about the extent of “Islamophobia” and the persecution of Muslims has empowered substitute destination to arise (Rannou,

2017). As a country with a huge population of Muslim and a reputation as a safe destination, international students has found it attractive travelling down to Malaysia (Asgari and Borzooei, 2014). Despite the increase in numbers of international students in university campuses, only few studies have been conducted on cross cultural adaptation among international students in University Utara Malaysia (Yusliza, 2011). Particularly in relation to their demographic profiles.

## **1.2 Research question**

The questions to be answered in this research are:

- i. Is there differences between cross cultural adaptation dimensions and demographic factors (age, gender, marital status, qualification, study period and working experinces) among international students ?

## **1.3 Objective of Study**

The objectives of the research are :

- i. To determine the differences of cross cultural adaptation dimension based on age.
- ii. To identify the differences of cross cultural adaptation dimension based on gender.
- iii. To determine the differences of cross cultural adaptation dimension based on marital status.
- iv. To examine the differences of cross cultural adaptation dimension based on qualification.

- v. To determine the differences of cross cultural adaptation dimension based on study period.
- vi. To identify the differences of cross cultural adaptation dimension based on working experiences.

#### **1.4 Scope of the study**

The study focus on investigating if demographic factors influence cross cultural adaptation dimension among international students (undergraduates and post graduate) in UUM. To carry out this research, the sample were chosen from international students in UUM. A total sample of 2510 were chosen randomly. International students were given more attention in this research because the objective of this study is to examine if demographic variable indicate difference on cross cultural adaption among international students in UUM.

#### **1.5 Significance of the study**

This study may assist international students to improve on the understandings of cultural interaction and adaptation in UUM. The contribution of this study is not limited to the perspective of international students, but it will help UUM management in devising her friendly policy or rules and regulation that will enhance the relationship between international and local students in terms of the demographic variable explored.

## **1.6 Definition of key terms**

The definition of key terms for this study is as follows:

### **Cross cultural Adaptation:**

The entirety of the dynamic process by which individuals who, through direct and indirect contact and communication with a new, changing, or changed environment, strive to establish (or reestablish) and maintain a relatively stable, reciprocal, and functional relationship with the environment (Root, 2016).

#### **i. Physical Mental Health & Emotion**

Physical mental health & emotion is a constructive feeling of affluence which permits a person to have the capacity to work in the public eye and meet the requests of regular day to day existence (Brown, and Duguid, 2017).

#### **ii. Interpersonal Relationship**

Interpersonal relationship refers to is the solid, deep, or close suggestion between two or more persons that may range in duration from brief to enduring (Helms, 2014).

#### **iii. Local Culture**

Local culture is being the experience of regular day to day existence, identifiable areas. It reflects standard individuals' sentiments of suitability, solace and rightness. (Coetzee and Rau, 2017).

## **Demographic profile**

It is the general science of studying human populations. It is a statistical of the population that is subjected to change in accordance with age, gender, qualification, study period and working experience among international students in UUM. The demographic profile helps to gather information about the population of the respondents.

### **1.7 Organization of chapter**

#### Chapter 1: Introduction

The chapter outline the whole research; the research background is accessible and followed by problem statement, then by research question, research objectives contribution and significance of the study.

#### Chapter 2: Literature Review

It provides a full review of previous literature regarding all related variables. This chapter will also reveal an overview of the cross cultural adaption dimensions, the relationship between all the variables and the conceptual framework of this research.

#### Chapter 3: Methodology

This chapter comprises of research design, data collection methods and sampling design. Additionally, research instrument which covers questionnaire design and

pilot test are shown. The measuring of the instrument operational meaning of constructs measurement scales, finishing with data processing and techniques for data analysis.

#### Chapter 4: Findings

This chapter elaborates on the results and findings from the study of the survey. The software on statistical Package for Social Science (SPSS) was used to analyze the data.

#### Chapter 5: Discussion and Conclusion

This chapter discuss on the findings, elaborate on the limitations and suggestion for future research. Lastly, the overall conclusion of the whole research project will be presented.

## **CHAPTER TWO**

### **LITERATURE REVIEWS**

#### **2.0 Introduction**

In this chapter, the literature review comprise an evaluation of research work in order to contextualize the problem which foreign students face, in a more focused and detailed way. This understanding is more enhanced by reporting the findings of previous studies regarding the needs of, and challenges faced by international students.

#### **2.1 Cross Cultural Adaptation**

Individuals who come into the new cultural atmosphere share common adaptation experiences. This is because of the individuals feel like a stranger in the host countries and they must accept and adapt to their new environment. Nuraryo (2016) defined cross-cultural adaptation as the phenomenon of individuals who, on repositioning to an unfamiliar sociocultural environment, strive to establish and maintain a relatively stable, reciprocal, and functional relationship with the environment.

Researchers like Shiraev and Levy (2016), define cross-cultural adaptation as a personal journey that ultimately leads to a transcendence of cultural categories in

individual consciousness. Essentially, the process of intercultural transformation results in an “intercultural personhood”, a special kind of orientation toward self, others, and the world. Yet, the understanding and the duration of staying abroad cannot guarantee improved understanding of another culture (Hodge, 2000), because without the understanding of a culture in an host country the international student will feel depressed and emotionally down.

Thus, the concept of cross-cultural adaptation refers to the active modification procedure occurring to an individual after they change to a new environment (McKay, Semmler and Kim, 2014). Particularly, functional fitness, psychological health and intercultural identity development are the three sides of cross-cultural adaptation (Liu, 2014). However, Liu (2014) focused on functional fitness and psychological health (Telenius, Engedal and Bergland, 2015). But this study mainly look at the similarly suggested by Wu, Garza and Guzman (2015) cross-cultural adaptation also discuss on individuals' psychological and sociocultural adaptation to a new society. Consequently, there are two terms proposed by Wu et.al(2015), as psychological adaptation and sociocultural adaptation respectively agree with psychological health and functional fitness proposed by Kim and Nsabimana, (2016). The two thoughts have remained the origin of measuring cross-cultural adaptation in most previous studies (e.g, Jibeen and Khalid 2010; Li and Gasser 2005; Tonsing 2013).



A successful cross cultural adaptation entails compassion to cultural differences, sincerity, and positive attitudes, other than excessive needs on ethnic support systems (Burgoon, Guerrero and Floyd, 2016). Kuehne, (2014) contended that people's own knowledge of trial and error will be the most effective way of adapting to a new culture. Jolliffe (2016) explained the practice of cross-cultural adaptation and have established theories and strategies for this purpose. Zunick, Fazio and Vasey (2015) has speculated that after their arrival, international students, common patterns of perceptive, behavioral, and affective reactions gradually adjust.

In addition to that, familiar inter cultural behaviors are discarded in favor of new ethnic habits. With time, strangers will develop the ability to prompt themselves and the engage of social interaction are more effectively. Zunick et al (2015), also recommend that strangers' initial desires will be fulfilled by contributing in the familiar empire of communication within their own ethnic communities, if one exists for them. As their aptitude of communication in the host culture increase, they turn out to be less dependent on communication within their ethnic community. Kim's belief that the occurrence of adaptation is natural, if strangers attempt to participate in host society communication developments.

According to Martis (2016), international students who experience adaptation problems or what is named as “culture shock” can experience variety of negative

responses from slight symptoms such as tiredness, to severe reactions, such as the sense of being maltreated, obsession and the refusal of most or even all characteristics of the host culture. According to Bailey (2014), culture shock has been recognized as a common experience among international students, and it has been claimed that most international students experience culture shock to some degree.

Therefore, numerous authors who claim that culture shock is a foreseeable part of the normal cycle of adaptation as international student comes to terms with new academic, cultural and social opportunities, and learns to convey the academic system in an unfamiliar setting (Kolb, 2014). Though Macharia-Lowe, (2017) elaborate that culture shock can prime to homesickness and loneliness, and it will harmfully affect the issues related to health, academic and non-academic social interactions, marriage issues, and academic problems.

Studies on international students adaptation deliberate a variety of problems, including the burdens generated by the new role and behavioral anticipation, verbal problems, social difficulties, homesickness, academic complications and lack of boldness inside and outside the school environment (Park and Walker, 2014; Cicchetti, 2017). Foreign students encounter common, as well as their unique difficulties. They face some difficulties that challenge individual living in a foreign culture such as language problem, accommodation problems, misinterpretation and

loneliness (Alamri, 2017). Cross cultural adaptation is not merely determined by the foreigners themselves as it is formed in relationship with others and affected by differences in ethnic value (Samaha, Beck and Palmatier, 2014).

## **2.2 Cross cultural adaptation dimensions**

Cross cultural adaptation dimension, examples are: Academic problem, socio-cultural problem, family support, learning orientation, acculturative stress, social support, personal change, personal problem and intercultural communication but this research focus on the following:

### **2.2.1 Studying and researching**

In the process of adapting to studying and researching system, many foreigners reported that they could overcome communication complications after at least one semester, when they were more self-confident about their language skill. This is when they got used to the local dialect, and when they became conversant with the academic environment (Nanthaboot, 2014). There are some international students who feel that inappropriateness of the program in which they enrolled caused problems to some of them. As a result of that, studying in an undesired program, students felt more stressed and desired more time to complete their educations.

In addition to that, studying and research in a different country can be stimulating and challenging experience for international students most post graduate students who have to experience many adaptation problems, mostly those involving to academic/research (Woodall, Hiller and Resnick, 2014). The complications can rise from differences in the linguistically resolute discourse of cross cultural and interpersonal communication, and the ethnic distance of the communication patterns of the participants (Saint-Phard, 2017).

In other words, the factor the international students adapt to the culture of the community, the faster the interaction the easier the adaptation will be (Hawkes, 2014). While engaging in cultural activities, international students have to try to make studying and research adapt to a new academic environment, where different are patterns of lecturer-student relationship, lecture room cultures, academic requirements and prospects, different perceptions and definitions of what constitutes moral education and learning (Pors, 2016).

Moreover, some international students from countries such as Somalia, Jordan, and China, have to meet the entrance requirements of English language standards to ensure that they are can adapt in order to successfully succeed in the new educational environment in the ongoing adaptation process (Curtis, 2015). International students (post graduate) have difficulties adapting to the unfamiliar culture of learning where Socratic dialogical, an application use for educating

students with their homework, organization practices are standard containing questioning, criticism, arguing, debating (Bamford, 2014). This is because they were used to different learning style previously in the home country.

Hayes, (2015) deliberate that students' insights of facilities experienced by both local and international students at the Institute of Technology in New Zealand, which reveal these services including research funding, quality education, staff-student interaction, and response from lecturers. The significant difference was originated by international students alleged the services as being much lower than local students, and international students felt that their potentials had not been met.

King and Sondhi, (2016), suggested that international student studying, research experiences and their fulfilment with them reflect the international student attitudinal results and insights of the educational value of the host university. An important weight in studying and researching should be given to international students satisfaction with, and their insights of the worth of their study and research experience that are indicative of international students' attitudes toward the courses, program delivery, quality of education, and research support of the host institution (Velliariis, Willis and Pierce,2015). International students who are more concerned with high quality of research and study education, have lesser levels of satisfaction with their research experiences, and they experience more adaptation problems

involving academic difficulties and academic challenges than students from home countries (Yildirim, 2014).

## **2.2.2 Physical and Mental Health Emotion**

Eze (2016), describe the phenomena of physical, emotional, health and mental as absence of job contribution, and lowered achievement that he found among students. Some researchers indicated this as “burnout”. These indications were also rampant in professional people such as lecturers, students, social workers, and police (Amunga, 2013). *Burnout* has been defined as a feeling of physical, emotional, health and mental resulting from a chronic state of collective burden or stress at the environment (Kulkarni, Bell, Hartman and Herman-Smith 2013). Physical, emotional, health and mental is characterized by reduction and an undesirable feeling toward one's study (Hwang, Kim, Yang and Yang, 2016).

Burnout that have been established in recent years have absorbed on the methods, construction, and dimension of burn-out (Weinberg and Gould, 2014). Seidler, Rose, Brähler, Klein, König, Wiltink and Wild (2017) developed a burnout items and its classified into the three dimensions of tiredness: physical, emotional, health and mental. Physical tiredness is considered by low energy, chronic weakness and weariness.

Physical, health and mental emotional fatigue is categorized by feelings of unhappiness, hopelessness, and a sense of being stuck that could lead in its extreme to feelings of suicide. it contains the expansion of negative attitudes toward oneself, one's study, and one's life. Regarding the nature, one feels inferior and incompetent in one's study; one arrives at lecture /work late and leaves early, and covers breaks or avoids study entirely. Although negative attitudes can also tumble over to one's lifespan, causing weakening of personal relationships.(Ringer, 2014).

In addition to that, Steinmayr, Crede, McElvany and Wirthwein, (2016) have discussed that the physical mental health and emotion of international students has depreciated over recent years, with study applicants reporting significantly higher levels of mental health, emotional and stress-related difficulties than those of earlier to adapt to the new environment. For example, Lefdahl-Davis, and Perrone-McGovern, (2015), heads of university counselling services described the percentage of international students offering with serious psychological problems over the past few years. Other studies have shown that international students (postgraduate) are significantly more exposed to high levels of distress than undergraduate students of the same age (de Vibe, Solhaug, Tyssen, Friborg, Rosenvinge, Sørli and Bjørndal,2015). These privileges are braced by a nationwide inspection from Asia, in which 65% of directors of college counselling services described a significant increase in severe psychological problems” in their

international students (Holm-Hadulla and Koutsoukou-Argraki, 2015). A Western perception, it has long been recognized that the topmost period for inception of physical mental health and emotion is between 20-28 years of age (Singh and Gupta, 2016).

Nevertheless, social researchers have discussed that economic, social and cultural transformation over the last few years have transformed the social constraints of puberty and adolescence (Sawyer, Rima, Bearinger, Blakemore, Dick, Ezeh, & Patton, 2012 ; Mughal, 2014), contributing to greater rates of physical mental health and emotion among international students and young people: they live in a more fast changing and unbalanced delicate and social atmosphere and are triggered by much additional facts about more and serious problems. These occur at a much earlier age than earlier generations (Bailey, 2014). Traditionally, puberty in Asia was observed as from beginning with the physical mental and emotion changes of puberty and ending with the social change into maturity.

### **2.2.3 Interpersonal relationships**

Interpersonal relationships are developed among individuals who belong to the same group, similarity in same age, race and gender. Though, it is precisely in circumstances of great range, as in the case of international students who find themselves in a new country, (Mertens, 2017). The barriers that hinder the growth



of positive interpersonal relationships are the fruits of feelings and opinions, basic in general, if not misguided, which is the consequence of a defined image by their social group, which in turn is the result of the insight of difference related to race, ethnicity and culture (Kim, 2012). Other studies support the scheme that interpersonal relationship contact can reduce and even overcome the biases of perception of international students among the local (Kim, 2012; Toit & Quayle, 2011; Turner & Crisp, 2010; Scott, Safdar, Desai Trilokekar and El Masri, 2015).

Kim's (2012) ideas on the interpersonal relationship between international and local communication were successful adaptation. Puumala (2015), maintain that cross-cultural adaptation starts with and proceeds in and through interpersonal communication. In order for successful interpersonal relationship to take place, it is compulsory for an international to have at least small level of expertise in the host country language (Allan and Westwood, 2016). Allan et al (2016) describe that knowledge of the language of the foreign country is important for one's cultural education process as "language is the primary average through which cultural information is interconnected. Stura (2015), research have shown that lack of adequate language skills is the major motive that makes the adaptation to a foreign culture more tough and is likely to cause stress for foreigner that just arrive to the host country.

Paige (1993), reveal that the capacity to speak the board language is not always categorically crucial, nor does it assure absolutely effective interpersonal relationship, but lack of language assistances can lead to social loneliness and frustration. Rapport, (2014) found in their research on international students in Malaysia experienced language to be, among getting an equitable accommodation and passing coursework was their most significant concern. Although, Henderson, Milhouse and Cao (1993) research on Asian students in the United States indicate that the biggest issue for the students was poor language skills. Thus it is important for them to be able to adapt to the situations.

Cheah et al. (2011) initiate that interpersonal relationships and media use can improved international student adaptation to Asian society. There results propose that competence in host country language affected positively the international students interpersonal relationships with the host country.

On the other hand, Camagni (2017), maintain that interpersonal relationship and social interaction abilities, along with a broader knowledge of norms and values, all contribute to cross cultural adaptation. Research has found extensive suggest that the relationships that international establish with host as well as their co-nationals increases their cross-cultural adaptation. Hendrickson and his colleagues (2010) studied the friendship links of international students in relative to their

homesickness and satisfaction levels. Their results specify that the international students, who had local friends the most, felt significantly more satisfied, pleased and less homesick compared to the international students who had less local in their network of friends.

Although, Sullivan and Kashubeck (2015), stated that international students' interplay acculturative stress, social support, and acculturation modes. Glass and Westmont, (2014), research on numerous interpersonal relationships established between international students with different culture and ethnic groups can also assist as a academic basis for studies involving other cross cultural adaptation , as in the case of students who are assigned to positions and functions in other home countries. The interpersonal relationships of the international students developed with the local residents can influence the degree of adaptation and improve the size of the international students to deal satisfactorily with the difficulties obtain in this new culture.

#### **2.2.4 Local culture**

Culture is an education within the society, and it affects the basic ideals in societies and everyday lives (Bnks, 2015). Local culture includes educating and collective activities, customs, ideals and material object. It also involves what individual generate to express ideals, attitudes and norms. Culture is mainly not discussed by the associates who share it (Alvesson and Sveningsson, 2015). Edward Hall, a key

scholar into cultures, in (Rousseaux, Saurel and Petit, 2014) stated that “Culture is those deep, collective, unspecified knowledges which individuals of a given culture share, which they connect without knowing, and which form the background against which all other actions are judged.

This is maintained by Darder (2015) that local culture which contains morals, attitudes, views, and customs become an important division in generating access to the international students competitiveness. The standards of the local culture is an energy within the individual (Abadin and Iglesias, 2014), in achieving the international students to interact better.

Moreover, research has revealed that foreigners experience challenges adapting to food, weather, well-being, housing and local language, and dialect restrictions added to the problems for the new students (Monks, 2017). Poor English dialect ability restrict the capability of foreign students to be fully tangled in learning, adapt and try to adapt to diverse of dialect and slangs of the local lecturers escalate the task for foreign students (Naidoo, Wilkinson, Langat, Adoniou, Cunneen and Bolger, 2015). Understanding the local dialect assist foreign students to communicate, interact, and mingle with local people and to better understanding of local culture. Proficiency in the local dialect helps foreign students to start social

collaboration, to discuss with university lecturers, staffs, non-academic staffs, and also to settle down at their new environment (Zhang,2016)

On the other hand, international students who fail to relate with indigenous people may face cultural shocks and misinterpretation can cause lack of social interaction (Machart, Lim and Chin, 2015). Failure to adapt to new atmosphere will cause foreign students to experience emotional signs (Álvarez and Segura, 2015) such as emotion leads inferiority, misperception, home sick, loneliness, anger, isolation, loss of personalities, low motivation and lacking in self-confidence.

Malaysia Culture is essentially influenced by the Asian philosophy and the Islamic religion. Some visible esteem includes shyness, partial expression of emotion, regards for others, and a collectivistic way of life (Olsen, 2016). As public expressions of emotions are carefully done, a shy or humble local maybe wrongly understood as aloof. In situations where a local does not accept of a public performance, he or she will just show dissatisfaction through a 'harsh' facial express, rather than specifically advising the person to stop (Kassem, 2015). On the other hand, when accepted by the local humanity, an international student can expect to enjoy family type of treatment; being called adopted brother or sister and will be taking to visit other relatives, share many colorful celebrations such as weddings ceremony, religious celebration, and celebration and festival.

## 2.2.5 Living environment and financial condition

Living environment and financial condition for International student housing offers a unique opportunity for international student to contribute and support the educational experience of the international student living at the university environment. Besides that, when international students have higher education institution and accommodation its play a big role as a place of shelter must especially for those with family (Gomes, Berry, Alzougool and Chang 2014).

Although, Wehmeyer and Shogren (2016), proposed a living environments that help make international students involvement and an experience of neighborhood. Papathanasiou, Tsaras and Sarafis (2014), reveal that the environmental perception on the relationship between international students and their environments relationship is the obligation of the institution to produce an environment favorable to meeting the educational needs of the international students. Thus, higher education institution provides accommodation for students particularly for the undergraduate students.

International Students engaged in educative work were shown to have achieved better than the international staying outside university accommodation counterparts. Chu, Khan, Jahn, Kraemer and Frazier (2015) conducted an investigation to degree the quality of lifecycle within the university environment.

The study found that international students were less pleased with university residential than with their academic or social lives. The researchers credited this to space restrictions, lack of privacy, freedom, and poor preservation that is generally found in university residents. The quality of life an international student has while living condition in university residents will decrease whether or not that the international student chooses to endure in the university environment (El Nemar, 2015). If the international student has had an excellent experience they will share that with other international students coming to study and encourage them to cooperate with any opportunities that have been presented to them (*Education Research International* 2015).

## **2.4 Demographic factors**

In terms of demographic factors, previous research has revealed that there are significant differences between the demographic factors and cross-cultural adaptation dimensions (Epstein, Osborne, Elsworth, Beaton and Guillemin, 2015). There are numerous demographic factors such as age, gender, marital status, colleges, qualifications, programs, study period, financial condition, working experience. In this study, the researcher focuses on some demographic factors such as age, gender marital status, qualification, study period and working experience.

### **2.4.1 Age**

Lee and Ciftci (2014) stated that age had a positive association with general interaction and cross-cultural adaptation of the international students as well as with psychological adaptation. Mahmood (2014), demonstrated that age was linked to the level of communication with host country. In general, it showed that young international students had a higher level of social contact with host country than elder international students. By contrast, Kircaburun (2016) stated that age correlated negatively with willingness to relocate domestically.

### **2.4.2 Gender**

Odaci and Cikrikci (2014) stated that gender differences in nature, managerial style and behavior may have significant implications in foreign university. Hollins (2015) proposed that ladies are less active because of cultural bias against them as cultures that rate higher in masculinity look less favorably on women as professionals. On the other hand, Korhonen (2014) pointed out that women may be better matched for educational success since they are naturally better matched to cross-cultural adaptation situations and may be more appropriate students for studying abroad than men due to their being more sensitive, interpersonally aware, empathetic and sociable than men. Macnell, Driscoll and Hunt (2015) however, found no significant differences between male and female international students in their adaptation in such high masculine governance societies as Asia. In the United



States, American female students are performing their studies as efficiently as male students, even in male-dominated cultures such as Japan and Korea.

### **2.4.3 Marital status**

Harber (214), found single individuals to have a higher willingness to educate international students that are single than international students who are married. However, married international students without children have usually been more willing to study abroad than those married with children. On the other hand, Lee and Ciftci (2014) stated that international students with marital status were only associated with their cross-cultural adaptation.

### **2.4.4 Study period**

Adaptation, academic achievement and dropping out, this area of the students' life that is of most concern is academic achievement (Xu and Jaggars, 2014). Deb, Strod and Sun (2014), in their report to the World Health Organization stated in an institution that has high academic proficiency and the attainment of expert status as the primary ( frequently exclusive) purpose, academic failure is therefore the most serious problems that any student has to face. The drop-out rate for international students has been reported to be significantly higher for international students compared to indigenous students (Brunton and Jeffrey, 2014). High failure, drop-out rates have negative psychological, social, economic consequences for the

students, their families and ultimately the sending countries (Boylan and Renzulli, 2017).

Bai (2016), has pointed out that international students from different cultures are reluctant to access psychological services. In the home societies, they may have a greater dependence on extended family peer, other social networks for emotional support and problem solving. Though avoidance of services is understandable, the needs of the students at the critical time are not being met. International students' association with peers from the host community can aid in coping with certain emotional and psychological problems. Guided interaction is recommended to reduce the effects of relocating and to help reserve the psychosocial health of international students. With such efforts, reduced failure rates and increased likelihood of success are possible. In view of the relationship between contact of international students with the host culture and degree of personal social adaptation, a structured program for establishing one-to-one association between the visiting student and a host national student has been developed.

#### **2.4.5 Working experience**

In education, environment where the cross culture adaptation encourages international students to make suggestions and question, a steady flow of new ideas often arises. These ideas are vital to the future of the education because they come from students with various backgrounds and work experiences. This knowledge approach is often adopted in postgraduate classes whereby students are anticipated

to actively contribute during class discussion activities (Eybers and Hattingh, 2016). In this case, lecturers often acted as facilitators to facilitate the discussions but the main roles are played by the students. Therefore, prior working experiences together with good communication skills especially oral communication skills are essential for success in postgraduate programs. Lecturers often use oral reports or class participation to assess a student's understanding of basic class materials in various subjects.

Walkington, (2015) shows that students with working experience are more participative in class compared to students without working experience. Students with prior work experience are more motivated to share their experiences with their colleagues. Sometimes these experienced students would try to confirm their experiences on certain issues with the latest theory from their lecturers. Contrastingly, lack of working experience tends to demoralize international students without experience from actively participating during the discussions (Ding, 2016).

### **2.5.1 Relationship between age and cross cultural adaptation dimensions**

Previous research has found a strong relationship between age and cross-cultural adaptation also mentioned that cross cultural adaptation dimension have linked with international students age. Kumar and Giri (2009) have showed a study about effect of age and experience on cross cultural adaptation dimension. The objective is to

investigate the impact of international students age on cross cultural adaptation dimension.

Furthermore, research conducted by Akhtar, Pratt and Bo (2015) with objective to investigate the age differences of international students between Chinese and Taiwanese higher education faculty and make a comparison levels of adaptation among them related to age. Besides that, Quero (2015) revealed on their survey that older international students find more adaptation fulfillment.

### **2.5.2 Relationship between gender and cross cultural adaptation dimensions**

Bailey, (2017) in previous studies have not been consistent in the conclusions they have reached on the influence of gender in differences in international students' adaptation. Jitmanowan (2016) suggested that, compared to men, women usually encountered more difficulties in adapting to their host countries and the status of women's psychological well-being was worse. In contrast with Choi and Chung, (2014) found that among Taiwanese international students in the United States, women were more adaptable to the North American culture and reported less psychological discomfort than men did.

Some researchers have also reported not finding any difference in international students' cross-cultural adaptation dimension according to gender (Marginson, 2014). In addition to differences between the genders in cross-cultural adaptation dimension, gender differences can also be found in educational settings.

### **2.5.3 Relationship between marital status and cross cultural adaptation dimensions**

According to Jibreel (2015), unmarried students tended to experience cross cultural adaptation dimension more commonly than married international students. Other studies also suggested that cross cultural adaptation dimension is less common among married students (Abdullah, Adebayo and Talib 2015). A few studies reported higher adaptation levels for married students. For example, according to Covarrubias (2015) married students experience greater adaptation than those who are not married, Brunetti (2014) shares the view with Wong and Cheuk (2014) that married students who do not hire a babysitter suffer from adaptation more than the students who have a babysitter. Some research Demes, and Geeraert,(2014) findings show no significant difference between the level of adaptation of married and single students.

### **2.5.4 Relationship study period and cross cultural adaptation dimensions**

Prior research (Yuan, 2011; Kim, 2012; Yu & Downing, 2012 and Campbell, 2015) shows a lot of international students encounter challenges in their study period process while studying in a foreign country.

### **2.5.5 Relationship working experience and cross cultural adaptation dimensions**

Postgraduate students normally comprise of matured students with reasonable working experiences. However, there is an increasing trend of undergraduates enrolling in postgraduate classes (Angove, 2016).

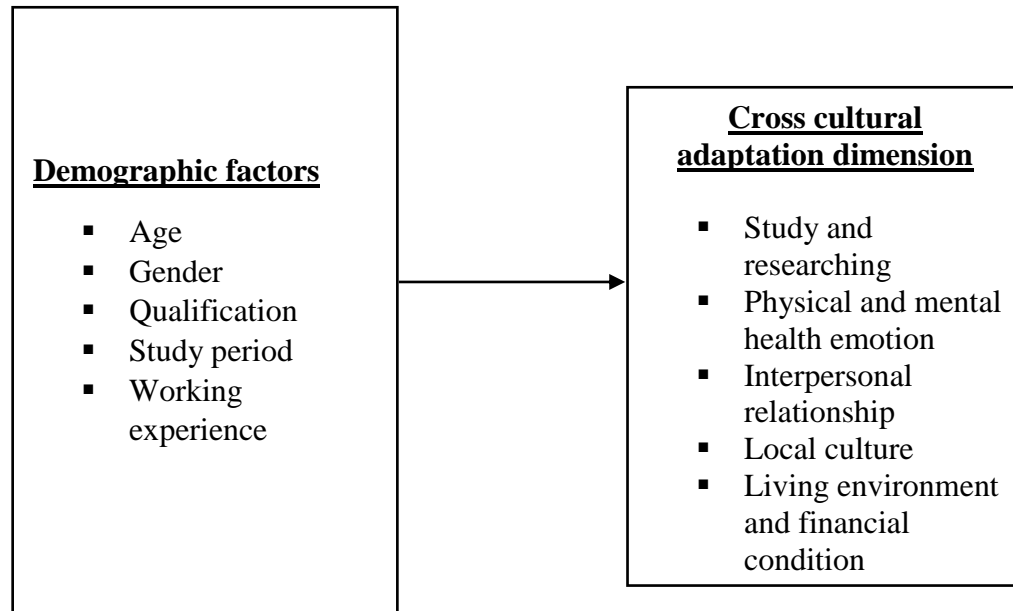
In postgraduate class, lecturers often act as a facilitator and the students play the main roles. Therefore, postgraduate students with relevant working experience would naturally be more active during class discussions compared to undergraduates without working experience. Those with work experience can relate their experiences to the theories being discussed in class. However, undergraduates would normally be more passive players and often be more note taker (Edwards, 2015).

### **2.6 Conceptual Framework**

This conceptual framework is developed based on the problem statement and literature review in the effort to answer the research questions and achieve the research objectives. The purpose is to show the different between age, gender, qualification, study period and working experience (Independent Variables) and cross-cultural adaptation dimension (Dependent Variable). Based on past researches which show that between age, gender, qualification, study period and working experience support has differences with cross cultural adaptation dimensions (Bendixen, 2014). The conceptual framework is added to describe the diagram below:

## Independent Variables

## Dependent Variable



**Figure 1.**  
Conceptual Framework

## 2.7 Conclusion

The chapter review the literature on age, gender, qualification, study period and working and cross-cultural adaptation dimension. The next chapter will discuss about the methodology and procedure that was applied in data gathering and analysis.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter elaborates on how the process involved in this study. It clarify the research designs, population of the study, sampling size and sampling technique, operational definitions and measurement of variables, data collection procedure, technique of data analysis and the result of the pilot test conducted.

#### **3.2 Research design**

A research design is basically important to carry out an intended research project. It highlights the facts of the measures employed for obtaining related and appropriate information needed to unravel a research problem (Malhotra, 2011). Sekaran and Bougie (2016) showed that the research design is a initial strategy on how to gather and analyze data to answer the research questions that were developed for the research. Agreeing to this, the following were the techniques and methods used in the research design:

Research designs are of two methods, which are the qualitative and quantitative research method. An inclusive method of qualitative research comprises of the discovery. It is a description of model that succeeds in a natural setting which makes



the researcher to develop a comprehensive description from intense participation in the actual experiences (Creswell, 2013). Leedy and Ormrod (2001) contend that qualitative research is less organized in description because it formulates and builds new theories. Besides, qualitative research builds its grounds on inductive, rather than deductive reasoning. The observational elements pose questions which is then attempted to be explained. The observer and the data make qualitative research distinct strong between the correlations.

Quantitative research contains gathering of data information that can be measured and will be subjected to statistical analysis in direction to maintenance or disprove “alternate knowledge entitlements” (Creswell, 2013). Quantitative research method comprises of statistical approach to research design. Hamari, Koivisto and Sarsa (2014), supported that quantitative research builds upon existing theories, in which survey and research is conducted. Research is self-direct of the researcher in a quantitative research approach which consequently, indicates that there is an objectivity of result when measuring data. The most suitable methods in research area are quantitative research methods due to reasons such as time saving, less energy and easily conducted.

Quantitative method was applied for gathering data in this study, to observe the relationships between the dependent variable and independent variables. The

demographics analyzed using descriptive frequency tables. A complete set of questionnaires are used as an instrument for this study. The differences between variable are examine using t-test and anova.

Quantitative research method is faster and easier to conduct and generalize the results. The benefit of using questionnaire is that individuals are more honest while responding to the questionnaires due to their responses are unidentified, though the negatives is that minority of the respondents who receive questionnaires did not return and those who do, might not be representative of the originally selected sample (Dillman, Smyth and Christian, 2014).



### **3.3 Unit of analysis**

The survey was conducted at University Utara Malaysia, Sintok, Kedah, Malaysia.

The respondent are the undergraduate students, postgraduate students (Masters) and postgraduate (PhD) international students.

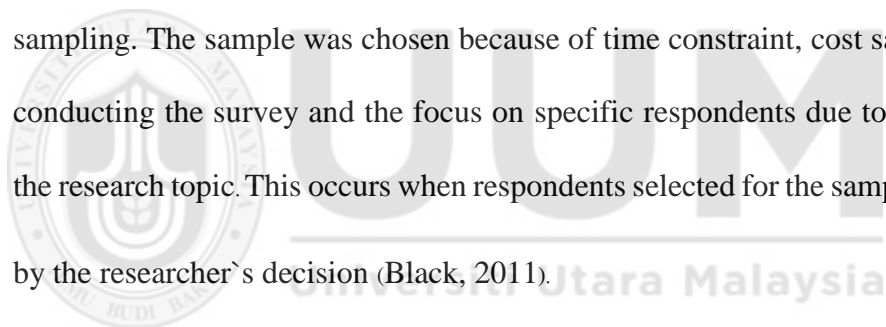
### **3.4 Population and Sampling Technique**

The population was made up of a collection of data whose properties are to be assessed in a research situation. Robinson (2014) defined population as a collection of subject of interest to be studied. Creswell (2012) described population as a group

of individuals who have the same characteristics and other common features that the researcher can identify and study.

The population was obtained from The Director, Academic Affairs UUM dated June, 2017. Based on the total population of international students in UUM, they have the population of 1346 postgraduates and 1164 undergraduate, with the total of 2510 international students in UUM and 360 questionnaires must be distributed to achieve a minimal sample size of 355 (based on Krejcie & Morgan, 1970).

Convenience Sampling was used for this survey because it was non-probability sampling. The sample was chosen because of time constraint, cost saving, ease of conducting the survey and the focus on specific respondents due to the nature of the research topic. This occurs when respondents selected for the sample are chosen by the researcher's decision (Black, 2011).



The reason behind selecting the international students was to assess the cross-cultural adaption dimension among international students in UUM. Additionally, the researcher wanted to answer the research objective that was to observe the significant influence of the independent variables (age, gender, qualification, study period and working experience) on cross cultural adaptation dimensions.

### 3.5 Measurement/Instrumentation

This study will utilize the use of quantitative survey strategy; it will set up to combine the variables used in this study. The survey was fragmented into two sections. The first section (part A) secured on demographic profile (age, gender, marital status, school/college, highest qualification, program, country of origin, financial arrangement and working experience). The other section (part B) concentrated on the cross-cultural adaptation dimension variables (studying and researching, physical mental health, emotion, interpersonal relationship, local culture, living environment and financial condition).

All the variables used in this study were drawn from Cross Cultural Adaptation dimension (study, researching, physical mental health emotion, interpersonal relationship, local culture, living environment and financial condition) that were adapted from Backer's (1981). All items were measured using a Likert Scale ranging from 1-indicating never adapted at all to 5 - indicating very well adapted.

There are several statistical techniques in this study that are utilized to gathered information, that are descriptive statistics, frequency analysis, reliability, T-test and one-way Anova test. Information analysis are gathered from respondent to utilize the SPSS version 22.0.

### **3.6 Operationalization and Measurement of Variables.**

The operational definition is describing how a researcher anticipates by defining and measuring the variables in the study and these variables are peculiar to a study (Creswell, 2012).

#### **3.6.1 Cross cultural Adaptation dimension**

The instrument has been embraced by Torbion (1982) to investigate the work role transition of American expatriate by Stewart Black. The content validity of the scale was high and scale was representative in the study to govern the link between the cross cultural adaptation and dominate language in Taiwan ( Yang, Kuo and Wang, 2014). The instrument has been tested by Huang and Chang (2011), and have indicate that the internal consistency of the scale was high, representing a high reliability of the scale.

#### **3.6.2 Studying and researching**

Studying and researching scale is an 11-items develop from Backer's (1981) with Cronbach 0.929. The instrument has been also adopted by Uehara (1988) to investigate the Cross-cultural adaptation on international student in Japan and Huang and Chang (2011) with Cronbach of 0.841. Hence the content validity of the scale was higher and scale was representative in the study to determine the link

between cross cultural adaptation dominant language among international student in Taiwan.

**Table 3.2** Operational definition and items for Studying and researching

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<b>Dimension:</b>	Studying and researching
<b>Operational Definition:</b>	is the certified provision and positive attitude to learning and to solve identity challenges.
<b>Items:</b>	<ol style="list-style-type: none"><li>1. I feel happy in my studies recently.</li><li>2. I have been very happy since I began to study in UUM.</li><li>3. My study attitude has been positive recently.</li><li>4. I have a clear goal of my study in UUM</li><li>5. I feel positive on the value of research / study in UUM.</li><li>6. My research project or study has progressed very smoothly.</li><li>7. I have benefited from the curricula I am studying in UUM.</li><li>8. I am satisfied with the courses of last semester</li><li>9. I understand my chosen courses very well.</li><li>10. I feel easy reading books in the English language for my chosen specific course.</li><li>11. Overall, I am satisfied with my study in UUM</li></ol>

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Adapted from Bakers (1981) and Uehara (1988)

### 3.6.3 Physical and mental health & emotion

Physical and mental health & emotion scale is developed from Backer's (1981) with Cronbach 0.929. The instrument was employed by Uehara (1988) in the investigation of cross cultural adaptation of international student in Japan and Huang (2011) with Cronbach of 0.841. Considering the content validity of the scale, it was high and indicated the representative in the study for regulation of the association between cross cultural adaptation main language among international students in Taiwan.

**Table 3.3** Operational definition and items for Physical, mental, health and emotion

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<b>Dimension:</b>	Physical and mental health & emotion
<b>Operational Definition:</b>	is a psychological and active communication within student affection in high learning
<b>Items:</b>	<ol style="list-style-type: none"><li>1. I have been enjoying good health.</li><li>2. I have sleep very well.</li><li>3. I have been homesick since I left for Malaysia.</li><li>4. I have often felt good since I came to Malaysia.</li><li>5. I have been stable emotionally since I came to Malaysia.</li><li>6. I am very active in communicating with my colleges in UUM.</li><li>7. I own psychological or spiritual satisfaction</li></ol>

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Adapted from Bakers (1981) and Uehara (1988)

### **3.6.4 Interpersonal relationship**

Interpersonal relationship scale is developed from Backer's (1981) with Cronbach 0.929. The instrument was adopted in the study of Uehara (1988) that investigated the cross-cultural adaptation of international students in Japan and Huang (2011) with Cronbach of 0.841. As in the previous survey, the content validity of the scale was high. The scale as represented in the study governed the correlation between cross cultural adaptation dominant language among international students in Taiwan.

**Table 3.4** Operational definition and items for Interpersonal relationship

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<b>Dimension:</b>	Interpersonal relationship
<b>Operational Definition:</b>	communication within two or more students for group activism on personal or general project
<b>Items:</b>	<ol style="list-style-type: none"><li>1. I have good Malaysian friends in UUM.</li><li>2. I have good international student friends.</li><li>3. I have good Malaysian friends from outside the UUM.</li><li>4. I can communicate well with the professors or lecturers of my course.</li><li>5. I have had good Interpersonal relationship recently.</li><li>6. I have ample opportunities and Interactive for group activities with Local students in UUM.</li><li>7. Overall, I have good relationships in UUM.</li></ol>

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Adapted from Bakers (1981) and Uehara (1988)

### **3.6.5 Local culture**

Local culture scale is developed from Backer's (1981) with Cronbach 0.929. As obtainable in the study of Uehara (1988), the instrument was adapted to investigate the Cross-cultural adaptation of international students Japan and also Huang (2011) with Cronbach of 0.841. More so, the validity of the scale and its content was high, thereby making the scale to be represented in the study to determine the correlation among cross cultural adaptation dominant language among international student in Taiwan.



**Table 3.5** Operational definition and items for Local culture

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<b>Dimension:</b>	Local culture
<b>Operational Definition:</b>	is an identity, color and mode of integration with local environment
<b>Items:</b>	<ol style="list-style-type: none"><li>1. I understand and can integrate into UUM culture in my daily life.</li><li>2. Although I am a foreigner, I feel I have integrated into the local life.</li><li>3. People in Malaysia do not discriminate strongly against foreigners; I can easily take part in group their group activities.</li><li>4. People in UUM are friendly, so communicating with them is easy.</li><li>5. I can understand the cultural identity of the UUM students.</li><li>6. I obtained a lot of information about UUM before I came.</li></ol>

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Adapted from Bakers (1981) and Uehara (1988)

### **3.6.6 Living environment and financial condition**

Living environment and financial condition scale is develop from Backer's (1981) with Cronbach result of 0.929. The adoption of the instrument has been previously employed by Uehara (1988) towards investigation of the Cross-cultural adaptation of international student Japan and Huang (2011) with Cronbach of 0.841. Also, the content validity of the scale remained high and the scale was represented in the study to assist in determining the link between cross cultural adaptation main language among international students in Taiwan.

**Table 3.6** Operational definition and items for Living environment and financial condition

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<b>Dimension:</b>	Living environment and financial condition
<b>Operational Definition:</b>	is a safe financial activity within, good atmosphere and reasonable livelihood
<b>Items:</b>	<ol style="list-style-type: none"><li>1. My current living environment is comfortable and satisfactory.</li><li>2. The living environment and hygienic conditions are good in UUM.</li><li>3. The neighborhood is very safe around my residence.</li><li>4. I get along very well with the neighbors around my residence.</li><li>5. I can adapt to the local weather.</li><li>6. The rent charge of my residence is reasonable.</li><li>7. My current financial state is very good.</li><li>8. Overall, I am satisfied with the local life.</li></ol>

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Adapted from Bakers (1981) and Uehara (1988)

### **3.7 Pilot Testing**

A total of 50 respondents from the undergraduate and post-graduate international student studying at the UUM library and UUM Smart room (beside UUM library) were selected as the sample for the pilot study. The pilot test was intended to test the instruments used in this study.

A pilot test is usually small in size, stretching from sixteen to thirty respondents, though it could be more than that if the study involves several stages (Malhotra, 2008). Thus, it is anticipated with a valid and reliable instrument there could be the decrease of measurement miscalculation to a large extent. The peak test of inter-

item consistency reliability is the Cronbach's alpha coefficient. Hence, the Cronbach's alpha coefficient measured the internal consistency of the instrument. The researcher developed, enriched and reviewed version of the instrument, which was administered in the pilot study. The total of 50 copies of the questionnaire was given out to the respondents. Out of which, 45 copies were completed and returned representing 90 percent response rate. The researcher personally distributed the questionnaires, and made clarification to the respondents on items that needed further explanations. The reliability result of the pilot test are summarized in the table 3.6.1

**Table 3.7** Reliability results of the Pilot Test

<b>Variables</b>	<b>Cronbach's alpha</b>	<b>No. of Items</b>
Studying and Researching	0.794	11
Physical and Mental Health	0.781	07
Interpersonal Relation	0.799	07
Local Culture	0.796	06
Living Environment and Financial	0.703	08

The data were analyzed using SPSS version 22, found that all the measures take a high reliability standard ranging from 0.703 to 0.799. The result of the pilot study revealed that cross-cultural adaptation dimensions of studying and research is 0.794 (11 items); physical and mental health is 0.781 (7 items); interpersonal relations is 0.799 (7 items); local culture is 0.796 (6 items); and living environment and financial is 0.703 (8 items). This was in accordance with the standard that an instrument with

a coefficient of 0.60 is regarded to have an average reliability; whereas a coefficient of 0.70 and above shows that the instrument has a high level of reliability (Hair *et al.*, 2006; Nunally, 1967; Nunally, 1978; Sekaran & Bougie, 2010). The above results of pilot study indicated a high and acceptable level for Cronbach's alpha value. All the constructs under investigation are above 0.70, hence given all the benchmark the constructs found to be reliable.

### **3.8 Data Collection**

The actual survey was conducted in the month of October, 2017. Hard copies of questionnaires were distributed to undergraduate and post graduate international students studying in University Utara Malaysia. During the process of data collection, the researcher liaised with various student communities that comprise of international students to assist in the distribution and data collection of questionnaires respectively. With the assistance of the members of the executive of various international student communities in UUM, the researcher was able to retrieve significant numbers of the questionnaire from different respective foreign students.

The questionnaires were completed within 20 minutes and collected instantly from the respondents. A total of 335 questionnaires were distributed but 280 were returned and only 251 was usable. The feedback from the respondents was very

supportive. Another benefit is that, the researcher gave additional explanation on items that will need clarification by the respondents.

### **3.9 Data Analysis**

To obtain an accurate result, various data analysis techniques were applied to determine the relationship between all related variables (Neuman, 2002). Therefore, this research conducted its statistical analysis by using the Statistical Package for Social Sciences (SPSS) version 22. The analysis techniques that were chosen are detailed in the sections below.

#### **3.9.1 Descriptive Analysis**

A range of descriptive statistics is also used to describe the basic features of the data in a study. They offer simple summaries concerning the sample and measures. Descriptive analysis comprises the process of converting data of general characteristics. Cronbach's alpha coefficients (internal consistency reliability), mean and standard deviation, were clarified in descriptive analysis (Zikmund et. al., 2013).

#### **3.9.2 Anova analysis**

Analysis of variance (ANOVA) is an analysis tool used in statistics that splits the aggregate variability found inside a data set into two parts: systematic factors and

random factors (Kruschke, 2014). It shows a systematic factors that have a statistical influence on the given data set, but the random factors do not.

There are two types of analysis of variance: one-way (or unidirectional) and two-way. One-way or two-way refers to the number of independent variables in your Analysis of Variance test. A one-way ANOVA evaluates the impact of a sole factor on a sole response variable. It determines whether all the samples are the same. The one-way ANOVA is used to determine whether there are any statistically significant differences between the means of three or more independent (unrelated) groups (Peer, Vosgerau and Acquisti, 2014).

A two-way ANOVA is an extension of the one-way ANOVA. With a one-way, you have one independent variable affecting a dependent variable. With a two-way ANOVA, there are two independents. It is utilized to observe the interaction between the two factors. It tests the effect of two factors at the same time (Lowry and Gaskin, 2014)

### **3.9.3 T-test results**

A t-test is an analysis of two populations means through the use of statistical examination; a t-test with two samples is commonly used with small sample sizes, testing the difference between the samples when the variances of two normal distributions are not known (Cameron and Miller, 2015).

A t-test looks at the t-statistic, the t-distribution and degrees of freedom to determine the probability of difference between populations; the test statistic in the

test is known as the t-statistic. To conduct a test with three or more variables, an analysis of variance (ANOVA) must be used.

### **3.10 Conclusion**

This chapter discussed on how the researcher conducts the study by collecting, analyze and interpreting the data. SPSS version 22 was used in conducting the analysis and interpretation. Questionnaires were used to obtain information from the respondents. The goal of the population which was convenience sampling, the measurement of the variables and the instruments used include the Likert scales were discussed. The pilot testing and the data collection procedures were discussed. The data analysis using descriptive, Anova and T- test results was also revealed in this chapter.

The next chapter will discuss about the findings of analysis conducted, which are the descriptive, Anova and T- test results. It will be used to interpret the data received and determine if there are any significance differences between the variables.

## CHAPTER FOUR

### FINDINGS

#### 4.1 Introduction

In this chapter, the findings of the study are presented. Data recovered from the respondents were evaluated using statistical package of social science (SPSS) include the means, standard deviation, T-test and ANOVA. Frequency analysis was utilized to analyze the demographic details of the participants, especially details regarding age, gender, marital status, colleges, programs, countries, study period and working experience.

#### 4.2 Survey Responses

The respondents for this study are the international students in University Utara Malaysia. A total number of 335 questionnaires were distributed, but 29 was rejected due to incomplete response. Thus, 251 was analyzed using the Statistical package for social sciences version 22.

**Table 4.2 Percentage of Survey Responses**

	<b>Total</b>	<b>Percentage (%)</b>
Distributed	335	100%
Returned	280	83.5%
Usable	251	74.9%



### 4.3 Profiles of Respondents

Based on the table 4.3, majority of the respondents 123 (49%) were between the age of 21-25, while only 12(4.8%) were less than 20 years. In terms of the gender, 156 (62.2%) were male, while 95 (37.8%) were female. For the country of origin, Nigeria 52(20.7%), Somalia 47(18%), Indonesia 59 (23%), China 38 (15%) while the lowest were Yamen 1(4%) and Bangladesh 1(4%).

In terms of marital status, 78 (31.1%) were married while 173 (68.9%) of the respondents were single. On the three Colleges at UUM, 90 (35.9%) were from CAS, 80 (31.9%) were from COB while 81 (32.3%) were from COLGIS. For the highest academic qualification; 95 (37.7%) respondents had Masters while 27(10.8%) had senior secondary school certificate (SSCE). Majority of the respondents were from the postgraduate (Masters) 71 (28.3%), postgraduate (PhD) 88 (35.1%) while 92 (36.7%) were undergraduate.

A high percentage of respondents 122 (48.6%) had been in UUM for 3-4 semesters while 7 (2.8%) had been in UUM for 7-8 semesters.

100 (39.8%) of the respondent were the sponsored by their family while 28 (11.2%) were self-sponsored. In terms of working experience, only 104 (41.4%) had 1 year of work experience while 25 (10%) had 11 to 15 years of work experiences.

**Table 4.3** Summary of the Respondents' Demography

Demographic	Characteristics	Frequency	Percentages%
Age	Under 20yrs	12	4.8
	21 - 25yrs	123	49.0
	26 - 30yrs	80	31.9
	Over 30yrs	35	14.3
Gender	Male	156	62.2
	Female	95	37.8
Status	Single	173	68.9
	Married	78	31.1
Colleges	COB	80	31.9
	CAS	90	35.9
	COLGIS	81	32.3
Highest Academic Qualification	SSCE	27	10.8
	Diploma	41	16.3
	Degree	88	35.1
	Masters	95	37.8
Program	Undergraduate	92	36.7
	Postgraduate/Masters	71	28.3
	Postgraduate/PhD	88	35.1
Duration of being In UUM	1-2 Semesters	46	18.3
	3-4 Semesters	122	48.6
	5-6 Semesters	76	30.3
	7-8 Semesters	7	2.8
Financial Arrangement	Government	33	13.1
	Sponsored	90	35.9
	Family Sponsored	110	41.2
	Self-Sponsored	28	11.2

Country of Origin	Nigeria	52	20.7
	Somalia	47	18.7
	Indonesia	59	23.5
	China	38	15.1
	Pakistan	21	8.4

Tables 4.4, shows that studying and researching exhibited a mean value of 3.93 and the standard deviation of 0.52. This indicates that the average studying and researching response level is higher among the international students. Physical and mental health & emotion showed a mean value of 3.82 and standard deviation of 0.58, representing that the average rate of physical and mental health & emotion response level is high among the international students. However, the rate of interpersonal relationship response level is slightly higher among the students through a mean value of 3.91 and standard deviation of 0.57, local culture showed the mean value of 3.84 while living environment and financial condition shown the mean value of 3.89.

**Table 4.4** Mean and Standard Deviation of the CCA Dimension

Variables	Mean	Standard deviation
Studying and researching	3.93	.45
Physical, mental health and emotion	3.82	.58
Interpersonal relationship	3.91	.57
Local culture	3.84	.55
Living environment and Financial condition	3.89	.52

#### 4.4 Descriptive Statistics of Demographic Profile and CCA Dimensions

Table 4.5 reveal the Mean and standard Deviation for Cross Cultural Adaption Dimension and Demographic Profile. For the demographic aspects of age, the group that has the highest mean were students who are between 21-25 years for the CCA dimensions of study and research (3.93), followed by physical mental health emotion (3.89), interpersonal relationship, (3.95) and living environment and financial condition (3.95). However, for the local culture dimension, the highest mean were for the age group under 20 years (3.98). With this result, the local culture has the highest mean among the group of below 20 years old because they are new to the environment and are still young.

For gender, the highest mean were from the female group for physical mental health and emotion (3.90), interpersonal relationship (3.95), local culture (3.96), living environment and financial condition (3.94). However, for studying and research the highest were for the male group (3.94).

For qualification, the highest mean were for physical mental health and emotion (3.90), interpersonal relationship (3.99) and local culture (3.97). However, for the living environment and financial condition, the highest mean were for the diploma (3.97) group. Uniquely, for studying and research both Diploma and Degree have the highest mean (3.95).

For the study period, the highest mean were for the 5-6 semester group in terms of physical mental health emotion (3.93), interpersonal relationship (3.95), living environment and financial condition (3.92). As for the studying and research, the highest mean were for the group of 7-8 semesters (4.0) and for living environment and financial condition, the highest mean were for the 3-4 semesters international students.

For working experience, the highest mean were from the group of 11-15 years for physical mental health and emotion (3.93) and interpersonal relationship (4.0). The result for the studying and research (4.02), local culture (3.96), living environment and financial condition (3.90). The high mean could be because the international students had work experience before coming to study at UUM.

**Table 4.5 Mean and standard Deviation for Cross Cultural Adaption Dimension and Demographic Profile**

Measure		SAR Scale		PHE Scale		INR Scale		LCT Scale		LEF Scale	
		M	SD	M	SD	M	SD	M	SD	M	SD
Age	< 20yrs	3.83	.53	3.49	.92	3.83	.46	3.98	.29	3.67	.37
	21-25yrs	3.93	.48	3.89	.58	3.95	.59	3.82	.61	3.95	.53
	26-30yrs	3.91	.38	3.82	.54	3.91	.55	3.86	.51	3.78	.54
	Over 30yrs	3.87	.45	3.83	.58	3.91	.58	3.85	.56	3.81	.52
Gender	Male	3.94	.43	3.79	.61	3.88	.62	3.78	.60	3.85	.50
	Female	3.92	.49	3.90	.53	3.95	.46	3.96	.45	3.94	.55
Marital Status	Single	3.92	.48	3.83	.59	3.95	.54	3.87	.50	3.89	.54
	Married	3.94	.42	3.83	.59	3.83	.64	3.76	.66	3.90	.45
College	COB	3.86	.47	3.84	.53	3.87	.52	3.82	.48	3.83	.55
	CAS	3.94	.46	3.85	.68	3.94	.55	3.88	.50	3.98	.49
	COLGIS	3.99	.45	3.78	.68	3.91	.66	3.84	.68	3.85	.53
Qualification	SSCE	3.81	.49	3.77	.54	3.88	.64	3.67	.57	3.85	.67
	Diploma	3.95	.47	3.89	.57	3.95	.53	3.84	.55	3.97	.49
	Degree	3.95	.47	3.90	.59	3.99	.51	3.97	.51	3.88	.53
	Master	3.94	.43	3.75	.59	3.83	.65	3.79	.58	3.88	.47
Program	Undergraduate	3.97	.48	3.90	.59	3.96	.53	3.86	.47	3.94	.57
	Post graduate MSc	3.91	.51	3.72	.59	3.85	.64	3.73	.67	3.84	.49
	Post graduate PhD	3.89	.38	3.83	.57	3.91	.57	3.92	.51	3.88	.49

Study in UUM	1-2 Semesters	3.83	.53	3.52	.81	3.79	.65	3.78	.63	3.84	.50
	3-4 Semesters	3.96	.44	3.90	.52	3.94	.52	3.90	.51	3.90	.50
	5-6 Semesters	3.95	.43	3.93	.47	3.95	.63	3.83	.59	3.92	.57
	7-8 Semesters	4.0	.29	3.53	.46	3.73	.35	3.54	.39	3.55	.44
Financial	Government	3.84	.35	3.78	.56	3.74	.56	3.79	.58	3.76	.43
	Family	3.92	.47	3.77	.61	3.89	.58	3.76	.53	3.85	.57
	Self-sponsored	3.97	.46	3.83	.57	3.94	.59	3.89	.53	3.92	.50
	Sponsored	3.94	.51	4.04	.57	4.08	.53	4.06	.64	4.05	.49
Working experience	Below 1 yr	4.02	.47	3.84	.62	3.99	.52	3.96	.50	3.90	.52
	1-5yrs	3.84	.47	3.80	.59	3.87	.64	3.71	.65	3.89	.55
	6-10yrs	3.95	.32	3.79	.47	3.71	.51	3.84	.46	3.89	.50
	11-15yrs	3.89	.45	3.93	.56	4.00	.61	3.89	.43	3.85	.50
Country	Nigeria	3.80	.50	3.80	.57	3.86	.60	3.93	.54	3.90	.49
	Somalia	3.78	.48	3.81	.60	3.94	.57	3.80	.62	3.95	.57
	Indonesia	3.95	.44	3.97	.58	4.01	.57	3.94	.52	3.91	.53
	China	3.97	.19	3.47	1.16	4.09	.78	3.83	.60	3.62	.54
	Pakistan	4.01	.35	3.89	.51	3.84	.57	3.78	.47	3.82	.46

Legend:

SAR- Studying and research

PHE- Physical mental health and emotion

INR- Interpersonal relationship

LCT- Local culture

LEF- living environment and financial condition

#### **4.5 The results of Anova and T- test based on demographic and cross-cultural adaptation dimension.**

A one-way ANOVA and T test were utilized to determine if there are differences between the demographic aspects and the CCA dimensions. The test was to investigate if there is a significant difference on the group mean on the measured dimensions of study and research, Physical mental emotions, interpersonal relationship, local culture, living environment and financial condition. Table 4.5.1 showed the outcome of the test.

##### **Results for Age and CCA Dimensions:**

As indicated in table 4.5.1. There is no significant difference in terms of age to the cross-cultural adaptation dimensions of studying and research, physical mental health and emotion, Interpersonal relationship, Local culture, living environment and financial condition. Therefore, age does not have any significant differences to any of the cross-cultural adaptation dimensions.



**Table 4.5.1****Anova results on Age and Cross Cultural Adaptation Dimensions**

		Sum of Squares	df	Mean Square	F	Sig.
SAR	Between Groups	.374	4	.093	.441	.779
	Within Groups	52.152	246	.212		
	Total	52.525	250			
PHE	Between Groups	2.221	4	.555	1.651	.162
	Within Groups	82.743	246	.336		
	Total	84.964	250			
INR	Between Groups	1.028	4	.257	.764	.549
	Within Groups	82.681	246	.336		
	Total	83.709	250			
LCT	Between Groups	.323	4	.081	.255	.906
	Within Groups	77.846	246	.316		
	Total	78.169	250			
LEF	Between Groups	2.251	4	.563	2.094	.082
	Within Groups	66.111	246	.269		
	Total	68.362	250			

\*\*p ≤ 0.01; \* p ≤ 0.05

**Legend:**

SAR- Studying and research

PHE- Physical mental health and emotion

INR- Interpersonal relationship

LCT- Local culture

LEF- living environment and financial condition

**Results for Gender and CCA dimensions:**

Based on table 4.5.2, the test result reveal that only interpersonal relationship (F= 9.810, t= -.896) and local culture (F= 8.359, t= -2.455) indicate significance differences between the male and female respondents of international students in UUM. The other dimensions (studying, research, physical mental health, emotion, living environment and financial condition) does not show difference between the male and female students.

**Table 4.5.2****Independent Sample T-test of Gender and Cross-Cultural Adaptation Dimension**

Variables	F	Sig.	t	df
SAR	1.694	.194	.406	249
Equal variances assumed				
Equal variances not assumed			.393	178.657
PHE	2.675	.103	-1.331	249
Equal variances assumed				
Equal variances not assumed			-1.378	220.269
INR	9.810	.002	-.896	249
Equal variances assumed				
Equal variances not assumed			-.939	227.016
LCT	8.359	.004	-2.455	249
Equal variances assumed				
Equal variances not assumed			-2.622	237.042
LEF	.972	.325	-1.191	249
Equal variances assumed				
Equal variances not assumed			-1.161	182.718

\*\* p ≤ 0.01; \* p ≤ 0.05

**Legend:**

- SAR- Studying and research
- PHE- Physical mental health and emotion
- INR- Interpersonal relationship
- LCT- Local culture
- LEF- living environment and financial condition

**Result for Marital Status and CCA Dimensions:**

With reference to the t-test results indicated in table 4.5.3, only interpersonal relationship (F= 6.053, t= 1.501) indicate significance differences between single and married

respondents of the international students. The other dimension (studying and research, physical mental health and emotion, local culture, living environment and financial condition) does not show any difference between the male and female respondents.

**Table 4.5.3**

**Independent Samples T-test on Marital Status and Cross-Cultural Adaptation Dimensions**

		F	Sig.	t	df
SAR	Equal variances assumed	1.624	.204	-.239	249
	Equal variances not assumed			-.251	167.189
PHE	Equal variances assumed	.010	.920	-.039	249
	Equal variances not assumed			-.039	149.585
INR	Equal variances assumed	6.053	.015	1.501	249
	Equal variances not assumed			1.407	128.326
LCT	Equal variances assumed	4.015	.046	1.625	249
	Equal variances not assumed			1.463	118.162
LEF	Equal variances assumed	2.504	.115	-.175	249
	Equal variances not assumed			-.182	164.582

\*\*  $p \leq 0.01$ ; \*  $p \leq 0.05$

**Legend:**

- SAR- Studying and research
- PHE- Physical mental health and emotion
- INR- Interpersonal relationship
- LCT- Local culture
- LEF- living environment and financial condition

## Results for College and CCA dimensions

Table 4.5.4 indicate the ANOVA results of the colleges that the international students and CCA dimensions. It is reveal that there is no significant difference in terms of college (College of business, College of art, sciences, college of law government and international studies) to the cross-cultural dimensions (studying and research, physical mental health, and emotion, local culture, living environment and financial condition) of the international students. This means that colleges where the students are studying does not influence the CCA dimensions.

**Table 4.5.4**

**Anova results by College and Cross-Cultural Adaptation Dimensions**

		Sum of				
		Squares	df	Mean Square	F	Sig.
SAR	Between Groups	.706	2	.353	1.690	.187
	Within Groups	51.819	248	.209		
	Total	52.525	250			
PHE	Between Groups	.225	2	.113	.330	.720
	Within Groups	84.739	248	.342		
	Total	84.964	250			
INR	Between Groups	.234	2	.117	.348	.707
	Within Groups	83.475	248	.337		
	Total	83.709	250			
LCT	Between Groups	.155	2	.077	.246	.782
	Within Groups	78.014	248	.315		
	Total	78.169	250			
LEF	Between Groups	1.043	2	.522	1.921	.149
	Within Groups	67.319	248	.271		
	Total	68.362	250			

\*\*  $p \leq 0.01$ ; \*  $p \leq 0.05$

Legend:

- SAR- Studying and research
- PHE- Physical mental health and emotion
- INR- Interpersonal relationship
- LCT- Local culture
- LEF- living environment and financial condition

## Results for Qualification and CCA dimensions

Table 4.5.5 exhibit the Anova results of the student qualification and CCA dimensions. Only local culture (F= 2.745, t= 0.404) indicate significant differences to qualification while the other dimensions (studying and research, physical mental health and emotion, interpersonal relationship, living environment and financial condition) does not indicate differences to the qualification of the respondents (degree, diploma and masters).

**Table 4.5.5**  
**Anova results by Qualification and Cross-Cultural Adaptation Dimension**

		Sum of				
		Squares	df	Mean Square	F	Sig.
SAR	Between Groups	.489	3	.163	.773	.510
	Within Groups	52.037	247	.211		
	Total	52.525	250			
PHE	Between Groups	1.341	3	.447	1.320	.268
	Within Groups	83.623	247	.339		
	Total	84.964	250			
INR	Between Groups	1.342	3	.447	1.342	.261
	Within Groups	82.367	247	.333		
	Total	83.709	250			
LCT	Between Groups	2.522	3	.841	2.745	.044
	Within Groups	75.646	247	.306		
	Total	78.169	250			
LEF	Between Groups	.354	3	.118	.429	.733
	Within Groups	68.008	247	.275		
	Total	68.362	250			

\*\*p ≤ 0.01; \* p ≤ 0.05

### Legend:

- SAR- Studying and research
- PHE- Physical mental health and emotion
- INR- Interpersonal relationship
- LCT- Local culture
- LEF- living environment and financial condition

### Results for study period and CCA dimensions:

Based on Anova result in the table 4.5.6, only physical mental health and emotion (F= 6.574, p= 0.00) indicate significant differences to study period of international students in UUM. The other cross-cultural adaptation dimensions (studying and research, local culture, interpersonal relationship, living environment and financial condition) does not indicates any difference to the study period.

**Table 4.5.6**

**Anova results by Study Period and Cross-Cultural Adaptation Dimension**

		Sum of Squares	df	Mean Square	F	Sig.
SAR	Between Groups	.678	3	.226	1.077	.359
	Within Groups	51.847	247	.210		
	Total	52.525	250			
PHE	Between Groups	6.282	3	2.094	6.574	.000
	Within Groups	78.681	247	.319		
	Total	84.964	250			
INR	Between Groups	1.132	3	.377	1.129	.338
	Within Groups	82.577	247	.334		
	Total	83.709	250			
LCT	Between Groups	1.247	3	.416	1.335	.263
	Within Groups	76.921	247	.311		
	Total	78.169	250			
LEF	Between Groups	1.000	3	.333	1.223	.302
	Within Groups	67.362	247	.273		
	Total	68.362	250			

\*\*p ≤ 0.01; \* p ≤ 0.05

Legend:

SAR- Studying and research

PHE- Physical mental health and emotion

INR- Interpersonal relationship

LCT- Local culture

LEF- living environment and financial condition

**Table 4.5.7****Anova results by Financial arrangement and Cross-Cultural Adaptation Dimensions**

		Sum of	df	Mean Square	F	Sig.
		Squares				
SAR	Between Groups	.423	3	.141	.669	.572
	Within Groups	52.102	247	.211		
	Total	52.525	250			
PHE	Between Groups	1.651	3	.550	1.632	.182
	Within Groups	83.312	247	.337		
	Total	84.964	250			
INR	Between Groups	1.877	3	.626	1.889	.132
	Within Groups	81.832	247	.331		
	Total	83.709	250			
LCT	Between Groups	2.201	3	.734	2.385	.070
	Within Groups	75.968	247	.308		
	Total	78.169	250			
LEF	Between Groups	1.532	3	.511	1.887	.132
	Within Groups	66.830	247	.271		
	Total	68.362	250			

\*\*  $p \leq 0.01$ ; \*  $p \leq 0.05$

Legend:

- SAR- Studying and research  
PHE- Physical mental health and emotion  
INR- Interpersonal relationship  
LCT- Local culture  
LEF- living environment and financial condition

### Results for Financial arrangement and CCA dimensions

Based on Anova result in the table 4.5.7, none of the Cross-cultural adaptation dimensions (studying and research, physical mental health and emotion, local culture, interpersonal relationship, living environment and financial condition) indicate significant differences to the type of financial arrangement that the international students have in UUM. Thus, irrespective if they are sponsored or not sponsored, these aspects does not affect their cross-cultural adaption dimensions.

## Results for Work Experience and CCA dimensions

Based on the Anova result in the table 4.5.8, only studying and research ( $F= 2.576$ ,  $p= 0.54$ ) and local culture ( $F= 3.388$ ,  $p= 0.19$ ) have significance differences with working experience among international students in UUM. The other cross-cultural adaptation dimension does not indicate any differences to the working experience.

**Table 4.5.8**  
**Anova results by Work Experience and Cross-Cultural Adaptation Dimensions**

		Sum of		Mean Square	F	Sig.
		Squares	df			
SAR	Between Groups	1.594	3	.531	2.576	.054
	Within Groups	50.932	247	.206		
	Total	52.525	250			
PHE	Between Groups	.394	3	.131	.384	.765
	Within Groups	84.570	247	.342		
	Total	84.964	250			
INR	Between Groups	2.292	3	.764	2.318	.076
	Within Groups	81.417	247	.330		
	Total	83.709	250			
LCT	Between Groups	3.090	3	1.030	3.388	.019
	Within Groups	75.079	247	.304		
	Total	78.169	250			
LEF	Between Groups	.051	3	.017	.062	.980
	Within Groups	68.311	247	.277		
	Total	68.362	250			

\*\*  $p \leq 0.01$ ; \*  $p \leq 0.05$

Legend:

- SAR- Studying and research
- PHE- Physical mental health and emotion
- INR- Interpersonal relationship
- LCT- Local culture
- LEF- living environment and financial condition



### Results for country and CCA dimensions

As exhibited in table 4.5.9, the Anova result reveal that only local culture ( $F= 2.425$ ,  $p= 0.007$ ) indicate significant differences where the international students come from. The other cross- cultural adaptation dimensions do not reveal any differences. This could be caused by some of the students have similar culture as the Malaysian.

**Table 4.5.9**  
**Anova results by Country and Cross-Cultural Adaptation Dimensions**

		Sum of		Mean Square	F	Sig.
		Squares	df			
SAR	Between Groups	2.035	11	.185	.876	.565
	Within Groups	50.490	239	.211		
	Total	52.525	250			
PHE	Between Groups	5.036	11	.458	1.369	.188
	Within Groups	79.928	239	.334		
	Total	84.964	250			
INR	Between Groups	3.365	11	.306	.910	.531
	Within Groups	80.344	239	.336		
	Total	83.709	250			
LCT	Between Groups	7.848	11	.713	2.425	.007
	Within Groups	70.321	239	.294		
	Total	78.169	250			
LEF	Between Groups	1.293	11	.118	.419	.947
	Within Groups	67.069	239	.281		
	Total	68.362	250			

\*\* $p \leq 0.01$ ; \*  $p \leq 0.05$

Legend:

- SAR- Studying and research
- PHE- Physical mental health and emotion
- INR- Interpersonal relationship
- LCT- Local culture
- LEF- living environment and financial condition

## 4.6 Conclusion

This chapter showed the results of the study using descriptive statistics such as frequency, mean and standard deviation. In addition, T-test and ANOVA analysis were carried out to determine if there were difference between the demographic profile and the cross cultural adaptation dimensions. The next chapter will discuss on the findings, conclusion and recommendations for future research.



## CHAPTER FIVE

### DISCUSSIONS, RECOMMENDATIONS AND CONCLUSION

#### 5.1 Introduction

This chapter will discuss the findings of the study attained from the analysis performed on the data gathered. The discussion will focus on the objectives presented earlier in Chapter

1.

#### 5.2 Discussion

This inspiration behind this study is to observe the differences between cross cultural adaptation dimensions and the demographic variables. The aim to study are to discuss on the following objectives:

- i. To determine the differences of cross cultural adaptation dimension based on age.
- ii. To identify the differences of cross cultural adaptation dimension based on gender.
- iii. To determine the differences of cross cultural adaptation dimension based on marital status.
- iv. To examine the differences of cross cultural adaptation dimension based on qualification.
- v. To determine the differences of cross cultural adaptation dimension based on study period.

- vi. To identify the differences of cross cultural adaptation dimension based on working experiences.

### **5.2.1 The differences between age and cross-cultural adaptation dimensions**

Based on the Anova results (refer table 4.5.1), there is no significant differences in terms of age to the cross-cultural adaptation dimensions of studying and research, physical mental health and emotion, interpersonal relationship, local culture, living environment and financial condition. The reason being that cross cultural adaptation does not have any influence on age as it could be influence by other factors such as exposure to international situations or experience being in a different culture.

These findings have mixed findings with previous research. It is similar to the findings of Lee and Ciftci (2014) who found that age had a positive association with general interaction and cross-cultural adaptation of the international students as well as with psychological adaptation.

The findings of this research being in line with previous research which found strong relationship between age and cross-cultural adaptation also mentioned that cross cultural adaptation dimension have linked with international students age (Kumar and Giri, 2009). However, the research conducted by Akhtar, Pratt and Bo (2015) revealed that in the overall cross-cultural adaptation dimension, age was no statistically significant differences for Taiwanese and Chinese faculty. In addition to that, Quero (2015) revealed that older

international students find more adaptation fulfillment. Hence, age could influence cross cultural adaptation and vice versa.

### **5.2.2 The differences between gender and cross-cultural adaptation dimensions**

From the Anova results (refer table 4.5.2) indicate that only interpersonal relationship ( $F=9.810$ ,  $t= -.896$ ) and local culture ( $F= 8.359$ ,  $t= -2.455$ ) indicate significance differences between male and female respondents while the other dimension (studying and research, physical mental health and emotion, living environment and financial condition) does not show any differences between male and female.

However, previous studies have not been consistent in the conclusions they have reached on the influence of gender in differences in international students' adaptation (Bailey, 2017). In line with that, Jitmanowan (2016) suggested that, women usually encountered more difficulties in adapting to their host countries. In contrast, Choi and Chung (2014) found that female Taiwanese international students in the United States, were more adaptable to the North American culture and reported less psychological discomfort than men did. In addition to that, some researchers have also reported there is no differences in the international students' cross-cultural adaptation dimension according to gender (Marginson, 2014).

Furthermore, Odaci and Cikrikci (2014) stated that gender differences in nature, managerial style and behavior may have significant implications in foreign university.

Moreover, Hollins (2015) proposed that ladies are less active because of cultural bias against them as cultures that rate higher in masculinity look less favorably on women as professionals. On the other hand, Korhonen (2014) reveal that women may be better matched for educational success since they are naturally better matched to cross-cultural adaptation situations and may be more appropriate students for studying abroad than men due to their being more sensitive, interpersonally aware, empathetic and sociable than men. Macnell, Driscoll and Hunt (2015) however, found no significant differences between male and female international students in their adaptation in such high masculine governance societies as Asia. In the United States, American female students are performing their studies as efficiently as male students, even from the male-dominated cultures such as Japan and Korea.

### **5.2.3 The differences between marital status and cross-cultural adaptation dimensions**

Based on Anova result (refer table 4.5.6), only physical mental health and emotion ( $F=6.574$ ,  $p=0.00$ ) indicate significant differences to study period of international students in UUM. The other cross-cultural adaptation dimensions (studying and research, local culture, interpersonal relationship, living environment and financial condition) does not indicates any differences to the study period. Thus it could be indicated that irrespective if your are married or single, it does not not have any differences to the cross cultural adaptation.

The findings is not similar to Harber (2014), who found single individuals have higher willingness to educate compared to international students who are married. However, married international students without children usually are more willing to study abroad than those married with children. On the other hand, Lee and Ciftci (2014) stated that international students with marital status were only associated with their cross-cultural adaptation.


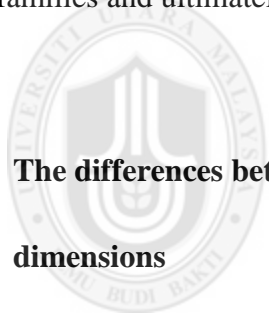
According to Jibreel (2015), unmarried students tended to experience cross cultural adaptation dimension more commonly than married international students. Other studies also suggested that cross cultural adaptation dimension is less common among married students (Abdullah, Adebayo and Talib 2015). Besides, studies reported higher adaptation levels for married students. For example, according to Covarrubias (2015) married students experience greater adaptation than those who are not married, Brunetti (2014) shares the view with Wong and Cheuk (2014) that married students who do not hire a babysitter suffer from adaptation more than the students who have a babysitter. Hence, there is a mixed findings on the level of adaptation of married and single students.

#### **5.2.4 The differences between study period and cross-cultural adaptation dimensions**

Based on Anova result (refer table 4.5.6), only physical mental health and emotion indicate significant differences to study period of international students in UUM. The other cross-cultural adaptation dimensions (studying and research, local culture, interpersonal

relationship, living environment and financial condition) does not indicate any difference to the study period.

On top of that, prior researches (Yuan, 2011; Kim, 2012; Yu & Downing, 2012 and Campbell, 2015) shows a lot of international students encounter challenges in their study period process while studying in a foreign country. This is because the drop-out rate for international students has been reported to be significantly higher for international students compared to indigenous students (Brunton and Jeffrey, 2014). High failure, drop-out rates have negative psychological, social, economic consequences for the students, their families and ultimately the sending countries (Boylan and Renzulli, 2017).



### **5.2.5 The differences between working experiences and cross-cultural adaptation dimensions**

Based on Anova result (refer table 4.5.), only studying and research and local culture have significance differences with working experience among international students in UUM.

The other cross-cultural adaptation dimension does not indicate any difference to working experience. This could be possibly be true as most of the postgraduate students have work experience prior to furthering their studies at UUM.

In addition, postgraduate students normally comprise of matured students with reasonable working experiences. However, there is an increasing trend of undergraduates enrolling in postgraduate classes (Angove, 2016). In postgraduate class, lecturers often act as a



facilitator and the students play the main roles. Therefore, postgraduate students with relevant working experience would naturally be more active during class discussions compared to undergraduates without working experience. Those with work experience can relate their experiences to the theories being discussed in class. However, undergraduates would normally be more passive players and often be more note taker (Edwards, 2015).

This is in line with the view of Walkington (2015), that students with working experience are more participative in class compared to students without working experience. Students with prior work experience are more motivated to share their experiences with their colleagues. Sometimes these experienced students would try to confirm their experiences on certain issues with the latest theory from their lecturers. Contrastingly, lack of working experience tends to demoralize international students without experience from actively participating during the discussions (Ding, 2016). Hence, prior work experiences together with good communication skills especially oral communication skills are essential for success in postgraduate programs.

### **5.3 Implication of the study**

This section of the study recommended that there should be some more provisions on multicultural training or workshop for international students to be more conscious of intercultural diversity and adaptation process and fore more effectiveness in working with them because it will help new level of perception regarding the concept of demographic

equity in cross cultural adaptation dimension context among university staff who lecture international students.

The management should provide a friendly environment at the university to encourage the local student to have more interaction with the foreign students, it may probably assist the foreign students to overcome their physical or emotional problem and knowing the local students better.

#### **5.4 Practical Implication**

This study has practical implication to major stakeholders namely students, parents and administrators. The students will be able to have diverse understanding on different cultural heritage due to interaction among people of diverse background. Thus, this study exposes students to be more dynamic and boost their inter-relationship with people of different cultural setting. The parent will enhance internationalization family towards understanding other set of people from different social cultural setting. The parents can be equipped with information on what is obtainable outside their boundary. The administrator will boost the administration settings and management of university towards managing people of diverse social cultural background. As a result of the interaction the administrators do have with foreign students would enhance their interpersonal relation.

## 5.5 Limitation of the study

The sample is limited to only UUM international students. Therefore, this study cannot be generalized to other public University in Malaysia or other countries. The information gathered in this study was collected through questionnaire surveys that were circulated to international students in UUM and participation was voluntary. The answers were provided in an authentic and truthful response. Also, it was recognized that while this study has been deliberately designed to focus on international students regarding cross cultural adaptation, there remains the prospect that there are contrasts between what the students really experienced and the respondents of the data collection among international students only. The data for this study was accomplished from the use of questionnaires.

The research was conducted and limited to five independent variables namely studying and researching, physical, mental health& emotion, interpersonal relationship, local culture and living environment & financial condition. Although the findings of the research shed some light on the relationship between studying and researching, physical, mental health& emotion, interpersonal relationship, local culture and living environment & financial condition in the UUM setting, it is impossible to specify the results to contain the larger population because of the demographic restrictions as well as the small size of the sample (251). The sample was limited to international students in Universiti Utara Malaysia (UUM), Sintok, Kedah. Therefore, the outcomes/results should not be generalized to all public universities in Malaysia. A sample size of 335 should not appear

large enough to categorically establish whether there is a fixed difference between the variables of age, gender, marital status, study period and work experiences.

This study contradicts with issues highlighted about international students in UUM whom do not having enough cross cultural training, because the mean and median of cross cultural adaptation was rather high, indicating a high cross cultural adaptation level among the international students in UUM (Macintyre, 2015). This perhaps maybe due to the various cultural differences, societal and development activities undertaken during their stay in the University.

## **5.5 Recommendation**

This study showed that there are many issues faced by International students in UUM. The issues are related to the cross-cultural adaptation dimension and demographic factors among international students in UUM. The participants experience difficulties with age, gender, marital status, study period and working experiences during the process of adapting to the new environment.

On the other hand, in relative to the cultural differences in learning styles, one should educate his/herself about any countries he/she before embarking on or before the commencement of any program. However, for the international students, this study suggest that they should be stronger and encourage themselves in studying, researching, physical, mental health& emotion, interpersonal relationship, local culture, living

environment and financial condition that they faced during adaptation in the new environment.

International students should encourage themselves to use Bahasa Malaysia or to have a special class for Bahasa Malaysia for international student. This will develop good conversation skills to help those initiating relationships with lecturer or classmates and other international students. International students may have positive perception toward other ethnic background in their day-to-day interaction. Thus, many lecturers should positively inspire international students to ask questions or more make comments and so, attain the classroom skills. Apparent insignificance on behalf of domestic students towards originating communication with their international peers is a significant point and is somewhat described through some research suggests the locals believe international students are weak in their academic progress, and they want to roundup their study as fast as possible. However, this does not appear to weaken international students pursuing cross-cultural friendships.

Finally, this research could be utilized for future reference; it should investigate the consequence of the tertiary institutions by implementing intervention strategies to encourage interaction between different students from different groups/country. Besides, future research should also include more cultural diversity such as international students from English speaking backgrounds.

## 5.6 Conclusion

Education in new cultural background can be exciting and good experience for international students. In general, this knowledge was constrained by unfamiliarity not only with academic situation but also in their demographic factors such as: age, gender, marital status, study period and working experiences.

Consequently, a significant finding in the present study relates to cross cultural adaptation dimensions and demographic factor. Given the aids of support for physical and psychological well-being and adaptation, it is concern that majority of international students supposed the difference in terms of adapting between those who have travelling experiences and those who did not. Stimulatingly, there was no significant difference among genders in relation to adaptation. Nevertheless, the relative importance that international students placed on host language ability is remarkable.

In addition, the findings of this study also indicated that there are numerous factors which most affected the process of adaptation on foreign students which comprise of age, gender, marital status, study period and working experiences. These factors had a strong relationship with the cross-cultural adaptation.

From this study, it was demonstrated that the researcher has accomplished the objective of this study, namely, to examine the differences between demographic variables on the cross-cultural adaptation dimensions of foreign students at UUM.

There are numerous limitations to the present study which should be addressed in the future research. This study acquired the respondents that entail of international students under the College of Arts and Sciences, College of business and College of Law, Government and international studies. It comprised the undergraduate, Master's and PhD students from different countries.

Finally, it can be concluded that this research has added knowledge about the factors that affect the adaptation dimensions among the foreign students in University Utara Malaysia.

From this perception, the researcher concluded that age, gender, marital status, working experience play a vital role in foreign students' cross-cultural adaptation dimension and demographics factors in Universiti Utara Malaysia.

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## APPENDICES A:

### Questionnaire



### **CROSS CULTURAL ADAPTATION AMONG INTERNATIONAL STUDENTS IN UNIVERSITI UTARA MALAYSIA.**

Dear students,

Thank you for agreeing to participate in this research.

The following survey is being conducted for a partial fulfillment for the Masters in Human Resource Management research paper requirement at University Utara Malaysia. This research paper is to assess how international students adjust with the level of cross cultural adaptation in university Utara Malaysia.

I would appreciate if you could answer the questions sincerely because the information provided will influence the accuracy and success of this research. It will take less than 15 minutes to answer this questionnaire. The feedback is confidential and will be used for academic purpose only.

Thank you for the assistance given and the time taken to answer the questionnaire.

Yours sincerely,

Iliyas S. Najeemdeen

MSc. Human Resource Management

School of Business Management (COB)

PART ONE (CROSS-CULTURAL ADAPTATION)

Statements below describe your cultural adaptation experiences. Indicate your level of adjustment on the following statements by circling the number that best relates to you, choose from 1- not adapted at all to 5-very well adapted.

**CROSS-CULTURAL ADAPTATION**

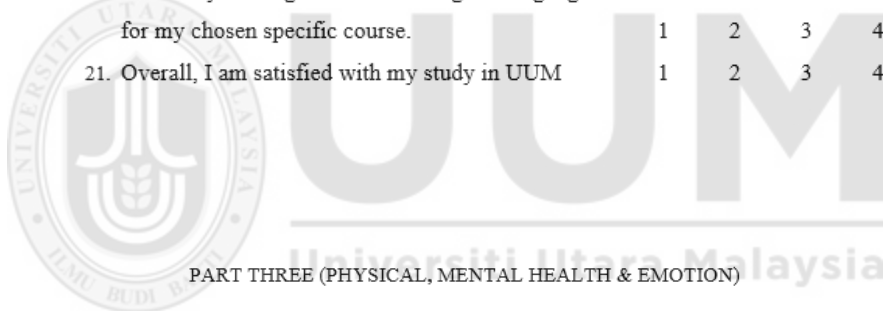
	Never Adapted At all			Very well Adapted	
1. How adapted are you to your studies in UUM?	1	2	3	4	5
2. How adapted are you in studying with fellow students in UUM?	1	2	3	4	5
3. How adapted are you to the local transportation system?	1	2	3	4	5
4. How adapted are you studying with locals outside UUM?	1	2	3	4	5
5. How adapted are you to the local food?	1	2	3	4	5
6. How adapted are you to the local weather?	1	2	3	4	5
7. How adapted are you in interacting with local in UUM?	1	2	3	4	5
8. How adapted are you to shopping in Malaysia?	1	2	3	4	5
9. How adapted are you to be supervised by local supervisor in UUM?	1	2	3	4	5
10. How adapted are you to generally living in UUM?	1	2	3	4	5
11. How adapted are you to the entertainment in UUM?	1	2	3	4	5

PART TWO (STUDYING AND RESEARCHING)

Please rate the degree of agreement you face with aspects of Studying and research in UUM. Please read each of the statements and decide how well it applies to you. Circle the appropriate number. The answering scale are from 1- **strongly disagree to 5-Strongly Agree**.

**STUDYING AND RESEARCHING**

			Strongly Disagree		Strongly Agree	
1. I feel certified with the provision of internet service.	1	2	3	4	5	
12. I have been very happy since I began to study in UUM.	1	2	3	4	5	
13. My study attitude has been positive recently.	1	2	3	4	5	
14. I have a clear goal of my study in UUM	1	2	3	4	5	
15. I feel positive on the value of research / study in UUM.	1	2	3	4	5	
16. My research project or study has progressed very smoothly.	1	2	3	4	5	
17. I have benefited from the curricula I am studying in UUM.	1	2	3	4	5	
18. I am satisfied with the courses of last semester	1	2	3	4	5	
19. I understand my chosen courses very well.	1	2	3	4	5	
20. I feel easy reading books in the English language for my chosen specific course.	1	2	3	4	5	
21. Overall, I am satisfied with my study in UUM	1	2	3	4	5	



PART THREE (PHYSICAL, MENTAL HEALTH & EMOTION)

Please respond to the following statements relating to your physical and mental health & emotion that you face in UUM. Read each of the statements and decide how well it applies to you. Circle the appropriate number. The answering scale are from 1- **strongly disagree to 5-Strongly Agree**.

**PHYSICAL AND MENTAL HEALTH & EMOTION**

			Strongly Disagree		Strongly Agree	
1. I have been enjoying good health.	1	2	3	4	5	
2. I have sleep very well.	1	2	3	4	5	
3. I have been homesick since I left for Malaysia.	1	2	3	4	5	
4. I have often felt good since I came to Malaysia.	1	2	3	4	5	
5. I have been stable emotionally since I came to Malaysia.	1	2	3	4	5	
6. I am very active in communicating with my colleges in UUM.	1	2	3	4	5	
7. I own psychological or spiritual satisfaction	1	2	3	4	5	

**PART FOUR (INTERPERSONAL RELATIONSHIP)**

Please respond to the following statements relating to your interpersonal relationship that you face in UUM. Read each of the statements and decide how well it applies to you. Circle the appropriate number. The answering scale are from 1- **strongly disagree** to 5-**Strongly Agree**.

**INTERPERSONAL RELATIONSHIP**

		Strongly Disagree			Strongly Agree	
1. I have good Malaysian friends in UUM.	1	2	3	4	5	
2. I have good international student friends.	1	2	3	4	5	
3. I have good Malaysian friends from outside the UUM.	1	2	3	4	5	
4. I can communicate well with the professors or lecturers of my course.	1	2	3	4	5	
5. I have had good Interpersonal relationship recently.	1	2	3	4	5	
6. I have ample opportunities and Interactive for group activities with local students in UUM.	1	2	3	4	5	
7. Overall, I have good relationships in UUM	1	2	3	4	5	

**PART FIVE (LOCAL CULTURE)**

Please respond to the following statements relating to local culture that you face in UUM. Read each of the statements and decide how well it applies to you. Circle the appropriate number. The answering scale are from 1- **strongly disagree** to 5-**Strongly Agree**.

**LOCAL CULTURE**

		Strongly Disagree			Strongly Agree	
1. I understand and can integrate into UUM culture in my daily life.	1	2	3	4	5	
2. Although I am a foreigner, I feel I have integrated into the local life.	1	2	3	4	5	
3. People in Malaysia do not discriminate strongly against foreigners; I can easily take part in group their group activities.	1	2	3	4	5	
4. People in UUM are friendly, so communicating with them is easy.	1	2	3	4	5	
5. I can understand the cultural identity of the UUM students.	1	2	3	4	5	
6. I obtained a lot of information about UUM before I came.	1	2	3	4	5	

PART SIX (LIVING ENVIRONMENT AND FINANCIAL CONDITION)

Please respond to the following statements relating to living environment and financial conditions that you face in UUM. Read each of the statements and decide how well it applies to you. Circle the appropriate number. The answering scale are from 1- **strongly disagree** to 5-**Strongly Agree**.

**LIVING ENVIRONMENT AND FINANCIAL CONDITION**

		Strongly Disagree			Strongly Agree
1. My current living environment is comfortable and satisfactory.	1	2	3	4	5
2. The living environment and hygienic conditions are good in UUM.	1	2	3	4	5
3. The neighborhood is very safe around my residence.	1	2	3	4	5
4. I get along very well with the neighbors around my residence.	1	2	3	4	5
5. I can adapt to the local weather.	1	2	3	4	5
6. The rent charge of my residence is reasonable.	1	2	3	4	5
7. My current financial state is very good.	1	2	3	4	5
8. Overall, I am satisfied with the local life.	1	2	3	4	5



**UUM**  
Universiti Utara Malaysia

## DEMOGRAPHY

1. Age:

- Under 20
- 21 – 25
- 26 – 30
- Over 30

2. Gender:

- Male
- Female

3. Marital Status:

- Single
- Married
- Other (\_\_\_\_\_)

4. School/College

\_\_\_\_\_

5. Highest qualification

- School cert.
- Diploma
- Degree
- Masters

6. Program

- Undergraduate
- Postgraduate
- Masters
- PhD

7. Country of Origin?

\_\_\_\_\_

8. How long have you been in UUM?

- < 1 year
- 1-2 years
- 3-4 years
- > 4 years

9. Financial arrangement

Government

- Sponsored
- Family sponsored
- Self-sponsored

10. Working experience before coming to UUM?

No

Yes

If yes, how many years?

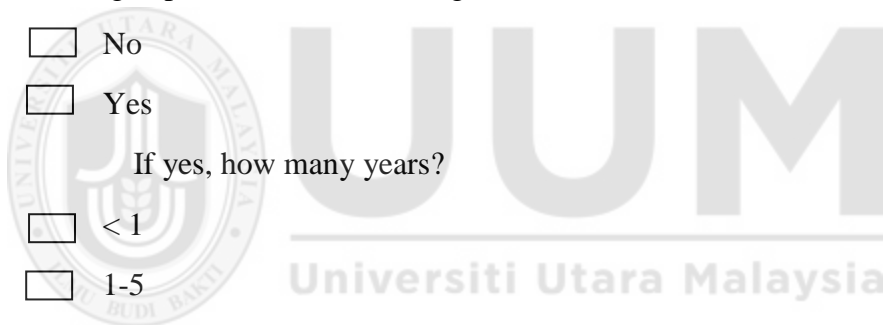
< 1

1-5

6-10

10-15

>15years





## APPENDIX B: SPSS AND ANOVA

### Cross cultural adaptation dimensions by Age

		Report				
Age		SAR	PHE	INR	LC	LEF
0	Mean	4.0000	3.8571	3.1429	3.8333	3.6250
	N	1	1	1	1	1
	Std. Deviation	.	.	.	.	.
under 20 yrs	Mean	3.8347	3.4935	3.8182	3.9848	3.6705
	N	11	11	11	11	11
	Std. Deviation	.53291	.92442	.46110	.29302	.37196
21 - 25 yrs	Mean	3.9372	3.8931	3.9501	3.8211	3.9563
	N	123	123	123	123	123
	Std. Deviation	.48092	.54708	.59128	.60702	.52912
26 - 30 yrs	Mean	3.9705	3.8232	3.9089	3.8646	3.7859
	N	80	80	80	80	80
	Std. Deviation	.37768	.54564	.55549	.50947	.54293
over 30 yrs	Mean	3.8687	3.7143	3.8452	3.8611	3.9722
	N	36	36	36	36	36
	Std. Deviation	.52984	.63613	.62165	.57390	.45622
Total	Mean	3.9337	3.8275	3.9129	3.8479	3.8904
	N	251	251	251	251	251
	Std. Deviation	.45837	.58297	.57865	.55917	.52292

		ANOVA by age				
		Sum of Squares	df	Mean Square	F	Sig.
SAR	Between Groups	.374	4	.093	.441	.779
	Within Groups	52.152	246	.212		
	Total	52.525	250			
PHE	Between Groups	2.221	4	.555	1.651	.162
	Within Groups	82.743	246	.336		
	Total	84.964	250			
INR	Between Groups	1.028	4	.257	.764	.549
	Within Groups	82.681	246	.336		
	Total	83.709	250			
LCT	Between Groups	.323	4	.081	.255	.906
	Within Groups	77.846	246	.316		

	Total	78.169	250			
LEF	Between Groups	2.251	4	.563	2.094	.082
	Within Groups	66.111	246	.269		
	Total	68.362	250			

\*\* p ≤ 0.01; \* p ≤ 0.05

### Cross cultural adaptation Dimension by Gender

#### Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
SAR	Male	156	3.9429	.43485	.03482
	Female	95	3.9187	.49660	.05095
PHE	Male	156	3.7894	.61138	.04895
	Female	95	3.8902	.53022	.05440
INR	Male	156	3.8874	.61707	.04941
	Female	95	3.9549	.50968	.05229
LCT	Male	156	3.7810	.60399	.04836
	Female	95	3.9579	.45868	.04706
LEF	Male	156	3.8598	.50087	.04010
	Female	95	3.9408	.55629	.05707

### Independent sample T-test result of cross cultural adaption by gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SARmean	Equal variances assumed	1.694	.194	.406	249	.685	.02423	.05975	-.09345	.14191
	Equal variances not assumed			.393	178.657	.695	.02423	.06171	-.09754	.14600
PHEmean	Equal variances assumed	2.675	.103	-1.331	249	.184	-.10085	.07575	-.25004	.04835
	Equal variances not assumed			-1.378	220.269	.170	-.10085	.07318	-.24507	.04338
INRmean	Equal variances assumed	9.810	.002	-.896	249	.371	-.06752	.07534	-.21590	.08085
	Equal variances not assumed			-.939	227.016	.349	-.06752	.07194	-.20928	.07423
LCTmean	Equal variances assumed	8.359	.004	-2.455	249	.015	-.17691	.07205	-.31882	-.03501
	Equal variances not assumed			-2.622	237.042	.009	-.17691	.06748	-.30984	-.04398
LEFmean	Equal variances assumed	.972	.325	-1.191	249	.235	-.08101	.06800	-.21494	.05291
	Equal variances not assumed			-1.161	182.718	.247	-.08101	.06975	-.21864	.05661

## Cross cultural adaptation dimensions by Marital status

### Report

M.Status		SAR	PHE	INR	LCT	LEF
Sngle	Mean	3.9291	3.8266	3.9496	3.8863	3.8866
	N	173	173	173	173	173
	Std. Deviation	.47601	.58549	.54393	.50186	.54072
Married	Mean	3.9441	3.8297	3.8315	3.7628	3.8990
	N	78	78	78	78	78
	Std. Deviation	.41935	.58111	.64537	.66478	.48436
Total	Mean	3.9337	3.8275	3.9129	3.8479	3.8904
	N	251	251	251	251	251
	Std. Deviation	.45837	.58297	.57865	.55917	.52292

## Independent sample T- test on group of Marital status

		Levene's Test for Equality of Variances					t-test for Equality of Means			95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
SARmean	Equal variances assumed	1.694	.194	.406	249	.685	.02423	.05975	-.09345	.14191	
	Equal variances not assumed			.393	178.657	.695	.02423	.06171	-.09754	.14600	
PHEmean	Equal variances assumed	2.675	.103	-1.331	249	.184	-.10085	.07575	-.25004	.04835	
	Equal variances not assumed			-1.378	220.269	.170	-.10085	.07318	-.24507	.04338	
INRmean	Equal variances assumed	9.810	.002	-.896	249	.371	-.06752	.07534	-.21590	.08085	
	Equal variances not assumed			-.939	227.016	.349	-.06752	.07194	-.20928	.07423	
LCTmean	Equal variances assumed	8.359	.004	-2.455	249	.015	-.17691	.07205	-.31882	-.03501	
	Equal variances not assumed			-2.622	237.042	.009	-.17691	.06748	-.30984	-.04398	
LEFmean	Equal variances assumed	.972	.325	-1.191	249	.235	-.08101	.06800	-.21494	.05291	
	Equal variances not assumed			-1.161	182.718	.247	-.08101	.06975	-.21864	.05661	

**Cross cultural adaptation dimensions by College  
Report**

College		SAR	PHE	INR	LCT	LEF
College of Business	Mean	3.8636	3.8411	3.8750	3.8208	3.8359
	N	80	80	80	80	80
	Std. Deviation	.45627	.53885	.52397	.48230	.54815
College of Arts and Science	Mean	3.9404	3.8540	3.9492	3.8796	3.9764
	N	90	90	90	90	90
	Std. Deviation	.46578	.52760	.55321	.50406	.48788
College of law and International study	Mean	3.9955	3.7848	3.9101	3.8395	3.8488
	N	81	81	81	81	81
	Std. Deviation	.44811	.68031	.65716	.68030	.52912
Total	Mean	3.9337	3.8275	3.9129	3.8479	3.8904
	N	251	251	251	251	251
	Std. Deviation	.45837	.58297	.57865	.55917	.52292

**ANOVA by College**

		Sum of Squares	df	Mean Square	F	Sig.
SAR	Between Groups	.706	2	.353	1.690	.187
	Within Groups	51.819	248	.209		
	Total	52.525	250			
PHE	Between Groups	.225	2	.113	.330	.720
	Within Groups	84.739	248	.342		
	Total	84.964	250			
INR	Between Groups	.234	2	.117	.348	.707
	Within Groups	83.475	248	.337		
	Total	83.709	250			
LCT	Between Groups	.155	2	.077	.246	.782
	Within Groups	78.014	248	.315		
	Total	78.169	250			
LEF	Between Groups	1.043	2	.522	1.921	.149
	Within Groups	67.319	248	.271		
	Total	68.362	250			

\*\*  $p \leq 0.01$ ; \*  $p \leq 0.05$

## Cross cultural adaptation dimensions by Qualification

### Report

Qualification		SAR	PHE	INR	LCT	LEF
SSCE	Mean	3.8081	3.7725	3.8836	3.6728	3.8472
	N	27	27	27	27	27
	Std. Deviation	.49558	.54508	.64137	.57267	.67076
Diploma	Mean	3.9534	3.8885	3.9547	3.8374	3.9726
	N	41	41	41	41	41
	Std. Deviation	.47505	.56920	.53399	.54961	.48775
Degree	Mean	3.9556	3.9026	3.9935	3.9716	3.8764
	N	88	88	88	88	88
	Std. Deviation	.47408	.59023	.54319	.51430	.53151
Master	Mean	3.9407	3.7474	3.8286	3.7877	3.8803
	N	95	95	95	95	95
	Std. Deviation	.42615	.58918	.60666	.58368	.48615
Total	Mean	3.9337	3.8275	3.9129	3.8479	3.8904
	N	251	251	251	251	251
	Std. Deviation	.45837	.58297	.57865	.55917	.52292

### ANOVA by qualification

		Sum of Squares	df	Mean Square	F	Sig.
SAR	Between Groups	.489	3	.163	.773	.510
	Within Groups	52.037	247	.211		
	Total	52.525	250			
PHE	Between Groups	1.341	3	.447	1.320	.268
	Within Groups	83.623	247	.339		
	Total	84.964	250			
INR	Between Groups	1.342	3	.447	1.342	.261
	Within Groups	82.367	247	.333		
	Total	83.709	250			
LCT	Between Groups	2.522	3	.841	2.745	.044
	Within Groups	75.646	247	.306		
	Total	78.169	250			
LEF	Between Groups	.354	3	.118	.429	.733
	Within Groups	68.008	247	.275		
	Total	68.362	250			

**Cross cultural adaptation dimensions by Program  
Report**

Program		SAR	PHE	INR	LCT	LEF
Undergraduate program	Mean	3.9862	3.9022	3.9658	3.8659	3.9416
	N	92	92	92	92	92
	Std. Deviation	.48498	.58727	.52707	.48997	.56648
Postgraduate M.Sc	Mean	3.9142	3.7243	3.8471	3.7324	3.8398
	N	71	71	71	71	71
	Std. Deviation	.50753	.58918	.64583	.67288	.49560
Postgraduate PhD	Mean	3.8946	3.8328	3.9107	3.9223	3.8778
	N	88	88	88	88	88
	Std. Deviation	.38171	.56740	.57401	.51600	.49747
Total	Mean	3.9337	3.8275	3.9129	3.8479	3.8904
	N	251	251	251	251	251
	Std. Deviation	.45837	.58297	.57865	.55917	.52292

**ANOVA by program**

		Sum of Squares	df	Mean Square	F	Sig.
SAR	Between Groups	.415	2	.207	.986	.374
	Within Groups	52.111	248	.210		
	Total	52.525	250			
PHE	Between Groups	1.271	2	.635	1.883	.154
	Within Groups	83.693	248	.337		
	Total	84.964	250			
INR	Between Groups	.566	2	.283	.844	.431
	Within Groups	83.143	248	.335		
	Total	83.709	250			
LCT	Between Groups	1.465	2	.732	2.368	.096
	Within Groups	76.704	248	.309		
	Total	78.169	250			
LEF	Between Groups	.437	2	.218	.797	.452
	Within Groups	67.925	248	.274		
	Total	68.362	250			

\*\*p ≤ 0.01; \* p ≤ 0.05

## Cross cultural adaptation dimensions by Study Period in UUM

### Report

Study Period		SAR	PHE	INR	LCT	LEF
1 - 2 semesters	Mean	3.8261	3.5217	3.7919	3.7790	3.8451
	N	46	46	46	46	46
	Std. Deviation	.53520	.81328	.65063	.63446	.50151
3 - 4 semesters	Mean	3.9627	3.8970	3.9450	3.9030	3.9068
	N	122	122	122	122	122
	Std. Deviation	.44578	.50874	.52576	.51553	.49937
5 - 6 semesters	Mean	3.9462	3.9286	3.9511	3.8289	3.9227
	N	76	76	76	76	76
	Std. Deviation	.43817	.46628	.62534	.58561	.57408
7 - 8 semesters	Mean	4.0000	3.5306	3.7347	3.5476	3.5536
	N	7	7	7	7	7
	Std. Deviation	.29223	.46448	.35407	.39340	.43814
Total	Mean	3.9337	3.8275	3.9129	3.8479	3.8904
	N	251	251	251	251	251
	Std. Deviation	.45837	.58297	.57865	.55917	.52292

### ANOVA by study period

		Sum of Squares	df	Mean Square	F	Sig.
SAR	Between Groups	.678	3	.226	1.077	.359
	Within Groups	51.847	247	.210		
	Total	52.525	250			
PHE	Between Groups	6.282	3	2.094	6.574	.000
	Within Groups	78.681	247	.319		
	Total	84.964	250			
INR	Between Groups	1.132	3	.377	1.129	.338
	Within Groups	82.577	247	.334		
	Total	83.709	250			
LCT	Between Groups	1.247	3	.416	1.335	.263
	Within Groups	76.921	247	.311		
	Total	78.169	250			
LEF	Between Groups	1.000	3	.333	1.223	.302
	Within Groups	67.362	247	.273		
	Total	68.362	250			

## Cross cultural adaptation dimensions by Sponsor

Sponsor		Report				
		SAR	PHE	INR	LCT	LEF
Government	Mean	3.8402	3.7835	3.7403	3.7879	3.7652
	N	33	33	33	33	33
	Std. Deviation	.35358	.56029	.56521	.58225	.43274
Family	Mean	3.9253	3.7746	3.8905	3.7611	3.8486
	N	90	90	90	90	90
	Std. Deviation	.47121	.61435	.57744	.53530	.56944
Self	Mean	3.9691	3.8286	3.9443	3.8867	3.9238
	N	100	100	100	100	100
	Std. Deviation	.46305	.57574	.58915	.53805	.50624
4	Mean	3.9448	4.0459	4.0765	4.0595	4.0536
	N	28	28	28	28	28
	Std. Deviation	.51327	.50403	.52952	.63702	.49468
Total	Mean	3.9337	3.8275	3.9129	3.8479	3.8904
	N	251	251	251	251	251
	Std. Deviation	.45837	.58297	.57865	.55917	.52292

### ANOVA by sponsor

		Sum of Squares	df	Mean Square	F	Sig.
SAR	Between Groups	.423	3	.141	.669	.572
	Within Groups	52.102	247	.211		
	Total	52.525	250			
PHE	Between Groups	1.651	3	.550	1.632	.182
	Within Groups	83.312	247	.337		
	Total	84.964	250			
INR	Between Groups	1.877	3	.626	1.889	.132
	Within Groups	81.832	247	.331		
	Total	83.709	250			
LCT	Between Groups	2.201	3	.734	2.385	.070
	Within Groups	75.968	247	.308		
	Total	78.169	250			
LEF	Between Groups	1.532	3	.511	1.887	.132
	Within Groups	66.830	247	.271		
	Total	68.362	250			



## Cross cultural adaptation dimensions by working experience

		Report				
Experience		SAR	PHE	INR	LCT	LEF
Below 1 yr	Mean	4.0201	3.8379	3.9890	3.9599	3.9026
	N	104	104	104	104	104
	Std. Deviation	.46819	.62065	.51784	.50429	.52050
1 - 5yrs	Mean	3.8414	3.8000	3.8714	3.7093	3.8903
	N	90	90	90	90	90
	Std. Deviation	.47533	.58640	.64212	.65369	.54626
6 - 10yrs	Mean	3.9460	3.7902	3.7098	3.8385	3.8789
	N	32	32	32	32	32
	Std. Deviation	.32316	.46608	.51250	.45690	.50350
11 - 15yrs	Mean	3.8909	3.9314	4.0057	3.8933	3.8550
	N	25	25	25	25	25
	Std. Deviation	.45681	.56110	.61095	.42731	.49958
Total	Mean	3.9337	3.8275	3.9129	3.8479	3.8904
	N	251	251	251	251	251
	Std. Deviation	.45837	.58297	.57865	.55917	.52292

### ANOVA by work experience

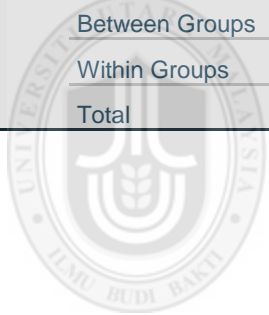
		Sum of Squares	df	Mean Square	F	Sig.
SAR	Between Groups	1.594	3	.531	2.576	.054
	Within Groups	50.932	247	.206		
	Total	52.525	250			
PHE	Between Groups	.394	3	.131	.384	.765
	Within Groups	84.570	247	.342		
	Total	84.964	250			
INR	Between Groups	2.292	3	.764	2.318	.076
	Within Groups	81.417	247	.330		
	Total	83.709	250			
LCT	Between Groups	3.090	3	1.030	3.388	.019
	Within Groups	75.079	247	.304		
	Total	78.169	250			
LEF	Between Groups	.051	3	.017	.062	.980
	Within Groups	68.311	247	.277		
	Total	68.362	250			

\*\*  $p \leq 0.01$ ; \*  $p \leq 0.05$

## Anova by Country

### ANOVA by country

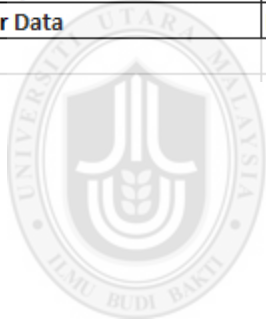
		Sum of Squares	df	Mean Square	F	Sig.
SAR	Between Groups	2.035	11	.185	.876	.565
	Within Groups	50.490	239	.211		
	Total	52.525	250			
PHE	Between Groups	5.036	11	.458	1.369	.188
	Within Groups	79.928	239	.334		
	Total	84.964	250			
INR	Between Groups	3.365	11	.306	.910	.531
	Within Groups	80.344	239	.336		
	Total	83.709	250			
LCT	Between Groups	7.848	11	.713	2.425	.007
	Within Groups	70.321	239	.294		
	Total	78.169	250			
LEF	Between Groups	1.293	11	.118	.419	.947
	Within Groups	67.069	239	.281		
	Total	68.362	250			



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**APPENDIX C: TOTAL NUMBER OF INTERNATIONAL STUDENTS IN UUM**

<b>Enrolmen Pelajar Antarabangsa UUM Mengikut Peringkat Pengajian</b>			
Tarikh Data	10-09-17	<input type="button" value="↕"/>	
kategori_status	Enrolmen	<input type="button" value="↕"/>	
kewarganegaraan	Bukan Warganegara	<input type="button" value="↕"/>	
<b>Peringkat Pengajian</b>	<input type="button" value="▼"/>	<b>Jumlah</b>	
Postgraduate		1346	
Undergraduate		1164	
<b>Grand Total</b>		<b>2510</b>	
Tarikh Data	10-Sep-17		
Tarikh Laporan	17-Sep-17		
Sumber Data	BPK		



## APPENDIX D: ENROLMEN PELAJAR ANTARBANGSA UUM MENGIKUT PERINGKAT PENGAJIAN

Enrolmen Pelajar UUM Antarabangsa Mengikut Negara dan Peringkat Pengajian			
Tarikh Data	06-08-17		
kategori_status	Enrolmen		
kewarganegaraan	Bukan Warganegara		
Negara- Negara	Peringkat		Grand Total
	Postgraduate	Undergraduate	
Afghanistan	1		1
Afrika Selatan	3		3
Algeria	41	3	44
Arab Saudi	16	8	24
Australia	1	1	2
Bahrain	2		2
Bangladesh	47	23	70
British	1		1
Brunei		2	2
Cameroon		1	1
Chad	2	4	6
Chili	1		1
China	29	407	436
Djibouti		6	6
Eritrea	1		1
Filipina	3	1	4
India	13		13
Indonesia	167	280	447
Iran	2		2
Iraq	122	1	123
Ireland	1		1
Jerman		1	1
Jordan	98		98
Kemboja		4	4
Kenya	1	1	2
Libya	30	7	37
Maldives	1		1
Mauritania		11	11
Mautitius		10	10
Mesir	10	1	11
Myanmar		3	3
Nigeria	318	50	368
Oman	7		7
Pakistan	223		223
Palestin	23	2	25
Singapura		1	1

Somalia	19	142	161
Sri Lanka	4		4
Sudan	8	5	13
Sweden	1		1
Syria	8	2	10
Tanzania	2		2
Thailand	64	65	129
Turki	2		2
UAE	4		4
United Kingdom	1	1	2
Uzbekistan	2	30	32
Yaman	64	101	165
<b>Grand Total</b>	<b>1343</b>	<b>1174</b>	<b>2517</b>

Tarikh Data	06-Aug-17
Tarikh Laporan	09-Aug-17
Sumber Data	BPK



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## APPENDIX E: KRIEJCIE AND MORGAN (1970) SAMPLING TABLE

<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

*Note: N is Population Size, S is Sample Size* *Source: Krijcie & Morgan, 1970*