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**COMMUNICATORS COMPETENCE, INTERCUTURAL
COMMUNICATION, SERVICE QUALITY, AND
INTERNATIONAL STUDENTS SATISFACTION TOWARDS
ADMINISTRATIVE STAFFS OF PUBLIC UNIVERSITY IN
MALAYSIA**



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**MASTER OF ARTS (COMMUNICATION)
UNIVERSITI UTARA MALAYSIA
2024**



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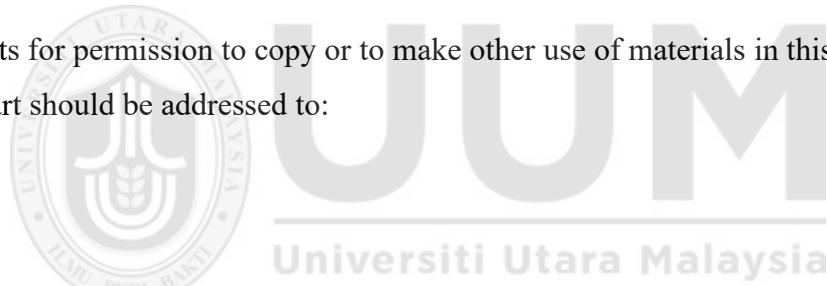
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Abstrak

Pada era baru ini, pelajar lebih suka belajar di luar negara kerana faedahnya, seperti pendedahan, mempelajari budaya baru, dan peluang untuk bertemu rakan baru dan berinteraksi dengan mereka. Ini telah meningkatkan bilangan pelajar antarabangsa yang belajar di luar negara. Kadar penerimaan pelajar antarabangsa yang belajar di universiti awam di Malaysia terus meningkat, manakala kakitangan pentadbiran tempatan adalah salah satu cabaran terbesar yang dihadapi oleh pelajar antarabangsa. Dalam rasa tidak puas hati, salah laku. Berasaskan teori penginapan komunikasi dan teori kualiti perkhidmatan. Kajian ini mengkaji faktor hubungan yang mempengaruhi kepuasan pelajar antarabangsa terhadap jumlah prestasi kakitangan pentadbiran tempatan di universiti awam di Malaysia. Kajian ini adalah penyelidikan kuantitatif; soal selidik telah dibangunkan dan tinjauan dalam talian telah digunakan. Sebanyak 416 maklum balas yang boleh digunakan telah diterima. Pakej statistik untuk sains sosial (SPSS versi 26) digunakan untuk keputusan data analisis regresi. Model konseptual mendedahkan pengaruh signifikan penjelasan 'tinggi' terhadap kepuasan pelajar antarabangsa melalui kecekapan komunikator, komunikasi antara budaya, dan kualiti perkhidmatan daripada kakitangan pentadbiran tempatan kedua-dua Universiti Utara Malaysia (UUM) dan Universiti Perlis Malaysia (UNIMAP). Dapatan kajian ini memberi gambaran penting untuk prestasi umum tentang kualiti perkhidmatan dan memperkayakan lagi pemahaman tentang kesan kakitangan pentadbiran tempatan terhadap kepuasan pelajar antarabangsa. Kemudian disyorkan supaya universiti awam di Malaysia, khususnya UNIMAP dan UUM, menggalakkan kakitangan pentadbiran tempatan mereka untuk menggunakan kecekapan yang sewajarnya dalam komunikasi dan pertukaran antara budaya ke arah meningkatkan kualiti perkhidmatan bagi meningkatkan kepuasan pelajar antarabangsa. Akhir sekali, implikasi, cadangan, dan cadangan kajian untuk kajian akan datang dibincangkan untuk kepuasan pelajar amnya khususnya pelajar antarabangsa di universiti awam di Malaysia.

Kata Kunci: Kompetensi Komunikator, Komunikasi Antara Budaya, Kualiti Perkhidmatan, Kakitangan Pentadbiran Tempatan, Kepuasan Pelajar Antarabangsa, Universiti Awam Malaysia

Abstract

In this new era, students prefer to study abroad because of its benefits, such as exposure, learning new cultures, and opportunities to meet new friends and interact with them. This has increased the number of international students studying abroad. The acceptance rate of international students studying at public universities in Malaysia is continuously growing, whereas local administrative staff is one of the greatest challenges faced by international students. In the dissatisfaction, misconduct. Grounded in the communication accommodation theory and servqual theory. This study examined the relationship factors that affect international students's satisfaction with the total performances of local administrative staff at public universities in Malaysia. This study is quantitative research; a questionnaire was developed and an online survey was used. A total of 416 usable responses were received. The statistical package for social science (SPSS version 26) was used for regression analysis data results. The conceptual model revealed a 'high' explanatory significant influence on international student's satisfaction by communicator competence, intercultural communication, and service quality from the local administrative staff of both Universiti Utara Malaysia (UUM) and Universiti Perlis Malaysia (UNIMAP). The findings of this study provide an important insight for general performance on service quality and further enrich the understanding of the effects of local administrative staff on international students's satisfaction. It is then recommended that public universities in Malaysia, particularly UNIMAP and UUM, encourage their local administrative staffs to exercise proper competence in communication and intercultural exchange towards improving service quality in order to increase international student satisfaction. Finally, the study's implications, suggestions, and recommendations for future research are discussed for the satisfaction of students in general, especially international students at public universities in Malaysia.

KeyWord: Communicators Competence, Intercultural Communication, Service Quality, Local Administrative Staffs, International Students Satisfaction, Public Universities Malaysia

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List of Abbreviations

CAT	Communication Accommodation Theory
CC	Communicators Competence
DV	Dependent Variable
ECN	Employees Cultural Needs
ISS	Intercultural Communication
ID	Independent Variable
ISS	International Student Satisfaction
KMO	Kaiser Meyer Olkin
OCC	Offer Cultural Needs
OECD	Organization of Economic Cooperation and Development
PUM	Public University Malaysia
SAT	Speech Accommodation Theory
SQ	Service Quality
UNIMAP	Universiti Malaysia Perlis
UUM	Universiti Utara Malaysia

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter introduces outline of the study, the chapter will begin with background and problem statement, which will describe the concerning issues of study, the next step will touch on research objective and this objective is to determine what the researcher want to achieve in the study. After the objective, research question will be demonstrated. Next significant of study and definition key terms will be highlighted. On the final stage of the chapter will state out the organization of chapter for the study.

1.2 Research Background

The educational industry is expanding rapidly with intense competition. And in this era, people choose to travel far and near to ascertain quality learning education, in search of the best educational industry that offers good performances to satisfy their international students better than others. Indeed, international students' satisfaction should be the ultimate goal of any educational industry because of the high level of competitiveness from one country to another and from one educational industry to another, which makes international students satisfaction more compulsory for all educational industries.

Every organization in the education industry is now trying to become the most preferred education provider, especially in Malaysia. To achieve this, communication between local administrative staff and their international students is argued to be among the most important elements to be stressed, and to ensure international students' satisfaction, Beloucif et al. (2022). The increase in international students studying abroad is expected to continue and has prompted this study to additionally explain some of the factors that lead to students' challenges in studying abroad, such as communicators' competence in intercultural communication and service quality processes that international students experience abroad

The recent competition in the education industry is so tense that only those who were able to satisfy their international students can be able to keep them and get more international students in the following semester because of this local administrative staff in public universities in Malaysia. Are required to treat and offer good quality service to their students, most especially international students, in terms of good performances on the level of their communicators competence, intercultural communication, and service quality that will determine the levels of international student satisfaction. Furthermore, it will encourage international students to give positive or negative recommendations of the university to their friends, families, and anyone they know.

Studies on international student-local administrative staff's interaction have failed to address this concern, making this study even more crucial (Griffin, et al., 2022; Yuan & Yang, 2023). Besides, the competency of the local administrative staff in

communicating with international students contributes to the academic satisfactory level of the international students' ability to decode the message sent by the local administrative staff without any clash of interest (Aririguzoh, 2022; Al Farisi et al., 2023). Moreover, the level of international student's satisfaction with local administrative staff communication in their universities will be determined by the high positive communicators' competence of local administrative staff towards international students' satisfaction. Performances of the educational industry will determine the rate of recommendations of their good product towards students, which will enable international students to publicize it worldwide, which will turn out to attract more different international students in the future.

(Moon, 2023). Intercultural communication is the aspect of knowing specifically different things from another culture through communicating between people from different cultural backgrounds and also learning different values and norms from another culture (Baldwin et al., 2023). Moreover, with the higher rate of different people choosing to study abroad, intercultural communication is an important factor to be considered for all educational industries (Savicki & Brewer, Eds., 2023). International students and local administrative staff positive intercultural communication are the basic foundation that fosters international students' satisfaction and quality understanding. The higher their intercultural communication between international students and local administrative staff, the greater their international students satisfaction, which will be a positive effect on the educational industry and increase the number of international and also world rankings on great performances (Yilmaz & Temizkan, 2022; Amzat et al., 2023).

Another reason is service quality; how satisfied international students will be depends on local administrative staff performances and the extent of their communication competence and intercultural communication, which will finally determine the rate of satisfaction or dissatisfaction of international students towards their local administrative staff (Yang, Cheung, & Li, 2022). However, for any educational industry to achieve that, their service quality must be greatly satisfied by their students', especially international students (Abu-Rumman & Qawasmeh, 2022). Local administrative staff performances are a factor that leads to international student satisfaction because service quality is a major factor all international students must consider first before choosing any universities abroad (Amzat et al., 2023).

In this modern era where education industries are too competitive, it is only the universities and countries that are fully equipped in all aspects to meet the expectations and requirements of international students in this era (Yasmin et al., 2021). However, any educational industry that lacks these modern facilities will be left behind. That is why it is very important for all educational industries to not only provide students, especially international students, with all the necessary modern facilities and equipment but also provide credible works, especially in the areas of teacher and administrative staff performances Fahrurrozi (2022).

1.3 Motivations of study

The researcher carried out this study based on personal observations and experiences while studying abroad and some relevant challenges international students faced

while studying abroad. It is obviously impossible to study abroad without issues or challenges, either from instructors, lecturers, local administrative staff, local students, or community members. Different international students have different challenges and issues to face, but only focus, endurance, ignore and tolerance are the virtues for any international student to be able to complete his or her studies abroad. Three of the researcher's best friends from the same country left their university just because they couldn't understand some of the local instructors or lecturers teaching and also because some of the local lecturers couldn't speak English very well and chose to use their local language to teach in class since the majority of students were locals and could easily understand the lecturer's teaching, while international students were left behind or forgotten. Because of this, three of the researcher's best friends left their university for another country, which they believed could provide a better education and student satisfaction.

Researcher personal encounter with local administrative staff and lecturers was on his degree first semester, while the local administrative staff added six subject and in this six subject four of the subject or course has the same day and the same time and the researcher complain to the four instructors or lecturers of the situation of four subject has the same time and day and the reply of the instructors are the same to the researcher, just choose from the four courses two to attend their class and leave others, and none of them tell the researcher to drop the other two in the school system to avoid suspended or not taking that subject during finally exams to avoid being subtract marks from his grade marks of other subjects the researcher pass.

Sincerely, this was one of the bad experiences of the researcher with the university instructors and local administrative staff that added the subject. The researcher attended four classes as the instructors suggested, was naive as a new international student, and at the end of the semester, the researcher was penalized for not attending two other classes, and 100% was subtracted from the total marks. The result was so bad that it was considered a fail, and the researcher was about to go back home. If not for the intervention of Dr Nik Adzrieman Abdul, who happens to be the undergraduate coordinator at that time, who helped and encouraged the researcher to let go of the pass and focus with hard work, which will guarantee a successful ending of a good grade certificate at last, and he also shared some of his personal bad experiences while he was studying his PHD at the UK.University.

Studies have reviewed lots of issues and challenges different international students faced while studying abroad, such as homesickness, language barriers, discrimination, culture shock, accommodation, financial challenges, cultural differences, and a lot more. Adenuga, (2022). It is a common phenomenon for higher education students that live and study far away from home or country, most especially international students, to miss families, friends, loved ones, and home once in a while and feel daydreaming. Olumba, (2023). Communication difficulty is a major issue international students face when studying abroad. Dong & Ishige (2022). language barriers, either from other international students from different countries or from local students, local administrative staff, foreign or local teachers, and local community members, Sobania, (Ed.) (2023).

In fact, language differs in many ways, forms, and sounds. Different people communicate contrasting with others. Allen, (2023). In general, to a certain extent, all international students face this kind of problem (Hari et al., 2023). Of feeling or being discriminated against, whether from students, works, or community members, different individual beliefs and practices, different cultures, while another person has a different perception or assumption of cultural tradition. Colak et al. (2023). That makes culture confronting and confusing to international students. Suryanto et al.(2022). Accommodation issues always occur when campus accommodation is not enough or good enough for a large population of both local and international students. Marcus & Sarkissian (2023). While financial challenges are requisite for all international students because the majority of countries do not permit international students to work, Mbous et al. (2022).

And on a daily basis, international students have piles up expenses and bills to pay, either on food, groceries, shopping, accommodation, or academic and non-academic fees (Sharma et al., 2022). That is required for international students to pay daily, monthly, seasonally, and annually, which imposes financial threats on all international students (Park & Shimada, 2022). Sincerely, there is no doubt that issues and challenges are part of the sacrifices or ultimate price to pay for a successful and greater future for all international students while studying abroad.

That's why this study has identify some of issues and challenges international students face while studying abroad and believe that all Public Universities in Malaysia or abroad will take note of them and other challenges which this study do

not mention, that one way or the other affect international students satisfaction during their studies in Public Universities Malaysia and study suggest authorities and decision-makers to fine very urgent solution to solve all this issues and challenges that international students face during the period of their studies in Public Universities Malaysia, so all international students will be satisfied with all the Public Universities Malaysia local administrative staff and lecturers performance and their services rendered to the all international students. That will foster foreign relations among international students and all local citizens from the country universities any international students choose to study, especially public universities Malaysia, and more international students will prefer to choose public universities Malaysia as their first choice in the future

1.4 Problem Statement

In this era of civilization, where people seek to ascertain the best education, have cause high levels of issues and challenges to any educational industry between their international students and their local administrative staff, as a lot of countries stand out as the best educational providers, both from the first world countries and the third world countries, which creates an avenue for a high rate of competition among countries and educational providers. Student's satisfaction, especially their international student's satisfaction, is paramount and an undeniable right of any international student from the educational industry of their choice to offer and give them the best quality service and satisfaction.

Studies show non-performance from local administrative staff communicators competence, intercultural communication, and service quality are the major causes of international students dissatisfaction. Giuna, A. (2021); Marshall, 2023; Oyetunji, 2023. And is an issue of serious concern to all public universities in Malaysia to verify why dissatisfaction towards their international student (Thoo et al., 2022). Over the years, several scholars have argued that the lack of communication skills of local administrative staff towards international students' performance in relation to activities by the universities has been characterised as the major cause of misunderstanding and miscommunication. Choi, (2021); Egerová & Rotenbornová, (2021); Mehari, (2022); Zhao & Stiles, (2023).

reveal factors that lead international students and local administrative staff challenges in interaction are based on communicators' competence, In organization-setting communication, where the communicator is non-proactive and lacks competence as a sender in interacting with the receiver, the communication will surely turn out to be a big dilemma, which will lead to different kinds of bad communication such as frustration, confusion, distrust, disloyalty miscommunication, noise, and the organization will suffer its bad outcome (Aarthi, 2022). Sincerely, issues of deficiency of local administrative staff in interchange transmission to international students have caused a dissatisfied and unhappy situation between international students and local administrative staff. Merriman & Parker (2022) And miscommunication due to the incompetence of local administrative staff towards international students can result disaster to university growth and success, Gmurzyńska (2021). On the other hand, causes a dilemma, and if the university fails

to resolve the miscommunication problems among local administrative staff and international students, the effect will be so bad that it can even lead to the university losing their international student, can cause downfall, and the closure of business for the university or educational industry. Malaysia Hussein et al. (2022). Studies reveal lots of obstacles and issues in intercultural communication, such as ethnocentrism, stereotypes, language barriers, cultural barriers, etc. Mdletye, (2022); Nurbaity & Marasigan, (2023); Sabre & Mohandas, (2023); Lee & Hwang, (2024). Thus, international students from varied ethnic backgrounds frequently experience not just the obvious language challenges but also cultural hurdles between themselves and the local administrative staff. Koo et al. (2023).

Only Universiti of Utara Malaysia (UUM) has over 50 countries representative of international students, Amzat et al. (2023). Thus, It is expected that there must be intercultural communication, which turns out to be an issue among local administrative staff and international students (Nadeem et al., 2022). Thus, the fact is undeniable: with varieties of different representatives of international students with their culture setting towards local administrative staff with their only culture setting too, there will be very serious issues between international students and local administrative staff in terms of intercultural communication, in the sense that everyone believes that their culture is the best and that it is very difficult for one to let go of their culture in order to accept another culture value easily. The situation will surely impose a threat to the intercultural communication of both international students and local administrative staff of public universities in Malaysia.

For example, the word GIFT means good thing or present in the English language, but in the German language, the word gift means poison. This shows how dangerous intercultural communication can be from one cultural setting to another (Garrido & Prada, 2021; Classen, 2023). However, in a university that has over 60 to 100 different countries representative of different international students, what will be the situation of intercultural communication in such university or educational industry, most especially Public University Malaysia, (Yılmaz & Temizkan 2022; Yousaf et al. 2022)? Have to see intercultural communication as a major issue they have to look into solving, especially among international students and local administrative staff, to avoid intercultural communication misunderstandings and miscommunications.

The study presents one potential cause of poor service quality as human error; a lack of proficiency in communication is a big issue among university local administrative staff and international student satisfaction. Gilano & Hailegebreal (2021). Language barriers of the local administrative staff affect and make their performances non-proactive to international student's satisfaction, due to miscommunication and a lack of communicators competence from some of the local administrative staff (AlMunifi & Almutairi, 2021). For instance, in a university where English is the official language to use for interaction both between staff and students, and some of the local administrative staff are not eloquent in speaking English. What will be the situation of their service quality to their international students? Gerchow et al. (2021). Of course, their service quality will be so bad and so problematic because when there is miscommunication and a deficiency of communicator competence from the university administrative staff towards their international students, Bulut-Sahin,

(2023). Obviously, their service quality will turn into issues and big problems for that university or educational industry because both local administrative staff and international students will be so dissatisfied with each other (Yılmaz & Temizkan, 2022). Due to a lack of misunderstanding and miscommunication from both of them. The general factor in this study is the students' satisfaction. International students's satisfaction has been a difficult issue to handle in terms of satisfaction from their local administrative staffs at their university or educational industry (Beloucif et al., 2022). As well as too difficult for local administrative staff to satisfy international students without first of all dealing with a major problem that caused international students to be unsatisfied with their university local administrative staff. Such as issues with communicators competence, issues with intercultural communication, and issues with service quality from local administrative staff to their international students (Aririguzoh, 2022; Ren et al., 2023). The case of local administrative staff so poor in communicators competence and lack the ability of good intercultural communication, which result miscommunication and misunderstanding that stimulate bad service quality for their international students, and the consequence will only be one thing: issues and dissatisfaction for the all-international students.

Sincerely, international student satisfaction is important and a major obligation issue to be solved by public universities in Malaysia. Hamid et al. (2023). To be able to satisfy international students, quality proficiency enrollment of most local administrative staff in general performances is compulsory in public universities Malaysia. Authorities and law-makers to implement educative programmes that will help to develop most local administrative quality performances Jampaklay et al.

(2022). To be able to retain their international students, to retain the foreign currency remittances from international students, and to retain the university's world ranking Brooks & Waters (2021). because the problem of un-satisfaction has to be solved by the public university Malaysia law-makers, and more and more recommendations of international students to their friends, families, and loved ones Nefedova, (202

1.5 Research Gap

Obviously, it is undeniable that all studies or research have gaps and limitations, of which this study is not exempted. It is clear that this study has gaps and areas that the researcher fails to cover, examine, and study. As it is impossible to cover all areas in one study, it is definitely a must to leave gaps for future researchers to study and cover. This study focuses on international student's satisfactions and variables that determine if international students are satisfied or dissatisfied with the general performance of local administrative staff at public universities in Malaysia. The variables that this study covers are the communicator's competence, intercultural communication, service quality, and international student satisfaction. Sincerely, there are other areas on campus that this study fails to discuss or cover, such as university infrastructure, equipment, campus environment, weather, food, the proactiveness of their local lecturers, etc. Djan, (2023). It is beyond doubt that these factors can lead to and contribute to international student's satisfaction during their study abroad.

To truthfully examine international student satisfaction, all international students in public universities in Malaysia are required to be used as the respondents of this study,

so to get all their data, responses, and opinions on whether they are satisfied with the performances of their university local administrative staff or not. But this study fails to use all international students in public universities in Malaysia as the research respondents; rather, it chooses Northern Region universities in Malaysia as the study respondents, and two universities in Northern Region Malaysia are used as the sample size of this study. Universiti Utara Malaysia (UUM) and Universiti Malaysia Perlis (UNIMAP).

Communication accommodation theory and servqual theory were applied. The researcher selects two theories based on their ability to investigate the study hypothesis. Theories usually assist the researcher in developing a research question, guiding the selection of relevant data, interpreting the findings, and proposing explanations for the underlying causes or influences of observable events. However, as much importance theories are to studies or researchers, previous study reviews have shown that all theories have strengths and weaknesses, which justify that communication accommodation theory and servqual theory, have their own areas of gaps and weakness. Aicher et al. (2023); Chee et a. (2023); and Maiya, & Aithal, (2023).

1.5.1 Research Gap of communication accommodation theory

According to Judee Burgoon, Leesa Dillman, and Lesa Stern (1993) have all criticized the communication accommodation theory. These scholars challenged the "convergence-divergence frame" and believe that discussions are "too complex to be reduced simply" to the processes of the communication accommodation theory. They

challenge the notion that people's accommodation can be explained by just the practice of [convergence-divergence]. They raise the question of the potential consequences to the listener and speaker if they "both converge and diverge in conversations," and whether race or ethnicity play a role in the process. Though CAT tackles potential conflicts between interlocutors, it believes that these disputes would be founded on "a reasonable standard of conflict" and that not all communicators will communicate in a "rational way."

Furthermore, few studies see the CAT convergence-divergence framework as a theoretical gap; because many academics disagree that the CAT framework convergence-divergence adequately explains how the theory framework convergence-divergence addresses possible interlocutors' disagreements. Similarly, Judee Burgoon (1993); Schilling-Estes, (1998); Ishak, & Rafik-Galea, (2015) challenged and critiqued the communication accommodation theory and questioned the "convergence-divergence frame," stating that conversations are too complex to be reduced to the procedures of the communication accommodation theory. According Gray et al. (2023). Critics of the idea argue that conversations are often too complicated to be boiled down into simple components like convergence and divergence. May, & Perry, (2022). They also note out that people can utilize both approaches in the same interaction, which has garnered little attention from researchers. However, servqual theory is next in line to be discussed in the study gap.

1.5.2 Research Gap of Servqual theory

Despite its widespread use, a number of theoretical and operational criticisms of the servqual model's measurement have been raised. First and foremost, the validity of the SERVQUAL model as a generic instrument for measuring service quality across various service industries has been demonstrated. Lacerda et al.. (2022). And that a simple updating of the SERVQUAL items is insufficient to measure service quality across different service settings; Second, according to Bwachele et al.(2023). SERVQUAL Model Gaps, there is scant evidence that customers view service quality in terms of perception (P) minus expectation (E) gaps. This is because they discovered that the perception score was the most significant contributor to the gap score due to a generalized response propensity to rank expectations high. Fan et al. (2023). SERVQUAL focuses on customer perceptions, and if those perceptions are rational, it produces accurate results. However, cognitive differences may produce irrationality or perceptual discrepancies due to personality problems or cultural variances.

The Servqual method, despite its potential benefits, has been criticized for its inconsistent results due to cultural differences in understanding social world and medical care. Yee, & Salleh, (2022). Argue that Service Quality Questionnaire (SQ) has poor fit and does not meet convergence criteria, making it suitable for one-dimensional service quality assessments. They caution against interpreting results using different scales and the Servqual method's context formulation. Based on, Kumar et al. (2009); and Gavahi et al.. (2023). also provide a critical analysis of the Servqual approach. They noted that the obstacles associated with the method's application may be classified into four categories. The first category encompasses

issues with leveraging disparities or vulnerability points. The second category includes allegations against the model's reliability, and the third is an imprecise description of the term of "expectation". The final, or fourth, category tackles the unstable dimensionality of the Servqual instrument.

Furthermore, various researches have been conducted in the areas of service quality and student satisfaction. Kanwar, & Sanjeeva, (2022); Magasi et al. (2022); Rasheed, & Rashid, (2023); and Mamakou et al. (2024), several studies in the domain of communicators skills, service quality, and student satisfaction. Abbas, (2020); Khan et al. (2022); and Fatima et al. (2023). Many researches have been conducted on the impact of intercultural communication on student satisfaction including Byram (2020); Nomniam, (2022); and Wilczewski, & Alon, (2023) This study lacks some domains that can provide international students with satisfaction that other scholars have done or studied, as well as some domains that have yet to be studied by scholars, like, area of visa and easy-to-get special permit documents to move freely without being embarrassed by local police or authorities. However, the researcher only looked at a few variables that contribute to international students' satisfaction with the overall performance of local administrative staff at Public University in Malaysia, such as communicator competence, intercultural communication, and service quality in terms of student or international student satisfaction.

1.6 Research Questions and Research Objectives

The research was conducted to find the relationship between the independent variables, which are communicators competence, intercultural communication, and

service quality, and the dependent variables, which are international student's satisfaction. This study proposed three research questions and research objectives, which include.

1.6.1 Research Question

The objectives of this research, therefore, include the following:

1. What is the relationship between communicator's competences among international students satisfaction towards local administrative staffs in Public Universities in Malaysia?
2. What is the relationship between intercultural communications among international students satisfaction towards local administrative staffs in Public Universities in Malaysia?
3. What is the relationship between service quality among international students satisfaction towards local administrative staffs in Public Universities in Malaysia?

1.6.2 Research Objectives

1. To investigate the relationship between communicator's competence among international student satisfaction towards local administrative staffs in Public Universities in Malaysia.
2. To investigate the relationship between intercultural communication among international student satisfaction towards local administrative staffs in Public Universities in Malaysia.
3. To investigate the relationship between service quality among international students satisfaction towards local administrative staffs in Public Universities in Malaysia.

4. To investigate what is the most factor local administrative staffs that influence international students satisfaction in Public universities in Malaysia

1.7 Significance of the Study

The current research contributes to the existing body of knowledge in practical, methodological, and theoretical ways. A meta-analysis review found that a small sample size had less power to predict international students' satisfaction at Malaysian public universities (Lu et al., 2022; Zhang et al., 2023). The previous quantitative review concentrated on the various metrics of international student satisfaction (Abu-Rumman & Qawasmeh, 2022). The majority of the researches focus on indicators for instructors, lecturers, and international students. Satisfaction (Beloucif et al. 2022). To date, few have focused on local administrative staff and international student satisfaction measurements in Malaysian public universities. Amzat et al. (2023). It is important to note that international student satisfaction measurements are often focused on local administrative staff performance, as opposed to local administrative staff indicator performance measures, which are more relevant to the profit of Malaysian public universities. As a result, the study incorporates the limited usage of local administrative staff to assess performance in Malaysian public universities.

Empirically, studies have been conducted in different contexts with different varieties of variables. For example, some of the variables are: perceived lecturers' communicators competence towards international student satisfaction (Abdullah et al., 2022), perceived instructor intercultural communication competences with international student's satisfaction (Dauber & Spencer-Oatey, 2023) and perceived

employee service quality towards customer satisfaction (Nguyen & Malik, 2022). Unfortunately, the studies neglected to focus on the influence of local administrative staff communicator's competence, intercultural communication, and service quality performances on international student satisfaction at public universities in Malaysia. Therefore, the current study contributes to the body of knowledge by examining the general performances of local administrative staff towards international student satisfaction via the moderating role of public universities in Malaysia on the satisfaction of international students. This will significantly improve local administrative staff performances towards international student satisfaction.

The theoretical views include communication accommodation theory and servqual theory, which explain the relationship between communicators' competence, intercultural communication, service quality, and international student satisfaction. (Yılmaz and Temizkan 2022; Wahyudi et al. 2023; Amzat et al. 2023; and Suwanto et al. 2024). The communication accommodation theory and servqual theory were developed with the goal of establishing a monitoring system that assesses and deals with the behaviour perception of dynamical systems with inputs, as well as how this behaviour perception enhances local administrative staff performance. Contextually, multiple studies have been undertaken in various contexts to determine instructor, lecturer, and international student satisfaction. Martin and Bolliger (2022); Le and Nguyen (2023); Wong and Chapman (2023); and Noman et al. (2024). Previous research has paid little attention to the performance of local administrative staff in terms of communicator competence, intercultural communication, and service quality in the context of international student satisfaction, particularly at Malaysian public

universities, because the findings may not be applicable in other contexts due to cultural differences. Singh and Jack (2022); Karim et al. (2023); Yuwita and Ambarwati (2023); and Huda and Bakar (2024). Furthermore, the studies focus on public universities in Malaysian sectors, leaving out private universities

Furthermore, the current study will add to the body of knowledge by providing empirical support to Malaysian public universities in moderating the relationship between communicator competence, intercultural communication, service quality, and international students' satisfaction with the overall performance of Malaysian public university local administrative staff. The model was utilized to assist and increase international students' contentment in Malaysian public universities and in the diverse environment at large. The model might be explained using communication accommodation theory and servqual theory (Ng et al., 2024; Nur Salam Man and Abdul Manaf, 2024). The research findings and arguments will ideally serve as a reference guideline for academics in the future, particularly for other students interested in conducting research in a similar area.

Studies conducted thus can provide benefits to various public universities in Malaysia, such as both private and public university policymakers, researchers, and other institutions of higher learning both in Malaysia and abroad. The findings from this study can also be applied in the various areas of the public university's profit or charitable nature. These findings may also lead to a better understanding of local administrative staff and international students and a better way to satisfy international students as a whole. The contribution of this study will provide a new dimension of

approach for local administrative staff and better ways to provide quality and best satisfaction to all students, most especially their international students.

1.8 Organization of the Chapter

1.8.1 Theoretical Methodological & Practical Management

According to McCabe, (2024); and Pekrun, (2024). Theories are systematic statements that integrate empirical data for clarification and unification. They are laws, generalizations, and ideas that explain or interpret phenomena Junjie, & Yingxin, (2022). Theories are statements indicating relationships between variables, ideas of varied origin, and conceptual representations or explanations of phenomena. Boyer (2023); and Stamenkov, (2023). A theory is a set of assumptions or propositions that rationally explain observed phenomena, aiming to make sense of the world and provide an account of variable relationships, not objective descriptions. Fuhse, (2022); and Schmidt, & Wight, (2023).

According to Chris Siew-Har and Ramasamy (2022); Amzat et al. (2023); and Almkudat & Karadag (2024). Many models can identify the student satisfaction influence variables for international students at Malaysian public universities, as well as the actions that local administrative staff take to ensure the contentment of international students. Al Hassani and Wilkins (2022); Yufang and Fah (2023). noted that numerous theoretical models can be modified and are appropriate as long as they connect to the international student satisfaction model, but this also relies on the goal of the study.

According to Guest and Martin (2021); Haslbeck et al. (2022); and Urhahne and Wijnia (2023), the usage of a theoretical model serves as a guide for research. The theoretical model guides the entire study process. Theories are developed to explain, predict, and master phenomena (such as relationships, occurrences, or behaviours). This study effectively used theories such as Communication Accommodation Theory and Servqual Theory to investigate international students' satisfaction (ISS) with the overall performance of local administrative staff at Malaysian public universities.

The proposed theoretical model serves as a reference model and can be modified by other academics in relevant domains for future studies. Furthermore, the study incorporates the two previously described models (CAT) as well as the Servqual theory proposed by Alharthi et al. (2022); Ansari et al. (2023). The proposed model was created to describe the elements that influence international student satisfaction among local administration staff of Malaysian public university.

The theoretical contribution will provide better evidence for both international students and local administrative staff at Malaysian public universities. Furthermore, as a pioneer study in Malaysia involving all public universities, this study effectively assessed responses from among international students at Universiti Utara Malaysia (UUM) and Universiti Perlis Malaysia (UNIMAP).

Hopefully, this study's CAT and servqual theory theoretical contribution may serve as a stimulus for future research on the same topic. Chapter 2 provides detailed explanations of theoretical models, related models, and relevant factors. While Chapter 3 discusses the methodology and testing strategies, Chapter 4 provides a comprehensive overview of the data analysis based on the conceptual model.

1.8.2 Practical Management

As previously said, there is a scarcity of literature on the local administrative staff's failure to enhance and strengthen their relationship with international students at Malaysian public institutions, particularly in terms of international students' satisfaction. This has resulted in significant misunderstandings and boycotts, among many other expressed issues, which have repeatedly consumed the relations between Malaysian international students and local administrative staff at public universities in Malaysia. This necessitates this study to look into the major causes of communicators competence, intercultural communication, and service qualities in Public Universities Malaysia, which could have been avoided, especially now that we understand that in the 21st century, international students' corporate relations are anticipated to prosper to meet the competitive modern demand by involving Public Universities Malaysia local administrative staff members in decision-making programmes that will ensure international students satisfaction.

The findings of this study are expected to be useful and relevant to university policymakers in propelling a workable solution that will serve as a panacea to this lingering student's satisfaction between Public Universities Malaysia local administrative staff and international students of Public Universities Malaysia. The findings are expected to equally serve to propel a solution by advising policymakers on how they can effectively advise and encourage local administrative staff at public universities in Malaysia on how to create and maintain a harmonious relationship with international students studying at public universities in Malaysia.

This study laid emphasis on the variables of relational determinants that could be utilized to gauge the relationship between local administrative staff and international students of public universities in Malaysia with a view to finding a proper solution to the lingering misunderstanding between the two parties. The findings of this study are expected to be relevant to policymakers across different spectrum's; they will help to manage international student's perceptions and canvass support from all international students in public universities in Malaysia. Also, it is expected that at the end of the study, the findings will be useful in suggesting ways to improve the fragile relationship between local administrative staff and various international students in public universities in Malaysia.

It will, however, postulate a diminutive influence or suggestions to the local administrative staffs of public universities in Malaysia on suitable ways of channelling their grievances instead of usual confrontation and several other unwilling ways. To improve international students's relations, all hands must be on deck. By looking inwardly at the needs and demands of the international students, they will be mutually met, while the local administrative staff is expected to derive maximum trust, support, and patronage from their international students. That is the aim of this study, which is to suggest a little way towards attaining such on the public universities Malaysia campus.

1.9 Definition of Terms

The definitions of terms are general explanations focused on the headline of the research. Hence, to help the readers understand better and to describe these study more clearly, the definitions of the terms are as follows:

1.9.1 Communicator's competence

Reith-Hall, & Montgomery, (2023). Defined" .Communicators competence refers to the knowledge of effective and appropriate communication patterns and the ability to use and adapt that knowledge in various contexts." (Renaud et al., 2024). An openly equipped individual has the capacity to utilise informative assets (language, signals, and voice) viably in the quest for social objectives. The communicator's competence is defined in this research as a proficiency of the communicators' engagement in corporate organisation transmission in Public Universities Malaysia (information, services, problem-solving, and decision-making). It represents the absolute participation of the local administrative staff of Public Universities Malaysia in

interaction and decision-making, particularly on the issue that affects them in relations with the international students in Public Universities Malaysia. The communicator's competence and involvement are further classified as providing corporate social services to international students and also integrating them as part and parcel of all university programmes.

Therefore, in the context of this research, communicators' competence involvement is referred to as carrying international students along in the process of educational activities by the universities. Also, for international students to fully participate in the public universities Malaysia community relations activities, they should be designed to benefit all of them.

1.9.2 Intercultural communication

Baldwin et al., (2023). Define as Intercultural communication makes reference to the communication connecting people from two different cultures. Bharadwaj, (2024). Intercultural communication is a figurative, explanatory, interchangeable, and contextual process in which individuals from different customs create shared meanings. Sharp, (2022). Intercultural communication competence (ICC) level. As well as migration, adaptations, and intercultural conflict, are addressed in ways that underscore the connections and disjuncture between the local and the international with the relationship between the past and present.

Intercultural communication in this research is defined as the state of having positive communication across different cultures and social groups, or it refers to cross-

cultural communication that affects building good relationships and satisfaction across different cultures. Intercultural communication exists to create and sustain relationships between two parties. However, quality interaction between the two parties allows them to rely on one another and enjoy a mutually beneficial relationship.

1.9.3 Service quality

Service quality based on this study is the extent to which parties consented on issues of service and quality influence. In other words, the positive relationship of local administrative staff and their international students in Public Universities Malaysia is a comparison of perceived expectations of service with delivering quality performance from local administrative staff towards international student's satisfactions. Polyakova, & Ramchandani, (2023). Definition supports the view of evaluating service quality by comparing their service quality expectation with their perceptions of service quality they have experienced by (Aras, et al., (2023). Defines how service quality is perceived by the consumers and determine in what way service quality is influenced. Therefore, in this context of study, service quality is the degree of reliance from one party to another, in a mutually beneficial relationship of local administrative staff and international students in Public Universities Malaysia.

1.4.4 International Student satisfaction

Gabbianelli, & Pencarelli, (2023). Definition of International students' satisfaction can be characterized as an attitude arising from an evaluation of the educational

experience, services, and facilities supplied by the university most especially public university Malaysia. Gürbüz, & Bayraktar, (2023). Defined International student's satisfaction is a personal impression that fits their requirements and expectations for the level of service or learning offered by higher education public university Malaysia. International student satisfaction reflects students' feelings and attitudes towards their higher education institution of public university Malaysia Amzat et al., (2023). International Students utilize the experience on campus and the service, programmes, facilities, and resources they have access to judge the worth of their institution or public university Malaysia Usman, & Ab Rahman, (2023).

However, because international students are essential internal evaluators of the institute's performance, international student satisfaction surveys are vital, as they assist local administrative staff in improving and adapting to the higher education landscape of public universities in Malaysia Emmanuel, (2024). It also delivers satisfaction to the public university Malaysia that offers great education to their international students Singh, (2023). The good performance of local administrative staff will ensure international students' happiness Ammigan, et al., (2023). Being content with their education, and having a sense of advancement, learning, and development while working towards a future job, all contribute to self-fulfillment and satisfaction of international students Wu, & Ran, (2023). Student satisfaction as the degree to which international students in public university Malaysia are pleased with the way and manner in which public university Malaysia involve them in some certain key decision.

1.10 Scope of Study

There are international students spread across public and private universities throughout Malaysia. However, this research only focuses on public universities in Malaysia, on their communicators competence, intercultural communication, and service quality, and on students satisfaction towards universities, local administrative staff, and international students. This study focuses on Northern Region Universities in Malaysia, which comprise four states, such as Perlis, Kedah, Penang, and Perak, from which this study derives the estimated population from all international students in Public Universities Malaysia. Moreover, the researcher has some limitations due to geographic distance, and a lot of money is also needed to travel around the four states in the Northern Region of Malaysia. to seek their permission and also to allow the researcher to have free access to the data collection of their international students.

The study shows Zimmerman (2023). People who live and work in urban areas are more outspoken and civilised than people who live and work in rural areas, and it is more certain that Penang and Perak states are more urban than Perlis and Kedah states, so local workers that live and work in urban areas are more civilised and outspoken than local workers that live in rural areas. The study reveals Lee & Chan (2023). Local urban workers may not have issues with their English speaking to compared to local citizen workers in rural areas. That's why this study focuses only on two universities, which are in Kedah and Perlis. However, the sample size will be small and focus on only two public universities in Malaysia, which are Universiti Utara Malaysia (UUM) and University Malaysia Perlis (UNIMAP).

1.11 Organization of the Thesis

This study is divided into five chapters. The first chapter begins with an introduction to the research background, motivations of the study, problems statement, research gap, research questions / objectives, research significance, scope of the study, and also highlighted in this chapter, conceptual foundation of the theoretical methodology & practical management, followed by definitions of terms of the study variables, and organization of the thesis. The chapter concludes with an expected contribution of the study.

Chapter 2 relevant literature's will be reviewed on international students satisfaction, with a discussion about conceptual definitions, characteristics and dimension of international student satisfaction and the various role its play in managing issues and tackle the differences between Local Administrative staffs and their international students in Public Universities Malaysia. The chapter concludes by identifying insight in the current array of literature. A conceptual model of this study is described here, and hypothesis development was interpreted. Relationship and linkage were established between international students in Public Universities Malaysia and variables of relationship determinants, and the chapter ends with the impact of determinants on effective on international student's satisfaction.

Chapter 3 discusses the methodology for the study and the technique employed to analyzed data. The chapter also discusses there search design and research setting and the procedure and method of collecting data. It concludes by data analysis procedure

and the basic assumptions are highlighted and explained, which presents the findings of this study quantitatively. The chapter further discusses the technique adopted in screening data, also deliberated on the main findings, hypothesis testing and the chapter concludes by using illustrations on the key findings.

Furthermore, Chapter 4 captured the discussion on the result of this study. Clearly, the relationship between the various construct has been explained, and the impact of the relationship between independent and dependent have been highlighted. Lastly, Chapter 5 reported the conclusion, general implications of the study to both theoretical contribution and managerial signification and ends with providing a clear for future research direction.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews some relevant literature pertaining to international student's satisfaction and the variables that lead predominantly to international student's satisfaction in Public Universities Malaysia (PUM), such as communicator's competence, intercultural communication, and service quality, and the relationship of these variables to international student's satisfaction. In addition, the relationships between this study's independent (IV) and dependent (DV) variables are compared with past literature from other studies. Also, in this chapter, suitable theory was used as the underpinning theory to substantiate this research. The last section of this research thus summarizes the covered work in this chapter.

There is a possibility that the relationship between each of the variables of the communicator's competence, intercultural communication, and service quality and a related measure of international students' satisfaction or one's belief in his or her capability to achieve tasks of satisfaction with these concepts best explains international student satisfaction. This is because, when studying international student's satisfaction, one must consider aversion towards the university's facilities, environment, and service quality, as well as towards the technology itself. Crawford, (2023). Connected state of mind of students about the administration they get as students. This may incorporate discernment's about the learning and instructing, the learning offices (for example, libraries, figuring offices), the learning condition (address rooms, research centres, and

social space and college structures), bolster offices (refectories, student's convenience, well being offices, understudy administrations), and the outer parts of being an understudy (for example, the back and transport foundation).

According to Organization of Economic Cooperation and Development (OECD), international students are those who travel to a country different from their own for the purpose of tertiary study Van Mol, et al., (2024). And satisfaction evaluation is typically based on a cognitive process in which individual compare their prior expectation of product or service outcome with perceive product or service performance Marikyan, et al., (2023). According to Aithal, & Aithal, (2023); Raza, et al. (2023). Nowadays, examining a student's grade of achievement is a primary issue in higher education. From the researcher's standpoint, student achievement goals can be developed as a kind of criteria to measure international students satisfaction with the institution's service offerings from local administrative staff Hamid, & Halim, (2023).

Moreover, on a campus, there's diversity in the student population, such as different genders, class levels, ethnicity, and other sub-populations, which often brings varying satisfaction levels, even if they have similar experiences, Shu, & Gu, (2023). So knowing the differences among the diverse student population will surely strengthen satisfaction, Augusthy, et al., (2023). Stated that customers are considered the lifeblood of any organization, whether in the public or private enterprise sectors, Yadav, et al.,(2024). Every educational industry sector contemplates international students satisfaction, which plays an important role in determining the accuracy and authenticity of the system being used, Amzat, et al., (2023). So international student's satisfaction

evaluations are essential in determining the service quality of the local administrative staff of public universities in Malaysia, Amzat, et al., (2023); Bakhir, et al., (2023). To remain competitive, Public Universities Malaysia must acquire, maintain, and build stronger relationships continuously with international students, Amzat, et al., (2023). To retain their position as competitive for long-term benefits arising from international students, loyalty, trust, and recommendations, international student satisfaction should be the ultimate key strategic variable.

Alwan, (2023). Consider international student satisfaction as a crucial goal of any public university in Malaysia as to meeting their exceeding customer expectations, which is not only to satisfy their international students but also eventually turn them to their advocates, Gildin, (2022). Who would feel like a source of promotions for their institutions through their positive communication publicity and good words of recommendation to friends, families, and loved ones too. Tlili, et al., (2023 study pointed out that international students are significant customers to be respected, Masadeh, et al.,(2023). but previously, international student satisfaction was neglected by higher education management, which this study is in opinion to see as an important step in implementing as a more marketing concept. James, (2023). Previously, because of the high levels of competition in the educational industry, universities put a lot of effort into recruiting and enrolling international students, but to be sincere, only very little was expended on keeping these students satisfied. Cynthia, & Chong, (2023).

International student satisfaction is a significant factor that contributes to the growth and success of every university, most especially public universities in Malaysia (Moshtari, &

Safarpour, 2023). In addition, the high rate of growth of international students has added an advantage not only to the success of universities alone but also to the growth of the country's economic impact. This study will explore the effect of these different categories of international student's satisfaction as well as the influence of a complex measure of international students satisfaction (ISS) in the university environment, particularly on international students. Doing so will hopefully result in an understanding of how to refine the still relatively positive relationship between local administrative staff and international students at Public Universities Malaysia (PUM).

2.2 International Students Satisfaction towards Administrative Staff

2.2.1 Definition of international Students' Satisfaction Towards Administrative Staffs

Student's satisfaction relations are a multi-dimensional field, which various scholars viewed from different perspectives. Table 1 depicts the numerous definitions as opined by various scholars

Table 1 multiple definitions of ISS

Related References	Year	Multiple Definitions
Hashim, et al., (2023).		The satisfaction of international students at the university is often defined as the enjoyment and fulfillment that students feel when their needs and expectations are met.

Alteneiji, et al.,
(2023).

International students Satisfaction is described as the happiness that an individual experiences when his or her desires and requirements are met. It is a state of mind that a person feels as a result of a performance or outcome that meets his or her expectations.

Cant, et al.,
(2023).

International student satisfaction is a personal judgment of how well a higher education institution meets their requirements and expectations in terms of service or learning quality.

Based on the above table, several scholars have forwarded different definitions of student satisfaction, but one obvious reason common to these diverse opinions is that they have all agreed on what the Public Universities Malaysia (PUM) should do to create and sustain a harmonious relationship with international student's satisfaction. To identify the key points in these definitions, for instance (Gabbianelli, & Pencarelli, 2023; Tandilashvili, et al., 2023), we view international student's satisfaction as a management function that aims at ensuring that universities, particularly international students, need to be integrated into developmental activities that will improve their lives with the view of earning patronage Wang, et al.,(2023).. The emphasis of this definition is in the interest of the international student, with a view to making them better prepared for their studies Inouye, et al., (2023) International Student satisfaction determines not only how much a student loves his or her university experience, Jayasinghe, et al., (2023 but also how well he or she performs academically. In general, students' grades, course

engagement, connections with lecturers, attendance, employ-ability after course completion, and related results Abou Naaj, et al., (2023).

2.2.2 Past Research on international Students Satisfaction Towards Administrative Staff

(Gibson, 2010). Over the last 15 years, many authors have investigated why international students are satisfied or dissatisfied with their higher education experience. International student's satisfaction. The literature contains various research results in response to university concerns. Awareness of the quality of the programme and the student's academic experience among teachers and administrative staff of the university. A common approach to measuring international student satisfaction is to embed appropriate items in the overall context of evaluating the service quality of a higher educational institution (see, for example, Aldridge, & Rowley, 1998; Venkatraman, 2007; Mark, 2013; Shahijan, et al., 2016).

In addition to assessing the quality of the academic programme, these studies often include evaluation of non-academic aspects such as a university's reputation, the quality of contact personnel in administrative departments such as admissions and enrollment services Campbel,l & Rozsnyai, (2002) the quality of classroom and IT facilities, and the diversity of the student body. In studies of educational service quality, a survey instrument adapted from the so-called SERVQUAL framework is often used (Sweis, et al., 2016; Campos, et al., 2017). SERVQUAL identifies seven factors that influence students' perceptions of service quality: reputation, administrative personnel, academic staff, curriculum, responsiveness, physical evidence, and access to facilities (Onditi, &

Wechuli, 2017). Recognizing that overall international student satisfaction may be influenced by more than academic quality, some SERVQUAL studies have included variables such as the degree of social integration (see, for example, Arambewela, 2009; Stoltenberg, 2011; and Hanaysha, et al., 2012). In a previous study by Bigne, Moliner, and Sanchez (2003), quality of service (SQ) was significantly associated with satisfaction ($r = 0.66$). Positive correlation between SQ and international student satisfaction (ISS): reliability ($r = 0.547$) has the strongest relationship with ISS, followed by empathy.

Uslu, (2020). Recent studies indicate that there is a significant and positive relationship between the dimensions of quality of service (SQ) and student satisfaction (SS). The dimension of empathy is very remarkable. relates to SS ($r = 0.640$), followed by security ($r = 0.582$), tangibleness ($r = 0.586$), responsiveness ($r = 0.556$), and reliability ($r = 0.555$). Although there are so many factors that might be responsible for the fewer enrollments of international students and their satisfaction, nevertheless, from the perspective of local staff and students' communication, it is ideal to investigate the perceptions of the remaining international students studying at public universities in Malaysia so as to enhance international students satisfaction pertaining to both workers and international students in the campus environment relationship.

To overcome these lingering issues between local administrative staff and their international students in Public Universities Malaysia (PUM), an international student's satisfaction relations strategy is necessary (Diab, 2017). Suggested in higher education organizations, customer service moves beyond mere 'service transactions' and takes on a

broader focus (Skea, 2019). Allude to what they call the 'institutional fit', that is, the degree to which a student feels that he or she has a place at the foundation. This deciphers, by and large, what they allude to as 'fulfillment. Strikingly, their study found that 'fulfillment affected institution performance. To regard the international student as a client requires an impression of the nature of administration at the institution or showing criteria, as well as the degree to which the understudy appreciates life. Understudy administrations, including organizations, have an essential task to carry out in this regard. While talking about quality administration, language turns out to be essential. How the shopper of the administration is characterized somewhat determines the view the college takes of the buyer and hence the administration they give to them. Understanding patterns in the administration of colleges requires understanding the effect of the language of the executives, as Herd, & Moynihan, (2019). The manner in which specialist co-ops see both their job and their relationship to the purchaser will influence their conduct. The utilization of language is firmly connected with the observations this makes of clients and, along these lines, the manner in which they are dealt with.

Based on the above discussion, it is apparently observed that there is a gap due to a lack of relationship building and ineffective local administrative staff and perceptions of a sense of belonging by the public university Malaysia in decision-making and in enhancing international student's development programmes, which resulted in misunderstandings and ceaseless hostilities between the public university Malaysia local administrative staff and their various international students. Consequently, to the best of the researcher's knowledge, no study has looked at relationship determinants and international student's satisfaction. Several studies have adopted relationship

determinants, but with different approaches. However, this study focuses on only international student satisfaction.

2.3 Communicators competences

2.3.1 Definition of communicators competence

Communicator's competences are the probative ability of the competences of the communicators in sending or disseminating information, either personal or public, in the content of language that the receiver will well understand (Bennett, & Livingston, 2023). The level of effectiveness of the communicator's communication with their audience or receiver will determine their level of understanding and feedback from their audience (Antir, et al., 2024). Moreover, communication is inevitable and vital to our daily activities, but a greater level of communicator competence is very important in achieving the main aim of communication purposes, Çelik, & Alpan, (2023) which is to build relationships between the communicator and the receiver. Because the communicator's competence is excellent and the receiver's understanding will be great, which will foster trust, loyalty, and build relationships between both communicator and receiver (Ratnawati, 2024). For example, in an organization where there is good quality communication between the communicator as staff of the organization and the receivers as customers' of the organization, Moge, (2023). the result will be a very strong relationship and understanding between both parties, which will lead to success and growth for both the organization and their customers' too (Qin, et al., 2023) and (Sulistyaningsih, 2023).

However, the most common issues faced by overseas students. Language communication has been identified as a major challenge faced by international students

and local administrative staff (Reynolds, et al., 2023; Wachyunni, et al., 2023). These difficulties mainly affect both students and local university staff. It is crucial for international students to learn and adjust to the Malaysian system of education Singh, (2023) and on the other hand, there is a need for Malaysian universities to improve their competency as higher-quality educational providers (Dalim, et al., 2023).

Previous research has shown that internal dialogue involves self-sympathy and hope. Related to social communication skills. Haegerich, & Bottoms, (2000). Links the sensitivity of social communication to general self-awareness and a lack of self-confidence. Interpersonal closeness, indicating a relationship to social communicators' competence In addition, self-compassion and hope are related phenomena. Predicts reaching one's goals through personal initiative and the motivation essential to hope (Amram, 2009). We predict the influence of social communication expressivity, sensitivity, and control on self-compassion, hope agency, and hope pathways; of self-compassion upon hope agency; and of hope agency upon hope (Umphrey & Sherblom, 2018).

The factor hypothesis recommends that a non-huge way coefficient from encouraging staff execution to understudy fractional school encounters is predictable with the job of a cleanliness factor (Fu, et al., 2022; and Hastings, et al., 2023). Studies suggest that the increase in international students in U.K., and Australia over the past ten years, has given rise to concerns about the issues such students face in adjusting to continuous study abroad. The major problem experienced by international students in academics is the insufficient study methods, such as language barriers and a limited prior background

in the academic area (Islam, et al., 2022). In this manner, research has tried to forecast the expansion dimensions of social and communication trouble, which are related to the following: bring down IQ, more direct issues, Bibri, et al., (2024). more prominent hyperactivity, progressively enthusiastic issues, and more prominent companion relationship issues (Tatkin, 2023).

2.3.2 Past research on communicators competence

Again, Cederfelt, & Basmaci, (2017). Used literature reviews to suggest seven aspects: communication ability. He believes this is important for "successful" cross-cultural training and thus for cross-cultural adaptation. These include: (1) Show respect (similar to the affiliation / support dimension proposed by Wiemann). (2) Attitude of interaction (explanation and evaluation similar to "ownership") "Statement" proposed by Bochner and Kelly [1974] et al.); (3) Knowledge; (4) Empathy; (5) Role-oriented behavior of the self (towards others). (6) Interaction Management; (7) Tolerance for ambiguity Sypher, (1981).

Another past research indicated that, It provides evidence of intergenerational transmission of social skills. Burke, et al., (2013). discovered the child's ability to convey a message of comfort during pregnancy Emotional support was significantly associated with the mother's comforting skills Bowers, (2002). Communication skills were actively associated with his son's self-reporting skills. Social skills were actively associated with self-reported social skills in adult children Wilkinson, (2000).

Little, et al., (2017). Social skills. Most definitions of communication skills include an element of effectiveness For example, Chen, (1997). Defines communication skills as "the degree to which an individual is satisfied and perceives that he or she has achieved a goal. " This definition emphasizes that adapting one's own communication behavior to a social context is an important part of communication. Lakey, & Canary, (2002). Argued that communication is competent when an individual can achieve something. Given that both communication effectiveness and appropriateness are essential components of communication competence, Louhiala-Salminen, & Kankaanranta, (2011). it is important to understand how children in the development of different elements of children`s communication competence. are rude and socially inappropriate (i. e. , low communication appropriateness). what she/he wants out of an interaction (i. e. , low communication effectiveness) expand on previous studies, we examined parental influences on young adults` communication competence by treating effectiveness and appropriateness as distinct Wang, et al., (2019).

2.4 Intercultural communications

2.4.1 Definition of intercultural communication

Intercultural communications are forms of communication discipline that describe across cultural differences and social groups and discuss how important culture affects communication. Baker, (2022). It also explains how broad communication processes solve naturally appearing problems in organizations or different individuals from another religion in their social context, such as different educational backgrounds, ethnicities, and social groups, which describe how people understand different cultures and ways different countries act and perceive others, interact, and see the world around

them. Intercultural communications are a type of communication that promotes the values of a culture and its beauty to another culture by communicating the main uniqueness of their culture through interaction with one another across cultures. Dirgeyasa, (2022).

Moreover, intercultural communication has varieties of cultural values shared through the interaction of two or more people from different cultural settings, Moon, (2023). which gives them the opportunity to share and learn new cultural values from another set of cultures by communicating with one another for different purposes, either for business education, trust, loyalty, or relationships Heiss, (2023). For example, in an organization setting, intercultural communication helps to manage and guard individuals from another culture within the organization context (Ou, et al., 2023). In the place of greatest world challenges in cooperating with one another, intercultural communication services are a world solution to solve issues through interaction and listening to each other ideas and options too Fernández et al., (2022). In this new era, one cannot effectively function without another person. That is why understanding across cultures in any organization boosts the organization's success and offers individuals in the organization the ability to deal with people across cultures through intercultural communication Kumar, et al., (2022).

There is substantially less writing that features the positive qualities of multicultural groups, as the negative impacts of social assorted variety came about because of expanded complexities coming about because of heterogeneity and scattering Mabodimo, (2022). Social and language contrasts brought about miscommunication, which risked

trust, union, and group character Pena-Díaz, (2022) Intercultural communication is a very sensitive and problematic issue in communication that has to deal with two types of communication, which are verbal and nonverbal ways of communicating with another person (Marković-Savić, et al., 2022). Verbal either through spoken words, interaction written words, etc., or nonverbal body movement, facial expressions, eye contact, etc., Safitri, & Weda, (2022). which turn out to be a big problem in intercultural communication because, in a cultural context, different spoken words have different meanings to another cultural value, and different body movements, eye contact, and even signs to one culture values mean different things and to other culture values mean another thing (Umami, R. 2022).

Furthermore, when international students are dissatisfied by the administrative staff general performances, Beloucif, et al., (2022). that will turn out to be a very dangerous and big problem because that will be a big loss upon loss to the university or educational industry Zhao, (2022). as their international students will never recommend to their friends, families, and loved ones of their university, Tavares, (2022). and most of them will change for a better university in another country, which will result in their formal university losing their international students and the foreign income to the university and losing their world ranking of the best universities in the world.

2.4.2 Past research on intercultural communication

In the 1980s, intercultural scholars such as Molefi Kete Asante (1980) argued that cultural groups needed to be historically contextualized in order to understand fully approach in intercultural communication studies, Asante questioned the type of

intercultural communication encouraged in the field when context is not given the need for intercultural communication scholars to incorporate self-reflexivity, historical context, and sociopolitical relations in their analyses of culture. decried the way intercultural communication scholars and instructors tended to focus exclusively on the individual and personal level of culture and communication made to contemporary issues, global relations, historical context, and sociopolitical Overall, Asante's critique urges intercultural scholars to be more reflexive made by Asante (1980) and other intercultural scholars (Gonzalez & Peterson, 1993) to engage the historical contextualization and formation of culture and intercultural Michael Prosser (1969) on intercultural rhetoric and by Smith (now Asante) (1979) dynamics*an illustration that intercultural communication studies did not fully Intercultural historical depictions and case studies until the 1990. Asante, (2013); And Halualani, et al., (2009).

According to Ladegaard, & Jenks,(2018). Over time, the intercultural communication (ICC) domain has expanded beyond the interface of individuals in international contexts to include communication activities involving individuals of differing domestic sub-cultural backgrounds. This early grounding of ICC in the social science research tradition is reflected in a series of books published since the 1970s that were dedicated to the theoretical and methodological development of ICC, including three volumes of the Handbook of International and Intercultural Communication (Asante, Newmark, & Blake, 1979; Asante & Gudykunst, 1989; Gudykunst & Mody, 2004) and four volumes of annuals featuring notable emerging ICC theories (e. g. , Gudykunst, 1983, 2005a; Gudykunst & Kim, 1984b; Kim & Gudykunst, 1988; Wiseman, 1995); Kim, (2020).

2.5 Service quality

2.5.1 Definition of service quality

Service qualities simply mean the level of performance given and received by one person to another person, which usually identifies how good individual or organization performances are to their followers and customers Kouzes, & Posner, (2023). In any sector or work of life, service quality is the main factor that always determines either positive or negative individual or customer's satisfaction among one person to another or organizational staff to their customers Naini et al., (2022). Moreover, customer loyalty, trust, recommendation, and satisfaction often come from the quality of service performances offered to their customers. When their customers are happy and satisfied with the organizational staff's ways of doing their work in terms of their quality service performance Benitez, & Medina, (2022), and satisfied of customer, in exchange, bring organizational growth achievements and help the organization reach its goals of vision and mission.

Another example in the context of supplier and their customers, when supplier fail to give good service qualities to their customers the outcome must surely be one thing which is lack of loyalty, lack of trust, and dissatisfaction, etc Deepika, & Singh, (2023) from customers to their supplier and customers will intend to look to find another new supplier with creditable good service qualities Law et al., (2022). And this issues can result formal supplier to closed down business because know more customers to patronize their business anymore Florentino et al., (2023). However, educational industry or universities local administrative staff as supplier and international students as their customers and when local administrative staff fails to give best service qualities to

their international students the result will be the same of that of supplier and their customers which this situation will surely be too dangerous and so bad to any educational industries or any universities local administrative staff, that is why this issue are mandatory to Public Universities Malaysia to look for solutions to solve this service quality problem between local administrative staff and their international students.

For example educational industries staffs and their students mostly international students, service quality performance in general are the only factor that will decide and determined how satisfied or dissatisfied of all international students towards their educational industry staffs performances. However services qualities are major source of unite and relationship between organization and their customers or educational industry local administrative staff and their student's most especially international students (Phonthanukitithaworn et al., 2022).

2.5.2 Past research on service quality

Izogo, (2015). Has undergone extensive scientific research for over 30 years. As a result, some studies Establishing quality of service as an important determinant of customer satisfaction, which influences it Customer Loyalty (Ogba et al., 2015)," Therefore, if the company offers higher quality of service Customer expectations, possible results are customer satisfaction and loyalty. Therefore, we argue that quality of service is a determinant of whether consumers will ultimately stay. Mostly determined by his ability to grow and maintain a large and loyal customer base (Kandampully, 1998) Through quality of service that meets or exceeds customer expectations. "According to the

Bureau of Labor Statistics, the service industry will account for 98 percent of the total. Employment increased between 2008 and 2018, with nearly 80% of the workforce Service industry "(Kalman-Lamb, 2017).

Many previous studies have confirmed this TQM has improved the organization's products and services. In addition, many studies mention better quality of products and services. Improving Organizational Performance (Cheung, 2006; Prajogo, 2007; and Ramayah, et al., 2011). Top managers are increasingly associating quality with corporate performance and therefore was considered one of the most important and important variables to achieve long-term competitiveness advantage. Physical assets, reliability, Responsiveness and empathy affect an organization's financial performance And value assessment, and understanding that good quality can lead to this is just as important. Many studies have found that better quality of products and services is associated with better up growth of the organization Ramayah, et al, (2011) and Chin, & Ramayah, (2013).

2.6 Underpinning Theory

Theories are very vital for all researchers as they help in shaping and directing the research, the communication accommodation theory (CAT) and the servqual theory is used in this study.

In addition, theories has became more popular in the field studies, This literature evaluation will concentrate on the theoretical foundation of the research, specifically communication accommodation theory and servqual theory" have clearly significant that

emphasized on students satisfactions in campus environment among international students and their local administrative staffs, arguments based on these theories that: apart from pursuing the ultimate maximization of international students satisfactions, local administrative staffs need to be responsible for their activities in the campus or their university, Thus, continuity and success of any educational industry are reliant on conformity of their local administrative staffs towards their international students satisfaction Chen, & Unal, (2023).

2.6.1 Communication Accommodation Theory

Communication accommodation theory (CAT) was developed by Howard Giles in 1971; Batool, & Shakur, (2023), and since then, the theory has been relevant because of its importance to concerns about behavioral charges, which help people perceive and assume their communication attune with their partner (Dhillon, 2023). It claims that when people engage, they modify their speech, vocal patterns, and gestures to accommodate others. It investigates the numerous reasons why people highlight or reduce the social inequalities between oneself and their interlocutors, Giles et al. (2023) both verbal and nonverbal communication. This theory focuses on the relationships between language, Context and identity. It emphasizes both inter-group and interpersonal relationships. Factors that contribute to accommodation, as well as how power, Concerns about macro and micro contexts influence communication practices. Abes et al. (2023).

Communication Accommodation Theory of Howard Giles

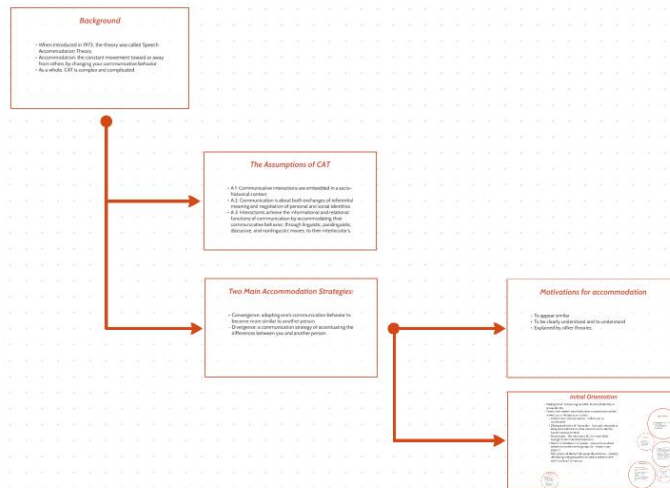


Figure 2.6.1 communication accommodation theory

This theoretical framework was adopted from Howard, Giles, Kyle, and Smith (2013); Witkowska et al. (2023). According to Howard, Giles, and Kyle Smith, the theoretical framework shows how the theory chart setting explains, from top to bottom, the concept of communication accommodation theory and the major key words, such as the background, the perception, and the assumptions of CAT, the two main accommodation strategies, motivation for accommodation, convergence and divergence, etc. Aboba, & Montgomery-Vestecka, (2023). The background of this theoretical framework talks about how the theory was first introduced in 1973, what it was called, speech accommodation theory (SAT), Communication accommodation theory (CAT) suggests that people adjust their communication behavior based on the person they are addressing,

aiming to leave a good impression Giles et al. (2023). This theory explores the development, evolution, and practical applications of CAT, emphasizing the importance of clear and articulate communication in interpersonal, intercultural, and inter-group relationships. Howard Giles developed SAT (Speech Accommodation Theory) in 1973, based on four assumptions: similarities and differences, perception and evaluation, social status and power, and degrees of accommodation in communication. Giles' (1973) Communication Accommodation highlights the similarities and differences between interlocutors as the first assumption. Masood et al. (2023). The quality and nature of present and future interactions are influenced by past experiences and perceptions of each party, with the perception of each party's speech and behavior determining their message evaluation.

Communicative behaviors establish context, evaluating messages based on this context. Social status and power influence communication, with language and behaviors providing information about the speaker's social status. Degrees of accommodation reflect social norms adherence. Social norms guide conversation timing and converge or diverge, setting expectations and creating a middle ground for comfortability between parties. Chekroun, & Cheriti, (2023). Communication accommodation theory argues that, both interpersonal and intergroup communications are usually seeks to explain and predict, Why, When, and How, people usually adjust their communicative behavior during social interactions (Zhang, & Giles, (2018); Hoffman, & Zhang, (2023). Convergence and divergence are two main strategic ways of accommodation through communication behaviour that are adopted to become more similar to another individual. It also said that communication accommodation theory are convergence and divergence,

convergence refers to a better way that are more easier for individuals to adapt to each other's communicative behaviors in other to reduces their social differences. Meanwhile divergences are an example of individuals more prominent speech and non-verbal differences between themselves and their interlocutors Sari et al. (2021); Wanzer et al. (2022). That is the main reason, the researcher adopt and apply convergence and divergence method in this study as it stand out to answer and address any issues on perception behavioral change which will leads to dissatisfaction among international students and their local administrative staffs of Public Universities in Malaysia.

Furthermore, in terms of communicators competence and intercultural communication, communication accommodation theory convergence and divergence addresses the ways in which individual communication competence usually helps another person to adjust and accept behavioral changes during social interaction and also helps one another to share and exchange their cross-cultural values during interaction of both parties (Mukhtar et al. 2022; Lugman, 2023). Intercultural communication from one person to another. It also elaborates on the level of tendency humans have to adjust their behaviour while interacting with another person and helps to control their social differences while interacting with one to another Gerpott, & Van Quaquebeke, (2023). However, one of the main goals of theory is for individuals to understand and be understood too. Because during cross-cultural communication, is more than two people interact with different individuals.

And it is said to be absolutely essential to make accommodations during all intercultural interactions. In terms of suppliers and their customers or local administrative staffs of

the university and their international students, the most important variables that can keep the relationship stronger or give satisfaction between suppliers and their customers or local administrative staffs and their international students are the higher extent of competence during their communication from local administrative staffs to their international students and how flexible local administrative staffs can transmit and exchange cross-cultural values during intercultural communication with their students, especially international students (Molina Rodriguez, 2021; Diem et al. 2023).

The magnitude to which people perceived their follow-up individual communication as appropriately attuned to them. Therefore, CAT is an overview theoretical framework that discusses both interpersonal and intergroup aspects of communication and, in addition, predicts and explains how, when, and why people adjust their communicative conduct, especially during social interaction (Hoffman, & Zhang, 2023). However, communication accommodation theory is so important in communication field and explains how vital communication plays a major role in people's adjustment and behaviour accommodative to one another, either in organization or society. When people communicate with one another, it has to be for different purposes, such as sharing and receiving information, building relationships, and accommodative by accepting and sharing ideas on different cultural values and live experiences (Scott et al. 2024).

Furthermore, that is why this study adopts communication accommodation theory as a suitable theory for communicators' competence and intercultural communication because the amount of competence of the communicator will determine the level of perception of the receiver, which constitutes both accommodative and non-

accommodative intercultural values, acceptance, and information received (Wu, Occhipinti, & Watson, 2023). For example, in terms of educational industries, the higher rate of local administrative staff to students, mostly international students, on competence of local administrative staff communication and ways in which they exchange and communicate their intercultural values will identify if the international students will perceive their interaction exchange performances and feel accommodative or not (Wahyudi et al. (2023).

Past literature, In this examination, the intellectual conflict correspondence convenience hypothesis is embraced as the fundamental hypothesis to determine correspondence fulfillment. The correspondence settlement hypothesis, at first known as the discourse convenience hypothesis, was first created by Edelstein et al. (2017); Qiu, Tay, & Watson, (2024) to clarify how we deal with specific aspects of relational correspondence, especially our decision to highlight sand vernaculars. Without a doubt, it was initially conceptualized to mine progressively perplexing socio-mental comprehension of language decisions rather than an insignificant plan of action for individuals' socially regularizing airs. Throughout the years and with different associates, Giles has explained and overhauled the hypothesis in a shifting direction Deutz et al., (2016); Nevo, Horn, & Perry, (2024) and it has, as indicated by numerous reporters, accepted the status of a noteworthy socio-mental hypothesis of language and social cooperation (Ready, 2019; Mauranen, 2023). It has grasped a wide scope of informative practices (semantic, paralinguistic, digressive, and nonverbal) and, in addition, is connected to a rich exhibit of settings (e.g., the working environment, inter-group and intercultural relations, broad

communications, and wellbeing centers; see Alho et al., (2016); Jotterand, & Ienca, (Eds.) (2024).

Previous study: review some perceptions and assumptions of communication accommodation theory (CAT). The CAT model explains a verbal engagement in three stages (see Figure 1). The first phase, the initial orientation, defines each person's intentions and ideas about the interaction, based on their group memberships and previous experiences and/or interactions (Gallois et al., Citation2005). The Immediate encounter (Phase 2) represents the actual encounter as well as each person's accommodating or nonaccommodative communicative behaviours. The instant encounter also involves the attributions that people make about one other. These perceptions and attributions, in turn, shape each person's overall assessment of the contact. In the third and last phase of the paradigm, Evaluation and Future Intentions, evaluations of the interaction have an impact on future interactions. Giles, Edwards, & Walther, (2023)

According to Pellegrino, & Dellwo, (2023). Within conversations, the social distance between speakers can be lessened or expanded based on how each speaker perceives the other. Perceptions can be formed based on previous contacts, group membership, or behaviour during the current engagement. Communication is considered accommodating if the behaviour is viewed as attempting to lessen the social distance (raise similarity) between persons from two different groups. Barlow et al., (2024).

Meanwhile, assumptions of CAT. Howard Giles developed the Speech Accommodation Theory in 1973, based on four assumptions: similarities and differences, perception and

evaluation, social status and power, and degrees of accommodation. These assumptions influence the quality and nature of present and future interactions. Past experiences, perceptions of each party, and social status and power influence how we perceive each other, evaluate their messages, and accommodate each other in interactions. These factors contribute to understanding and navigating communication. Language and behaviours reveal social status, and social norms guide appropriate conversational arrangements. These norms set expectations and create a middle ground for comfortability, guiding individuals to converge or diverge in conversations and establishing social status. Barlow et al., (2023).

2.6.2 Servqual theory

The theory of Servqual explains service quality as the variance connecting a customer's presumption for a service offering together with customer's perceptions of service acceptance. Owusu-Kyei et al., (2023). These theories of servqual are an instrument developed for the purpose of measuring service quality by Valarie Zeithaml, Parasuraman, and Leonard Berry in the period 1985–1983.

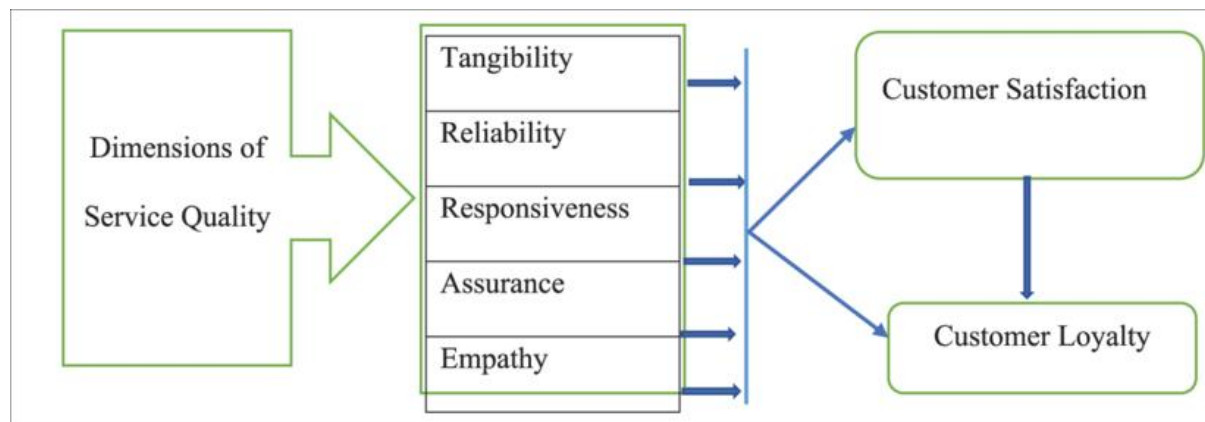


Figure 2.6.2 Servqual Theory

This theoretical framework was adopted from Fida, Ahmed, Al-Balushi, and Singh (2020); Ajoke, Inuwa, & Hamza, (2023).

According to Fida, Ajoke and colleagues, explain the theoretical framework of service quality, which can be called servqual theory, in five dimensions. Such as tangibles, reliability, responsiveness, assurance, and empathy, whereas the satisfaction of international students is what the studies see as the main variable. Dependent variable as international students's satisfactions. However, the study describes a good relationship between international student satisfaction, customer loyalty, and service quality. The conceptual framework talks about the impact of good service quality on international student satisfaction (Fida et al., 2020); Ajoke et al., (2023).

Moreover, the servqual theory explains the needs of organizations, local administrative staff to focus on the service quality they offer to their customers, international students and how relevant it is for every organization, local administrative staff to check on the service quality they offer to their customers, international students to see if it is good enough or if there is a need to improve their service quality performances to meet the satisfaction of their customers, international students and to be on top of their business arrival as business becomes more contesting, including environmental factors turning more confrontational, which resulted in a lot of concern for the need for service quality improvement in any organizational sectors (Sony et al., 2023). Furthermore, if service quality is the cornerstone of organizational marketing strategy, the marketer must strategize means to measure service quality, and the best method of measuring service quality is using servqual models (Faeni, 2023).

Servqual theory is the most popular instrument that identifies the levels of service quality and customer satisfaction, and the theory shows the important concepts that organizations must understand the needs of service quality in order to remain competitive in business and hence grow. It is very vital for organizations, local administrative staff to realize how to measure the level of service quality from the perspective of their customers, international students in order to understand their needs and hence satisfy them better (Al-Refaei et al., 2023). Moreover, it is very important to consider service quality because it leads to greater customer satisfaction, increases organization profitability, reduces costs for organizations, and makes customers loyal and devoted to the organization (Pakurár et al., 2019). For instance, the educational industry employs local administrative staff as marketers and international students as customers. However, the level of local administrative staff performance in areas of service quality will determine the rate of international student satisfaction, as it is certain that all organizational success and growth depend on their works or local administrative staff service quality performances towards their customers, international students, because when customers, international students are satisfied with the organizational local administrative staff performance, customers, international students will easily give their loyalty and patronage (Fiiwe et al., 2023).

2.7 Conceptual Framework

This study derives its conceptual framework from the pieces of literature reviewed in Chapter 2. The conceptual framework is presented below: The conceptual framework is the basic guideline for the entire research work, which is outlined in Figure 2.7. The diagram below explains the variables in the study. According to Sekaran (2013); Orús et

al., (2019); and Ioulianou et al., (2021); Song, et al., (2023). A dependent variable (DV) is the variable that lends itself to investigation as a viable factor through the analysis, from which the researcher can determine what variable influences it. While the independent variable (IV) is the one that influences the dependent variable in either a positive or negative way, the study will use the variables to find answers that determine international student's satisfaction and also factors that influence international student's satisfaction from the local administrative staff of public universities in Malaysia. The IV of this study is communicator's competence, intercultural communication, and service quality, while the DV is the international student's satisfaction. This is because the international student's satisfaction will always be influenced by the factors of IV. This study has mentioned the main factors the study will look into, such as the communicator's competence, intercultural communication, and service quality.

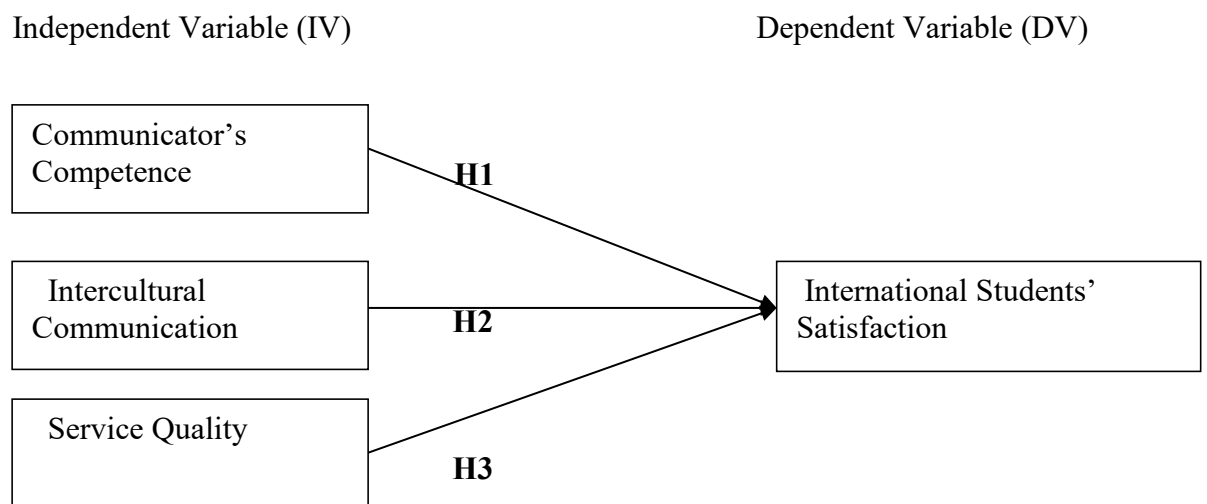


Figure 2.7: Conceptual framework.

Local administrative staff performances have been the basis of the growth and success of any public university in Malaysia. The extent of international student's satisfaction has a regulating power on the growth and success of any public universities in Malaysia. Therefore, the current study employs communication accommodation theory and servqual theory as study underpinning theories to explain the relationship between communicator's competence, intercultural communication, service quality, and international student's satisfaction with the general performance of local administrative staff at public universities in Malaysia.

Communication accommodation theory, two key concepts are convergence and divergence. Meanwhile CAT was based on 4 major assumptions, 1.) Similarities and differences; 2.) Perception and evaluation; 3.) Social status and power; and 4.) Degrees of accommodation. The Applicability of Communication Accommodation Theory

The theory is applicable to a variety of disciplines of communication research. It can be used in study on intercultural communication, international communication, and speech communication. For instance, it can be used to study the impact of foreign media on youths, as well as how exposure to foreign media affects students' communication and dress patterns. The communication accommodation theory can be employed to study organizational communication and improve staff communication. The theory can also be used in research on family communication. Obviously existing literature has review that communication accommodation theory is suitable for communicator's competence, intercultural communication and international student's satisfaction (Hoffman, & Zhang, 2023; Giles et al. 2023; Adanlawo, & Vezi-Magigaba, 2023; Guo, & Chueachainat, 2024; Wu, Watson, & Baker, 2024).

2.7.1 Communication Accommodation Theory and Communicators Competence Contribution to International Students Satisfaction

The competences of the communicator, as well as the competence of the local administrative staff of a public university in Malaysia proactive skills in interaction with international students contribute to international student's satisfaction. But it is beyond doubt that one of the root causes of challenges between international students and local administrative staff is the inefficient miscommunication of the local administrative staff in interacting with international students, which resulted in dissatisfaction among international students and the local administrative staff of a public university in Malaysia. However, the contribution of communication accommodation theory convergence and divergence supported this study, fixing the issue of miscommunication inefficient of local administrative staff to international students and proposing to the local administrative staff the best strategic communication styles for behavioral exchange that will ensure confidence, loyalty, trust, and international student's satisfaction at public universities in Malaysia. Convergence is a behavioral strategy where a speaker adjusts their communication style to match the communication styles of others. While divergence how individual prominent speech and non-verbal assist differences between two parties conversation. The concept of convergence and divergence in CAT encourages local administrative staff the appropriate competence method to use as a communicator when interacting in the manner that will assure satisfaction and accommodative to international students. The Perception and Evaluation of CAT, Context is established when we perceive and respond to one another's words and behaviour, which influences how we evaluate a message.

On the other hand, CAT supported that the ways international students perceive and respond to local administrative staff words and behaviour will be influenced by local administrative staff competence, as the sender or communicator will decide whether international students will receive and evaluate their message as satisfied and accommodating or not. Perhaps a previous study on CAT identified a significant contribution relationship between communication accommodation theory and communicators competence towards international students satisfaction with the general performances of local administrative staff at public universities in Malaysia. Montgomery et al. (2021); Torabi, & Bélanger, (2021); Hameurlaine, & Bouchair, (2022); Giles et al. (2023); Hoffman, & Zhang, (2023); Uludag et al. (2023) and Wu et al., (2024). Scholars views of CAT, Addressing the paucity of theory-based models for simulation-based training for healthcare personnel specializing in verbal and nonverbal communication with dementia patients. (Kiuchi et al. 2023).The report contends that CAT can provide a framework for enhancing communication skills and tailoring communication to an individual's requirements. (Zappatore, 2023). Furthermore, suggesting using communication accommodation theory (CAT) as an effective approaches for teaching communication skills to healthcare personnel in order to improve communication with dementia patients. (Korkoryi Jr, 2024).

2.7.2 Communication Accommodation Theory and Intercultural Communication Contribution to International Students Satisfaction

Effective communication across cultural boundaries is crucial for success in intercultural or multinational endeavour s, fostering mutual understanding and facilitating two-way

conversations between people of diverse backgrounds. Zakiyah, (2023). Intercultural communication involves understanding and negotiating cultural differences in language, values, beliefs, and behaviours, requiring effective communication skills and sensitivity to avoid misunderstandings and conflicts. Tomec, & Gričar, (2023). It's crucial in today's globalized world, where people interact in various contexts. Competence across-cultural communication is vital to any organizational growth and success, and proactive intercultural communication of local administrative staff with international students is the zenith of public universities in Malaysia.

The extent of efficient intercultural communication by local administrative staff gives quality assurance of international student satisfaction at public universities in Malaysia. Elmelhy et al. (2023) Good understanding; building excellent relationships, accommodating behaviour, and efficacious cross-cultural transmission proficiency from local administrative staff ensure quality satisfaction of international students at public universities in Malaysia. (Liu, 2023). The capabilities of local administrative staff's appropriate intercultural communication will not only benefit international student's satisfaction but also the zenith of growth for all public universities in Malaysia. Clearly, language and cultural barriers have been identified in literature as the main causes of international student's dissatisfaction with the local administrative staff of public universities in Malaysia. Singh, (2021); Nadeem et al. (2022); Singh, & Jack, (2022); Amzat et al.. (2023); Chaiyasat, (2024); Namuwonge, (2024). However, the intervene support of communication accommodation theory involves brainstorming possible situations of language and cultural barriers between local administrative staff and international students satisfaction with competence in intercultural communication.

Yamashita, & Cress, (2023). Communication accommodation theory (CAT) is currently the most comprehensive explanation of language use in social circumstances. It attempts to explain not only language usage, but also the social psychological processes that underpin language use. CAT's core consists of three adaptation strategies: convergence, maintenance, and divergence.

CAT communication strategy combines interactive elements like communicators, messages, channels, recipients, and designed impacts to achieve communication objectives, overcoming language and cultural barriers. CAT contribution on language and cultural barriers between local administrative staff and international students at public universities in Malaysia. Federici et al 2023). Communication accommodation theory (CAT) describes how people adapt their behaviour when engaging with others, whether to obtain approval or alter perception. Communication Accommodation Theory is one way to describe how people from various cultures constantly change their communication patterns, either converging, diverging, or over accommodating to people in varied circumstances. Cultural adaptation occurs when one culture blends into another while maintaining its individuality. Giles et al. (2023). This integration occurs when someone adopts the cultural norms of the place where they reside or visit, yet they do not lose their own cultural norms in private.

Communication Accommodation Theory (CAT) is a useful paradigm for studying how people change their communication styles to accommodate others. Individuals can use a variety of ways to bridge linguistic and cultural divides, improve understanding, and

strengthen relationships. The communication accommodation theory (CAT) tries to explain and anticipate when, how, and why individuals engage in interactional adjustments with others, as well as recipients' inferences, attributions, assessments, and responses to them. Maguire et al.(2023). Furthermore, this study applies communication accommodation theory because of its undeniable contributions and how it reviews bitter ways competence in intercultural communication can solve challenges on language and cultural barriers of local administrative staff and ensure international students satisfaction at public universities in Malaysia.

Existing literature indicates that there are strong significant relationships in communication accommodation theory between local administrative staff intercultural communication and international student satisfaction. Qadeer et al. (2021); Yilmaz, & Temizkan, (2022); Gardiana et al. (2023); Wu, Watson, & Baker, (2024). Nevertheless, another theory the study employs is the sevqual theory as the last independent variable to examine the level of service quality of local administrative staff performance and how the theory contributes to international student satisfaction. Scholars views of CAT. The potential for convergence in interpersonal relationships can enhance understanding, but it also poses potential offenses and cultural tensions, highlighting the importance of careful consideration and balance. Hoffman, & Zhang, (2023). CAT offers a positive side in reshaping social identity within internal groups, enabling effective communication and convergence accommodation strategies. Phanthaphoommee, & Siwaphomchai, (2024) Cat contribute significantly to building trust among individuals from diverse cultural backgrounds by fostering emotional bonds and providing companionship. Riggs et al. (2024).

2.7.3 Servqual theory and Service Quality Contribution to International Students Satisfaction

SERVQUAL model and customer satisfaction. In today's competitive business world, providing excellent service is critical for maintaining a long-term competitive advantage. Customer satisfaction can have a positive impact on an organization's success. Service quality is crucial because it influences how customers perceive and value your service, as well as their likelihood of recommending it to others. High-quality services can provide good customer experiences, increase customer satisfaction, and foster client loyalty and trust. The growth and success of public universities in Malaysia as an organization and local administrative staffs as organizational employees depends on their general performances towards their customer students most especially international students. The eminent quality of service delivery by local administrative staff determines the satisfaction of international students. Service quality and international student satisfaction are important aspects of business because public universities in Malaysia's local administrative staff growth is largely dependent on how well they maintain their international students through service and how well they keep their international students satisfied. The major factor that causes dissatisfaction among international students is the poor performance on service quality by local administrative staff, as reviewed in previous studies. Khalid et al. (2021); Beloucif et al. (2022); Khan et al. (2022); Bwachele et al. (2023); Kuzehgar, & Sorourkhah, (2024). The intervention support of servqual theory in the case of poor performance of local administrative staff service quality delivery that resulted in dissatisfaction of international students at public universities in Malaysia was rectify by the servqual theory contributions through

reviewing efficient methods to local administrative staff on better ways of proving their service quality to meet international students satisfaction. Amzat et al. (2023); Sann et al. (2023); Sahin et al. (2024).

The SERVQUAL theory technique is utilized to measure local administrative staff service quality, comprising of tangibility, dependability, responsiveness, assurance, and empathy on worldwide. Student satisfaction is determined by the expectations and performance parameters of the local administrative staff services. Alemu,(2023). This study investigates servqual model relationships between service quality and international student's satisfaction of local administrative staff general performance at public universities in Malaysia. Amzat et al. (2023) Studies show there is a positive relationship supported by the servqual model between service quality and international students satisfaction with the general performance of local administrative staff at public universities in Malaysia Amzat et al. (2023); Nguyen et al. (2024). Scholars views of SERVQUAL theory. The relationship between service quality and student satisfaction is unclear (Anderson et al., 1994). A study in India discovered a positive correlation between service quality and student satisfaction (Annamdevula & Bellamkonda, 2016a, 2016b). This suggests that improving service quality leads to increased student contentment. Research undertaken in Portugal by Alves & Raposo (2009) and Duarte et al. (2012) supports this conclusion. Similarly. Sibai et al. (2021), Hanaysha et al. (2011), and Petruzzellis & Romanazzi (2010) found that tangibility had a favourable impact on student satisfaction. Rasheed et al. (2020) found that student satisfaction was significantly related to all SERVQUAL aspects, including tangibility, even in e learning courses.

2. 8 Hypothesis Development

Hypothesis is a formal statement that presents the expected relationship between an independent and dependent variables Creswell, (1994); Chigbu, (2019); Casula, et al, (2021); and Wang et al. (2023). A research question is essentially to hypothesis asked in the form of a question. A hypothesis is a statement that the researcher sets out to accept or reject based on the data collected method. Hypothesis is developing as a clear statement of what is intended to be investigated and it should be specified before research is conducted and to allow the study identify the research objective, the relationship of problem statement and literature review. Below are the hypotheses that the researcher used in the analysis.

2.8.1 Hypothesis

2.8.2 Relationship between communicators competence and international student satisfaction

There is a relationship between communicator's competence and international student's satisfaction because the level of communicator's competence in disseminating information will determine how to satisfy international student with perceive the information. Berkowitz, (2023). Effective competence communicator will encode positive improving knowledge to the international student. However, there is a strong audacious between competence instructor and international student in the school environment, because instructors have effective communication skills which will be easy and well understood by international students and examine the outcome that will afford the international student satisfaction both physical and mental (Jiang, et al., 2022).

A stepwise decline was performed to test the quality of the connection between international students, students' fulfillment with their correspondence (as the reliant variable) and the full of sentiment and social components of intercultural correspondence capability and the recurrence of cooperation with American students (as autonomous factors). Recurrence of chatting with American students entered on the initial step ($r = .49$, $r^2 = .24$; $F(1, 89) = 28.06$, $p < .001$, $\beta = .43$), representing 24% of the fluctuation. Students' assessments of their oral English aptitudes entered on the second step (semipartial $r = .034$, semipartial $r^2 = .001$; $F(2, 88) = 16.62$, $p < .001$, $\beta = .19$). The recurrence with which subjects associated with American students and their oral English aptitudes represented 27% of the difference in fulfillment with correspondence ($R = .52$, $R^2 = .27$; $F(2, 88) = 44.67$, $p < .001$).

. One example is Khemraj, et al.,(2023). A strong relationship was found between supervisor communicator competence and employee communication satisfaction, whereas a moderate relationship was found between chief communicator ability and representative employment fulfillment. A solid relationship was found between manager social authority style and representative correspondence fulfillment, though a feeble relationship was found between chief social initiative style and worker work fulfillment. A solid relationship was found between the administrator undertaking initiative style and representative correspondence fulfillment, while a weak relationship was found between the boss job administration style and representative employment fulfillment. A solid relationship was found between director assignment, social authority style, and boss communication competence.

Another example by Men, et al., (2022). The relationship between leader communication skills and result is clearly embodied within the motivating language illustrate (Leong, & Austin, (Eds.). 2023). In a word, this hypothesis predicts that key operations of inventor oral correspondence have positive quantifiable consequences for subordinate execution and occupation fulfillment. The assemblage of writing related with inspiring language plainly expresses that a pioneer's utilization of rousing language should influence employee performance and self-actualization Miller, (2023). Relationship building language is utilized to create relational bonds between a pioneer and a specialist.

H1: There is a significant relationship between communicator's competence and international student's satisfaction

2.8.3 Relationship between intercultural communication and international student satisfactions

The relationship between intercultural communication and international student's satisfaction is suggested by the pieces of literature reviewed. Annexation of intercultural communication towards international student's satisfaction gives cultural variety in learning new things about other people's cultures, which makes communication satisfactory. It further brings about environmental synchronization, which fosters the relationship between intercultural communication and international student's satisfaction, communication, and fulfillment with the essence of studying abroad (Zhang, 2023). Results uncovered critical connections for all individual correspondence things aside from one institution's academic work in the involvement of individuals from the host nation. This implies that associating in various exercises (visiting exhibition halls,

associating with families, making positive contact with neighbours, and so on.) is associated with feeling happy with the intercultural encounter Garrett, et al., (2023).

For example, Broman-Fulks, et al., (2023). Cultural congruence, which refers to the distance between the offer of cultural competence (OCC) and employees' cultural needs (ECN), may offer the potential to assist organizations that may be dealing with cultural differences. Cultural conflict could be minimized, which may, in turn, help increase employee satisfaction. Cultural congruence may assist in improving the internal marketing and employee satisfaction relationship. Managers can develop utilizing the health care philosophy (Rahim, 2023). Targeted training and communication for foreign workers so that they could communicate confidently with all employees. Cultural congruence not only increases the similarities between exchange partners but may also serve to reduce communication barriers and misunderstandings. This research would anticipate that establishments meet employees' cultural needs to do better. Hence, these studies hypothesize that cultural congruence will influence the internal presentation practice and employee satisfaction relationship Rodrigues, et al.,(2023).

Another example is Vukovic et al., (2023). It was shown that the authors know about no examination that utilizes information from numerous nations in various areas to research how human asset studies impact work fulfillment across various societies and topographical areas. In view of contrasts among societies regarding what is likely esteemed in the working environment (Zhang et al., 2023). We estimate that the connection between human asset practices and employment fulfillment will differ in their dimension of significance crosswise over districts. We have utilized Hofstede's

hypothetical model to theorize how social measurements will impact and how much human practice motivation and work fulfillment Das, (2022). .

A total score for every one of the four social measurements was produced by major working areas dependent on the example structure from the nations incorporated into the investigation in every area. While we perceive that social contrasts exist in every area (Azam et al., 2023). The reason for this examination is to explore the social measurements across groups of nations that are ordinarily managed as a solitary working unit. While in the meantime perceiving that singular components of culture will change crosswise over the two nations and people.

Finally, following the example in Fathi et al., (2023). These factors were chosen dependent on Arasaratnam's (2006); Kokkonen, & Natri, (2022) Model of ICC, which indicates constructive connections among ICC and factors, for example, inspiration to communicate with individuals from different societies, inspiring frames of mind towards individuals from different societies, and collaboration contribution. The model was built based on Arasaratnam's (2005); Hunkler, (2023) discoveries to thoughtfully delineate the connections between the five factors recognized in the study and IC. The model was then used to distinguish the quality and nature of the connection between the individual factors.

H2: There is a significant relationship between intercultural communication and international student's satisfaction.

2.8.4 The relationship between service quality and international Students satisfaction.

The relationship between service quality and international student satisfaction is based on student assessments of how local administrative staff delivers service in accordance with international student expectations Amzat et al., (2023). The quality of the local administrative staff service provided to their international students determines their level of satisfaction or dissatisfaction with the local administrative staff service rendered. In order to improve their service performances to their international students and to quickly identify problems and better assess international student satisfaction Abu-Rumman, & Qawasmeh, (2022). Local administrative staff diligence in doing their job gives their international students a mutual and better understanding of their local administrative staff's good level of service quality (Robert, 2023). So one conceivable way to deal with overseas students local administrative staff service quality is to concentrate on the arrangement of international students' desires with their view of local administrative staff's good performances.

In business, service quality has been argued to be the heart of business survival and sustainability. This is because it serves as a source of competitive advantage for the firm (Hu, & Kee, 2022; Cancela, et al., 2023). Similarly, in the education industry, the quality of service provided for international students has been discussed as one of the fundamental competitive strengths of education institutions, specifically the services offered to international students in the global higher educational market, such as the higher level of their local administrative staff communication competence to international students (Zhu, & Sharp, 2022). As such, several scholars have invested

more effort in identifying the relationship between the quality of services offered to international students and their satisfaction with the areas of service offered by their local administrative staff. For example, the study by Alomenu, (2023). Notes after conducting an empirical investigation indicate that the quality of service rendered to international students is imperative to their competitive advantage.

According to Adam et al., (2023) Consumers' view of administration quality with outcomes of complementary desires prior to accepting a sincere encounter with the educational system or the organization. Hentschke et al., (2023). In advanced education organizations, the benefit value can be the result of assessing various administration experiences for an understudy, and these could range from experiences with regulatory staff to experiences with teachers, accountants, and security staff. On the foundation, consistency gives administrations a measurement that surpasses client desires; the administrations will be assessed as of high calibre; however, in the event that the administrations neglect to meet client desires, they will be made a decision of low quality Leong, & Howlett, (2022).

In light of this, Singh, & Jasial,. (2021); and Yılmaz, & Temizkan, (2022) suggest that higher education institution management has to set up a mechanism that will help in getting international students' satisfaction, feedback based on their institution management service performances. In a similar view, an earlier study by Enakrire et al., (2022); Maitlo et al., (2022) Empirically argued the significant positive influence of educational service quality on international students' satisfaction. Meanwhile, Giday, & Perumal, (2024). Comparing the perceived service quality between first- and fourth-year

students concludes that over the years, the perception of students towards service quality offered by the institution changes; nevertheless, the authors noted that the important aspect of service quality increases and must be available in order to categorize the students as being satisfied. Park, S., & Kim, K. (2023).

H3: There is a significant relationship between service quality and international students' satisfaction.

2.9 Summary

In this chapter, relevant literature was reviewed, from this process it was discovered that international students' satisfaction is influenced by many factors. However, studies have designed as a mechanism to test the causal effect of the relationship between determinants and international student satisfaction in the relations between the administrative local staffs of public universities Malaysia campus. The chapter ends with showing a link between various construct and hypotheses were proposed to test the causality

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the study's overall methodology. This chapter discusses the research design, population and sample technique, unit analysis, survey materials used in this study, the data collection procedure, and the statistical analysis of the data. The chapter ends with a conclusion about all the methods used in the chapter.

3.2 Research Design

Research design refers to the universal strategy employed to conduct research by the researchers, which explains a brief and logical plan to carry out established research questions through the assembly, interpretation, analysis, and review of data (Carter et al., 2023). It can also be defined as a researcher selecting techniques, methods, or frameworks for the study. The design gives researchers a basic understanding of the research methods that are suitable for the success of the study. Bell, and Waters (2018). Tracy,(2019). The type of research design adopted will determine the level of control a researcher has over the research areas (Farndale et al., 2023). and how to guide the decision-making process as to whom to observe, the best ways to observe it, and suitable techniques to analyze the data and excellent types of statistical techniques to use. (Bridges et al., 2023).

These studies use a quantitative research design to enable the researcher to test the relationship between the research variables (Khoa et al., 2023). Quantitative research design is defined as a technique used in many disciplines, including social sciences,

psychology, economics, and market research, to collect and analyse numerical data in order to answer research questions. (Das, & Kumar, 2023). can dependably determine if one concept or idea is better than the alternatives (Bokrantz, & Dul, 2023). And be able to answer questions about the relationships among measured variables with the purpose of describing, forecasting, and managing phenomena (Obasun, 2023). However, a quantitative research design is more acceptable for this study as it authorises the testing of relationship-linking variables using statistical methods.

This communicates with the primary aim of this study, which is to survey the direct relationship between communicators competence, intercultural communication, service quality, and international student satisfactions, as well as the relationship between local administrative staff and international students, to examine the possible factors effecting international student satisfactions and the relationship between international students and local administrative staff on their communicators competence, intercultural communication, and service quality to ensure international student satisfaction. And it permits analysis to be carried out on a huge sample, which can be generalized to the total population of UUM and UNIMAP international students Hamizan et al., (2023).

The research design authorizes the use of social media platforms sets of questionnaires to be distributed to all respondents. Sincerely, this study was conducted in the university campus environment of the organization where the researcher's interference was minimal Abubakr, (2023). According to (Bruner et al., 2023). Conducting a study in a campus environment will have high internal validity, and the findings will be more vigorous, relevant, and comprehensive. Camelie et al., (2023) The primary data for this

study was collected through the sharing of questionnaires with the respondents. Shams, & Kadow, (2023). The method used in this study was cross-sectional, where at one point the data was collected from the respective respondents. The quantitative, cross-sectional research design employed is appropriate to accomplish the research objective and helps to answer the research questions. Furthermore, the researcher chooses cross-sectional design, because cross-sectional design is easy methods, low-cost and permits for the collection of data in a approximately short time Zhang et al., (2023).

Furthermore, the data collection procedure employed in this study is aligned with the current trend, where online surveys have become common. The dissemination of questionnaires through social media is well explained. And both international students of Universiti Utara Malaysia (UUM) and Universiti Malaysia Perlis (Unimap) are the study respondents. Because of COVID-19 situations, which have turned lectures into online classes, and to keep the rules of social distancing, this study proceeded with data collection by using all the social media apps that are being used by all international students of both universities, such as WhatsApp groups, Facebook groups, Telegram groups, etc., to distribute questionnaires to all international students of UUM and UNIMAP.

3.3 Unit of Analysis

The unit analysis is defined as a major way of analyzing the whole entity that is being surveyed in a study by Jensen & Rodgers (2001); Laihonon, & Kokko, (2023). The unit of analysis refers to the level of aggregation of the data collected during the subsequent data analysis stage (Bougie & Sekaran, 2016) and (Al Bannai et al.2023).

The considered units of analysis in this study are all the international students, both undergraduates and postgraduates. However, this study gives an opportunity for all international students to participate as research respondents towards their public universities in Malaysia local administrative staffs overall performances, and the larger the population size, the greater the good result from the sample size getting (Kyriazos, 2018); (Jobst et al. 2023).

3.4 Population and Sample size

3.4.1 Population

Population, as a general number of people from which a statistical sample is drawn for the study, or a large amount of objects or individuals grouped together that are the main focus of a research-based question, can be called population. Verma et al., (2024).

According to Scheaf et al. (2023), Defined. A population is a subset of the target population from which the sample is drawn. It is larger than the concept sample frame. It may be fair to describe the sample frame as an operationalized version of the study population. Magrini et al. (2023) a characterized or defined population is an assortment of subjects to be considered in the study. Population may refer to the number of people living in a region or the number of individuals from which a statistical sample is drawn for a study. Taylor et al. (2023). Population can be defined as a large

number of people that are staying in the same region or place. Nowakowska & Zarazińska (2023). Population can be described as the interest of a subject that was collected for the purpose of being studied. Carroll et al. (2023). Populations are people who have the same features and familiar characteristics that the researcher can recognize and study. Jones & Fowles (2023). Portrayed the population as a gathering of people who have the equivalent attributes and other regular highlights that the analyst can recognize and contemplate. According to Szalay & Deese (2024), they describe the population as the totality of subjects, events, cases, or members that are specified or conform to the context of the study.

The population of this study is based on Whitmore et al. (2023). The data comprised **2,783** international students, both undergraduate and postgraduate, from UUM and UNIMAP. According to the currency data of international students collected on February 7, 2021, from both universities, international academic affairs. UUM has a total number of 2,318 international students, while UNIMAP has a total number of **465** international students. The total population for this study is the total number of international students studying at Public Universities Malaysia (PUM), and this study chose UUM and UNIMAP international students only with the total number of international student's data, which comprised **2,783**, from which the sample was selected.

3.4.2 Sample size

According to Harris, (2023) any research and study will be underlying the sampling; it is not possible to investigate the whole target population at a crucial moment in time, so

sampling gives us the answer. In other words, a sample is a part of the target population, selected in order to represent the whole population.

A sample is a subdivision of the population that is available for selection in some phase of the sampling process (Boonstra, & van den Brakel, 2023). Can be considered as part of the population of absorption to be contemplated; additionally, it can be mentioned as a sub-assembly that is picked from the population of absorption. According to Spisak et al. (2023). The sample sizes of 30 and less than 500 are appropriate for the majority of research. A large sample gives a more reliable result than a smaller sample. Braunsmann et al. (2024). Sampling is the procedure through which a group of individuals is chosen or representative elements from a given population.

According to Rein et al. (2023). A sample is defined as a sub-set of a targeted population that the researcher plans to study for generalizability about such a target population. A sample can be described as a category of individuals, objects, or items that were withdrawn from a huge population for the purpose of measurement for a research study. Also, the sample ought to be representative of the whole population to guarantee the researcher a reasonable finding from the research sample for the whole population. Obilor, (2023); Butcher, & Yodsuwan, (2024). In other words, a sample represents a segment of the total whole that is selected to represent that whole. The basis of using a sample involves the failure of collecting data and information from each population. That is why studies prefer to use a sample size rather than the total population, which usually produces better and more reliable results; fatigue is lessened and there are fewer mistakes in data collection. Vishnuvardhan et al. (2023).

The sample size for this study was drawn from Krejcie and Morgan (1970); Rahman, (2023). Determining the sample size. Based on Qezelbash et al. (2024). According to the survey report, there were **2,783** international students at both UUM and UNIMAP. Hence, according to Krejcie and Morgan sample determination, **320** international students from both UUM and UNIMAP were selected to serve as the sample. However, to minimise error in sampling and to take care of the zero response rate issue, the sample size was multiplied by two Udho et al. (2023) Therefore, **640** was the total number of questionnaires administered. Additionally, Bozek et al. (2023). It is argued that the smaller the sample size, the higher the tendency for error, and the larger the sample, the more accurate the result will be. According to Krejcie and Morgan (1970), the minimum number of statistical researchers should be 30% of the population for the accuracy of the research, as shown in Table 2 below.

Table 2 Population and sampling

Total population (N)	2,783	UUM	2,318 (83%)	UNIMAP	465 (18%)	
Krejcie and Morgan (1970) Argued 320	Udho (2023) Argued by two 640	UUM	2,318 (83%)=531	UNIMAP	465 (18%)=109	531+109=640
Sample size (N)	640	UUM	(83%)=531	UNIMAP	(18%)=109	

Source: Krejcie and Morgan, (1970) and Udho (2023)

3.5 Sampling Technique

Furthermore, different studies and different researchers adopted different sampling methods, such as, purposive sampling, convenience sampling etc. According to Piate (2023). Purposive sampling, also known as judgmental or authoritative sampling,

chooses samples based on the researcher's expertise, yielding extremely accurate results with minimum marginal error.

Purposive sampling is the process by which a researcher selects a sample based on their expertise and judgement. It is commonly employed in small populations to learn about a specific issue, such as the experiences of disabled employees. Miani et al. (2023) Purposive sampling, also known as judgement sampling, entails the researcher using their experience to pick a sample that is most relevant to the research objectives Thoti, (2023). Purposive sampling is a qualitative research strategy for gathering thorough knowledge about a given occurrence, generally with explicit criteria and rationale for inclusion, such as selecting students with varying assistance requirements to collect diverse data Limna, (2023).

While convenience sampling is convenience sample consists of only those who are most easily accessible to the researcher. Tomas et al. (2023). Convenient sampling. Using this sample strategy, researchers select individuals who are conveniently available. Vanwoerden et al. (2023). This is a simple and cost-effective way for researchers to collect data. Convenience sampling selects samples from the population based on their convenience and ease of selection, rather than selecting the complete population Jabbar et al.(2023). Convenience sampling was applied in choosing the sample from the targeted population. According to Mahfud et al. (2023) Refers to the gathering of information from the participants of a population who are conveniently available to accept it, Verma et al. (2024) Convenience sampling is a technique used for collecting samples by picking samples that are conveniently located around the same location or

the same area, which involves employing respondents who are “convenient” to the researcher (Jerit, & Barabas, 2023). A convenience sample is a kind of non-probability. Based on the sample size table and sampling procedures, the sample is usually picked from a group of people who are easy to reach or contact. However, convenience sampling can also be appealed to by stopping random people on the street and administering questionnaire questions to them (Musikavanhu, & Musakuro, 2023).

The researcher chose the convenience sampling method in this study because of some of the benefits attached to the convenience sampling technique, in view of the fact that convenience samples usually minimize expenditure (Poonam. 2023). Lower costs are one of the main reasons why researchers employ this method. Moreover, a convenience sample required just a small budget for researchers, as the targeted respondents were in the same location or area as the researcher, Penn et al.(2023) which made the data collection so easy and accessible. Usually, convenience sampling regards the population at hand, and samples are also already available to the researcher. There is no need for researchers to stress or travel a long distance for data collection; Uleanya, & Yu, (2023). Researchers can meet their respondents quickly enough to get data as soon as possible.

3.6 Source of Data

The source of data refers to where and how a researcher gets the data to be analyzed. There are two main sources of data, which are primary and secondary. Primary data are first-hand data that researchers acquired for the purpose of the study. This can be collected through an interview, a survey questionnaire, and so on (Bryman, 2016); Maqbool et al. (2023). Said primary data are data collected mainly to address issues at

hand. According to him, primary data cannot be found elsewhere; they can only be gathered through surveys, interviews, and experimental tests. The questions are closed-ended questions.

That's to say, respondents can be furnished with alternatives, and respondents would be required to furnish their answers based on the given options. Whereas secondary source data interpret or analyse material from primary sources. Xavier et al. (2023). Secondary data is defined as data gathered by someone other than the original user. Censuses, information gathered by government departments, organizational records, and data gathered for other research objectives are all common sources of secondary data in social science. Secondary research can take numerous forms, but the most usual ones are statistical analyses. Reviewing the literature. Studies on specific cases, Dhanapala, (2023). The main advantage of adopting secondary data is economic. Someone else has already collected the data, so the researcher does not have to spend money, time, energy, or other resources on this phase of the research. Manco, (2023).

3.7 Instrumentation of the Study

The previous instrument was used for this research and data collection through a survey questionnaire. The questionnaire is a reliable tool for obtaining data from the source, termed respondents. It can also be described as a series of questions designed to produce information on specific variables concerning the perception or reaction of a certain category of people, known as respondents. Questionnaires come in different forms and designs, but this research adopted 41 closed-ended questions that possess features or restrict respondents within the Public University Malaysia (PUM) campus.

The questionnaire gives an option for expressing respondents' satisfaction or displeasure about the administrative staff of Public University Malaysia's (PUM) international student's relations and involvement on their respective campuses. This question in this study was adopted and subsequently modified. The questionnaire for this study contained 41 items, which are divided into four sections. Section one will contain 10 items relating to the dependent variable, which is the student's satisfaction. Section two contains 12 items relating to independent variables, which are communicators competence. Section three has nine items that are independent variables on intercultural communication, and Section four, which is the last item of this study, has ten independent variables on service quality. The data collection technique employed in this study is a survey questionnaire. The questionnaire used was adapted from the previous study and tailored to meet the needs of this present work. In determining the best instruments to be adopted, there are certain criteria that the researcher must follow. The adopted item measures have at least a Cronbach alpha coefficient value of 0.6 and above.

3.8 variables and measurement

3.8.1 International Student's satisfaction

The instrument used in measuring international student's satisfaction was adapted from the study of Weerasinghe and Fernando (2018). The international student's satisfaction method used was five-point Likert scale questions, which were used for measuring overall international students satisfaction. However, the study ranged the Likert scale items from 1 to 5, where 1 was used to designate "strongly agree" and 5 for "strongly disagree," which are responses to the items. The reliability and validity of the

questionnaire were inspected at the moment of item generation through a large-scale evaluation of the literature and by embracing changes and suggestions from numerous experts. The international student's satisfaction with the local administrative staff was measured by Liu et al. (2022). Was used in the current study.

The five-item measure was used in the questionnaire to be operationalized using a range of (1) strongly agree while (5) strongly disagree for the purpose of testing the reliability and validity of the questionnaires. A set of 50 questionnaires was chosen to test the reliability of the data obtained from the study pilot sample analyzed by adopting Cronbach's alpha, where the value ranged from 0.725 to 0.900. The values were interpreted as acceptable because the values were higher than 0.7 and the study's desired sample was 640, but the total number of questionnaires distributed through social media was unknown, and only 416 were returned, yielding a response rate of 79.8 percent.

3.8.2 Communicator's competence

Similarly, the items used in measuring communicator's competence adoption were as well adapted by the study on Kirk (2018). Communicator competence was measured by the 12-item Communicator Competence Questionnaire created by Monroe et al. (1982); and Blood et al. (2001). The things were estimated on a 5-point Likert-type scale running from 1 (emphasizing deviate) to 5 (firmly concur). Earlier research announced a scale unwavering quality of .93 (Kirk, 2018a). Cronbach's alpha for the present examination was .90 ($M = 41.13$, $SD = 6.71$).

3.8.3 Intercultural communication

The intercultural competence measurement was adopted by Meleady, Seger, and Vermue (2020) Greischel et al. (2021). All instruments were Likert-type scales with 5-point variety. Similar proportions of positive contact ($\alpha = .95$), negative contact ($\alpha = .89$), and out-group perspectives ($\alpha = .90$) were utilized as in Study 1, adjusted to the applicable objective out-group. Intercultural ability was again estimated with the ISS (Chen and Starosta, 2000; $\alpha = .87$). Members additionally finished 13 things from the Miville-Guzman Universality-Diversity Scale (M-GUDS; Miville et al., 1999; see likewise Fuertes et al., 2000). The M-GUDS contains three subscales: variety of contact, which surveys people's revenue in partaking in assorted social and social exercises (e.g., "I'm keen on finding out about the numerous societies that have existed in this world"); relativistic appreciation, which evaluates the degree to which people esteem the effect of variety on self-understanding and self-improvement (e.g., "Thinking about the various encounters of others encourages me to comprehend my own issues better"); and comfort with contrasts, which surveys people's level of solace with different people (e.g., "Becoming more acquainted with somebody of another race is by and large an awkward encounter for me" [reverse-scored]). All things were estimated on a 5-point scale (1 = firmly deviate, 5 = unequivocally concur). The scale is proposed for use as a unidimensional scale, and all things were consolidated into a solitary composite score ($\alpha = .79$). 2

3.8.4 Service quality

Similarly, the item used in measuring service quality adoption was also well adapted by the study by Su et al. (2022). As indicated by the SERVQUAL instrument proposed by

Parasuraman et al. (1985) and Abebayehu (2022). Administration quality is the degree and bearing of inconsistency between clients' views of what they got and their assumptions for the help [18, 19, 20]. Just the clients can really characterize administration quality and the general significance of traits. To start with, every member got a poll that portrayed each of the five SERVQUAL measurements. At that point, they were told to consider how significant every one of the five measurements was to them and, in light of their contemplation's, to dispense a sum of 100 focuses among the five measurements.

At last, the members assessed their assumptions for the assistance given by the nursing home and how much they saw those assumptions being met. To recognize members' assumptions, one thing was asked, "How are your assumptions regarding these assistance ascribes?" which was scored on a 5-point Likert-type scale of "not in the slightest degree anticipated (1)" to "extremely anticipated (5)." To distinguish members' insights, one thing was asked, "What is your opinion about these help credits that are as of now given?" which was scored on a 5-point Likert-type scale of "exceptionally awful (1)" to "generally excellent (5)." The inquiry for recognizing the significance of characteristics from members' viewpoints was, "The way significant are these assistance ascribes?" scored on a 5-point Likert-type scale going from "not in the least significant (1)" to "vital (5)". Numerous studies of SERVQUAL request that members complete all the polls in a single meeting. Consider the older members, reactions. We led a few meetings with every member to finish all the surveys.

Marimon et al. (2019). The capacity of a scale to clarify the variety in general administration quality (estimated straightforwardly through a solitary thing scale) was evaluated by relapsing the respondent's view of by and large administration quality on administration quality measurements for each scale. R² esteems appeared Table VI points to the prevalence of the SERVPERF scales, trailed by the HEdPERF and significance-weighted SERVPERF (46 percent) scales, for having the capacity to clarify a more prominent extent of change in the general administration quality than on account of the SERVQUAL (34 percent) and significance-weighted SERVQUAL (33 percent) scales.

3.9 Management Scale

The survey used a structured questionnaire consisting of closed, multiple-choice questions. Despite some studies in the literature using the 4-point, 6-point, and 7-point Likert scales, researchers prefer the 5-point Likert scale. Earlier researchers argued that using a central scale would give better and more accurate results (Alabi, & Jelili, 2023), allowing respondents to present their perspectives conveniently and accurately. Stadtmüller et al. (2023) also emphasized the need for a midpoint scale to give respondents more opportunities to express their perspective more conveniently. A study by Razi et al. (2023) has shown that a five-step scale is desirable, and in some cases, increasing from 5 to 7 or 9 does not guarantee an increase in the reliability of the assessment. This is in line with the argument of Brogaard et al. (2024) who argued that the five-step scale was the most appropriate and gave better results. Therefore, this study used a 5-point Likert scale. In addition, there is evidence that previous studies used a 5-point Likert scale. Some of them include Alan, & Kabasakal, (2020); Weijters et al.

(2021); Anjaria, (2022); Jeblick et al. (2023); Hoeijmakers et al. (2024); Soeharto et al. (2024).

3.10 Questionnaire Design

The questionnaire used in this study has five sections. A consists of five questions regarding age (years), gender, country of origin (based on four continents), name of universities, university programme, and number of years spent in public universities in Malaysia. Section B consists of ten questions about international student's satisfaction. Section C has twelve questions about the communicator's competence. In Section D, there are nine questions about intercultural communication, and there are ten questions in Section E, representing service quality, the last item on the question scale.

3.11 Questionnaire table

3.11.1 International Students Satisfaction Scale

Directions: Represent the dependent variable. This instrument measurement study was originally based on the concept of the service-product, which measures international student satisfaction. It therefore contained questions relating to the physical performance or facilitating goods, the explicit service, and the implicit service. The instrument was adopted by Langan & Harris (2019). And modify it to suit the research study. statement applies to the respondents is whether they are strongly agree, agree, undecided, disagree, or strongly disagree. And several researchers use the instrument to measure students's satisfaction in their studies. Such as Bahati et al. (2019); Hwang & Choi (2019); Winstone et al. (2022); Rodriguez-Segura et al. (2020); and Rajabalee & Santally (2021).

Table 3.1 Adopted and modified items for student's satisfaction scale.

Code	Original Items	Modified Items	Source
ISS1	The friendliness of teaching staff	The local administrative staff of public university are they friendly	Langan, & Harris, (2019)
ISS2	The approachability of teaching staff	The local administrative staff of public university are they so easy approachable	
ISS3	The concern shown when you have a problem	The local administrative staff of public university do they shown concern when you have problem	
ISS4	The respect for your feelings, concerns and opinions	The local administrative staff of public university do they give respect to your feelings, and opinions	
ISS5	The availability of staff	The local administrative staff of public university are they available to assist students	
ISS6	The competence of staff	The local administrative staff of public university are they competence in their job	
ISS7	The University environment's ability to make you feel comfortable	The local administrative staff of Public University do they have ability to make you feel comfortable in campus environment's	
ISS8	The sense of competence, confidence and professionalism conveyed by	The local administrative staff of public university do they have sense of competence, confidence	

	the ambience in the lectures	and professionalism conveyed by the ambience in the information
ISS9	The sense of competence, confidence and professionalism conveyed by the ambience in the tutorials	The local administrative staff of public university do they have competence, confidence and professionalism in doing their jobs
ISS10	The feelings that your best interests are being served	The local administrative staff of public university do they assured that your best interest are being served
ISS11	The feeling that the rewards gained are consistent with the effort you put into assessment	The local administrative staff of public university do they give rewards gained for your consistent effort

3.11.2 Communicators Competence Scale

Directions represent one of the independent variables. In this series of questions, we originally described communicator's competence. The instrument was adopted by Seeger (2020). Recently, studies that have used this instrument for measuring communicators competence in their research are: Lázaro-Cantabrana et al. (2019); van den Heuvel et al. (2019); Martin, F., Stamper, B., & Flowers, C. (2020); and Supena et al. (2021). Mobile media device use is associated with expressive language delay in 18-month-old children. *Journal of Developmental and Behavioural Paediatrics*, 40(2), 99.

Table 3.2. Adopted and modified items for communicator competence scale.

Code	Original Items	Modified Items	Source
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CC1	Has a good command of the language.	The local administrative staff of public university do they have a good command of the language.	Seeger, D. W. (2020).
CC2	is sensitive to my needs of the moment	The local administrative staff of public university are they sensitive to your needs of the moment.	
CC3	Typically gets right to the point.	The local administrative staff of public university are they typically gets right to the point	
CC4	Pays attention to what I say to him or her.	The local administrative staff of public university do they pay attention to what I say to him or her.	
CC5	Deals with me effectively.	The local administrative staff of public university do they deal with your request effectively.	
CC6	Is a good listener.	The local administrative staff of public university are they a good listener	
CC7	Is difficult to understand when communicating in written form.	The local administrative staff of public university do they have difficult to understand when communicating in written form.	
CC8	Expresses his or her ideas clearly.	The local administrative staff of public university do they expresses his or her ideas clearly.	

- | | | |
|------|---|--|
| CC9 | Is difficult to understand when he or she speaks to me. | The local administrative staff of public university is difficult to understand when he or she speaks to me. |
| CC10 | Generally says the right thing at the right time. | Generally local administrative staff of public university do they says the right thing at the right time. |
| CC11 | Is easy to talk to. | The local administrative staffs of public university are they easy to talk to. |
| CC12 | Usually responds to messages (memos, phone calls, reports, etc.) quickly. | The local administrative staff of public university do they usually responds to messages (memos, phone calls, reports, etc.) quickly |



UUM

Universiti Utara Malaysia

3.11.3 Intercultural communication Scale

Directions represent the second of the independent variables in this study. There are a series of questions. in these original items in intercultural communication (ICC) instruments? It was adopted from Arasaratnam et al. (2010) Article title: The integrated model of intercultural communication competence (IMICC). And the study reveals that past researchers who have used this instrument in their research, such as Egelhofer & Lecheler (2019); Pope, Reynolds, & Mueller (2019); Barnum (2020); Klyukanov (2020); Navarro-Ortiz et al. (2020); and Xiaoyan et al. (2024). Intercultural Communication Competence among Higher Education International Students

Table 3.3 **Adopted and modified items for intercultural communication.**

Code	Original Items	Modified Items	Source
IC1	I often find it difficult to differentiate between similar cultures (Ex: Asians, Europeans, Africans, etc.)	The staff administrative of public university often find it difficult to differentiate between similar cultures (Ex: Asians, Europeans, Africans, etc.)	Arasaratnam et al. (2010)
IC2	I feel that people from other cultures have many valuable things to teach me.	I feel that local administrative staffs of public university are from other cultures that have many valuable things to teach me.	
IC3	Most of my friends are from my own culture.	Most of local administrative staff of Public University are from the same culture.	
IC4	I feel more comfortable with	I feel most of local	

	people from my own culture than with people from other cultures.	administrative staff of Public University are more comfortable with student from their own culture than with student from other cultures.
IC5	I find it easier to categorize people based on their cultural identity than their personality.	I feel local administrative staff of Public University find easier to categorize student based on their cultural identity than their personality.
IC6	I usually feel closer to people who are from my own culture because I can relate to them better.	I feel local administrative staff of Public University usually closer to student who are from their own culture because the can relate to them better.
IC7	Most of my friends are from my own culture.	Most of my friends in Public University Malaysia are from my own culture.
IC8	I usually look for opportunities to interact with people from other cultures.	I feel local administrative staff of Public University usually looks for opportunities to interact with student from other cultures.
IC9	I feel more comfortable with people who are open to people from other cultures than people who are not.	I feel local administrative staff of Public University are more comfortable with student who are open to student from other cultures than student who are not.

3.11.4 Service Quality Scale

Directions: represent the third independent variable, which is service quality. The instrument was adopted from Latif, Latif, Farooq Sahibzada, and Ullah (2019). Article title: Comparing alternative instruments to measure service quality in higher education. *Quality Assurance in Education*, 17(2), 174–190. The original instrument discusses two things. This study presents 30 instrument measurements for academic staff and administrative staff, but the researcher adopted 10 items from the original 30 and modified them to suit the areas of study description of the measurement of service quality at a public university in Malaysia among local administrative staff and international student satisfaction. And more of the researchers that adopted and used this instrument in this study of service quality: Afthanorhan et al. (2019); Latif et al. (2019); Pakurár et al. (2019); Choi et al. (2020); and Yucesan & Gul (2020).

Table 3.4 Adopted and modified items for service quality.

Code	Original Items	Modified Items	Source
SQ1	When I have a problem, administrative staff shows a sincere interest in solving it.	When I have a problem, do local administrative staff of I, Public University shows a sincere interest in solving it.	Latif, K. F., Latif, FarooqSahibzada, U., &Ullah, M. (2019).
SQ2	Administrative staff provides caring and individual attention.	Local administrative staff of public university do they provide caring and individual attention.	
SQ3	Inquiries/complaints are	Inquiries/complaints are they	

	dealt with efficiently and promptly.	dealt with efficiently and promptly. By local administrative staff of Public University
SQ4	Administrative staffs are never too busy to respond to a request for assistance.	Local administrative staff of public university are they never too busy to respond to a request assistance
SQ5	Administration offices keep accurate and retrievable records.	Local administration staffs of public university do their offices keep accurate and retrievable records.
SQ6	When the staffs promise to do something by a certain time, they do so.	When the local administrative staffs of public university promise to do something by a certain time, do they so.
SQ7	The opening hours of administrative offices are personally convenient for me.	The opening hours of local administrative staff offices are personally convenient for me.
SQ8	Administrative staff show positive work attitude towards students.	Local administrative staff of public university do they show positive work attitude towards students.
SQ9	Administrative staff communicates well with students.	Local administrative staff of public university do they communicate well with students.
SQ10	Administrative staffs have good knowledge of the systems/procedures.	Local administrative staff of public university do they have good knowledge of the

3.12 Data Collection Procedure

Obviously, there are various procedures for data collection. However, regarding the current state of the world issue caused by COVID-19, or the world pandemic, where social distance and online learning were introduced to all educational industries, restrictions of movement and lockdown are all over the world, and many students, both international and local, are unable to go back home due to the current situation at hand. This research will use a social media-based online survey to collect data by sharing online questionnaires with respondents of international students from two public universities, which are Universiti Utara Malaysia (UUM) and Universiti Malaysia Perlis (UMIMAP). The researcher prefers this procedure because it permits a broad scope of information to be gathered as quickly as possible. A certain number of safeguard measures were taken in order to reduce response mistakes.

Furthermore, the research adopts this technique due to its benefits. Firstly, it helps the researcher collect all the completed questionnaires quickly from the online survey respondents. Another advantage is that the researcher has the opportunity to double-check the questions as well as any terms or parts that the respondent does not understand. Lastly, the researcher has a chance to inspire the participants to participate in the online survey and also give their opinion independently (Celino & Calegari, 2020); (Cauli et al. 2023). In an attempt to get the questionnaire accomplished as soon as possible, the social media form of an online survey and compilation procedure was selected, which

usually gives a greater response rate (Azlan et al., 2020); Taridi et al. (2023). However, online surveys and collection are much more efficient in a society where the research culture is well accepted, like Malaysia.

3.13 Data Analysis Techniques

To analyze the data collected using the above-prepared questions from the targeted samples, in this study; data analyze using Statistical Package for Social Science (SPSS) version 26.0 software will be used for the statistical analysis. Data analysis is important for the researcher in order to develop the reliability test, and frequency was used as the method of data analysis. Descriptive statistics are used to quantitatively describe the characteristics of the data. This is intended to pool the sample rather than capture the entire population (Bichi, 2004); Wu, (2024) It provides a brief summary of the samples and observations made. Therefore, both multiple regression and hierarchical regression were used in the data analysis. This study investigated the relationship between **communicators** competence, intercultural communication, service quality, and international student's satisfaction at Malaysian public universities with local administrative staff.

3.14 Reliability Analysis

This study tested the consistency of respondent's answers to the entire items in a measure-adopted questionnaire from Langan & Harris (2019); Cook et al. (2023). To the degree that items are independent measures of some concept, they will be correlated with one another. The higher the coefficients, the better the measuring instruments

3.15 Statistical Tools: Descriptive Statistics

It is often used to describe a series of observations in a meaningful way, describing the entire set of data in a questionnaire. There are three measures of central tendencies: mean, median, and mode. Simple tested, the mean is arithmetically the average and used to measure dispersion from the mean. The three measurements of dispersion used with the mean are the range, the variance, and the standard deviation. The median is the central point, regardless of the number of occurrences.

3.16 Pilot Test

A pilot study was undertaken using 20 international students from Universiti Utara Malaysia, UUM. The questionnaires were distributed randomly in the UUM library to only international students, both undergraduate and postgraduate, prior to the actual survey to allow for any faults to be rectified. The time taken to complete the questionnaire was one week. Feedback on the clarity of words and instructions was positive, with minimal changes needed.

The respondents were able to understand all the questions with little difficulty. This pilot study was also conducted to test inter-item consistency and reliability through Cronbach's alpha coefficient. The result of Cronbach's alpha coefficient is shown in.

Table 4 Pilot-Test Analysis Result

Variables	Cronbach's Alpha
Communicators Competence	.847
Intercultural Communication	.767
Service Quality	.835
International Students Satisfaction	.835

Referring to the above table, values interpret the condition of the data, whether it is reliable or not. The values of the variables must be ideal, which means the values should be above 0.7 (DeVellis, 2016); Giske et al.. (2023). The value less than 0.6 is identified as poor; values between 0.8 and 0.9 are thought to be good; if alpha is higher than 0.9, it may suggest that some items are redundant because they are testing the same question in a different shape or the test length should be shortened, so a maximum alpha value of 0.9 has been recommended by Tavako and Dennick (2011); Tavakol et al. (2023). They also suggested that a low alpha approaching zero appears if there are few questions or poor interrelationships between items or constructs. `

3.17 Hypothesis Testing

Hypothesis testing is a test that will determine whether we should accept or reject the hypothesis of any study. If the observation value is greater than the critical value, then the decision rule of hypothesis testing is to accept the alternative hypothesis (H1).

The important role of the hypothesis is to suggest variables to be included in the research design. The analysis of the hypothesis will be done using the Pearson correlation coefficient multiple regression analysis

i Pearson Correlation Coefficient

Pearson correlation coefficient is used to test the hypothesis. It assists study in determining whether there is a relationship between dependent variable and independent variable. The result will be significant if the probability value (P-value) is smaller than 0.05 ($P < 0.05$). It means that there is a relationship between dependent variable and

independent variable. But if probability value ($P > \text{value}$) is above 0.05, it means there is no significant relationship between dependent variable and independent variable.

ii Multiple Regression Analysis

Multiple regression analysis is done to examine the simultaneously effects of several independent variables on dependent variable. Multiple regressions analysis aids in understanding how much of the variable in the dependent variables is explained by a set of independent variables (predictors).

3.18 Summary

This chapter deliberated on the justification for the methodology and technique of how to analyze data. The researcher opted for the quantitative method as the prime tool to obtain and subsequently analyze the data. Other areas in the chapter include sample size and design, procedure, and population of the study; others are research setting, research approach, and philosophical foundation, respectively. As highlighted earlier, all the measurements used in this study were adapted from other previous work and modified accordingly.

CHAPTER FOUR

ANALYSIS AND FINDINGS

4.1 Introduction

The purpose of analyzing the data is to verify the developed hypotheses and fulfill the research objectives. The analysis conducted includes data collection process and survey responses, normality test which are fundamental to parametric test. Furthermore, the behavior of the data was examined using descriptive statistics before regression analysis is used in verifying the hypotheses developed. The last test used in this chapter is correlation analysis which is employed to examine the relationships that exist between the variables investigated. Were performed using the Statistical Package for Social Science (SPSS) version 26 for Windows.

4.2 Responses rate

According to Universiti Malaysia Perlis (UNIMAP) and Universiti Utara Malaysia (UUM), international students comprised the population of the study. The sample size was drawn from Kriejcie and Morgan's (1970) table for sample size determination, and based on that, 320 SMEs were selected. In order to take care of none response rate and minimize error in sampling as suggested by Resch et al. (2023) and Wang et al. (2024), the sample size was doubled, resulting in a total of 640.

This study used online social media and a survey questionnaire to distribute and collect data from their respective respondents, who are both international students of UNIMAP and UUM. The respondents were selected on the basis of cross-sectional technique. A

total of 2,783 people comprised the population; 640 represent the sample. Hence, based on a cross-sectional procedure, the sample interval is picked by dividing the population by the sample size (population/sample). However, sample picked, which was the number 640 respondent. After respondent's identification through their lists, the study estimated a total of 640 questionnaires were administered to the targeted respondents through the use of social media forms, while all the social media apps were used for the data collection process to reach and get responses from all international students of both universities, Unimap and Uum. The researcher personally administered some questionnaires, and with the help of different apps, such as WhatsApp groups, Facebook groups, Telegram groups, Instagram groups, etc., a few respondents answered the questionnaires immediately, others after some days or a few weeks, and a few took some months before their responses were retrieved.

The researcher made follow-up mainly through the personal visitation of respondents and, to some extent, phone calls during the data collection periods, whereas other research assistants were equally used to retrieve the questionnaire distributed to some categories of respondents. Such as clubs like the International Student Society (ISS) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) of UNIMAP and UUM, as well as all the international student countries leaders platforms to reach and administer questionnaires to retrieved respondent's opinion of the study. The data collection period took about three months, which was between January endings and early April 2023. However, a total of 416 questionnaires were finally retained for analysis, as depicted in Table 5.

Table 5 Response Rate from Target Respondent

Item Names	Frequency	Percentage %
Distributed Questionnaires	640	100
Returned Questionnaires	416	0.65
Rejected Questionnaires	000	000
Retained Questionnaires	416	0.65

A total of 416 respondents constituted the sample for this research, which shows a good response rate of 65 percent that covers the entire international student body at both UNIMAP and UUM. This rate is considered sufficient based on Sekaran's (2003), Bakar *et al.'s* (2019), and Arshad *et al.'s* (2023). argument that a 30 percent response rate is suitable for the survey. Similarly, the current response rate is regarded as adequate, going with the suggestion that a sample size should be between 5 and 10 times the number of study variables for the regression type of analysis to be carried out (Sarkindaji, 2022; Singh, 2024). Given the number of study variables (4; a sample size of 60 is considered adequate for data analysis. Hence, 416 usable responses of 65 percent satisfied the required sample size requirement for multiple regression analysis. The data was keyed into SPSS (version 26) for further analysis.

4.3 Respondents Demographic profile

Table 6 below denotes the demographic profile of respondents. The respondents were asked to explain some of their demographic information, which includes Age, Gender, Continents, University Names, University programs or level of education and Number of years in both UNIMAP and UUM.

Table 6 Demographic Data

Variable	Frequency		Percentage (%)	Frequency
Gender				
Variable	Female	Male	Frequency	P/F (%)
UNIMAP	47	85	= 132	31.7%
UUM	88	196	= 284	68.3%
Age Groups				
	UNIMAP	UUM	Total	P/F (%)
Below 25	39	59	=98	23.6%
26 to 30	29	52	= 81	19.5%
31 to 35	36	68	=104	25.2%
Above 36	49	84	=133	31.5%
Continents of Origin				
	UNIMAP	UUM	Total	P/F (%)
Africa	87	141	=228	55%
Asia	63	103	=166	40%
Europe	4	8	=12	3%
America	4	6	=10	2%
Level of Education				
	UNIMAP	UUM	Total	P/F (%)
Undergraduate	50	102	=152	36.6 %
postgraduate	60	204	=264	63.7%
University Names			P/F (%)	Total
UNIMAP	108	18%	108+18%	=465
UUM	531	83%	531-83%	=2318
Period of Study in UNIMAP/UUM				
	UNIMAP	UUM	Total	P/F (%)
Less a year	37	55	92	21.9%
2 years	31	50	81	19.5%
3 years	29	77	106	25.7%
4 years and more	38	99	137	32.9%

In the table above review, it was observed from the data analyzed that most of the participants were male, with a total percentage of 68.3% (284) while the other 31.7% (132) were female international students of both Unimap and Uum. It shows that Uum males were the majority of participants, with a total percentage of 47.1% (196) respondents, while Unimap males had a total percentage of 20.4% (85) respondents. Next highlighted was the female percentage rate of both universities: Uum with a high

percent of 2.1% (88), and Unimap with a percent of 11.3% (47). Moreover, the data present that most of the respondents are within the age group below 25 with a total number of 98, with 23.6%; Uum have 59 with 14.1% percent; Unimap have 39 with 9.3% percent; and the age group of 26–30 has a percent of 19.5% (81). Uum 52 responded 12.5%. Unimap with (29) 6.9%. Followed by age group 31–35 having 25.2% (104) respondent rates, Uum have 68 with a 16.3% percentage, and Unimap have 36 with 8.6% percent. Lastly, the age -group in which the majority participated in this research work is seen to be 36 and above, with a 31.5% (133) respondents' rate. Uum (84) with 20.2% percent, and Unimap (49) with 11.8% percent.

Furthermore, the study presents four continents of origin of international students of both Unimap and Uum that engage in the study survey questionnaire, with the number of responses from each continent and their percentage of engagement: Africans with the highest respondents (228) and 55%, followed by Asian respondents (166) taking part and 40%, mean, while Europe and America with the smallest number of respondents of Europeans (12) take part with a percentage of 3%, and lastly Americans with just 10 engage and 2% respondents. In addition, the data shows that a larger percentage of the respondents are currently pursuing their postgraduate studies, with 63.7% (264), while the remaining international students who participated in this study, 36.6% (152), are pursuing their undergraduate studies. However, two public universities from the north region of Malaysia were chosen as the study sources for data collection respondents. Which international students from Universiti Malaysia Perlis (Unimap) and Universiti Utara Malaysia (UUM) participated in the data respondents? UUM has the largest engagement number of 249,, with 60%; another is Unimap, with 152 joined responses

and 40%. Furthermore, concerning the number of years spent in both universities, Unimap and UUM, most international students who respond to this survey have spent at least two years with 19.5% (81) followed by above three years with 25.7% (106), and less than a year with 21.9% (92). Finally, with the majority of years spent in both universities, the highest percentage numbers are 4 years and more, with 32.9% and 137, respectively.

However, the study demographic data analysis table result indicate that, the two public universities from north region Malaysia this study chosen as the study source of data collection respondents, which is universiti Malaysia perlis (Unimap) and universiti utara Malaysia (Uum). The above table shows that UUM have the majority of participant respondents with the total number of 284, with 68.3% percentage than UNIMAP with the lower number respondent of 132 participant, with 31.7% percentage.

Moreover, to judge according to both universities total populations of 2,783, dividing by 416 both universities participated respondents, multiply by 100 that give the total percentage of 14.9% for each of the university respondent participation, UUM with total population of international students of 2,318 and percentage of 17.9% while UNIMAP with the total population of their international student 465 with percentage of 89.6%, the general demographic report of the study table shows that UUM have majority populations of the international students and also have majority of the study respondents participant than UNIMAP with lower populations of international students and lower respondents participant. However, UNIMAP international students have a greater percentage, with a small population of 465 and respondents' participation of (132), a

percentage of 31.7%. The demographic table analysis results indicate that UNIMAP international students respond significantly to the study survey questionnaire much more than UUM, with a larger population of 2,783 and a majority of respondents participation of 284 with a percentage of 68.9%. In summary, the higher percentage of the table result indicates greater dissatisfaction from international students of UNIMAP towards their local administrative staff communicators competence, intercultural communication, and service quality performances that resulted in international students satisfaction or dissatisfaction compared to international students of UUM towards their local administrative staff general performance on communicators competence, intercultural communication, service quality and international students satisfactions or dissatisfaction

4.4 Reliability of Analysis

The reliability of the instruments used was examined using Cronbach alpha. For the pretest, the items have a reliability of .753, while the post-test reliability was presented to be .683. According to Nunnally and Bernstein (1994); Zikmund et al. (2013); and Akpan et al. (2022), as a rule of thumb for reliability, the items having a reliability of .7 or above are satisfactory and thus deemed reliable. This is presented in the table below:

Table 7 Construct Reliability

Variable		Cronbach Alpha	Number of items
International Students	satisfaction	.890	10
Communicator's competence		.880	12
Intercultural communication		.870	9
Service quality		.878	10

4.5 Data screening

Data screening is a systematic process that filters and analyzes data based on specific criteria, sorting and selecting relevant files. It also categorizes data into different classes based on user interactions. Zhao et al. (2024). Data cleaning aims to identify errors and correct them, ensuring data quality for future analysis. Whang et al. (2023). However the study employed multicollinearity and Normality test for the data screening analysis.

4.5.1 Multicollinearity

According to Atoyebi, & Obilade, (2024). Multicollinearity is the correlation of independent variables in a regression model, which can lead to skewed or misleading results. It can also result in wider confidence intervals, producing less reliable probabilities about the effect of independent variables in a model. Leow, (2023). Therefore, it is crucial to maintain independence in regression models. Multicollinearity in technical analysis can lead to incorrect investment assumptions due to multiple indicators of the same type being used. Krishna et al. (2023), A multicollinearity test diagnoses this issue in a model. It is problematic because regression analysis aims to isolate the relationship between independent variables and dependent variables, and the regression coefficient represents the mean change in the dependent variable. Moradi et al. (2024). Furthermore, the analysis result of multicollinearity will be discuss in the regression analysis table below

4.5.2 Normality of Analysis

A normality test analyses if a sample of data comes from a normally distributed population. It is often performed to test whether the data used in the research has a normal distribution. (Hammer, & Harper, 2024). A normalcy test is a statistical technique that assesses if a sample data comes from a normally distributed population. Monter-Pozos, & González-Estrada, (2024). Table 8 displays the outcome of normalizing the data using the Skewness and Kurtosis Statistical tests.

Table 8 Normality of Analysis

Variable	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
International Students' satisfaction	.339	.128	-.479	.255
Communicators' competence	.304	.128	-.238	.255
Intercultural Communication	.502	.128	-.562	.255
Service Quality	.297	.128	-.298	.255

A skewness score larger than + 1.0 indicates that the distribution is right skewed. If the value is smaller than -1.0, the distribution is left-skewed. While Kurtosis values greater than + 1.0 indicate a leptokurtik distribution. If the number is smaller than -1.0, then the distribution is platykurtic. Either skewness or kurtosis can be surveyed through descriptive statistics. Acceptable values of skewness scale between -3 and $+3$, and kurtosis is suitable from a range of -10 to $+10$ When using Structural Equation

Modeling (SEM), According to Brown (2006); Thornberg et al. (2023); and Gunduz, et al. (2024).

Moreover, the above table of skewness and kurtosis analysis results shows that the study variable distributions are all acceptable, as stated by Brown (2006), Thornberg et al. (2023), and Gunduz et al. (2024). The skewness of [variable international student satisfaction] was found to be .339, indicating that the distribution was between -3 and +3 skewness, was acceptable, and the kurtosis of international student satisfaction on the scale of -.479 shows acceptable because it is still below the range of +5 to -10. The second variable, communicator competence, was failed between .304, designating that the distribution was scaled from -3 to +3, was supportable. For kurtosis of communicators competence fail between -.238, specify a good distribution range below than +5 to -10 was supportable. Another variable to be discussed is intercultural communication skewness, which was indicated to be rejected with .502 because the distribution range is above -3 to +3. And the kurtosis of intercultural communication was shown to be positive at -.238; the distribution of variable kurtosis is accepted because it is low, ranging from +5 to -10.

The final study variable, service quality, was established to have a .297 skewness with a good distribution in a below range of -3 to +3 acceptable, while the kurtosis of service quality was stipulated to be -.298, which shows a good distribution because it was lower than +5 to -10 acceptable. However, according to the above table, the results indicate that the four variables of the study three variables such as international student satisfaction, communicator competence, and service quality show acceptable skewness.

While only intercultural communication skewness was widely rejected, And all four variables of the study kurtosis were found to be accepted, but among all the study variables, service quality was found to be most acceptable, with a lower range of both skewness of 297 that fail between -3 and +3 and kurtosis of -.293 below the range of +5 to -10.

Based on the statistical analysis presented in Table 9, it can be seen that the study's variables have a mean test result within two standard deviations and are regularly distributed. Therefore, further investigation of the study's data is appropriate.

4.6 Factor Analysis Result

Kaiser Meyer Olkin (KMO) and Bartlett's Test (measures the strength of the relationship between the variables). The KMO assesses sampling adequacy (which indicates whether or not the responses provided by the sample are adequate), and it should be close to 0.5 for satisfactory factor analysis to occur. QINGQING, & ALI, (2024).

As stated in the Table 10, the KMO values range from 0.516 to 0.549. The value of KMO for International Student Satisfaction is 0.542, for Communicators Competence is 0.549, for Intercultural communication is 0.516, and for Service Quality is, 0.527, Variances explained is between 13.127% and 16.913.%. Therefore, the values of KMO which are above 0.50, are acceptable. The Bartlett's Test of Sphericity (BtoS) values of all variables are also significant ($P < 0.01$). Show in table 9 below

Table 9 Results of Factor Analysis

		No of	KMO	Bartlett's	Variance	
		Item	Value	Test	Explained	Sig.P
				of Sphericity		
International Student Satisfaction		10	0.542	1460,832	13,127	.000
Communicators Competence		12	0.549	1461,499	13,751	.000
Intercultural Communication		9	0.516	792,662	15,419	.000
Service Quality		10	0.527	112,518	16,913	.000

4.7 Mean and Standard Deviation

According to the descriptive analysis using mean and standard deviation, the table below presents different types of levels of mean interval, description rate, and interpretation.

Table 10 below

Interpretation table 10 for mean and Std

Mean Interval	Description rate	Interpretation
4.50 – 5.00	Very High	Satisfaction is always evident
3.50 – 4.49,	High	Satisfaction is oftentimes evident
2.50 – 3.49	moderate	Satisfaction is sometimes evident
1.50 – 2.49	Low	Satisfaction is seldom evident
1.00 – 1.49	Very low	Satisfaction is not evident

Wei, Mhunpiew, & Boonpram, 2024).

As the mean is the statistical way of examining the level of satisfaction factors from independent variables towards dependent variable, this study employed the mean and standard deviation to investigate what the relationships are between communicator competence, intercultural communication, and service quality towards international student's satisfaction of the general performances of local administrative staff of public universities in Malaysia.

4.8 Dependent variable: International Students Satisfaction

In this study, international student satisfaction is measured by three variables, namely Communicator Competence (CC), Intercultural Communication (ICC), and Service Quality (SQ). Table 11 shows that the scores of Communicators Competence (mean = 2.68, SD = 0.905), Intercultural Communication (mean = 2.10, SD = 0.720), and Service Quality (mean = 1.65, SD = 0.524), two variables (CC) and (ICC), were at a high moderate level, while (SQ) was at a low moderate level. Overall, it shows that the international student satisfaction score (mean = 24.6, SD = 0.904) of both Unimap and Uum International students satisfaction. The study's mean result indicates that the satisfaction levels of international students towards their local administrative staff's general performances at public universities in Malaysia are between moderate and low level Satisfaction sometimes or seldom evident

Table 11 Mean and Std. Deviation for DV and IV

Variable	Mean	SD	Level
Communicators Competence	2.68,	0. 905	Moderate
Intercultural Communication	2.01,	0. 720	Moderate
Service Quality	1.65,	0. 524	Low

International Student Satisfaction	24.6,	0. 904	Moderate
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4.8.1 Independence Variable: Communicators Competence

Table 11.1 shows the frequency, percentage, and mean and standard deviation values of each item of Communicators Competence. The results of this study found that ten items had high moderate scores from 2.12 to 2.35, while the other two items had low moderate scores from 1.90 to 1.91, with the mean range of items ranging from a lower score of 1.90 to a higher score of 2.35. As a result, item CC7 is " The local administrative staff of public university do they have difficult to understand when communicating in written form." Recorded the highest mean (mean = 2.35, SD = 0.121), while the CC1 item " The local administrative staff of public university do they have a good command of the language." also recorded the lowest mean (mean = 1.90, SD = 0.13). Overall, the local administrative staff Communicators Competence score (mean = 2.68, SD = 0.905) towards Unimap and Uum International Students satisfaction in public universities in Malaysia is at a moderate level.

Table 11.1 Mean and Std. Deviation of Communicators Competence

NO	Statement	N	Min	Max	Mean	Std
CC1	The local administrative staff of public university do they have a good command of the language	416	1.00	5.00	1.90	.113
CC2	The local administrative staff of public university are they sensitive to your needs of the moment.	416	1.00	5.00	1.91	.109
CC3	The local administrative staff of public university are they typically gets right to the point	416	1.00	5.00	2.12	.111
CC4	The local administrative staff of public university do they pay attention to what I say to him or her	416	1.00	5.00	2.32	.118
CC5	The local administrative staff of public university do they deal with your request effectively.	416	1.00	5.00	2.44	.124
CC6	The local administrative staff of public university are they a good listener	416	1.00	5.00	2.44	.124
CC7	The local administrative staff of public university do they	416	1.00	5.00	2.35	.121

	have difficult to understand when communicating in written form.					
CC8	The local administrative staff of public university do they expresses his or her ideas clearly.	416	1.00	5.00	2.28	.115
CC9	The local administrative staff of public university is difficult to understand when he or she speaks to me.	416	1.00	5.00	2.31	.114
CC10	Generally local administrative staff of public university do they says the right thing at the right time.	416	1.00	5.00	2.22	.112
CC11	The local administrative staffs of public university are they easy to talk to.	416	1.00	5.00	2.27	.113
CC12	The local administrative staff of public university do they usually responds to messages (memos, phone calls, reports, etc.) quickly	416	1.00	5.00	2.26	.118
Overall					26.8	.905

4.8.2 Independence Variable: Intercultural Communication

The frequency, percentage, mean, and standard deviation data for each of the intercultural communication activities are shown in Table 11.2. According to the study's findings, the mean range of the items ranged from 1.90 to 2.41, with seven items receiving high scores from 2.19 to 2.41 and the other two receiving fairly low scores from 1.90 to 1.97. The study's findings show that item ICC5, "I feel local administrative staff of Public University find easier to categorize student based on their cultural identity than their personality," had the highest mean (mean = 2.41, SD = 0.123), while item ICC1, "The local administrative staff of public university often find it difficult to differentiate between similar cultures (Ex: Asians, Europeans, Africans, etc.)," had the lowest mean (mean = 1.90, SD = 0.121). Overall, Unimap and Uum International Students satisfaction have moderate scores on Intercultural Communication of local administrative staff of public universities in Malaysia (mean = 20.0, SD = 0.720).

Table 11.2 Mean and Std. Deviation of Intercultural Communication

NO	Statement	N	Min	Max	Mean	Std
ICC1	The local administrative staff of public university often find it difficult to differentiate between similar cultures (Ex: Asians, Europeans, Africans,	416	1.00	5.00	1.90	.121

	etc.)					
ICC2	I feel that local administrative staff of public university are from other cultures that have many valuable things to teach me.	416	1.00	5.00	1.97	.118
ICC3	Most of local administrative staff of Public University are from the same culture.	416	1.00	5.00	2.19	.112
ICC4	I feel most of local administrative staff of Public University are more comfortable with student from their own culture than with student from other cultures.	416	1.00	5.00	2.34	.116
ICC5	I feel local administrative staff of Public University find easier to categorize student based on their cultural identity than their personality.	416	1.00	5.00	2.41	.123
ICC6	I feel local administrative staff of Public University usually closer to student who are from their own culture because they can relate to them better.	416	1.00	5.00	2.39	.123
ICC7	Most of my friends in Public University Malaysia are from my own culture.	416	1.00	5.00	2.25	.115
ICC8	I feel local administrative staff of Public University usually looks for opportunities to interact with student from other cultures.	416	1.00	5.00	2.24	.114
ICC9	I feel local administrative staff of Public University are more comfortable with student who are open to student from other cultures than student who are not.	416	1.00	5.00	2.29	.116
Overall					20.0	.720

4.8.3 Independence Variable: Service Quality

The frequency, percentage, mean, and standard deviation values for each component of the service quality are displayed in Table 11.3. According to the study, all eight items received high ratings ranging from 2.08 to 2.42, while two items received low ratings ranging from 1.88 to 1.91. According to the findings of this study, the ICC7 item, "The opening hours of local administrative staff offices are personally convenient for me," had the most significant mean (mean = 2.42, SD = 0.122), while the ICC2 item, "Local administrative staff of public university do they provide caring and individual attention," had the lowest mean (mean = 1.88, SD = 0.118). Overall, the service quality of local administrative staff towards Unimap and Uum International Students satisfaction at public universities in Malaysia has a low score (mean = 165, SD = 0.524).

Table 11.3 Mean and Std. Deviation of Service Quality

No	Statement	N	Min	Max	Mean	Std
SQ1	When I have a problem, do local administrative staff of Public University shows a sincere interest in solving it	416	1.00	5.00	1.91	.118
SQ2	Local administrative staff of public university do they provide caring and individual attention.	416	1.00	5.00	1.88	.113
SQ3	Inquiries/complaints are they dealt with efficiently and promptly. By local administrative staff of Public University	416	1.00	5.00	2.08	.109
SQ4	Local administrative staff of public university are they never too busy to respond to a request assistance	416	1.00	5.00	2.30	.114
SQ5	Local administration staffs of public university do their offices keep accurate and retrievable records.	416	1.00	5.00	2.38	.119
SQ6	When the local administrative staffs of public university promise to do something by a certain time, do they so.	416	1.00	5.00	2.42	.122
SQ7	The opening hours of local administrative staff offices are personally convenient for me.	416	1.00	5.00	2.40	.122
SQ8	Local administrative staff of public university do they show positive work attitude towards students.	416	1.00	5.00	2.39	.121
SQ9	Local administrative staff of public university do they communicate well with students.	416	1.00	5.00	2.31	.117
SQ10	Local administrative staff of public university do they have good knowledge of the systems/procedures.	416	1.00	5.00	2.24	.125
Overall					165.	52.4

4.8.4 Dependence Variable: International Students Satisfaction

The frequency, percentage, mean, and standard deviation values of each item of the International Student Satisfaction were provided in Table 11.4. The results found that out of eleven items, nine have moderately high scores ranging from 2.15 to 2.41, while two have low moderate scores ranging from 1.90 to 1.98, with the mean range of items ranging from 1.90 to 2.41. Based on the results of this study, the ISS6 item "The local administrative staff of public university are they competence in their job." recorded the highest mean (mean = 2.41, SD = 0.122), while the ISS1 item "The local administrative staff of public university are they friendly" also recorded the lowest mean (mean = 1.90, SD = 0.130). Overall, the general performances of local administrative staff as regards the International Student Satisfaction Score (mean = 24.6, SD = 0.904) among Unimap and Uum International Students at public universities in Malaysia are at a moderate level.

Table 11.4 Mean and Std. Deviation of International Student Satisfaction

No	Statement	N	Min	Max	Mean	Std
ISS1	The local administrative staff of public university are they friendly	416	1.00	5.00	1.90	.130
ISS2	The local administrative staff of public university are they so easy approachable	416	1.00	5.00	1.98	.122
ISS3	The local administrative staff of public university do they shown concern when you have problem	416	1.00	5.00	2.15	.114
ISS4	The local administrative staff of public university do they give respect to your feelings, and opinions	416	1.00	5.00	2.28	.112
ISS5	The local administrative staff of public university are they available to assist students	416	1.00	5.00	2.36	.123
ISS6	The local administrative staff of public university are they competence in their job	416	1.00	5.00	2.41	.122
ISS7	The local administrative staff of Public University do they have ability to make you feel comfortable in campus environment's	416	1.00	5.00	2.39	.121
ISS8	The local administrative staff of public university do they have sense of competence, confidence and professionalism conveyed by the ambience in the information	416	1.00	5.00	2.34	.121
ISS9	The local administrative staff of public university do they have competence, confidence and professionalism in doing their jobs	416	1.00	5.00	2.34	.124
ISS10	The local administrative staff of public university do they assured that your best interest are being served	416	1.00	5.00	2.26	.118
ISS11	The local administrative staff of public university do they give rewards gained for your consistent effort	416	1.00	5.00	2.23	.120
Overall					24.6	.904

4.9 Correlation of Analysis

Correlation coefficients values of 0.7 to 0.9 imply that variables are highly correlated.

Correlation coefficients between 0.5 and 0.7 imply that variables are moderately correlated. Xu, Yang, & Zhang, (2024).

The relationship between the dependent variable and independent variables is explained through correlation analysis. It demonstrates the significance, direction, and power of the study's variables.

4.9.1 Correlation between International Student Satisfaction and Communication Competence.

According to Table 12 on the Pearson Correlation Coefficient matrix below, it shows that International Student Satisfaction ($r = 0.781$, $p < 0.01$) is positively correlated with Communicator Competence from the local administrative staff of Unimap and Uum on international students of Public University Malaysia. Hence, the overall correlation analysis relationship between the two variables is significant.

Table 12 Correlation Between International Student Satisfaction and Communicators Competence

Variables	N	Pearson Correlation	Sig. (2-tailed)
International Student Satisfaction (A_ISS)	416	.781**	.000
Communicators Competence (A_CC)	416	.781**	.000
**. Correlation is significant at the 0.01 level (2-tailed).			

4.9.2 Correlation Between International Student Satisfaction and Intercultural Communication

The Pearson product correlation between international student satisfaction and intercultural communication was found to be moderately positive and statistically significant ($r = 0.702$, $p < 0.01$), as indicated in the table 12.1 below. Hence, **H2** was supported. This shows that an increase in intercultural communication from public university in Malaysia local administrative staff would surely lead to higher satisfactions with international students. The two-variables understudy is significant.

Table 12.1 Correlation Between International Student Satisfaction and Intercultural Communication

Variables	N	Pearson Correlation	Sig. (2-tailed)
International Student Satisfaction (A_ISS)	416	.702**	.000
Intercultural communication (A_ICC)	416	.702**	.000

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

4.9.3 Correlation Between International Student Satisfaction and Service Quality

The analysis result of the study shows there's a strong correlation between service quality and international student satisfaction ($r = 0.906$, $p < 0.01$). The outcome was positively significant. The indication of the result means that the higher the level, the better the correlation relationship among public universities in Malaysia, local administrative staff, general service quality production, and international student satisfaction. There is a strong significant relationship between the two variables.

Table 12.2 Correlation Between International Student Satisfaction and Service Quality

Variables	N	Pearson Correlation	Sig. (2-tailed)
International Student Satisfaction (A_ISS)	416	.906**	.000
Service Quality (A_SQ)	416	.906**	.000

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

According to the table above, there was a significant correlation at a level of 0.01 (2-tailed). However, the above table exhibits that the study has good relationships between

dependent and independent variables and also has a strong correlation, as all the variables Sig. (2-tailed) appear to be less than 0.01 level.

4.10 Multiple Regression

Multiple regression analysis provides an avenue for neutrally assessing the degree and character of the relationship between independent variables and the dependent variable (Hair et al., 2007; Field, 2009; Sekararan & Bougie, 2012; Pentoś et al., 2022; Jardim et al., 2023; and Kumar et al., 2024). The regression coefficient is used to show the relative importance of each of the independent variables in the prediction of the dependent variable. When independent variables are jointly regressed against the dependent variable in an attempt to explain the variance in it, the size of each individual regression coefficient will show how much an increase in one unit in the individual variable would affect the dependent variable, taking into cognizance all other individual variables and dependent variable cave in to multiple correlation coefficients (Carr & Gryphon, 2010; Kalaivani, 2022; Desta & Chamiso, 2023; and Apriyanti et al., 2024).

Regression analysis was employed to test the hypothesis in this study; it is intended to investigate the relationship between predicting as well as the criterion variables, respectively. For the conduct of regression analysis, a large sample is required and considered appropriate (Hair *et al.*, 2010; Mohamed Farag & Mohamed Aboudahr, 2020; Behkamal et al., 2023; and Han, 2024).

Table 13 Regression Analysis Result

Variable	Hypothesis	Beta (β)	t-score	Sig.	VIF
Communicator competence,	H1	-.831	-22.832	.000	8.963
Intercultural communication	H2	-.435	-11.237	.000	4.489
Service quality	H3	.906	43.442	.000	1.000
r^2	.939 ^a				
F-value	2120.593				
Durbin Watson	1.836				

The predictors' constant study seeks to investigate the effect of communicators' competence, intercultural communication, and service quality on international student satisfaction. In this research, a multicollinearity test was observed using Durbin-Watson (DW) and the variance interest factor (VIF). According to Shahbeig, Bagheri, Ghorbanian, Hallajisani, & Poorkarimi (2013) and Onyeiwu et al. (2020), a data set is said to be free from multicollinearity issues if the DW value falls within the range of 1.5–2.5. In this research, the DW analysis result shows 1.836, approximately to 1 decimal place, equals 1.8, which is within the acceptance range. Thus, it is concluded that the data used in this research is free from multicollinearity issues. In addition, the VIF method was also employed. From the propositions of Kang, Lee, & Huh (2010), Lin et al. (2021), Wang & Li (2023), Esfandyarpour et al. (2024), and Tan (2024), the VIF value below 10 is argued that the data is free from multicollinearity. The VIF result for the variables present VIF values of less than 10. With this, it is affirmed that the data is multicollinearity issue free.

The dependent variable (international student satisfaction) was regressed on the predictor variables of communicator competence, intercultural communication, and service quality. The independent variables significantly predict international student satisfaction. However, among the three independent variables of the study, the table above indicates that service quality is the most important predictor constant that influences international student satisfaction, with the lower VIF (1.000) = F 1887.213, $P < 0.00$. While intercultural communication is the second influence predictor constant towards international students satisfaction with VIF (4.489) = F 1292.249, $P < 0.00$. And the last variable of the study that influences international students satisfaction is communicator competence, with a constant result of higher VIF (8.963) = F 2120.593, $P < 0.00$. This indicates that the three factors under study have a significant positive impact on international student satisfaction.

Moreover, in the comparison performance of the three independent variables of the study, the $r^2 = .939$ depicts that the model explains 93.9% of the variance: Service quality was predicted to have a greatest significant impact towards international student satisfaction. To compare the contribution of intercultural communication to international student satisfaction. Lately, while communicator competence has less effect on international student satisfaction, To contrast the two other variables of the study. Additionally, coefficients were further assessed to ascertain the influence of each of the factors on the criterion variable (international student satisfaction). **H1**, **H2**, and **H3**. To evaluate whether communicator's competence, intercultural communication, and service quality significantly and positively affect international student satisfaction. Furthermore, the regression analysis test of the study is to ascertain the influence factors of each

independent variable of the research objective of Communicators Competence, Intercultural Communication, and Service Quality and the impact effect of each variable on the dependent variable. International Student Satisfaction.

The table above revealed the study result and interpreted the study research objective control of each independent variable on the dependent by highlighting the finding result of Beta values, T-score values, Sig values, VIF values, etc. that indicate a positively significant influence of the independent variables, such as Communicators Competence, Intercultural Communication, and Service Quality on the dependent variable which is International Students Satisfaction.

4.11 Model summary results

To analysis the hypothesis, the researcher employed multiple regression analysis at 95% confidence intervals. The analysis showed a good model fit: $F(3,412) = 2120.593$, $P < 0.00$. Adj $R^2 = 0.93$ and $R^2 = 0.93$

4.11.1 Relationship Between Communicator Competence and International Student Satisfaction.

Furthermore, the analysis result present that communicators' competence (CC) has a significant contribution to international students' satisfaction having ($\beta = .831$, $SE = .09$, $t = -22.832$, $p < .00$). Therefore, Hypothesis one (H1) in this research is supported.

Hypothesis 1: There is a significant relationship between Communicator Competence and International Student Satisfaction.

4.11.2 Relationship Between Intercultural Communicator and International Student Satisfaction.

However, the result shows that intercultural communication (ICC) has positive insignificant influence on international students satisfaction (ISS) having ($\beta = -.435$, $SE = .09$, $t = -.11237$, $p > .000$). Hence, the hypothesis two (H2) in this research is supported.

Hypothesis 2: There is a significant relationship between Intercultural Communication and International Student Satisfaction

4.11.3 Relationship Between Service Quality and International Student Satisfaction

Similarly, the regression result presents a positive significant effect of service quality (SQ) on international students' satisfaction (SS) having ($\beta = .906$, $SE = .09$, $t = 43.442$, $p < .000$). Indicating that hypothesis three (H3) in this research is supported.

Hypothesis 3: There is a significant relationship between Service Quality and International Student Satisfaction

4.12 Conclusion

In order to meet the goals of this study, the research data analysis results are presented in this chapter. In this study, three hypotheses in all were investigated. Therefore, it can be said that this study has accepted up to three of these hypotheses as described in Table 14.

Table 14 Hypotheses Summary

	Hypothesis	Condition	Decision Rule	Decision
H1	there is a significant relationship between communicators competence and international student satisfaction	Support H1 if $p < .00$	$p < .00$	Supported
H2	there is a significant relationship between intercultural communication and international student satisfaction	Support H2 if $p < .00$	$p > .00$	Supported
H3	There is a significant relationship between service quality and international student satisfaction	Support H3 if $p < .00$	$p < .00$	Supported

4.13 conclude all processes

From the three hypotheses that was tested in this research, the analysis presents that the samples investigated UNIMAP and UUM international students concerning their students satisfaction. It was observed that the three hypotheses formulated were supported.

CHAPTER FIVE

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1 Introduction

This chapter discusses the research findings presented in the previous chapter. All variables under consideration had been analyzed in Chapter (4), which is the research analysis stage, investigating the relationship that exists between determinants or factors that contribute to international students' satisfaction with Universiti Malaysia Perlis and Universiti Utara Malaysia local administrative staff in public universities in Malaysia.

This chapter also gives some review to support the findings from the related literature reviewed previously in chapter two (2), pertaining to the variables mentioned above recalling back the study objectives to be fulfilled as well as answering the proposed research questions in Chapter One (1). With this, deductions and suggestions were made.

This section and its sub-sections discussed in detail the findings from the data analyzed by relating and arguing the findings to earlier scholars or literature's.

5.2 Recapitulation of the Result

This study investigated the evaluation of the satisfactions of international student at a public university in Malaysia. Among Universiti Malaysia Perlis (UINMAP) and Universiti Utara Malaysia (UUM) local administrative staff and their international student satisfactions. The independent variable, such as: Communicators Competence, Intercultural Communication & Service Quality which Influence. The dependent variable International Student Satisfaction, They studied of international student

satisfaction among local administrative staff employees at Unimap and Uum and how it predicts their overall work performances. Quantitative method was utilized to gather the data concerning the study objectives, and a social media survey questionnaire was used for the study.

Findings from the questionnaire indicate a significant positive commitment to international student satisfaction within the study organization. Findings also found that all the independent variables were predicted by the dependent variable, which is that international students are unsatisfied or unhappy with the overall performances of the local administrative staffs of Unimap and Uum on their level of competence in communication, poor exchange in intercultural communication, and lack of exhibition of their quality service.

In the process of achieving these objectives, the study was hinged on communication accommodation theory and servqual theory. Howard and Giles (1973) view communication accommodation theory as an element that monitors the level of competence in communication and the intercultural communication behaviour of local administrative staff towards their international students at a public university in Malaysia. This communication accommodation theory formulates how local administrative staff shapes the behaviour change of their international students through proactive communicator competence and intercultural exchange from local administrative staff to ensure international students satisfaction at a public university in Malaysia. Clough et al. (2024). International students often use accommodative behaviours to adjust to their new culture.

According to Zeithaml, Parasuraman, and Berry's (1980) view Servqual Theory, The servqual methodology, which includes tangibility, reliability, assurance, responsiveness, and empathy worldwide, is used to assess the quality of educational services. The expectations and performance metrics of the educational service provider, which is the local administration staff of a public university in Malaysia, are used to measure international student's satisfaction. Thus, in this study, the findings are congruent with Communication Accommodation Theory and Servqual Theory to explain the effect of local administrative staff performance on international student's satisfaction at a public university in Malaysia. The study outcome revealed a significant influence of international student satisfaction variables such as communicator competence, intercultural communication, and service quality from local administrative staff at a public university in Malaysia. Furthermore, the moderating effect of all the study variables predicts a significant relationship between communicator competence, intercultural communication, and service quality on international student satisfaction in the public university in Malaysia.

5.3 Discussion

The main objective of this study is to analyse the importance of international student satisfaction at public university in Malaysia, local administrative staff's performances. Accordingly, the discussion section of this study has analyzed objectives of this study with findings. According to that, the hypothesis has helped to evaluate the findings and objectives of the study.

5.3.1 Discussion of Hypothesis 1: The relationship Between Communicator's Competence and International Students' Satisfaction

In this research, empirical results show that international students at UNIMAP and UUM perceived significant relationship between communicators' competence and international students' satisfaction. That is, the higher the competence level of UNIMAP and UUM local administrative staff while dealing with international students, the more satisfied the international students feel with such communication and duty performances. Whether university amenities influence student satisfaction or not, the study must determine this depending on its objectives. Certain aspects of the physical environment, including as lighting, layout, building appearance, classrooms, and overall cleanliness, are vital for student happiness. This hypothesis was formed based on early research and literature, and it is tested in this study utilizing quantitative techniques. Appau et al. (2024). Based on the research, the hypothesis is established to evaluate whether there is a significant relationship between international students' degree of satisfaction and university amenities.

As observed, the finding in this regard is in tandem with earlier scholars such as Pokrovskaia et al. (2021); Azizan et al.. (2023); Katsarea, (2023); and Hendrickson, & Goh, (2024). Who argued that the communicator competence of the supervisor, team leader, and administrative staff, as was the case with their studies in different contexts, have a significant contribution to receivers' student satisfaction. Therefore, this study empirically argues that the communication competence of the communicator has a significant relationship with communication receivers' (in this study, international students) satisfaction. Furthermore, as previously demonstrated, H_1 explains the

relationship between communicator competence and international student satisfaction. Table 4.13 shows the regression weight for the relationship between the constructs. The standard coefficient ($\beta = .831$) indicates that this variable contributes to the model. The calculated value of 't' = -22.832' is more than the significance threshold ($P < .00$). Therefore, hypothesis H_1 is supported.

5.3.2 Discussion of Hypothesis 2: Relationship Between Intercultural Communication and International Students Satisfaction

The second hypothesis was tested to uphold the second objective, which is to examine the perceived relationship between intercultural communication and international student satisfaction. In this research, the empirical findings present that intercultural communication has a significant positive relationship with international student satisfaction. This implies that the international students at both universities, UNIMAP and UUM, gave attention to the different cultural backgrounds of the people with whom they were dealing and were also willing to learn and exchange cultural values with the local administrative staff of both universities. This finding was in line with the conclusion from previous work.

(Arasaratnam, 2006; Allen, 2021; Erdur-Higashihara, 2023; and Stauff, & Blondin, (Eds.). 2024) model of intercultural communication which shows pragmatic relationships between and variables such as motivation to interact with people from other cultures, positive attitudes toward people from other cultures, and interaction involvement. This hypothesis was formed based on early research and literature, and it will be tested quantitatively in this study. This is consistent with the findings of other

relevant literature's. Table 4.13 displays the regression weight for the association between the constructs. The standard coefficient ($\beta = -.435$) indicates a significant positive relationship between intercultural communication and international student satisfaction. Additionally, the calculated value ($t = -.11237$) is less than the significance level ($p > .000$), indicating that it contributes to the model. Therefore, hypothesis H₂ is supported.

5.3.3 Discussion of Hypothesis 3: Relationship Between Service Quality and International Students Satisfaction

The last objective of this research is to investigate the relationship between perceived service quality and student satisfaction among international students at both universities. The findings from this research, which collects data from international students, show that the students perceive the quality of service offered by both UNIMAP and UUM management and staff to influence their student's satisfaction. The findings in this regard agree with earlier studies whose unit of analysis is purely from the business world (House et al., 2004; Karin et al., 2014; Chung et al., 2020; Prodan, & Dabija, 2023; Munaro et al. 2024), where these scholars conclude that communicator's competence and intercultural communication play a significant role in customers' satisfaction.

However, in the case of investigated international students, it is empirically concluded in this research that communicators' competence and intercultural communications have a significant contribution to students' satisfaction. Also, the empirical findings observed in this research are seen to be in line with the studies conducted in academic environments (Parasuraman, Zeithaml, & Berry, 1990; Rowley, 1997; Meštrović, 2017; Baradhi, 2021;

Bui et al 2023; and Hoque et al. 2023), where the scholars conclude that service quality has a significant influence on students' satisfaction. Table 4.13 displays the regression weight for the relationship between the constructs. This variable has a substantial positive significant with student satisfaction, as evidenced by the standard coefficient ($\beta = .906$). It also contributes to the model outcomes. The calculated value ($t = 43.442$) is less than the significance level ($p < .000$). Therefore, hypothesis H_3 is supported.

Practically, the finding from this research is significant because it will help the management staffs of Universiti Malaysia Perlis (UNIMAP) and Universiti Utara Malaysia (UUM) identify and develop competitive strategies to gain and enrol a larger number of international students in the global education industry. From this research, it is observed that in order to ensure student satisfaction among international students, UNIMAP and UUM management must enhance the communication competence skills among both university staffs. In addition, the practical contribution of this research is that it unearths and clears the doubt that international students feel comfortable communicating with certain groups of people. This research proves that as false; instead, the research shows that the international student gave attention to the cultural background of administrative staff at both universities, Unimap and Uum.

This research concentrated on international student's satisfaction with the local administrative staffs of public universities in Malaysia, specifically from the UNIMAP and UUM local administrative staff's points of view, in assessing their perceptions of international students' satisfaction with the local administrative staffs of UNIMAP and UUM relations activities, with the aim of improving their relationship. It has been

established by several studies that, over the years, the relationship between student's satisfaction and administrative staff has been characterized as positive or negative (Belias et al. 2022; Tandilashvili et al. 2023; Evans et al. (2024); and Liu et al. 2024). Such variations raise the question of the factors leading to student satisfaction. The identification of a structured and stable relationship between academic, social, and infrastructural factors and satisfaction could give individual institutions a 'benchmark' to compare with when trying to identify the strengths and weaknesses of their own learning environment. Evidence also clearly shows that satisfied students have a lower drop-out rate than students who feel less content.

5.4 Theoretical and Practical Implication

The findings of this study have two (3) important implications: (1) theoretical implications in the international student satisfaction literature and theory, and (2) practical implications for practitioners. The study's implication was drawn from the research findings and discussion in the preceding parts. The following discussion outlines the study's ramifications.

5.4.1 Theoretical Implication

This study has a theoretical implication by combining the empirical areas of communication accommodation theory and servqual theory. According to the theories, proper perception behavioral change performance established by UNIMAP and UUM local administrative staff should theoretically be able to ensure international students satisfaction at Malaysian public universities through communicator competence, intercultural communication, and service quality provided by UNIMAP and UUM local

administrative staff. Instead of focusing on local heritage cultural acts and religion influence, such as favouritism, tribalism, and irregular acts at work, among local and international students at Malaysian public universities, this study broadened the theories by investigating the general performance of local administrative staff on international student satisfaction. This is critical because focusing on student satisfaction, particularly among international students, will not only ensure a large number of foreign student enrollments, economic growth, university success, world ranking, and international relationships with Malaysian public universities, but will also ensure satisfaction with a good understanding between local administrative staff and their international students.

The study found that all variables were compared at multiple regression analysis between communicator competence, intercultural communication, service quality, and international student satisfaction from the UNIMAP and UUM local administrative staff general performance in the public university in Malaysia service, providing empirical support for the theories. Based on the results findings, it can be concluded that communication accommodation theory and servqual theory played a significant role in ensuring international student's satisfaction. In the same note, it is evident that communicator competence, intercultural communication, and service quality are important factors in guaranteeing international students satisfaction in complex settings such as Malaysian public universities, particularly UNIMAP and UUM local administrative staff in the public service sector.

Finally, there is a need for new research on this phenomenon, and as the current study has found empirical confirmation for the theoretical relationship between

communication accommodation theory and servqual theory on international student satisfaction hypothesized in the study framework. Previous studies on the relationship between UNIMAP and UUM international student's and UNIMAP and UUM administrative staffs have yielded a consistent finding, which suggested local administrative staffs of UNIMAP and UUM should undertake international student's satisfaction relations activities that will improve their harmonious coexistence with international students in both universities.

5.4.2 Practical Implication

Based on the study results, the current research has contributed practical implications in terms of UNIMAP and UUM local administrative staff performance and service rendered to students, especially international students. The results suggested that communicator competence, intercultural communication, and service quality of UNIMAP and UUM local administrative staff are important factors for international student satisfaction. The public universities in Malaysia can make considerable efforts to maximizing the public policies that enhance international student's satisfaction by creating organizations and platforms. The organization will be in charge and controls of checking the effect of the general performances of local administrative staff on their international student's satisfaction, and the organization will create an app or social media platform for only local administrative staff and international students.

This app or social media platform will serve as avenues for all international students and all the local administrative staff in Malaysian public or private universities for them to chat, communicates, complain, and state their challenges to the organization. While the

organization will relate all the issues, either from international students or local administrative staff, to the Malaysian high education authority policymakers, who will come up with good policies that will ensure satisfaction for both local administrative staff and international students at public universities in Malaysia. This is one way Malaysian high education authorities and policymakers can engage in the satisfaction of both international students and local administrative staff at public universities in Malaysia.

Another way the organization can relate to their international student and their local works are through using their social media platform to conduct online survey every year, where this online survey questionnaire is requisite to all international students studying in both private and public universities, and all local administrative staffs in Malaysia higher education, international students to state their opinion and challenges on the performances of the local works in general, while local works will also give their opinions and challenges the face on the general behaviours of the international students, and through this medium, the organization can be aware of both local works and international students issues and challenges both parties face from each other, so that the Malaysian higher education policymakers can easily identify the major causes of the issue or challenges and implement a policy to fit and solve the cause of the problems.

And according to the local administrative staff-international students survey respondents report, the organization will check and go through both parties reports and relate the results to Malaysian high education authorities and policymakers bodies who

will make a policy good for both parties satisfaction and also policy for penalty either to pay fine or to expel whoever that break the law of satisfaction from both parties.

Hence, Malaysian high education could minimize the issues of communicator competence, intercultural communication, and service quality from local administrative staff to international students, which will also improve good campus conditions that drive positive satisfaction for both parties (Tham, & Chong, 2023). In respect of Malaysian high education, they might establish controlling and monitoring within local administrative staff and international students, as well as improving maximum interactions by involving both local administrative staff and international students in participating in all the activities of proactive communication in the university. Finally, the results of the present research suggest that local administrative staff should be given thoughtful attention in the process of selection at public universities in Malaysia. In particular, the moderating role set by Malaysian high education will help to enhance and foster effective communicator competence, intercultural communication, and service quality from local administrative staff to offer satisfaction to international students.

The Malaysian public university sector should consider the competence efficacy of local administrative staff in selecting and hiring them, since the study results reveal that there are issues with the local administrative staff's communicators competence, intercultural communication, and also the level of their service quality in general with regard to international student satisfaction. This can be attained through conducting a quality examination screening test in the selection and hiring process of the local administrative staff in any Malaysian high education both private and public universities. This is to help the system of organization policy makers in the Malaysian high education sector to

select those local administrative staff whose values are attuned with Malaysian high education norms and selected out those whose values are irreconcilable.

5.5 Limitation of Research

Despite the fundamental study carried out, it is observed that this research has some limitations, which the author would like future studies to embark upon. The major limitation is that attention is directed to only international students, while local students are not considered. Thus, future scholars interested in conducting similar studies should consider doing so by investigating both local students and international students.

Another limitation of this research was that only the direct beneficiaries are international students of UNIMAP and UUM. They are the only respondents to the survey questionnaire in this research. While the opinions of both UNIMAP and UUM local administrative staff are silent or not considered, even due most international students at UNIMAP and UUM lack communication skills, which also results in a lot of difficulties for both universities local administrative staff to interact proactively, which will enable easy access to exchange cultural values and provide the best service quality to them. Furthermore, it is encouraging that future scholars should consider the opinions of both UNIMAP and UUM local administrative staff when conducting their research and investigating their findings.

Even though this study offered empirical support for hypothesized correlations between variables, the results must be understood in light of the study's limitations. To begin, the study employs a cross-sectional research methodology that does not allow causal

inferences to be drawn from the study population. As a result, a longitudinal design should be considered in the future to assess theoretical hypotheses at various arguments in order to confirm the current study's findings. Similarly, the study shows a non-probability convenience sampling (i.e., quota sampling) in which all population elements were not recorded, demonstrating that sample size does not represent the full population (Rahman, 2023). The significance of quota sampling is that it limits the extent to which study results may be generalized. As a result, the study recommends that future studies go beyond employing quota sampling. Finally, three of the variables were reported significant in moderating the relationship between communicator competence, intercultural communication, and service quality towards international student's satisfaction.

Furthermore, this could be an opportunity for future research to examine why all the three variables of this study are all significant towards international students satisfaction. Additionally, future research are encourage to carry out study why international student are dissatisfy with local administrative staff, communicator competence, intercultural communication, and the overall service quality, as this study hypothesis results shows that all international students of UNIMAP and UUM feel dissatisfaction from general performance of both universities local administrative staffs

5.6 Recommendations for Future Researches

From the findings of this research, it is recommended that for UNIMAP and UUM to have a competitive advantage over their competitors, who are admitting and enrolling international students, they should place emphasis on improving local administrative

staff communicator competence, exchanging cultural values, and training them on how their service provided can be of high quality. Moreover, based on the findings from this study, it is recommended that future scholars examine the difference between international students who have new international experience and those with long-range international experience so as to determine the insignificant impact of these study variables on their international student satisfaction.

This research also recommended to both UNIMAP and UUM local administrative staff to improve on their communicators competence, intercultural communication, and service quality towards international students, as the result of the study findings show that all the study variables, such as communicators competence, intercultural communication, and service quality of local administrative staff of UNIMAP and UUM, are perceived as significant towards international students of UNIMAP and UUM by identifying all the factors that resulted in lower dissatisfaction of general service that is rendered towards international students of both UNIMAP and UUM and the researcher suggested future studies in this domain to investigate more why all the study variables turn out to be significant to the international student satisfaction.

However, Universiti Malaysia Perlis and Universiti of Utara Malaysia and its local administrative staffs are encouraging to work on any possible ways to improve their service in general so as to foster and regain trust and international student's satisfaction from all international students, which will also encourage international students of UNIMAP and UUM to recommend their universities to their friends, families, and anyone they know about the high level of satisfaction of service quality in general from

both universities local administrative staffs. Finally, this study is also recommended to both universities, Universiti Malaysia Perlis and Universiti Utara Malaysia, to see why all the study variables are significant to the general performance of local administrative staffs of both universities towards their international students, who have been dissatisfied, ignored, or disregarded by their local administrative staff. and identifies the whys and reasons that lead to all the study variables appearing emphatically significant to UNIMAP and UUM international students. and should be recommended for future researchers to carry out studies on the reasons why international students are dissatisfied and ignored by their local administrative staff at UNIMAP and UUM public universities in Malaysia.

5.7 Conclusion

From the problems identified, the objectives set, and the research question asked, the research fulfills all by meeting the objectives and answering the questions. The empirical findings in this research presents that all of the three independent variables examined to investigate international students' satisfaction, it was observed that all variables (communicators' competence, intercultural communication and service quality) contributes significantly to both Universities which is UNIMAP and UUM international students' satisfaction on campus.

In summary, the findings indicate that in order to satisfy international students with local administrative staff services renders in UNIMAP and UUM, the local administrative staff must be competence in communicating, proactive on intercultural exchange and

such staff must be willing to offered quality service which will assured and foster unified international students satisfaction



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APPENDICES
APPENDIX : COLLECTION OF DATA FOR RESEARCH
PURPOSES



COLLECTION OF DATA FOR RESEARCH PURPOSES

We are pleased to inform you, that the following student is from UUM Sintok Kedah and is presently pursuing his Master of Arts in Communication. His are required to collect data from your organization as a requirement for the SMJZ69912, Research Paper, course the semester.

NO	Name	Matric	ID/NO
1	OBASI JOHNSON CHINONSO	826215	A12640397

Please be informed that the data collected is purely for academic purposes and we assure you that all information will be kept strictly confidential.

We really appreciate your kindness and cooperation in the above matter,

Thank you.

“KEDAH SEJAHTERA-NIKMAT UNTUK SEMUA”

“KNOWLEDGE, VIRTUE AND SERVICE”

“ACADEMIC EXCELLENCE UUM EMINENCE”

Sincerely yours.

Normizan binti Yusoff

Assistant Registrar

Universiti Utara Malaysia

Sintok Campus (UUMSK)

APPENDIX A: QUESTIONNAIRE SURVEY

SURVEY QUESTIONNAIRE, ENGLISH VERSION



Dear Sir/Madam

I am Obasi Johnson Chinonso, a Master of Arts Communication, student from Universiti Utara Malaysia, currently conducting research entitled **“COMMUNICATORS COMPETENCE, INTERCUTURAL COMMUNICATION, SERVICE QUALITY AND INTERNATIONAL STUDENTS SATISFACTION TOWARDS ADMINISTRATIVE STAFFS OF PUBLIC UNIVERSITY IN MALAYSIA.”** In endeavouring to conduct this research, data will be collected from UMIMAP and UUM International Students’ of Public University Malaysia.

Kindly complete the questionnaire enclosed. I assure you that it will not take longer than 20 minutes. Your cooperation will improve the performances of local admin staffs towards international student’s satisfaction in public university.

All data provided will be confidential and will only be used for this academic research.

Thank you for your kind cooperation.

Your sincerely.

OBASI JOHNSON CHINONSO

Matric No: 826215

College of Arts and Sciences

University Utara Malaysia (UUM)

06010 Sintok,

Kedah Darul Aman.

+6016 – 3062251, richarson20@yahoo.com

PART 1: DEMOGRAPHIC INFORMATION

Please tick (✓) in the appropriate box or fill the space provided.

1. Age (years)

- | | | |
|---|--------------------------|--------------------|
| 1 | ☐ | 25 years and below |
| 2 | ☐ | 26-30 years |
| 3 | ☐ | 31-35 years |
| 4 | ☐ | 36 years and above |

2. Gender

- | | | |
|---|--------------------------|--------|
| 1 | ☐ | Male |
| 2 | ☐ | Female |

3. Country of origin (base on 4 continents)

- | | | |
|---|--------------------------|---------|
| 1 | ☐ | Africa |
| 2 | ☐ | Asia |
| 3 | ☐ | Europe |
| 4 | ☐ | America |



4. University program

- | | | |
|---|--------------------------|---------------|
| 1 | ☐ | Undergraduate |
| 2 | ☐ | Postgraduate |

5. Number of years in Public University Malaysia

- | | | |
|---|--------------------------|-----------------------|
| 1 | ☐ | less than a year/ |
| 2 | ☐ | 2 years |
| 3 | ☐ | 3 years |
| 4 | ☐ | more than three years |

PART 2: INTERNATIONAL STUDENT SATISFACTION

Please tick (✓) in the appropriate box to indicate your level of agreement for each statement below.

NO	STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
ISS1	The local administrative staff of public university are they friendly	1	2	3	4	5
ISS2	The local administrative staff of public university are they so easy approachable	1	2	3	4	5
ISS3	The local administrative staff of public university do they shown concern when you have problem	1	2	3	4	5
ISS4	The local administrative staff of public university do they give respect to your feelings, and opinions	1	2	3	4	5
ISS5	The local administrative staff of public university are they available to assist students	1	2	3	4	5
ISS6	The local administrative staff of public university are they competence in their job	1	2	3	4	5
ISS7	The local administrative staff of Public University do they have ability to make you feel comfortable in campus environment's	1	2	3	4	5
ISS8	The local administrative staff of public university do they have sense of competence, confidence and professionalism conveyed by the ambience in the information	1	2	3	4	5
ISS9	The local administrative staff of public university do they have competence, confidence and professionalism in doing their jobs	1	2	3	4	5
ISS10	The local administrative staff of public university do they assured that your best interest are being served	1	2	3	4	5
ISS11	The local administrative staff of public university do they give rewards gained for your consistent effort					

PART 2: COMMUNICATORS COMPETENCE

Please tick (√) in the appropriate box to indicate your level of agreement for each statement below.

NO	STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
CC1	The local administrative staff of public university do they have a good command of the language.	1	2	3	4	5
CC2	The local administrative staff of public university are they sensitive to your needs of the moment.	1	2	3	4	5
CC3	The local administrative staff of public university are they typically gets right to the point	1	2	3	4	5
CC4	The local administrative staff of public university do they pay attention to what I say to him or her.	1	2	3	4	5
CC5	The local administrative staff of public university do they deal with your request effectively.	1	2	3	4	5
CC6	The local administrative staff of public university are they a good listener	1	2	3	4	5
CC7	The local administrative staff of public university do they have difficult to understand when communicating in written form.	1	2	3	4	5
CC8	The local administrative staff of public university do they expresses his or her ideas clearly.	1	2	3	4	5
CC9	The local administrative staff of public university is difficult to understand when he or she speaks to me.	1	2	3	4	5
CC10	Generally local administrative staff of public university do they says the right thing at the right time.	1	2	3	4	5
CC11	The local administrative staffs of public university are they easy to talk to.					
CC12	The local administrative staff of public university do they usually responds to messages (memos, phone calls, reports, etc.) quickly					

PART 2: INTERCULTURAL COMMUNICATION

Please tick (✓) in the appropriate box to indicate your level of agreement for each statement below.

NO	STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
IC1	The local administrative staff of public university often find it difficult to differentiate between similar cultures (Ex: Asians, Europeans, Africans, etc.)	1	2	3	4	5
IC2	I feel that local administrative staff of public university are from other cultures that have many valuable things to teach me.	1	2	3	4	5
IC3	Most of local administrative staff of Public University are from the same culture.	1	2	3	4	5
IC4	I feel most of local administrative staff of Public University are more comfortable with student from their own culture than with student from other cultures.	1	2	3	4	5
IC5	I feel local administrative staff of Public University find easier to categorize student based on their cultural identity than their personality.	1	2	3	4	5
IC6	I feel local administrative staff of Public University usually closer to student who are from their own culture because they can relate to them better.	1	2	3	4	5
IC7	Most of my friends in Public University Malaysia are from my own culture.	1	2	3	4	5
IC8	I feel local administrative staff of Public University usually looks for opportunities to interact with student from other cultures.	1	2	3	4	5
IC9	I feel local administrative staff of Public University are more comfortable with student who are open to student from other cultures than student who are not.	1	2	3	4	5
IC10		1	2	3	4	5

PART 2: SERVICE QUALITY

Please tick (√) in the appropriate box to indicate your level of agreement for each statement below.

NO	STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
SQ1	When I have a problem, do local administrative staff of Public University shows a sincere interest in solving it.	1	2	3	4	5
SQ2	Local administrative staff of public university do they provide caring and individual attention.	1	2	3	4	5
SQ3	Inquiries/complaints are they dealt with efficiently and promptly. By local administrative staff of Public University	1	2	3	4	5
SQ4	Local administrative staff of public university are they never too busy to respond to a request assistance	1	2	3	4	5
SQ5	Local administration staffs of public university do their offices keep accurate and retrievable records.	1	2	3	4	5
SQ6	When the local administrative staffs of public university promise to do something by a certain time, do they so.	1	2	3	4	5
SQ7	The opening hours of local administrative staff offices are personally convenient for me.	1	2	3	4	5
SQ8	Local administrative staff of public university do they show positive work attitude towards students.	1	2	3	4	5
SQ9	Local administrative staff of public university do they communicate well with students.	1	2	3	4	5
SQ10	Local administrative staff of public university do they have good knowledge of the systems/procedures.	1	2	3	4	5

LAMPIRAN B: SOAL SELIDIK SOAL SELIDIK
SOAL SELIDIK SOAL SELIDIK, VERSI MELAYU



Tuan / Puan

Saya Obasi Johnson Chinonson, Master of Arts Communication, pelajar dari Universiti Utara Malaysia, yang sedang menjalankan penyelidikan bertajuk " KOMPETENSI KOMUNIKASI, KOMUNIKASI INTERCUTURAL, KUALITI PERKHIDMATAN DAN KEPUASAN PELAJAR ANTARABANGSA TERHADAP KAKITANGAN PENTADBIRAN UNIVERSITI AWAM DI MALAYSIA " Dalam usaha untuk menjalankan penyelidikan ini, data akan dikumpulkan dari UMIMAP dan pelajar Uum International 'Universiti Awam Malaysia.

dan pelajar Uum International 'Universiti Awam Malaysia.

Lengkapkan soal selidik yang dilampirkan. Saya memberi jaminan bahawa ia tidak akan mengambil masa lebih lama daripada 20 minit. Kerjasama anda akan meningkatkan persembahan kakitangan pentadbir tempatan ke arah kepuasan pelajar antarabangsa di universiti awam.

Semua data yang disediakan akan sulit dan hanya akan digunakan untuk penyelidikan akademik ini.

Terima kasih atas kerjasama baik anda.

Yang ikhlas.

Obasi Johnson Chinonso

Matric No: 826215

Kolej Seni dan Sains

Universiti Utara Malaysia (UUM)

06010 Sintok,

Kedah Darul Aman

+6016 -3062251 richarson20@yhoo.com

Bahagian 1: Maklumat Demografi

Sila tandakan (✓) di dalam kotak yang sesuai atau isi ruang yang disediakan.

1.

1. Umur (tahun)

- | | | |
|---|--|-------------------|
| 1 | | 25 tahun ke bawah |
| 2 | | 26-30 tahun |
| 3 | | 31-35 tahun |
| 4 | | 36 tahun ke atas |

2.

Jantina

- | | | |
|---|--|--------|
| 1 | | lelaki |
| 2 | | wanita |

3. Negara Asal (asas di 4 benua)

- | | | |
|---|--|---------|
| 1 | | Afrika |
| 2 | | Asia |
| 3 | | Eropah |
| 4 | | Amerika |

4.

Program Universiti

- | | | |
|---|--|---------------|
| 1 | | sarjana muda |
| 2 | | pascasiswazah |

5.

Bilangan tahun di universiti awam Malaysia

- | | | |
|---|--|----------------------|
| 1 | | kurang dari setahun/ |
| 2 | | 2 tahun |
| 3 | | 3 tahun |

4 ☐ 4 lebih daripada tiga tahun

Bahagian 2: Kepuasan Pelajar Antarabangsa

Sila tandakan (✓) di dalam kotak yang sesuai untuk menunjukkan tahap perjanjian anda untuk masing –masing pernyataan di bawah

NO	Penyataan	Sangat Setuju	Setuju	Neutra l	Tidak Setuju	Sangat Tidak Setuju
ISS1	Kakitangan pentadbiran universiti awam tempatan mereka mesra	1	2	3	4	5
ISS2	Kakitangan pentadbiran tempatan universiti awam adalah mereka begitu mudah didekati	1	2	3	4	5
ISS3	Kakitangan pentadbiran tempatan universiti awam adakah mereka menunjukkan kebimbangan apabila anda menghadapi masalah	1	2	3	4	5
ISS4	Kakitangan pentadbiran tempatan universiti awam adakah mereka menghormati perasaan, dan pendapat anda	1	2	3	4	5
ISS5	Kakitangan pentadbiran tempatan universiti awam bersedia untuk membantu pelajar	1	2	3	4	5
ISS6	Kakitangan pentadbiran tempatan universiti awam adalah mereka cekap dalam pekerjaan mereka	1	2	3	4	5
ISS7	Kakitangan pentadbiran tempatan Universiti Awam adakah mereka mempunyai keupayaan untuk membuat anda berasa selesa dalam persekitaran kampus	1	2	3	4	5
ISS8	Kakitangan pentadbiran tempatan universiti awam adakah mereka mempunyai kecekapan, keyakinan dan profesionalisme yang disampaikan oleh suasana maklumat	1	2	3	4	5
ISS9	Kakitangan pentadbiran universiti awam tempatan adakah mereka mempunyai kecekapan, keyakinan dan profesionalisme dalam menjalankan tugas mereka	1	2	3	4	5
ISS10	Kakitangan pentadbiran tempatan universiti awam adakah mereka memberi jaminan bahawa kepentingan terbaik anda dilayan	1	2	3	4	5
ISS11	Kakitangan pentadbiran tempatan universiti awam adakah mereka memberi ganjaran yang diperolehi untuk usaha konsisten anda	1	2	3	4	5

Bahagian 2: Kecekapan komunikator

Sila tandakan (✓) dalam kotak yang sesuai untuk menunjukkan tahap perjanjian anda untuk setiap pernyataan di bawah.

NO	Penyataan	Sangat Setuju	Setuju	Neutra l	Tidak Setuju	Sangat Tidak Setuju
CC1	Kakitangan pentadbiran tempatan universiti awam adakah mereka mempunyai penguasaan bahasa yang baik	1	2	3	4	5
CC2	Kakitangan pentadbiran tempatan universiti awam adalah mereka sensitif terhadap keperluan anda pada masa ini.	1	2	3	4	5
CC3	Kakitangan pentadbiran tempatan universiti awam adalah mereka lazimnya berterus terang	1	2	3	4	5
CC4	Kakitangan pentadbiran tempatan universiti awam adakah mereka memberi perhatian kepada apa yang saya katakan kepadanya.	1	2	3	4	5
CC5	Kakitangan pentadbiran tempatan universiti awam adakah mereka menangani permintaan anda dengan berkesan.	1	2	3	4	5
CC6	Kakitangan pentadbiran tempatan universiti awam adalah mereka pendengar yang baik	1	2	3	4	5
CC7	Kakitangan pentadbiran tempatan universiti awam adakah mereka sukar untuk memahami apabila berkomunikasi dalam bentuk bertulis.	1	2	3	4	5
CC8	Kakitangan pentadbiran tempatan universiti awam adakah mereka menyatakan idea mereka dengan jelas.	1	2	3	4	5
CC9	Kakitangan pentadbiran tempatan universiti awam sukar difahami apabila dia bercakap dengan saya.	1	2	3	4	5
CC10	Secara amnya kakitangan pentadbiran tempatan universiti awam adakah mereka mengatakan perkara yang betul pada masa yang betul.	1	2	3	4	5
CC11	Kakitangan pentadbiran tempatan universiti awam mudah diajak berbincang.	1	2	3	4	5
CC12	Kakitangan pentadbiran tempatan universiti awam biasanya membalas mesej (memo, panggilan telefon, laporan, dll.) dengan cepat	1	2	3	4	5

Bahagian 2: Komunikasi antara budaya

Sila tandakan (✓) dalam kotak yang sesuai untuk menunjukkan tahap perjanjian anda untuk setiap pernyataan di bawah.

NO	Penyataan	Sangat Setuju	Setuju	Neutra l	Tidak Setuju	Sangat Tidak Setuju
IC1	Kakitangan pentadbiran tempatan universiti awam sering mendapati sukar untuk membezakan antara budaya yang serupa (Cth: Asia, Eropah, Afrika, dll.)	1	2	3	4	5
IC2	Saya merasakan bahawa kakitangan pentadbiran tempatan universiti awam adalah dari budaya lain yang mempunyai banyak perkara berharga untuk diajar kepada saya.	1	2	3	4	5
IC3	Kebanyakan kakitangan pentadbiran tempatan Universiti Awam adalah daripada budaya yang sama.	1	2	3	4	5
IC4	Saya rasa kebanyakan kakitangan pentadbiran tempatan Universiti Awam lebih selesa dengan pelajar dari budaya mereka sendiri berbanding dengan pelajar dari budaya lain.	1	2	3	4	5
IC5	Saya rasa kakitangan pentadbiran tempatan Universiti Awam lebih mudah untuk mengkategorikan pelajar berdasarkan identiti budaya mereka daripada personaliti mereka.	1	2	3	4	5
IC6	Saya merasakan kakitangan pentadbiran Universiti Awam tempatan biasanya lebih rapat dengan pelajar yang berasal dari budaya mereka sendiri kerana mereka boleh berhubung dengan mereka dengan lebih baik.	1	2	3	4	5
IC7	Kebanyakan kawan saya di Universiti Awam Malaysia adalah dari budaya saya sendiri.	1	2	3	4	5
IC8	Saya rasa kakitangan pentadbiran tempatan Universiti Awam biasanya mencari peluang untuk berinteraksi dengan pelajar dari budaya lain.	1	2	3	4	5
IC9	I feel local administrative staff of Public University are more comfortable with	1	2	3	4	5

	student who are open to student from other cultures than student who are not.					
--	---	--	--	--	--	--

Bahagian 2: Kualiti Perkhidmatan

Sila tandakan (✓) dalam kotak yang sesuai untuk menunjukkan tahap perjanjian anda untuk setiap pernyataan di bawah

NO	Penyataan	Sangat Setuju	Setuju	Neutra l	Tidak Setuju	Sangat Tidak Setuju
SQ1	Apabila saya menghadapi masalah, adakah kakitangan pentadbiran tempatan Universiti Awam menunjukkan minat yang ikhlas untuk menyelesaikannya	1	2	3	4	5
SQ2	Kakitangan pentadbiran tempatan universiti awam adakah mereka memberikan perhatian dan perhatian individu.	1	2	3	4	5
SQ3	Pertanyaan/aduan diuruskan dengan cekap dan segera. Oleh kakitangan pentadbiran tempatan Universiti Awam	1	2	3	4	5
SQ4	Kakitangan pentadbiran tempatan universiti awam tidak pernah terlalu sibuk untuk menjawab permintaan bantuan	1	2	3	4	5
SQ5	Kakitangan pentadbiran tempatan universiti awam melakukan pejabat mereka menyimpan rekod yang tepat dan boleh diperoleh semula.	1	2	3	4	5
SQ6	Apabila kakitangan pentadbiran tempatan universiti awam berjanji untuk melakukan sesuatu pada masa tertentu, mereka melakukannya.	1	2	3	4	5
SQ7	Waktu buka pejabat kakitangan pentadbiran tempatan secara peribadi adalah mudah untuk saya.	1	2	3	4	5
SQ8	Kakitangan pentadbiran tempatan universiti awam adakah mereka menunjukkan sikap kerja yang positif terhadap pelajar.	1	2	3	4	5
SQ9	Kakitangan pentadbiran tempatan universiti awam adakah mereka berkomunikasi dengan baik dengan pelajar.	1	2	3	4	5
SQ10	Kakitangan pentadbiran tempatan universiti awam adakah mereka mempunyai pengetahuan yang baik tentang sistem/prosedur.	1	2	3	4	5