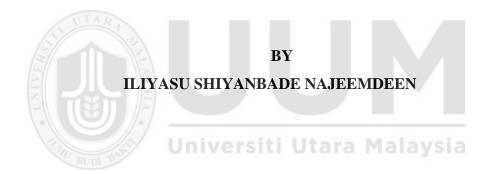
The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



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



Thesis Submitted To School of Business Management, Universiti Utara Malaysia, In Partial Fulfillment of the Requirement for the Master of Human Resource Management



Pusat Pengajian Pengurusan Perniagaan School of Business Management

Universiti Utara Malaysia

PERAKUAN KERJA KERTAS PENYELIDIKAN (Certification of Research Paper)

Saya, mengaku bertandatangan, memperakukan bahawa (I, the undersigned, certified that) ILIYASU-SIYANBADE NAJEEMDEEN (820351)

Calon untuk Ijazah Sarjana (Candidate for the degree of) MASTER OF HUMAN RESOURCE MANAGEMENT

telah mengemukakan kertas penyelidikan yang bertajuk (has presented his/her research paper of the following title)

:

:

•

:

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

Seperti yang tercatat di muka surat tajuk dan kulit kertas penyelidikan (as it appears on the title page and front cover of the research paper)

Universiti Utara Malavsia

Bahawa kertas penyelidikan tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.

(that the research paper acceptable in the form and content and that a satisfactory knowledge of the field is covered by the research paper).

Nama Penyelia Pertama (Name of 1st Supervisor) PROF. DR. KHULIDA KIRANA BT. YAHYA

Tandatangan (Signature)

Nama Penyelia Kedua (Name of 2nd Supervisor)

Tandatangan (Signature)

Tarikh *(Date)*

huliday

PROF. MADYA DR. TAN FEE YEAN

21 DISEMBER 2017

PERMISSION TO USE

In presenting this project paper in partial fulfillment of the requirements for a postgraduate degree from Universiti Utara Malaysia (UUM), I agree that the Library of this university may make it freely available for inspection. I further agree that permission for copying this project paper in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor or in her absence, by the Dean of School of Business Management. It is understood that any copying or publication or use of this project paper or parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the UUM in any scholarly use which may be made of any material in my dissertation/project paper.

Request for permission to copy or to make other use of materials in this project paper in whole or in part should be addressed to:

Universiti Utara Malaysia

Dean of School of Business Management

Universiti Utara Malaysia

06010 UUM Sintok

Kedah Darul Aman.

ABSTRACT

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

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

BUDI BISI

ABSTRAK

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

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

ACKNOWLEDGEMENT

Gratitude to Allah (SWA), who in HIS blessings give me the health and knowledge to accomplish my studies. Indeed Allah is the most beneficent the most merciful. Fulfilling such a dream is indeed a mile stone achievement in my life. I will like to acknowledge the effort of my mom Khudrat Iliyas and my dad (Alh) Abdul Raqaz Iliyas towards their prayers upon my success in this life. I will also like to recognize my Twin brother and my step brothers Abu Hanif and Abu Jabir for their financial support towards my achievement.

I would also like to give my sincerest appreciation to my highly respected, zealous and exceptionally wonderful supervisors, Professor Dr. Khulida Kirana Yahya and Associate Prof. Dr. Tan Fee Yean. I really hope I can be as zealous throughout my career journey. Both of you have been like a mother to me, and I will always appreciate your supports and encouragement toward the completion of my project paper. May God bless you and your families.

Universiti Utara Malaysia

To my friends, I cannot thank you all enough, you have been a beacon of hope, when I felt like giving up. Thank you all and I hope our friendship wax stronger by each passing day and hope to see you all on top.

TABLE OF CONTENTS

ii
ii
V
v
i
1
1
4
6
6
7
7
8
9
9
1
1
1
1
5
5
8
0
3
6
7
8
8
9
9

2.4.5 Working experience	
2.5.1 Relationship between age and cross cultural adapta	ation dimensions31
2.5.2 Relationship between gender and cross cultural ada	aptation dimensions
2.5.3 Relationship between marital status and cross cult	ural adaptation dimensions
2.5.4 Relationship study period and cross cultural adapta	tion dimensions
2.5.5 Relationship working experience and cross cultura	l adaptation dimensions 34
2.6 Conceptual Framework	
2.7 Conclusion	
CHAPTER THREE	
METHODOLOGY	
3.1 Introduction	
3.2 Research design	
3.3 Unit of analysis	
3.4 Population and Sampling Technique	
3.5 Measurement/Instrumentation	
3.6 Operationalization and Measurement of Variables.	
3.6.1 Cross cultural Adaptation dimension	
3.6.2 Studying and researching	
3.6.3 Physical and mental health & emotion	
3.6.4 Interpersonal relationship	
3.6.5 Local culture	
3.6.6 Living environment and financial condition	
3.7 Pilot Testing	
3.8 Data Collection	
3.9 Data Analysis	
3.9.1 Descriptive Analysis	
3.9.2 Anova analysis	
3.9.3 T-test results	
3.10 Conclusion	
CHAPTER FOUR	
FINDINGS	

4	.1	Introduction
4	.2	Survey Responses
4	.3	Profiles of Respondents
4	.4	Descriptive Statistics of Demographic Profile and CCA Dimensions
	.5	The results of Anova and T- test based on demographic and cross-cultural adaptation
		ion
4	.6	Conclusion
CH	APTE	R FIVE
DIS	SCUS	SIONS, RECOMMENDATIONS AND CONCLUSION71
5	.1	Introduction
5	.2	Discussion
	5.2.1	The differences between age and cross-cultural adaptation dimensions72
	5.2.2	The differences between gender and cross-cultural adaptation dimensions73
	5.2.3	The differences between marital status and cross-cultural adaptation dimensions74
	5.2.4	The differences between study period and cross-cultural adaptation dimensions75
	5.2.5	The differences between working experiences and cross-cultural adaptation
	dime	ensions
5	.3	Implication of the study
5	.4	Practical Implication
5	.5	Limitation of the study
5	.5	Recommendation
5	.6	Conclusion
REI	FERE	NCES
API	PEND	ICES A: Questionnaire
API	PEND	IX B: SPSS
API	PEND	IX C: TOTAL NUMBER OF INTERNATIONAL STUDENTS IN UUM111
		IX D: ENROLMEN PELAJAR ANTARBANGSA UUM MENGIKUT PERINGKAT IN
API	PEND	IX E: KRIEJCIE AND MORGAN (1970) SAMPLING TABLE

LIST OF TABLE

Table 3. 2	Operational definition and items for Studying and researching	42
Table 3. 3	Operational definition and items for Physical, mental, health emotion	43
Table 3. 4	Operational definition and items for Interpersonal relationship	43
Table 3. 5:	Operational definition and items for Local culture	44
Table 3.6	Operational definition and items for Living environment and financial condition	46
Table 3.7	Reliability results of the Pilot Test	47
Table 4.2	Percentage of Survey Responses	52
Table 4.3	Summary of the Respondents' Demography	
Table 4.4	Mean and Standard Deviation of Cross cultural adaptation dimensions	54
Table 4.5	Mean and Standard Deviation of Cross cultural adaptation dimensions and demographic factors	56
Table 4.5.1	Anova results and cross cultural adaptation dimensions	69
Table 4.5.2	Independent sample T-test of gender and Cross-Cultural Adaptation dimensions	42
Table 4.5.3	Independent sample T-test on marital status and Cross-Cultural Adaptation	43
	dimensions	
Table 4.5.4	Anova results by college and cross cultural adaptation dimensions	43
Table 4.5.5	Anova results by qualification and cross cultural adaptation dimensions	44
Table 4.5.6	Anova results by study period and cross cultural adaptation dimensions	46
Table 4.5.7	Anova results by financial arrangement and cross cultural adaptation dimensions	67
Table 4.5.8	Anova results by working experience and cross cultural adaptation dimensions	68
Table 4.5.9	Anova results by country and cross cultural adaptation dimensions	69

LIST OF FIGURE

Figure 1. Conceptual Framework



CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

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

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

The contents of the thesis is for internal user only

REFERENCES

- Abdullah, M. C., Adebayo, A. S., & Talib, A. R. (2015). Relationship between demographic factors, social support and sociocultural adjustment among international post graduate students in a Malaysian public University. *Journal of Educational and Social Research*, 5(2), 87.
- Akhtar, N., Pratt, C. B., & Bo, S. (2015). Factors in the cross-cultural adaptation of African students in Chinese universities. *Journal of Research in International Education*, 14(2), 98-113.
- Alamri, N. A. (2017). The Experience Of Undergraduate Saudi Arabian International Students At A Canadian University (Doctoral dissertation).
- Alghail, A. A., & Mahfoodh, O. H. A. (2015). Cognitive Adjustment of International Students in a Malaysian Public University. *International Journal for Innovation Education and Research*, 3(12).
- Alvesson, M., & Sveningsson, S. (2015). *Changing organizational culture: Cultural change work in progress*. Routledge.
- Amunga, H. A. (2013). Introducing information ethics in the curriculum at Kenyatta University: views from lecturers and post-graduate students. *Innovation: journal of appropriate librarianship and information work in Southern Africa*, 2013(46), 25-43.
- Allan, H. T., & Westwood, S. (2016). English language skills requirements for internationally educated nurses working in the care industry: Barriers to UK registration or institutionalized discrimination?. *International journal of nursing studies*, 54, 1-4.
- Banks, J. A. (2015). *Cultural diversity and education*. Routledge.
- Bailey, S. (2014). Academic writing: A handbook for international students. Routledge.
- Banjong, D. N. (2015). International students' enhanced academic performance: Effects of campus resources. *Journal of International Students*, 5(2), 132.
- Brown, J. S., & Duguid, P. (2017). *The Social Life of Information: Updated, with a New Preface*. Harvard Business Review Press.
- Burgoon, J. K., Guerrero, L. K., & Floyd, K. (2016). Nonverbal communication. Routledge.

- Cicchetti, K. O. (2017). *Home Away from Home?: A Case Study of Student Transitions to an International Branch Campus* (Doctoral dissertation, George Mason University).
- Coetzee, J. K., & Rau, A. (2017). Qualitative Sociology.
- Connell, J., & Connell, J. (2016). Development-induced displacement, adaptation and mobility in Cambodia. *Migration and Development*, *5*(3), 413-430.
- Deresky, H. (2017). International management: Managing across borders and cultures. Pearson Education India.
- Entwistle, N., & Ramsden, P. (2015). Understanding Student Learning (Routledge Revivals). Routledge.
- Fang, L., Sun, R. C., & Yuen, M. (2016). Acculturation, economic stress, social relationships and school satisfaction among migrant children in urban China. Journal of Happiness Studies, 17(2), 507-531.
- Glass, C. R., Gómez, E., & Urzua, A. (2014). Recreation, intercultural friendship, and international students' adaptation to college by region of origin. *International Journal of Intercultural Relations*, 42, 104-117.
- Gordon, A. G. (2016). A group psychotherapy program for young men with *depression* (Doctoral dissertation, University of British Columbia).
- Granato, D., de Araújo Calado, V. M., & Jarvis, B. (2014). Observations on the use of statistical methods in food science and technology. *Food Research International*, 55, 137-149.
- Grenier, R. S. (2016). A Sojourn Experience in the Land of Fire and Ice: Examining Cultural Competence and Employee Well-being Through an Autoethnographic Exploration. New Horizons in Adult Education and Human Resource Development, 28(1), 8-22.
- Gurung, A., & Prater, E. (2017). A research framework for the impact of cultural differences on IT outsourcing. In *Global Sourcing of Services: Strategies, Issues and Challenges* (pp. 49-82).

- Hamari, J., Koivisto, J., & Sarsa, H. (2014, January). Does gamification work?--a literature review of empirical studies on gamification. In System Sciences (HICSS), 2014 47th Hawaii International Conference on (pp. 3025-3034). IEEE.
- Helms, M. W. (2014). Ulysses' sail: an ethnographic odyssey of power, knowledge, and geographical distance. Princeton University Press.
- Jacquet, J. B., & Stedman, R. C. (2014). The risk of social-psychological disruption as an impact of energy development and environmental change. *Journal of Environmental Planning and Management*, 57(9), 1285-1304.
- Kamdar, S. (2015). The lingering effects of addiction: Measuring anxiety, loneliness, and self-esteem in siblings of addicts (Doctoral dissertation, University of La Verne).
- Kim, Y. Y. (2015). Finding a "home" beyond culture: The emergence of intercultural personhood in the globalizing world. *International Journal of Intercultural Relations*, 46, 3-12.
- Kolb, D. A. (2014). Experiential learning: Experience as the source of learning and development. FT press.
- Lee, M., Lee, M., Sirat, M., Sirat, M., Wan, C. D., & Wan, C. D. (2017). The development of Malaysian universities: Exploring characteristics emerging from interaction between Western academic models and traditional and local cultures. *Higher Education Evaluation and Development*, 11(1), 25-37.
- Liu, S. (2017). 20 Cross-cultural adaptation: An identity approach. *Intercultural Communication*, 9, 437.
- Macharia-Lowe, J. (2017). Evaluating Cross-Cultural Acculturation Experiences Influencing International Black African Students' Academic Success in a United States University (Doctoral dissertation, University of Southern California).
- Madge, C., Raghuram, P., & Noxolo, P. (2015). Conceptualizing international education: From international student to international study. *Progress in Human Geography*, 39(6), 681-701.

- Mann, M. (2016). Student perceptions of the relationship between perceptions of internal strategic communication and satisfaction: a survey of one Midwestern university (Doctoral dissertation, University of Missouri--Columbia).
- Martinkova, P., & Goldhaber, D. (2015). Improving Teacher Selection: The Effect of Inter-Rater Reliability in the Screening Process. University of Washington Center for Education Data & Research Working Paper, (2015-7).
- Matthews, R. (2015). Recognizing the value of emotions: an exploration of emotional resiliency and intercultural competence amongst international development workers. Royal Roads University (Canada).
- McKay-Semmler, K., & Kim, Y. Y. (2014). Cross-cultural adaptation of Hispanic youth: A study of communication patterns, functional fitness, and psychological health. *Communication Monographs*, 81(2), 133-156.
- Nanthaboot, P. (2014). Using communicative activities to develop English speaking ability of Matthayomsuksa three students (Doctoral dissertation).
- Nuraryo, I. (2016). Social Networking Sites Use and Cross Cultural Adaptation of Muslim Indonesian Students in Australian Universities: Valuing Cultural Diversity. Jurnal Komunikasi, 8(2), 103-122.

Universiti Utara Malaysia

- Covarrubias, R., & Fryberg, S. A. (2015). Movin'on up (to college): First-generation college students' experiences with family achievement guilt. *Cultural Diversity and Ethnic Minority Psychology*, 21(3), 420.
- Deb, S., Strodl, E., & Sun, J. (2014). Academic-related stress among private secondary school students in India. *Asian Education and Development Studies*, *3*(2), 118-134.
- Dema, A. (2015). The development of language and identity: A sociocultural study of five international graduate students living in the US.
- Angove, N. C. (2016). The academic journeys of returning postgraduate students: perceptions of appropriate educational provision for their web-based learning (Doctoral dissertation, Auckland University of Technology).
- Bai, J. (2016). Perceived support as a predictor of acculturative stress among international students in the United States. *Journal of International Students*, 6(1), 93.

Bailey, S. (2017). Academic writing: A handbook for international students. Routledge.

- Bendixen, M. (2014). Evidence of systematic bias in sexual over-and under perception of naturally occurring events: A direct replication of Haselton (2003) in a more genderequal culture. *Evolutionary Psychology*, 12(5), 147470491401200510.
- Bierwiaczonek, K., & Waldzus, S. (2016). Socio-cultural factors as antecedents of crosscultural adaptation in expatriates, international students, and migrants: a review. *Journal of Cross-Cultural Psychology*, 47(6), 767-817.
- Boswell, J. (2015). Christianity, social tolerance, and homosexuality: Gay people in Western Europe from the beginning of the Christian era to the fourteenth century. University of Chicago Press.
- Boylan, R. L., & Renzulli, L. (2017). Routes and reasons out, paths back: The influence of push and pull reasons for leaving school on students' school reengagement. *Youth* & Society, 49(1), 46-71.
- Brunton, M., & Jeffrey, L. (2014). Identifying factors that influence the learner empowerment of international students. *International Journal of Intercultural Relations*, 43, 321-334.
- Brynjolfsson, E., & McAfee, A. (2014). *The second machine age: Work, progress, and prosperity in a time of brilliant technologies*. WW Norton & Company.
- Cameron, A. C., & Miller, D. L. (2015). A practitioner's guide to cluster-robust inference. *Journal of Human Resources*, 50(2), 317-372.
- Choi, J., & Chung, W. (2014). Communicating in a different culture: Identifying acculturative stress among international students in South Korea. *Communication & Medicine*, 11(3), 249.
- Covarrubias, R., & Fryberg, S. A. (2015). Movin'on up (to college): First-generation college students' experiences with family achievement guilt. *Cultural Diversity and Ethnic Minority Psychology*, 21(3), 420.
- Deb, S., Strodl, E., & Sun, J. (2014). Academic-related stress among private secondary school students in India. *Asian Education and Development Studies*, *3*(2), 118-134.

- Dema, A. (2015). The development of language and identity: A sociocultural study of five international graduate students living in the US.
- Demes, K. A., & Geeraert, N. (2014). Measures matter: Scales for adaptation, cultural distance, and acculturation orientation revisited. *Journal of Cross-Cultural Psychology*, 45(1), 91-109.
- Ding, Q. (2016). Understanding Chinese International Doctoral Students in NewZealand: A Literature Review of Contemporary Writings about Chinese Overseas Research Students. New Zealand Journal of Teachers' Work, 13(2), 118-133.
- Edwards, S. (2015). Active Learning in the Middle Grades: This Article Offers Examples of Developing Students' Participation as a Central Tenet of Ideal Middle Level Education That Is Intellectually Active, Socially Active, and Physically Active. *Middle School Journal*, *46*(5), 26-32.
- Epstein, J., Osborne, R. H., Elsworth, G. R., Beaton, D. E., & Guillemin, F. (2015). Crosscultural adaptation of the Health Education Impact Questionnaire: experimental study showed expert committee, not back-translation, added value. *Journal of clinical epidemiology*, 68(4), 360-369.
- Eybers, S., & Hattingh, M. (2016). Teaching Data Science to Post Graduate Students: A Preliminary Study Using a" FLIP" Class Room Approach. International Association for Development of the Information Society.
- Gomes, C., Berry, M., Alzougool, B., & Chang, S. (2014). Home away from home: International students and their identity-based social networks in Australia. *Journal* of International Students, 4(1), 2-15.
- Harber, C. (2014, May). Education and international development: Theory, practice and issues. Symposium Books Ltd.
- Hienuki, S., Kudoh, Y., & Hondo, H. (2015). Life cycle employment effect of geothermal power generation using an extended input–output model: the case of Japan. *Journal* of Cleaner Production, 93, 203-212.

Hollins, E. R. (2015). Culture in school learning: Revealing the deep meaning. Routledge.

- Jagongo, A. O., & Mutswenje, V. S. (2014). A survey of the factors influencing investment decisions: the case of individual investors at the NSE.
- Jibreel, Z. (2015). Cultural Identity and the Challenges International Students Encounter.
- Jitmanowan, M. K. (2016). Effects of acculturation and adaptation on psychological wellbeing in the Thai population residing in the United States (Doctoral dissertation, Alliant International University).
- Kaljahi, N. E. (2016). The Effects of Academic Adjustment, Social Adjustment and Personal-Emotional Adjustment of Students on Their Academic Performance in Universities of Northern Cyprus (Master's thesis, Eastern Mediterranean University (EMU)-Doğu Akdeniz Üniversitesi (DAÜ).
- Kircaburun, K. (2016). Effects of Gender and Personality Differences on Twitter Addiction among Turkish Undergraduates. *Journal of Education and Practice*, 7(24), 33-42.
- Korhonen, V. (2014). international degree students' integration into the finnish higher education and labor market. *finnish studies*, 126.
- Kruschke, J. (2014). *Doing Bayesian data analysis: A tutorial with R, JAGS, and Stan.* Academic Press.
- Lee, J. Y., & Ciftci, A. (2014). Asian international students' socio-cultural adaptation: Influence of multicultural personality, assertiveness, academic self-efficacy, and social support. *International Journal of Intercultural Relations*, 38, 97-105.
- Lee, J. Y., & Ciftci, A. (2014). Asian international students' socio-cultural adaptation: Influence of multicultural personality, assertiveness, academic self-efficacy, and social support. *International Journal of Intercultural Relations*, 38, 97-105.
- Lowry, P. B., & Gaskin, J. (2014). Partial least squares (PLS) structural equation modeling (SEM) for building and testing behavioral causal theory: When to choose it and how to use it. *IEEE Transactions on Professional Communication*, *57*(2), 123-146.
- MacNell, L., Driscoll, A., & Hunt, A. N. (2015). What's in a name: exposing gender bias in student ratings of teaching. *Innovative Higher Education*, 40(4), 291-303.
- Madanga, L., & Hassan, Z (2015). Determinants of Cross Cultural Adjustments, Perceived Academic Performance and Intention to Leave Among African Students in Malaysia.

- Mahmood, H. (2014). An analysis of acculturative stress, sociocultural adaptation, and satisfaction among international students at a non-metropolitan university.
- Marginson, S. (2014). Student self-formation in international education. *Journal of Studies in International Education*, 18(1), 6-22.
- Meyers, L. S., Gamst, G., & Guarino, A. J. (2016). *Applied multivariate research: Design and interpretation*. Sage publications.
- Odacı, H., & Çıkrıkçı, Ö. (2014). Problematic internet use in terms of gender, attachment styles and subjective well-being in university students. *Computers in Human Behavior*, 32, 61-66.
- Ozer, S. (2015). Predictors of international students' psychological and sociocultural adjustment to the context of reception while studying at Aarhus University, Denmark. *Scandinavian journal of psychology*, *56*(6), 717-725.
- Parks, R., & Walker, E. (2014). Understanding student veteran disabilities. *College and University*, 90(1), 53.
- Peer, E., Vosgerau, J., & Acquisti, A. (2014). Reputation as a sufficient condition for data quality on Amazon Mechanical Turk. *Behavior research methods*, 46(4), 1023-1031.
- Peng, A. C., Van Dyne, L., & Oh, K. (2015). The influence of motivational cultural intelligence on cultural effectiveness based on study abroad: The moderating role of participant's cultural identity. *Journal of Management Education*, 39(5), 572-596.
- Quero, L. N. (2015). Comparative Analysis of Intercultural Communication Apprehension Displayed by International Students in the US Interacting with American Students and Other Internationals. Rochester Institute of Technology.
- Rannou, A. M. (2017). Ethnic Xenophobia as Symbolic Politics: A Cross-National Study of Anti-Migrant Activism from Brussels to Beirut.
- Ratnasari, D. (2017). Students' Writing Habits and Strategies Based on Their Composing Style (A Survey of English Education 7th Semester Students in Syarif Hidayatullah State Islamic University of Jakarta) (Bachelor's thesis, FITK UINJKT).

- Riggs, John E., William Underwood and Marguerite Q. Warren, Interpersonal Maturity Level Classification, California Dept. of the Youth Authority, 1964.
- Rindermann, H., & Thompson, J. (2016). The cognitive competences of immigrant and native students across the world: An analysis of gaps, possible causes and impact. *Journal of biosocial science*, 48(1), 66-93.
- Root, E. (2016). Cultural adjustment from the other side: Korean students' experiences with their Sojourner-teachers. *China Media Research*, *12*(1), 35-46.
- Samaha, S. A., Beck, J. T., & Palmatier, R. W. (2014). The role of culture in international relationship marketing. *Journal of Marketing*, 78(5), 78-98.
- Sandel, T. L. (2014). "Oh, I'm here!": Social media's impact on the cross-cultural adaptation of students studying abroad. *Journal of Intercultural Communication Research*, 43(1), 1-29.
- Sandel, T. L. (2014). "Oh, I'm here!": Social media's impact on the cross-cultural adaptation of students studying abroad. *Journal of Intercultural Communication Research*, 43(1), 1-29.
- Sappri, M. M., Baharudin, A. S., & Raman, S. (2016). The Moderating Effect of User Involvement and Self-Readiness and Factors that Influence Information System Net Benefits among Malaysian Public Sector Employees. International Journal of Applied Engineering Research, 11(18), 9659-9673.
- Schartner, A. (2015). 'You cannot talk with all of the strangers in a pub': a longitudinal case study of international postgraduate students' social ties at a British university. *Higher Education*, 69(2), 225-241.
- Seligman, M. E., & Csikszentmihalyi, M. (2014). Positive psychology: An introduction. In Flow and the foundations of positive psychology (pp. 279-298). Springer Netherlands.
- Shams, F., & Huisman, J. (2016). The role of institutional dual embeddedness in the strategic local adaptation of international branch campuses: Evidence from Malaysia and Singapore. *Studies in Higher Education*, 41(6), 955-970.

- Telenius, E. W., Engedal, K., & Bergland, A. (2015). Effect of a high-intensity exercise program on physical function and mental health in nursing home residents with dementia: an assessor blinded randomized controlled trial. *PloS* one, 10(5), e0126102.
- Walkington, H. (2015). Students as researchers: Supporting undergraduate research in the disciplines in higher education. *The Higher Education Academy*.
- Wang, M. T., & Degol, J. (2013). Motivational pathways to STEM career choices: Using expectancy–value perspective to understand individual and gender differences in STEM fields. *Developmental Review*, 33(4), 304-340.
- Wu, H. P., Garza, E., & Guzman, N. (2015). International student's challenge and adjustment to college. *Education Research International*, 2015.
- Wu, H. P., Garza, E., & Guzman, N. (2015). International student's challenge and adjustment to college. *Education Research International*, 2015.
- Wu, H. P., Garza, E., & Guzman, N. (2015). International student's challenge and adjustment to college. *Education Research International*, 2015.
- Xu, D., & Jaggars, S. S. (2014). Performance gaps between online and face-to-face courses: Differences across types of students and academic subject areas. *The Journal of Higher Education*, 85(5), 633-659.
- Yang, H. J., Kuo, Y. J., Wang, L., & Yang, C. Y. (2014). Culture, parenting, and child behavioral problems: A comparative study of cross-cultural immigrant families and native-born families in Taiwan. *Transcultural psychiatry*, 51(4), 526-544.
- Zunick, P. V., Fazio, R. H., & Vasey, M. W. (2015). Directed abstraction: Encouraging broad, personal generalizations following a success experience. *Journal of personality and social psychology*, 109(1), 1.

APPENDICES A:

Questionnaire



CROSS CULTURAL ADAPTATION AMOUNG INTERNATIONAL STUDENTS IN UNIVERSITI UTARA MALYSIA.

Dear students,

Thank you for agreeing to participate in this research.

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

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

Universiti Utara Malaysia

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

Yours sincerely, Iliyas S. Najeemdeen MSc. Human Resource Management School of Business Management (COB)

PART ONE (CROSS-CULTURAL ADAPTATION)

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

CF	ROSS-CULTURAL ADAPTATION	Neve	r Adapted At all		Very well Adapted	
1.	How adapted are you to your studies in UUM?	1	2	3	4	5
2.	How adapted are you in studying with fellow students					
	in UUM?	1	2	3	4	5
3.	How adapted are you to the local transportation system	n?1	2	3	4	5
4.	How adapted are you studying with locals outside UU	M?1	2	3	4	5
5.	How adapted are you to the local food?	1	2	3	4	5
6.	How adapted are you to the local weather?	1	2	3	4	5
7.	How adapted are you in interacting with local in UUM	1? 1	2	3	4	5
8.	How adapted are you to shopping in Malaysia?	1	2	3	4	5
9.	How adapted are you to be supervised by local supervised	isor				
	in UUM?	1	2	3	4	5
10.	How adapted are you to generally living in UUM?	1	2	3	4	
11. UD1	How adapted are you to the entertainment in UUM?	a	aysia	3	4	5

PART TWO (STUDYING AND RESEARCHING)

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

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

PART THREE (PHYSICAL, MENTAL HEALTH & EMOTION)

Strongly

Strongly

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

PHYSICAL AND MENTAL HEALTH & EMOTION

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

PART FOUR (INTERPERSONAL RELATIONSHIP)

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

		Strong Disa	ly gree	Stron Agı	<u> </u>
 I have good Malaysian friends in UUM. 	1	2	3	4	5
2. I have good international student friends.	1	2	3	4	5
3. I have good Malaysian friends from outside the UUM.		2	3	4	5
4. I can communicate well with the professors or lecturers	of				
my course.	1	2	3	4	5
5. I have had good Interpersonal relationship recently.	1	2	3	4	5
6. I have ample opportunities and Interactive for group act	ivitie	s with			
local students in UUM.	1	2	3	4	5
7. Overall, I have good relationships in UUM	1	2	3	4	5

PART FIVE (LOCAL CULTURE)

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

LOCAL CULTURE niversiti Utara	M	Stro	ngly Igree	a Str Agr	ongly ee
 I understand and can integrate into UUM culture in my daily life. 	1	2	3	4	5
 Although I am a foreigner, I feel I have integrated into the local life. People in Malaysia do not discriminate strongly against fore 	1	2	3	4	5
I can easily take part in group their group activities. 4. People in UUM are friendly, so communicating with	1	2	3	4	5
them is easy.5. I can understand the cultural identity of the UUM students.6. I obtained a lot of information about UUM before I came.	1 1 1	2 2 2	3 3 3	4 4 4	5 5 5

PART SIX (LIVING ENVIRONMENT AND FINANCIAL CONDITION)

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

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





Universiti Utara Malaysia

DEMOGRAPHY

	DEMOGRATIT
1. A	.ge:
	Under 20
	21 – 25
	26-30
	Over 30
2. 6	ender:
	Male
	Female
3. N	Iarital Status:
	Single
	Married
Z) Other ()
4. Sc	chool/College
UNI	
5. H	ighest qualification School cert.
L	
	Diploma Degree
L	Masters
L	
6. Pr	ogram
	Undergraduate
	Postgraduate
Ľ	Masters
	PhD

7. Country of Origin?

_

_

8. How long have you been in UUM?

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

9. Financial arrangement

Government

- Sponsored
- Family sponsored
- Self-sponsored
- 10. Working experience before coming to UUM?

A	No			
	Yes			
	If yes, how	many years?		
	< 1			
	1-5	Universiti	Utara	Malaysia
	6-10			
	10-15			
	>15years			

APPENDIX B: SPSS AND ANOVA

Cross cultural adaptation dimensions by Age

Report										
Age		SAR	PHE	INR	LC	LEF				
0	Mean	4.0000	3.8571	3.1429	3.8333	3.6250				
	N	1	1	1	1	1				
	Std. Deviation									
under 20 yrs	Mean	3.8347	3.4935	3.8182	3.9848	3.6705				
	N	11	11	11	11	11				
	Std. Deviation	.53291	.92442	.46110	.29302	.37196				
21 - 25 yrs	Mean	3.9372	3.8931	3.9501	3.8211	3.9563				
	N	123	123	123	123	123				
	Std. Deviation	.48092	.54708	.59128	.60702	.52912				
26 - 30 yrs	Mean	3.9705	3.8232	3.9089	3.8646	3.7859				
	NARA	80	80	80	80	80				
151	Std. Deviation	.37768	.54564	.55549	.50947	.54293				
over 30 yrs	Mean	3.8687	3.7143	3.8452	3.8611	3.9722				
	N- 5	36	36	36	36	36				
P	Std. Deviation	.52984	.63613	.62165	.57390	.45622				
Total	Mean	3.9337	3.8275	3.9129	3.8479	3.8904				
	N	251	251	251	aysta 251	251				
	Std. Deviation	.45837	.58297	.57865	.55917	.52292				

ANOVA by age

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

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

 $p^* p \le 0.01; p \le 0.05$

Cross cultural adaptation Dimension by Gender

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

Group Statistics

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

	Chine Bar	🦻 U		lepender	nt Sample:	s Test	Mala	ysia		
		Levene's Test for Varianc					t-test for Equality	of Means		
		F	01-				Mean	Std. Error	95% Confidence Differe	ence
	Envelopience		Sig.	t	df	Sig. (2-tailed)	Difference	Difference	Lower	Upper
SARmean	Equal variances assumed	1.694	.194	.406	249	.685	.02423	.05975	09345	.14191
	Equal variances not assumed			.393	178.657	.695	.02423	.06171	09754	.14600
PHEmean	Equal variances assumed	2.675	.103	-1.331	249	.184	10085	.07575	25004	.04835
	Equal variances not assumed			-1.378	220.269	.170	10085	.07318	24507	.04338
INRmean	Equal variances assumed	9.810	.002	896	249	.371	06752	.07534	21590	.08085
	Equal variances not assumed			939	227.016	.349	06752	.07194	20928	.07423
LCTmean	Equal variances assumed	8.359	.004	-2.455	249	.015	17691	.07205	31882	03501
	Equal variances not assumed			-2.622	237.042	.009	17691	.06748	30984	04398
LEFmean	Equal variances assumed	.972	.325	-1.191	249	.235	08101	.06800	21494	.05291
	Equal variances not assumed			-1.161	182.718	.247	08101	.06975	21864	.05661

Cross cultural adaptation dimensions by Marital status

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

Independent sample T- test on group of Marital status

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

Cross cultural adaptation dimensions by College

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

ANOVA by College

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

 $^{**}p \leq 0.01; \ ^*p \leq 0.05$

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

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

Cross cultural adaptation	dimensions by Program
----------------------------------	-----------------------

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

ANOVA by program

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

 $^{**}p \le 0.01; \ ^*p \le 0.05$

Cross cultural adaptation dimensions by Study Period in UUM

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

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

Cross cultural adaptation dimensions by Sponsor

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

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

Cross cultural adaptation dimensions by working experience

		Report			
	SAR	PHE	INR	LCT	LEF
Mean	4.0201	3.8379	3.9890	3.9599	3.9026
Ν	104	104	104	104	104
Std. Deviation	.46819	.62065	.51784	.50429	.52050
Mean	3.8414	3.8000	3.8714	3.7093	3.8903
Ν	90	90	90	90	90
Std. Deviation	.47533	.58640	.64212	.65369	.54626
Mean	3.9460	3.7902	3.7098	3.8385	3.8789
Ν	32	32	32	32	32
Std. Deviation	.32316	.46608	.51250	.45690	.50350
Mean	3.8909	3.9314	4.0057	3.8933	3.8550
Ν	25	25	25	25	25
Std. Deviation	.45681	.56110	.61095	.42731	.49958
Mean	3.9337	3.8275	3.9129	3.8479	3.8904
N	251	251	251	251	251
Std. Deviation	.45837	.58297	.57865	.55917	.52292
	N Std. Deviation Mean N Std. Deviation	Mean 4.0201 N 104 Std. Deviation .46819 Mean 3.8414 N 90 Std. Deviation .47533 Mean 3.9460 N 32 Std. Deviation .32316 Mean 3.8909 N 25 Std. Deviation .45681 Mean 3.9337 N 251	SAR PHE Mean 4.0201 3.8379 N 104 104 Std. Deviation .46819 .62065 Mean 3.8414 3.8000 N 90 90 Std. Deviation .47533 .58640 Mean 3.9460 3.7902 N 32 32 Std. Deviation .32316 .46608 Mean 3.8909 3.9314 N 25 25 Std. Deviation .45681 .56110 Mean 3.9337 3.8275 N 251 251	SAR PHE INR Mean 4.0201 3.8379 3.9890 N 104 104 104 Std. Deviation .46819 .62065 .51784 Mean 3.8414 3.8000 3.8714 N 90 90 90 Std. Deviation .47533 .58640 .64212 Mean 3.9460 3.7902 3.7098 N 32 32 32 Std. Deviation .32316 .46608 .51250 Mean 3.8909 3.9314 4.0057 N 25 25 25 Std. Deviation .45681 .56110 .61095 Mean 3.9337 3.8275 3.9129 N 251 251 251	SARPHEINRLCTMean4.02013.83793.98903.9599N104104104104Std. Deviation.46819.62065.51784.50429Mean3.84143.80003.87143.7093N90909090Std. Deviation.47533.58640.64212.65369Mean3.94603.79023.70983.8385N32323232Std. Deviation.32316.46608.51250.45690Mean3.89093.93144.00573.8933N25252525Std. Deviation.45681.56110.61095.42731Mean3.93373.82753.91293.8479N251251251251251

ANOVA by work experience

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

 $^{**}p \le 0.01; \ ^*p \le 0.05$

Anova by Country

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

ANOVA by country

BUDI WHEN Universiti Utara Malaysia

APPENDIX C: TOTAL NUMBER OF INTERNATIONAL STUDENTS IN UUM

Enrolmen Pelajar Anta	rabangsa UUM Me	ngikut Peringkat Pengajian
Tarikh Data	10-09-17	T
kategori_status	Enrolmen 🖓	T
kewarganegaraan	Bukan Warganegara 🗜	T
Peringkat Pengajian	z Jumla	h
Postgraduate	134	6
Undergraduate	116	4
Grand Total	251	0
Tarikh Data	10-Sep-17	
Tarikh Lapor	17-Sep-17	
Sumber Data	ВРК	
5 + 3		
	/	
	Universit	i Utara Malavsia

APPENDIX D: ENROLMEN PELAJAR ANTARBANGSA UUM MENGIKUT PERINGKAT PENGAJIN

farikh Data	06-08-17		
ategori status	Enrolmen		
ewarganegaraan	Bukan Warganegara		
		Undergraduate	Grand Total
legara Ighanistan	1	Contraction of the second s	1
frika Selatan	3		3
Igeria	41	3	44
rab Saudi	16	8	24
ustralia	1	1	2
ahrain	2		2
angladesh	47	23	70
ritish	1		1
nunei	1	2	2
imeroon		1	1
ad	2	4	6
nili	1		1
vina	29	407	436
lbouti	23	6	430
itrea	1	0	
ipina Tra	3		1
dia UTARA	13	1	4
donesia	13		13
nS		280	447
	2		2
0.60//	122	1	123
land	1		1
man		I	V 1
dan TST	98		98
nboja		-	4
N/B =	//	1	2
a d	30 III 30	AL ILAZNO D	101010137
dives 1	🧭 Unaversi	ti Utára M	lalaysia
uritania BUDI B		11	11
utitius		10	10
úr -	10	1	
inmar		3	11
eria	318	50	3
an	7	50	368
stan	223		7
stin	23		223
apura	23	2	25
		1	

Sudan Sweden Syria Tanzania Thalland Turki UAE United Kingdom Uzbekistan Yaman Grand Total	8 1 8 2 64 2 4 1 2 64	5 2 65 1 30	13 1 10 2 129 2 4 2 4 2
Syria Tanzania Thailand Turki UAE United Kingdom Uzbekistan Yaman	8 2 64 2 4 1 2	65 1	10 2 129 2 4
Tanzania Thailand Turki UAE United Kingdom Uzbekistan Yaman	2 64 2 4 1 2	65 1	2 129 2 4
Thailand Turki UAE United Kingdom Uzbekistan Yaman	64 2 4 1 2	1	129 2 4
Turki UAE United Kingdom Uzbekistan Yaman	2 4 1 2	1	2
UAE Jnited Kingdom Jzbekistan /aman	4 1 2		4
Jnited Kingdom Jzbekistan /aman	1 2		
Uzbekistan (aman	2		2
(aman		20	
	64	50	32
Grand Total		101	165
	1343	1174	2517
	5-Aug-17		
	-Aug-17		
umber Data Bl	PK		

APPENDIX E: KRIEJCIE AND MORGAN (1970) SAMPLING TABLE

N	S	N	S	N	S	N	s	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	351
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	361
55 V	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	371
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	C0202 [242	2200	327	a 50000 a	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384