

A preliminary understanding on intercultural adaptation among African students in Malaysia: A groundwork study

Open
Access

Rohaiza Rokis^{1,*}, Norhidayah Mat Zain¹, Nur Fatihah Md. Yusuf¹

¹ Kulliyah of Islamic Revealed Knowledge and Human Sciences, International Islamic University Malaysia, P.O. Box 10, 50728 Kuala Lumpur, Malaysia

ARTICLE INFO

ABSTRACT

Article history:

Received 28 August 2015

Received in revised form 20 April 2016

Accepted 8 August 2017

Available online 24 September 2017

This paper explores the depth of intercultural adaptation among African students in Malaysia. To serve the objective, it investigates the pattern of friendships and other social interactions of African students who study in Klang Valley. A face-to-face, structured questionnaire survey was conducted in an effort to understand how they adapt to the intercultural elements of the host country, namely the quality of contact, friendship patterns, social support networks and perceptions of the African students on the larger community. Since it involves a convenient sampling design, the analysis only concerned on descriptive representations. This study provide an understanding on inter-cultural issues such as prejudice, discrimination and tolerance experienced by non-Malaysians, particularly the Africans, who live in Malaysia. In the end, this paper indicates that the presence of discrimination in any inter-cultural relations may be minimised if efforts of internalisation is practised. Intercultural adjustment by improving social relations between local and international students may set a good example for a positive vibe. As such, social policies concerning intercultural adaptation at higher education centres must be implemented for a better social interaction among local and international students in Malaysia.

Keywords:

Africans, intercultural adaptation, Malaysia, social interactions, students

Copyright © 2017 PENERBIT AKADEMIA BARU - All rights reserved

1. Introduction

Malaysia has made great efforts to make new leaps in the tertiary education system. One effort is to draw more international students to study in this country. The Sun Daily [39] reported that Malaysia has a high percentage of international students pursuing higher education (29 January 2015). The report also stated the statement of Datuk Seri Idris Jusoh, the Minister of Higher Education Minister, who mentioned that Malaysia has become one of the appealing educational hubs for international students to pursue their studies, attracting an annual rate of 16.0% of every year. The average ratio of international and local students in Malaysian academic sector is 1:10.

* Corresponding author.

E-mail address: rohaiza@iium.edu.my (Rohaiza Rokis)

Even today, Malaysian higher education is facing rapid racial and cultural divergence in international students [39].

Following the general findings of Ward *et al.* [37] who had examined the impact of international students on the larger community, this study explicitly examines the intercultural experience of international students in terms of their interaction and cross-cultural adjustment. Specifically, this study poses two major research questions: What are the challenges faced by African students studying in Malaysia, particularly in the Klang Valley? How African students in Malaysia establish and adjust themselves in contacts, friendship patterns, social support networks and the functional roles of intercultural interactions.

The relations between international students and the locals have been discussed in the literature of the international education, but it is hardly been any research on the matter in Malaysia. This research may be considered as a humble effort to explore the experiences of the international students in the tertiary education system that may have felt left out and estranged by the system. Malaysian tertiary education system must address the needs and necessities of the ever growing number of international students in our country. One of the most pertinent aspects to be grasped is our culture. Initiatives are needed as a cultural support for a more diverse environment where both local and international students may study together, work together, as well as share their cultures with one another. Intercultural adaptation is seen to solve various issues and problems in education [28].

To understand the issue better, the researchers focus on the quality of contact, friendship patterns, social support networks and perceptions of foreign students on the larger or host community. The perceptions of the African students on Malaysian educational system as well as the larger community are imperative. Moreover, attempts to understand any challenges they experience may have policy implications that may benefit Malaysia. The findings derived from this study may reflect the extent to which the intercultural elements that they experienced are fostered by the social structure.

In the effort to find the updated information regarding Malaysian-African intercultural relations, this article derives from two distinct objectives of an empirical survey. The research objectives are as follow:

- 1.1.1 To identify the challenges faced by the African students studying in Malaysia, particularly in the Klang Valley.
- 1.1.2 To investigate the quality of contact, friendship patterns, social support networks and the functional roles of intercultural interactions of the African students in Malaysia.

2. Methodology

2.1 Research Method and Methodologies

The research was a quantitative design whereby the researchers examined the patterns of interactions of African students studying in Malaysia. A simple statistical analysis was conducted to understand their adjustments to the diversities and multicultural elements that exist in Malaysia.

A set of structured questionnaire items replicated from studies by Harvey [25] and Searle and Ward [34] was employed in this study. The survey composed of five main parts consisting of closed-ended questions in which respondents were required to rate their level of agreement ranging from a four-Likert scale of “strongly agree”, “agree”, “disagree” and “strongly disagree”.

The first part of the questionnaire consists of the demographic information that includes respondents' sex, ages, nationalities, levels and status of their study. The second part of the questionnaire comprises questions that are based on the quality of contacts among international students. The third part of the questionnaire is based on the friendship patterns that evaluate the level of communication, relationship, cooperation, alliance and collaboration as perceived by the international students. The fourth part of the questionnaire consists of the questions pertaining to social support networks which include the assistance and aid from the local government and private organisations. And the final part of the questionnaire includes questions which seek to examine the socio-cultural impacts of international students on the larger local community including notions of tolerance, prejudice, perceived discrimination and stereotyping.

All information was later converted into numerical presentation assisted by the Statistical Package for Social Science (SPSS), version 22.0. 4

3. Conceptual Framework

3.1 Cultural Differences between International and Local Students

This concept is fundamental for the research because it has a direct concern with the experience of international students who live away from their countries and homes. These students have to adjust themselves to the various cultural elements of the host country.

Galloway and Jenkins [21] have categorised problems faced by international students into eleven areas, namely placement services, admissions and selection, English language, financial aid, academic achievements, socio-personal relations, health services, orientation services, living/dining services, student activities and religious services. However, not all these eleven areas affect all the international students. Based on a study on international students studying in Canada, there were three main problems faced by the international students: language barrier, cultural differences and participation in on-campus activities [35].

Elsewhere, research also indicates that international students experienced psychosocial problems [23]. It was found that Malay students who studied at the University of Waterloo who did not have any or too little Canadian friends were reported to have higher stress levels as compared to Malay students who were more sociable with the locals [4]. Furthermore, Asian students at Queen's University who socially isolated themselves have more difficulties to adapt to a new Canadian environment than their friends who are sociable with the locals [12].

It was noticed by Furnham and Alibhai [19] that the international students who were friends with locals were seen to appreciate three things: language problems, assistance with academic problems and even, in some cases, mingling and going out with the opposite sex. Bochner *et al.* [6] pointed out that local students were relied upon by the international students for their language and academic assistance. Moreover, students studying in Canada and Australia relied on their local friends to help with sightseeing activities as well [38].

The inability to develop meaningful relationships between international and local students has undesirable implications in future [36]. He suggested that early interactions at the new environment in a form of friendship are significant. Additionally, he also found that an early disappointment negatively influence perceptions and attitudes. Suggestively, even though intercultural interactions are implausible to be established straightaway, still the implementation of interventionist approaches could advocate effectual intercultural actions.

3.2 Internalisation

Internalisation is defined by the Oxford American Dictionary as to “make (attitudes or behaviour) part of one’s nature by learning or unconscious assimilation”. Through internalisation, individuals adapt certain sets of norms and values that were established by other individuals, groups, or society as a whole.

However, different cultural backgrounds lead to different effects that require intense adjustment to decrease prejudices, ethnocentrism and discrimination. This situation is less likely to happen between individuals of similar cultures. Clearly, adaptation between persons from different cultures is likely to require more effort from individuals of the different cultures.

3.3 The Process of Internalisation Experienced by International Students

According to Ellingboe [15], internalisation is:

“The process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, interdisciplinary, leadership-driven vision that involves top administrators creating an institutional vision and motivating people in both academic affairs and student affairs units to change an entire system to think globally, comparatively, and collaboratively while reacting to multi-dimensional environmental changes in global political, economic, social, and cultural arenas. It is the way an institution adapts to an ever changing, diverse external environment that is becoming more globally-focused.”

However, often international students were less motivated to adapt to new cultures mostly because they do not expect to use them for long periods of time. This action is closely associated with prejudice towards new cultural experiences. It was suggested that the process of internalising the whole experience of the new environment may be a practical resolution [14]. Normally, internalisation comes in processes. According to Kagan and Cohen [27], this process starts with a culture shock. It happens when an individual is suddenly shifted into a new culture and environment. Adler argues:

“Culture shock is thought of as a profound learning experience that leads to a high degree of self-awareness and personal growth. Rather than being only a disease for which adaptation is the cure, culture shock is likewise at the very heart of the cross-cultural learning experience. It is an experience in self-understanding and change”.

Kagan and Cohen [27] further wrote that culture shock often transforms to self-reflection and new ideas about and towards the new environment. This reflection can then cause the adjustment process to start [9]. However, not all cases of adjustments are the same. Most of the time, it depends on the depth of the shock [32].

3.4 Intercultural Adaptation

Intercultural adaptation is the process through which individuals in cross-cultural contacts change their interaction patterns to facilitate understanding of the new environment [38]. It refers to the adjustment that individuals make to decrease the probability of being misunderstood when they have to immerse themselves with someone from a different culture.

The degree of acceptance towards intercultural adjustment occurs when individuals experience sociocultural differences in the host society [21]. Adjustment is viewed as “representing a transitional process that unfolds over time as students learn to cope with the exigencies of the

university environment”.

3.5 Cross-Cultural Encounters

A cross-cultural encounter is one composed of two individuals who significantly interact based on social norms that derive from groups that possess distinct unique sets of characteristic, and values and beliefs. This intercultural adaptation is the result of an adjustment that occurs in cross-cultural encounters. In the research, it is acknowledged that adaptation can occur in many ways, which includes 1) quality of contact between two cultures, 2) friendship patterns, 3) social support (in terms of recognition of host society), and 4) perception of international students towards different cultures.

4. Theoretical Framework

4.1 Bochner's Interaction Theory

The 3-layers of network model by Bochner *et.al* [8] concentrates on firstly the sustenance of cultural identity with the psychological and emotional mediums; secondly on the facilitation of academic and professional aspirations; and thirdly on recreational activities.

Building up from the classic works of Bochner, Mcleod and Lin [8], this research specifically extended the third network to include 1) friendship patterns; 2) quality of contact; 3) social support networks; and 4) perception of international students on the larger community. Based on this extension of idea, this research designed the questionnaire items for the purpose to answer the research questions.

4.2 Social Support Theory

Additionally, this research also applied the social support theory. Because according to Cassel [10], despite the existence of new opportunities in a new environment, building a new social network needs effort, time and skill. Studies found that adjusting to the socio-cultural expectations of the host can be difficult for international students [33]. Evidences showed that the social support reduces the effects of psychological distress and anxiety [2]. Previous studies also found the significant aspects of social support in maintaining good mental health and subjective well-being in general [4]. It is also fundamental for international students to manage stress [37]. Specifically, Bochner and colleagues differentiated three sources of social support, that is monocultural/co-nationals, bicultural/locals, and multicultural/other internationals [18,37].

5. Findings

Demographically, the research managed to get international students from different nationalities and countries such as Somalia (32.4 per cent), Nigeria and Kenya (10.8 per cent respectively), Comoros and Guinea (8.1 per cent respectively), Sudan (5.4 per cent), Uganda (2.7 per cent), and other African countries (21.6 per cent).

Based on sex/gender, the respondents comprised 21.6 per cent female and 78.4 per cent male respondents. Out of the total number of respondents, 48.6 per cent were undergraduate level students, 29.7 per cent master's level, 8.1 per cent were Ph.Ds and 13.5 per cent were “others”. In terms of study programme, 18.9 per cent of the respondents belonged to the engineering discipline whilst 81.1 per cent of them registered in various other programmes of study. In addition, a total

percentage of 86.5 per cent of the respondents registered for full time study while 13.5 per cent of them applied for part time study.

To study the interaction patterns of African students and locals, it is vital to analyse the friendship patterns, social support networks as well as the quality and quantity of contact. Moreover, it is also crucial to observe the of African students' consciousness on the larger community regarding the notions of tolerance, stereotypes and perceived discrimination. The outcomes (in percentages) from this study reflected the extent in which intercultural friendships are fostered and their interaction with the larger community.

The findings above were correlated to the analysis of interactions between African and local students, in terms of their quality of contact.

For example, item-1 indicates a total sum of 51.4% and 29.7% of respondents who agreed and strongly agreed that they did not encounter problems when they established contacts with local students from different courses. On the other hand, item-2 indicates that 59.4% agreed that they were prone to establish contacts with other students from different courses who are of the same nationality. However, it was noted that 40.6% were not in the habit of restricting their socialisation with students of the same nationality. As for item-3, the majority of African students rejected the notion of being discriminated by local students (48.6% disagreed, 21.6% strongly disagreed). However, there were respondents who felt that they were discriminated (8.2% agreed and 21.6% strongly agreed).

In response to item-4, 43.2% of the respondents claimed they felt lonely due to having less local friends. However 56.8% agreed that they do not feel the same way. Findings from item-5 showed that the element of prejudice did not exist between African and local students. A sum of 24.3% strongly disagreed and 45.9% disagreed to the statement that local students treated them with prejudice.

In relation to item-6, a majority of students (62.1%) admitted they did not encounter problems with local students. Even though there are about 37.9% claimed otherwise, almost two thirds were able to put the trust and confide their problems to local friends. Item-7 indicates the willingness of local students to provide assistance to African students when they had problems like language and education.

In response to item-8, a majority of the respondents (78.3%) agreed on the local students' high tolerance level towards African students. Interestingly item-9 notes that most respondents (81.0%) agreed that they enjoyed the idea of going out for outdoor activities, shopping and playing games with local students.

However, when item-10 was analysed, local students practise certain constraints when socialising with African students. Half of the students comprising a total of 48.6% agreed that they were not invited by their local friends to have meals in their homes or be introduced to their families. This reflects the discouraging hospitality and welcome by local students towards their African friends. Apparently, aspects of interaction and socialising between African international and local students were still low. Yet, interactionist approach to improve the situations can further be devised due to the finding that indicates that African students responded in a positive manner to learn new cultural beliefs of their local friends (97.3% for item-11).

The next section asked about the friendship patterns between African and local students. Item-12 refers to the respondents' willingness to communicate with all their local classmates and the problems they encounter. The survey found that 91.9% of the respondents said that they did not have many problems. Only 8.1% disagreed, thus indicating that they had problems. This shows that they did not have problems in order to communicate to local classmates. Additionally, item-13 shows that 70.2% African students were open-minded and did not restrict their socialisation

pattern to their social network. However, there were 29.8% of them who were inclined towards socialising within their own social network.

On the other hand, item-14 demonstrated a total of 81.1% from the respondents who agreed that local graduates have stereotyped opinions against them compared to only 18.9% who claimed that local graduates were not. Moreover, item-15 illustrates that the majority of the respondents responded (56.8% agreed and 18.9% strongly agreed) that they received help from local students when they were confronted with language problems in class. On the other hand, 24.3% disagreed.

In relation to getting assistance from local students, item-16 shows that a total of 51.4% of respondents had sought assistance in their assignments from local students while 48.6% disagreed. Finally, item-17 and -18 revealed that most of the African students signified the patterns of intercultural friendships with 78.4% of them affirming that they were more likely to be included by the local students in group activities. Interestingly, 64.8% were found to be interested in establishing relationships with local graduate students of the opposite sex.

The subsequent section asked about the social support networks that African students have while studying in Malaysia. In regards to the foreign students' awareness of government and private organisations in the society that can provide help, item-19 reveals that a total of 59.4% agreed that they were aware. Furthermore, item-2 shows that 51.3% of the respondents agreed that they relied on various organisations to help them cope with life in Malaysia.

On the issue of item-21, African students seemed to not be dependent on the authorities for help. A total of 64.8% disagreed on the reliance on emotional support, but it is interesting to note that the majority of 14 respondents agreed that they had sought help from various people in several government and private organisations in regards to their problems as international students.

Regarding the issue of discrimination, a total of 75.7% African students agreed that they did not greatly experienced discrimination by the government and private sectors. However, a total of 24.3% disagreed with this statement, whilst 5.4% of respondents indicated that they experienced discrimination when dealing with various organisations.

The final section highlights the findings related to the perceptions of African students in the larger Malaysian community. Findings in item-24 shows a majority of the African students were able to communicate well with local people when socialising outside campus (27.0% strongly agreed and 64.9% agreed). Additionally, item-25 reveals that more than half of the respondents (29.7% disagreed and 27.0% strongly disagreed) denied that these stereotypes were not discriminated by the Malaysian community and had been treated fairly and well-respected.

Regarding the stereotypes on Africans, item-26 indicates that although 48.6% disagreed, 37.8% agreed and 13.6% strongly agreed that there are stereotypes regarding African students in the community. Item-27 shows that the respondents were satisfied with the treatment of staff at private or governmental organisations. A total of 48.6% agreed and 21.6% strongly agreed that they have been treated well.

Concerning public services, item-28 shows that African students agreed that they did not encounter many problems in getting the services by the staff of government and public organisations (35.1% agreed and 35.1% strongly agreed). In relation to item-29, 18.9% disagreed and only 5.4% strongly disagreed that they did not encounter problems with public services. Only few of them indicated problems with the public transport services regarding irregular services, unpunctuality, conditions of buses and the bad attitudes of the bus drivers. Regarding public attitude towards African students, item-30 discovers that 37.8% strongly agreed and 46.0% agreed that they did not encounter any problems when doing their errand in public settings, shopping, eating at public areas, or on vacation.

6. Discussions

The aim of this study is to identify challenges faced by African students studying in Malaysia, particularly around the vicinity of Klang Valley. To do so, the study has investigated modes of adjustment via quality of contact, friendship patterns, social support networks and perceptions of the African students on the larger community in Malaysia.

On a very superficial level, the findings of the study seem to indicate both positive and negative aspects of intercultural elements as perceived by African students in their pursuit of education in Malaysia. Those who exhibit positive perception were most willing to expand their contacts not only with their own country mates but also local graduate students. This may indicate that these African students in Malaysia do not face major issues and problems in adjusting themselves to study and live in Malaysia. This could be due to two possibilities. First, it could be that these African students receive good treatment and are welcomed by their Malaysian friends. As a result, African students were able to adjust well. The second possibility is that apparently these respondents were well accustomed with the Malaysian 16 educational system and ways of life due to the presence of their own people. Since this research was conducted in African students own hang-out spots and ghettos, the researchers had sensed a strong feeling of solidarity among them.

People need others to survive. Being extended hospitality and help by the host community gives a minority like the African students a sense of belonging and create a positive environment. Once they get the “acceptance” from the majority people, they will be motivated to maintain the affiliation and bonds with others [3]. Crandall and Eshleman [13] also agreed that understanding the environment of each other will develop a good relationship in a group. Therefore, understanding the culture to each other and trying to be tolerant with other minority people will create a peaceful and comfortable living environment [29].

A more recent findings among the international students of UMT (University Malaysia Terengganu) and UTM (University Technology Malaysia) further confirmed that African students in Malaysia have a tendency for “a strong relationship with factors of environment learning, customer focus and location” [31]. This very much coincides with the findings of this current research that the majority of African students did not experience major challenges when dealing with the community at large.

The application of Bochner’s 3-model of interaction theory is useful in helping the international students to adjust themselves within the new environment context. Whilst the social support system found that any adjustment efforts initiated by the host country are able to minimise the socio-cultural barriers of the international students.

Being in a foreign environment, almost everyone find difficulties to adapt to intercultural differences [22,30]. In the case of this research, most African students were found having lesser problems when it concern leisure activities. They participate in the community without any worry or fear of social stigma from local people in Malaysia. This is because either local people are used to mingling with them everywhere, or they have a greater ability to adapt to a multicultural environment like Malaysia. This aspect is yet to be discovered.

4. Limitations

There were few limitations faced by the researchers in completing the project. First was the sampling problem. The researchers had to go to UCSI to obtain the respondents. It is a well-known college university that has quite a number of African students. Unfortunately, it was conducted on Saturday—a weekend—thus there was no opportunity to obtain many African students around the

locality. Second was the time limitation. The time provided for the research project was rather limited and this means that there was not enough time to collect a large number of respondents in time.

Due to the above reasons, only 37 respondents were obtained. Therefore, the samples were not sufficient to make any statistical inferences or concrete quantitative findings. However, in the defence of the researchers, since it is a preliminary project, they still believed that the present research findings managed to bring some understanding about intercultural issues and their adaptation to the environment as perceived by African students. This research may be able to “break the ground” which has huge potential to be developed in a more advanced manner in the future.

5. Recommendations and Conclusions

Research related to intercultural interactions indicates that most international students are interested in, and open to the idea [33]. The literature also reveals intercultural interactions are associated with a number of positive outcomes from the spheres social, psychological and academic performance [11]. However, following to Ward, Bochner and Furnham [37], in the case of how the respondents viewed the people's perception of them with negative “stereotyped African images”, is yet to be unearthed at the moment. A qualitative research in nature is recommended for future research.

To conclude, this study looked closely at the African students, whose representative number is quite significant among international students in Malaysia. Using them as our research samples, the overall findings showed some important illustrations regarding the intercultural interactions between international and local students, particularly on friendship patterns, quality content, social support networks and the functional roles of intercultural interactions.

Of all these patterns, internalisation is always relevant to be considered as one solution. Internalisation often connects to prejudice, ethnocentrism and discrimination [14,27]. So far, the evidence shows that African students have internationalised very well with local students, the education system as well as the programmes and services offered by the country.

Discrimination may exist everywhere, anywhere and with anybody, but in this case, the intercultural adjustment can improve social relations through rapport between local and international students. In such cases, with regards to policy implication issues, the government and higher education should also play a better role in assisting the students to make their way [17]. At the same time, the students also have their own role to play in the society. The feeling of togetherness should be there even though their race, ethnicity, and skin colour are somewhat different.

It is hoped that this research contributes not only to the well-being of students—both local and international—but also to the appreciation of multiculturalism in Malaysian higher education.

References

- [1] Al-Sharideh, Khalid A., and W. Richard Goe. "Ethnic communities within the university: An examination of factors influencing the personal adjustment of international students." *Research in higher education* 39, no. 6 (1998): 699-725.
- [2] Barsky, A. (2003). "Closing the gap can mediation help community cohesion?" *Mediation Matters*. Issue 74, August 2003 Mediation UK, Bristol.
- [3] Baumeister, Roy F., and Mark R. Leary. "The need to belong: desire for interpersonal attachments as a fundamental human motivation." *Psychological bulletin* 117, no. 3 (1995): 497.

- [4] Berry, J. W., and N. Kostovcik. "Psychological adaptation of Malaysian students in Canada." In *Third Asian Regional Conference of the International Association for Cross-Cultural Psychology, University of Malaysia, Bangi, Malaysia*. 1983.
- [5] Bochner, Stephen, ed. *Cultures in contact: Studies in cross-cultural interaction*. Vol. 1. Elsevier, 2013.
- [6] Bochner, Stephen, Eloise A. Buker, and Beverly M. McLeod. "Communication patterns in an international student dormitory: A modification of the "small world" method." *Journal of Applied Social Psychology* 6, no. 3 (1976): 275-290.
- [7] Bochner, Stephen, Nimmi Hutnik, and Adrian Furnham. "The friendship patterns of overseas and host students in an Oxford student residence." *The Journal of Social Psychology* 125, no. 6 (1985): 689-694.
- [8] Bochner, Stephen, Beverly M. McLeod, and Anli Lin. "Friendship patterns of overseas students: A functional model." *International journal of psychology* 12, no. 4 (1977): 277-294.
- [9] Boulding, Kenneth E. "The Image: Knowledge in Life and Society (Ann Arbor)." (1956).
- [10] Cassel, John. "THE CONTRIBUTION OF THE SOCIAL ENVIRONMENT TO HOST RESISTANCE THE FOURTH WADE HAMPTON FROST LECTURE." *American journal of epidemiology* 104, no. 2 (1976): 107-123.
- [11] Campbell, Nittaya. "Promoting intercultural contact on campus: A project to connect and engage international and host students." *Journal of Studies in International Education* 16, no. 3 (2012): 205-227.
- [12] Chen, Guo-Ming. "Intercultural communication competence: Some perspectives of research." *Howard Journal of Communications* 2, no. 3 (1990): 243-261.
- [13] Crandall, Christian S., and Amy Eshleman. "A justification-suppression model of the expression and experience of prejudice." *Psychological bulletin* 129, no. 3 (2003): 414.
- [14] Devlin, Maurice. "Inequality and the Stereotyping of Young People." (2006).
- [15] Ellingboe, Brenda J. "Divisional strategies to internationalize a campus portrait: Results, resistance, and recommendations from a case study at a US university." *Reforming the higher education curriculum: Internationalizing the campus* (1998): 198-228.
- [16] Evans, Merran. "Planning for the transition to tertiary study: A literature review." *Journal of Institutional Research* 9, no. 1 (2000): 1-13.
- [17] Fong, Mary, and Rueyling Chuang, eds. *Communicating ethnic and cultural identity*. Rowman & Littlefield, 2004.
- [18] Furnham, Adrian, and Stephen Bochner. "Social difficulty in a foreign culture: An empirical analysis of culture shock." *Cultures in contact: Studies in cross-cultural interaction* 1 (1982): 161-198.
- [19] Furnham, Adrian, and Naznin Alibhai. "The friendship networks of foreign students: A replication and extension of the functional model." *International journal of psychology* 20, no. 3-4 (1985): 709-722.
- [20] Furnham, A., and Erdmann, S. (1995). Psychological and sociocultural variables as predictors of adjustment on cross-cultural transition. *Psychologia*, 38, 238-251.
- [21] Galloway, Fred J., and John R. Jenkins. "The adjustment problems faced by international students in the United States: A comparison of international students and administrative perceptions at two private, religiously affiliated universities." *NASPA Journal* 42, no. 2 (2005): 175-187.
- [22] Goldstein, Susan B., and Randi I. Kim. "Predictors of US college students' participation in study abroad programs: A longitudinal study." *International Journal of Intercultural Relations* 30, no. 4 (2006): 507-521.
- [23] Grayson, J. Paul. "The consequences of early adjustment to university." *Higher Education* 46, no. 4 (2003): 411-429.
- [24] Gudykunst, William B. *Cross-cultural and intercultural communication*. Sage, 2003.
- [25] Harvey, B. (2007). Testing the Integrative Theory of Cross-Cultural Adaptation. A Student's Experience in Italy and Spain. *Advances in Communication Theory and Research*, Vol.1, No. 2, Kansas State University.
- [26] Jou, Y.H. and Fukada, H. (1996). The cause and influence of transitional stress among Chinese students in Japan. *Journal of Social Psychology*, 136, 501-509.
- [27] Kagan, H., and Cohen, J. (1990). Cultural adjustment of international students. *Psychological Science*, 1, 134-137.
- [28] Kim, Y.Y. (2003). *Becoming Intercultural: An integrative theory of communication and cross cultural adaptation*. Thousand Oaks, CA: Sage.
- [29] McDowell, L. and Montgomery, C. (2003). *A Community of Practice to Support Learning. Social Networks and the International Student Experience*, 1-13. Retrieved 10 12, 2015
- [30] Mustaffa, Che Su, and Munirah Ilias. "Relationship between Students Adjustment Factors and Cross Cultural Adjustment: A Survey at the Northern University of Malaysia." *Intercultural communication studies* 22, no. 1 (2013).
- [31] Padlee, Siti Falindah, Abdul Razak Kamaruddin, and Rohaizat Baharun. "International students' choice behavior for higher education at Malaysian private universities." *International Journal of Marketing Studies* 2, no. 2 (2010): 202.

- [32] Ruben, Brent D., and Daniel J. Kealey. "Behavioral assessment of communication competency and the prediction of cross-cultural adaptation." *International Journal of Intercultural Relations* 3, no. 1 (1979): 15-47.
- [33] Ryan, Marilyn E., and Renee S. Twibell. "Concerns, values, stress, coping, health and educational outcomes of college students who studied abroad." *International Journal of Intercultural Relations* 24, no. 4 (2000): 409-435.
- [34] Searle, Wendy, and Colleen Ward. "The prediction of psychological and sociocultural adjustment during cross-cultural transitions." *International journal of intercultural relations* 14, no. 4 (1990): 449-464.
- [35] Walker, James L., Jennifer Humphries, and Mary Kane. *Canada first: The 1999 survey of international students*. CBIE, 1999.
- [36] Ward, Colleen. *International students: Interpersonal, institutional and community impacts: Update of the 2001 literature review*. Ministry of Education, 2006.
- [37] Ward, C., Bochner, S. and Furnham, A. (2001). *The Psychology of Culture Shock*. London: Routledge.
- [38] Westwood, Marvin J., and Michelle Barker. "Academic achievement and social adaptation among international students: A comparison groups study of the peer-pairing program." *International Journal of Intercultural Relations* 14, no. 2 (1990): 251-263.
- [39] Sun Daily. (2015). Malaysia has one of highest proportions of international students pursuing higher education. January 29. Retrieved November 26, 2015, from <http://www.thesundaily.my/news/1314991>