



UNIVERSITI PUTRA MALAYSIA

***ACCULTURATIVE STRESS, SOCIAL SUPPORTS AND ACHIEVEMENT
MOTIVATION AMONG INDONESIAN STUDENTS IN MALAYSIAN
UNIVERSITIES***

FIONA SABRINA

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**ACCULTURATIVE STRESS, SOCIAL SUPPORTS AND ACHIEVEMENT MOTIVATION AMONG
INDONESIAN STUDENTS IN MALAYSIAN UNIVERSITIES**

**By
FIONA SABRINA**

**Thesis Submitted to the School of Graduate Studies, University Putra Malaysia, in Fulfillment of the
Requirements for the Degree of Master of Science**

December 2014

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment
of the requirement for the degree of Master of Science

**ACCULTURATIVE STRESS, SOCIAL SUPPORTS AND ACHIEVEMENT
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December 2014

Chairman: Abdul Razak Bin Abdul Rahman, PhD

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Study on motivation, especially achievement motivation and social support impacting Indonesian students in Malaysia in term of acculturative stress factors is limited. Thus, the purpose of this research was to describe the experience of the acculturative stress among Indonesian graduate students who pursue higher education in Malaysian higher education institutions. The primary focus was on determining relationship between achievement motivation, social supports and acculturative stress. This study was carried out among 370 Indonesian graduate students (194 females and 176 males) who study in private and public universities in the Klang Valley. The study employed a survey design where data collection used questionnaire. The instruments used were Acculturative Stress Scale for International Students (ASSIS) created by Sandhu and Asrabadi (1994), the Achievement Motivation Scale (AMS) created by Ye and Hagtvet's (1992) and the Multidimensional Scale of Perceived Social Support (MSPSS) created by Zimet, Dahlem, Zimet and Farley (1988). The statistical analyses employed were t-test and anova to determine the differences in motivation, social supports, and acculturative stress based on age and gender; Pearson's correlation to determine the relationships between variables; and regression analysis to determine the factor that contribute to acculturative stress.

The results of the study show that all students have high level of achievement motivation and medium level of social supports and acculturative stress. The results also show that there are no significant differences in social support, motivation and acculturative stress based on gender. On the other hand, there are significant correlations between acculturative stress and achievement motivation (negative correlations) and social support (positive correlation). In term of factor contributing to acculturative stress, the finding shows that demographic background as predictors acculturative stress. The finding described that age, length of stay and funding were significant predictors acculturative stress in the acculturation process. Thus, achievement motivation and social supports affected in the role of acculturative stress Indonesian students level. Finally, this study is to help Indonesian students to manage stressors during the acculturation process while studying in Malaysia.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Sarjana Sains

**TEKANAN AKULTURASI, SOKONGAN SOSIAL DAN MOTIVASI PENCAPAIAN
PELAJAR INDONESIA DI UNIVERSITI DI MALAYSIA**

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Kajian motivasi, terutamanya motivasi pencapaian dan sokongan sosial yang memberi kesan kepada pelajar Indonesia di Malaysia dari segi faktor tekanan akulturasi adalah terhad. Oleh itu, tujuan kajian ini adalah untuk menggambarkan pengalaman tekanan akulturasi di kalangan pelajar-pelajar siswazah Indonesia yang melanjutkan pelajaran di institusi pengajian tinggi Malaysia. Fokus utama adalah untuk menentukan hubungan antara motivasi pencapaian, sokongan sosial dan tekanan akulturasi. Kajian ini telah dijalankan di kalangan 370 pelajar siswazah Indonesia (194 perempuan dan 176 lelaki) yang belajar di universiti swasta dan awam di Lembah Klang. Kajian ini menggunakan reka bentuk kajian di mana pengumpulan data menggunakan soal selidik. Instrumen yang digunakan ialah Skala Tekanan Akulturasi Pelajar Antarabangsa (ASSIS) yang dicipta oleh Sandhu dan Asrabadi (1994), Skala Pencapaian Motivasi (AMS) yang dicipta oleh Ye dan Hagtvet (1992) dan Multidimensi Skala Persepsi Sokongan Sosial (MSPSS) dicipta oleh Zimet, Dahlem, Zimet dan Farley (1988). Analisis statistik yang digunakan ialah ujian-t dan ANOVA untuk menentukan perbezaan dalam motivasi, sokongan sosial, dan tekanan akulturasi berdasarkan umur dan jantina; Korelasi Pearson untuk menentukan hubungan antara pembolehubah; dan analisis regresi untuk menentukan faktor yang menyumbang kepada tekanan akulturasi.

Keputusan kajian menunjukkan bahawa semua pelajar mempunyai tahap motivasi pencapaian yang tinggi dan tahap medium untuk sokongan sosial dan tekanan akulturasi. Keputusan juga menunjukkan bahawa tidak terdapat perbezaan yang signifikan dalam sokongan sosial, motivasi dan tekanan akulturasi berdasarkan jantina. Sebaliknya, terdapat korelasi antara makna tekanan akulturasi dan motivasi pencapaian (korelasi negatif) dan sokongan sosial (korelasi positif). Dari segi faktor yang menyumbang kepada tekanan akulturasi, dapatan kajian menunjukkan bahawa latar belakang demografi sebagai faktor tekanan akulturasi. Dapatan kajian diterangkan bahawa umur, tempoh tinggal dan pembiayaan adalah faktor yang signifikan sebagai tekanan akulturasi dalam proses pembudayaan. Oleh kerana itu, motivasi pencapaian dan sokongan sosial terlibat dalam peranan tekanan akulturasi pelajar Indonesia. Akhir sekali, kajian ini adalah untuk membantu pelajar Indonesia untuk menguruskan tekanan semasa menjalani proses pembudayaan ketika belajar di Malaysia.

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The last but not least, I owe my loving thanks to my parents and friends for their huge supports, understanding, help and encouragement.

FIONA SABRINA
June 2015

I certify that a Thesis Examination Committee has met on 17 December 2014 to conduct the final examination of Fiona Sabrina on her thesis entitled “Acculturative Stress, Social Supports and Achievement Motivation Among Indonesian Students In Malaysian Universities” in accordance with the Universities and University Colleges Act 1971 and the Constitution of the University Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Master of Science.

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LIST OF ABBREVIATIONS

ASSIS	Acculturative Stress Scale for International Students
AMS	Achievement Motivation Scale
ANOVA	Analysis of Variance
GHEI	Government Higher Education Institution
HR	Human Resources
MSPSS	Multidimensional Scale of Perceived Social Support
PHEI	Private Higher Education Institution
TKI	Tenaga Kerja Indonesia
WEF	World Economy Forum

CHAPTER I

INTRODUCTION

1.1 Introduction

Understanding general of social psychology is a science that studies on the effect of individualistic relationship to human behavior and mental function scientifically. According to Baron and Byrne (2006), social psychology is a field of science that seek an understanding of the origin and cause of the mind as well as individual behavior in social situations. Hedi (2013) explained that there are few basic concepts of social psychology, one of them is motivation. In the development of human resources, particularly with regard to improving the quality of intellectual ability, there are few concept that have major role. Volition as one of few basic concepts of social psychology, is a driver of and within the individual to acquire and achieve a desired. A strong will is the basis of value in obtaining an accomplishment. Willingness and motivation be a strong foundation to achieve something, especially achieving lofty ideals that become our dream. However, people who willingly weak and low motivated are difficult to achieve high performance. Motivation as a basic concept of social psychology, in addition to arise from within each individual, it is possible comes from the environment in particular social and cultural. Motivation also a self-motivated that capable of pushing the will, if we have a strong self-motivation and strong expectation to achieve a goal.

In terms to achieve a goal, individuals as human being need support from their closest friends or family. Sarafino (2002) defines social support as comfort, attention, appreciation or individuals received assistance from others. Furthermore, Smet (1994) stated that social support consists of information or advice verbal or non-verbal, real help or action given by the closest and has benefits or behavioral effects to the recipient. Social support received will affect the individuals to feel calm, feel considered, help to arise self-confidence and competent as well as to protect individuals from the consequences of stress. Added by Sanderson (2004), receiving various types of social support can help a person directly eliminate or at least reduce the negative effects of stress.

Students who have the intention to achieve high education with study abroad must be prepared with the possibilities of adapting to a new cultural environment. According to Nilsson, Butler, Shouse and Joshi (2008), adapting to life in higher education can be stressful for any students specially for International students, this manifold stresses, and because moving to a new country according to Berry and Annis (1974), involves acculturative stress. In general, the process of acculturation process as between the two cultures resulted in acculturative stress among International students. Acculturation is general understood as an adaptive process of cultural adjustment between two or more cultural groups, where individual needs to experience through several different phases in particular for changing his/ her condition of life. Psychological stresses often arises for affected individuals who are subjected to acculturative pressures, Born (1970) called it accumulative stress. Berry, Kim, Minde and Mok (1987) states that acculturation stress is seeing a phenomenon that one who experience in adjusting to a new culture is manifested as a reduction in many aspects of psychology, somatic and social balance.

The differences in density of the acculturation stress depends heavily on the similarities or dissimilarities between the host culture which includes many factors

from personal characteristics, age, sex, race, amount of exposure, level of education and skills, language and psychological and spiritual strengths, also includes the host culture's political and social attitudes, toward the newcomers. Cox (1987) discovered that the newcomers will be experiencing high acculturation stress if the host culture is different in comparison to the newcomer's native cultures. The study to implicate acculturative stress in study abroad experience is an important concern that undermines both students' willingness and motivation to achieve or putting the goals of study abroad at risk. International students faced various challenges including linguistic, accommodation, dietary, academic, financial, interpersonal, and intrapersonal problems (Lin and Yi, 1997; Mori, 2000; Pan, Yue, and Chan, 2010). Liu (2009) addressed a number of concerns related to the mental health problems related to social interaction, social support, social connectedness, and other difficulties. Leong and Chou (2002) reported that an estimation of 15% to 25% of all international students probability of experiencing both psychological and psychiatric problems. Students from abroad have experienced "powerlessness, feelings of marginality, a sense of inferiority, loneliness, hostility, threats to cultural identity, and perceived alienation and discrimination" (Sandhu, Portes, and McPhee, 1996).

In accordance with Misra (2003), every international students would experience the process of adapting to a new educational system and social environment abroad. Adjustment to new cultural values, language, and study habits can be a stressful process (Li and Gasser, 2005; Sumer, 2008). Findings from Yan and Berliner (2009) stated that international students have to deal with the academic stress, facing the strain of language and academic adjustment, challenges with interaction with the faculty members, and culture differences. While Brisset (2010) affirmed that moving from one academic environment to another and relocating to a new country to study is becoming an increasingly common occurrence. International students who decide to pursue studies in a foreign country have to deal with the differences between their own cultural values, norms and customs and those of their hosts (Ang and Liamputtong, 2008), which may lead to acculturative stress.

Motivation, in general means the drive to do things. Houston (1985) stated that motivation is something that causes a person to act. Furthermore, motivation is the extent for you to make a choice about pursuing your goals and the effort you will devote to that pursuit (Brown, 2001). Włodkowski (1982) stated that motivation is the process of stimulating, arousing and giving direction to behavior and sustaining the reinforced behavior.

Over the years behavioral scientist have observed that some people have an intense need to achieve. This need for achievement is believed to be a distinct human motive that can be distinguished from other needs. According to Kirk (2012) every individual is driven to varying extents by one of three motivators; achievement, power and affiliation. People who motivate by achievement, are driven to master complex challenges, to find solutions, overcome goals and love getting feedback on the level of success (Kirk et al., 2008).

According to Maslow (1943), higher needs as those that emerge after basic needs are satisfied. A person would seek to have a new car, new home and even higher education if physiological hungers are satisfied. Among the physiological needs, food is the most basic needs, and whoever lacks food would hunger for food much rather than anything, and everything else in life, goals, desires, etc, would be defined as unimportant needs. But once satisfied, a person would move into the next level of needs. Nowadays, basic needs is not about food, shelter and clothing anymore, it is also includes sanitation, education and healthcare. To be specific researcher mainly focus on education needs.

In fact, human needs in education can be expressed through the Achievement Motivation (*n-Ach*) (McClelland, 1961), and this motivation is the most important factors that lead to their goals. Atkinson (1964) who defined the original definition of achievement motivation, stated that achievement motivation as comparison of performances with others and against certain standard activity. In addition, McClelland (1987) defined achievement motivation as the desire to work hard and to do things well, and it is associated with higher confidence in one's abilities. Referring to Good and Brophy (1990), motivation is the driving force in every student behind their choice of action to learn.

However, the human needs for education is none other than achievement motivation, leads every individual to have higher education with high quality. Students who are high in achievement motivation may also have higher desire to study abroad (Salisbury, 2010). Students' motivations depend on their self-perceptions, needs, competencies, and interests (Meece, Blumenfeld, and Hoyle, 1988). For most Indonesian students who study abroad especially in Malaysia, motivated by their internal and external factors to success. Furthermore, Quinn (1985) divided motivation into intrinsic and extrinsic. Motivation is largely influenced by highly complex factors which refers to intrinsic, needs that fulfill a person internal factor and extrinsic, environmental factors that motivate an individual externally (Bassy, 2002). The fact is the combination of factors that lead people to achieve their goals.

Apart from the motivation factor, social support also influences acculturative stress among Indonesian students as International students. Social support has been identified as an important coping resource for stress (Lazarus and Folkman, 1984) while Han (2007) identified that helps people achieve a better mental health status and lower acculturative stress. According to Crockett (2007), social support also refers to the provision of psychological and material resources from others to help a person in stress. People who experience lower levels of acculturative stress tend to have high social support. Majority of Indonesian students who come to Malaysia have no family or friends. Their social support and emotional support systems are regularly weak, which may prompt their feelings of being lonely and of being homesick (Poyrazli, 2004).

This study attempt to examine the relationship between achievement motivation, social supports and acculturative stress among Indonesian students who study in Malaysia.

1.2 Background of Study

There are a variety of reasons that encourage students to continue study abroad, one of the main reason is to get a better quality of education (AcehProv, 2012). This is one of the internal factors that highly motivates most people. Everybody knows that study abroad is not just to gain a qualification, international standard of degree yet to gain an experiences, and to get a very different environment from their own country, but it is a distinct point for personal resume and offering a better opportunity to work in foreign companies, especially companies that invest in their home country, with a fairly higher salary. College graduates earn more money than workers with just a high school diploma. In fact, earnings increase with educational attainment, so there is a clear financial benefit to obtaining a higher education (Mark, 2007).

Referring to BBC Indonesia research in 2002, Indonesia has been given the lowest rank in the world for their education system. According to research in 2011, World

Economy Forum (WEF) was publishing an annual report about Global Competitiveness, and in that report Indonesia was in 69th position of 142 countries surveyed, and reported as well that Indonesia was in 44th position for their quality of education. Thus, according to the global league table 2012 published by the firm of Pearson Education, the Indonesian education system ranks the lowest in the world. This issue becomes a high motivation for majority Indonesian students to achieve higher education abroad. Another motivating reason is Hon. Dato' Prof. Dr. Hassan Bin Said, Director General, Dept. of Higher Education, Ministry of Higher Education Malaysia said that Malaysia's higher education system has achieved an international standard, the government has implemented specific programs such as visa acquisition procedures, foreign language provisions, curriculum developments and scholarship grants which is a reflection of their commitment in the name of quality education. In addition, Malaysia is relatively close to Indonesia.

While they study in Malaysia, Indonesian students bring with them their own cultures, expectations and shows their high enthusiasm for studying in Malaysia universities. For foreign students, coming from diverse backgrounds and experiences, the acculturative experiences may present variety of academic challenges and social culture obstacles to achieve their educational goals which involves adapting to a new acculturative experiences include changes such as in academic environment, language, rules, norms, lifestyles, routines, physical, and socio-cultural environments (Chen, 1999; Lin and Yi, 1997; Charles and Steward, 1991; Berry, 1987). This situation are also valid for Indonesian students studying in Malaysia.

When individuals experience problems arising from the acculturation process, acculturative stress occurs (Williams and Berry, 1991). According to Gil, Vega and Dimas (1994), acculturative stress causes various issues from incongruent cultural values and practices, language difficulties, and discrimination. Berry (2006) called "acculturative stress", which is "a stress reaction in response to life events that are rooted in the experience of acculturation". Berry and Kim (1987) also concluded that the acculturative problems or stressors would depend on characteristics of individuals that experience the acculturative process. Thus, Berry (1987) quote that "acculturation sometimes enhances one's life chances and mental health, and sometimes virtually destroys one's ability to carry on".

Apart from the motivation factor, social support also influences acculturative stress among Indonesian students. They may draw such support mostly from parents, family and peers. According to Weiner (1985) social support creates motivation for students to achieve, however Bandura (1986) stated that motivation builds confidence and a sense of self that make academic success seems attainable, and Coleman (1988) identified that social support provides a sense of trust, confidence and psychological safety that permits students to take risks, admit errors, ask for help and experience failure along the way to higher levels of learning. In addition, Safree and Adawiah (2009) conducted a study, the results of their study indicated that students with high social support tend to perform well in their academic compared to students with low social supports. In addition a discovery by Wagner and Fard (2009), family, friends and colleagues have strong influence on the students' choice of university. This is also applicable for Indonesian students studying in Malaysia. Finally, this study examined the relation between acculturative stress, achievement motivation and social supports.

1.3 Problem Statement

De Charms and Carpenter (1968) identified that students who were higher in achievement motivation (*n*-Ach) preferred to work at questions of moderate difficulty and on the contrary, students low in *n*-Achievement has shown no such preference. Further support from Atkinson's model *n*-Achievement motivated people consistently choose to undertake tasks of moderate difficulty as they provide the maximum opportunity to succeed. On the other hand, McClelland defined the need for achievement as success in competition with some standard of excellence. The need for achievement is an incentive to excel, with respect to a set of standards, struggling for success. The *n*-Ach person is 'achievement motivated' and therefore seeks achievement, attainment of realistic but challenging goals, and advancement in the job (McClelland, 1961).

Does Indonesian students' achievement motivation and social supports influence acculturative stress at their host universities ? From previous study, most international students encounter challenges and difficulties during their acculturative processes by simply adjusting or adapting to academic and social culture at Malaysian higher institutions. Due to lack of extensive exposure to Malaysian academic and social culture, as well as significant differences in language, culture values, communication styles, and academic and social life, Asian international students appear to experience more acculturative stress and culture shock than do students from other regions (Sato and Hodge, 2009; Fritz, Chin, and DeMarinis, 2008; Nilsson, Butler, Shouse, and Joshi, 2008; Lee and Rice, 2007; Li and Gasser, 2005; Poyrazli, Kavanaugh, Baker, and Al-Timimi, 2004; Trice, 2004; Heggins and Jackson, 2003; Wilton and Constantine, 2003; Abe, Talbot, and Geelhoed, 1998).

According to Nilsson, Butler, Shouse, and Joshi (2008); Li and Gasser (2005); Poyrazli, Kavanaugh, Baker, and Al-Timimi (2004); Trice (2004); Wilton and Constantine (2003) Asian students have experienced an array of various considerable acculturative problems and difficulties such as language, perceived prejudice, academic performance and satisfaction and social interactions, social support, and social networks with the host students.

One example of case study about Indonesian students in the U.S, Awasilah (1991) found that they experienced academic and social challenges such as writing research papers, making oral presentations, language problems, working with Americans, consulting with American advisors, thinking in terms of Indonesian culture and applying it to American situations, lack of cultural knowledge, and understanding American values. In addition, there have been several recent studies examining the acculturative issues of Asian international students, such as China (Zhang and Goodson, 2010; Wei, Mallen, Heppner, Yao Ku, Hsin Liao, and Feng Wu, 2007; Zhang and Rentz, 1996), Taiwan (Ying, 2005), South Korea (Lee, 2009; Lee, Koeske, and Sales, 2004), and Japan (Toyokawa, 2002), it is surprising and regrettable that little research effort has been devoted to the acculturative experiences of the Indonesian students in Malaysia or in other countries.

Could highly motivated Indonesian students overcome the stress which comes from the academic tasks, academic environment, institution, social support, language, rules, norms, and cultural environments ? Consequently, although exposure to a new academic and social culture might cause international students to face the unfamiliar, the unknown, and uncertainty (Chen, 1999), the degree of unfamiliarity and uncertainty might be now significantly lessened. Therefore, it is important to explore to what extent acculturative stressors that still challenge international students, particularly Indonesian graduate students coming from diverse backgrounds, motivations and social supports in Malaysian institutions.

Deficient in literature and lack of current information on Indonesian students pursuing their studies in Malaysia, might be incomprehensive for our understanding of Indonesian students' academic engagement experiences in Malaysian higher education. The scope of this study would be an effort to add literature review to the current knowledge about Indonesian graduate students' academic experiences.

1.4 Research Questions

Given the statement of problem, this study addressed the following questions:

1. Which background of Indonesian students who study in Malaysia predict acculturative stress ?
2. How is the level of acculturative stress, achievement motivation and social supports of Indonesian students who study in Malaysia ?
3. What is the difference in acculturative stress, achievement motivation and social supports based on gender and age ?
4. How is the relationship between acculturative stress, achievement motivation and social supports ?
5. How significant achievement motivation and social support contribute in the explanation of acculturative stress ?

1.5 Objectives

As the results of interaction with Indonesian graduate students in Malaysia and living as one, there are variety of reason identified from each students who continue to study in Malaysia. This study provides inside view of acculturative stress, motivation and social supports among 14,000 Indonesian students who continue their studies in Malaysia (Ministry Of Youth and Sports Republic of Indonesia, 2012). The objectives of this study are:

1. To describe the background of Indonesian students which is predict as acculturative stress.
2. To identify the levels of acculturative stress, achievement motivation and social supports of Indonesian students who study in Malaysia.
3. To determine the difference in acculturative stress, achievement motivation and social supports based on gender and age.
4. To determine the relationship between acculturative stress, achievement motivation and social supports.
5. To determine achievement motivation and social supports contribution in the explanation of acculturative stress.

1.6 Hypotheses

Hypothesis is a temporary answer to the problem because the presumption is that still remains to be substantiated. Function hypothesis is to test the truth of a theory, provide new ideas, to develop a theory and expand the knowledge that supports the truth of a theory. Hypothesis is the question about the relation of two or more concepts in which the validity of the question still requires empirical support so that the nature is an assumption or temporary answer or under study phenomena (Kumar, 2002). According to Kerlinger and Lee (2000), hypothesis is an assumption statement of two or more variables. The purpose of this study is to investigate the extent to which acculturative stress is associated with achievement motivation of Indonesian international students, as well as the degree to which social support affects acculturative stress levels.

Based on what have been previously discussed, the researcher proposes several hypothesis:

Hypothesis 1: there is no significant difference in achievement motivation between male and female students

Hypothesis 2: there is no significant difference in social support between male and female students

Hypothesis 3: there is no significant difference in acculturative stress between male and female students

Hypothesis 4: there is a significant difference in achievement motivation between students age groups

Hypothesis 5: there is a significant difference in social support between students age groups

Hypothesis 6: there is a significant difference in acculturative stress between students age groups

Hypothesis 7: there is a significant correlation between achievement motivation and social support

Hypothesis 8: there is a significant correlation between social support and acculturative stress

Hypothesis 9: there is a significant correlation between achievement motivation and acculturative stress

1.7 Significant of the Research

Study on achievement motivation and social support impacting Indonesian students in Malaysia in term of acculturative stress factors is limited, thus this study has given a chance to investigate and to understand relationship between acculturative stress, achievement motivation and social support among Indonesian students as International students who pursue higher education, greater knowledge, skills and experience in Malaysia. Besides to achieving higher quality of education, they expect to experience new environments, academically and socially. By examining the similar cultural backgrounds, this study is to explore the major sources of acculturative problems

that leading to acculturative stress and to describe nor understand the acculturative stress that challenges Indonesian graduate students during their studies in Malaysia institutions. There is about 18,000 Indonesian students in Malaysia now (Kompasiana, 2013) who pursue high education and this research could be a significant addition to literature on acculturation research in assuring of quality tertiary education for Indonesian students while studying in Malaysia. Thus, this findings might be helpful for Malaysian Education Promotion Centre in Jakarta, Indonesia and Indonesian Education Department to provide assessment of educational information and policy of tertiary education.

1.8 Conceptual Definition and Operational

In this section, the researcher will provide more detail explanation of the conceptual and operational definitions for each of the variables involved in this study. Conceptual definition will give meaning to the variables in a scientific and specific to the affected area. Operational definition involves a description of the terms of the aspects of the process or test used. Clear definition is important in the study and make ensure to not stray from the objectives set.

1.8.1 Acculturation

According to Farlex Free Dictionary, acculturation is the process of adopting the cultural traits or social patterns of another group, especially a dominant one.

According to Matsumoto and Juang (2008), acculturation is the process by people who adopt different cultural systems. While understanding the acculturation according to Berry (2005) is the duality of cultural and psychological changes as a result of the contact (relationship) between two or more cultural groups and individuals.

1.8.2 Acculturative Stress

According to Santrock (2010), acculturative stress is the negative consequences that result from contact between two distinctive cultural groups. Thus, Berry (2006) defined acculturative stress as “a response by people to life events that are rooted in intercultural contact.”

Therefore, in this study were applied Acculturative Stress Scale for International Students (ASSIS) created by Sandhu and Asrabadi (1994). The ASSIS consists of 36 items, including perceived discrimination, homesickness, perceived hate/ rejection, fear and stress due to change, guilt and non-specific concerns.

1.8.3 Achievement Motivation

According to Farlex Free Dictionary, achievement motivation is form of motivation characterized by a competitive drive to meet high standards of performance, also known as need for achievement (*n*-Ach). On the other hand, McClelland, Atkinson, Clark and Lowell (1958) defined the need for Achievement (*n*-Ach) as success in competition with some standard of excellence, while Daft (2008) explained that N-Ach is the desire to accomplish something difficult, master complex tasks, attain a high standard of success and surpass others.

According to the purpose of this study, Ye and Hagtvet's (1992) Achievement Motivation Scale (AMS) which was translated from Gjesme and Nygard's (1970) original scale were established to collect the data. Overall, 30 items taken in the AMS can be group into two subscales which measure the motivation to achieve success (MS) and the motivation to avoid failure (MF) based on Atkinson and Feather (1966), 15 items each subscale respectively.

1.8.4 Social Supports

According to Farlex Free Dictionary, social supports is the perception and actuality that one is cared for, has assistance available from other people, and a part of supportive social network. These supportive resources can be emotional (e.g., nurturance), tangible (e.g., financial assistance), informational (e.g., advice), or companionship (e.g., sense of belonging) and intangible (e.g. personal advice). Support can come from many sources, such as family, friends, organizations, institutions, lectures, etc. According to Albrecht and Adelman (1987) defined social support as "verbal and nonverbal communication between recipients and providers that reduces uncertainty about the situation, the self, the other, or the relationship, and functions to enhance a perception of personal control in one's life experience".

This current study has adapted Multidimensional Scale of Perceived Social Support (MSPSS) with 3 customized items which were explored individually by Yue Zhang (2012). The 12 items of self-report listing that evaluate perceived availability of social support from family, friends and important others as the Multidimensional Scale of Perceived Social Support (MSPSS; Zimet, Dahlem, Zimet and Farley, 1988), where there are 4 items each perspectives to be measured from 3 perspectives.

1.9 Conclusion

This chapter described the general view of the study. The introduction, problem statement, research questions, research objectives and significance of the study were clearly defined. Further, the literature regarding this study is reviewed in the next chapter.

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