

MANAGING IDENTITY DEVELOPMENT FOR INTERNATIONAL STUDENTS IN
A MALAYSIAN PUBLIC UNIVERSITY

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A thesis submitted in fulfilment of the
requirement for the award of the degree of
Doctor of Philosophy (Management and Administration)

Faculty of Education
Universiti Teknologi Malaysia

JANUARY 2016

DEDICATION

I dedicate this thesis to Linda and Diamond, who without their love and support this thesis could not have been written

ACKNOWLEDGEMENT

In preparing this thesis, I was in contact with many people, researchers, academicians, and practitioners. They have contributed towards my understanding and thoughts. In particular, I wish to express my sincere appreciation to my main thesis supervisor, Associate Professor, Dr. Yusof Boon, for encouragement, guidance, critics and friendship. Without his continued support and interest, this thesis would not have been the same as presented here.

I am also indebted to Universiti Teknologi Malaysia (UTM) for preparing my Ph.D. study. My sincere appreciation also extends to all my friends and others who have provided assistance at various occasions. Their views and tips are useful indeed. Unfortunately, it is not possible to list all of them in this limited space. I am grateful to all my family members.

ABSTRACT

International students are confronted with a number of obstacles when they become accustomed to social and academic life in another country and these issues influence their academic performance and personal achievement. Any understanding of such students in academic contexts necessarily requires a broader understanding of their identities and sociocultural backgrounds. In view of that, the purpose of this study was to determine identity development management for international students in a Malaysian public universities. A total of 214 international students were involved as sample. This study utilized mixed methods in which both quantitative and qualitative approaches were used to understand identity development among international students. Pearson's Correlation Coefficient was used to examine the relationship between demographic variables, vectors of development and environmental influences. Moreover, One-Way Analysis of Variance (ANOVA) and Independent samples t-test were used to examine the differences in vectors of development and environmental influences based on students demographic variables. The findings discovered that the level of vectors and environmental influences among international students was moderate and relationship between demography variables, vectors of development and environmental influences was high. Moreover this study revealed small to moderate differences in vectors of development and environmental influences based on demographic variables. Based on the findings, the study had given several suggestions in order to manage international students' identity development in the University. It is recommended that decision makers and managers organize and implement a comprehensive, multidimensional strategy to develop students' intellectual, physical and interpersonal competence; recognize, accept and appropriately express emotions; promote self-direction and problem-solving ability, and develop intercultural and interpersonal tolerance and appreciation of differences, among international students.

ABSTRAK

Pelajar antarabangsa berhadapan dengan beberapa cabaran apabila mereka sudah biasa dengan kehidupan sosial dan akademik di negara lain dan isu-isu ini mempengaruhi prestasi akademik dan pencapaian peribadi mereka. Apapun pemahaman pelajar-pelajar berkenaan dalam konteks akademik seharusnya memerlukan pemahaman yang lebih luas terhadap identiti dan latar belakang sosiobudaya mereka. Sehubungan itu, tujuan kajian ini adalah untuk menentukan pengurusan pembangunan identiti pelajar-pelajar antarabangsa di universiti awam di Malaysia. Seramai 214 orang responden yang terdiri daripada pelajar antarabangsa dijadikan sampel. Kajian ini menggunakan kaedah campuran dengan pendekatan kuantitatif dan kualitatif telah diterapkan untuk memahami pembangunan identiti dalam kalangan pelajar antarabangsa. Pekali Korelasi Pearson digunakan untuk melihat hubungan antara pemboleh ubah demografi dan vektor pembangunan dengan pengaruh persekitaran. Selain itu, Analisis Varians Satu Hala (ANOVA) dan Ujian-t Tak Bersandar digunakan untuk mengkaji perbezaan dalam vektor pembangunan dan pengaruh persekitaran berdasarkan pemboleh ubah demografi. Dapatan kajian mendapati bahawa tahap vektor dan pengaruh persekitaran dalam kalangan pelajar antarabangsa adalah sederhana sementara hubungan antara pemboleh ubah demografi dan vektor pembangunan dengan pengaruh persekitaran adalah tinggi. Selain itu kajian ini mendapati perbezaan yang kecil hingga sederhana bagi vektor pembangunan dan pengaruh persekitaran berdasarkan pemboleh ubah demografi. Berdasarkan dapatan kajian ini, beberapa cadangan dikemukakan bagi menguruskan pembangunan identiti pelajar antarabangsa di universiti. Cadangan yang disyorkan adalah agar pembuat keputusan dan pengurus menyusun dan melaksanakan secara menyeluruh, strategi berbilang dimensi untuk membangunkan kompetensi intelek, fizikal dan interpersonal pelajar; mengiktiraf dan menerima pernyataan emosi yang sewajarnya; menggalakkan hala tuju sendiri dan keupayaan penyelesaian masalah, juga membina toleransi dan menghargai perbezaan antara budaya dan interpersonal dalam kalangan pelajar antarabangsa.

TABLE OF CONTENTS

CHAPTER	TITLE	PAGE
	DECLARATION	ii
	DEDICATION	iii
	ACKNOLEGMENT	iv
	ABSTRACT	v
	ABSTRAK	vi
	TABLE OF CONTENTS	vii
	LIST OF TABLES	xiii
	LIST OF FIGURES	xv
	LIST OF SYMBOLS	xvii
	LIST OF APPENDICES	xviii
1	INTRODUCTION	1
	1.1 Introduction	1
	1.2 Global Demand for Higher Education	2
	1.3 Background of the Study	5
	1.3.1 University Management with Multicultural Campuses	8
	1.3.2 Student Affairs Programs and Student Development	14
	1.4 Statement of Problem	21
	1.5 Objectives of the Study	22
	1.6 Research Questions	23
	1.7 Theoretical Framework	25
	1.8 Scope of the Study	27

1.9	Significance of the Study	27
1.10	Conceptual Frameworks	28
1.11	Conceptual and Operational Definitions	32
1.12	Limitations of the Study	37
1.13	Conclusion	38
2	LITERATURE REVIEW	40
2.1	Introduction	40
2.2	Globalization and Management of Higher Education	41
2.3	Managing Student Development at University	44
2.4	Identity Background	50
2.4.1	Psychological Background and Identity Development	51
2.4.2	Sociological Background and Identity Development	53
2.4.3	Psychosocial Background and Identity Development	54
2.4.4	Human Ecology Background and Identity	56
2.5	Identity Development Theories: Foundational Theories	58
2.5.1	Erickson Theory of Identity Development	59
2.5.2	Sanford Theory of Identity Development	61
2.5.3	Marcia's theory of identity development	63
2.5.4	Chickering and Reisser Theory of Identity Development	66
2.5.4.1	Environmental Influences	73
2.5.4.2	Importance and Application of Chickering and Reisser Theory	76
2.6	Previous Research	78
2.7	Chapter Summary	89
3	RESEARCH METHODOLOGY	91
3.1	Introduction	91
3.2	Research Design	92

3.3	Research Location	93
3.4	Research Instrument	94
3.4.1	Questionnaire	95
3.4.1.1	Section A: Respondents Demographic Information	96
3.4.1.2	Section B: Measure the Vectors and environmental variables	97
3.4.2	Interview	98
3.5	Reliability and Validity	100
3.6	Population and Sample	103
3.7	Pilot Study	104
3.7.1	Piloting the Interview	105
3.7.2	Piloting the Questionnaire	105
3.8	Research Procedure	106
3.9	Data Analysis	109
3.9.1	Data Analysis Method for the Questionnaire	111
3.9.2	Data Analysis Method for the Interview	112
3.9.3	Data Analysis Technic to Triangulate Qualitative and Quantitative Data	116
3.10	Summary	116
4	DATA ANALYSIS	117
4.1	Introduction	117
4.2	Demographic Profile of Research Participants	118
4.3	Vectors and Environmental Influences Levels	119
4.3.1	What is the Level of Developing Competence Vector among Undergraduate International Students?	119
4.3.2	What is the Level of Managing Emotions Vector among Undergraduate International Students?	120
4.3.3	What is the Level of Moving Through Autonomy toward Interdependence Vector Among International Students?	

	121
4.3.4 What is the Level of Developing Mature Interpersonal Relationships Vector among International Students?	122
4.3.5 What is the Level of Institutional Objectives among International Students?	123
4.3.6 What is the Level of Institutional Size among International Students?	124
4.3.7 What is the Level of Student-Faculty Relationships among International Students?	125
4.3.8 What is the Level of Curriculum among International Students?	126
4.3.9 What is the Level of Teaching among International Students?	127
4.3.10 What is the Level of Friendships and Student Communities among International Students?	128
4.3.11 What is the Level of Student Development Programs and Services among International Students?	129
4.4 Inferential Analysis of the Relationships and Differentiation between, Demography, Vectors, Environmental Influences and Identity Development.	130
4.4.1 RQ3. Relationship between Undergraduate International Student Demography (Gender, Region, Religion) and Vectors of Development (Developing Competence, Managing Emotions, Moving through Autonomy Toward Interdependence, Developing Mature Interpersonal Relationships)	131
4.4.2 RQ4. Relationship between Undergraduate International Student Demography and Environmental Influences (Institutional Objectives, Institutional Size, Student- Faculty	135

	Relationships, Curriculum, Teaching, Friendships and Student Communities, Student Development Programs and Services	
	4.4.3 RQ5. Relationship between Vectors of Development (Developing Competence, Managing Emotions, Moving through Autonomy toward Interdependence, Developing Mature Interpersonal Relationships) and Environmental Influences (institutional Objectives, Institutional Size, Student-Faculty Relationships, Curriculum, Teaching, Friendships and Student Communities, Student Development Programs and Services).	141
	4.4.4 RQ6 Difference between Demography Variables toward Vectors and Environmental Influences among Undergraduate International Students	150
	4.5 Analysis of Qualitative Data	160
	4.5.1 Analysis of Respondents in Terms of Demography	160
	4.5.2 Analysis of Responses	161
	4.6 Conclusion	180
5	SUMMARY, DISSCUSSION AND RECOMMENDATIONS	181
	5.1 Introduction	181
	5.2 Summary of the Study	183
	5.3 Discussion and Findings	184
	5.3.1 Vectors of Development Level	185
	5.3.2 Environmental Influences Level	188
	5.4 Discussion of Inferential Analysis and Findings	193
	5.4.1 Relationship between Undergraduate International Student Demography, Vectors of Development, and Environmental Influences.	193
	5.4.1.1 Demographic Variables, Vectors of De-	

velopment and Environmental Influences	194
5.4.1.2 Vectors of Development and Environmental Influences	199
5.4.2 Factors Explaining Variance in Vectors of Development and Environmental Influences	207
5.5 Implications of the Study	211
5.6 Recommendations	214
5.6.1 Recommendations for Student Affairs Administrators	216
5.6.2 Recommendations for Lecturers	218
5.6.3 Recommendations for International Students	220
5.6.3 Recommendation for Future Study	221
5.7 Conclusion	222
REFERENCES	223
Appendices A - L	267-290

LIST OF TABLES

TABLE NO.	TITLE	PAGE
3.1	Score of demographic factor	97
3.2	Items according to each dimensions of the Chickering and Reisser theory	98
3.3	Vectors, environmental variables and Cronbach's Alpha	102
3.4	Data analysis method	110
3.5	Mean levels	111
3.6	Interpretation of the co-efficiency of Pearson's correlation	112
3.7	Overview of coding steps using NVivo 8	114
4.1	Respondents by gender	118
4.2	Respondents by region	118
4.3	Respondents by religion	119
4.4	The mean of developing competence items answered by respondents	120
4.5	The mean of managing emotions vector answered by respondents	121
4.6	The mean of moving through autonomy toward interdependence vector answered by respondents	122
4.7	The mean of developing mature interpersonal relationships vector answered by respondents	123
4.8	The mean of institutional objectives answered by respondents	124
4.9	The mean of institutional size answered by respondents	125
4.10	The mean of student-faculty relationships answered by respondents	126
4.11	The mean of curriculum answered by respondents	127
4.12	The mean of teaching answered by respondents	128
4.13	The mean of friendships and student communities answered by	

	respondents	129
4.14	The mean of student development programs and services answered by respondents	130
4.15	Relationship between demography variables and vectors of development	131
4.16	Relationship between demography variables and environmental influences	135
4.17	Relationship between vectors of development and environmental Influences	142
4.18	Difference between gender, vectors of development and environmental Influences	151
4.19	Difference between region, vectors of development and environmental Influences	154
4.20	Difference between religion, vectors of development and environmental Influences	158
4.21	Respondents' demography in qualitative data	161

LIST OF FIGURES

FIGURE NO.	TITLE	PAGE
1.1	Seven key characteristics of current university students	7
1.2	Academic and sociocultural identities	9
1.3	Managing international student concerns	11
1.4	Vectors of development and environmental influences	19
1.5	Theoretical framework of the study	26
1.6	Conceptual framework	31
2.1	Globalization and higher education management	43
2.2	Managing international student development at university	45
2.3	Managing of conditions at university	47
2.4	Identity in psychology, sociology, social psychology, and Human ecology background	51
2.5	Psychological background and identity	53
2.6	Sociological background and identity development	54
2.7	Social psychology and identity development	56
2.8	Human ecology and identity development	58
2.9	Foundational theories	59
2.10	Aspects of identity (Erickson)	60
2.11	Sanford theory of identity development	62
2.12	Three major aspects of Sanford theory for development	62
2.13	Marcia identity statuses	64
2.14	Chickering and Reisser seven vectors	72
2.15	Environmental influences	75
3.1	Designing and conducting mixed methods research	92
3.2	Questionnaire designing and developing strategy	95
3.3	Research procedure	108

5.1	Vectors and environmental influences relationship	207
5.2	Factors explaining variance in vectors of development	208
5.3	Factors explaining variance in environmental influences	210
5.4	Study recommendations	215

LIST OF SYMBOLS

<i>r</i>	-	Correlation value
<i>p</i>	-	Significant value
SPSS		Statistical Package for Social Sciences

LIST OF APPENDICES

APPENDIX	TITLE	PAGE
A	Table of determining sample from population	267
B	Reliability analysis – scale (Alpha)	268
C	Interview protocol form	270
D	Interview questions	274
E	Categories, subcategory and codes of vectors and environmental influences	276
F	Questionnaire summary form	278
G	Interview summary form	279
H	Questionnaire	280
I	The seven vectors: general developmental directions	285
J	Consent form	287
K	Authority for the release of transcripts	289
L	Erikson's stages of psychosocial development	290

CHAPTER 1

INTRODUCTION

1.1 Introduction

For the reason that nowadays students would be futures' engineers, doctors, educators, commercial directors, faith leaders, politicians, activists, citizens, parents and neighbors, higher education has an essential role in determining future society. Students need demonstrate individual and social responsibility in carrying them out; despite the fact that it is necessary to have ability to show essential abilities and understanding to implement those roles efficiently. According to Hall, Zhao and Shafir (2014) University is a period of evolution and change for every student. To a greater extent, early adult life is a period of change that students will handle with identity, intimacy plus movement from depending on other people to independence (Magolda, 2009). Students in higher education confront new ideas and ways of thinking as they interact with students from other backgrounds. Mature students may be at a different developmental stage, but they are still in a turbulent transition period in which existing views are challenged and identities are remade (Zhang & Goodson, 2011).

Indeed, it is plausible that higher education is even more disruptive because established adults have made bigger investments in their pre-university identities, life choices, and beliefs. No matter their age, the focus on critical thinking in higher education prompts students to question received wisdom, including value positions taught by their families, and practiced in their home communities or workplaces. So students are in a time of change, in which they must not only deconstruct old meanings and ways of making meaning, and ways of making meaning, but reconstruct a sense of purpose in their own life that integrates expanded perspectives and worldviews (Parks, 2005).

The need for high quality education often takes students out of their home countries. Due to limited places in institutions at home, many students pursue their studies abroad. Students also study abroad to acquire a more global perspective, to develop international attitudes, makes their resumes more attractive, or to further develop their language proficiency. Students also benefit through learning about new customs, holidays, foods, art, music, and politics firsthand. They may also study abroad to advance their studies in specialized areas not available at home (Magolda, 2009).

When students enter into a university setting confusion, stress, and low confidence can become a reality. Student services, sometimes known as student affairs, are the entity responsible for assisting students in solving university - related challenges. Student services focus on the out of the classroom experiences for college students. It is important that the students have a good selection of university societies and programs to assist them in their development process. Scholars in after high school education have pragmatically revealed for decades, how to improve programs and services to support the university student in learning and individual growth (Banumathy, 2010).

It have been discovered through a range of research approaches, the most practical teaching techniques for the classroom, managerial efficiency, suitable intervention techniques for talented students, the influence of specific activities and programs on student academic outcomes, and a host of other educational and non-educational matters. However, a large segment of research that has obtained growing attention over the last 30 years is the developmental processes of university students (Jones, 2011).

1.2 Global Demand for Higher Education

An increasing number of students prefer to study at a university abroad (Healey 2008; Russell et al. 2010). Global mobility for higher education is only one part of the unprecedented global mobility of peoples for purposes of migration, political and economic security, trade and business, employment, tourism as well as study and research. This unprecedented level of people mobility has major implications for the

ways in which global economic and political systems work. But in a manner that is equally significant, the movement of people is transforming their social institutions, cultural practices and even their sense of identity and belongingness (Rizvi & Lingard 2010).

Global mobility has changed cities, creating urban conglomerates at the intersection of global flows of finance and capital (Sassen, 1991). These changes have led to multiple new cross-national, cross-cultural flows and networks that define the global world of the twenty first century (Urry, 2000). These transformations require new ways of thinking about movement (Papastergiadis, 2000). Greater mobility of people has education policy implications, including in the way educational policy has interpreted cultural diversity and responded to its challenges; how the changing demography of campuses has in particular and global dynamics more generally have led to demands for the internationalization of education (Rizvi & Lingard, 2010).

Worldwide demand for higher education is growing at an exponential rate, driven by demographic trends and increased globalization of economies and societies. The global mobility of students has also increased, quadrupling over the past three decades to 3.3 million (OECD, 2010). While estimates may vary, being based on different parameters, the overall trend towards significant continuing growth is evident. It is expected that between 4.1 million to 6.7 million students will be studying abroad by the year 2020 (Calderon, 2010). Three countries (the United States of America, the United Kingdom & Australia) are attracting over 40% of students studying outside their home country.

Forecasts of likely future demand confirm that growth in international education is long term and durable (British Council, 2004; IDP, 2007). Demographic trends, especially the rapidly growing proportion of under 25- year olds, in the emerging economies of countries in East and South-East Asia, South America, the Middle East and South Asia, are putting pressure on domestic national education systems. The countries concerned are increasingly unable to satisfy burgeoning domestic demand for tertiary education. Increasing numbers of students, particularly in India and China, are seeking to study abroad. There is a high preference for English-speaking study destinations given the position of English as the global language of trade, business and

research. On current trends, growth in global student mobility will exceed even the most optimistic scenarios proposed by the major international studies.

During the last two decades, the study choices available to overseas students have increased dramatically. Whilst English-speaking countries have always been the largest receivers of international students, countries such as Germany and France each have nine percent market share, China has seven percent, and in many countries where English is not the native language, programs have been introduced that are delivered in English (Lasanowski, 2009).

By the end of the twentieth century, many students in Asia were no longer travelling west for their higher education; instead they stayed in the east, enrolling at world-class universities in countries such as Hong Kong, Singapore, and Malaysia. More recently, a new option has emerged: the international branch campus (Wilkins & Huisman, 2011). Recent developments in Malaysia induce the whole country structure to focus on becoming a knowledge-based economy. In other words, education in Malaysia is one of the growing industries.

Malaysia seeks to achieve the goal of becoming a developed nation by the year 2020 and thus, it needs to create a better educated and highly skilled population. It offers a variety of higher educational programs as well as professional and specialized specialty courses that are competitively valued and have excellent quality (Hassan Said, 2006). Currently Malaysian institutions of higher education are attracting international students from various countries. In the context of higher education in Malaysia, a noticeable trend has been the increasing competition among universities and higher education institutes to attract students both locally and internationally (Sohail et al., 2003).

Competitive pressure has forced the higher educational institutions to look for more competitive marketing strategies in order to compete for students in their respective recruitment markets. There are more than 90,000 international students currently studying in the institutions of higher learning in Malaysia (Abdullah et al, 2009; Yusliza, 2010). Universiti Teknologi Malaysia (UTM) is one of the competitive Universities that can show the growing of education in Malaysia. It is located in Johor Baru, which is the second largest public university after University Putra Malaysia

(UPM) and its other campus is located in Kuala Lumpur, capital city of Malaysia. There are more than 15000 full-time undergraduate students at Universiti Teknologi Malaysia (UTM) and more than 6,000 enrolled on distance learning programs as part-time students. In addition, there are about eight thousand postgraduate students in various fields of specialization who are from different parts of the world (Malaysia, 2010; UTM, 2011).

International students in Universiti Teknologi Malaysia (UTM) just like other international students who study in countries other than their own face different problems which scholars divide it into two main groups; social and academic problem generally. Involvement in recreational activities, relationship with students and staff, control of feeling , self-regulation and supervision, applying new mode of expression, need for reassurance and approval, curriculum structure - critical thinking and reasoning, capacity for analysis and synthesis are the main aspects of the international problems in Malaysia (Chelliah, 2010, Azizah Rajab; Roziana Shaari & Alavi, 2011).

Thus, one of the Universiti Teknologi Malaysia (UTM) main roles is to know the identity development level among international students to facilitate adjustment and educational progress. Consequently, the major purpose of this research is to determine identity development among international students in Universiti Teknologi Malaysia (UTM) that gives increasing number of admissions to the students from different nations each year.

1.3 Background of the Study

There is agreement that universities should be providing personality education as part of an undergraduate university student (Bok, 2005; Dalton, 2003; Matthews, 2001). It is well documented that higher education historically has provided students with the moral and ethical education needed in order to be active citizens (Hoekema, 2003;). Bok (2005) argued that colleges and universities should provide educational interventions to help student develop morally and ethically. University has also been perceived to be an opportunity to positively influence the behavior and actions of the next generation of society. If we wish for a moral and ethical society it seems natural

to provide opportunities to develop those behaviors in our university students (Whitely, 1992).

Lee, Therriault and Linderholm (2012) found that the university years usually comprise an opportunity to educate individuals about ethical behavior and decision making. Structured interventions such as student affairs programs and services can increase the moral and ethical development of university students. Higher education should be responsible for creating learning communities that allow students to develop values systems (Boyer, 2003; Foundation, 1990).

Sanford (1990) and the Wingspread Group (1993) advocated for a higher education role in teaching service to the larger community and facilitating values development. The university years are a time of significant growth and change for students as they confront new ideas and experiences that may challenge what they already know and believe. The arrival and transition into campus life for a new student is significant. This successfully occurs through adjustment into campus networks through social, emotional, and academic means (Gray, Vitak, Easton & Ellison, 2013).

Faculty members who understand these changes can design courses and activities that meet students' needs and support their continued development. It might then be valuable for higher education institutions to focus time and resources on university student identity development programs and services. While working to understand and educate today's university students, it is important to understand the current generational culture to which today's university students belong (Howe & Strauss, 2006).

Howe and Strauss (2006) found that seven key characteristics (Figure 1.1) define today's university students: First, they are special (many from smaller families with fewer siblings to compete with, so received greater attention and increased security from mom and dad). Second, they are sheltered (more than previous generations, parents keep them closer to home with a focus on safety and connection to family, but also involved with many organized activities and sports). Third, they are confident (increased parental involvement and coaching/external adult involvement give them lots of support and self-confidence). Fourth, they are team-oriented (learned

to be civil and less “me oriented” than previous generations). Fifth, they are conventional (more resourceful, dynamic, and environmentally conscious than previous generations). And finally, they are pressured (overscheduled, over mentored, and driven to succeed among peers, in part due to increased pressure to attend college in order to succeed in life), and finally today students are high achieving (future oriented, planners, focus on long-term success).

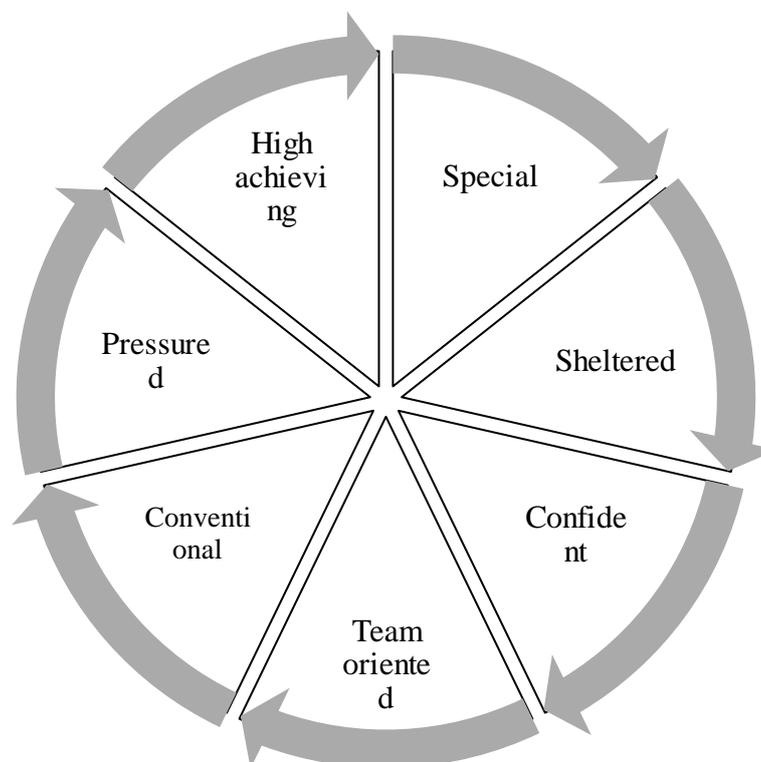


Figure 1.1: Seven key characteristics of current university students (Howe & Strauss, 2006)

According to Osborne (2005) basic assumptions of student development take in student must be considered as a whole person, each student is a unique person and must be treated as such, student's total environment is educational and must be used to help the student achieve full developmental potential, and the major responsibility for a student's personal and social development rests with the student and his/her personal resources. It is vitally important to know how a university can foster student development. It is also important to determine what types of programs are most beneficial in promoting this development.

Student affairs professionals who understand and utilized student development theories perceive their role in identity development differently than those professionals who do not understand or utilize student development theories. Because of the role that student development theory plays in identity development, it is concluded that student affairs professionals who studied student development theories would feel more comfortable addressing university student identity development than those student affairs professionals who have not studied student development theories. The knowledge of student development theories has enabled student affair professionals to proactively identify and address students' needs, design programs, develop policies, and create healthy college environments that encourage positive growth in students (Jones, 2011).

1.3.1 University Management in Multicultural Campuses

This is genuine that students and universities are often unprepared for the challenges that such cross-cultural arrangements present. Students from different cultural backgrounds face a number of obstacles when adapting to social and academic life in the Malaysia, and these are issues which are tangibly manifest in academic performance and achievement. Any understanding of such students in academic contexts necessarily requires a broader understanding of their identities and sociocultural backgrounds (Barbarin & Jean-Baptise, 2013).

Theorists and practitioners are in broad agreement that real-world academic outcomes depend on much more than limited considerations of instruction and assessment. The educational process is one which is socioculturally situated, and thus its outcomes are highly context-dependent. If education is primarily a social endeavour, involving and incorporating complex patterns of interaction between multitudes of respondents and decision makers, then in multi-cultural environments any understanding of educational processes and performance must necessarily including consideration of students' sociocultural backgrounds, the institutional cultures which exist in universities, and the relationships between them. Badenhorst and Kapp (2013) noted that the main challenges facing such students have

less to do with cognitive aspects of learning than with sociocultural issues of identity and culture. These differences between a student's home and academic sense of self indicate that student's identity exists on at least two planes: the sociocultural and the academic. Sociocultural identity is that which evolves naturally through an individual's upbringing, and includes such factors as socioeconomic class, gender and ethnic identity. Academic identity refers to how a student positions himself/herself in relation to the values and practices of his/her academic environment(s). The latter is dependent on the former; or, in other words, a student's academic identity develops from her sociocultural identity. Thus, when considering the academic performance or behaviour of an individual (which belong to the remit of academic identity), there will invariably be links to less visible roots and causes from that individual's background.

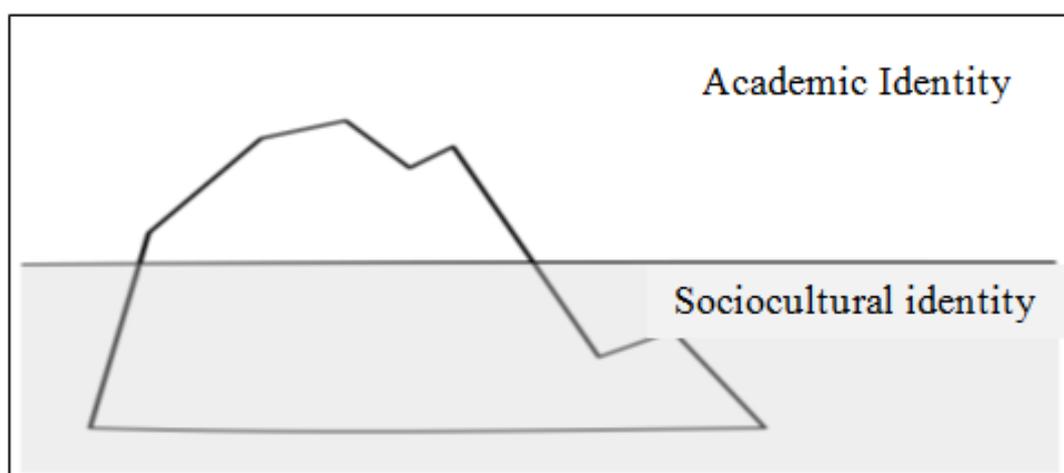


Figure 1.2: Academic and sociocultural identities (Barbarin & Jean-Baptise, 2013)

The pressures triggered by students' efforts to accomplish social dissimilarities have a tendency to be more irresistible in the preliminary stage of their abroad journey, although they possibly will experience equally multicultural and multiracial involvements instantaneously when they are unprotected to dissimilar societal surroundings and come across with diverse persons. Students may perhaps step by step notice that they have, either deliberately or unconsciously, turn into one of them, as they become accustomed to the new situation. According to study of Paulston (1992) and Byram (2003) some characteristics of traditional principles and ethics may

perhaps be further than adjustment or assimilation and will never be totally unrestrained for others. Therefore, persons may possibly grow skill in self-confidence and in achieving their numerous societal requirements within the host society (Kim, 2005), while on-going to practise a sense of border or strangeness when challenged with contradictory values and principles. The zone of tautness among the locus of self (belonging) as well as concurrent sense of strangeness (alienation) needs more methodical and experiential study in the framework of globalization.

The differences amongst the groups turn into the description for the disagreement, every so often when persons belong to dissimilar cultural, ethnic, gender, societal class, sexual orientation, or other communal groups. When differences happen between members of different groups than between members of the same group, a conceivable consequence of this description is that the dissimilarities grow into more unbridgeable (Miller & Prentice, 1999). This possible communication crack can occur when university and managers in higher education organizations effort an exchange of ideas with students from diverse racial, cultural, or societal groups minus having information about the differences and similarities in the identity development of persons inside the groups and how a person own societal group identity influences that communication. Necessarily, organizations of higher education are not furnished to handle the emotional problem which can happen when dealing with matters of ethnic groups and cultures (Shanks & Destin, 2009).

The study of Hurtado (1996) exposed that one fourth of students at four-year universities observed substantial racial clash on the university grounds. Not more than twelve per cent of students at four-year universities believed racial biasness was no longer a problematic matter (Hurtado, 1996). These statistics demonstrate which clash on race or ethnicity remains a problem on university environment and will remain as the dispute about confirmatory act continues (Schmidt & Selingo, 2003). Negotiation amongst persons from various backgrounds is an important component of the open market of philosophies. However, from time to time these dialogs are tense, problematic, and agonizing for one or both banks. Damage discussions the fear of being misinterpreted, making the conversation even more problematic (Adeniyi, Adediran, & Okewole, 2014). In today's multicultural and international social order, a place several worldviews and noticeable cultural customs have a long-term effect on how we think, sense, and communicate to others, this developing voyage is

progressively multifaceted. With individuals who vary radically in terms of nationality, culture, faith or religious beliefs likewise in terms of race, sexual category, and gender positioning, there is need to apprehend and sympathize. Consequently, each university require growing a global perspective (Pascarella & Terenzini, 2005). Researchers confirmed that demographic variables impact student development (Martin et al, 1999; Barefoat, 2004). Moreover, researchers (Enochs & Ronald, 2006; Abdallah et al., 2009) found gender differences in the student's adjustment and found male students to possess better adjustment levels than female students.

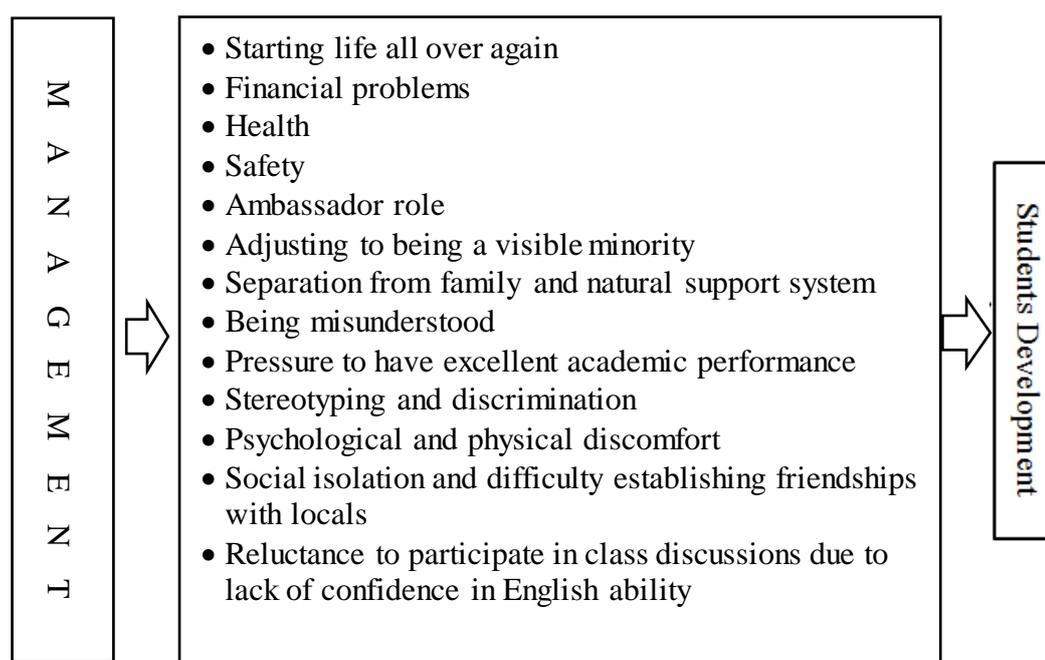


Figure 1.3: Managing international student concerns (Martin et al, 1999; Barefoat, 2004)

In terms of linking demographic factors and international psychological and sociocultural adjustment in Malaysia public universities, age item participated exclusively to the adjustment in uneasiness and senior students were more possible to report upper levels of uneasiness (Yusliza, 2010). Adult students are more old-style, more oppose to alteration, and face additional problems in admitting the host society's standards and morals and, as a result, practise advanced levels of mental and sociocultural during their adaption a particular length of time (Sumer et al,2008).

The fresh global students have faster and relaxed adaption procedure in a foreign country (Tomich et al. 2003). Wedded global students stated undergoing an inferior level of societal adaption stress than unmarried international students. As these kinds of students are wedded, they do not feel requirement to search other potential relations, and accomplish their societal backing requirements at household through their partner or parents. Thus, in the situation of wedded global students, the matrimonial connection perhaps is working as a shield (Poyrazli & Kavanaugh, 2006). Married international students will be confidently connected with mental and sociocultural adaption (Yusliza, 2010).

Fong and Peskin (1999) were the earliest study examined gender differences in adaptation. They suggested that female students experience more strain than their male counterparts. Other studies that examined international students showed that female students had higher emotional, physiological, and behavioral reactions to stressors (Misra et al. 2003) and also were more likely to feel homesick and lonely than were male students (Rajapaksa & Dundes, 2002). Sumer et al. (2008) found no relation between gender and international students' depression and anxiety levels. Thus, there is a need for more careful investigation of gender differences when evaluating international student adjustment.

Fong and Peskin (1999) conducted the first study which studied gender differences in adjustment. Based on their studies women students go through further stress than their men. New researches on international students displayed that women students showed greater physical, feelings and behavior responses to pressurizers (Misra et al. 2003) and correspondingly were expected to feel nostalgic and secluded than men students (Rajapaksa and Dundes 2002). No relationship among gender and level of international students' hopelessness and nervousness was found (Sumer et al., 2008). Therefore, it is necessary for more cautious search of gender dissimilarities when assessing international student adaption.

The didactic importance of communication between student and faculty is practically explicit (Kuh & Hu, 2001; Pascarella & Terenzini, 2005). Repeated, evocative connections between students and faculty are important to education and individual growth, in and out of the classroom equally, as well multitude of advances containing educational skill progress, societal self-assurance, educational and societal

incorporation, and management (Pascarella & Terenzini, 1991; 2005; Smart, Feldman, & Ethington, 2000).

Even though a few studies inspect gender differences (Pascarella & Terenzini, 2005), a number of studies has exposed no difference (Kuh & Hu, 2001), others have uncovered that females have more recurrent and constructive relations with their own faculty than males (Sax, Bryant & Harper, 2005). Based on Yusliza and Chellia (2010) studies gender is not connected with mental and sociocultural adaption positively. International students will have better adaption process to the unfamiliar environment; the longer they live abroad (Ward & Kennedy, 1992; Wilton & Constantine, 2003).

For example, Wilton and Constantine (2003) bring into being which longer resident in the United State has relation with inferior psychological suffering level between Latin American and Asian international students of university. Through a contemporary research on the connection amid adult attachment styles and psychosomatic and sociocultural adaption of immigrants from countries such as Poland, Russia, and Hungary to Germany community by Polek et al. (2008), it has been confirmed which span of habitation seemed to be clearly connected to sympathy and interaction within the host society.

Substantial study has appeared that proves the benefits of religious practice inside community, over the past decade. Religious practice endorses a feeling of being comfortable, healthy, and happy of persons, families, and the community (Fagan, 2003). Correspondingly, the practice of religion heads to a decrease in the occurrence of local cruelty, offence, substance misuse, and addiction. Furthermore, religious practice heads to an upsurge in corporeal and psychological wellbeing, permanence, and education accomplishment. Religious faith, spiritual group contribution, and spiritual direction are related to educational incentive, noble educational standing, as well time consumed learning. Spiritual involvement seems to suggest a progressive effect in different ways. Students who contribute in “religious” events will have better emotional welfare. Spiritual societies propose backing during tensions (Bryant, 2004).

A detailed study reports participation in religious groups and spirituality-improving activities does not delay and may even have slight helpful special effects on involvement in academically determined activities and preferred consequences of

university (Regnerus, 2003). Students with religious beliefs are not participating in the trio of actions (drinking, drugs, and partying) which are usual to most students' university practice. Commonly, Religious students attach universities with the immediate society, and offer unpaid assistant and companies with other student groups. Even though current students are frequently categorized as sedentary and indifferent on societal grounds, this is not a precise description of students. Furthermore, plenty of the voluntary activities and engagement on university campuses is copied in religious groups via religious students (Zald, 2000).

More studies revealed which a student with religious believes have a tendency to act more properly. In a study Ozorak (2003) examined university students in "Ethical" conditions and situations and found that students at religiously connected universities are probably to be engage in pro-societal bases. More than a few researches have revealed which students with religious believe act superior on serious indicators of educational achievement (Mooney 2005). Stereotypically, researches revealed an affirmative influence of faith items on student achievement amount religious believes with a sign of spiritual contribution. Spiritual contribution and individual religious believes could bring down level of material misuse, and bounds actions which undermine university jobs (Regnerus, 2003).

It is noteworthy which other kinds of additional curricular accomplishments have parallel special effects, whereas we must give a round of applause universities that make available a positive effect on students (Pascarella et al, 2004). Students who contribute in spiritual activities have more sever societal promises. Religious believes prevent of societal links, mainly ones that might make wall against the instructions and forbidding of religious customs. Promises to religious society similarly prevent undesirable actions such as getting back home for the weekend, or taking unprepared highway journeys.

1.3.2 Student Affairs Programs and Student Development

There is evidence that university, by the base of its relations with students, can have an influence on the identity growth of university students. Student affairs

professionals are those individuals responsible for coordinating and providing the out of classroom student services functions on college and university campuses and usually consist of management of accommodation, legal affairs, vocation services, student activities, healthiness facilities, psychotherapy services, guidance improvement, multiracial program design, recreation services, student government advisement, community service, and campus ministry (Dungy, 2003).

In a research of the specialized viewpoints of number of student affairs managers, Hartley (2005) revealed three starring role that are dominant in student affairs service area. It includes generating an influential education atmosphere - student affairs tolerate a great accountability for safeguarding a harmless and strong learning situation, endorsing student development, teach students to think well, assist students to live healthy, and backup educational attainment -to comprehend what's happening in class and make available relations to out-of class education. Many student affairs specialists apply student development model as a means to promote student growth and development. Student affairs professionals also help students work through moral and ethical issues and challenges, and are therefore involved in the facilitation of university student character development in college students (Dalton, 2002).

Moreover, student affairs specialists are important actors in turning the “brain drain” concept into a “brain gain” for most of the countries (McClinton, 2003). Winston (2004) believes that student affairs specialists need to understand university student progress and development in order to effectively work with college students. In essence, student development model delivers the framework for student affairs practice for many student affairs professionals (Barr, 2003). The understanding of student development theories has enabled student affair specialists to proactively recognize and shows students' requirements, project plans, advance strategies, and generates well university atmospheres that inspire constructive development in students (Evans, Forney, & Guido-DiBrito, 2010).

Since students are not similar, it is significant that decision makers apprehend student development practice instead of oversimplified declarations around group connection. The opinions and feelings about differences are inclined in what way students make sense of their specific race and traditions. “By understanding the

likenesses and dissimilarities in the development process of varied groups of university students, faculty and managers will be better able to exchange of ideas about those dissimilarities” (Foubert, Nixon, & Sisson, 2005).

Student development models emphasis on student development and environmental effects and schemes that make available atmospheres to endorse students' learning and growth, equally inside and outside of classroom. Theoretically and philosophically on the aims of higher education, student development boosts learning interferences that reinforce abilities, motivate self-awareness and upsurge understanding. The growth of students needs consideration of fairness, collaboration and relationship amongst all student groups, university staff and management. All students would be supported to construct their exclusive developing practices. The further personalized the progress and the actions which backing it, the superior. The well-versed growth of the entire individual is the main objective of those who endorse student development (Jones, 2011).

Among student development theories Chickering and Reisser model of psychosocial development is perhaps one of the most extensively referenced and practical models of student development. The model suggests a universal image of development, probing a variety of errands students' confrontation throughout the university period. The model presents a loose sequence of development, suggesting that some tasks are encountered earlier than others and provide a foundation for the tasks to be encountered later. Chickering & Reisser's vectors of development are good notorious and frequently mentioned to and used by student affairs specialists on small and big levels equally (Jones, 2011). The vectors supply instructors with maps to aid define where students are and which side they are going. Because usually students enter university close the start of the trip, university can prepare necessary supply, information, and practices to aid students navigate their distinct paths of growth and development.

Every vector constructs on the earlier vector and include of dissimilar features and emotional state, feelings, and responsibilities which characterize augmented growth alongside the scale (Foubert, 2005). These vectors can be assumed as a sequence of phases or duties which handle emotional, rational, have faith in, as well connecting to other people. Persons possibly will develop via the vectors at dissimilar

proportions. The vectors of development lean towards to interact with one another, and it will source reassessment of problems related with vectors that had previously been operated through. Even if the vectors construct on each other, the vectors of development do not come after a severe chronological arrangement. Evolving in manifold vectors lets persons to do with superior constancy and knowledgeable complication. Developing competence is categorized by three dissimilar kinds of competency which are advanced into the vector; “intellectual competence, physical and manual competence, and interpersonal competence” (Chickering & Reisser, 2003).

During the second vector “managing emotions”, students realize better their emotions. Consciousness of feelings upsurges when students learn to recognize and admit emotions as per usual responses to lifetime involvement as well when they could comprehend and improve outmoded suppositions which increase undesirable emotional state (Chickering & Reisser, 2003). “Moving through autonomy toward interdependence” is third vector, university students’ movement through autonomy toward interdependence be made of feelings and instrumental individuality also the acknowledgment and approval of interdependence (Chickering & Reisser, 2003). Throughout developing mature interpersonal relationships vector, students are predisposed to grow more developed relations.

Based on Chickering and Reisser (2003) developed relations are described by broadmindedness and gratefulness of dissimilarities and capability for closeness. All aspects of relations have need of the students to admit persons for who they are, accept dissimilarities, link cracks, and be purposeful. The “Establishing Identity” vector is depend on the experience in the vectors that come before it, the competencies, emotions, confidence in one’s independence, and relationships all factor into identity development. Basically, identity development is such as bring together a puzzle or renovation a household (Chickering & Reisser, 2003).

Students struggle to define who they want to be, after illuminating features of growth such as identity, (Chickering & Reisser, 2003). Even though aim can from time to time be mixed up with getting a proper occupation or being monetarily succeeding after university, developing purpose actually involves a growing aptitude to be purposeful, to measure interests and choices, to illuminate objectives, to continue

regardless of problems, as well planning. The last vector of Chickering and Reisser model of identity development is “Developing Integrity”. At university, students have a tendency to practice an alteration in their value structure and grow their individual group of morals and wellbeing. Students stay away from the inflexible philosophies that perhaps accepted from childhood. This vector is made of three not the same steps: “humanizing values, personalizing values, and developing congruence” (Chickering & Reisser, 2003).

Chickering and Reisser (2003) similarly accredited that the educational environment acts a massive starring role in a student’s aptitude to development and resolve each vector. Chickering and Reisser proposed seven environmental influences that effect student’s development which consist of, institutional objectives (vibrant and definite goals to which employees pay attention and apply to escort the improvement of educational packages and services have a dominant influence), second, institutional size (substantial contribution in university grounds life and gratification with the university involvement), third, student-faculty relationships (broad and diverse collaboration amongst faculty and students), fourth, curriculum (relevant and sensitive to individual difference, offers diverse perspectives, and helps students make sense of what they are learning), fifth, teaching (dynamic learning, student-faculty communication, suitable advice, high expectations, and respect for individual learning differences, sixth friendships and student communities (useful relationships and varied student societies which common interests happen and important connections take place inspire growth alongside all seven vectors), and finally student development programs and services cooperative hard work by faculty and student affairs specialists are essential to make available progressive programs and services (Evans, 2010).

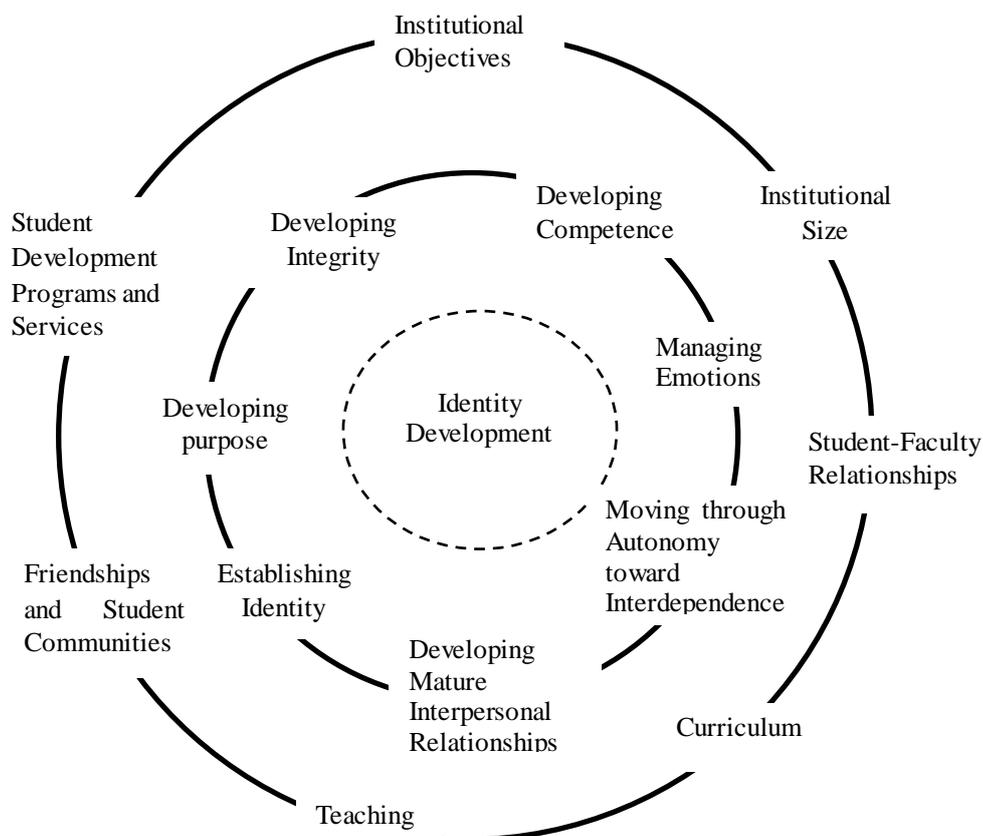


Figure 1.4: Vectors of development and environmental influences (Chickering & Reisser, 2003)

Environmental influences not just influence a student's capability to develop over all seven vectors, correspondingly, impact the degree in which they act. Other scholars in the same way have distinguished the significance of the environmental influences in student growth and development. According to study of Lee, Kodama, McEwen and Liang, (2005) an identity alteration for a student possibly will lead to an alteration of objective (or the opposite) and perhaps consequently source alterations to other parts of development like capability, feelings, interdependence, interactions, and reliability.

Theoreticians of university student development have constantly documented the prominence of the university atmosphere (Parks 2000; Pascarella & Terenzini 2005) particularly its strong impact on students' development of a sense of self, which is frequently understood in terms of identity development (Chickering & Reisser, 2003). Nowadays, the university environment, which spreads further than the

university campus, is more various than in the past. Students have unparalleled contact to others at the native, countrywide, and international levels. Inside this gigantic background, students require to learn to have conversation and cooperate with persons who signify a extensive and diverse series of societal, cultural, and religious characteristics (Chickering & Braskamp 2009).

Slethaug's (2010) study on international students in higher institution in Malaysia revealed some critical challenges consist of dissimilarities in social relationship, English language application, critical thinking skills, contribution in cooperative learning, and anticipations of repeat learning causing in absence of self-governing advantages, educational learning methods, as well integration inside and outside of the university classroom. Researchers confront with matters of student variety in public universities in Malaysia; these veracities can carry more questions about teachings (Kaur & Manan, 2008) and in curriculum development.

Currently, Malaysia is one country that brings in more international students to its universities. Malaysia administration and organizations of universities are making a great effort to draw students from other countries, particularly at the graduate level. The organizations strive to supply excellence education. A comprehensive variety of programs are presented. Living expenses are usually retained low level. English as the average of teaching for science and technology programs has been prepared. The items are led to making Malaysia as a gorgeous endpoint for universal students from a number of countries all over the world (Singh, 2006). In Malaysia higher education has practiced a cumulative contest amongst institution of higher education to draw students both from inside and overseas (Mazzarol, 2001).

Nowadays Malaysia is among the most preferred countries for educational purposes in the world. According to the Ministry of Higher Education (MOHE), there are approximately ninety thousand students from more than one hundred and seventy five countries spreading from southern part (Universiti Teknologi Malaysia) to northern part (Universiti Utara Malaysia) of Malaysia (Abduh , 2011).

Studying abroad is challenging for a lot of university students, for the reason that their cultural-scholastic background dissimilar from the native students and specially university members (Volet, 1999). This requires to be recognized in the

meantime international students get in different backgrounds and nations, and may perhaps be very unlike in demographic and didactic features; they are necessarily dissimilar from the natives to be behaved as a distinct persons. Campus managers could advantage from a perception of the necessary information of this group of students. International students require data for a diversity of objectives in their educations; consist of organizing coursework, project articles and other assignments (Abdoulay, 2002). It is important to provide university students with programs and activities that will challenge their way of thinking and help stimulate identity development.

1.4 Statement of the Problem

There have been few studies examining identity development administration for international students in university (Gasser, 2005). A study on international students by Slethaug and Manjula (2012) showed that international students in Malaysia are confronted critical challenges that it should be accomplished. Adapting host country lifestyle, accepting and expressing emotions properly are the main problems. In addition, a research on student engagement in public Universities revealed frequent student-faculty relations in and out of classes are the most important factor contributing to the motivation and involvement of international students that it showed low score rated by students. (Banumathy & Vikneswaran, 2008; Akida, 2008; H.C. Teoha, 2013).

Study on international students (Badaruddin Mohamed, 2010; Mokhtar, 2013; Shekarchizadeh, Amran and Huam, 2011; Teoha, 2013) indicated that most international students lacking control of feeling, applying new mode of expression and increasingly need for reassurance and external approval. Furthermore, less attention to how international students develop and engage with university staff successfully is the main problems in Malaysia public Universities. (Chelliah, 2010).

Even though public universities have effectively attracted a lot of students from other countries, they should be more understanding of the international students' difficulty and development when studying locally (Alavi, 2011). International students' development administration and programs have to be considered seriously

for the purpose of generate highly interested and motivated students and superiority products which can contest at an advanced level particularly after graduation (Roza, 2009). Public universities moreover require being more proactive by re-assessing and re-arranging its student development services in fulfilling international student needs and difficulties that are in the low level (Azizah Rajab; Roziana Shaari, & Alavi, 2011).

Despite the fact that there is evidence to support identity development as a consequence of study overseas initiatives, there are not enough study reveal that how and to what extent international undergraduate students transform and develop their identity in a global environment as a result of study at Universiti Teknologi Malaysia (UTM). Therefore, the purpose of this study is to determine managing identity development for international students in a Malaysian public university and employs Chickering & Reisser's theory to understand the changes in student identity development.

1.5 Objectives of the Study

Objectives ought to be detailed, assessable, attainable, accurate and well-timed, with the result that research problem can be discovered efficiently (Blaxter, Hughes & Tight, 2006). This study was implemented to determine managing identity development for international students in university based on Chickering & Reisser theory considering the vectors and environmental influences. To attain this objective the study has seven sub-purposes, as follows:

- i. To determine level of vectors of development (developing competence, managing emotions, moving through autonomy toward interdependence, and developing mature interpersonal relationships) among undergraduate international students.
- ii. To determine level of environmental influences (institutional objectives, institutional size, student- faculty relationships, curriculum, teaching,

friendships and student communities, student development programs and services) among undergraduate international students.

- iii. Relation between undergraduate international students' demography (gender, region and religion) and vectors of development (developing competence, managing emotions, moving through autonomy toward interdependence and developing mature interpersonal relationships).
- iv. Relation between undergraduate international student demography and environmental influences (institutional objectives, institutional size, student-faculty relationships, curriculum, teaching, friendships and student communities, student development programs and services).
- v. Relation between vectors of development (developing competence, managing emotions, moving through autonomy toward interdependence and developing mature interpersonal relationships) and environmental influences (institutional objectives, institutional size, student- faculty relationships, curriculum , teaching , friendships and student communities, student development programs and services).
- vi. Difference between international student demography variables (gender, region and religion), vectors (developing competence, managing emotions, moving through autonomy toward interdependence, and developing mature interpersonal relationships) and environmental influences (institutional objectives, institutional size, student- faculty relationships, curriculum, teaching, friendships and student communities, student development programs and services) among undergraduate international students.

1.6 Research Questions

A noble research question describes the search zone, circles borders and makes available the way in resolving the study problem. (Blaxter, Hughes & Tight, 2006). According to review of the literature and the gaps discovered in the literature, the below study questions were generated:

- i. What is the level of vectors of development (developing competence, managing emotions, moving through autonomy toward interdependence, and developing mature interpersonal relationships) among undergraduate international students?
- ii. What is the level of environmental influences (institutional objectives, institutional size, student- faculty relationships, curriculum, teaching, friendships and student communities, student development programs and services) among undergraduate international students?
- iii. Is there any relationship between undergraduate international student demographic variables (gender, region and religion) and vectors of development (developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships)?
- iv. Is there any relationship between undergraduate international student demographic variables and environmental influences (institutional objectives, institutional size, student- faculty relationships, curriculum, teaching, friendships and student communities, student development programs and services)?
- v. Is there any relationship between vectors of development (developing competence, managing emotions, moving through autonomy toward interdependence, and developing mature interpersonal relationships) and environmental influences (institutional objectives, institutional size, student- faculty relationships, curriculum, teaching, friendships and student communities, student development programs and services)?
- vi. Is there any difference in demographic variables (gender, region and religion) on vectors and environmental influences among undergraduate international students?

1.7 Theoretical Framework

A theoretical framework specifies which key variables influence a phenomenon of interest (Torraco, 2000). It alerts researcher to examine how those key variables might differ and under what circumstances. The theory of Chickering and Reisser (2003) with the concept of identity development provides a strong theoretical foundation.

The hypothetical model in this research will be tested using stepwise to determine whether the independent variables have significant contributions towards identity development. Independent variables are gender, region and religion and dependent variables are vectors, including developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships and environmental influences, including institutional objectives, institutional size, student- faculty relationships, curriculum, teaching, friendships and student communities, student development programs and services. Data from SPSS will be used to construct a predictor structure among independent variables such as gender, region and religion on dependent variables. Figure 1.5 on the next page shows the hypothetical model of this research.

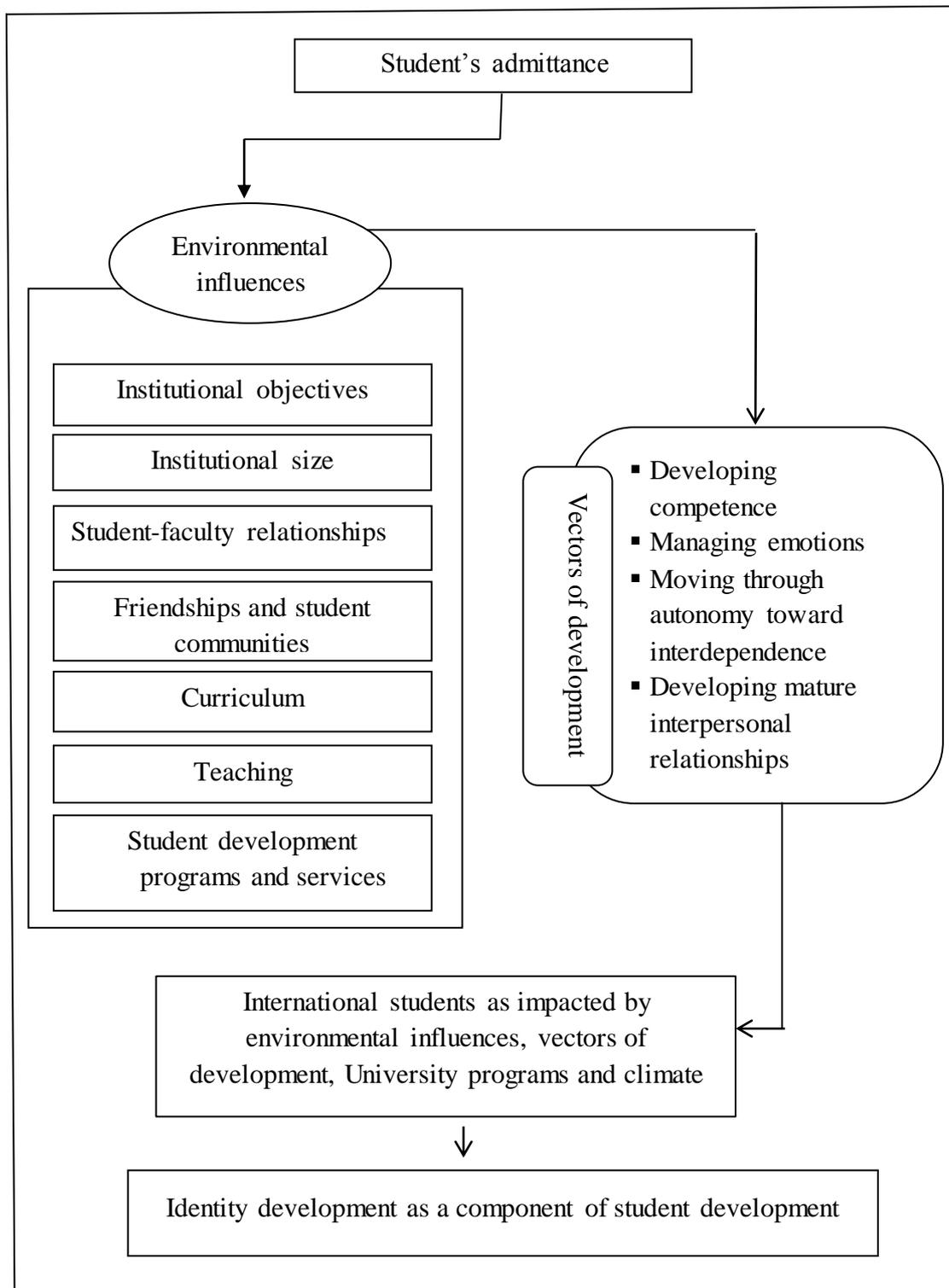


Figure 1.5: Theoretical framework of the study

1.8 Scope of the Study

In order to determine of identity development, this study focused on undergraduate international students in Universiti Teknologi Malaysia (UTM). It should be mentioned that undergraduate level was only taken into account. The data from this scope was obtained by utilizing questionnaire and interview. Therefore, the reliability and validity of the results largely depend on the honesty and trusty of the respondents.

1.9 Significance of the Study

Although there are several student development theories, there are few theories dedicated to international students' development. Therefore, this study revealed the developmental changes experienced by international students due to vectors of development and main environmental influences as presented by Chickering and Reisser's theory (2003) of student development.

Such research has not been addressed in previous studies to date and is increasingly important to the fast growing population of international students in Malaysia and particularly in University Teknologi Malaysia (UTM). It is the hope that this study will increase our understanding of how vectors of development and the key environmental influences affect international students within the context of global education in the university system and provide a framework for future studies on student development.

The results of this research have the potential to open a new outlook on the issues of international students' development for the university administrators and developers. Being aware of the problems which the nonlocal students may encounter can be lead to better managing and resolving the difficulties. Administrators and organizers may be more able to manage university program and services by providing quality in campus services based on students' needs and requirements such as improved services.

1.10 Conceptual Framework

The theory of Chickering and Reisser with the concept of identity development provides a strong theoretical foundation on which to develop this dissertation. Chickering's theory is one of the most prominent student development theories. Vectors symbolize the direction and magnitude of college student development. Vectors were chosen as determinants of development, as opposed to stages for example, because college student development is too diverse and unique to be characterized by specific maps or pigeonholes. Rather, movement along any one vector occurs at different rates and can interact with movement along the others (Chickering, 2003).

Simply, and unlike other theories that suggest that development occurs in a specific, step-by-step process, Chickering's theory isn't linear. Movement in one vector can be followed by movement in a previous vector or a vector symbolizing further development. Accordingly, movement from one vector to the next can also represent increased skills, strength, confidence, awareness, complexity, and integration (Evans, 2010).

Chickering admits that everyone develops at different rates. Although his theory focuses on the development of college students, some people may take longer to move through the vectors than others. The first four vectors of student development, as theorized by Chickering, including developing competence that is characterized by three different types of competence, including intellectual, physical and interpersonal competence (Chickering & Reisser, 2003). Specially, intellectual competence is the skill of using one's mind student cans more easily master content, gain intellectual sophistication.

Chickering (2003) noted that colleges and universities who utilize his theory in their own programs should consider that intellectual competence is not simply passing tests or the ability to memorize facts. Physical competence are developed and generated through athletic, artistic, and other tangible activities. Growth can be observed in strength, fitness, and self-discipline. Finally, interpersonal competence is characterized by students' skills in group work and settings. Development can be seen in their ability to listen, cooperate, and communicate, as well as work smoothly with a

group, facilitate other's communication, add to the overall direction of the conversation rather than go off on tangents, and be sensitive and empathetic with others.

The Second vector is managing emotions that in this vector, students become more aware of their emotions. Awareness of emotions increases when students learn to identify and accept feelings as normal reactions to life experience when they can understand and amend outdated assumptions that amplify negative feelings (Chickering & Reisser, 2003). Chickering suggests that students enter college loaded with emotional baggage and only enter this vector when they learn these appropriate channels for releasing irritations before they explode, dealing with fears before they immobilize, and healing emotional wounds before they infect other friendships.

Emotional independence is characterized by a movement away from reassurance, affection, and approval from parents, peers, and other social groups. Students in this vector are willing to risk loss of friends or status in order to pursue strong interests or stand on convictions. Instrumental independence, including an increased ability to be self-sufficient and leave a place and be successful in another. Students become improved critical thinkers and are better at putting these thoughts into action. Recognition and acceptance of interdependence occurs when students learn lessons about reciprocity, compromise, and sacrifice. During the fourth vector of development - developing mature interpersonal relationships, students are prone to develop more mature relationships.

According to Chickering and Reisser (2003), mature relationships are characterized by tolerance and appreciation of differences and capacity for intimacy. Both of these aspects of relationships require the student to accept individuals for who they are, appreciate differences, bridge gaps, and be objective. A heightened sense of appreciation for community and cultural diversity can also be observed in this vector. An increased sense of intimacy in relationships allows students to make lasting commitments grounded in honesty and responsiveness. A movement away from "too much dependence or too much dominance toward interdependence between equals" becomes the norm in both friendly and romantic relationships. An individual's vectors can be influenced by the institution through many of influences. Institutional objectives (consistency in policies, programs, and objects can lead individuals to

challenge or accept), institutional size (the degree which a student has the ability to participate in the larger community), student-faculty relationships (positive relationship facilitates a deeper intellectual and relationship identity for individuals), curriculum (individuals who can better relate to their curriculum have an increase ability to encounter situations and critically reason through situations), teaching (involvement of active learning helps to students to develop better interpersonal relationships and positive intercultural identity), friendships and student communities (meaningful friendships and diverse student communities in which shared interests exist and significant interactions occur), student development programs and services (individuals learn best from one another and individual's situation).

The collaborative environment are necessary to provide programs to challenge and support students. Each vector builds on the previous one and consists of different characteristics and feelings, emotions, and tasks that represent increased development along the continuum (Evans, 2010). This study uses the concepts established by Chickering and Reisser theory for international students. It provides a basic foundation for students' identity development in the university.

While Chickering and Reisser's study put more emphasis on the all seven vectors and environmental influences; the focus in this study is on the first four vectors, environmental influences, university programs, distinct organizational context and organization climate of the University Technology Malaysia from student's admission to completion period. The first four vectors can be termed as a prerequisite for the other vectors of identity development because most students are involved with resolving the first four vectors. While checkering's study is broad-spectrum that generalize to nearly all students all over the world, this study can be beneficial for every public University in Malaysia and especially for University Technology Malaysia. Figure 1.6 provides a visual diagram of the conceptual framework for this dissertation.

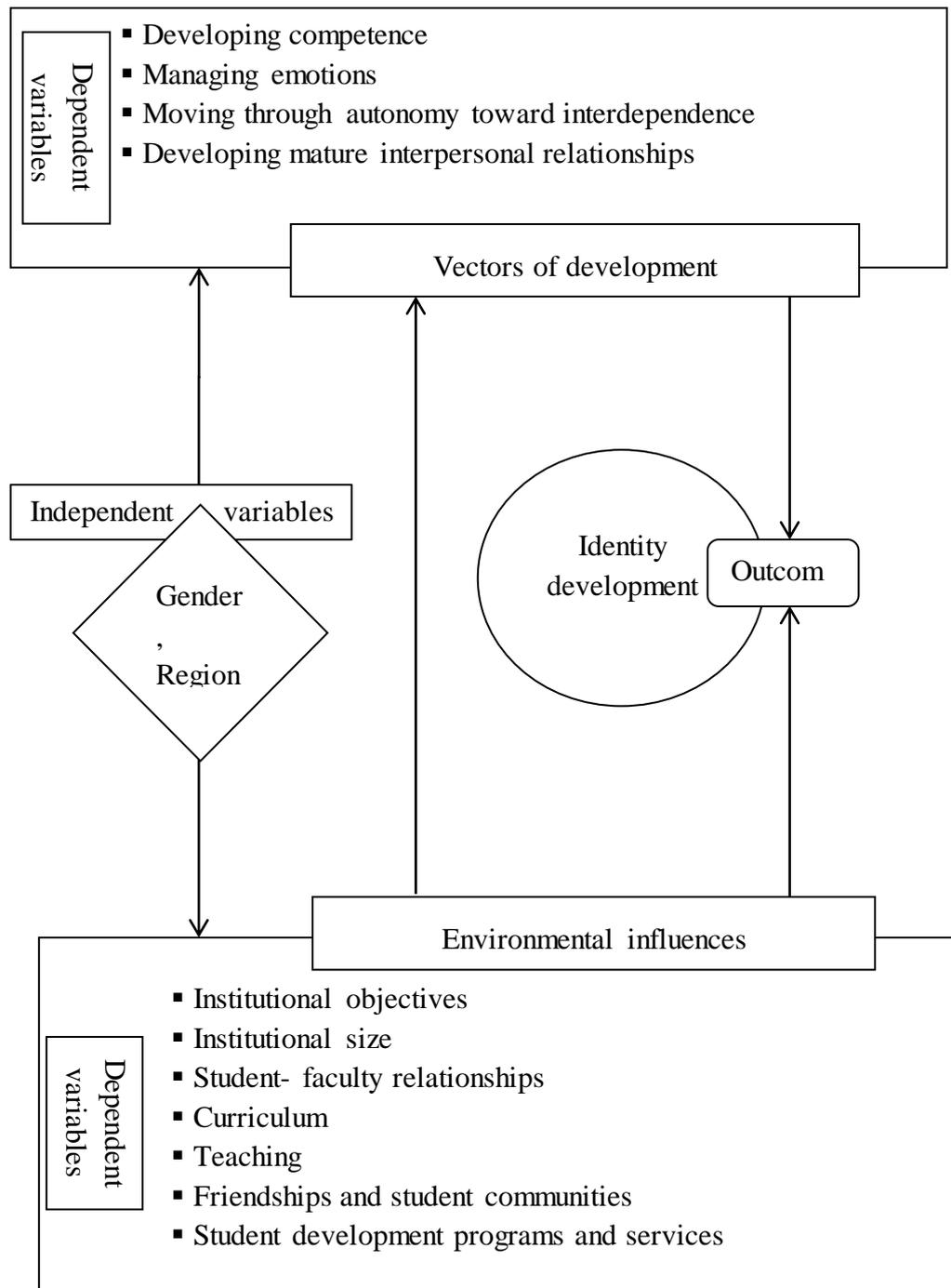


Figure 1.6: Conceptual framework

1.11 Conceptual and Operational Definitions

Conceptual definitions refer to the elements of the research process, in which a specific concept is defined as a measurable occurrence. It is important to gain a contextual understanding of operational definitions of terms that formed the foundation for this research. On the other hand the operational definitions provide the specific functions of the terms used this study. Consequently, the segment delivers the descriptions of widely applied in this research.

1.11.1 Student Development

The ways that a student grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institution of higher education (Evans, 2010). Activities provided by student affairs professionals that stimulate self-understanding, strengthen skills, or increase student knowledge (Whitt, 2005). The intention of student development term in the study is the ways that a student grows, progresses, or increases his or her development capabilities as a result of enrollment in the university.

1.11.2 Identity Development

Identity development is often a complex process influenced by many factors. Several dimensions of an individual's identity interact with each other and cannot be taken out of context or separated. Josselson (1987) enlightened that although identity is a life-long process, late adolescence is very important in identity development and will lay the foundation for adult identity. Simply, identity development is like assembling a jigsaw puzzle or remodeling a house (Chickering, 2003). The intention of identity development term in the study is an interactive process between individual and environment that leads to increasingly comprehensive understandings of self and self in context.

1.11.3 International Student

International students could be described as individuals who transfer themselves for a distinct time in another nation state compare to their own fatherland as to make a contribution in global higher education (Cudmore, 2005). According to Clark (2005) international students are persons who move to a foreign country for the aim of further education. In this study undergraduate international students refer to students who study in a Malaysian public University and come from 38 countries, including Afghanistan, Algeria, Saudi Arabia, Azerbaijan, Bangladesh, Brunei, china, Egypt, Eritrea, Ethiopia, Germany, Indonesia, India, Iran, Iraq, Jordan, Kazakhstan, Kenya, Kosovo, Libya, Maldives, morocco, Mauritius, Myanmar, Nigeria, Oman, Pakistan, Palestine, Singapore, Somalia, Sudan, Syria, Thailand, Tunisia, United Arab Emirates, United kingdom and Yemen (Student Recruitment & Admission, 2014).

1.11.4 University

An institution of higher learning providing facilities for teaching and research and authorized to grant academic degrees; specifically one made up of an undergraduate division which confers bachelor's degrees and a graduate division which comprises a graduate school and professional schools each of which may confer master's degrees and doctorates (Merriam Webster , 2015). The intention of University term in this study is a leading innovation-driven entrepreneurial research university in engineering science and technology located both in Kuala Lumpur, the capital city of Malaysia and Johor Bahru, the southern city in Iskandar Malaysia, which is a vibrant economic corridor in the south of Peninsular Malaysia.

A total of 25,172 students and 5,175 international students pursuing their studies in 47 faculty , school and institutes, including Faculty of Built Environment (FAB), Faculty of Biosciences and Medical Engineering (FBME), Faculty of Civil Engineering (FKA), Faculty of Computing (FC), Faculty of Electrical Engineering (FKE), Faculty of Chemical Engineering (FCHE), Faculty of Mechanical Engineering (FKM), Faculty of Geo- information and Real Estate (FGHT), Faculty of Education

(FP), Faculty of Management (FM), Faculty of Science (FS), Faculty of Islamic Civilization (FIC), Faculty of Petroleum and Renewable Energy Engineering (FPREE), Office Of Undergraduate Studies, Language Academy, School of Professional and Continuing Education (SPACE), Advanced Information Technology, Institute of (AITI), Advanced Membrane Technology Research, Centre for (AMTEC), Advanced Photonic Science, Institute of (APSI), Artificial Intelligence and Robotics, Centre for (CAIRO), Automotive Development, Centre for (ADC), Built Environment in the Malay World, Centre for The Study of (KALAM), Chemical Engineering Pilot Plant (CEPP), Coastal and Offshore Engineering, Institute of (COED), Composite, Centre for (CC), Electrical Energy System, Centre of (CEES), Construction Technology & Management, Centre for (CTMC), Environmental & Water Resource Management, Institute of (IPASA), Ibnu Sina Fundamental Science Studies, Institute for (IIS), Gas Technology, Centre for (GASTEG), Geo- Spatial Science and Technology, Institute of (INSTEG), High Voltage & Hugh Current, Institute of (IVAT), Lipids Engineering Applied Research, Centre for (CLEAR), Marine Technology, Centre for (MTC), Marine Technology, Centre for (MTC), Photonics Technology, Centre for (PTC), Real Estate Studies, Centre for (CRES), Steel Technology Centre (STC), Technology Policy & International Studies, Centre for (CENTEPIS), Wireless Communication, Centre for (WCC), COE Process Systems Engineering Centre (PROSPECT) (Student Recruitment & Admission, 2014).

1. 11.5 Developing Competence

University student experiences aid in the development of intellectual, physical, and interpersonal competencies. An individual develops within intellectual, physical and manual skills, and interpersonal competencies. (Chickering, 2003). The intention of developing competence term in the study is characterized by: acquisition of knowledge and skills related to particular subject matter, physical competence comes through athletic and recreational activities; interpersonal competence, including skills in communication, leadership, and working effectively with others .

1.11.6 Managing Emotions

Students develop the ability to recognize and accept emotions as well as to appropriately express and control them (Chickering, 2003). The intention of managing emotions term in the study is a student becomes competent in his / her ability to recognize and manage emotions.

1.11.7 Moving through Autonomy toward Interdependence

It includes development of intercultural and interpersonal tolerance and appreciation of differences, as well the capacity for healthy and lasting intimate relationships with partners and close friends (Chickering, 2003). The intention of moving through autonomy toward interdependence term in the study is student develops his/her ability to have an independent outlook on life and understanding successful relationships.

1.11.8 Developing Mature Interpersonal Relationships

Reisser (1995) indicates this vector indicates one's ability to accept others, respect differences, and appreciate commonalities. The intention of institutional objectives term in the study is development of intercultural and interpersonal tolerance and appreciation of differences, as well as the capacity for healthy and long-term relationships with partners and close friends .

1.11.9 Institutional Objectives

Consistency in policies, programs and objects can lead individuals to challenge or accept (Chickering, 2003). The intention of institutional objectives term in the study is subjects which thought by university emphasis on understanding rather than

memorizing as well as choice and flexibility are offered.

1.11.10 Institutional Size

It is significant participation in campus life and satisfaction with the college experience (Chickering, 2003). The intention of institutional size term in the study is the degree to which a student has ability to participate in the larger community.

1.11.11 Student-Faculty Relationships

Positive relationship facilitates a deeper intellectual and relationship identity for individuals (Chickering, 2003). The intention of student-faculty relationships term in the study is extensive and varied interaction among faculty and students.

1.11.12 Curriculum

Relevant and sensitive to individual difference, offers diverse perspectives, and helps students make sense of what they are learning (Chickering, 2003). The intention of curriculum term in the study is subjects which emphasis on understanding rather than memorizing, individual differences as well as choice and flexibility.

1.11.13 Teaching

It includes active learning, timely feedback, high expectations, and respect for individual learning differences (Chickering, 2003). The intention of teaching term in

the study is involvement of active learning to develop better interpersonal relationships and positive intercultural identity.

1.11.14 Friendships and Student Communities

Meaningful friendships and diverse student communities in which shared interests exist and significant interactions occur encourage development along all seven vectors . The intention of friendships and student communities' term in the study is individuals learn best from one another, communities and individual's situation.

1.11.15 Student Development Programs and Services

Collaborative efforts by faculty and student affairs professionals are necessary to provide developmental programs and services (Chickering, 2003). The intention of student development programs and services term in the study is the collaborative environment are necessary to provide programs to challenge and support students.

1.12 Limitations of the Study

According to Creswell (2012), limitations are defined as potential weaknesses or problems in quantitative research that are identified by the researcher. In quantitative research, these weaknesses are enumerated one by one, and they often relate to inadequate measures of variables, loss or lack of respondents, small sample sizes, errors in measurement, and other factors typically related to data collection and analysis. A number of limitations are inherent in the design of this study.

First, this study employed only first four vectors of Chickering and Reisser theory including developing competence; managing emotions; moving through autonomy toward interdependence; developing mature interpersonal relationships

vectors as well as seven key environmental influences including institutional objectives; institutional size; student- faculty relationships; curriculum; teaching; friendships and student communities; and student development programs and services.

Second, the majority of student respondents were mostly from Asia, and male. Men almost doubled female participation in this research study. Besides international students just came from 38 countries including Afghanistan, Algeria, Saudi Arabia, Azerbaijan, Bangladesh, Brunei, china, Egypt, Eritrea, Ethiopia, Germany, Indonesia, India, Iran, Iraq, Jordan, Kazakhstan, Kenya, Kosovo, Libya, Maldives, morocco, Mauritius, Myanmar, Nigeria, Oman, Pakistan, Palestine, Singapore, Somalia, Sudan, Syria, Thailand, Tunisia, United Arab Emirates, United kingdom and Yemen.

Third, the generalizability of this study is limited due to a variety of factors. The institutional environment, the particular types of programs studied, and the homogeneous nature of the Universiti Teknologi Malaysia (UTM). Nevertheless, the underlying theoretical assumptions, methodology, and general findings of the study should be of value to other institutions and other researchers who want to undertake the task of assessing student development programs on their campuses.

The final limitation included other aspects of the student demographic variables that were not measured in this study such as financial aid, nationality, race, and income level. It would be beneficial for future studies to address these variables in detail in order to assess additional intrinsic impacts on student development.

1.13 Conclusion

This chapter provided a brief overview of the importance of identity development in university and challenges that they were faced. As Universiti Teknologi Malaysia (UTM) long-term program is attracting more international students in the future, growth and development of the international students are important for university administrators. Therefore, objectives of this research are to determine identity development in Universiti Teknologi Malaysia (UTM) based on Chickering and Reisser's theory. Four vectors of development, including developing

competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships and seven environmental variables, including institutional objectives, institutional size, student-faculty relationships, curriculum, teaching, friendships and student communities, student development programs and services were employed to measure the identity development of international students in the university. The sample was selected from undergraduate international students who came from different countries.

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