CULTURAL FACTORS AS PREDICTOR OF ADJUSTMENT PROCESS AND THE ROLE OF SELF-EFFICACY AS A MODERATOR AMONG EXPATRIATE ACADEMICS IN MALAYSIA

SHANTHI NADARAJAH

UNIVERSITI SAINS MALAYSIA

2019

CULTURAL FACTORS AS PREDICTOR OF ADJUSTMENT PROCESS AND THE ROLE OF SELF-EFFICACY AS A MODERATOR AMONG EXPATRIATE ACADEMICS IN MALAYSIA

by

SHANTHI NADARAJAH

**Thesis submitted in fulfillment of the requirements
for the degree of
Doctor of Philosophy**

June 2019

ACKNOWLEDGEMENT

All praise to Almighty God who has granted me the opportunity and strength to complete my PhD's thesis.

Firstly, I would like to take this opportunity to express my gratitude and appreciation to my beloved parents, my mother Suseela a/p Andyappan and my late father Nadarajah a/l Munusamy for their full support and encouragement since the first day I express my intention to further my PhD. I would like to thank my lovely and supporting husband Shathiasheelan a/l Kadarasagaram for his understanding and cooperation, and my brother Sivabalan a/l Nadarajah for his continuous support during my PhD completion. Lastly, I also would like to thank my godparents Gunasegaran a/l Andyappan and Rajamani Devi a/p Marimuthu for their endless support and blessings to complete my PhD thesis.

It is fact that "teachers change lives because of who they are as human beings: how well they listen, encourage and help students believe in themselves". To my teacher and my main supervisor Associate Professor Dr. Anees Janee Ali, who never give up on me and make me to believe in myself, thanks for giving me many opportunities and technical guidance as to develop my skills and broaden my knowledge. Thank you so much for the time allocated to review my writing word by word and guide me the proper technique of academic writing. I also would like to express my gratefulness to Professor Ramayah a/l Thurasamy, my co-supervisor. Thank you also for your support and guidance. I will never forget the care, concerns, and supports given by both of you during my PhD's thesis completion.

My appreciation also extends to the Ministry of Higher Education, who are now known as the Ministry of Education for providing information about their new

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

FAKTOR-FAKTOR BUDAYA SEBAGAI PETUNJUK KEPADA PROSES PENYESUAIAN DAN KEBERKESANAN DIRI BAGI PENCAPAIAN EKSPATRIAT-EKSPATRIAT AKADEMIK DALAM PERSEKITARAN AKADEMIK MALAYSIA

ABSTRAK

Pada tahun 2011, bekas Perdana Menteri Malaysia, Dato' Sri Mohd Najib Tun Haji Abdul Razak menuntut keperluan Kementerian Pendidikan untuk meningkatkan bilangan pelajar antarabangsa yang belajar di Malaysia menjelang tahun 2025. Jumlah kemasukan pelajar antarabangsa telah diselaraskan dengan Indeks Prestasi Utama (KPI) pengantarabangsaan Pendidikan Tinggi Malaysia. Situasi ini meningkatkan peluang pekerjaaan kepada golongan yang mempunyai kelayakan PhD dan menarik lebih ramai ekspatriat akademik untuk menyertai institusi-institusi pendidikan tinggi selaras untuk memenuhi permintaan pelajar-pelajar antarabangsa dan meletakkan Malaysia di dalam peta dunia pendidikan tinggi dengan mencapai standard antarabangsa. Dalam usaha meningkatkan jumlah pelajar antarabangsa, institusi-institusi pendidikan tinggi di Malaysia telah menumpukan perhatian mereka untuk mengenalpasti cara yang lebih baik untuk mendapat dan mengekalkan para ekspatriat akademik. Usaha-usaha ini adalah hasil yang bergantung kepada sejauh mana para ekspatriat akademik berjaya menyesuaikan diri mereka dengan persekitaran pendidikan Malaysia. Kesukaran menyesuaikan diri boleh mempengaruhi prestasi kerja para ekspatriat akademik dan ini boleh mengakibatkan keputusan mereka sama ada untuk kekal atau meninggalkan institusi. Oleh itu, kajian ini mempunyai objektif-objektif untuk mengkaji (1) hubungan antara faktor budaya ekspatriat akademik Malaysia (budaya akademik, taktik sosialisasi kontekstual dan kecerdasan budaya) dan

penyesuaian sosio-budaya (umum, perkerjaan dan interaksi penyesuaian), (2) hubungan antara ekspatriat akademik Malaysia penyesuaian sosio-budaya (umum, perkerjaan dan interaksi penyesuaian) dan prestasi kerja dan (3) akhir sekali kesan moderator (keberkesanan diri) pada hubungan antara faktor budaya ekspatriat akademik Malaysia (budaya akademik, taktik sosialisasi kontekstual dan kecerdasan kebudayaan) dan penyesuaian sosio-budaya (umum, perkerjaan dan interaksi penyesuaian). Faktor-faktor budaya yang telah diuji adalah budaya akademik, kepintaran budaya dan taktik-taktik konteks sosialisasi. Kajian ini telah mengagihkan soal selidik tinjauan kepada 8 institusi pengajian tinggi awam dan 14 institusi pengajian tinggi swasta yang dipilih untuk pengumpulan data. Sebanyak 305 soal selidik yang dikembalikan dan hanya 200 soal selidik yang boleh digunakan. Saiz sampel adalah berjumlah 200 ekspatriat akademik yang berkerja di Malaysia. Data dikumpul dan dianalisis menggunakan kaedah "*Partial Least Square*". Kajian ini mendapati budaya akademik, kepintaran budaya dan taktik-taktik konteks sosialisasi mempunyai beberapa kaitan yang signifikan terhadap penyesuaian sosio-budaya terutamanya untuk kesan moderator. Hasil kajian juga membuktikan bahawa budaya akademik adalah petunjuk yang paling kuat terhadap penyesuaian socio-budaya, diikuti dengan kepintaran budaya dan taktik-taktik konteks sosialisasi. Berdasarkan hasil-hasil kajian, beberapa implikasi teori, praktikal dan kaedah kajian telah dibincangkan.

CULTURAL FACTORS AS PREDICTOR OF ADJUSTMENT PROCESS AND THE ROLE OF SELF-EFFICACY AS A MODERATOR AMONG EXPATRIATE ACADEMICS IN MALAYSIA

ABSTRACT

In 2011, the former Prime Minister of Malaysia, Dato' Sri Mohd Najib Tun Haji Abdul Razak claimed that the Ministry of Education (MOE) needs to increase the number of international students studying in Malaysia by 2025. The enrolling number of international student is coordinated with Key Performance Index (KPI) of internationalisation of Malaysian Higher Education. This situation would increase job opportunities for those who are with PhD qualifications and attract more expatriate academics into Malaysia higher education institutions as to fulfil the needs of the international students and to put Malaysia in the world map as higher education hub. In the effort of increasing the number of international students, higher education institutions in Malaysia has drawn their attention to identify on how to better accommodate and retain expatriate academics. These efforts are resulted depending on how well the expatriate academics adjusted themselves into Malaysian academia. Adjustment difficulties among expatriate academics could affect their job performance and these may affect their decision to remain at or leave the institution. Thus, the present study has objectives to examine (1) the relationship between Malaysia expatriate academics' cultural factors (academic culture, contextual socialisation tactics and cultural intelligence) and sociocultural adjustment (general, work and interaction adjustment), (2) the relationship between Malaysia expatriate academics' sociocultural adjustment (general, work and interaction adjustment) and (3) lastly the moderator (self-efficacy) relation between Malaysia expatriate academics' cultural

factors (academic culture, contextual socialisation tactics and cultural intelligence) and sociocultural adjustment (general, work and interaction adjustment). The cultural factors tested were academic culture, cultural intelligence and contextual socialisation tactics. This study has distributed survey questionnaires to 8 public higher education institutions and 14 private higher education institutions which were chosen for data collection. 305 questionnaires were returned and 200 questionnaires were usable. The sample size of 200 expatriate academics were analysed using Partial Least Square Method. This study found that, academic culture, cultural intelligence and contextual socialisation tactics was found to have significant influence on sociocultural adjustment specifically on the moderation effect. Furthermore the results evidence that academic culture is the strongest predictor towards sociocultural adjustment followed by cultural intelligence and contextual socialisation tactics. Based on the findings, several theoretical, practical and methodological implications of the study were discussed.

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study on globalisation and its impact on employment particularly, the increasing rate of expatriates in various industries including the academic world. This is related to the process of internationalisation of the higher education institutions (HEIs) in many countries including Malaysia and the rising number of expatriates in this country too. The statement of the problem discusses the issues pertaining to expatriate academics, particularly their ability for sociocultural adjustments and the role of academic culture, contextual socialisation tactics, and cultural intelligence to predict their sociocultural adjustments in terms of general adjustment, work adjustment and interaction adjustment. The moderating role of self-efficacy on the relationships between the independent and dependent study variables is also discussed. This chapter also presents the research objectives and research questions as well as the significance of the study. Key terms used ubiquitously in this study are defined and scope of the study is also presented.

1.1 Background of the Study

Malaysia's development in recent decades has been astounding in the economic sector. Its robust macroeconomic management and political stability have led to being recognised as the 20th most competitive economy in the world (Schwab, 2014). Thus, Malaysia needs to sustain its competitive edge and continue to transform its economy into an innovative, knowledge driven economy. In the pursuit of the status as a developed nation, Malaysia identifies the development of its higher education as one of the main strategies of achieving this goal (Tham, 2013; Wan & Morshidi, 2017).

1

The formulation of the National Higher Education Strategic Plan 2007-2020 in 2007 included internationalisation of the higher education and establishes Malaysia as the international hub of higher education excellence in the Southeast Asia region (Ministry of Higher Education, 2007: 12). Further to that, the focus on internationalisation was heightened in the Malaysia Education Blueprint (Higher Education) 2015-2015 whereby it is considered as one of the ten shifts needed to transform the Malaysian higher education system (Ministry of Education, 2015). Malaysia aims to attract 200,000 international tertiary students by year 2020 (Samokhvalova, 2017).

In 2009, UNESCO World Conference on Higher Education has ranked Malaysia at 11th place but in 2014 Malaysia ranked at 9th place in comparison with other countries in the world for attracting international students to higher education institutions in Malaysia (Adeeba, Ibrahim, Muenjohn & Saber, 2015). This situation is proven by the increasing numbers of international students in Malaysian higher education institutions from less than 2,000 in 1995 to 75,000 in 2009 and to 135,500 in 2014 (Adeeba et al., 2015). The international students in Malaysian higher education institutions are mostly from the Middle East and North Africa (MENA countries), Western Asia and lastly one-third of them are from Indonesia and China (Education, 2011; Adeeba et al., 2015). According to the statistics presented by World Education News+Reviews (WENR), and as shown in Figure 1.1, there was a drastic increase of international students' enrolment in Malaysian higher education institution after 2015 (Luo, 2017).
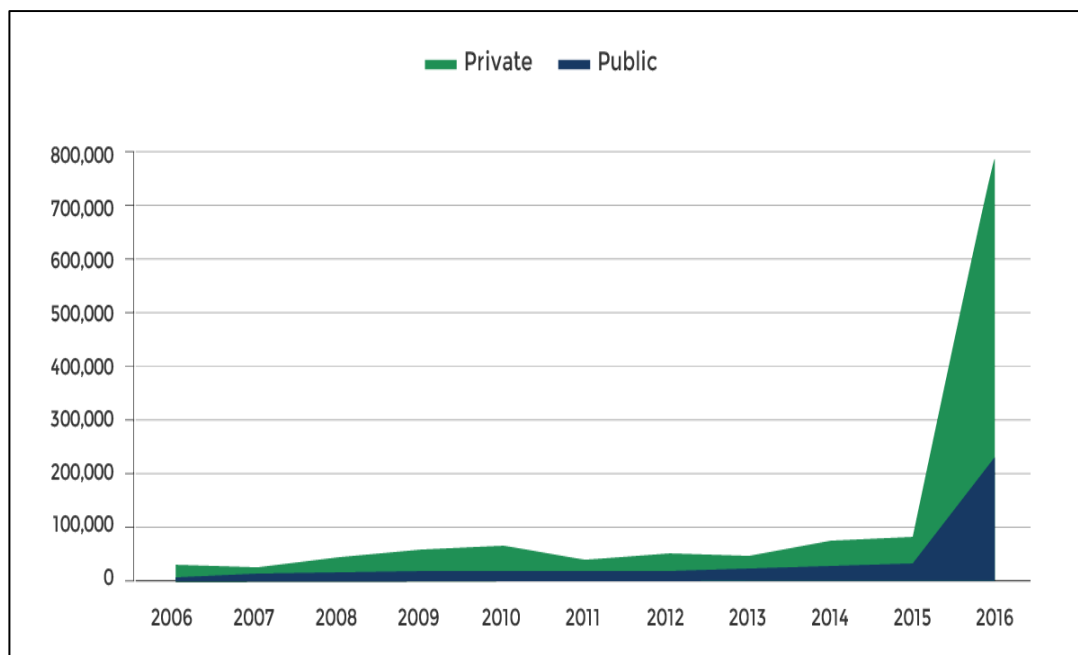
Figure 1.1 International Students' Enrolment in Malaysian Higher Education Institutions (2006-2015)

Source: Luo (2017)

The former Prime Minister of Malaysia, Dato' Sri Mohd Najib Tun Haji Abdul Razak (2011) mentioned that the Ministry of Higher Education (MoHE) needs to increase the number of international students in Malaysia which lead to greater demand for lecturers in Malaysia (Awang et al., 2016) as in Figure 1.1 and Table 1.1. This in turn increases job opportunities for academicians in the higher education institutions (HEIs) and attracts international staff into Malaysian academia to fulfil the expectations on the entry of international students and to achieve higher level of education with international standards (Yahya, Mansor & Warokka, 2012).

During mid-1990s, four educational acts were implemented in Malaysia higher education institutions such as the Education Act of 1995; the 1995 Amendments to the University and University Colleges Act of 1971 (1995 Amendments to the UCCA 1971); the Private Higher Education Institutions Act of 1996 (PHEIA, 1996), and the

National Council on Higher Education Act of 1996 (NCHEA, 1996). Malaysia's public and private institutions of higher education are encouraged to offer science and technologies courses and encourage establishing franchises with foreign universities after the implementation of all the four educational acts in Malaysian higher education institutions (Malaysia, 1998). The legal regulatory frameworks that govern the Malaysians' higher education system nowadays are the one in the National Aspirations and Education Philosophy which stated by Malaysian Education Blueprint 2015 – 2025 (MoHE, 2015). The National Higher Education Strategic Plan (NHESP) encompassed of seven strategic thrusts to achieve such as: (1) widening access and enhancing equity, (2) improving the quality of teaching and learning, (3) enhancing research and innovation, (4) strengthening institutions of higher education, (5) intensifying internationalisation, (6) enculturation of lifelong learning and (7) reinforcing the higher education ministry's delivery system. These seven thrusts help higher education institutions to transform Malaysia into international hub for higher education in Southeast Asia (MoHE, 2007).

The government of Malaysia stresses its attention on the strengthening of the quality of education in the opening speech former Prime Minister, Dato' Sri Mohd Najib Tun Haji Abdul Razak in presenting the national budget of 2019 (Ministry of Finance, 2018). Furthermore, he claimed that the 11th Malaysia Plan shows emphasis on education, training and lifelong learning which were deemed as priorities under the National Higher Education Strategic Plan (NHESP). There are seven strategic goals in this plan. The present study is inspired based on the fifth goal which is intensifying internationalisation. By intensifying internationalisation in the education sector, Malaysia is expected to become an international hub for higher education by 2020. This urged Malaysia's higher education institutions to target at achieving a 15

percentage of international staff to be recruited by the year 2020 under the National Higher Education Strategic Plan (NHESP) (MoHE, 2011). A sum of RM 61.6 billion is allocated in 2018 under the Malaysia Education Blueprint 2013-2025 to accomplish the government's aim to ensure Malaysia's education system is developing first-class human capital and is able to attain world-class standards in education (Ahmad, 2017). In the effort of strengthening the academic faculty, the Ministry of Higher Education (MoHE) escalated their effort to raise the number of academic members with PhD qualifications which attracts expatriate academics from top-notch institutions across the globe to serve as lecturers or researchers with Malaysian higher education institutions (Tham, 2013). The government's effort might be the reason for the increase of expatriate academics since 2007.

Due to all these changes and demands, the education is pressured to adapt to a "world model" and also respond to the local and national forces (Arokiasamy and Nagappan, 2012). The highly globalized higher education institutions (HEIs) need to be more flexible, creative and innovative when engaging with new challenges and updates (Serdyukov, 2017; Chitiba, 2012). Expatriation is a common phenomenon related to internationalisation but its occurrence within the educational context in Malaysia is something quite new. This has led to the focus of this study, which is, examining the phenomenon of expatriate academics in higher learning institutions in Malaysia from a sociocultural perspective.

Sociocultural adjustment refers to the extent of one's comfort and familiarity with the host country (Rhein, 2018). However, the sociocultural adjustment is a complex construct as it is multidimensional. Black et al. (1991) proposed a model of in-country adjustment with three dimensions which are: general adjustment,

interaction adjustment and work adjustment. General adjustment relates to the psychological comfort on the host cultural environment such as weather, living conditions and food while interaction adjustment is the adjustment to the differences in communication styles in the home and host countries. Work adjustment is the psychological comfort gained from the expatriates' involvement in different work values, expectations and standards (Alshammari, 2013).

Academic culture has been identified as a crucial enabling factor in the entire type of adjustment process as it covers the degree of academic freedom, institutional autonomy, collegial governance, academic tenure, and academic career which are practiced in higher education institutions (Schoepp, 2010; Arokiasamy et al., 2011; Shin & Gress, 2018). Many researchers identified many loop holes in the education system of academic culture (Amin, 2002; Morris et al., 2004; Siron, 2005).

Besides that, there is the need to focus on the contextual socialisation tactics of each and every expatriate academic in predicting their adjustment in the institution (Weis & Suss, 2007; Chen, 2010). The constructs of contextual socialisation tactics include social tactics (Saks, Uggerslev & Fassina, 2007), content tactics (Chao, O'Leary-Kelly, Wolf & Klein, 1994; Fisher, 1986) and context tactics (Gruman et al., 2006; Kim et al., 2005). Despite its relevancy to explain a wide scope of socialisation issues, there are few studies that investigated on the relationship between contextual socialisation tactics and adjustment process in the context of education system (Saks et al., 2007).

Another cultural factor of interest in this study is cultural intelligence which is defined as the ability of an individual to adapt and interact effectively to new cultural situations (Earley & Ang, 2003). Kaur and Pany (2018) added that cultural intelligence

teaches people to deal effectively with others from various cultures and more acceptable to difference in perceptions and perspectives. According to Ang et al. (2006), the cultural intelligence model consists of cognition, meta-cognition, motivation and behaviour. In the Malaysian context, there are some studies on cultural intelligence which focused on the relationship between cultural intelligence, adjustment process, and job performance (Ang et al., 2007) but none were done in the context of education system.

The considerable evidences have also shown that the lack of self-efficacy might obstruct the academics in adjusting and performing themselves as per the institution practices (Gilman & Huebner, 2003; Huebner, 2004). Academic culture, contextual socialisation tactics, and cultural intelligence plays a vital role towards adjustment (Jack & Stage, 2005; Sims & Schraeder, 2004; Bodycott & Walker, 2000) but the extent of their roles may be strengthened with the personal belief of the expatriate on what he or she can do. Thus, it is important to study the expatriate academic's adjustment when there is academic culture, contextual socialisation tactics, and cultural intelligence practices in assuring the success of adjusting themselves into the Malaysian higher education institutions with consideration of their belief or self-efficacy.

1.2   Statement of the Problem

The present study is investigated with the problems faced by the expatriate academics in Malaysia in terms of their academic culture, contextual socialisation tactics and cultural intelligence, and sociocultural adjustments in the higher education institutions in Malaysia. According to Selmer, Chiu and Shenkar (2007), Malaysia is a unique country that differs from other developing nations specifically in culture and it is also

a challenging country for expatriate academics; therefore, they are bound to face difficulties arising from cultural differences, and academic differences among other difficulties (Adeeba et al., 2015).

The mobilisation of people in the pursuit of a globalised education caught the attention of research. However, most studies are concentrated on student mobility (Brooks, 2017; Bhandari & Blumenthal, 2011) but lesser studies assess the mobility of academicians (Bendenlier & Zawacki-Richter, 2015; Cai & Hall, 2015; Kim, 2017; Morley, Alexiadou, Garaz, Gonzalez-Monteagudo, & Taba, 2018). Although academic expatriation has been practised since medieval times (Kim, 2015) but with the globalisation and internationalisation, this phenomenon has increased tremendously (Altback, Reisberg & Rumbley, 2010). Due to the rising tendency of higher education institutions adopting the internationalisation policy worldwide, studying the expatriate academics is deemed important so as to understand the impact of globalisation on education more broadly.

The higher education institutions must be equipped with human resources of high quality to ensure that the delivery of education at tertiary level is capable of producing individuals that can become global workers. Hence, there has also been an increase of the influx of expatriate academics in the country. Malaysia has seen an increase number of expatriates working in the education sector. As shown in Table 1.1, the number of academics, both citizens and non-citizens (expatriates) are on the rise from 2007 to 2017. No data was available yet to record the number of these academics for 2018 at the time of this study. However, as shown from this table, the percentage of expatriate academics are rising steadily. Therefore, there is a great need

to understand how these expatriate academics are adjusting to the sociocultural environment in Malaysia.

Table 1.1
Citizen and Non-Citizen (Expatriates) Academics from Year 2007-2017

Year	Citizen Academics	Non-Citizen Academics	Total	% Non-Citizen Academics
2017	73,110	7,273	80,383	9.0
2016	58,321	4,503	62,824	7.2
2015	61,609	5,018	66,627	7.4
2014	63,063	5,039	68,102	7.4
2013	47,725	9,267	56,992	16.3
2012	37,675	2,151	39,826	5.4
2011	58,100	3,963	62,063	6.4
2010	64,498	6,686	71,184	9.4
2009	58,872	6,010	64,882	9.3
2008	52,050	2.895	54,945	5.3
2007	40,145	2,267	42,412	5.3

Source: *Buku Perangkaan Pendidikan Negara: Sektor Pengajian Tinggi* (2017)

One of the main concerns on expatriates working in the host country is their adaptability to the cultural difference between their culture and the cultures practised in the host country. It is common for individuals to have difficulties in adapting to the culture and norms of a different country where they are working since they are coming from a different culture and background (Morris et al., 2004; (Doherty, 2013; Fanghanel, 2012; Pinto & Araujo, 2016). The expatriate academics may struggle to adapt to the Malaysian culture and local practices which in turn could affect their job performance, work behaviour and attitude (Hassan & Hashim, 2011). Awang et al. (2016) claimed in their studies that senior self-initiated expatriate academic left when they found themselves difficult to adjust into Malaysian higher education institutions. This shows that expatriate academics they might be facing difficulties to fit into the culture of Malaysian academia because of challenges to their adjustment (Tham, 2013).

Referring to the real-world problem in Malaysia's context, the increasing level of internationalisation has led to the high turnover rate of local academics and expatriate academics (Tahir & Ismail, 2007). The most common reason is poor sociocultural adjustment (Adeeba et al., 2015, Amin, 2002; Hassan & Diallo, 2013; Tahir & Ismail, 2007; Tham, 2013;). Another common reason is the expatriate's family inadaptability and instability in the host country (Hassan & Diallo, 2013; Tham, 2013; Adeeba et al., 2015). From Tham's (2013) study, it was shown that expatriate academics lacked the ability to adjust themselves in the host country due to the inadaptability to sociocultural factors in the host country. This issue has been previously studied around the world, but there is generally less focus done on the cultural factors as predictors of adjustment.

These inclusion of variables like academic culture, contextual socialisation tactics and cultural intelligence to explain sociocultural adjustment by expatriate academics are considered as relevant and justified to understand their predicaments. Cultural factors have been identified as important determinants of an expatriate's adjustment (Ang, Van Dyne & Koh, 2006; Ricardson, & Zikic, 2007; Schoepp, 2010). The cultural factor is defined as the culture that serves as a causative agent to cultivate the quality in a person with regard to attitude, behaviour and manner (Schoepp, 2010). Many researchers in their previous studies have identified the variables of cultural factors that affect the expatriate academic's adjustment process including academic culture (Ambrose, Huston & Norman, 2005; Callister, 2006; Hung-Wen, 2007; Richardson, 2008; Schoepp, 2010; Hassan & Hashim, 2011), contextual socialisation tactics (Kim, Cable & Kim, 2005; Gruman, Saks & Zweig, 2006), and cultural intelligence (Earley & Ang, 2003; Ang et al., 2006; Ng & Earley, 2006; Imai, 2007). The considerable evidences have also shown that the lack of self-efficacy might

obstruct the academics in adjusting and performing themselves as per the institution practices (Gilman & Huebner, 2003; Huebner, 2004). Besides that, the present study has adopted the framework of international adjustment and social exchange theory in the theoretical framework.

In conclusion, the Malaysian Higher Education Ministry (MoHE) is not able to justify the adjustment of expatriate academics in the higher education institutions. This has resulted in the difficulty to get maximum benefits from the expatriate academics (Tham, 2013). Thus, the present study investigated the sociocultural adjustment and the role of cultural factors of academic culture, contextual socialisation tactics and cultural intelligence with moderation by self-efficacy of expatriate academics in the higher education institutions in Malaysia. The expatriate academics in Malaysia need to have the ability of sociocultural adjustment towards cultural factors in order to succeed in their job (Schoepp, 2010; Selmer & Lauring, 2011; Hassan & Hashim, 2011; Callister, 2006; Amin, 2002; Morris et al., 2004; Siron, 2005; Saks et al., 2007; Chao et al., 1994; Gruman et al., 2006; Ang et al., 2006; Ang et al., 2007).

1.3   Research Objectives

Based on the statement of problems, the followings are the four research objectives of the present study:

a) To examine the relationship between expatriate academics' academic culture and general adjustment, work adjustment, and interaction adjustment in Malaysia.

b) To study the relationship between expatriate academics' contextual socialisation tactics and general adjustment, work adjustment, and interaction adjustment in Malaysia.

c) To examine the relationship between expatriate academics' cultural intelligence and general adjustment, work adjustment, and interaction adjustment in Malaysia.

d) To examine if self-efficacy moderates the relationships of academic culture, contextual socialisation tactics, cultural intelligence with sociocultural adjustment stronger among the expatriate academics in Malaysia.

1.4 Research Questions

Based on the statement of problems, the followings are the four research questions of the present study:

a) Are there relationships between expatriate academics' academic culture and general adjustment, work adjustment, and interaction adjustment in Malaysia?

b) Are there relationships between expatriate academics' contextual socialisation tactics and general adjustment, work adjustment, and interaction adjustment in Malaysia?

c) Are there relationships between expatriate academics' cultural intelligence and general adjustment, work adjustment, and interaction adjustment in Malaysia?

d) Does self-efficacy moderate the relationships of academic culture, contextual socialisation tactics and cultural intelligence with sociocultural adjustment stronger among the expatriate academics in Malaysia?

1.5 Significance of the Study

This study aims to provide theoretical and practical significance to the frame of knowledge on cultural factors as predictors, which will help in enhancing expatriate academic's sociocultural adjustment process. This study will add new literature to

complement existing literature on cultural factors (academic culture, contextual socialisation tactics, and cultural intelligence) and sociocultural adjustments (general adjustment, work adjustment, and interaction adjustment).

1.5.1 Theoretical Significance

First of all, this study helps to close some of the literature gaps on the influence of academic culture, contextual socialisation tactics, and cultural intelligence on sociocultural adjustment. This study benefits the academic community and helps to fill the literature gap although many studies have been conducted on sociocultural adjustment with academic culture, contextual socialisation tactics, and cultural intelligence.

The present study intended to provide an explanation on the ways that the expatriate academics' academic culture, contextual socialisation tactics, and cultural intelligence are associated with general adjustment, work adjustment, and interaction adjustment in Malaysia. This study explored a research model consisting of academic culture with new measures of dimensionality which include academic freedom, institutional autonomy, collegial governance, academic tenure and academic career. These were found to be emergently important in current situation and enrich the measurement of academic culture. Additionally, contextual socialisation tactics and cultural intelligence were also deemed as important variables and included as cultural predicting factors of sociocultural adjustment. The present study seeks to enhance understanding on sociocultural adjustment which is accounted by general adjustment, work adjustment and interaction adjustment among expatriate academics and the influences of cultural factors comprising of academic culture, contextual socialisation tactics and cultural intelligence. Further to that, the relationships of these cultural

factors with sociocultural adjustments and the moderating role of self-efficacy were also examined.

Basically, this study helps to understand the influencing factor on the direct relationship between (academic culture, contextual socialisation tactics and cultural intelligence) and sociocultural adjustment. Besides that, this study included self-efficacy as a moderator to examine the indirect relationship between (academic culture, contextual socialisation tactics and cultural intelligence) and sociocultural adjustment.

1.5.2 Practical Significance

The present study helped to address some useful insights to the Malaysian Higher Education to overcome the challenges faced by the expatriate academics in accommodating the practices and culture in the Malaysian higher education institutions. Furthermore, expatriate academics could benefit from this study by implementing the suggested solutions and perform in their job more successfully. Meanwhile, the present study provides recommendation for policy makers to improve service quality for Malaysian higher education institutions to attract, maintain and receive expatriate academics in the near future. The contemporary higher education is fundamentally an international enterprise that is experiencing an increase of the influx of expatriate academics. This evolution has motivated the higher education institutions around the world to look for expatriate academics who are able to internally generate greater diversity among the institutions.

This study explained sociocultural adjustment as the enabler for academic culture, contextual socialisation tactics and cultural intelligence to impact, either positively or negatively, towards expatriate academics' sociocultural adjustment. This

could influence expatriate academics of higher education institutions to formulate an adjustment training program which focuses on expatriate academic skills and behaviors that could elevate the sociocultural adjustment of expatriate academics in the higher education institutions.

The present study draws attention to the effects of self-efficacy on sociocultural adjustment. The moderator is the key which influences the directions of how academic culture, contextual socialisation tactics and cultural intelligence impact sociocultural adjustment of expatriate academics. This, in general could influence human resource department or policymaker of higher education institutions in Malaysia to change the perception on expatriate academics exhibiting academic culture, contextual socialisation tactics and cultural intelligence factors, and to consider conducting a self-efficacy assessment as part of the effort to improve cultural knowledge and adjustment process.

1.6   Definitions of Key Terms

Below are the definitions of key terms used in the present study.

- **Academic**

A member of an academy; an intellectual (Richardson, 2001).

- **Expatriate Academic**

In the present study, expatriate academic is referred to a person who can work as an expatriate in the host country for at least 6 months and above.

- **Culture**

According to Triandis (1994), culture is a set of human-made objective and subjective elements. Both of them could increase the probability of survival and resulted in the satisfaction for the individual's involvement in an environment. The individual could communicate with one another by using the same language and living in the same place

- **Academic Culture**

According to Bolman and Deal (2003), organisational culture is defined as the interrelated criteria of artefacts, values, beliefs, and behaviours that ascertain the associates for who they are and how they organise their work. For this study, academic culture is defined as the shared beliefs and values of the academician that are relevant to the academia. It is considered as a multidimensional variable comprising of academic freedom, institutional autonomy, collegial governance, academic tenure and academic career.

- **Academic Freedom**

According to Scott (2006), academic freedom is defined as academic with a considerable degree of teaching license to complement their teaching and research.

- **Institutional Autonomy**

Bladh (2007) defined institutional autonomy as the freedom of an institution to administer its own affairs without any interference.

- **Collegial Governance**

Based on Merriam-Webster;s (2008) explanation, collegial governance is defined as the self-determination that expects high contribution from colleagues to realize and to

establish a shared purpose, to contribute in decision making as well as the endorsement of academic decision making.

- **Academic Tenure**

Hohm and Shore (1998) defined academic tenure as assurance of an academic from being fired as the result of voicing out something that the management might not be in favour with.

- **Academic Career**

Dowad and Kaplan (2005) explained academic career as an academic's capability to obtain external validation through their work, but the progress towards tenure generally dictates a commitment to a particular institution which heads to an accessible progression structure.

- **Contextual Socialisation Tactics**

According to Van Maanen and Schein (1979) and Jones (1986), contextual socialisation tactics is referred as a general dimension on continuity from individualised to institutionalised tactics depending on a set of circumstances. In the context of this study, contextual socialisation tactics are the strategies used by the expatriate academics to facilitate socialisation and interaction with others in the higher institution of learning where they are working. As a multidimensional variable, contextual socialisation tactics can be categorised as social tactics, content tactics and context tactics.

- **Social Tactics**

Griffin, Colella and Goparaju (2000) defined social tactics as the social or interpersonal aspects of organisational socialisation.

- **Content Tactics**

Klein and Heuser (2008) explained content tactics as the task and organisation-related information acquired by the newcomers.

- **Context Tactics**

Jie and Derek (2010) stated that context tactics refers to the way in which organisations provide information to newcomers.

- **Cultural Intelligence**

According to Earley and Ang (2003, pg. 3), cultural intelligence (CQ) is defined as ''a person's capability to adapt effectively to new cultural contexts.'' This definition is applicable in this present study as referring to the expatriate academics' capability to adapt to the cultural environment in the higher education institutions in Malaysia. Four dimensions of cultural intelligence involve meta-cognitive, cognitive, motivation and behavioural.

- **Meta-cognitive Cultural Intelligence**

Ang et al. (2004) described meta-cognition as an individual's knowledge or control over cognitions that leads to deep information processing.

- **Cognitive Cultural Intelligence**

Imai (2007) defined cognitive cultural intelligence as the acquired knowledge on a certain culture and it involves the general knowledge about the structures of a culture.

- **Motivational Cultural Intelligence**

Motivational cultural intelligence is defined as the person's interest in learning and functioning in cross-cultural situations.

- **Behavioural Cultural Intelligence**

Behavioural cultural intelligence is the adaptability of knowing and recognising the ways to do work and having facilities to persistence and attempt (motivation), but also possessing a set of personal behaviours, which include needed responses to a certain situation (Earley, 2002).

- **Self-Efficacy**

Hoy and Miskel (2001) defined self-efficacy as the personal judgment about one's competence to adopt certain behaviours and actions to achieve certain tasks with expected outcomes. In this study, self-efficacy relates to the expatriate academics' belief and confidence in their ability to manage cultural difference in the host country where they are working.

- **Sociocultural Adjustment**

Takeuchi et al. (2002) defined it as a term that has been conceptualised as the degree of comfort, familiarity, and ease that an individual felt towards a new setting of the host country. This comprises of general adjustment, work adjustment and interaction adjustment.

- **General Adjustment**

General adjustment refers to one's mental comfort connecting to the factors of the host cultural settings such as basic living necessities (Takeuchi et al., 2002).

- **Work Adjustment**

Work adjustment refers to one's mental comfort who binds different work expectations, standards, and values together (Takeuchi et al., 2002).

- **Interaction Adjustment**

Interaction adjustment refers to one's adaptation to varied communication styles and communication processes with the people in the host country who practise different culture (Takeuchi et al., 2002).

- **Globalisation**

Kaplinsky (2005) defined globalisation as a complex and multidimensional process, and an outcome of technological advances augmented by the natural curiosity of the human species, where it focuses on the flow of economy, people, information, values across borders, knowledge, ideas and belief systems.

- **Internationalisation**

Knight (2004) defined internalisation as a process that integrates international or intercultural dimensions into the teaching, research, and service functions of an institution.

1.7 Scope of the Study

The scope of the present study is in Malaysia as it is a developing country. The higher education institutions consider Malaysia as an important market arena for business expansion in the education sector (Hassan & Diallo, 2013). Hence, this has resulted the inflow of expatriate academics into Malaysia. This study is therefore, limited to Malaysian higher education institutions only.

Most studies on expatriates are from other business arena but this study is specifically focused on expatriate academics, in particular, the self-initiated expatriates. Furthermore, the scope of this study is limited by an inclusion criterion subjected the selection of the expatriate academics among those who are currently working in the universities and colleges in Malaysia and have worked in Malaysia for at least six months (Schoepp, 2010). The focus on the subpopulation of expatriate academics is to provide a brand new and meaningful data regarding the cultural factors that are considered as challenges for expatriate academics' successful employment experiences here, and also to provide insights from the perspective of the expatriates on their adjustment experiences in Malaysia. However, the narrow choice of the target population has precluded any totality of generalizability of the findings in representing the foreign academicians as a whole.

1.8 Organisation of the Remaining Chapters

Chapter 1 has explained about the background of this study, its problems and objectives. Furthermore, it also described the significance of this study. The following chapter focuses on the varied steps that were carried out in this study.

The composition of the remaining four chapters are as the followings: (a) the second chapter presents the literature review on the antecedents and outcomes of general, work, and interactions adjustments by the expatriate academics and moderation by self-efficacy, the theoretical framework, and hypotheses development; (b) the third chapter focuses on the methodology that described this study's sample, data collections methods, employed measurements, and type of analysis carried out; (c) the fourth chapter highlights the statistical analyses and results that describes the response rate, the demographics of the respondents and identify the interrelationships

of the research variables; and (d) the fifth chapter presents the discussion and conclusions by recapitulating the study findings, discussion of findings, implications of the study in term of theoretical and practical implication, limitations of the study and the conclusion.

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

This chapter starts with a discussion of previous literature on globalisation and expatriation followed by the underlying theories used in the present study. Next, this chapter elaborates each variable proposed in the research framework, including academic culture, contextual socialisation tactics, cultural intelligence, sociocultural adjustment, and self-efficacy. At the end of this chapter, a theoretical framework and hypotheses are presented.

2.2   Globalisation and Expatriation

Globalisation has led to integration and the blurriness of borders with impact on various aspects of life like increasing expatriation among managers and corporate executives. Expatriation is one of the key consequences of globalisation as more and more people are opting to work outside the borders of their home country (Mitrev & Culpepper, 2012). These people, known as expatriates are sent by their companies to work abroad or on their own initiatives and motivation to work abroad. This shows world seems to be getting smaller, as many people prefer working away from their home country and meeting people from different cultural background (Richardson, 2008). This global movement of employees is one of the impacts of globalisation. Globalisation process is known as a worldwide integration strategy that operates throughout the world (Bartol & Martin, 1998; Awang, Ismail, Hamid & Yusoff, 2016). It requires adoption of cross-cultural perspectives whereby a high level of selection, training and motivation of people are needed to successfully achieve the goals in terms

of world economy (Bhagat & Prien, 1996). Globalisation and expatriates are thus hand to hand, in which expatriates have to adjust themselves to changes brought upon by globalisation.

Expatriates as defined by McNulty and Brewster (2017) are "legally working individuals who reside temporarily in a country of which they are not a citizen in order to accomplish a career-related goal, being relocated abroad either by an organisation or by self-initiation, or directly employed within the host country" (p. 30). An expatriate is also defined as "an employee who is sent away from his or her home country to handle operations of their organisation in the host country" (Tahir & Ismail, 2007, pg. 73). These definitions show that expatriates bring with them the technical knowledge, expertise and experiences to the company that they serve in the host country (Richardson, 2008). Adler and Bartholomew (1992) and Porter (1990) indicated the importance of expatriates for organisations to move towards globalisation and liberalization. Expatriates bring with them the technical knowledge, expertise and experiences to the company that they serve (Richardson, 2008). Among other benefits of employing expatriates are abundance, prosperity and wealth to the organisation, qualities over quantity, knowledge transfer and enhance business relation to control the global market (Dowling, Festing & Engle, 2008). There is rise in the demand of expatriates, especially when the organisation faces many challenges and receives many opportunities for global business. Besides, expatriates could also enhance their careers as most of the organisations often support the talented professionals with international experiences (Mendenhall, Dunbar & Odduo, 1987).

Initially, expatriation mainly consists of assigned expatriates or organisational expatriates (OEs) whereby managers and executives were sent from the home country

a desired goal, the goal itself might not be learning the Malaysian culture but might be learning the culture of the other international students that the expatriate academics are immersed in. For example, the expatriate academics might be keener to learn the Chinese culture in comparison to the Malay culture and therefore, did not have enough ability to process information on Malay culture. This could lead to the expatriates' failure to work and interact well with Malay colleagues.

5.3.6(b) Self-Efficacy Moderation on Cognitive Cultural Intelligence and Dimensions of Sociocultural Adjustment

It was found that cognitive cultural intelligence's relationship with general and work adjustments were moderated by self-efficacy but the relationship with interactional adjustment was not significantly moderated by self-efficacy. The simple slope analysis showed that the interaction effect of high self-efficacy with high cognitive cultural intelligence, and the interaction effect of low self-efficacy with high cognitive cultural effect have almost similar effect on general and work adjustments. This proposes that low or high self-efficacy works well to strengthen the effect of high cognitive cultural intelligence on general and work adjustments. Cognitive cultural intelligence relates to the acquired knowledge on a certain culture (Imai, 2007). Bandura (1997) mentioned that self-efficacy relates to the social learning theory and therefore, it is closely associated with learning. Thus, the moderating effect of self-efficacy on the relationships of cognitive cultural intelligence with general and work adjustments can be explained by the notion that learning or acquisition of knowledge and efficacy are linked to each other. Knowledge of culture in general and relating to the workplace can be boosted by one's confidence that he is able to gain the cultural information and use them to adapt to the foreign culture that he encounters in Malaysia. However,

cultural knowledge itself does not guarantee that one has the skills to interact with others of different culture, thus, the moderation effect on the relationship between cognitive cultural intelligence and interactional adjustment is not significant.

5.3.6(c) Self-Efficacy Moderation on Motivational Cultural Intelligence and Dimensions of Sociocultural Adjustment

Motivational cultural intelligence is about one's interest to learn and function in cross-cultural situations (Ang et al., 2006). This study found that having more confidence in one's ability to perform a task and achieve goals does not guarantee that improving motivational cultural intelligence will lead to easier adjustment in general, at work and in interaction. The possible reason to justify the insignificant moderation by self-efficacy might be due to the same reason that explains the insignificant moderation on the relationships of meta-cognition cultural intelligence and sociocultural adjustment. The motivation to learn culture might not be for all cultures but partial to a particular culture, and therefore, even with high self-efficacy, this was not able to boost motivational cultural intelligence to influence sociocultural adjustment.

5.3.6(d) Self-Efficacy Moderation on Behavioural Cultural Intelligence and Dimensions of Sociocultural Adjustment

The relationships of behavioural cultural intelligence with general and work adjustments were not moderated by self-efficacy and only its relationship with interactional adjustment was moderated by self-efficacy. The simple slope analysis showed that high self-efficacy boosts high level of behavioural cultural intelligence to ensure greater interactional adjustment. Behavioural cultural intelligence or the possession of capabilities to response to a diverse culture can help the expatriate to

adjust interactionally (Earley, 2002). Behavioural cultural intelligence's effect on interactional adjustment is boosted by a high self-efficacy mainly because behavioural cultural intelligence means having the cultural competency tools to address cross-cultural situations (Earley, 2002; Thomas, 2006; Gooden et al., 2017) and by being confident of one's ability or being efficacious, they are more likely to adapt to the challenges of interacting with others from different cultures. However, the level of self-confidence might not be enough to facilitate themselves in general and work environment as this might require different sets of cultural competency tools like cognitive tools rather than behavioural tools. Thus, the efficacious expatriates were able to boost their behavioural cultural intelligence to adapt to interaction but not to general and work environment.

5.4   Implications of the Study

The findings of the present study lead to some implications to the expatriate academics' sociocultural adjustment process. The present study highlights these implications into three perspectives which are theoretical and practical perspectives.

5.4.1   Theoretical Implications

The present study has enriched the literature on cultural factors and sociocultural adjustment, by integrating the moderator into one holistic research model. This study integrates multi-dimensional of cultural factors, namely academic culture, contextual socialisation tactics and cultural intelligence with the moderator role of self-efficacy, to examine the predictors of sociocultural adjustment, encompassing general adjustment, work adjustment and interaction adjustment.

The use of Black et al.'s (1991) international adjustment and the social exchange theory in this study was able to explain expatriate academics' sociocultural adjustment in the Malaysian setting to a certain extent, but the existing theoretical gap had to be addressed and this study was able to provide valuable insights to enrich and enhance the theories. From Black et al. (1991) model of international adjustment, the concept of adjustment was theoretically developed. Sociocultural adjustment was accepted in this study as a multidimensional construct of general, work and interactional adjustments. However, this model identified anticipatory adjustment and in-country adjustment as the predictors of sociocultural adjustments (Black et al., 1991; Halim et al., 2016, 2018). The impact of cultural factors were not explicitly explained in Black et al. (1991) model of international adjustment although self-efficacy and organisational culture were mentioned in the model. Hence, this study has also used the social exchange theory to explain the impact of interaction of the expatriate academics with others in Malaysia. This theory was able to explain the aspect of socialisation and its link to expatriates' adjustment in Malaysian higher education institutions' culture.

This study has introduced academic culture as a possible predictor of sociocultural adjustment. The findings of the present study have provided significant insights to enrich the present theories. It presented the complexity of academic culture which in this study was regarded as a multidimensional construct consisting of academic freedom, institutional autonomy, collegial governance, academic tenure and academic career (Szelenyi & Rhoads, 2013). Most of previous studies have measured academic culture as an influential factor for variables such as degree of equal treatment or procedural justice (Loi, Ngo & Foley, 2006; Schoepp, 2010; Hassan & Hashim,

2011); leadership (Norman, Ambrose & Huston, 2006; Callister, 2006); collegiality (Ambrose et al., 2005; Barnes, Agago & Coombs, 1998; Dee, 2004); and adjustment of expatriate and their family (Sims & Schraeder, 2004; Bhaskar-Shrinivas, Harrison, Shaffer & Luk, 2004; Hung- Wen, 2007). However, there is a lack of attention on the role of academic culture in the Malaysia education system (Amin, 2002; Morris et al., 2004; Siron, 2005). This study was able to enlighten the roles of these dimensions to explain general, work and interactional adjustments of the expatriate academics in Malaysian higher education institutions. Therefore, the development and adoption of three independent variables − academic culture, contextual socialisation tactics and cultural intelligence was done and their effects on sociocultural adjustment were explored in this study.

Additionally, this study also recognised contextual socialisation tactics as one of the predictors to explain sociocultural adjustment. The present study identified that contextual socialisation tactics are also a very complex variable with three dimensions of social, content and context tactics. Previous studies have investigated contextual socialisation tactics as predictor of work motivation, job involvement, organisational commitment, low turnover, innovative and cooperative behaviour (Van Maanen, 1976; Feldman, 1981), self-efficacy (Fournier & Payne, 1994), professional and personal development (Reicherts & Pihet, 2000; Ng & Feldman, 2007), adult identity and decision-making abilities (Ng & Feldman, 2007), and psychological well-being (Reicherts & Pihet, 2000) but none were focused on education system particularly to explain expatriate academics' adaptive behaviours. From a social exchange theory perspective, socialisation is an important factor of adjusting to an environment and the case of this study, it was highlighted that content tactics and social tactics were more

important compared to context tactics. This study was able to highlight the more critical aspect of socialisation that can explain sociocultural adjustment.

Another important contribution of this study is the investigation on the role of cultural intelligence to explain sociocultural adjustment. Research on cultural intelligence has been measured as an important factor of culture shock (Hisam, 1997; Mumford, 1998), big five personality traits (Ang et al., 2006), job performance (Shaffer, Harrison, Gregersen, Black & Ferzandi, 2006), realistic job preview and realistic living condition (Templer, Tay & Chandrasekar, 2006), decision making (Ang, Van Dyne, Koh, Ng, Templer, Tay & Chandrasekar, 2007), and negotiation sequences (Imai & Gelfand, 2010) but none towards explaining sociocultural adjustment. Thus, the present study has contributed in the explanation of sociocultural adjustment by adding the cultural intelligence dimension in the research framework. Past research conducted on cultural intelligence towards adjustment and job performance in Malaysia (Ang et al., 2007) was carried out but the study did not focus on education system. The present study identified that various aspects of cultural intelligence is indeed a critical contributor of different aspects of sociocultural adjustment. For instance, cognitive cultural intelligence can explain general and work adjustment while behavioural cultural intelligence is able to explain interactional adjustment.

Further to that, this study had also included self-efficacy as a moderator in the research framework. Self-efficacy is a construct in the international adjustment model of Black et al. (1991) and its role in social exchange theory has been repeatedly mentioned and examined in past studies (Bandura, 1986, 1997; Hoy & Miskel, 2001; Osman-Gani & Rockstuhl, 2009). However, by exploring its role as a moderator in the

present study, its relevance in the existing theories was validated. In addition, this study showed that self-efficacy does not moderate all the relationships but rather appears to be quite selective. In this study, self-efficacy moderated the relationships of academic tenure, content tactics and cognitive cultural intelligence with general adjustment, the relationships of institutional autonomy, academic career, social tactics, content tactics and cognitive cultural intelligence with work adjustment, and the relationships of collegial governance and behavioural cultural intelligence with interactional adjustment. Thus, these findings were able to streamline the interrelationships of the cultural factors (academic culture, contextual socialisation tactics and cultural intelligence) and moderation with self-efficacy to explain sociocultural adjustment (general, work and interactional adjustments). This study showed that academic culture, contextual socialisation tactics and cultural intelligence were not able to explain sociocultural adjustment effectively but at the dimensional level, the dimensions of academic culture, the dimensions of contextual socialisation tactics, and the dimensions of cultural intelligence were able to explain general, work and interactional adjustments.

5.4.2 Practical Implications

The findings of this study contribute significantly in terms of providing important information that can help policymakers, higher education institutions' administration team and their human resource management, and the practitioners, or the expatriate academics. This study has highlighted the effects of academic culture's dimensions like academic freedom, institutional autonomy, academic tenure, collegial governance and academic career, contextual socialisation tactics' dimensions like social, content and context tactics, and cultural intelligence's dimensions like meta-cognitive,

215

cognitive, motivational and behavioural cultural intelligence on general, work and interactional adjustments. The study has also identified the selective moderating effects of self-efficacy on the relationships of the dimensions of academic culture, contextual socialisation tactics, and cultural intelligence with general, work and interactional adjustments. The findings of the study help the education stakeholders to understand how these factors can help in facilitating faster and successful adaptation and adjustment to the general, working and interactional aspects of the higher education institutions in Malaysia.

According to Abukari (2017), the findings of the study help in the development of the expatriate academic profiles which can be used to improve the recruitment and selection of expatriate academics working in Malaysia. HEIs need to target expatriate academics who have the capabilities to fit with the growth and development of the HEIs in Malaysia, with the least issues of adjusting so that they can contribute directly towards enhancing the quality of education in HEIs in this country and expedite the attainment of the status as an education hub in the Southeast Asian region. With the development of an expatriate academic profile, this helps to ensure that the expatriate academics are aware of their job requirements, the work culture, the institutions that they will work for and their readiness to adapt to the living, working and interactional situation in Malaysia.

The importance of variables like academic freedom, institutional autonomy, academic tenure, collegial governance, academic career, socialisation tactics, content socialisation tactics, context socialisation tactics, meta-cognitive cultural intelligence, cognitive cultural intelligence, motivational cultural intelligence and behavioural cultural intelligence to explain general, work and interactional adjustments to

216

expatriate academics in Malaysia cannot be denied. The knowledge of which variables are more important and critical to facilitate expatriate academics' adjustment in Malaysia can be used to prepare the HEIs in this country to receive expatriate academics. Findings of this study stress the needs for training and supporting programs that help expatriate academics to adapt to the cultural environment in the host countries (Chan, 2015). It is important for HEIs to have a comprehensive intercultural training program that prepare new expatriate academics and continuous programs to support expatriate academics who are already serving in Malaysia. Abukari (2017) suggested that there should be adequate and sustainable support structures, avenues and activities for expatriate academics that provide them with advanced social, material, administrative and personalised and individualised support; guidance and counselling that cover issues of cross-cultural adjustment, and matters of pedagogy, faculty, organisation, administration, social, finance and daily issues.

The success of sociocultural adjustment of the expatriate academics is not the responsibility of the expatriate academics and the HEIs only. The host country nationals or in particular, Malaysians should also play their roles to facilitate the expatriate academics' adjustment to the culture of this country. The participation of host country nationals to ensure successful adaptation of the expatriate academics was reported in Paik et al. (2008) and Toh, DeNisi and Leonardelli (2012). Host country nationals should be more open to receive expatriate academics as these people bring new knowledge and skills to Malaysia which not only benefit the HEIs due to their intellectual contribution but would also benefit the local academics through knowledge transfer (Abukari, 2017). Toh et al. (2012) suggested that local academics should become socialising agents and this task should be defined in their job description as

mentor or buddy to the expatriate academics and merit a reward when the role is fulfilled.

These suggestions are supported by the findings of this study as it was found that the multiple factors investigated in this study critically influence sociocultural adjustment of the expatriate academics. Therefore, the findings of this study have a significant implication to practice in the context of HEIs in Malaysia.

5.5   Limitations of the Study

Even though this study provides theoretical and practical implications to both academics and practitioners, there are some limitations in this study which readers should be aware and take note.

There are several limitations inherent in this study. Firstly, the limitation of this study is that it was difficult to obtain information about the total population of expatriate academics from some higher education institutions in Malaysia. These institutions were unwilling to provide detailed information of the number of expatriate academics working in the institutions due to confidentiality issues. Due to the difficulty in obtaining the complete listing, the actual population of the expatriate academics working in these higher education institutions cannot be determine. Thus, an accurate determination of the sample size cannot be done. This study was also not able to use a random sampling study and had to select a snowball sampling method. This prevented the researcher to apply random process in identifying the respondents. Hence, there could potentially have some biases in identifying the respondents. Thus, the generalisation of the finding is limited to the defined population of this study. In addition, the lack of information about the expatriate academics working in the

targeted higher education institutions led to a poor response using e-mail as it could not be ascertained whether the e-mail address of the targeted respondents were correct and in active use.

Secondly, only a limited number of public and private universities or colleges were included in this study. Out of 20 public universities and 534 private universities and colleges in Malaysia, only eight public universities and 14 private universities and colleges were involved in this study. The universities and colleges involved in this study were: Universiti Malaya (UM), Universiti Sains Malaysia (USM), Universiti Kebangsaan Malaysia (UKM), Universiti Putra Malaysia (UPM), Universiti Teknologi Malaysia (UTM), Universiti Utara Malaysia (UUM), Universiti Pendidikan Sultan Idris (UPSI) and Universiti Teknologi MARA (UiTM)) as public universities; and Universiti Tenaga Nasional (UNITEN), Universiti Multimedia (MMU), Universiti Teknologi Petronas (UTP), Universiti Tun Abdul Razak (UNITAR), University of Nottingham in Malaysia (UNiM), Monash University Malaysia (MUM), Universiti Industri Selangor (UNISEL), Universiti Tunku Abdul Rahman (UTAR), Universiti Kuala Lumpur (UniKL), Universiti Teknologi Kreatif Limkokwing (LUCT), Kolej Universiti Sunway (SyUC), Kolej Universiti HELP (HUC), Kolej Universiti Antarabangsa INTI (INTI) and Kolej Universiti Taylor's) as private universities/colleges. Thus, it may not represent the entire higher education institutions in Malaysia. As such, the generalization of the results to all the higher education institutions in Malaysia is limited.

Thirdly, due to the absence of a sampling frame, this study has to employ a non-probability sampling method using snow balling technique which limited the generalisation ability of the research findings to the population of HEIs in Malaysia.

This has led to the decision of using PLS-SEM as the main method of data analysis because it allows the analysis of data without the rigid requirement of normality (Hair et al., 2014).

Lastly, this study employed a cross-sectional study and thus, the causal relationship between the variables that the findings could only describe the phenomenon at the certain point of time (Sekaran & Bougie, 2016). The use of a cross-sectional design however, is common in many researches (Zhang & Goodson, 2011) and it helps the study to determine the relationships between the variables in the research model.

5.6   Suggestions for Future Study

Despite the limitations highlighted in the previous section, the research has provided very valuable findings, and there are opportunities to expand the research to understand further the issues and interdependencies surrounding cultural factors (academic culture, contextual socialisation tactics and cultural intelligence) and sociocultural adjustment (general adjustment, work adjustment and interaction adjustment).

Firstly, the future study can be expanded to examine a larger scope of public and private higher education institutions. This would enable better generalisation of the study results, which could benefit more practitioners from larger scope of public and private higher education institutions to be able to enhance prediction of cultural factors (academic culture, contextual socialisation tactics and cultural intelligence), adjust well and to get a greater representation of expatriate academics working in Malaysia.

Secondly, this study was able to highlight the relationships of academic culture, contextual socialisation tactics and cultural intelligence with sociocultural adjustments at a dimensional level as well as the moderating role of self-efficacy and the findings were able to identify which dimensions of the independent variables were more significant in explaining general, work and interactional adjustment. The recommendation for future research is to repeat the study with another group of expatriate academics and focus on the important variables might shed more information and provide a better picture of the variables that matter and critical to ensure successful adaptation of the expatriate academics in Malaysian higher education institutions.

Thirdly, this study showed the demographic profiles of the respondents showed that expatriate academics showed varieties in terms of gender, age, home country, race and tenure. Thus, in future study, the moderating effect of demographic characteristics may provide greater insights to understand the effects of cultural factors (academic culture, contextual socialisation tactics and cultural intelligence) towards the adjustment process of expatriate academics in Malaysia.

Fourthly, it might also be beneficial to determine how expatriate academics working in public universities adjust socially and culturally in comparison to those working in private universities, as well as exploring the role of local academic supports to facilitate the expatriate academics' adjustment to Malaysian culture.

Lastly, research in the future might want to adopt a longitudinal study to measure changes at several points in time of the expatriate academics' sociocultural adjustment. As longitudinal study helps to track expatriate academics' adjustment over time, this might provide a better understanding about their adjustment process based

on the influence of cultural factors such as academic culture, contextual socialisation tactics and cultural intelligence.

5.7   Conclusion

The study had identified the theoretical and empirical gaps in research practices that led to the investigation of the three cultural factors (academic culture, cultural intelligence and contextual socialisation tactics) and their effects on expatriate academics' sociocultural adjustment (general, work and interaction adjustment). The research objectives guided this study in terms of methodological approach that enabled the collection and analyses of data to answer the research questions. This study has also explored the theoretical framework and decided on the international adjustment model (Black et al., 1991) and the social exchange theory to provide theoretical support for this study. Findings were able to further validate the inclusion of variables in the model and theory such as the multidimensional variables of academic culture, contextual socialisation tactics, cultural intelligence, self-efficacy and sociocultural adjustment.

This study clearly showed that the impacts of academic culture, contextual socialisation tactics, cultural intelligence on sociocultural adjustment were not evident but at the dimensional level, the impacts of the sub-dimensions of each variable were visibly explored and understood. Academic freedom, institutional autonomy, academic tenure, context socialisation tactics, cognitive cultural intelligence, motivational cultural intelligence and behavioural cultural intelligence were significantly related to general adjustment. Academic freedom, institutional autonomy,

collegial governance, academic tenure, context socialisation tactics and cognitive cultural intelligence were significantly related to work adjustment.

Academic freedom, institutional autonomy, academic tenure, academic career and context socialisation tactics were significantly related to interactional adjustment. Self-efficacy moderated the relationships of academic tenure, content socialisation tactics and cognitive cultural intelligence with general adjustment. In the meantime, self-efficacy moderated the relationships of institutional autonomy, academic career, socialisation tactics, content socialisation tactics and cognitive cultural intelligence with work adjustment. Besides that, self-efficacy moderated the relationships of collegial governance and behavioural cultural intelligence with interactional adjustment. Thus, these findings showed that general, work and interactional adjustments were affected by different variables pertaining to academic culture, social contextualisation tactics and cultural intelligence.

In addition, self-efficacy moderated selected relationships of the academic culture, social contextualisation tactics and cultural intelligence with general, work and interactional adjustments. The findings of this study can facilitate informed decision-making on ensuring a more effective and efficient sociocultural adjustment of the expatriate academics in Malaysian higher education institutions. Various stakeholders benefitted from the research findings and ultimately ensures that Malaysia becomes a renowned educational hub in the Southeast Asian region, and in the near future, a global education hub for both local and international students.

REFERENCES

Abdul Malek, M. & Budhwar, P. (2013). Cultural intelligence as a predictor of expatriate adjustment and performance in Malaysia, *Journal of World Business,* 48, 223-231

Abukari, A. (2017). Cross-cultural adjustment of expatriate academics in selected higher education institutions in the United Arab Emirates, *Doctoral Thesis,* The British University of Dubai

Adeeba, W. S. A., Ibrahim, W., Muenjohn, N., & As-Saber, S. (2015). Self-initiated expatriate academics (SIEAs) in the Malaysian higher education sector: instruments development and preliminary results. *World Journal of Social Sciences, 5*(3), 68-78.

Adler, P. (1985). The multicultural man. In L. Samovar & L. Porter (Eds.), *Intercultural communication* (2nd ed., pp.410-426). Belmont, CA: Wadsworth.

Adler, R. P. (1992). *Jobs, Technology, and Employability: Redefining the Social Contract*. Queenstown, MD: Aspen Institute.

Adler, N. J., & Bartholomew (1992). Managing globally competent people. *Academy of Management Executive, 6*(3), 52-65.

Ali, A., Van der Zee, K., & Sanders, G. (2003). Determinants of intercultural adjustment among expatriate spouses. *International Journal of Intercultural Relations*, *27*(5), 563-580.

Allen, D. G. (2006). Do organisational socialisation tactics influence newcomer embeddedness and turnover? *Journal of Management, 32*, 237–256.

Allen, N. J., & Meyer, J. P. (1990). Organisational socialisation tactics: A longitudinal analysis of links to newcomers' commitment and role orientation. *Academy of Management Journal, 33*, 847-858.

Alshammari, H. (2012). Self-initiated expatriate adjustment in Saudi universities: the role of previous experience and marital status, *International Journal of Business and Social Science,* 3(23), 184-194

Alshammari, H. (2013). The adjustment of self-initiated expatriate academics in higher education institutions in Saudi Arabia, *Doctoral Thesis,* RMIT University.

Altbach, P. G. (Ed.). (1996). *The International Academic Profession: Portraits of Fourteen Countries*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Altbach, P. G. (2001). Academic Freedom: International Realities and Challenges. *Higher Education, 41*, 205-219.

Altbach, P. G., & Lewis, L. S. (1996). The academic profession in international perspective. In P. G. Altbach (Ed.), *The International Academic Profession: Portraits of Fourteen Countries,* (pp. 3-48). Princeton, N. J: Carnegie Foundation for the Advancement of Teaching.

Ambrose, S., Huston, T., & Norman, M. (2005). A qualitative method for assessing faculty satisfaction. *Research in Higher Education, 46*(7), 803–830.

Amer, P., Narges, H., & Wong, S. F. (2013). Adjustment, motivation for retention and environmental similarity toward satisfaction among expatriate academics. *Jurnal Teknologi, 64*(3), 123–130.

American Association of University Professors. (2005). 1940 Statement of Principles on Academic Freedom and Tenure. Retrieved April 27, 2008, from http://www.aaup.org/NR/rdonlvres/EBB1B330-33D3-4A51-B534 CEE0C7A90DAB/0/1940StatementofPrinciplesonAcademicFreedomandTen ure.pdf

American Association of University Professors. (1940). 1940 Statement of Principles on Academic Freedom and Tenure. Retrieved March 7, 2016, from http://www.aaup.org/file/1940%20Statement.pdf.

American Federation of Teachers. (2002). Shared Governance in Colleges and Universities. Retrieved April 26, 2008, from http://www.aft.org/pubs-reports/higher ed/shared governance.pdf

Amin (2002). Tinjauan terhadap budaya pengurusan organisasi dan hubungan dengan hasila perlakuan: satu kajian kes di L&G Twintech Institute of Technology. *Tesis Sarjana Sains*, UPM.

Anderson, D., & Johnson, R. (1998). University Autonomy in Twenty Countries. Retrieved on April 28, 2008, from http://www.magna-charta.org/pdf7University autonomv_in_20 countries.pdf

Andresen M, Biemann & Pattie WM (2012). What makes them move abroad? Reviewing and exploring differences between self-initiated and assigned expatriation. *The International Journal of Human Resource Management*, *6* (7), 932-947.

Arthur MB, Khapova, SN & Wilderom, CPM (2005) Career success in a boundaryless career world. *Journal of Organisational Behavior, 26* (2),177-202.

Biemann T & Andresen M (2010) Self-initiated foreign expatriates versus assigned expatriates: Two distinct types of international careers?.*Journal of Managerial Psychology, 25* (4), 430-448.

Ang, S., Van Dyne, L., & Koh, C. (2006). Personality correlates of the four-factor model of cultural intelligence. *Group & Organisation Management, 31*(1), 100-123.

Ang, S., Dyne, L.V., Koh, C. & Ng, K.Y. (2004). The Measurement of Cultural Intelligence. Paper Presented at the 2004 *Academy of Management Meeting Symposium on Cultural Intelligence in the 21st Century,* New Orleans, LA.

Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2007). Cultural intelligence: It's measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. *Management and Organisation Review, 3*, 335-371.

Arokiasamy, A. R. A. & Nagappan, K. (2012). An analysis of globalisation and higher education in Malaysia, *Business Intelligence Journal,* 5(1), 141-150.

Arokiasamy, L., Ismail, M., Ahmad, A., & Othman, J. (2011). Predictors of academics' career advancement at Malaysian private universities. *Journal of European Industrial Training, 35*(6), 589-605.

Ashforth, B. E., & Saks, A. M. (1996). Socialisation tactics: Longitudinal effects on newcomers' adjustment. *Academy of Management Journal, 39*, 149–178.

Ashforth, B. E., Sluss D. M., & Saks, A. M. (2007). Socialisation tactics, proactive behavior, and newcomer learning: Integrating socialisation models. *Journal of Vocational Behavior*, *70*(3), 447–462.

Astin, A. W. (1991). *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education,* Macmillan, New York.

Awang, M., Ismail, R., Hamid, S. A., & Yusof, H. (2016). Intention to leave among self-initiated expatriate academic in public higher education institution. *International Journal of Academic Research in Business and Social Sciences*, *6*(11), 142-158.

Backhaus, K., Erichson, B., Plinke, W., & Weiber, R. (2003). *Multivariate analysemethoden: Eine anwendungsorientierte einführung*. 10th ed. Berlin: Springer.

Baker, R. Z. (1989). A Control Perspective of Organisational Socialisation. Paper Presented at the *Annual Meeting of the Academy of Management,* Washington, D.C.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioural change. *Psychological Review, 84*, 191-215.

Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory.* Englewood Cliffs, New Jersey: Prentice Hall.

Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W.H. Freeman and Company.

Barnes, L. B., Agago, M. O., & Coombs, W. T. (1998). Effects of job-related stress on faculty intention to leave academia. *Research in Higher Education, 39*(4), 457–469.

Bartol, K. M., & Martin, D.C. (1998). *Management*. 3rd ed. Boston: Irwin McGraw-Hill.

Baruch, Y. (2006). Career development in organisations and beyond: balancing traditional and contemporary viewpoints. *Human Resource Management Review, 16*, 125-138.

Baruch, Y., & Hall, D.T. (2004). The academic career: A model for future careers in other sectors? *Journal of Vocational Behaviour, 64*, 241-62.

Bauer, T. N., Morrison, E. W., & Callister, R. R. (1998). Organisational socialisation: A review and directions for future research. In G. R. Ferris (Ed.), *Research in Personnel and Human Resources Management, 16*, 149–214. Stamford, CT: JAI Press.

Bauer, T. N., Bodner, T., Erdogan. B., Truxillo, D. M., & Tucker, J. S. (2007). Newcomer adjustment during organisational socialisation: A meta-analytic review of antecedents, outcomes, and methods. *Journal of Applied Psychology, 92*, 707–721.

Beiter, K. D., Karran, T., & Appiagyei-Atua, K. (2016). Yearning to belong: Finding A home for the right to academic freedom in the UN human rights covenants. *Intercultural Human. Rights. L. Rev.*, *11*, 107.

Bhagat, R. S., & Prien, K. O. (1996). Cross-cultural training in organisational contexts. In D. Landis & R. S. Bhagat (Eds.), *Handbook of Intercultural Training* (pp. 216–230). Thousand Oaks, CA: Sage.

Bhaskar-Shrinivas, P., Harrison, D. A., Shaffer, M. A., & Luk, D. M. (2004). What have we earned about expatriate adjustment? Answers Accumulated From 23 Years Of Research. *RC Papers on Cross-Cultural Management.* Retrieved May 10, 2008, from http://net2.hkbu.edu.hk/~brc/CCMP200405.pdf

Bhaskar-Shrinivas, P., Harrison, D. A., Shaffer, M. A., & Luk, D. M. (2005). Input-based and time-based models of international adjustment: Meta-analytic evidence and theoretical extensions. *Academy of Management Journal*, *48*(2), 257–281.

Bhatti, M. A., Battour, M. M., Ismail, A. R., & Sundram, V. P. (2014). Effects of personality traits (Big Five) on expatriates' adjustment and job performance. *Equality, Diversity and Inclusion: An International Journal*, *33*(1), 73-96.

Bhatti, M. A., Sundaram, V. O. K. & Hee, H. C. (2012). Expatriate Job Performance and Adjustment: Role of Individual and Organizational Factors, *Journal of Business & Management,* 1(1), 29-39

Biglan, Anthony. (1987). A behavior-analytic critique of Bandura's self-efficacy theory. *The Behavior Analyst*, *10*, (Spring), 1-15.

Birnbaum, R., & Edelson, P. J. (1989). How colleges work: the cybernetics of academic organisation and leadership. *The Journal of Continuing Higher Education, 37*(3), 27-29.

Black. J. S., & Gregersen, H. B. (1991). The other half of the picture: Antecedents of spouse cross-cultural adjustment. *Journal of International Business Studies, 22,* 461-477.

Black, J. S., Mendenhall, M., & Oddou, G. (1991). Toward a comprehensive model of international adjustment: An integration of multiple theoretical perspectives. *Academy of Management Review, 16*(2), 291-317.

Black, J. S., & Mendenhall, M. (1991). The u-curve adjustment hypothesis revisited: A review and theoretical framework. *Journal of International Business Studies, 22,* 225–246.

Black, J. S., Mendenhall, M. E. & Gregersen, H.B. (1992). *Global Assignment: Successfully Expatriating and Repatriating International Managers,* Jossey-Bass, San Francisco, CA.

Black, J.S., & Stephens, G. K. (1989). The influence of the spouse on American expatriate adjustment and intent to stay in pacific rim overseas assignments. *Journal of Management, 15*(4), 529-44.

Black, J. S., Gregersen, H. B., Mendenhall, M.E., & Stroh, L.K. (1999). *Globalising People Through International Assignments.* New York: Addison-Wesley/Longman.

Bladh, A. (2007). Institutional autonomy with increasing dependency on outside factors. *Higher Education Policy, 20*(3), 243-259.

Blass, F. R. (2003). *Socialisation Tactics, Content, and Career Effectiveness: The Role of Political Skill in Contextual Adjustment and Effectiveness* (No. AFIT-CI02-1266). Air Force Institute of Tech Wright-Patterson AFB Ohio.

Blau, P. M. (1986). *Exchange and Power in Social Life.* 2nd ed. New Brunswick, NJ: Transaction Books.

Bodycott, P., & Walker, A. (2000). Teaching abroad: Lessons learned about inter-cultural understanding for teachers in higher education. *Teaching in Higher Education, 5*(1), 79-94.

Bolman, L. G., & Deal, T. E. (2003). *Reframing Organisations: Artistry, Choice, and Leadership.* 3rd ed. San Francisco: Jossey-Bass.

Bond, S. L. (2003), Untapped Resources: Internationalisation of the Curriculum and Classroom Experience, A Selected Literature Review. *Canadian Bureau for International Education Research Series,* CBIE, Ottawa.

Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: the meaning for personnel selection research. *Human Performance, 10*, 99-109.

Brewster, C., & Harris, H. (1999). The coffee machine system: How international selection really works. *The International Journal of Human Resource Management, 10*, 488- 500.

Brislin, R., Worthley, R., & Macnab, B. (2006). Cultural intelligence: Understanding behaviors that serve people's goals. *Group & Organisation Management, 31*(1), 40-55.

Brown, J. D. (1997). Skewness and kurtosis, *Shiken JALT Testing & Evaluation SIG Newsletter,* 1(1), 20-23.

Brown, W. O. (1999). Faculty Participation in University Governance and the Effects on University Performance. *Claremont Colleges working papers in economics*, Department of Economics, Claremont College. Retrieved July 6, 2006, from http://econ.claremontmckenna.edu/papers/1999-25.pdf

Buku Perangkaan Pendidikan Negara - Sektor Pengajian Tinggi (2017), Kementerian Pendidikan Malaysia (KPM).

Burke, R. J. (1988). Some antecedents and consequences of work-family conflict. *Journal of Social Behavior and Personality, 3*, 287–302.

Byrne, B. M. (2010). *Structural Equation Modelling with AMOS: Basic Concepts, Applications and Programming*. 2nd ed. Routledge, Taylor & Francis Group, New York.

Cable, D. M., & Parsons, C. K. (2001). Socialisation tactics and person-organisation fit. *Personnel Psychology, 54*(1), 1–23.

Cai, L. L. & Hall, C. (2015). Motivations, expectations and experience of expatriate academic staff on an international branch campus in China, *Journal of Studies in International Education,* 1-16

Caligiuri, P. M. (1997). Assessing expatriate success: Beyond just "Being There." In Z. Aycan (Ed.), *New Approaches to Employee Management, 3*, 117-140. Greenwich, CT: JAI.

Caligiuri, P. M., & Day, D. V. (2000). Effects of self-monitoring on technical, contextual, and assignment - Specific performance A study of cross-national work performance ratings. *Group & Organisation Management*, *25*(2), 154-174.

Callister, R. R. (2006). The impact of gender and department climate on job satisfaction and intentions to quit for Faculty in Science and Engineering fields. *The Journal of Technology Transfer, 31*(3), 367–375.

Carmichael, C., & Taylor, J. A. (2005). Analysis of student beliefs in a tertiary preparatory mathematics course. *International Journal of Mathematical Education in Science and Technology, 36*(7), 713-719.

Chao, G. T., O'Leary-Kelly, A. M., Wolf, S., & Klein, H. J. (1994). Organisational socialisation: Its content and consequences. *Journal of Applied Psychology, 79*, 730-743.

Chao, M. M., Takeuchi, R., & Farh, J. L. (2017). Enhancing cultural intelligence: The roles of implicit culture beliefs and adjustment. *Personnel Psychology*, *70*(1), 257-292.

Chin, W.W. (1988). The Partial Least Squares Approach to Structural Equation Modelling. In: Marcoulides, G.A. (Ed.). *Modern Methods for Business Research* (pp. 295-336). Lawrence Erlbaum: New Jersey.

Chin, W. W. (2010). How to Write Up and Report PLS Analyses. In V. Esposito Vinzi et al. (Eds.), *Handbook of Partial Least Squares* (pp. 655–690). Berlin, Heidelberg: Springer Handbooks of Computational Statistics.

Chitiba, C. A. (2012). Lifelong learning challenges and opportunities for traditional universities, *Procedia – Social and Behavioral Sciences,* 46, 1943-1947.

Chen, G., Kirkman, B. L., Kim, K. & Farh, C. I. C. (2010). When does cross-cultural motivation enhance expatriate effectiveness? A multilevel investigation of the moderating roles of subsidiary support and cultural distance, *Academy of Management Journal,* 53(5), 1110-1130

Cho, T., & Ryu, K. (2016). The impacts of family-work conflict and social comparison standards on Chinese women faculties' career expectation and success, moderating by self-efficacy. *Career Development International*, *21*(3), 299-316.

Clark, B. R. (2001). *Small Worlds, Different Worlds.* In S. R. Graubard (Ed.) The American Academic Profession (pp. 21-42). New Brunswick, NJ: Transaction Publishers.

Claus, L., Lungu, A. P., & Bhattacharjee, S. (2011). The effects of individual, organisational and societal variables on the job performance of expatriate managers. *International Journal of Management*, *28*(1), 249.

Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Cohen, A. R., & Bradford, D. L. (1989). Influence without authority: The use of alliances, reciprocity, and exchange to accomplish work. *Organisational Dynamics, 17*(3), 5–17.

Commeiras, N., Loubes, A., & Bories-Azeau, I. (2013). Identification of organisational socialisation tactics: The case of sales and marketing trainees in higher education. *European Management Journal, 31*(2), 164-178.

Cooper, D. R., & Schindler, P. (2011). *Business Research Methods*. 11th ed. McGraw Hill/Irwin, New York.

Cooper-Thomas, H. D., & Anderson, N. (2002). Newcomer adjustment: The relationship between organisational socialisation tactics, information acquisition and attitudes. *Journal of Occupational and Organisational Psychology, 75*, 423–437.

Cooper-Thomas, H. D., & Wilson, M. G. (2011). Influences on newcomers' adjustment tactic use. *International Journal of Selection and Assessment, 19*(4), 388–404.

Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management, 31*(6), 874–900.

Dean, B. P. (2007). Cultural Intelligence in Global Leadership: A Model for Developing Culturally and Nationally Diverse Teams. *Doctoral dissertation*, Regent University.

Dee, J. R. (2004). Turnover intent in an urban community college: Strategies for faculty retention. *Community College Journal of Research and Practice, 28*(7), 593–607.

Dessoff A (2012) Asia's Burgeoning Higher Education Hubs. *International Educator*, July- Aug 16-26.

Diemer, B. (2015). The relationship between cultural intelligence and work outcomes of expatriates in China, *Walden Dissertations and Doctoral Studies,* Walden University

Dill, D. (1982). The management of academic culture: Notes on the management of meaning and social integration. *Higher Education, 11*, 303-320.

Dilorio, C., Faherty, B., & Manteuffel, B. (1992). The relationship of self-efficacy and social support in self-management of epilepsy. *Western Journal of Nursing Research*, *14*, (3), 292-303.

Dipboye, R. L., Zultowski, W. H., Dewhirst, H. D., & Arvey, R. D. (1978). Self-esteem as a moderator of the relationship between scientific interests and the job

satisfaction of physicists and engineers. *Journal of Applied Psychology, 63*(3), 289.

Dunn, L., & Wallace, M. (2004). Australian academics and transnational teaching: An exploratory study of their preparedness and experiences. *Higher Education Research & Development, 25*(4), 357-369.

Doane, D. P. & Seward, L. E. (2011). Measuring skewness: a forgotten statistic? *Journal of Statistics Education*, 19(2), 1-18

Doherty N (2013). Understanding the self-initiated expatriate: A review and directions for future research. *International Journal of Management Reviews*, *15* (4), 447-469.

Doherty, N., Dickmann, M., & Mills, T. (2011). Exploring the motives of company-backed and self-initiated expatriates. *The International Journal of Human Resource Management*, *22*(3), 595-611.

Doherty, N., Richardson, J. & Thorn, K. (2013). Self-initiated expatriation career experiences, processes, and outcomes. *Career Development International*, *18*(1), 6-11.

Dowad, K. O., & Kaplan, D. M. (2005). The career life of academics: Boundaries or boundaryless? *Human Relations, 58*(6), 699-721.

Dowling P., Festing M., & Engle A. D. (2008) *International Human Resource Management: Managing People in a Multinational Context.* Cengage Learning.

Downes, M., & Thomas, A.S. (1997). Expatriation and internationalisation: A theoretical linkage. *Journal of International Management*, *3*(4), 323-49.

du Plessis, A. G. (2014). The relationship between emotional intelligence, locus of control, self-efficacy, sense of coherence and work adjustment, *Master Thesis,* Stellenbosch University

Earley, P. C. (2002). Redefining interactions across cultures and organisations: Moving forward with cultural intelligence. *Research in Organisational Behaviour, 24*, 271-299.

Earley, P. C., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Stanford, CA: Stanford University Press.

Earley, P. C., Ang, S., & Tan, J. S. (2006). *CQ (Cultural Intelligence): Developing cultural intelligence at work.* Palo Alto, CA: Stanford University Press.

Early, P. C., & Mosakowski, E. (2004). Cultural Intelligence. *Harvard Business Review, 82*(10), 139-146.

Eden, D., & Kinnar, J. (1991). Modeling Galatea. *Journal of Applied Psychology*, 76, (December), 770-780.

Edwards, M. (n.d.). University Governance: A Mapping and Some Issues. *Life Long Learning Network National Conference.* Retrieved July 4, 2006, from http://www.atem.org.au/pdf/Governance.pdf.

Ehrenberg, V. (1973). *From Solon to Socrates: Greek History and Civilization during the Sixth and Fifth Centuries BC*, Methuen, London.

Epel, E. S., Bandura, A., & Zimbardo, P. G. (1999). Escaping homelessness: The influences of self-efficacy and time perspective on coping with homelessness. *Journal of Applied Social Psychology, 29*(3), 575-596.

Fanghanel, J. (2012). "*Being an Academic*", Abingdon, Oxon: Routledge.

Farrell, M (2016). Collegiality in the workplace. *Journal of Library Administration*, *56*(2), 171–179.

Feldman, D. C. (1981). The multiple socialisation of organisation members. *Academy of Management Review, 6*, 309-319.

Fernandes, V. (2012). (Re) discovering the PLS approach in management science. *Management*, *15* (1).

Fisher, C. D. (1986). Organisational Socialisation: An Integrative Review. In K. M. Rowland & G. R. Ferris (Eds.), *Research in Personnel and Human Resources Management, 4*, (pp. 101-145). Greenwich, CT: JAI Press.

Fisher, C. D. (2003). Why do lay people believe that satisfaction and performance are correlated? Possible sources of a common-sense theory. *Journal of Organisational Behavior, 24*, 753-77.

Flynn, G. (1995). International relocation heads into new areas. *Personnel Journal, 74*(3), 25-26.

Fornell, C., & Cha, J. (1994). Partial Least Squares. In R.P. Bagozzi (Ed.), *Advanced Methods of Marketing Research* (pp. 52-78). Blackwell: Oxford, England.

Fornell, C., & Larcker, D.F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, *18* (1), 39-50.

Forza, C., & Filippini, R. (1998). TQM impact on quality conformance and customer satisfaction: A causal model. *International Journal of Production Econ*omics*, 55*(1), 1-20.

Fournier, V., & Payne, R. (1994). Change of self-construction during the transition from university to employment: A personal construct psychology approach. *Journal of Occupational and Organisational Psychology, 67*, 297-314.

Froese, F. (2012). Motivation and adjustment of self-initiated expatriates: the case of expatriate academics in South Korea, *The International Journal of Human Resource Management*, *23*(6), 1095- 1112.

Froese, F. J. & Peltokorpi, C. (2013). Organizational expatriates and self-initiated expatriates: differences in cross-cultural adjustment and job satisfaction, The *International Journal of Human Resource Management*, 24(10), 1953-1967

Gajdzik, P. K. (2009). Relationship between Self-Efficacy Beliefs and Sociocultural adjustment of International Graduate Students and American Graduate Students. *Unpublished doctoral dissertation*, University Of Calgary.

Gefen, D., & Straub, D. (2005). A practical guide to factorial validity using PLS-Graph: Tutorial and annotated example. *Communications of the Association for Information systems, 16*(1), 5.

Gilman, R., & Huebner, S. (2003). A review of life satisfaction research with children and adolescents. *School Psychology Quarterly, 18*(2), 192-205.

Gonzalez, A. (1992). Higher education, brain drain and overseas employment in the philippines: Towards a differentiated set of solutions. *Higher education*, *23*, 21-31.

Goldin, I. Cameron, G. & Balarajan, M. (2011), Exceptional People. Princeton University Press, NJ. Howe-Walsh, L. and Schyns, B. (2010), "Self-initiated Expatriation: Implications for HRM, *The International Journal of Human Resource Management*, *21*(2), 260-273.

Gooden, D. J., Creque, C. A. & Chin-Loy. C. (2017). The impact of metacognitive, cognitive and motivational cultural intelligence on behavioural cultural intelligence, *International Business & Economics Research Journal,* 16(3), 223-230

Götz, O., Liehr-Gobbers, K., & Krafft, M. (2010). Evaluation of Structural Equation Models Using the Partial Least Squares (PLS) Approach. In V. Esposito Vinzi et al. (Eds.), *Handbook of partial least squares* (pp. 691–711). Berlin, Heidelberg: Springer Handbooks of Computational Statistics.

Graen, G. B. (1986). Role-Making Processes within Complex Organisations. In M. D. Dunnette (Ed.), *Handbook of industrial and organisational psychology* (pp. 1201–1245). New York: Wiley.

Grayson, J. P. (2011). Cultural capital and academic achievement of first generation domestic and international students in Canadian universities. *British Educational Research Journal, 37*(4), 605–630.

Gress, D. R., & Ilon, L. (2009). Successful integration of foreign faculty into Korean universities: A proposal framework. *KEDI Journal of Educational Policy*, *6*(2).

Griffin, A. E. C., Colella, A., & Goparaju, S. (2000). Newcomer organisational socialisation tactics: An interactionist perspective. *Human Resource Management Review, 10*, 453-474.

Gruman, J. A., Saks, A. M., & Zweig, D. I. (2006). Organisational socialisation tactics and newcomer proactive behaviors: An integrative study. *Journal of Vocational Behavior, 69*, 90–104.

Gudykunst, W. B., Ting-Toomey, S., & Chua, E. (1988). *Culture and Interpersonal Communication.* Newbury Park, CA: Sage.

Gullahorn, J. T., & Gullahorn, J. E. (1962). An extension of the U-Curve hypothesis. *Journal of Social Issues, 19*(3), 33–47.

Gunver, M. G., Senocak, M. S. & Vehid, S. (2018). To determine skewness, mean and deciation wit a new approach on continuous data, *International Journal of Science and Research*, 74(2/1), 64-79

Hair J.F., Anderson R.E., Tatham R.L., & Black, W.C. (1992). *Multivariate Data Analysis with Readings*. 3rd ed. Macmillan, New York.

Hair, J.F., Black, W.C., Babin, B.J., & Anderson, R.E. (2010). *Multivariate Data Analysis: A Global Perspective*. Prentice-Hall, Englewood Cliffs, NJ.

Hair Jr, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2013). *A primer on partial least squares structural equation modeling (PLS-SEM)*: Sage Publications.

Hair Jr, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2017). *A primer on partial least squares structural equation modeling (PLS-SEM)*: Sage Publications.

Hair, J.F, Joe, Sarstedt, M., Hopkins, L., & Kuppelwieser, V. (2014). Partial least squares structural equation modeling (PLS-SEM): An emerging tool in business research. *European Business Review, 26*(2), 106-121.

Haslina, H., Hassan. A. B. & Bahtiar, M. (2014). Expatriate adjustment: validating multicultural personality trait among self-initiated academic expatriates, *Procedia – Social and Behavioral Sciences,* 155, 123-129

Haslina, H., Hassan. A. B. & Bahtiar, M. (2018). Measuring multicultural effectiveness among self-initiated academic expatriates in Malaysia, *Jurnal Komunikasi,* 34(2), 1-17.

Hassan, Z. & Diallo M. M. (2013). Cross-cultural adjustment and expatriate's job performance: A study on Malaysia. *International Journal of Accounting and Business Management*, *1*(1), 8-23.

Hassan, A., & Hashim, J. (2011). Role of organisational justice in determining work outcomes of national and expatriate academic staff in Malaysia. *International Journal of Commerce and Management, 21*(1), 82–93.

Hashim, C. N., Azman, S. M. M. S., & Azman, S. N. A. S. (2014). Academic freedom and educational responsibility in Malaysian higher institutions of learning. *IIUM Journal of Educational Studies, 2*(1), 1-11.

Hayes, A. F. (2018). Partial, conditional and moderated, mediation: quantification, inference, and interpretation, *Journal of Communication Monographs*, 85(1), 4-40

Haueter, J. A., Macan, T. H., & Winter, J. (2003). Measurement of newcomer socialisation: construct validation of a multidimensional scale. *Journal of Vocational Behavior, 63*(1), 20–39.

Heller, H. W., Rex, J. C., & Cline, M. P. (1992). Factors related to teacher job satisfaction and dissatisfaction. *ERS Spectrum, 10*(1), 20-24.

Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Scienc*e, *43*(1), 115-135.

Henseler, J., Ringle, C. M., & Sinkovics, R. R. (2009). The use of Partial Least Squares Path modeling in international marketing. In R.R. Sinkovics & P.N. Ghauri (Eds.) *Advances in International Marketing, 20*, (pp. 277–319).

Hidayanto, A. N., Febriawan, D., Sucahyo, Y. G., & Purwandari, B. (2014). Factors influencing the use of E-Class. *Journal of Industrial and Intelligent Information*, *2*(2).

Hisam, T. G. (1997). Dissertation Abstracts: the value of expatriate support programs in reducing susceptibility to culture shock for American expatriated employees working in Germany. *Journal of International Business Studies, 4*, 884–886.

Hofstede, G. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organisations and Across Nations.* 2nd ed. Beverly Hills, CA: Sage.

Hohm, C. F., & Shore, H. B. (1998). The academy under siege: informing the public about the merits of academic tenure. *Sociological Perspectives*, *41*(4), 827-831.

Holopainen, J., & Björkman, I. (2005). The personal characteristics of the successful expatriate: A critical review of the literature and an empirical investigation. *Personnel Review, 34*(1), 37-50.

Houghton, C. E. (2014). Newcomer adaptation: A lens through which to understand how nursing students fit in with the real world of practice. *Journal of Clinical Nursing,* 1–9.

Hoy, W.K., & Miskel, C. G. (2001). *Educational Administration: Theory, Research and Practice.* 6th ed., McGraw Hill, New York.

Hoque K., Alam G. M., Shamsudin F., Ali Akbar S. Z., Mokthatruddin R. N. & Yew S. K. (2010), the impact of foreign lecturer's recruitment on higher education: An analysis from the Malaysian standpoint. *African Journal of Business Management,* *4* (18), 3937-3946.

Huebner, S. (2004). Research on assessment of life satisfaction of children and adolescents. *Social Indicator Research, 66,* 3-33.

Huisman, J., & Currie, J. (2004). Accountability in higher education: Bridge over troubled water? *Higher Education, 48,* 529-551.

Hung-Wen, L. (2007). Factors that influence expatriate failure: An interview study. *International Journal of Management, 24*(3), 403.

Hultgren, A. K. (2014). Internationalisation of higher education in East Asia, *Journal of Interactive Media in Education,* 2(2), 1-2

Inkson, K., Arthur, M. B., Pringle, J., & Barry, S. (1997). Expatriate assignment vs overseas experience: International human resource development. *Journal of World Business, 32* (4), 351-68.

Imai, R. (2007). The Culturally Intelligence Negotiator: The impact of CQ (Cultural Intelligence) on intercultural negotiation effectiveness. *Journal of Cross-Cultural Management, 8*(2), 123-143.

Imai, L., & Gelfand, M. J. (2010). The culturally intelligent negotiator: The impact of Cultural Intelligence (CQ) on negotiation sequences and outcomes. *Organisational Behavior and Human Decision Processes, 112*(2), 83-98.

IrmWani Othman. (2014). Expatriate Academics Experiences in Malaysia Public Higher Education Institution. *Unpublished PhD Thesis*, Universiti Malaysia Sabah

Irma Wani, O., Nur Hidiayah, I. M. K., Abu Bakar, A. H. & Muhammad, S. Y. (2018). The internationalisation of Malaysian public higher education institution: a study of academic expatriate experiences, *Labuan e-Journal of Muamalat and Society,* 12, 129-138.

Isakovic, A. & Whitman, M. (2013). Self-initiated expatriate adjustment in the United Arab Emirates: A Study of Academics. *Journal of Global Mobility*, *1*(2), 161-186.

Jack, W., & Stage, R. (2005). Success Strategies for Expats. *T + D,* 59(9), 48-52, 8.

Jang S & Wu CME (2006). Seniors' travel motivation and the influential factors: An examination of Taiwanese seniors. *Tourism Management, 27* (2), 306-316.

Jie Chen (2010). The influence of organizational socialisation tactics and information seeking on newcomer adjustment: evidence from two studies in China, *Doctoral Thesis*, University of Manchester

Jie C., & Derek E (2010). Organisational Socialisation Tactics and Newcomer Adjustment in the Chinese Context: Perceived Organisational Support as Mediator Perceived Organisational Support as Mediator, *Centre for Organisations in Development,* Working Paper Series.

Johnsrud, L. K., & Rosser, V. J. (2002). Faculty members' morale and their intention to leave. *The Journal of Higher Education, 73*(4), 518–542.

Jones, D. (2000). Knowledge Workers 'R' Us: Academics, Practitioners and 'Specific Intellectuals. In Prichard, C., Hull, M., Chumer, M., and Willmott, H. (Eds), *Managing Knowledge: Critical Investigations of Work and Learning,* Macmillan, Basingstoke.

Jones, G. R. (1986). Socialisation tactics, self-efficacy, and newcomers' adjustments to organisations. *Academy of Management Journal, 29*, 262-279.

Jeannin, L. (2017). The adaptation process of international lecturers in a south African university: The centrality of agency and collegiality. *Journal of Research in International Education*, *16*(3), 236-247.

Kaplinsky, R. (2005). *Globalisation, Poverty and Inequality: Between a Rock and a Hard Place.* Cambridge: Polity Press.

Karran, T. (2009). Academic freedom: In justification of a universal ideal. *Studies in Higher Education, 34*(3), 263-283.

Kaur, K. & Pany. S. (2018). Cultural intelligence and cross-cultural adjustmenr of foreign students in Punjab: a relationship study, *Online International Interdisciplinary Research Journal,* 8(2), 232-242

Keping, Y. (2018). Governance and good governance: a new framework for political analysis, *Fudan Journal of Humanities and Social Sciences,* 11, 1-18.

Kim, K., Kirkman, B. L., & Chen, G. (2008). Cultural Intelligence and International Assignment Effectiveness: A Conceptual Model and Preliminary Findings. In L. Van Dyne & S. Ang (Eds.), *Handbook of cultural intelligence: Theory, measurement, and application,* (pp. 71–90). New York: M. E. Sharpe.

Kim, T-Y., Cable, D. M., & Kim, S-P. (2005). Socialisation tactics, employee productivity, and person-organisation fit. *Journal of Applied Psychology, 90*, 232–241.

King, R.C., & Sethi, V. (1998). The impact of socialisation on the role adjustment of information systems professionals. *Journal of Management Information Systems, 14*, 195-217.

Klein, H. J., & Heuser, A. E. (2008). The learning of socialisation content: A framework for researching orientating practices. *Research in Personnel and Human Resources Management, 27*, 279-336.

Klineberg, O., & Hull, W. F. (1979). *At a Foreign University: An International Study of Adaptation and Coping.* New York: Praeger.

Knight, J. (1996). Internationalizing Higher Education: A Shared Vision? *Canadian Bureau for International Education*, Ottawa.

Knight, J. (2004). Internationalisation remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education, 8*(1), 5-31.

Koliadis, E. (1997). Learning Theories and Applications in Education. 2nd ed. Athens, Self-Published.

Kraimer, M. L., Wayne, S. J., & Jaworski, R. A. (2001). Sources of support and expatriate performance: The mediating role of expatriate adjustment. *Personnel Psychology, 54*, 71–99.

Kraimer, M. L., & Wayne, S. J. (2004). An examination of perceived organisational support as a multidimensional construct in the context of an expatriate assignment. *Journal of Management,* 30, 209–237.

Kraince, R. (2008). Academic freedom in Muslim societies. *International Higher Education, 51*, 5-6.

Krishnan, S. & Kirubamoorthy, G. (2017). Cultural intelligence and cross-cultural adjustments: impact on global mobility intentions, *American Journal of Economics,* 7(1), 25-28.

Kumar, N., Rose, R. C., & Muien, N. F. A. (2009). The influences of absorptive capacity and social capital on knowledge transfer. *The Journal of Applied Business Research, 25*(4), 99-108.

Kwan, J. L. Y. & Chan, W. (2018). Variable system: An alternative approach for the analysis of mediated moderation. *Psychological Methods, 23*(2), 262-277

Kyi, K. M. (1988). APJM and comparative management in Asia. *Asia Pacific Journal of Management, 5*, 207-224.

Lane, J., Lane, A. M., & Kyprianou, A. (2004). Self-efficacy, self-esteem and their impact on academic performance. *Social Behavior and Personality: An International Journal, 32* (3), 247-256.

Lawler, E. J. (2001). An affect theory of social exchange. *American Journal of Sociology, 107*(2),321–352.

Lean, O. K., Zailani, S., Ramayah, T., & Fernado, Y. (2009). Factors influencing intention to use e-government services among citizens in Malaysia. *International Journal of Information Management, 29*(6), 458-475.

Lee, L. Y. & Sukoco, B. M. (2010). The effects of cultural intelligence on expatriate performance: the moderating effects of international experience, *The International Journal of Human Resource Management*, 21(7), 963-981

Lee, R., & William K. G. (1986). Self-actualization need strength: Moderator of relationships between job characteristics and job outcomes. *Journal of Employment Counselling*, *23*, 38-47.

Lee, T. W., & Mowday, R. T. (1987). Voluntaly leaving an organisation: An empirical investigate of Steer's and Mowday's model of turnover. *Academy of Management Journal, 30*, 721–743.

Lemoine, P. A., Jenkins, W. M. & Richardson, M. D. (2017). Global higher education: development and implications, *Journal of Education and Development,* 1(1), 58-71.

Lent, R. W., Brown, S. D., & Larkin, K. C. (1987). Comparison of three theoretically derived variables in predicting career and academic behaviour: Self-efficacy, interest congruence, and consequence thinking. *Journal of Counselling Psychology, 34*, (July), 293-298.

Levy, D. (1980). *University and Government in Mexico: Autonomy in an Authoritarian System*. New York: Praeger, 1994.

Liblin, K. (2003). Foreign Affairs: The Ups and Downs of Classroom Multiculturalism. *Canadian Business Magazine*, 77-80.

Lin, Y., Chen, A. S., & Song, Y. (2012). Does your intelligence help to survive in a foreign jungle? The effects of cultural intelligence and emotional intelligence on cross-cultural adjustment. *International Journal of Intercultural Relations, 36*, 541–552.

Lindell, M. K., & Whitney, D. J. (2001). Accounting for common method variance in cross-sectional research designs. *Journal of Applied Psychology, 86*(1), 114–121.

Liu, X., & Shaffer, M. A. (2005). An investigation of expatriate adjustment and performance: A social capital perspective. *International Journal of Cross-Cultural Management, 5*, 235-253.

Loi, R., Ngo, H. Y., & Foley, S. (2006). Linking employees' justice perceptions to organisational commitment and intention to leave: The mediating role of perceived organisational support. *Journal of Occupational and Organisational Psychology, 79*(1), 101-120.

Loong, T. E. (2012). Predicting pre-university international students' math performance by learning strategies and math anxiety in Malaysia. *Journal of Educational and Social Research, 2*(2), 73–84.

Lysgaard, S. (1955). Adjustment in a foreign society: Norwegian Fulbright grantees visiting the United States. *International Social Bulletin, 7*, 45–51.

Maassen, P., Gornitzka, A. & Fumasoli, T. (2017). University reform and institutional autonomy: A framework for analysing the living autonomy, *Higher Education Quarterly*, 1-12

MacKenzie, S. B., Podsakoff, P. M., & Podsakoff, N. P. (2011). Construct measurement and validation procedures in MIS and behavioral research: Integrating new and existing techniques. *MIS Quarterly*, *35*(2), 293-334.

Maddux, J. E., & Melinda A. S. (1986). Self-efficacy theory in contemporary psychology: An overview. *Journal of Social and Clinical Psychology, 4*, 249-255.

Magutu, P. O., Mbeche, I. M., Nyamwange, S. O., & Nyaoga, R. B. (2011). A Survey of Benchmarking Practices in Higher Education in Kenya: The Case of Public Universities. *IBIMA Business Review,* 1-19.

Ma¨kela¨, K., & Suutari, V. (2009). Global careers: A social capital paradox. *The International Journal of Human Resources Management, 20*(5), 992-1008.

Malaysia, (1998). Malaysia National Economic Recovery Plan: Agenda for Action, WENCOM.

Malaysia Budget (2016). *The 2016 Budget Speech by YAB Dato' Sri Mohd Najib Tun Haji Abdul Razak Prime Minister and Minister of Finance. On 23 October 2015.* Retrieved March 7, 2016, from http://www.bajet.com.my/2016-budget-speech/.

Malek M. A., & Budhwar P. (2013). Cultural intelligence as a predictor of expatriate adjustment and performance in Malaysia. *Journal of World Business, 48*(2), 222-231.

Malhotra, N. K., Kim, S. S., & Patil, A. (2006). Common method variance in IS research: A comparison of alternative approaches and a reanalysis of past research. *Management science*, *52*(12), 1865-1883.

Marginson, S. (2002). *Investing in Social Capital: Postgraduate Training in the Social Sciences in Australia*. University of Queensland Press.

Matier, M. W. (1990). Retaining faculty: A tale of two campuses. *Research in Higher Education, 31*(1), 39–60.

Matthews, K., Garratt, C. & Macdonald, D. (2018). The higher education landscape: trends and implications, *UQ Discussion Paper,* Brisbane: The University of Queensland.

Mazawi, A. E. (2003). The Academic Workplace in Public Arab Gulf Universities. In P. G. Altbach (Ed.), *The decline of the guru* (pp. 231-269). New York: Palgrave MacMillan.

McNulty, Y., & Brewster, C. (2017). Theorizing the Meaning (s) of 'Expatriate': Establishing Boundary Conditions for Business Expatriates. *The International Journal of Human Resource Management*, *28*(1), 27-61.

Mendenhall, M.E. (1996). The Foreign Teaching Assistant as Expatriate Manager. In Landis, D. and Bhagat, R.S. (Eds.), *Handbook of Intercultural Training*, Sage, Thousand Oaks, (pp. 231-244).

Mendenhall, M., & Oddou, G. (1985). The dimensions of expatriate acculturation: A review. *Academy of Management Review, 10*(1), 39-47.

Mendenhall, M., & Oddou, G. (1995). Expatriation and Cultural Adaptation. In Jackson, T. (Ed.), *Cross-Cultural Management*, Butterworth-Heinemann, Oxford, (pp. 342-354).

Mendenhall, M., Dunbar, E., & Oddou, G. (1987). Expatriate selection, training and career pathing: A review and critique. *Human Resource Management, 26*(3), 331-45.

Meyer, J. W., Boli, J., Thomas, G. M., & Ramirez, F. O. (1997). World Society and the Nation-State. *American Journal of Sociology, 103*(1), 144-81.

Merriam-Webster Online Dictionary. (2008). *Collegial.* Retrieved April 25, 2008, from http://www.merriam-webster.com/dictionary/collegial

Michailova, S., & Wilson, H. I. (2008). Small firm internationalisation through experiential learning: The moderating role of socialisation tactics. *Journal of World Business, 43*(2), 243-254.

Miluwi, J. O. & Rashid, H. (2012). Expatriate management: the role of self-efficacy and motivation, *Summer Internship Society,* III (2), 7-14.

Miner, J. B. (2002). *Organisational Behavior: Foundations, Theories, And Analyses.* Oxford, UK: Oxford University Press.

Ministry of Higher Education Malaysia (2007). *The National Higher Education Action Plan 2007-2010.* Putrajaya, Malaysia: Ministry of Higher Education.

Ministry of Higher Education Malaysia (2012). *The National Higher Education Strategic Plan Beyond 2020.* Putrajaya, Malaysia: Ministry of Higher Education.

Ministry of Finance, Malaysia (2017). *2018 Budget*, Kuala Lumpur: Ministry of Finance

Mitchell, Lynda K., Martin G. Brodwin., & Robert B. Benoit. (1990). Strengthening the workers' compensation system by increasing client efficacy. *Journal of Applied Rehabilitation Counseling, 21*, (Winter), 22-26.

Mitrev, S. & Culpepper, R. (2012). Expatriation in Europe: factors and insights, *The Journal of International Management Studies,* 7(1), 158-166

Mol, S.T., Born, M.Ph., & Van der Molen, H.T. (2005). Developing criteria for expatriate effectiveness, time to jump of the adjustment Bandwagon. *International Journal of Intercultural Relations, 29*, 339–353.

Molm, L. D. (2003). Theoretical comparisons of forms of exchange. *Sociological Theory, 21*(1), 1–17.

Moody, M. C. (2007). The Relationship between Cultural Intelligence Factors and BIG Five Personality Traits. *Unpublished doctoral dissertation*, George Washington University.

Moon, T. (2013). The effects of cultural intelligence on performance in multicultural teams, *Journal of Applied Social Psychology*, 43, 2412-2425

Morrils Act (1890). *Morrils Act of 1890.* Retrieved March 7, 2016, from http://www.1890universities.org/history.

Morrils Act (1862). *Morrils Act of 1862.* Retrieved March 7, 2016, from http://www.1890universities.org/history.

Morris, D., Yaacob, A., & Wood, G. (2004). Attitudes towards pay and promotion in the Malaysia higher educational sector. *Employee Relations, 26*, 137-50.

Motowildo, S. J., & Van Scotter, J. R. (1994). Evidence that task performance should be distinguished from contextual performance. *Journal of Applied Psychology, 70*(4), 475-80.

Muda, N.H. (2007). Higher Education Sector Contributes RM1.5 Bln to Govt This Year. Malaysian National News Agency – Bernama. Retreived from www.bernama.com.my/bernama/v3/ news.php? id¼292663

Muller, D., Judd, C. M. & Yzerbyt, V. Y. (2005). When moderation is mediated and mediation is moderated, *Journal of Personality and Social Psychology*, 89(6), 852-863

Mumford, D. B. (1998). The measurement of culture shock. *Social Psychiatry and Psychiatric Epidemiology, 33*, 149–154.

Munjuri, M. G. (2011). A survey of the criteria used by commercial banks in Kenya to determine employees retrench. *International Journal of Business Administration, 2*(2), 57-81.

Mwenifumbo, L., & Renner, K. E. (1998). Institutional variations in faculty demographic profiles, *The Canadian Journal of Higher Education, 28*(23), 21-46.

National Education Action Plan 2011, *The Development of Private HEIs in Malaysia*, Education, DoH.

National Association of State Universities and Land Grant Colleges. (1995). *The land grant tradition*. (ERIC Document Reproduction Service No. ED 393 355). Retrieved May 3, 2008, from http://eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno =ED393355

Ng, K. Y., & Earley, P. C. (2006). Cultural Intelligence: Old Constructs, New Frontiers. *Group & Organisation Management, 31*(1), 4-19.

Ng, T. W., & Feldman, D. C. (2007). The school-to-work transition: A role identity perspective. *Journal of Vocational Behavior, 71*, 114-134.

Noordin, F., & Jusoff, K. (2009). Levels of job satisfaction amongst Malaysian academic staff. *Asian Social Science*, *5*(5), 122.

Norman, M., Ambrose, S. A., & Huston, T. A. (2006). Assessing and addressing faculty morale: cultivating consciousness, empathy, and empowerment. *The Review of Higher Education, 29*(3), 347–379.

Nunes, I. M., Felix, B. & Prates, L. A. (2017). Cultural intelligence, cross-cultural adaptation and expatriate performance: a study with expatriates living in Brazil, *Revista de Administracao, 52*, 219-232

Nunnally, J. (1978). Psychometric theory: New York: McGraw-Hill.

Nyborg, P. (2003). Institutional Autonomy and Higher Education Governance. *Council of Europe Conference.* Retrieved July 4, 2006, from

http://www.bolognabergen2005.   no/Docs/03-PNY/031202-03   Nyborg Autonomy SEE.pdf

Oberg, K. (1960). Culture shock: Adjustment to new cultural environment. *Practical Anthropologist, 7*, 177-182.

O'Leary-Kelly, S. W., & Vokurka, R. J. (1998). The empirical assessment of construct validity. *Journal of Operations Management*, *16*(4), 387-405.

Omar, A. K., Kamaruzaman, J., Khuan, W. B., Awang, M., Yusof, A. R. M., Nordin, J., & Yunus, N. K. Y. (2011). Socialisation Related Learning among New Staff in Malaysian Secondary Schools. *World Applied Sciences Journal 12 (Special Issue on Creating a Knowledge Based Society,* 54-59.

Osland, J. S. (1990). The Hero's Adventure: The Overseas Experience of Expatriate Business People. *Unpublished doctoral dissertation*, Case Western Reserve, Cleveland, Ohio.

Osland, J. S. (1995). *The Adventure of Working Abroad*. San Francisco: Jossey-Bass.

Osman-Gani, A. M., & Tan, W. L. (2005). Expatriate development for Asia-Pacific: A study of training contents and methods. *International Journal of Human Resources Development and Management, 5*, 41-56.

Osman-Gani, A. M. & Rockstuhl, T. (2009). Cross-cultural training, expatriate self-efficacy, and adjustments to overseas assignments: an empirical investigation of managers in Asia, *International Journal of Intercultural Relations,* 33, 277-290

Ostroff, C., & Kozlowski, S. W. J. (1992). Organisational socialisation as a learning process: The role of information acquisition. *Personnel Psychology, 45*, 849–874.

Patel S. G., Salahuddin N. M., & O'Brien K.M. (2008). Career decision-making self-efficacy of Vietnamese adolescents: The role of acculturation, social support, socioeconomic status, and racism. *Journal of Career Development, 34*(3), 218-240.

Parker, B., & McEvoy, G. M. (1993). Initial examination of a model of intercultural adjustment. *International Journal of Intercultural Relations, 17*, 355–379.

Peltonen, *T*. (1998). Narrative construction of expatriate experience and career cycle: Discursive patterns in Finnish stories of international career. *The International Journal of Human Resource Management, 9*, 875-891.

Perrot, S., Bauer, T. N., & Roussel, P. (2012). Organisational socialisation tactics: Determining the relative impact of context, content, and social tactics. Revue de Gestion des Ressources Humaines, *86*, 23-37.

Pinto, L. H., & Araújo, R. C. (2016). Social Networks of Portuguese Self-Initiated Expatriates. *Journal of Management Development*, *35*(1), 89-103.

Podrug, N., Kristo, M. & Kovac. M. (2014). Cross-cultural adaptation of Croation expatriates, *Ekonomski Pregled,* 65(5), 453-472

Podsakoff, P. M. (1986). Self-reports in organisational research: problems and prospects. *Journal of Management*, *12*(4), 531-544. doi:10.1177/014920638601200408

Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *The Journal of Applied Psychology, 88*(5), 879–903.

Pomeroy A., (2006). Better executive on boarding processes needed. *HR Magazine, 51* (8), 16.

Poyrazli, S., Arbona, C., Nora, A., McPherson, R., & Pisecco, S. (2002). Relation between assertiveness, academic self-efficacy, and psychosocial adjustment among international graduate students. *Journal of College Student Development, 43*(5), 632-643.

Porter, M. (1990). *The Advantage of Nations.* New York: Free Press.

Prakash, V. (2011). Concerns about autonomy and academic freedom in higher education institutions. *Economic and Political Weekly, 46*(16), 36–40.

Qader, I. K. A., & Zainuddin, Y. B. (2011). The impact of media exposure on intention to purchase green electronic products amongst lecturers. *International Journal of Business and Management*, *6*(3), 240-248.

Qian, J., Li, X., Wang, B., Song, B., Zhang, W., Chen, M. & Qu, Y. (2018). A role theory perspective on how and when goal-focused leadership influences employee voice behaviour, *Frontiers in Psychology,* 9(1244), 1-9

Ramalu, S. S., Rose, R. C., Kumar, N., & Uli, J. (2010). Personality and expatriate performance: The mediating role of expatriate adjustment. *Journal of Applied Business Research (JABR), 26*(6).

Ramalu, S. S., Rose, R. C., Uli, J., & Kumar, N. (2012). Cultural intelligence and expatriate performance in global assignment: The mediating role of adjustment. *International Journal of Business and Society, 13*(1), 19 – 32.

Reicherts, M., & Pihet, S. (2000). Job newcomers coping with stressful situations: A micro-analysis of adequate coping and well-being. *Swiss Journal of Psychology, 59*, 303-316.

Rhein, D. (2018). Sociocultural adjustment and coping strategies of Korean and Japanese students in a Thai international college, *International Journal of Asia Pacific Studies,* 14(1), 57-78.

Richards, C. (2018). Higher education privatisation, internationalisation and marketisation: Singapore versus Malaysian models of Asian education hub policy, *Compare: A Journal of Comparative and International Education,* 1-18

Richardson, J. (2009). Geographic flexibility in academia: A cautionary note. *British Journal of Management, 20*, 160- 170.

Richardson, J. (2008). *The Independent Expatriate: Academics Abroad.* Saarbrucken, Germany: VDM Verlag.

Richardson, J. (2001). Expatriate Academics in a Globalized Era: The Beginnings of an Untold Story', (pp. 125–150) in Y.A. Debrah and I.G. Smith *Work and Employment in a Globalized Era*. An Asia Pacific Focus, London: Frank Cass.

Richardson, J. (2000). Some preliminary thoughts on using the literature on expatriate managers as a framework for understanding the experiences of expatriate academics. *Management Research News,* 67-69.

Richardson, J., & Mallon, M. (2005). Career interrupted? The case of the self-directed expatriate. *Journal of World Business, 40*, 409–420.

Richardson, J., & McKenna, S. (2002). Leaving and experiencing: Why academics expatriate and how they experience expatriation. *Career Development International*, 7, 67–78.

Richardson, J. & McKenna, S. (2003). International experience and academic careers: What do academics have to say? *Personnel Review, 32*, 774–795.

Richardson, J., & McKenna, S. (2000). Metaphorical "types" and human resource management: Self-selecting expatriates. *Industrial and Commercial Training, 32*(6), 209-218.

Richardson, C. & Wong, H. W. (2018). Expatriate academics in Malaysia: motivation, adjustment and retention, *Journal of Management Development,* 1-21

Richardson, J., & Zikic, J. (2007). The darker side of an international academic career. *Career Development International, 12*, 164–186.

Roberts, D. C. (2015). Expatriate workers in international higher education, *Journal of College and Character,* 16(1) 37-43.

Robbins, S. P., & Judge, T. (2012). *Essentials of Organisational Behavior (11th Edition).* Pearson Education Inc.

Romanowski, M. H. & Nasser, R. (2014). Identity issues: expatriate professors teachin and researching in Qatar, *Higher Education,* 1-22

Rosli H. M., & Mohd H. S. (2013). Academic rights 101: An introduction in a Malaysian context. *Australian University's Review, 55*(2), 105-110.

Rostan, M., & Höhle, E. A. (2014). The International Mobility of Faculty. In *The Internationalization of the Academy* (pp. 79-104). Springer, Dordrecht.

Saks, A. M., & Ashforth, B. E. (1997a). Organisational socialisation: Making sense of the past and present as a prologue for the future. *Journal of Organisational Behavior, 51*, 234-279.

Saks, A. M., & Ashforth, B. E. (1997b). Socialisation tactics and newcomer information acquisition. *International Journal of Selection and Assessment, 5*, 48–61.

Saks, A. M., Uggerslev, K. L., & Fassina, N. E. (2007). Socialisation tactics and newcomer adjustment: A meta-analytic review and test of a model. *Journal of Vocational Behavior, 70*, 413–446.

Salkind, N. J. (2006). *Exploring Research*. 6th ed. Pearson Education, Inc., Upper Saddle River, New Jersey.

Salleh, M. H. D., & Shanmugam, B. (1999). Malaysia: An Emerging Professional Group. In Farnham, D. (Ed.), *Managing Academic Staff in Changing University Systems*, Society for Research into Higher Education and Open University Press, Buckingham.

Sanchez-Hernandez, A. (2018). A mixed-methods study of the impact of sociocultural adaptation on the development of pragmatic production, *System,* XXX, 1-13

Schneider S. C., & Asakawa, K. (1995). American and Japanese expatriate adjustment: A psychoanalytical perspective. *Human Relations, 48*, 1109–1127.

Schoepp K. W. (2010). Expatriate Faculty Retention in the Public Higher Education Institutions of the United Arab Emirates. *Unpublished doctoral dissertation*, University of Calgary.

Schollhammer, H. (1975). Current research in international and comparative management issues. *Management International Review, 13*(11), 17-31.

Schunk, D. H. (1986). Vicarious influences on self-efficacy for cognitive skill learning. *Journal of Social and Clinical Psychology, 4*, 316-327.

Schunk, D. H. (2003). Self-efficacy for reading and writing: Influence of modelling, goal setting, and self-evaluation. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 19*(2), 159-172.

Schuster, J. (1994). Emigration, internationalisation and "brain drain": Propensities among British Academics. *Higher Education, 28*, 179-94.

Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy Scale. In J. Weinman, S. Wright, & M. Johnston. *Measures in health psychology: Auser's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: NFER-NELSON.

Schein, E. H. (1968). Organisational socialisation and the profession of management. *Industrial Management Review, 9,* 1-16.

Schyns, B., & Von Collani, G. (2002). A new occupational self-efficacy scale and its relation to personality constructs and organisational variables. *European Journal of Work and Organisational Psychology, 11*(2), 219-241.

Scott, J. C. (2006). The mission of the university: Medieval to postmodern transformations. *The Journal of Higher Education, 77*(1), 1-39.

Searle,W., & Ward, C. (1990). The prediction of psychological and sociocultural adjustment during cross-cultural transitions. *International Journal of Intercultural Relations, 14*, 449-464.

Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*. John Wiley & Sons.

Selmer, J. (2002). Coping strategies applied by Western vs. overseas Chinese business expatriates in China. *International Journal of Human Resource Management, 13*(1), 19-34.

Selmer, J. (1999). Corporate expatriate career development. *Journal of International Management*, *5*, 55-71.

Selmer, J., Ling, E. S. H., Shiu, L. S. C., & de Leon, C. T. (2003). Reciprocal adjustment? Mainland Chinese managers in Hong Kong vs. Hong Kong Chinese managers on the mainland. *Cross Cultural Management, 10*(3), 58-79.

Selmer, J., & Lauring, J. (2011). Expatriate academics: Job factors and work outcomes. *International Journal of Manpower*, *32*(2), 194-210.

Selmer, O., Chiu, K., & Shenkar, J (2007). Cultural distance asymmetry in expatriate adjustment. *Cross Cultural Management: An International Journal, 14*(2), 150 – 160.

Selvarajah C. (2006). Cross-cultural study of Asian and European student perception: The need to understand the changing education environment in New Zealand. *Cross-cultural Management: An International Journal, 13*(2), 142-155.

Selveratnam, V. (1983). Foreword. In *Higher Education in Malaysia: A Bibliography*, RIHED, Singapore.

Serdyukov, P. (2017). Innovation in education: what works, what doesn't, and what to do about it? *Journal of Research in Innovative Teaching & Learning,* 10(1), 4-33.

Sexton, J. (2004). 'The Common Enterprise University and the Teaching Mission,' available at http://www.nyu.edu/about/sexton-teachingmission04.html

Seyedimany, A. (2014). Motivations, expectations and adjustment of self-initiated academic expatriate at Eastern Mediterranean University, *Master Thesis,* Eastern Mediterranean University

Shaffer, M. A., & Harrison, D. A. (2001). Forgotten partners of international assignments: Development and test of a model of spouse adjustment. *Journal of Applied Psychology, 86*, 238 –254.

Shaffer, M. A., Harrison, D. A., Gregersen, H., Black, J. S., & Ferzandi, L. A. (2006). You can take it with you: Individual differences and expatriate effectiveness. *Journal of Applied Psychology, 91*, 109-125.

Shaffer, M. A., Harrison, D. A., & Gilley, K. M. (1999). Dimensions, determinants, and differences in the expatriate adjustment process. *Journal of International Business Studies, 30*(3), 557-581.

Shay, J. P., & Baack, S. (2006). An empirical investigation of the relationships between modes and degree of expatriate adjustment and multiple measures of performance. *International Journal of Cross-Cultural Management, 6*, 275-294.

Shin, J. C. & Gress, D. R. (2018). Expatriate academics and managing diversity: a Korean host university's perspective, *Asia pacific Education Review,* 1-10

Shin, J. C. & Jung, J. (2013). Academics' job satisfaction and job stress across countries in the changing academic environments. *Higher Education*, *67* (5), 603-620.

Shoepp, K. W. (2010). Expatriate faculty retention in the public higher education institutions of the United Arab Emirates, *Doctoral Dissertation,* University of Calgary

Shook, C. L., Ketchen, D. J., Hult, T., & Kacmar, K. M. (2004). An assessment of the use of structural equation modeling in strategic management research. *Strategic Management Journal, 25*(4), 397-404.

Sidek, S., Dora, M. T., Kudus, N. & Hassan, M. A. (2012). Academic career in the Malaysian higher education: Becoming a professor. *Journal of Human Capital Development*, *5*(2), 127-140.

Siemers, O. (2016). Skills for here or to take away? Outcomes of academic mobility for expatriate researchers, *Journal of International Mobility,* 1-23.

Simosi, M. (2010). The role of social socialisation tactics in the relationship between socialisation content and newcomers' affective commitment. *Journal of Managerial*, *25*(3), 301–327.

Sims, R., & Schraeder, M. (2004). An examination of salient factors affecting expatriate culture shock. *Journal of Business and Management*, *10*(1), 73-88.

Siron, A. (2005). Komitmen Pensyarah Institusi Pendidikan Swasta Bertaraf Universiti Terhadap Organisasi. *Tesis Kedoktoran Falsafah*, UPM, Serdang.

Siu, O., Lu, C., & Spector, P.E. (2007). Employees' well-being in greater China: The direct and moderating effects of general self-efficacy. *Applied Psychology: An International Review, 56*, 288–301.

Smart, J. C. 1990. A causal model of faculty turnover intentions. *Research in Higher Education, 31*(5), 405–424.

Smith, J. A., Scammon, D. L., & Beck, S. L. (1995). Using patient focus groups for new patient services. *The Joint Commission journal on quality improvement*, *21*(1), 22-31.

Sommerfeld, M., & Watson, C. (2000). *Academic Self-Efficacy and Self-Concept: Differential Impact on Performance Expectations.* New York: Wiley.

Sterle, M. F., Fontaine, J., De Mol, J. & Verhofstadt, L. L. (2018). Expatriate family adjustments: an overview of empirical evidence on challenges and resources, *Frontiers in Psychology,* 9(1207), 1-13

Szelenyi, K. & Rhoads, R. A. (2013). Academic culture and citizenship in transitional societies: case studies from China and Hungary, *Higher Education,* 66, 425-438

Tahir, A. H. M., & Ismail, M. (2007). Cross-cultural challenges and adjustments of expatriates: A case study in Malaysia. *Turkish Journal of International Relations, 6*(3 & 4), 72–99.

Takeuchi, R., Yun, S., & Tesluk, P. E. (2002). An Examination of Crossover ond Spillover Effects of Spousal ond Expatriate Cross-Cultural Adjustment on Expatriate Outcomes. *Journal of Applied Psychology, 87*(4), 655-656.

Tanakinjal, G. H., Deans, K. R., & Gray, B. J. (2010). Innovation characteristics, perceived risk, permissibility and trustworthiness in the adoption of mobile marketing. *Journal of Convergence Information Technology*, 5(2), 112-123.

Tanova, C., & Ajayi, O. (2016). International faculty member sociocultural adjustment and intention to stay: Evidence from North Cyprus. *Asian Academy of Management Journal*, *21*(1). 47-72

Taormina, R. J. (1994). The organisational socialisation inventories. *International Journal of Selection and Assessment, 2*, 133–145.

Taormina, R. J. (2004). Convergent validation of two measures of organisational socialisation. *International Journal of Human Resources Management, 15*, 76–93.

Tannenbaum, S. I., Mathieu. J. E, Salas, E., & Cannon-Bowers, J. A. (1991). Meeting trainees' expectations. *Journal of Applied Psychology, 76*, (December), 759-769.

Templer, K. J., Tay, C., & Chandrasekar, N. A. (2006). Motivational cultural intelligence, realistic job previews, and realistic living conditions preview, and cross-cultural adjustment. *Group and Organisation Management, 31*, 154–173.

Tenenhaus, M., Amato, S., & Vinzi, V. E., (2004). A global goodness of fit index for PLS Structural Equation Modelling. *Proceedings of the XLII SIS Scientific Meeting, Padova,* 739-742.

Tenenhaus, M., Vinzi, V. E., Chatelin, Y. M., & Lauro, C. (2005). PLS Path Modeling. *Computational Statistics and Data Analysis, 48*(1), 159-205.

Tham, S. Y. (Ed.). (2013). *Internationalizing higher education in Malaysia: Understanding, Practices and Challenges.* Singapore: Institute of Southeast Asian Studies.

Thomas, D. C. (2006). Domain and development of cultural intelligence: The importance of mindfulness. *Group & Organisation Management, 31*(1), 78-99.

Thomas, D. C., & Inkson, K. (2004). Cultivating your cultural intelligence. *Security Management, 48*(8), 30-33.

Thomas, D. C., & Lazarova, M. B. (2006). Expatriate Adjustment and Performance: a Critical Review, In G. Stahl & I. Bjokman (Eds.), *Handbook of research in international human resource management* (pp.247-264). Northampton, MA: Eldward Elgar.

Thorndike, R. L., & Stein, S. (1937). An evaluation of the attempts to measure social intelligence. *Psychological Bulletin, 34*(5), 275–285.

Torbjorn, I. (1982). *Living Abroad: Personal Adjustment and Personnel Policy in an Overseas Setting*. Chichester: Wiley.

Tierney, W. G., & Lechuga, V. M. (2005). Academic Freedom in the 21st Century. *Thought and Action,* Fall, 7-22, Retrieved May 3, 2008, from http ://www2 .nea. or g/he/hetaO 5/images/2005p g7 .pdf

Trembath, J.L. (2016). The professional lives of expatriate's academics. *Journal of Global Mobility*, *4* (2), pp. 112-130.

Triandis, H. C. (1994). *Culture and Social Behavior.* New York: McGraw-Hill.

Trice, A. D. (1991). Self-efficacy as a moderator of the effects of failure at a mathematics task. *Journal of Social Behavior and Personality*, *6*, (September), 597-604.

Tucker, M. F., Bonial, R., & Lahti, K. (2004). The definition, measurement and prediction of intercultural adjustment and job performance among corporate expatriates. *International Journal of Intercultural Relations, 28*, 221-251.

Tung, R. L. (1987). Expatriate assignments: enhancing success and minimizing failure. *Academy of Management Executive, 1*(2), 117-126.

Tuominen-Soini, H., Samela-Aro, K., & Niemivirta, M. (2012). Achievement goal orientations and academic well-being across the transition to upper secondary education. *Learning and Individual Differences*, *22*(3), 290305.

United Nations Conference on Trade and Development (2010). *UNCTAD Annual Report.* Retrieved March 7, 2016, from http://unctad.org/en/Docs/dom2011d1_en.pdf.

University of Alberta Secretariat. (2006). *Governance 101: University governance.* Retrieved July 10, 2008, from the University of Alberta Web site: http://www.uofaweb.ualberta.ca/secretariat//pdfs/GOVT0PackageforWeb.pdf.

Urbach, N., & Ahlemann, F. (2010). Structural equation modelling in information systems research using partial least squares. *Journal of Information Technology Theory and Application (JITTA), 11*(2), 5-10.

Van Dyne, L., & Ang, S. (2006). A Self-Assessment of Your CQ. In P.C. Earley, S. Ang, & J-S Tan. CQ: *Developing Cultural Intelligence at Work* (pp. 217-227). Stanford, CA: Stanford University Press.

Van Maanen, J. (1976). Breaking in: Socialisation yo Work. In R. Dubin (Ed.), *Handbook of work, organisation, and society* (pp. 67–130). Chicago: Rand McNally.

Van Maanen, J., & Schein, E. (1979). Towards a Theory of Organisational Socialisation. In Staw, B. (Ed.), Research in Organisational Behaviour, Vol. 1, JAI Press, Greenwich, CT, (pp. 209-264).

Varma, A., Pichler, S. & Soo, M. T. (2011). A performance theory perspective on expatriate success: the role of self-efficacy and motivation, *International Journal od Human Resources Development and Management*, 11(1), 38-50.

Varner, I, & Palmer, *T.* (2005). Role of cultural self-knowledge in successful expatriation. *Singapore Management Review, 27*(1), 1-24.

Viswesvaran C., & Ones D. S. (2000). Measurement error in "Big Five Factors" personality assessment: Reliability generalization across studies and measures. *Educational and Psychological Measurement, 60*, 224–235.

von Kirchenheim, C. & Richardson, W. (2005). Teachers and their international relocation: the effect of self-efficacy and flexibility on adjustment and outcome variables, *International Education Journal,* 6(3), 407-416

Walumbwa, F.O., Lawler, J.J., Avolio, B.J., Wang, P., & Shi, K. (2005). Transformational Leadership and Work-Related Attitudes: The Moderating Effects of Collective and Self-Efficacy across Culture. *Journal of Leadership and Organisational Studies,* 11(3), 2-16.

Wan, C. D., Sirat, M. & Abdul Razak, D. (2018). Education in Malaysia towards a developed nation, *Economics Working Paper,* No. 2018-4, ISEAS Yusof Ishak Institute

Wan Muda, W. A. M. (2008, December). The Malaysian National Higher Education Action Plan: Redefining Autonomy and Academic Freedom under the APEX Experiment. In *ASAIHL Conference, University Autonomy: Interpretation and Variation, Universiti Sains Malaysia, Penang* (pp. 12-14).

Wang, M. (2016). Effects of expatriates' cultural intelligence on cross-cultural adjustment and job performance, *Revista de Cercetare Si Interventie Sociala,* 55, 231-243

Wang, M., Kammeyer-Mueller, J., Liu, Y. & Li, Y. (2014). Context, socialisation and newcomer learning, *Organizational Psychology Review,* 1-23

Ward, C., Fischer, R., Lam, F. S. Z., & Hall, L. (2008). The convergent, discriminant, and incremental validity of scores on a self-report measure of cultural intelligence. *Educational and Psychological Measurement, XX,* 1-21.

Ward. C., & Kennedy, A. (1992). Locus of control, mood disturbance and social difficulty during cross-cultural transitions. *International Journal of Intercultural Relations, 16*, 175-194.

Weaver, J.L., B.B. Morgan, C., Adkins-Holmes., & J.K. Hall. (1992). A Review of Potential Moderating Factors in the Stress-Performance Relationship. *Naval Training Systems Center Technical Reports*, (June).

Weis, S. & Suss, H.-M. (2007). Reviving the search for social intelligence – A multitrait-multimethod study of its structure and construct validity. *Personality & Individual Differences,* 42(1), 3–14.

Welch, A. (1997a). The Peripatetic Professor: The internationalisation of the academic profession. *Higher Education*, *34*, 323-45.

Welch, A. (1997b). All Change? The professoriate in uncertain times. *Higher Education, 34*(3), 299-303.

Werts, C. E., Linn, R. L., & Joreskog, K.G. (1974). Intra class reliability estimates: Testing structural assumptions. *Educational and Psychological Measurement, 34*(1), 25–33.

Wilkins, S. & Neri, S. (2018). Managing faculty in transnational higher education: expatriate academics at international branch campuses, *Journal of Studies in International Education,* 1-22

Williamson, I. O., & Cable, D. M. (2003). Predicting early career research productivity: The case of management faculty. *Journal of Organisational Behaviour, 24*(1), 25-44.

Wilson, J. K. (2013). Exploring the past, present and future of cultural competency research: the revision and expansion of the sociocultural adaptation construct, *Doctoral Thesis,* Victoria University of Wellington.

World Bank Report (2000). *Higher Education in Developing Countries: Perils and promise*. Washington D.C.: World Bank.

World Bank Report (2007). *Malaysia and the Knowledge Economy: Building a World-Class Higher Education System*, Report Number 40397 – MY, Human Development Sector, East Asia and Pacific Region, Washington, DC.

Wu, P. C. & Ang, S. W. (2011). The impact of expatriate supporting practices and cultural intelligence on cross-cultural adjustment and performance of expatriates in Singapore, *The International Journal of Human Resource Management*, 22(13), 2683-2702

www.oecd.org/edu/education-at-a-glance-19991487.htm.

www.iie.org/projectatlas

Yahya, K. K., Mansor, F. Z., & Warokka, A. (2012). An Empirical Study on the Influence of Perceived Organisational Support on Expatriate academics' Organisational Commitment. *Journal of Organisational Management Studies,* 1.

Yee, S. M. (1990). *Careers in the Classroom: When Teaching is More Than a Job*. New York: Teacher's College Press.

Yu, C., Yu, T.-F., & Yu, C.-C. (2013). Knowledge sharing, organisational climate, and innovative behavior: A cross-level analysis of effects. *Social Behavior and Personality: An International Journal*, *41*(1), 143-156.

Yusliza, M. Y. (2011a). International students' adjustment in higher education: Relation between social support, self-efficacy, and socio-cultural adjustment. *Australian Journal of Business and Management Research, 1*(1), 1–15.

Yusliza, M. Y. (2011b). Self-efficacy, perceived social support, and psychological adjustment in international undergraduate students in a public higher education institution in Malaysia. *Journal of Studies in International Education, 16*(4), 353–371.

Yusliza, M. Y., Ramayah, T., Nadarajah, S., & Mutia, I. D. (2011). Computer mediated communication, social support, cultural distance, and socio-cultural adjustment in international undergraduate students. *Elixir Management, 36*, 3214–3221.

Yusuf, A. & Ramalu, S. S. (2018). The impact of organizational trust on intention to remain among self-initiated academic expatriate: an empirical study, *International Journal of Economics, Commerce and Management,* V1(11), 248-265.

Zainol H., Zaidi M., Ahmad, A., & Ab. Wahid A.M. (2014), *The Personal Elements That Influence the Preparedness of Malaysian Expatriate Executives in Malaysian Construction Companies.* 2nd International Conference on Innovation and Technology for Sustainable Built Environment 2014.

Zhang, J. (2009). ASEAN higher education on the road from elite to massification, *Asia-Pacific Sub-regional preparatory Conference for the 2009 World Conference on Higher Education.* APED UNESCO

Zhang, Y. (2012). Expatriate development for cross-cultural adjustment: effects of cultural distance and cultural intelligence, *Human Resources Development Review,* 12(2), 177-199.

Zhang, J., & Goodson, P. (2011). Predictors of international students' psychosocial adjustment to life in the United States: A systematic review. *International Journal of Intercultural Relations*, *35*, 139–162. doi: 10.1016/j.ijintrel.2010.11.011

Zhang, L. E. & Peltokorpi, V. (2016). Multifaceted effects of host country language proficiency in expatriate cross-cultural adjustments: a qualitative study in China, *The International Journal of Human Resource Management,* 27(13), 1448-1469

Zikmund, W. G. (2003). *Business Research Methods*. 7th ed. Thompson, South-Western.

SURVEY QUESTIONNAIRE

<u>**Filter Questions (Tick One):**</u>

Please answer the following questions before going through the rest of the questionnaire.

1) Are you a self-initiated expatriate?
 ☐ Yes ☐ No (Kindly do not proceed.)
2) How long have you been working in Malaysian higher education institution (HEI)?
 ☐ Less than 6 months ☐ More than 6 months
 (Kindly do not proceed.) (Kindly proceed to answer the questionnaire, TQ.)

Cultural Factors as Predictor of Adjustment Process and the Role of Self-Efficacy as A Moderator Among Expatriate Academics in Malaysia.

Dear Respondents,

I am currently working on my PhD thesis and the topic is about the adjustments process of expatriate academics in Malaysian Universities. This study is conducted to explore the relationship among factors influencing adjustment and performance of expatriate academics.

This questionnaire will take about 15 minutes to complete. The findings from this questionnaire will provide us information on how to help expatriate academics to adjust and perform better in Malaysian environment. Your time, effort, and cooperation are very much appreciated.

Your complete anonymity is assured because your answer will not be identified individually. Data will be aggregated (shared as the whole group of all respondents) and no individual responses will be shared.
I will appreciate it very much if you could return the completed questionnaire.
Thank you for your participation!

Sincerely yours,

Researchers,
Shanthi Nadarajah   Associate Prof. Dr. Anees Janee Ali
PhD Student   Supervisor,
School of Management,   School of Management
Universiti Sains Malaysia.   Universiti Sains Malaysia

SECTION 1: ACADEMIC CULTURE

This section is seeking your opinion regarding the Cultural Factors practices among you and your institution. For each statement, please indicate the degree of your extent of agreement using a 5-point scale.

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)

	SD	D	N	A	SA
Academic Freedom					
1. I am satisfied with my teaching/research load.	1	2	3	4	5
2. I am satisfied with the office facilities in my institution.	1	2	3	4	5
3. I am satisfied with the library facilities in my institution.	1	2	3	4	5
4. I am satisfied with the research/lab facilities in my institution.	1	2	3	4	5
5. Teaching opportunities encourages me to work better.	1	2	3	4	5
6. Consulting opportunities motivate me in my working life.	1	2	3	4	5
7. Research and professional development opportunities motivate me in my work life.	1	2	3	4	5
8. The degree of academic freedom motivates me to work.	1	2	3	4	5
Institutional Autonomy					
1. I am satisfied with my salary.	1	2	3	4	5
2. I am satisfied with my benefit packages (housing, flights, healthcare, etc.).	1	2	3	4	5
3. I am satisfied with the vacation length in my institution.	1	2	3	4	5
4. I am satisfied with the semester length.	1	2	3	4	5
5. I am satisfied with the clerical support in my institution.	1	2	3	4	5
6. Reputation of department encourages me to be attached with the institution.	1	2	3	4	5
7. Reputation of institution encourages me to be attached with the institution.	1	2	3	4	5

		SD	D	N	A	SA
8.	Research and professional development funding encourage me to perform better.	1	2	3	4	5
9.	The climate of my institution encourages me to fit in better.	1	2	3	4	5
10.	Scholarly environment in my institution helps me in my working life.	1	2	3	4	5
11.	Cost of living motivates me to work in this institution.	1	2	3	4	5
12.	The degree of institutional autonomy motivates me to work.	1	2	3	4	5
Collegial Governance						
1.	Reputation of associates encourages me to be attached with the institution.	1	2	3	4	5
2.	Collegiality helps me to perform well and to be a better person.	1	2	3	4	5
Academic Tenure						
1.	Promotion and reappointment process help me to enhance my working capabilities.	1	2	3	4	5
2.	Contractual employment in my institution motivates me to work	1	2	3	4	5
Academic Careers						
1.	Career advancement opportunities motivate me in my working life.	1	2	3	4	5
2.	The impact of the institution on my career, enhance my career development.	1	2	3	4	5

SECTION 2: CULTURAL INTELLIGENCE

For each statement, please indicate the degree of your perceived rate of Cultural Intelligence using a 5-point scale.

1	2	3	4	5
Strongly Disagree (SD)	**Disagree (D)**	**Neutral (N)**	**Agree (A)**	**Strongly Agree (SA)**

SD D N A SA

	Meta-Cognitive Cultural Intelligence	SD	D	N	A	SA
1.	I am conscious of the cultural knowledge that I am using when interacting with people with different background.	1	2	3	4	5
2.	I adjust my cultural knowledge as I interact with people from an unfamiliar culture.	1	2	3	4	5
3.	I am conscious of the cultural knowledge that I apply to cross-cultural interactions.	1	2	3	4	5
4.	I have checked the accuracy of my cultural knowledge as I interact with people from different cultures.	1	2	3	4	5

5.	I am acknowledged of the legal and economic systems of other cultures.	1	2	3	4	5
	Cognitive Cultural Intelligence					
6.	I am familiar with the rules (e.g., vocabulary, grammar) of other languages.	1	2	3	4	5
7.	I am aware of the cultural values and religious beliefs of other cultures.	1	2	3	4	5
8.	I understand the marriage systems of other cultures.	1	2	3	4	5
9.	I am familiar with the arts and crafts of other cultures.	1	2	3	4	5
10.	I acknowledge the rules of expressing non-verbal behaviors in other cultures.	1	2	3	4	5
	Motivational Cultural Intelligence					
11.	I enjoyed interacting with people from different cultures.	1	2	3	4	5
12.	I am confident that I can socialize with the local people in a culture which is unfamiliar to me.	1	2	3	4	5
13.	I am confident I can deal with an unfamiliar culture	1	2	3	4	5
14.	I have enjoyed living in cultures that are unfamiliar to me.	1	2	3	4	5
15.	I am confident that I can get accustomed to the shopping conditions in a different culture.	1	2	3	4	5
	Behavioural Cultural Intelligence					
16.	I have changed my verbal behaviour (e.g., accent, tone) when a cross-cultural interaction requires it.	1	2	3	4	5
17.	I used pause and silence differently to suit different cross-cultural situation.	1	2	3	4	5
18.	I varied the rate of my speaking when a cross-cultural situation requires it.	1	2	3	4	5
19.	I have changed my non-verbal behaviour when a cross-cultural situation requires it.	1	2	3	4	5
20.	I changed my facial expression when a cross-cultural situation requires it.	1	2	3	4	5

SECTION 3: CONTEXTUAL SOCIALISATION TACTICS

Using the scale provided below, estimate how much you agree or disagree with the following statements. Next to each item, circle a number that best describes the level of your agreement or disagreement with regard to that statement.

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)

	SD	D	N	A	SA
CONTEXT TACTICS					
1. In the last six months, I have been extensively involved with other new recruits in common, job related training activities	1	2	3	4	5
2. This organisation puts all newcomers through the same set of learning experiences	1	2	3	4	5
3. I have been into a set of training experiences which are specifically designed to give newcomers a thorough knowledge of job related skills	1	2	3	4	5
4. I did not perform any of my normal job responsibilities until I was thoroughly familiar with departmental procedures and work methods	1	2	3	4	5
SOCIAL TACTICS					
1. Almost all of my colleagues have been supportive for me personally	1	2	3	4	5
2. My colleagues have gone out of their way to help me adjust to this organisation	1	2	3	4	5
3. I am gaining a clear understanding of my role in this organisation by observing my senior colleagues	1	2	3	4	5
4. I have received little guidance from experienced organisational members as how I should perform my job task	1	2	3	4	5
CONTENT TACTICS					
1. There is a clear pattern in the way one role leads to another or one job assignment leads to another in this organisation	1	2	3	4	5
2. The steps in the career ladder are clearly specified in this organisation	1	2	3	4	5
3. I can predict my future career path in this organisation by observing other people's experiences	1	2	3	4	5

4. The way in which my progress through this organisation will follow a fixed timetable of events has been clearly communicated to me	1	2	3	4 5

SECTION 4: SOCIOCULTURAL ADJUSTMENT

Using the 1 – 5 scale, indicate your agreement with each item by circling the appropriate number.

1	2	3	4	5
Strongly Disagree (SD)	**Disagree (D)**	**Neutral (N)**	**Agree (A)**	**Strongly Agree (SA)**

I can adjust myself …...   **SD D   N   A SA**

GENERAL ADJUSTMENT					
1. …..to the living condition in general.	1	2	3	4	5
2. …..to the housing conditions.	1	2	3	4	5
3. …..to the food.	1	2	3	4	5
4. …..to the shopping.	1	2	3	4	5
5. …..to the cost of living.	1	2	3	4	5
6. …..to the entertainment/recreation facilities and opportunities.	1	2	3	4	5
7. …..to the healthcare facilities.	1	2	3	4	5
WORK ADJUSTMENT					
8. …..to specific work responsibilities.	1	2	3	4	5
9. …..to performance standards and expectations.	1	2	3	4	5
10. …..to supervisory responsibilities.	1	2	3	4	5
INTERACTION ADJUSTMENT					
11. …..to socialize with host-nationals.	1	2	3	4	5
12. …..to interact with host-nationals on a day-to-day basis.	1	2	3	4	5
13. …..with host-nationals outside of workplace	1	2	3	4	5
14. …..to speak with host-nationals.	1	2	3	4	5

The statements on this scale describe your sociocultural adjustment **since you come to Malaysia.** For each statement, please indicate the degree of your feelings using a 5-point scale.

1	2	3	4	5
Strongly Disagree (SD)	**Disagree (D)**	**Neutral (N)**	**Agree (A)**	**Strongly Agree (SA)**

		SD	D	N	A	SA
1.	I can always manage to solve difficult problems if I try hard enough.	1	2	3	4	5
2.	I manage to find means and ways to get what I want, even if someone opposes me.	1	2	3	4	5
3.	It is easy for me to stick to my aims and accomplish what I desire.	1	2	3	4	5
4.	I am confident that I could deal efficiently with unexpected events.	1	2	3	4	5
5.	Thanks to my resourcefulness, as I know how to handle unforeseen events.	1	2	3	4	5
6.	I manage to solve most problems if I invest the necessary effort.	1	2	3	4	5
7.	I manage to remain calm when facing difficulties because I rely on my coping abilities.	1	2	3	4	5
8.	Whenever I am confronted with a problem, I am capable of finding solutions or alternatives.	1	2	3	4	5
9.	If I am in trouble, I usually think of something to do.	1	2	3	4	5
10.	No matter what comes my way, I am always capable to handle it.	1	2	3	4	5

SECTION 6: DEMOGRAPHIC INFORMATION FORM

1.   Age: _____

2.   Gender: Male _____   Female: _____

3.   Race/Ethnicity: _____

4.   Marital Status (tick one):

Single: ☐   Married: ☐
Divorced: ☐   Widowed: ☐

Other: ☐

5. Where are you from (country/state of origin)? _____

6. Highest education completed (tick one):

   Certificate: ☐ Diploma: ☐ Bachelor's degree/ Professional Qualification: ☐

   Postgraduate Degree: ☐

7. Category of your institution (tick one):

   Public: ☐ Please specify type: (University / College/ Others: _____)

   Private: ☐ Please specify type: (University / College/ Others: _____)

   Others: ☐ Please specify: _____

8. Working years in Malaysian HEI: _____years and _____ months

9. Tenure with your current institution in Malaysia: _____ years and _____ months

10. Your job position (tick one):

   ☐ Tutor   ☐ Assistant Lecturer

   ☐ Lecturer   ☐ Associate Professor

   ☐ Professor   ☐ Others. Please specify: _____

11. Tenure with your current job position: _____ years

RESPONDENT'S PROFILE

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
	18-34	28	14.0	14.0	14.0
Valid	35-57	172	86.0	86.0	100.0
	Total	200	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	148	74.0	74.0	74.0
Valid	Female	52	26.0	26.0	100.0
	Total	200	100.0	100.0	

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
	Asians	130	65.0	65.0	65.0
	Africans	8	4.0	4.0	69.0
	Europeans	17	8.5	8.5	77.5
Valid	Americans	1	.5	.5	78.0
	Mixed	44	22.0	22.0	100.0
	Total	200	100.0	100.0	

MaritalStatus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	27	13.5	13.5	13.5
	Married	170	85.0	85.0	98.5
	Widowed	2	1.0	1.0	99.5
	Divorced	1	.5	.5	100.0
	Total	200	100.0	100.0	

Country

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Asia	133	66.5	66.5	66.5
	Australia	3	1.5	1.5	68.0
	Africa	21	10.5	10.5	78.5
	Europe	35	17.5	17.5	96.0
	North America	6	3.0	3.0	99.0
	South America	2	1.0	1.0	100.0
	Total	200	100.0	100.0	

Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	1	.5	.5	.5
	Bachelor Degree/ Professional Qualification	1	.5	.5	1.0
	Postgraduate Degree	198	99.0	99.0	100.0
	Total	200	100.0	100.0	

UNiCategory

		Frequency	Percent	Valid Percent	Cumulative Percent
	Private	118	59.0	59.0	59.0
Valid	Public	82	41.0	41.0	100.0
	Total	200	100.0	100.0	

WorkingYearsinMsianHEI

		Frequency	Percent	Valid Percent	Cumulative Percent
	Below 1 year	1	.5	.5	.5
	1-2 years	25	12.5	12.5	13.0
Valid	3-5years	63	31.5	31.5	44.5
	6 years and above	111	55.5	55.5	100.0
	Total	200	100.0	100.0	

TenureinCurrentInsinMsia

		Frequency	Percent	Valid Percent	Cumulative Percent
	Below 1 years	1	.5	.5	.5
	1-2 years	25	12.5	12.5	13.0
Valid	3-5 years	73	36.5	36.5	49.5
	6 years and above	101	50.5	50.5	100.0
	Total	200	100.0	100.0	

JobPosition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Assistant Lecturer	6	3.0	3.0	3.0
	Lecturer	127	63.5	63.5	66.5
	Senior Lecturer	1	.5	.5	67.0
	Assistant Professor	3	1.5	1.5	68.5
	Associate Professor	53	26.5	26.5	95.0
	Professor	10	5.0	5.0	100.0
	Total	200	100.0	100.0	

TenureCurrentJobPosition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 1 years	1	.5	.5	.5
	1-2 years	29	14.5	14.5	15.0
	3-5 years	73	36.5	36.5	51.5
	6 years and above	97	48.5	48.5	100.0
	Total	200	100.0	100.0	

APPENDIX C

COMMON METHOD VARIANCE

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	15.672	18.014	18.014	15.672	18.014	18.014
2	9.206	10.582	28.596	9.206	10.582	28.596
3	8.021	9.219	37.815	8.021	9.219	37.815
4	6.378	7.331	45.146	6.378	7.331	45.146
5	3.895	4.477	49.622	3.895	4.477	49.622
6	2.679	3.080	52.702	2.679	3.080	52.702
7	2.472	2.842	55.544	2.472	2.842	55.544
8	2.249	2.585	58.129	2.249	2.585	58.129
9	2.125	2.442	60.571	2.125	2.442	60.571
10	1.847	2.123	62.694	1.847	2.123	62.694
11	1.772	2.037	64.732	1.772	2.037	64.732
12	1.511	1.737	66.469	1.511	1.737	66.469
13	1.462	1.680	68.149	1.462	1.680	68.149
14	1.440	1.655	69.804	1.440	1.655	69.804
15	1.232	1.417	71.220	1.232	1.417	71.220
16	1.182	1.359	72.579	1.182	1.359	72.579
17	1.151	1.323	73.902	1.151	1.323	73.902
18	1.101	1.265	75.167	1.101	1.265	75.167
19	1.054	1.211	76.379	1.054	1.211	76.379
20	1.007	1.157	77.536	1.007	1.157	77.536
21	.946	1.088	78.624			
22	.907	1.042	79.666			
23	.836	.961	80.627			
24	.804	.925	81.552			
25	.798	.917	82.468			
26	.725	.833	83.302			
27	.709	.815	84.117			
28	.669	.769	84.886			
29	.611	.702	85.588			
30	.589	.676	86.264			

31	.581	.667	86.932
32	.576	.663	87.594
33	.545	.626	88.220
34	.531	.610	88.830
35	.515	.592	89.422
36	.471	.541	89.963
37	.455	.523	90.486
38	.426	.489	90.976
39	.409	.470	91.446
40	.393	.451	91.897
41	.386	.444	92.341
42	.365	.419	92.760
43	.350	.403	93.162
44	.340	.391	93.553
45	.328	.377	93.930
46	.304	.349	94.280
47	.299	.344	94.624
48	.290	.334	94.958
49	.285	.328	95.285
50	.266	.305	95.591
51	.250	.287	95.878
52	.237	.273	96.151
53	.231	.266	96.416
54	.218	.251	96.667
55	.204	.234	96.901
56	.194	.223	97.124
57	.185	.213	97.336
58	.182	.209	97.546
59	.169	.194	97.740
60	.167	.192	97.931
61	.157	.180	98.111
62	.148	.170	98.282
63	.136	.156	98.438
64	.128	.147	98.585
65	.119	.137	98.722
66	.115	.133	98.855
67	.108	.124	98.979
68	.104	.120	99.099
69	.087	.100	99.198
70	.085	.097	99.296
71	.083	.096	99.391
72	.079	.091	99.482

73	.070	.080	99.563
74	.063	.073	99.635
75	.061	.070	99.706
76	.055	.063	99.769
77	.052	.060	99.829
78	.047	.054	99.882
79	.038	.043	99.926
80	.031	.036	99.961
81	.023	.026	99.988
82	.008	.009	99.997
83	.002	.002	99.999
84	.001	.001	100.000
85	-1.075E-017	-1.235E-017	100.000
86	-4.196E-017	-4.823E-017	100.000
87	-1.322E-015	-1.519E-015	100.000

Extraction Method: Principal Component Analysis.

NORMALITY TEST OF DATA FOR THE STUDY VARIABLES

VARIABLES	Mean	Std. Deviation	Skewness	Std Error Skewness	Kurtosis	Std Error Kurtosis
Academic Career	3.9876	.64941	-0.669	0.169	-0.781	0.291
Academic Freedom	4.2108	.87620	-0.441	0.169	-0.846	0.291
Academic Tenure	4.1851	.57446	-0.269	0.169	-0.67	0.291
Behavioral Cultural Intelligence	3.8985	.77002	-0.799	0.169	-0.792	0.291
Cognitive Cultural Intelligence	4.0030	.63577	-0.798	0.169	-0.529	0.291
Collegial Governance	3.7776	.80736	-0.552	0.169	-0.556	0.291
Content tactics	3.8271	.77460	-0.551	0.169	-0.596	0.291
Context Tactics	3.7701	.82681	-0.489	0.169	-0.697	0.291
General Adjustment	3.7701	.73802	0.465	0.169	-0.891	0.291
Institutional Autonomy	3.7403	.81933	-0.552	0.169	-0.829	0.291
Interactional Adjustment	3.7575	.87678	-0.505	0.169	-0.691	0.291
Meta-Cognitive Cultural Intelligence	4.0403	.67958	-0.126	0.169	-0.874	0.291
Motivational Cultural Intelligence	4.0970	.67160	-0.189	0.169	-0.851	0.291
Self-efficacy	4.0075	.73189	-0.56	0.169	-0.587	0.291
Social Tactics	3.8970	.74136	-0.512	0.169	-0.638	0.291
Work Adjustment	3.8843	.74710	-0.098	0.169	-0.789	0.291

CONSTRUCT VALIDITY: LOADINGS AND CROSS LOADINGS

Measures	AC	AT	AF	BCI	CCI	CGI	CNTNT	CT	GA	INTI	MC	MCCI	JP	SE	ST	CA	IA
AC1	**0.875**	-0.139	-0.082	0.012	-0.283	-0.226	0.057	-0.024	-0.023	0.047	0.208	0.078	0.062	-0.126	-0.041	-0.158	0.033
AC2	**0.924**	-0.141	-0.02	0.032	-0.268	-0.365	0.021	0.046	-0.047	0.038	0.304	0.086	0.055	-0.089	-0.02	-0.201	-0.019
AF1	-0.063	0.198	**0.848**	0.146	-0.002	0.007	0.268	0.605	0.446	0.311	-0.017	0.354	0.353	-0.124	0.273	0.137	0.142
AF2	-0.033	0.173	**0.782**	0.001	-0.021	-0.014	0.206	0.584	0.366	0.376	0.004	0.467	0.345	-0.066	0.229	0.063	0.034
AF3	-0.003	0.142	**0.829**	0.188	-0.112	-0.045	0.243	0.532	0.385	0.339	0.087	0.422	0.243	-0.191	0.232	0.101	0.084
AF4	-0.056	0.203	**0.816**	0.11	-0.037	-0.019	0.219	0.531	0.421	0.34	0.034	0.452	0.323	-0.179	0.282	0.098	0.15
AF5	-0.091	0.199	**0.846**	0.026	0.072	-0.024	0.212	0.561	0.401	0.297	0.029	0.366	0.261	-0.061	0.241	0.103	0.149
AF6	-0.046	0.169	**0.872**	0.117	-0.091	-0.068	0.21	0.62	0.435	0.345	0.066	0.478	0.273	-0.103	0.307	0.128	0.154
AF7	-0.014	0.159	**0.814**	0.12	-0.041	-0.055	0.329	0.514	0.371	0.333	0.085	0.329	0.282	-0.115	0.217	0.18	0.116
AT1	-0.126	**0.95**	0.19	-0.022	0.078	0.028	0.024	0.221	0.447	0.274	-0.039	0.165	0.164	-0.141	0.536	0.062	0.238
AT2	-0.169	**0.956**	0.218	-0.005	0.056	0.099	0.002	0.242	0.47	0.292	-0.019	0.183	0.164	-0.116	0.588	0.11	0.26
BCI1	-0.033	0.001	0.103	**0.829**	-0.23	-0.112	0.046	0.121	0.084	0.015	0.229	0.063	0.131	-0.059	-0.013	-0.095	0
BCI2	0.084	-0.041	0.114	**0.86**	-0.229	-0.162	-0.066	0.128	0.075	-0.005	0.224	0.113	-0.046	-0.076	0.063	-0.014	0.035
BCI3	0.077	-0.014	0.096	**0.872**	-0.285	-0.238	0.002	0.119	0.052	0.003	0.279	0.081	0.052	-0.088	0.074	-0.076	0.039
BCI4	0.05	-0.003	0.104	**0.868**	-0.222	-0.174	0.043	0.101	0.075	0.019	0.288	0.038	0.009	-0.039	0.069	-0.072	0.064
BCI5	-0.064	-0.02	0.11	**0.814**	-0.179	0	0.098	0.075	0.074	0.024	0.125	0.03	0.115	-0.035	0.075	0.002	0.006

CCI1	-0.181	0.034	0.028	-0.245	**0.615**	0.282	0.031	0.014	0.067	0.091	-0.28	-0.072	0.057	-0.004	0.049	0.255	-0.047
CCI2	-0.248	0.055	-0.032	-0.223	**0.852**	0.333	0.115	-0.055	-0.006	0.009	-0.553	-0.098	0.089	0.012	-0.045	0.341	-0.148
CCI3	-0.241	0.074	-0.014	-0.24	**0.825**	0.299	0.09	-0.003	0.033	0.047	-0.468	-0.131	0.059	0.039	0.02	0.236	-0.11
CCI4	-0.228	0.102	-0.069	-0.13	**0.761**	0.203	-0.087	-0.105	-0.002	-0.032	-0.432	-0.204	0.022	0.071	0.017	0.261	-0.14
CCI5	-0.256	-0.016	-0.078	-0.188	**0.69**	0.222	-0.079	-0.101	-0.06	-0.101	-0.317	-0.224	0.024	0.081	-0.108	0.204	-0.048
CG1	-0.335	0.175	-0.031	-0.163	0.347	**0.938**	0.001	-0.087	0.036	0.013	-0.389	-0.118	0.033	0.014	0.019	0.248	0.028
CG2	-0.3	-0.042	-0.04	-0.156	0.333	**0.944**	0.009	-0.116	-0.044	0.046	-0.415	-0.142	-0.019	0.039	-0.082	0.255	-0.019
CNTNT1	0.052	-0.034	0.275	0.024	0.031	0.028	**0.921**	0.257	0.039	0.13	0.052	0.116	0.318	-0.034	-0.011	0.08	-0.041
CNTNT2	-0.019	0.075	0.265	0.036	0.067	0.023	**0.864**	0.23	0.068	0.023	-0.015	0.117	0.3	-0.015	0.134	0.062	-0.05
CNTNT3	0.054	0.029	0.238	0.029	-0.001	-0.037	**0.888**	0.244	0.081	0.085	0.049	0.148	0.31	-0.008	0.069	0.035	0.006
CT1	0.043	0.225	0.608	0.185	-0.11	-0.131	0.238	**0.902**	0.434	0.355	0.032	0.558	0.322	-0.121	0.354	0.01	0.064
CT2	-0.015	0.236	0.628	0.108	-0.006	-0.095	0.249	**0.926**	0.47	0.376	0.023	0.561	0.35	-0.127	0.451	0.014	0.069
CT3	-0.017	0.212	0.631	0.083	-0.055	-0.096	0.256	**0.921**	0.468	0.384	0.001	0.566	0.329	-0.124	0.444	-0.031	0.078
CT4	0.052	0.216	0.616	0.107	-0.067	-0.077	0.26	**0.903**	0.455	0.416	0.076	0.488	0.291	-0.132	0.344	0.004	0.083
GA1	-0.054	0.481	0.43	0.072	0.024	0.045	0.114	0.45	**0.877**	0.508	-0.015	0.402	0.313	-0.446	0.398	0.166	0.434
GA2	-0.023	0.44	0.475	0.059	-0.008	-0.054	0.087	0.456	**0.916**	0.527	0.038	0.464	0.335	-0.387	0.466	0.023	0.494
GA3	-0.043	0.46	0.468	0.091	-0.05	-0.075	0.068	0.488	**0.888**	0.519	0.037	0.441	0.349	-0.32	0.517	0.012	0.474
GA4	-0.047	0.402	0.433	0.135	0.043	0.072	0.048	0.443	**0.881**	0.47	0	0.411	0.369	-0.386	0.381	0.032	0.527
GA5	-0.017	0.466	0.42	0.076	0.035	-0.027	-0.008	0.427	**0.897**	0.521	-0.042	0.425	0.352	-0.334	0.396	0.064	0.458
GA6	-0.031	0.385	0.39	0.011	0.023	0.003	0.093	0.421	**0.897**	0.504	-0.021	0.446	0.327	-0.381	0.413	0.05	0.448
GA7	-0.034	0.348	0.4	0.084	0.005	0.009	0.007	0.419	**0.849**	0.448	-0.045	0.419	0.354	-0.366	0.387	0.001	0.446
IA1	0.007	0.252	0.138	0.018	-0.191	0.047	0.035	0.097	0.469	0.142	0.125	0.188	0.071	-0.269	0.224	0.014	**0.876**

IA2	0.024	0.26	0.15	0.048	-0.144	-0.02	-0.019	0.105	0.496	0.135	0.182	0.184	0.065	-0.212	0.294	-0.073	**0.917**
IA3	0.003	0.289	0.137	0.023	-0.122	-0.03	0.006	0.112	0.485	0.142	0.119	0.149	0.087	-0.183	0.283	-0.03	**0.886**
IA4	-0.025	0.203	0.113	0.027	-0.092	0.009	-0.07	0.042	0.453	0.069	0.106	0.11	0.081	-0.247	0.166	-0.025	**0.895**
IA5	-0.009	0.255	0.13	0.019	-0.137	-0.007	-0.038	0.039	0.483	0.145	0.102	0.117	0.1	-0.165	0.188	-0.029	**0.899**
IA6	0.005	0.195	0.093	0.006	-0.163	-0.016	-0.003	0.044	0.493	0.142	0.126	0.156	0.078	-0.226	0.21	-0.043	**0.906**
IA7	0.027	0.188	0.126	0.058	-0.111	0.02	-0.066	0.059	0.457	0.085	0.07	0.104	0.089	-0.275	0.158	-0.052	**0.884**
IA8	0.003	0.263	0.145	0.068	-0.08	0.025	-0.074	0.074	0.453	0.095	0.11	0.09	0.074	-0.173	0.208	-0.009	**0.902**
IA9	-0.003	0.191	0.12	0.012	-0.051	0.013	-0.024	0.072	0.455	0.151	0.111	0.125	0.1	-0.239	0.15	-0.018	**0.864**
INTA1	0.003	0.267	0.353	-0.033	0.024	0.031	0.098	0.363	0.517	**0.88**	-0.018	0.275	0.337	-0.184	0.248	0.168	0.169
INTA2	0.077	0.254	0.37	-0.02	0.008	-0.01	0.11	0.399	0.507	**0.928**	-0.009	0.301	0.325	-0.184	0.273	0.159	0.087
INTA3	0.067	0.283	0.36	0.055	-0.002	0.045	0.104	0.423	0.511	**0.909**	-0.053	0.33	0.314	-0.19	0.262	0.105	0.083
INTA4	0.016	0.255	0.353	0.048	0.005	0.049	0.044	0.303	0.473	**0.842**	-0.02	0.268	0.308	-0.182	0.234	0.141	0.162
MCCI1	0.14	-0.15	0.085	0.13	-0.307	-0.248	0.071	0.103	-0.02	-0.031	**0.686**	0.031	-0.108	-0.058	-0.069	-0.139	0.085
MCCI2	0.138	-0.056	0.02	0.134	-0.323	-0.236	0.093	0.027	-0.06	-0.07	**0.777**	0	-0.12	-0.001	-0.039	-0.198	0.075
MCCI3	0.249	-0.075	0.049	0.247	-0.457	-0.332	0.069	0.021	-0.027	0.03	**0.784**	-0.029	-0.114	-0.027	-0.018	-0.149	0.128
MCCI4	0.271	0.058	0.078	0.299	-0.471	-0.395	0.036	0.003	0.036	0.018	**0.835**	0.04	-0.088	0.025	0.06	-0.224	0.105
MCCI5	0.282	0.026	-0.007	0.245	-0.534	-0.393	-0.057	0.016	0.022	-0.041	**0.772**	0.113	-0.123	0.002	0.092	-0.285	0.115
MCI2	0.063	0.15	0.362	0.051	-0.174	-0.076	0.072	0.435	0.385	0.26	-0.025	**0.87**	0.206	-0.184	0.454	-0.084	0.155
MCI3	0.065	0.065	0.435	0.067	-0.18	-0.115	0.103	0.507	0.341	0.233	0.131	**0.776**	0.175	-0.011	0.291	-0.039	0.126
MCI4	0.111	0.168	0.417	0.024	-0.158	-0.13	0.123	0.503	0.421	0.304	0.075	**0.848**	0.171	-0.103	0.39	-0.065	0.111
MCI5	0.065	0.212	0.449	0.107	-0.12	-0.142	0.168	0.55	0.468	0.303	0.011	**0.866**	0.261	-0.112	0.453	0.001	0.127
SE1	-0.013	-0.103	-0.203	-0.13	0.016	0.026	-0.154	-0.174	-0.398	-0.199	-0.036	-0.149	-0.15	**0.672**	-0.162	-0.052	-0.204

SE2	-0.091	-0.067	-0.084	-0.08	0.061	0.029	0.073	-0.172	-0.362	-0.134	0.009	-0.153	-0.153	**0.791**	-0.094	0.06	-0.219
SE3	-0.099	-0.056	-0.119	-0.03	-0.031	-0.035	0.023	-0.117	-0.287	-0.175	0.015	-0.047	-0.124	**0.803**	-0.053	0.022	-0.186
SE4	-0.122	-0.123	-0.101	-0.036	0.066	0.045	0	-0.049	-0.313	-0.13	-0.033	-0.081	-0.107	**0.878**	-0.138	-0.033	-0.188
SE5	-0.112	-0.142	-0.104	-0.03	0.042	-0.023	-0.003	-0.12	-0.345	-0.192	0.025	-0.098	-0.145	**0.826**	-0.032	-0.06	-0.174
SE6	-0.082	-0.026	-0.057	-0.003	0.003	0.043	-0.025	-0.044	-0.194	-0.082	-0.005	0.006	-0.073	**0.686**	-0.014	-0.017	-0.173
SE7	-0.136	-0.181	-0.094	-0.037	0.087	0.074	-0.016	-0.043	-0.35	-0.189	-0.016	-0.105	-0.124	**0.853**	-0.155	-0.008	-0.207
ST1	-0.051	0.582	0.281	0.036	-0.072	-0.037	0.032	0.403	0.474	0.284	0.019	0.459	0.157	-0.121	**0.926**	0.011	0.237
ST2	-0.026	0.493	0.212	0.092	-0.078	-0.019	0.03	0.332	0.348	0.185	0.015	0.389	0.099	-0.097	**0.852**	-0.053	0.162
ST3	-0.056	0.458	0.294	0.055	0.011	-0.014	0.048	0.419	0.416	0.237	0.006	0.415	0.178	-0.111	**0.895**	0.019	0.201
ST4	0.014	0.578	0.307	0.027	-0.015	-0.051	0.08	0.408	0.462	0.302	0.043	0.446	0.203	-0.122	**0.922**	0.017	0.235
WA1	-0.209	0.09	0.087	-0.043	0.291	0.298	0.009	-0.062	0.029	0.089	-0.244	-0.1	-0.011	-0.001	-0.023	**0.838**	-0.023
WA2	-0.134	0.11	0.19	-0.052	0.271	0.149	0.073	0.072	0.086	0.192	-0.212	0.031	0.131	-0.047	0.029	**0.893**	0.003
WA3	-0.183	0.047	0.103	-0.09	0.361	0.245	0.096	-0.002	0.039	0.148	-0.261	-0.06	0.097	-0.003	0.003	**0.904**	-0.061

Note: Id values are the loadings of the constructs which are greater than 0.5

PLS STRUCTURAL MODEL OF THE STUDY