Predicting intercultural adaptation of expatriates within a South African context

by:

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Abstract

Expatriates often face challenges when trying to adjust to the working conditions, and social and cultural environment of their new host country. In this thesis a tentative model is formulated to predict the intercultural adaptation of expatriates in South Africa. The research is founded on the notion that positive self-efficacy is an important explanatory construct in the expatriate context, and that together with other psychological and socio-cultural constructs, it helps to explain why some expatriates find it easier to adapt to the host country than others.

The research was conducted using a survey-based research design and entailed the development of a psychological instrument involving a number of subscales, notably Sherer's General Self-Efficacy Scale, The Cultural Intelligence Scale, The Profile of Emotional Competence, and The Perceived Cultural Distance Scale. The questionnaire was submitted online via the *MyEcho* platform to two samples of participants, representing two different population groups. One sample, labelled the pilot group (n=506), consisted of expatriates living outside South Africa, and a second sample, designated as the study group (n=909), comprised expatriates residing in South Africa.

The response data were statistically analysed in two stages. In a first stage, the subscales and composite scales of both samples were evaluated for reliability and validity, and the two samples were also compared. This yielded some insight into the type of individuals that form the immigrant population in South Africa, and the unique circumstances and challenges they have to face in this country. In a second stage, a mediation, moderation, and conditional process analysis was conducted using the PROCESS computational tool and model templates developed by Hayes (2022).

This analysis was applied to explore different models of relationships between self-efficacy as the main variable, and cultural intelligence, perceived cultural distance, and emotional intelligence, as the moderating, mediating, or conditional processing

variables. Intercultural adjustment was the dependent variable in these analyses.

The main conclusions emerging from the research are surprising. Ability-based skills are not the primary drivers of positive intercultural adaptation – external circumstances, such as the welcoming nature of the host country nationals and support, are more important. The theoretical implications of the findings, and practical solutions to address expatriate failure are discussed, and a partial predictive model is suggested of what a positively adjusted expatriate resembles. Future research could fill out this model, but even in its current form it may provide researchers and employers with a baseline for screening potential expatriates.

Key Words:

Expatriates in South Africa, Cultural Intelligence, Emotional Intelligence, Expat, Big Five Personality Traits, Nationality, Cultural Distance, Cultural Adaptation, Diaspora in South Africa, Immigrants in South Africa, Self-Efficacy, Conditional Process Analysis

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List of Acronyms

AMOS	–	Structural Equation Modelling Analysis Software Program
BPCDS	–	Brief Perceived Cultural Distance Scale
CCC	–	Cross-Cultural Competencies
CFA	–	Confirmatory Factor Analysis
CI	–	Cultural Intelligence
CQ	–	Cultural Intelligence
CQS	–	Cultural Intelligence Scale
ECI	–	Entrepreneurial Career Intentions
EIS	–	Emotional and Social Intelligence
EMQ	–	Emotional Intelligence
EQ	–	Emotional Intelligence
FFM	–	Five Factor Trait Model
GE	–	Self-Efficacy
GSE	–	General Self-Efficacy Scale
HCN	–	Host Country National
IOP	–	Industrial and Organisational Psychology
LOC	–	Locus of Control
MMCPA	–	Mediation, Moderation and Conditional Process Analysis
MNC	–	Multinational Corporation
OLS	–	Ordinary Least Squares
PCA		Principal Components Analysis
PCD	–	Perceived Cultural Distance
PCDS	–	Perceived Cultural Distance Scale
PEC	–	The Profile of Emotional Competence
PIA	–	Positive Intercultural Adaptation
POS	–	Perceived Organisational Support
SE	–	Self-Efficacy
SEM	–	Structural Equation Modelling
SES	–	Socio-Economic Status
SIE	–	Self-Initiated Expatriate
SLT	–	Social Learning Theory
SGSES	–	Sherer General Self-Efficacy Scale
SPSS	–	Statistical Package for Social Sciences
SUP	–	Support
WLS	–	Weighted Least Squares Analysis

List of Symbols

α	–	Cronbach's Alpha: Strength of Association
g	–	General Intelligence
ρ	–	Spearman's Rho: Correlation
p	–	Probability Value
ß	–	Beta Coefficient: Effect Size
df	–	Degrees of Freedom
F	–	Ratio of Variances
M	–	Mean
Mo	–	Mode
N	–	Number / Size
X^2	–	Chi-Square: Test of Independence
r	–	Correlation: Association Measure
R^2	–	Adjusted R Squared: Goodness-of-Fit Measure
t	–	Ratio of Difference
$\boldsymbol{\Gamma}$	–	Gamma: Nonparametric Measure of Strength and Direction
SD	–	Standard Deviation
ω	–	Omega: Strength of Association
λ	–	Lambda: to Estimate Predictions between Variables
φ	–	Cramer's V: Measure of Association

Declaration

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I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not preciously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.

Dana Kay Prophet

November 2023

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Chapter 1: General Overview

1.1 Introduction

Large numbers of expatriates are now residing in South Africa and other countries. Still, failure rates relating to successful expatriate adaptation are known to be high, and research suggests that expatriates often have difficulty adjusting to their host country (Osman-Gani & Rockstuhl, 2009; Shay & Tracey, 1997).

This study attempted to predict how well expatriates would adjust to the challenges of their workplace environment by exploring the adaptation of the expatriate within the framework of industrial and organisational psychology. An ability-based correlational perspective was used, highlighting three ability-based constructs: self-efficacy (SE), cultural intelligence (CQ) and emotional intelligence (EQ). Combined, these constructs not only cover most workplace situational contexts, but they also emphasise employees' awareness of their work-related abilities. This aspect is often disregarded by their prospective employers or human resource administrators, who instead tend to narrowly consider personality traits and job skills.

The role of these three constructs and other variables affecting expatriate adaptation, such as perceived cultural distance (PCD), was investigated via a quantitative, online questionnaire administered to expatriates currently residing in South Africa. In this study, the term adaptation refers to the change in outlook and behaviour that occurs when an expatriate supportively adjusts to the living and working conditions of the new country.

This questionnaire was developed by this researcher and included widely-used versions of EQ, CQ and SE measures, as well as the fourth scale for adaptation developed by this researcher measuring PCD. This study investigated how these constructs influenced the adaptation of the expatriate workforce in South Africa and their correlational relationships with each other.

1.2 Industrial and Organisational Psychology in the South African Context

Industrial and organisational psychology (IOP) embodies the psychology of work, the workplace, and the working individual and how those elements interact and fit together.

While IOP is a mature genre of psychological study, its unique setting within the South African context brings exciting complexities. Werner and Bagraim (2016) suggest that creating and sustaining shared values can be challenging because of the natural diversity within the borders of this country and reflectively within corporations operating within it. While the authors mentioned the challenge facing organisations in South Africa, there were no corresponding suggestions in their writing, affirming the need for studies of this nature.

1.3 Expatriates in the South African Context

Why is studying expatriate behaviour essential? In 2020, global immigration reached 3.6% of the total world population, with South Africa reaching an even higher percentage of 7.2% within its people, as represented by Figures 1.1 and 1.2. Nearly 300 million individuals moved from their home country to another country for various economic, social, technological and political reasons, and in 2018 contributed USD 689 billion back to their families within their country of origin. Unsubstantiated estimates put South African citizens who emigrated to other countries, and thus became expatriates, at close to 1 million (Wende, 2011).

These numbers do not include displaced peoples, refugees or asylum seekers, and according to the World Migration Report 2020, approximately “74% [of immigrants] were of working age (20 to 64 years of age)” (McAuliffe et al., 2019, p. 4).

McAuliffe and Khadria (2019) expect the phenomenon of expatriatism to grow steadily as developing economies and labour markets expand, and maintain that this has already surpassed estimated projections for the year 2050, “which were in the order of 2.6% or 230 million” (p. 2).

Figure 1.1

Percentage of International Migrants

Table 1. International migrants since 1970

Year	Number of international migrants	Migrants as a % of the world's population
1970	84 460 125	2.3
1975	90 368 010	2.2
1980	101 983 149	2.3
1985	113 206 691	2.3
1990	152 986 157	2.9
1995	161 289 976	2.8
2000	173 230 585	2.8
2005	191 446 828	2.9
2010	220 983 187	3.2
2015	247 958 644	3.4
2020	280 598 105	3.6

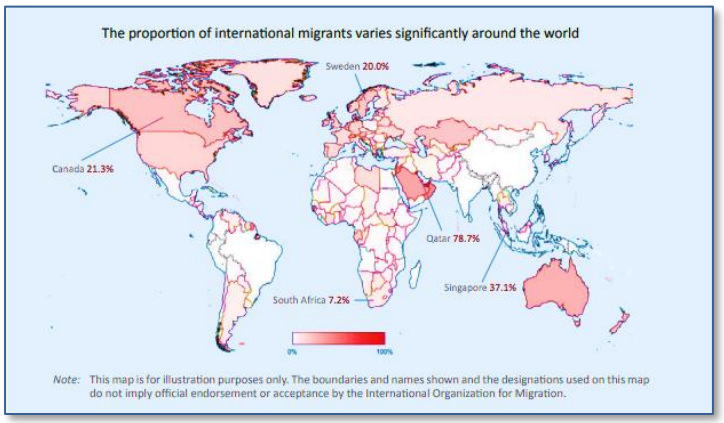
Source: UN DESA, 2008 and 2021a.
Note: The number of entities (such as States, territories and administrative regions) for which data were made available in the UN DESA International Migrant Stock 2020 was 232. In 1970, the number of entities was 135.

Note. From "World migration report 2024, Chapter 2," *International Organisation for Migration*, (https://worldmigrationreport.iom.int/what-we-do/world-migration-report-2024-chapter-2/international-migrants-numbers-and-trends).

That same publication states that in 2019 South Africa accommodated over four million immigrants within its borders (though this particular statistic includes all immigrants – working and non-working), and the authors contend that South Africa is "the most significant destination country in Africa" (p. 57).

Figure 1.2

Percentage of International Migrant Variations



Note. From "World migration report 2020, Chapter 2," by McAuliffe et al., 2019, *International Organisation for Migration*, (htpps://publications.iom.int/sytem.files.pdf/wmr_2020.pdf).

With this in mind, understanding expatriate behaviour, motivations and personalities is imperative for work and cooperation within the global context that South Africa finds itself in.

The *KPMG Gapp Survey Report of 2018* also shows growth in global expatriation. KPMG, an international accounting and professional services network, holds a client base of approximately 2,500 worldwide multinational corporations (MNCs). This comprehensive survey indicates the number of international assignments their clients have, the length of assignments given, how those MNCs support their international employees, and payment and tax policies for these individuals.

Figure 1.3

International Assignees

Note. From "Gapp Survey Report," by KPMG, 2018, (https://assetts.kpmg/content/dam/kpmg/xx/pdf/2018/10/2018-gapp-survey-report.pdf).

Conclusions from this KPMG annual report (2018) suggest the continuance of long-term expatriate assignments, which indicates that – depending on South Africa's willingness to develop internationally rated institutional and organisational practices and diminish foreign investment fear of socio-political corruption – South Africa will reap the economic benefits of securing a firmer foothold in the international community (Figures 1.3, 1.4).

Figure 1.4

Duration of International Assignments

Note. From "Gapp Survey Report," by KPMG, 2018, (https://assetts.kpmg/content/dam/kpmg/xx/pdf/2018/10/2018-gapp-survey-report.pdf).

1.4 Proposed Antecedents of Intercultural Adaptation

1.4.1 Self-Efficacy

Self-efficacy is a construct often positioned within performance-based objectives, such as sports or workplace achievement, and in this context, it is described as task-related SE. In this study, general SE (Osman-Gani & Rockstuhl, 2009), related to social and less familiar circumstances, is associated with workplace and positive intercultural adaptation (PIA) by the expatriate.

The Self-Efficacy Theory postulates that "perceived efficacy enhances psychosocial functioning through its effects on choice behaviour, effort expenditure, persistence, and self-guiding thought" (Bandura et al., 1980, p. 40). People with high SE believe in their ability to produce the behaviour required to reach their outcome successfully. Individuals with high levels of this attribute perceive obstacles as contests to be won rather than dangers to be avoided; they persist longer at challenges than individuals with lower levels of the attribute and employ effective coping mechanisms (deNoyelles et al., 2014). For these reasons, this researcher hypothesised that the Self-Efficacy Theory would be the significant driving force influencing the

successful adaptation of expatriates.

1.4.2 Perceived Cultural Distance

Initiated by Babiker et al. (1980), the concept of PCD attempts to explain the stress encountered by expatriates when acculturating to a host country. When an expatriate encounters a new country and its culture, societal comparisons often begin immediately. The contrast of cultures can induce enough distress that the expatriate leaves the host situation (Ang & Liamputtong, 2008; Galchenko & van de Vijver, 2007; Szabo et al., 2016). By developing a cultural distance index, these authors could measure the discrepancies foreigners view in terms of family schemas, food and other lifestyle disparities, as well as social and physical perceived distances between their origin and host culture environments (Suanet & van de Vijver, 2009).

Triandis (cited in Earley & Ang, 2003) contends that the larger the cultural distance, the more CQ the immigrants must have to adapt positively to their new environment. He believes it is irresponsible to place immigrants in cultures they do not understand or give visas to individuals ignorant of local customs.

Two other academics examining the construct of cultural distance, Shalom H. Schwartz and Geert Hofstede, will be discussed along with their contributions to the theory in more detail in Chapter 3.

1.4.3 Intelligence Theories

The current perception of intelligence expands beyond the measurement of cognitive skills that dominated intelligence studies from the earliest period of scrutiny in the Victorian era. Twentieth-century scholars such as David Wechsler posited in the 1940s that non-cognitive intelligence aspects were just as important as the intellectual aspects of memory and problem-solving when it came to succeeding in life, and theories of social intelligence had their origin at about the same time (Cherniss, 2000). However, Howard Gardener (1999) was the first to gain global traction with his multiple intelligence theory in 1983 (Chermiss, 1999), generating the concept of eight autonomous intellectual faculties. Gardner has since acknowledged

that there could be more candidates for additional intelligence aptitudes, including EQ, and granted that "brains and minds grow and develop in different cultural settings" (2003) thereby leading to an assumption of openness to the idea of CQ.

This study included two contemporary, recognised types of intelligence: CQ and EQ.

1.4.3.1 Cultural Intelligence. Possessing CQ translates to an ability to correctly discern and assess interpersonal clues to adapt one's behaviour within an alternate cultural setting. Soon Ang (Ang et al., 2008; Ang & Van Dyne, 2008; Van Dyne et al., 2008) is the contemporary go-to researcher on CQ and developed the four-dimension definition (Early & Ang, 2003) of the term as well as the oft-used Cultural Intelligence Scale, or CQS (Van Dyne et al., 2008).

Early and Ang (2003) detail the four dimensions of CQ as meta-cognitive, cognitive, behavioural and motivational, basing their opinion of it as a set of *abilities*. The dimensions do not correlate with personality traits, values, opinions or interests and conjectures. "Cultural intelligence is a capability that causes, allows, and facilitates outcomes such as adaptation and affect performance in culturally diverse settings" (Ang & Van Dyne, 2008, p. 35).

Organisations worldwide are participating in a global expansion that includes sending staff to foreign locations to open new branches, hire local talent, navigate legalities in the case of real estate or joint ventures – the list goes on. For this reason, an expatriate employee's success depends upon a high level of CQ (Elenov and Pinental, cited in Ang & Van Dyne, 2008), and that construct was therefore included as a topic in this study due to the importance it has in expatriate organisational adaptation.

1.4.3.2 Emotional Intelligence. Emotional intelligence is an intelligence framework used to quantify the higher order abilities of understanding and utilising emotions. These broad, general, and culturally based abilities pertain to the cognitive, behavioural and intellectual dimensions governing people's interactions with other

people, much like CQ. The four dimensions used in this mental construct are *perception*, the ability to comprehend emotions in oneself and others; *usage*, the skill to generate, feel and employ emotions correctly in cognitive processes; *understanding*, dexterity in understanding and possessing the appreciation of emotions through relationship processes; and *managing*, proficiency in regulating emotions in oneself and emotions in others (Mayer et al., 2003, 2004).

Tracking EQ in industrial and organisational psychology (IOP) is not a new research trend. While Salovey and Mayer did not coin the term until 1990, the early work in fractioning the different categories of intelligence led to a corporate assessment centre for AT&T in 1956, which included assessments of cognitive and non-cognitive interpersonal skills such as sensitivity and communication (Cherniss, 2000).

Cherniss (1999) presented 19 points to show that organisational EQ is a useful and valued skill. This presentation was made to the *Consortium for Research on Emotional Intelligence in Organizations* – an assemblage that still today emphasises the importance of this skill in the workplace. The group publishes reports on the subject, presents model programmes worldwide, and provides measures to aid in testing candidates for emotional intelligence abilities.

Citing reports and studies from businesses around the globe, Cherniss (1999) noted that up to four-fifths of people in top leadership positions who demonstrate high EQ produce above-average productivity and profitability. He spoke about L'Oreal – a cosmetics and skincare goliath– which found that when they chose sales specialists based on emotional competencies, they sold more than their counterparts, increasing net revenue into the millions of dollars.

Those same salespeople also showed 63% less employee turnover, mimicking findings of a global beverage brand, which noticed that their employee turnover went down to 6% over two years from 50% simply by selecting staff based on emotional competence. These findings were echoed by 17 additional accounts and show the relevance of including emotional intelligence as a predictor in a model for PIA.

1.5 Rationale for Research

The purpose of cross-cultural studies is to identify social and psychological constructs at individual and national levels, and ascertain whether those value system relationships are isomorphic (similar) or non-isomorphic (different) (Fischer et al., 2010). There is a need to explore the socio-economic (SES) and cultural adaptation of expatriates in South Africa and to shed light on current global complications relating to the adaptation of expatriates and – by implication – on a significant expatriate failure rate when expatriates attempt to settle and adapt to the constraints of their work environment in the host country.

Expatriates make a sizable donation to this country via expertise, knowledge transfer, economic influx, charitable contributions, mentorship, and shared cultural knowledge. The bridge they create between South Africa and other countries also showcases South Africa's unique heritage while bringing exciting African innovations and global worthy academic contributions to the broader international audience.

Studies on refugees, political and poverty-based asylum seekers, and other African diaspora fill much academic research space, and rightly so. However, expatriates residing in South Africa are a population segment that needs increased attention within new paradigms if South Africa wishes to secure its standing in the international economic, commodity and technological communities.

Africa, and more importantly, South Africa as a gateway, is seen as a future developing market (Davis & Luiz, 2015), indicating growth in MNCs and resulting in ever-increasing numbers of foreigners living and working within its borders.

Upward trends in international residency were further bolstered by President Cyril Ramaphosa's commitment to secure USD 100 billion in foreign investment through 2023, as noted in his 2018 speech (Ramaphosa, 2018). Compounding the President's pledge, the Department of Home Affairs has augmented the Immigration Act with 39 additional critical skills needed in the short term to expand South Africa's global impact. Furthermore, finance Minister Enoch Godongwana declared, "Highly skilled

foreign workers create more than one job for South African workers on average and contribute significantly to tax revenues and spending in the economy, as well as to productivity improvements and innovation" (Businesstech, 2022).

These economic promises combine with the revisions taken to the 2005 Immigration Act that fosters longer-term employment visas for expatriates and 90 days of allotment for expatriates currently residing in South Africa with valid visas to look for other employment within their field of expertise. Further encouraging efforts of expatriation within South African borders include no restrictions on foreigners owning freehold titles to land and the 2018 Protection of Investment Act, which essentially protects international investors with the same guidelines on property rights as South African citizens (IHS Markit, 2020).

In today's world, where there are social distancing measures in place (whether under lockdown or not), high rates of social anxiety, the breakdown of traditional family values, and altered relationships from social media only increase isolation (Twenge, 2019), it becomes imperative to understand and support individuals in society who may already feel marginalised, unhappy or unwelcome. Expatriates are one such group who have additional social, familial, and emotional stressors added to their lives. Expatriates may feel the need to stay in untenable situations because of the MNCs high cost – from USD 40,000 to USD 1 million per failed assignment (Vögel et al., 2008) – fear of job loss, fear of familial breakdown, inadequate resources and more. These situations bring high costs not only economically, but also emotionally.

Happier individuals, including expatriate employees, equate to fewer instances of self-abuse, medical emergencies and domestic abuse, thrill-seeking, and reckless behaviours such as gambling and drunk driving. Depressed individuals displaying these behaviours use valuable community and emergency resources (Auerbach et al., 2007; Sachs, 2019).

Happiness and contentment inspire people to proliferate into larger, stable family units, contribute more economically where they stay, commit to a stronger work ethic

(Selmer & Lauring, 2014), and become more community involved and embedded in their host country (Chen & Shaffer, 2017).

Exploring the concept of a combined ability-based adaptation strategy could set the groundwork for further examinations of successful PIA in South Africa by analysing the constructs mentioned above of SE, EQ, CQ and PCD, and exploring them with the intent to predict positive intercultural adaptation. The data from this research will provide a secondary aim to develop and test a more complex, ability-based predictive model designed to gauge a comprehensive assessment of an individual's ability in three critical areas of adaptation processes geared towards successfully settling into South African borders.

1.6 Objectives of Research

Why is an organisational, intercultural adaptation so challenging to achieve? How can one improve the evaluation of potential expatriates for successful job placement, staying power, and overall well-being in their host community? Something is missing in the expatriate recruitment process because the current criteria result in high expatriate failure rates. This researcher proposes that previous selection processes have not determined the correct constructs to decisively measure the effectiveness of expatriate success, resulting in a symptom (high expatriate failure) of a problem (inadequate selection policies) that has yet to be addressed satisfactorily (Hofstede, 2001; Kim et al., 2008).

Poor candidate selection stifles corporate momentum when expatriates show low-performance rates, quit the company, and miss important deadlines. Unhappy expatriate spouses and families can cause distress when not adjusting to their host country or when experiencing high levels of culture shock (Black & Stephens, 1989; Erogul & Rahman, 2017; Naeem et al., 2015). However, these unfortunate instances could be reduced if one considers an individual's intrinsic ability level before the expatriation process begins.

On a practical level, the problem to determine is what additional factors should be contemplated during the hiring process of potential employees to facilitate successful PIA. This study proposes that SE is an important driver and moderator of intercultural adaptation instead of selection processes concentrating on learned work-specific skills, personality traits, and job fit. Self-efficacy, combined with other ability-based constructs, such as EQ and CQ, is functional as a measurement with which to evaluate the potential sustainability of an international employee or self-initiated expatriate (SIE) of multinational corporations.

However, before that, one needs a deeper understanding of the constructs, their relationships to one another, how this information fits into the existing knowledge base and how this learned theoretical knowledge can turn into practical applications.

Therefore, the emphasis of this research is to examine the following main questions:

- Is SE the primary driver of positive expatriate adaptation;
- How do the constructs of SE, CQ and EQ fit together in the role of positive expatriate adaptation; and

And finally:

- Can we create a predictive model for PIA?

1.7 Contributions to Current Knowledge, Theoretical and Practical

This study intends to aid in the understanding of the factors influencing the successful cultural adaptation of expatriates in South Africa. It explores the relationships between three important variables that are expected to affect the integration of the expatriate community into the culture and workforce of the host country, and thus tries to develop theoretical insight, and possibly even a model, of the factors driving the positive adaptation of expatriates in the South African context.

By investigating and clarifying relationships between EQ, CQ and SE through mediation, moderation, and their combination – conditional process analysis – this research will contribute to the knowledge base of South African studies of expatriates within the framework of industrial and organisational psychology. In addition, the data collected could provide material for more research in the future on this topic.

By knowing the issues affecting the adaptation of expatriates and applying this knowledge to the incoming expatriate community in South Africa, we can address and proactively respond to potentially unsuccessful international relocations. Employers can save time, alleviate stressors, costs, and aspects negatively impacting expatriate relocations and illuminate potentially problematic situations within a global circumstance bound to grow even more prevalent in the coming years.

1.8 Chapter Overview

This chapter gave the reader an introduction to the research undertaken and the context in which it was positioned within IOP. This chapter highlighted the global impact of foreign nationals' and why South Africa must consider this growing sector of individuals within their borders.

This chapter also described, to a brief extent, the constructs and variables used in the study and the essential contributions this research could make to the existing knowledge base of psychology.

Chapter 2 surveys the literature relating to expatriates in South Africa and abroad for comparison purposes. The chapter also examines the variables highlighted in this study. The intention of this survey is to highlight gaps in the research to date, to question the accuracy or viability of prior research and to align this study with other similar analyses on this general topic.

The chapter starts with the conceptualisation of the study and a walk-through of the literary search. Main concepts are identified and prior research studies that explore those same variables, such as age, SE, EQ and CQ, distance and support are

discussed. Next, studies involving immigrants in South Africa are presented with the explanation of why this research will follow a different direction.

Theoretical perspectives about this research will be detailed in Chapter 3, illuminating the inclusion of specific variables, processes and foundations used by this researcher. Theories covered include SE, PCD, EQ and CQ. The additional discussion attempts to set temporal precedence of self-efficacy via genetic studies. This would establish the requirement of temporal precedence for conducting mediation analysis in a cross-sectional study.

Chapter 4 defines the scope and methodology of the study, and outlines the steps taken for transparency and replicability of the findings. The first segment offers the research design and approach. Next, the sampling strategy is explained, and the measures used to ensure the reliability and validity of the questionnaire are conveyed. Finally, the steps taken prior to the pilot study are demonstrated such as scale development and the expert panel review, before commenting on the type of analysis which will be used on the data.

Chapter 5 details the analysis of the pilot group sample, which consisted of over 500 participants. This chapter presents the findings from the questionnaire administered to expatriates residing outside of South Africa. Validation and reliability of the questionnaire will be assessed at this stage for comparison purposes with the main study group, which consists of expatriates living within South Africa.

Results of the study group, or expatriates residing within South Africa, are presented in Chapter 6. Beginning with learnings gathered from the initial call for participants through to the final research question, phases of the analysis are thoroughly laid out in increasing complexity in tables and figures for visual representation. The types of analysis that will be used in this study varies from simple descriptive and crosstab analysis, to ordinary least square regression and ends with conditional process analysis. These procedures were chosen as the best fit for the data because different relationships between variables could be examined. Group comparisons between the pilot group and the study group finish this chapter.

A complete discussion of the results follows in Chapter 7. This researcher proposes various perspectives on the data – such as alternative theories and limitations – and provides the predictive model of positive intercultural adaptation for expatriates within the South African context. Conclusions, final remarks and suggestions for future research complete the thesis in Chapter 8.

Chapter 2: Literature Review

2.1 Introduction

Studies into expatriate adaptation have grown over the past 50 years, becoming especially relevant over the last decade. Research includes international working conditions and management (Shortland, 2015; Stanley & Davidson, 2015); dealing with culture shock (Naeem et al., 2015); family dynamics (Lämsä et al., 2017; Mäkelä 2007); the dynamics of in-group and out-group relations as well as ethnocentricity (McNulty, 2016; Mlambo, 2019) and personality traits (Huang et al., 2005).

Expatriation categories have also developed, and studies are beginning to look at self-initiated entrepreneurial expatriates, or SIEs (Chen & Shaffer, 2017; Vaiman et al., 2015; Vance et al., 2016). Trailing spouses is another topic gaining research momentum (McNulty & Selmer, 2017; Vögel et al., 2008; Webber & Vögel, 2019).

While the previously explored concepts affecting expatriates are still relevant, the focus of expatriate studies has progressed from U-Curve theories of adaptation (Black & Mendenhall, 1990) to cultural competency (Hofstede, 2001); and from hard organisational skills and knowledge transfer (O'Keefe, 2015; Russell & Aquino-Russell, 2015) to intercultural communication strategies (Oleškevičiūtė et al., 2022).

Research interest has also now shifted to encompass broader categories of diaspora, including the immigrant entrepreneur (Fatoki, 2019; Mouelle & Barnes, 2018). Focus has changed from the expatriates themselves to assessing their family units as a whole and from the hierarchal and ethnocentric group and management approaches to inclusive integration philosophies.

This chapter focuses on the current studies exploring positive expatriate intercultural adaptation, or PIA.

2.2 Objectives of the chapter

This chapter's first focus is clarifying the literature review's conceptual framework. This is demonstrated by walking through the steps of the literature search process and is visually presented.

Secondly, studies focused on industrial and organisational psychology (IOP) in the workplace are examined from a diversity standpoint. Next, expatriate and immigrant studies are highlighted, with sections categorised by the variables researched. Some of these include the attitudes of host country nationals (HCNs) in South Africa towards immigrants. Other concepts explored are the constructs of self-efficacy (SE), emotional intelligence, or EQ, and cultural intelligence, or CQ, and how they and their facets affect the expatriates' adjustment experience.

After that, bi and multivariate research is introduced. These studies combine two or more main constructs identified for further examination, followed by a summary and discussion of the presented research.

2.3 Literary Methods and Sources

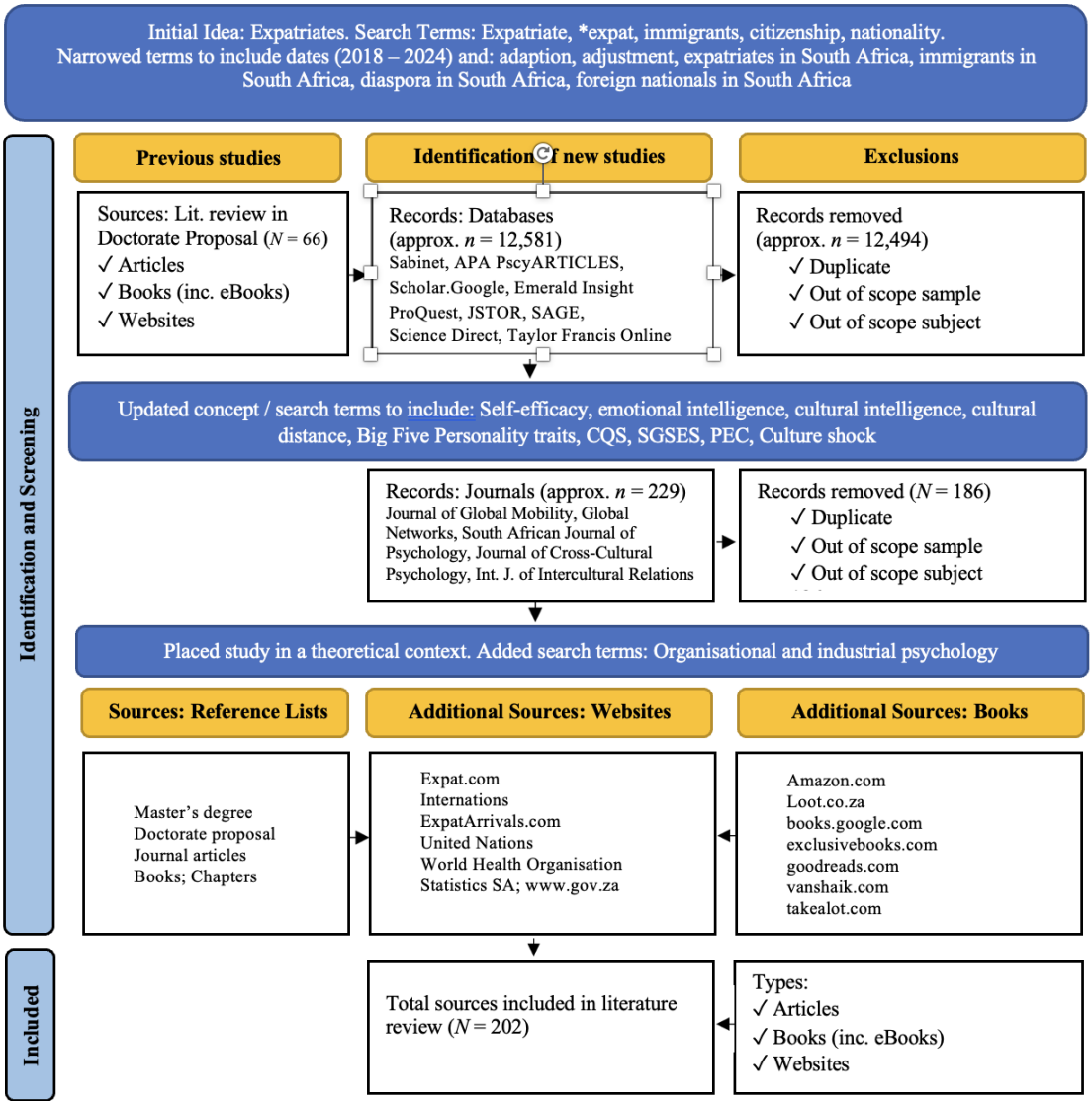
This research began with a vague concept: expatriates. As an expatriate herself, observing other expatriates in South Africa thrive or struggle inspired a quest to discover the differences that made some individuals succeed or fail. Was there an internal quality within these individuals, or did external circumstances affect their expatriate experience the most? Are some people built for an expatriate type of life and others not?

Research is hardly linear, and while one strives to stick to a systemic, documented process, the truth is that ongoing literature searches are completed during one’s research. Some documents were sourced purposefully; some information was stumbled across while reading the news or going about daily life.

Primary databases were searched initially to ascertain the broad spectrum of expatriate studies available. Narrowing and focusing search terms continued. Once subject matters and concepts were decided upon for further enquiry, individual journals were identified as rich sources of information and searched for the most recent studies available (Figure 2.1).

Figure 2.1

Adapted PRISMA Flow Chart



Note. PRISMA Flow Chart, Adapted from "PRISMA 2020 explanation and elaboration: Updated guidance and exemplars for reporting systematic reviews," by Page et al., (2020), *BMG*. (https: doi.org/10.1136/bmj.n160). (Permission: http://creativecommons.org/licenses/by/4.0/).

This research utilised several resources to gather information regarding expatriate examinations. Book and eBook titles and subjects were identified using search terms relevant to ideas and theories in articles and studies perused during the early exploration of the topic.

Further and more advanced searches were carried out using search engines and the e-catalogue on the UNISA library site. In addition, topic-related information was obtained from the bookseller websites. Many websites, including Amazon.com and Goodreads.com, offered similar titles and subject recommendations, which this researcher then explored. In addition, books were sourced from reading reference lists from the relevant websites.

Reference lists at the back of journal articles provided abundant resources relevant to the broad expatriate domain to purview and access through the journal search option on the UNISA library site.

Additionally, information was gathered via sources this researcher had already identified during previous research at the master's level, including books, eBooks, journal articles, and digital information such as videos, articles, and presentations regarding helpful hints on scholarly writing, the structure of research and tips on creating surveys.

2.4 Titles

What do we call a foreign national? Expatriate? Immigrant? Do our labels share the same meaning with everyone? Titles of foreign nationals have evolved over the years of research, and there are no universally accepted definitions as designations have changed in different settings (Andresen et al., 2014; Falkof, 2022). The terms expatriate, immigrant, migrant, foreign national and diaspora are used interchangeably in research discourse, public discussion, and this thesis. For better comprehension of this thesis, all technical terms will adhere to the United Nations' description of a migrant, which clarifies a migrant as "any person who has changed his or her country

of usual residence" (McAuliffe & Khadria, 2019, p. 5).

Within the United Nations definition, this is not delineated further. There is no attempt to distinguish between those who work for international companies (strictly termed as expatriates by some) and those who do not (strictly labelled as immigrants). Moreover, many trailing spouses self-identify as expatriates, yet they cannot work according to their conditional visas (Vögel et al., 2008). Consequently, according to some theorists, they would not be considered expatriates, yet by their self-description, they are.

2.5 Industrial and Organisational Psychology

2.5.1 Distance

A significant challenge in South African business psychology is understanding how to deal with distance in South Africa's heterogeneous domestic workplace and multinational corporations. In addition to perceived cultural distance (PCD), which portrays an individual's perception of distance – such as distance in food, mannerisms and geography – organisational distance can take many forms, such as administrative distance, human resource policies, economic distance and healthcare systems (Ayas, 2021; Jackson & van de Vijver, 2017; Siegfried et al., 2022).

The distance between policies enacted by the headquarters of multinational corporations (MNCs) versus the appropriateness at the local subsidiary has long been a challenge. Considering language, values, hierarchal configurations, management styles, gender, and other cultural disparities between the two structures creates "a dynamic environment where the quality of human capital in organisations is both their most important asset and their biggest challenge" (Davis & Luiz, 2015, p. 2764).

This can be due to skills shortages, lack of institutional experience within the host company, differences in cultural, organisational and legal structures, ethnocentricity propagated by the MNC and even anti-neo-colonialism sentiments from the local community that arise.

2.5.2 Diversity Challenges

Feldman and Msibi (2014) studied 26 managers at A.M.S.A. Newcastle, a steel fabrication factory in South Africa. After administering the GLOBE survey, the researchers found that the middle managers placed a high value on human orientation, collectivism, gender equality and performance orientation. This conflicted with the executive structure at the company, which presented with a 92% gender overrepresentation of male managers and a 58% overrepresentation of white managers as opposed to other ethnic groups.

This implies that middle management is ready for a more inclusive, humanistic environment (Zi & Linke, 2021). However, looking at their corporate structure versus the research results, one can assume that hiring executives still cling to Eurocentric leadership and management ideologies and generally do not feel it necessary to incorporate effective cross-cultural interventions. A 2007 employee engagement survey that the company conducted, and the researchers consulted as a secondary source, confirms this (Feldman & Msibi, 2014).

The company's traditional leadership system failed to support diversity, cultural awareness and tolerance within the organisation. Quotes from middle management such as "We do not get invited to certain presentations" (p. 2) and "Some meetings are still conducted in Afrikaans even when other non-Afrikaans-speaking participants [are present]" (p. 2), and "Favouritism when it comes to appointments" (p. 2) demonstrate the divisive ideologies of the executives (Feldman and Msibi, 2014). Consequently, employees feel disregarded, contributing to employee turnover and a lack of productivity and loyalty (Andresen et al., 2017).

2.5.3 Hiring Strategies

So, what dynamics instigate culturally diverse hiring strategies? Farashah and Blomquist (2021) conducted research based on Cameron and Quinn's organisational types while trying to understand cultural diversity in the workplace. Administering the *Organization Culture Assessment Instrument* (Cameron & Quinn, 2011) to Swedish

employees, they found that companies employ diversity strategies depending on their organisational culture type (Figure 2.2):

- Clan culture. In this type of company, a family image is projected. A clan culture values collaboration, teamwork, cohesion, and participation. In this type of organisation, all shareholders are encouraged to adopt the company culture where knowledge sharing, shared values and team goals are the main principles.
- Hierarchy culture. In this formal organisation, a centralised and rigid control system is enforced to which employees must adhere. This type of company values efficiency and predictability.
- Adhocracy culture. Ingenuity, problem-solving, creativity and swift exploitation of emerging opportunities are rewarded here. Entrepreneurship is highly encouraged in this innovation-driven atmosphere.
- Market culture. This type of corporate culture values results. Rational and competitive, they reward employees on performance and accomplishment.

The researchers compared companies with the following culturally diverse hiring strategies:

- Homogeneity. This strategy emphasises organisation-person fit while embracing the importance of local culture and norms.
- Blind strategy. Here, technical qualifications trump personality or culture. This strategy also emphasises the person-job fit regardless of their cultural background.
- Fairness strategy. This is an anti-discriminatory strategy that supports diverse employees and might implement diversity quotas.
- Learning strategy. This type of strategy encourages the hiring of individuals with new and distinct perspectives.
- Access strategy. This hiring strategy aims to include culturally diverse employees to reach and serve a culturally diverse clientele. Immigrants and expatriates are often employed as cultural brokers.
- Good worker strategy. Most often used in organisations with a skills shortage, this strategy can often exploit migrant workers with low pay.

Figure 2.2

Organisational Culture Types and Hiring Strategies

Note. Adapted from "Organisational culture and cultural diversity: An explorative study of international skilled immigrants in Swedish firms," by Farashah and Blomquist, 2021, *Journal of Global Mobility*, *9*(2), 289-308. (https: doi.org/10.1108/JGM-11-2020-0072).

The implication here is mainly for the foreign national, who can identify the type of organisation they seek before committing to a job that might not be geared towards inclusion, thereby facilitating expatriate success instead of failure.

2.5.4 Knowledge Transfer

Shaw and Luiz (2018) examined distance and knowledge transfer with two MNCs in South Africa: Microsoft and Samsung. They asserted that information could be misunderstood or misinterpreted as it crosses cultural borders and used two companies with distinct cultural values, the USA and South Korea, to measure the distance (see 3.7.2.1) according to Hofstede's Cultural Dimensions. Twelve senior managers completed the open-ended interviews, and both companies used different strategies to ensure effective knowledge transfer. Microsoft depended on technologies

such as online portals and content management systems, and Samsung relied on the use of expatriates to hand down seamless yet explicit policy.

This study highlights a successful, collaborative adaptation process of both the MNCs and the expatriate. Both techniques mitigated the geographical distance and were contextually significant representations of their home culture's values. Seven participants noted that the more negligible the PCD between origin and host country, the smoother the knowledge transfer would be, and the knowledge would be internalised effectively into the subsidiary.

2.5.5 Mentoring

Desai et al. (2018) discuss developing CQ through reciprocal mentoring. Corporate structures always have generational gaps – often younger employees in IT and older employees in executive positions who learn from each other. So why not apply that type of knowledge sharing towards cultural diversity? Using the employees the organisation already has in different positions, such as resource advisor, or role model, the mentor and mentee can benefit from built trust and respect, engagement and improvement in cultural complexities that arise in the workforce.

Van Bakel et al. (2022) concur. They address the one-sided approach traditional mentoring has typically been concerned with (training the expatriate only) and agree that all global talent players can contribute to this practice. Using a HCN as a liaison for the expatriate in their host country and a communication specialist to the parent company, the headquarters and the subsidiaries can address the imbalance of expatriate support. Consequently, these liaisons feel more embedded and supported by the company and less threatened by the expatriate.

Mentoring and knowledge transfer have applications outside of the workforce as well. For example, global development volunteers (Fee, 2023), host country nationals (Mahajan & Hassan, 2024) and expatriate community organisations facilitate knowledge sharing and mentorship via group leaders to incoming expatriates and MNCs can support trailing families via relocation providers and support services

(Wang & Chen, 2024). Implications of these could include increasing the newcomers' network, facilitating job opportunities for family members, and keeping families socially satisfied and supportive of their expatriate family member.

2.6 Expatriate Adaptation

In research, PIA combines psychological and sociocultural adaptation (Demes & Geeraert, 2014; Ladun, 2019; Ward & Kennedy,1999). Berry and Sam's (1997, cited in Ladun, 2019) findings illustrate a relationship between these two aspects of adaptation, thereby confirming a combination of the two types of assessment. Others posit that PIA consists of three dimensions, (a) general, (b) work, and (c) interaction (Black et al., 1991; Liao et al., 2021).

Confirming what PIA means to each unique expatriate is challenging. From the following literature review, one can surmise that adaptation affects many areas of life, such as relationships, job satisfaction, emotions and psychological well-being, cross-cultural involvement, conflicts and more (Osland & Osland, 2005). Expatriate adaptation research is focused on investigating the outcome or dependent variable, primarily by qualitative interviews or survey questions. Self-reported measures regarding cultural studies generally have adequate validity (Mumford & Babiker, 1998). The social desirability response bias is lessened as the participants remain anonymous (King & Bruner, 2000).

A word of note: Immigrant acculturation, or assimilation, is separate from adaptation. Historically, these two concepts have been viewed as a unidirectional process where immigrants ultimately forgo their home culture and espouse the host country's views, language, mannerisms and values. These outdated ideologies are no longer widely endorsed and have been replaced by multi-dimensional acculturation paradigms (Bulut & Gayman, 2020).

2.7 Abilities and Constructs as Variables Studied in Expatriate Research

2.7.1 Age

Previous studies have shown that age is a significant element in PIA. Younger

individuals were found to experience lower levels of adaptation in research conducted by Vulić-Prtorić and Oetjen (2018). Yet, other studies have shown the opposite (Poyrazli et al., 2001), and Ladun (2019) also found that age is not significant in PIA.

Selmer (2001) studied age as a variable in the expatriate selection process from the view of the host country and the local population. Olsen and Martins (2009) found that if age is respected in a Confucian culture like China or Japan, then the older expatriate will feel more accepted and valued, facilitating PIA. In an individualistic society, host country nationals might view a more senior expatriate as irrelevant and out of touch with current practices.

2.7.2 Cultural Intelligence

Cultural intelligence, or the intellectual abilities one uses to adapt to an intercultural environment, are essential in the expatriate experience. Knowing about other cultures, being flexible and adaptive in unfamiliar situations, and acting appropriately with diverse individuals can be the difference between a successful overseas experience and a failed one (Mensah, 2024).

The theory behind CQ posits that four dimensions make up the whole construct. The *cognition* facet entails the knowledge you have of different cultures; the *meta-cognitive* aspect takes that knowledge and deliberates and reflects on it; the *motivational* dimension focuses on how much individuals desire to learn or participate in other cultures; and *behaviour* relates to the actions individuals modify to conform to the host culture (Ang et al., 2008).

Brislin et al. (2006) reviewed numerous situations where being culturally illiterate can increase confusion and levels of maladaptive behaviour in cross-cultural situations. They mention the following:

- The student from a collectivist culture who will only receive good grades in the developed country he attends if he raises his hand and often engages – the opposite of his cultural norm.

- Engineers develop projects in lesser developed countries to help uplift the community's future, but the community does not think about the future similarly. The project falls into disrepair and is abandoned when the engineers leave.
- Business owners who are in joint ventures with companies that have different organisational structures, hierarchies and languages.
- A president of a company who hires his nephew despite another applicant being better suited to the role. A Westerner would question the nepotism, but in a collectivist society, that president would be shamed for not helping his family to succeed if he hires the "outside" candidate.

These various situations highlight how culture pervades nearly every aspect of a sojourner's life and, consequently, how crucial CQ is. Within the international workplace, strategies used by expatriate employees have repercussions for the MNCs, both positive and negative. A colleague high in CQ can make critical decisions for a footprint in an international marketplace, facilitate relationships between disparate entities, and innovate creative and integrative policies and products (Earley & Mosakowski, 2004).

Individuals with low CQ can cost companies money, time, and intellectual property. They can damage relationships between the multinational organisation and the local subsidiary, even affecting country relations (Earley, 2002).

Examining how CQ mitigates burnout, engagement, and purpose-orientated leadership, Cavazotte and Mello (2020) completed a cross-sectional survey study with a sample size of 130 expatriates from 21 different countries. The researchers found that CQ does significantly and positively affect expatriate engagement in a workplace setting (ß = .34, $p < .05$) and significantly, negatively affects burnout (ß = -.36, $p < .05$), but not with their female expatriates ($ß_{CQengagement} = -.15$, $p < .05$). The researchers also discovered a high correlation between the CQ dimensions of motivation and behaviour ($r = .85$, $p = .001$). This study demonstrates that when expatriate employees perceived a higher level of CQ in their leaders, they viewed them as more supportive, thereby experiencing less burnout and more engagement.

Exploring human capital in the expatriate experience, Valk (2021) was interested in the types of competence one must develop and nurture to "work effectively and live contentedly" (p. 241). Valk coded and categorised competence clusters that the participants mentioned in interpersonal, intra-personal, global business, global leadership competence and cultural competence (CC). Valk (2021) highlighted the four areas of CC that represents cultural intelligence, through WhatsApp and Skype interviews with 78 re- and expatriates around the world. Within the context of metacognition, Caicus, a Dutch expatriate in Nigeria, succinctly shared, "I think that the greatest benefit of working abroad is that your ignorance, which is the root of evil, is less. Ignorance leads to a lot of nasty behaviour in society, from racism to homophobia. And when you have lived abroad then you have a better comprehension of other cultures and opinions. You think in a more nuanced way" (p. 249).

Beneroso and Alosaimi (2020) investigated the idea that CQ can accumulate with time and experience, supporting the results of Earley and Ang (2003). They found that students consistently scored higher in behavioural CQ measurements when they had previously lived overseas, yet the results varied with ethnicity and gender. Results from the Mann-Whitney U tests indicated that Black students scored higher in motivational CQ, suggesting they felt the need to understand how different cultures interacted. In contrast, Asian students scored the lowest in motivational CQ, perhaps highlighting that their goal was academia, not cultural assimilation. Finally, females scored higher in the behaviour dimension of CQ than males, demonstrating their friendliness and willingness to participate with others.

Previous international lived experience was also seen as an antecedent to CQ, which mediates the inclination of hospitality students to accept expatriate transfers (ß = .28, $t = 4.17$, $p < .001$) in a study by Lee et al. (2019). Surveys completed by 370 subjects found that previous successful intercultural experiences equipped individuals with confidence that encouraged them to consider future international careers. The previous experience develops the abilities of individuals to recognise and predict cultural differences (metacognition) and the ability and confidence to respond accordingly. This enhances the chance that they will accept overseas opportunities.

Kim et al. (2008) suggest that when PCD increases, CQ becomes more crucial to the adaptation process. The cultural obstacles one faces in a foreign nation provide an expatriate with a resounding opportunity to develop CQ. However, the authors consider that because of the individual differences in motivation and cognitive processes, the CQ dimension of behaviour plays the most critical role in cultural adaptation.

Dinglasa (2020) also agrees, stating that lower correlations within other dimensions of CQ could be expected if the expatriates had prior intercultural experience. In other words, there was no need to facilitate their adaptation experience through CQ.

Hu et al. (2020) also found that foreigners with proactive personalities are more prone to learn about their host country's belief systems, customs, and social norms. The gaps in their knowledge about the host country drive their CQ and motivation to learn more, thus giving them the confidence to interact with the local population. The investigators also credit CQ as fully mediating the relationship between foreigner adaptation and proactive personality (ß = .47, $p < .001$), which has been linked to SE (Tornau & Frese, 2013).

Templer et al. (2006) ran a cross-sectional adaptation research study to determine positive relationships between CQ and other adjustment criteria. They found that motivational CQ was moderately correlated with three facets of expatriate adjustment, namely general ($r = .32$, $p < .001$), interaction adjustment ($r = .32$, $p < .001$), and work ($r = .35$, $p < .001$). These results supported Huff et al. (2014), who found motivation to be the only dimension of CQ significantly associated with those three dimensions of expatriate adjustment.

The *motivation* facet of CQ has been studied thoroughly in expatriate research because it relates directly to their performance and adaptation (Hanke, 2019; Setti et al., 2022). Nevertheless, studies show that other facets, such as metacognition and cognition, can be just as crucial to the expatriate employee. For example, recognising opportunities is a CQ ability vital to a multinational employee, as is innovativeness.

These specific competencies were studied by Lorenz et al. (2018), who applied Kolb's Experiential Learning Theory to explain how and why expatriates learn from their overseas experiences to identify the effect of opportunities (the cognition facet) and the creativity to innovate (metacognition aspect) and the knowledge of how to maximise these learning experiences. They confirmed that these dimensions were related to expatriates who were successful at opportunity recognition and innovation, but additionally, exposure to uncertainty or risk encourages these abilities – especially cognitive flexibility – supporting other research findings (Van Dyne et al., 2008; von Kirchenheim & Richardson, 2005; Wang et al., 2019).

Ang et al. (2008) examined distinct correlations between specific Big Five traits and the four dimensions of CQ (Figure 3.8). The authors established that the metacognitive dimension has a positive relationship with conscientiousness. They also found that a positive relationship exists between agreeableness and behavioural CQ; extraversion is related to motivational, behavioural and cognitive CQ; neuroticism is negatively related to behavioural CQ and that openness to experience is positively associated with all the facets of CQ (Shannon & Begley, 2008).

In another study, Tarique and Takeuchi (2008) examined the relationship between the number of international non-work experiences individuals have had and the length of those experiences and associated that information with the four facets of CQ. A non-work experience could include shopping, eating at restaurants, or daily activities. They found that a higher amount of non-work experiences was significantly associated with all four facets ($ß_{META} = .61$, $p < .01$, $ß_{COG} = .48$, $p < .01$, $ß_{MOT} = .53$, $p < .01$ and $ß_{BEH} = .56$, $p < .01$).

This means that an expatriate does not have to work in a foreign location to build CQ, and the more variety and times one spends in non-work occasions, the more that will contribute to the growth of CQ in all four facets of the construct: motivation, behaviour, cognitive and metacognitive.

Nel et al. (2015) applied the Cultural Intelligence Scale (CQS) to a young, white,

Afrikaans-speaking sample to correlate the four facets of cultural intelligence with personality traits and identity concepts. The researchers found that traits such as conscientious (ß = .23; $p < .05$) and soft-heartedness (ß = .41; $p < .05$) have a relationship with behavioural CQ, and identity concepts (ß = .15; $p < .05$) correlate with the metacognition dimension of CQ. Unfortunately, this study did not explore how the construct of CQ fit the sample, or if the measure was a valid or reliable predictor of cultural intelligence in a South African setting.

Da Silva (2015) used the expanded CQS with 11 factors on a South African sample (44.5% African, 31.6% White/Caucasian, and 33.9% other; aged 26–35, [45.2 %]; other ages, 54.8%) and found it complicated due to the number of factors. Da Silva established that the original four-factor scale (Earley & Ang, 2003) has a better model fit across race and age than the 11-factor model, or even a modified four-factor model. The researcher also found that Earley and Ang's scale (2003) scale is cross-culturally equivalent in South Africa.

These findings were initially put forth by Mahembe and Engelbrecht (2014) who also found the CQS valid and reliable for the South African population. Their sample consisted of 229 university students (156 female, 73 male; 55% under the age of 20) with an ethnic distribution of 70.7% White/Caucasian, 16.2% mixed race, 10% Black and 3.1% Indian. All facets of CQ except for metacognition demonstrated reliability coefficients above .80 and the researchers concluded that the scale was a valid, reliable measure for the sample they used. As metacognition is an advanced skill, perhaps the sample's general age of under 20 years contributed to that dimension not performing well in the analysis.

Nel and Mziray (2017) found that within the corporate culture in Africa, and specifically South Africa, corporations do not focus on CQ, nor do they find it as important as other job-required skills. The researchers suggest adding cultural intelligence to the list of skills needed by employees when considering international assignments, as do Harunavamwe and Palmer (2020).

2.7.3 Education Levels

Education levels have not been studied extensively in conjunction with expatriate adaptation; however, an article by Statista (Jinnah, 2020) concluded that 8% of expatriates living abroad completed their highest education at the high school level, 34% had a bachelor's degree, 41% had a postgraduate degree or similar, and 7% had a PhD (the remaining had only primary school experience).

A study measuring the HCNs feeling towards incoming expatriates found that the less education individuals have, the more they are worried about their economic security and the repercussions that could affect them with a flux of immigration into their nation (M = 3.0, SD = .50). This assumes a correlation between poverty levels and xenophobia, yet interestingly, no correlations between socio-economic levels (SES) and economic security fears were found (r = -.01, p = .94), (Goedert et al., 2019).

Most literature on education levels on this topic concerns expatriates in academic institutions (Maharaj, 2017) and the need for teachers in the international context (Lamers-Reeuwijk et al., 2020), but not general expatriate adaptation.

2.7.4 Emotional Intelligence

Emotional intelligence is described as a combination of emotional abilities coupled with intelligence. Emotions can run the gamut between anxiety and uncontrollable outbursts at the opposing end of EQ or mastery at the positive end (Morale-Rodrigues & Pérez-Mármol, 2019). Emotional intelligence is a multidimensional construct consisting of four core facets: (a) *perceiving and expressing*, (b) *usage*, (c) *understanding*, and (d) *regulation or managing*. If one can master those abilities within oneself and with others to successfully adapt and navigate one’s daily experiences, then one is believed to possess high EQ (Mayer et al., 2004).

At first glance, EQ indicates a universal construct, as most cultures interpret facial expressions similarly, and individuals feel analogous emotions (sad, happy, angry) when in comparable situations. However, EQ can be challenging for many

individuals, especially in a cross-cultural environment where the culture itself can influence a person's emotions, as Lim (2016) found when comparing the arousal levels of different emotions in an examination between Eastern and Western cultures. To supplement this position, a meta-analysis on the effects of Artificial Intelligence (AI) demonstrates a moderation between the expat's emotional understanding and IT performance from real-time emotional enhancement systems and intelligence solutions in cross-cultural environments (Ramamurthy & Anitha, 2024).

Each of the four facets of EQ is divided into two classifications: oneself and others. For example, if individuals are measured on the dimension of understanding, they are appraised on their ability to understand their emotions and the emotions of others to be competent in that facet (Goleman, 1995; Mayer et al., 2004).

Within the IOP sector, the employee's perspective of others' emotions is considered alongside the intra-personal side. Others-focused EQ determines pro-social, leadership and teamwork behaviour, and self-focused EQ helps with individual job stressors (Côté, 2014; Pekaar et al., 2019). Additionally, individuals with high EQ easily adjust to their work setting. Functioning in a culturally different atmosphere begets immense uncertainty, bringing most individuals' emotions into flux. By managing, understanding, and using their emotions to manoeuvre through difficult situations, emotionally competent expatriates can avoid disruptions and focus on the task at hand (Arokiasamy & Kim, 2019).

These organisational studies have found that the higher the individuals' EQ is within high-demand roles, the more their work gains proficiency (Vinickyté et al., 2020). The employees will also display higher production rates, build enhanced, appropriate workplace relationships with others, and more leadership skills will emerge within those individuals – even if they are volunteers (Vinickyté et al., 2020). Conversely, too few studies, as reviewed by Côté (2014) attach workplace success to EQ alone without including other variables, such as cognitive strategies or personality traits (Goleman, 2011).

An examination of small to medium owned enterprises (SMEs) owned by immigrants in South Africa concluded that being emotionally able to cope with daily demands and the changing business environment significantly contributes to personal and organisational success. Out of 175 small businesses examined through a self-reported questionnaire, Fatoki (2019) noted that EQ highly correlated with personal success ($r = .79$, $p = .01$) and organisational success ($r = .76$, $p = .01$) in entrepreneurs – a result backed up by another study conducted outside of South Africa by Jiang and Park (2012), mentioned further along in this chapter.

Liao et al. (2021) used structural equation modelling and discovered that international students in Taiwan improved their adaptation to the host country by successfully handling their emotions (ß = .73, $t = 20.50$, $p < .001$). They also found that students highly competent in managing and regulating their emotions could overcome culture shock, adapt well to stress, and experience fewer mental health problems. In addition, they found that foreign nationals with high levels of cross-cultural adjustment achieve higher performance levels on the job (ß = .50, $t = 6.29$, $p < .001$). This means that employees who can adjust better to their surroundings bring enthusiasm, participation, and commitment to the workplace.

Researchers searched for a connection between EQ, age, and the status of the relationship exporters have with their foreign importers – called relational performance. Leonidou et al. (2019) discovered that the higher EQ the exporter was determined to have, the more influence that variable has on social bonding (ß = .28, $t = 2.26$, $p = .02$) and enhanced communication (ß = .44, $t = 3.23$, $p = .00$). This suggested better relations between the company and the client. Further analysis showed a slight positive effect of age on relational performance (ß = .11, $t = 1.73$, $p = .08$); however, the relationship status between the exporter and the client did not show a significant effect (ß -.04, $t = 0.49$, $p = .63$) on relational performance.

Examining 13 thinking style categories and EQ, Murphy and Janeke (2009) found that EQ was linked to an anarchic thinking style, defined as working outside the system on a job or task. Multiple regression analysis demonstrated that thinking styles were significant predictors of overall EQ (anarchic style = .20) and that the anarchic

thinking style contributed to all of the subscales they used in their research, except the appraisal scale (optimism, .19; social skills, .15; appraisal, nil; and utilisation, .27).

At first, this may seem incredulous, as the definition of anarchy often refers to chaos, and high EQ refers to mastery. However, upon closer inspection, this matches the cognitive processes shown in cultural intelligence research. Individuals high in the metacognitive and cognitive dimensions of CQ showed higher levels of creativity and innovation (Lorenz et al., 2018; Wang et al., 2019; Van Dyne et al., 2008; von Kirchenheim & Richardson, 2005). These abilities are often attributed to those who non-adhere to society's norms. The study by Murphy and Janeke (2009) suggests that the same occurs in EQ. Higher levels of mastery in the emotional facets of perceiving and understanding stimulate flexibility, creativity, and the ability to approach novel situations and create unique solutions.

Focusing on an experience most would find extremely stressful – presenting a three-minute oral in front of a group of neutral evaluators – Udayar et al. (2020) combined EQ and SE. In this observational study, participants were given ten minutes to prepare. Afterwards, the evaluators and the participants prepared objective and subjective feedback regarding their performance, and the participants also completed a post-performance questionnaire on their stress levels. The investigators found that while SE did not show any mediation effects, the dimension of understanding in EQ correlated positively (ß = .25, $p < .001$) with the objective performance reports compiled by the evaluators.

Survey data like this could translate easily to international IOP, as an employee's performance is constantly under review by higher-ups, especially expatriates with significant MNC investment behind them. Equipping the employee with advanced EQ training, especially in the understanding dimension, could elevate performance reviews and justify the return on investment (ROI) of the job contract.

In 2006, Palmer et al. surveyed 32 managers using the ECP, or Emotional Competency Profiler. The research involved 29 males and 2 females who rated high on self-esteem, motivation and resiliency, but low on emotional literacy and

integrating head and heart. Within leadership studies in South Africa, this early research on the construct of EQ was most likely unheard of by the male dominated leadership staff.

Gender was also a deciding factor in scoring for EQ in a study by Marembo and Chinyamurindi (2018). While researching the determinants of EQ, they found men scored decidedly lower than women. Using the Schutte Emotional Intelligence (Schutte et al., 2009) test on 220 academics in South Africa, they also discovered that ethnicity was a factor in the component of *perception* in EQ, with Whites/Caucasians scoring higher than all other races, followed by Blacks and then mixed ethnicities, highlighting the need for cross-cultural training in the workplace.

Several studies adopt an approach in which the EQ ability-based components (Thomas et al., 2008) are interwoven with non-ability qualities, such as personality (Huang et al., 2005; Huff et al., 2014; Presbitero, 2018; Wang et al., 2019), which critics have noted transfers the tone of the study away from a strictly ability-based measure to a survey of the participants' self-perception and appraisal of their abilities.

Côté (2014) and Goleman (2011) state that many self-reporting measures only capture the emotional construct of EQ and not the ability dimension. However, Murphy and Janeke (2011) reported the contrary, demonstrating that the self-reported data collected from South African employees taking the *Mayer-Salovey-Caruso Emotional Intelligence Test* (known as the MSCEIT) online did measure the ability dimension of emotional intelligence, not personality or a trait aspect of emotional intelligence.

The MSCEIT was also given to managers at a Gauteng learning institution (Herbst, 2007). For this group, emotional development for the staff was advised as lack of skill in all four abilities was indicated by mean scores below 100 in every category. These results mirror the results by Maree and Eiselen (2004) who administered the Bar-On EQ-i to staff at a university in Pretoria. Those results also demonstrated very low emotional intelligence scores from the workforce. As these studies were undertaken

more than 15 years ago, one hopes the institutions have placed emotional wellness and intelligence practices in place for the staff to employ.

2.7.5 Gender

Studies show that the moderating effect of gender in expatriate assignments varies according to the variables implicated in the investigation (Levi-Nishri et al., 2014). Cole and McNulty (2015) found that female expatriates display better interaction adaptation – a component of CQ – in the workplace.

However, a study on foreign adaptation examining gender and personality by Ornoy et al. (2014) found that men (N = 191) rather than women (N = 118) adjust better in general adaptation and adaptation to the business culture. These results contradicted their hypothesis, which predicted that women would demonstrate more effortless adaptation. Armstrong and Li (2017) found that women were more adaptable to comprehending new cultural experiences – in their case, Western women efficiently functioned in a Confucian or Chinese culture as opposed to the men in the study.

A third study (Koveshnikov et al., 2014) conducted during the same time frame as the previous studies found that men had higher adaptation scores – this time in a surprising study correlating gender and emotions, an area commonly thought to be a woman's strength. These conflicting results again went against their hypothesis (women showed no significant relationship, p = .09), revealing that gender, as a moderating influence on the dimensions of EQ, favoured men in all areas except for the expression and appraisal of emotions. However, the correlations were so low as to be considered inconsequential. Other dimensions of EQ measured were utilising emotions in problem-solving and regulating emotions, which were also insignificant. Ultimately, they identified a relationship between cross-cultural adaptation and EQ; however, it was gender neutral.

When it comes to gender discrimination, the country and culture where you are from versus the host country and culture can lead to identity conflicts. Yu and Ren

(2020) discovered that when the female gender traits are prominent in an unsupportive, masculine workplace and society (see Hofstede's Cultural Dimensions 3.7.2.1), it creates conflict and can lead to gender and work-role issues culminating in expatriate failure.

Locally, gender discrimination is all too common, especially for Zimbabwean women in a South African, male dominated household or community (Chinyakata & Raselekoane, 2021; Chinyakata et al., 2018; Chinyakata et al., 2019).

As can be seen from the conflicting studies available, minor distinctions in the attention and intention of examinations highlight divergences within the same gender classification. Drawing on different conceptualisations and desired outcomes of the variable greatly influences research.

2.7.6 Host Country Nationals

Intercultural adaptation does not depend solely upon the expatriate. Part of the adaptation process involves the willingness of the host country national to accept and include the expatriates (Kil et al., 2019), as well as the expatriate's ability to proactively seek out information from their HCN counterparts (Flaherty, 2008; Mahajan & Toh, 2014).

In risk-prone or lower developed areas of the globe, perks and benefits bestowed upon the expatriate by the headquarters (including housing, chauffeurs, higher compensation and more support) can lead to disgruntled HCNs. Finding inclusionary policies and benefits can lead to a more cohesive workforce (Yusuf et al., 2022).

Nevertheless, multiple studies cite the unwillingness of the HCN to support the expatriate as a contributing factor to the failure of foreign national assignments (Toh & Denisi, 2007). This failure of support can entail various aspects, such as withholding resources (Baltar & Icart, 2013; Vögel et al., 2008), the perpetuation of xenophobia, hostility, or crime (Faeth & Kittler, 2017; Harvey & Novicevic, 2001; Mlambo, 2019), uncooperative work colleagues (Gupta et al., 2012), discrimination

(Falomir-Pichastor et al., 2004; Snel et al., 2016) or unfriendliness (Goedert et al., 2019; Kaefer, 2010).

The level of xenophobia in South Africa that is cited in scholastic and scientific literature and political media, plus that which is experienced in real life is concerning (Harris et al., 2018; Kerr et al., 2019; Moagi et al., 2018). Furthermore, Sibanda and Stanton (2022) state, "For most, migration to South Africa has become a move to misery and insecurity" (p. 497), and many foreigners in South Africa are using language, clothing, and other masks to pass as a local (Chinyakata & Raselekoane, 2021; Makoni, 2019; Siziba, 2015). However, that might not be enough, as violence is beginning to spill past actual immigrants (Mahlatsi, 2022). Yet research shows that one foreigner creates approximately two jobs for the local population (Kalitanyi & Visser, 2010; Mlambo & Ndebele, 2020). Additionally, “Former Home Affairs Minister Malusi Gigaba argued that South Africa should embrace international migration for the development of the country, arguing that migration can contribute towards economic development, skills transfer and human capital development” (Mlambo & Ndebele, 2020, p. 36). Furthermore, immigrant business owners strengthen relations between host and home countries through skills exchange and sending remittances back home (Leepo & Maseng, 2019).

Emerging research supports different hypotheses for this hatred extending beyond local discontent for hiring foreign workers and resource deprivation (Andrew, 2020). These aspects include social dominance, political and media influences and the lack of hate crime governance (Gordon, 2022). In fact, contrary to the assumption that violence towards foreigners is always poverty driven, Ruedin (2019) found a negative (r = -.01) relationship to wealth in connection to destructive attitudes towards immigrants.

Pekerti et al. (2020) assert that participation and interaction with supportive host locals are crucial to developing PIA, mitigating acculturation stress, and alleviating expatriate failure potentiality. They interviewed 65 international students in Australia, and after coding the interviews, they divided the sample into high-negative and high-positive groups. An analysis of these groups showed that the high negatives had

trouble fitting in, felt they were not as accepted into society and experienced a more significant PCD than the other groups. The high positives were more optimistic; they developed relationships with HCNs and showed better adaptation.

Ultimately, that study reflects most others: when expatriates feel welcomed in the host country, their adaptation increases. This provides a much fuller, more empathetic and positive experience for both the immigrant and the host country national.

2.7.7 Length of Stay

Selmer (2004) completed a study in China comprising a sample of 154 respondents to a mailed questionnaire. Findings by a regression analysis suggested that newcomers with previous expatriate experience and long-term expatriates showed a positive effect of time and general and interactional adaptation (ß = .25, $p < .05$ and ß = .26, $p < .05$, respectively). Selmer was curious to see if there was a statistical difference between the newcomer and long-term expatriates regarding their motivation to adapt, but a later study of this researcher involving multiple regression analysis and conducted in Denmark (Lauring & Selmer, 2015) did not display any statistically significant associations between the control variable, time in their current location, and PIA. The investigators chose time as a control variable based on studies by Black et al. (1991), showing that adaptation could be regarded as a progressive learning curve in the expatriate community.

Dismissing the previously accepted U-Curve adjustment theory by Lysgaard (Black & Mendenhall, 1990; see 3.3.1), Grill et al. (2021) found that less interculturally experienced employees fit a more J-curve adjustment, while more experienced individuals present with nearly flat adjustment curves, understandably. Studying foreign service employees in Germany, Grill et al.'s review of cross-sectional data discovered that no single adjustment curve fit all the employees and suggested that there could be even more trajectories that include different segments of expatriate populations.

2.7.8 Perceived Cultural Distance

Due to incompatibilities between their home and host cultures, expatriates will often need help to achieve PIA (Liao et al., 2021). This incompatibility between the home and host culture, PCD, has primarily been studied in conjunction with negative relationships (Malay, et al., 2023) concerning expatriate adaptation, specifically enlightening the scientific community that the broader variation in the two cultures, the more significant the difficulties that the expatriate will face (Demes & Geeraert, 2014; Erogul & Rahman, 2017).

Meirovich et al. (2020) found support for this, especially among the spouses and families of the expatriate, and their research suggests a significant relationship between PCD and adaptation. Yet Wang and Varma (2019) assert that expatriate failure because of PCD can be overcome through host country national and organisational support. Moreover, some research suggests that PCD can help a foreign national or MNC to succeed.

Hu et al. (2020) and Kim et al. (2008) believe that a lack of CQ in culturally divergent surroundings will drive an individual with a proactive personality – one who initiates action which then causes a change to their environment – to learn more about the local culture, thereby facilitating PIA. The findings of Hua et al.'s (2021) study supported this, and they found a significant, positive moderating effect of cultural distance between proactive personality and expatriate adaptation (ß = .26, $p <$ .01). However, the sample consisted of international students studying at a USA university, not expatriates in a workplace setting.

Additionally, cultural distance can be a boon to some shareholders. Ayas (2021) analysed companies in developing countries (including South Africa) that acquired companies in developed countries, such as the USA. The expanding companies benefited from increasing resources, technological innovations, and higher post-acquisition performance.

Differences between country of origin and host country are operationally defined

and represented by physical and social discrepancies in measures given to expatriate participants. Several measures examine this construct. Although some variations occur, most embody specific dimensions, such as food, family structure, language, religion, natural and social environments, attitudes, values and beliefs (Babiker et al., 1980; Demes & Geeraert, 2014; Hofstede, 2001; Hofstede et al., 2010; Inglehart, 2006; Muthukrishna et al., 2020; Schwartz, 2006; Ward & Geeraert, 2016).

2.7.9 Political Skill

Political skill is an ability that is not often examined regarding expatriates, yet this social competency can be essential in cross-cultural adaptation, as shown by Koveshnikov et al. (2022). Adjusting to new work and non-work situations, power imbalances, cultural and perhaps language differences, one must possess a skill to influence negotiations and contracts effectively. This skill helps the individual get beyond local suspicions or outright hostility and persuade an unwilling HCN to be on their side. Koveshnikov et al. (2022) detail several instances where the self-initiated expatriate must navigate with their own skills as they lack pre-departure organisational backing and support.

Similar to other social constructs such as CQ or social influence theory, those adept in political skill can appraise situations, are skilled in reading people and act accordingly to reach desired outcomes. In this instance, the researchers administered three measures to 209 expatriates in two waves. They found the relationship between political skill and cross-cultural work adjustment to be significant ($r = .18$, $p = .02$, 95% CI [0.05, 0.36]). Non-work adjustment was less affected by political skills, showing that this skill is most effectively used in the workplace.

2.7.10 Self-Efficacy

Self-efficacy is an interactional belief about one’s capabilities towards specific tasks within certain situations (Bandura, 2006). Self-efficacy theory states that SE is imperative to human functioning as it affects behaviour, goal attainment, perceptions of challenges or opportunities, how much commitment and effort one puts into a task, resilience and how one handles uncertainty and stress. It has also been shown that

self-perception influences motivation, organisation of thoughts and behaviour, and eventual action or participation (Røysum, 2020). Bandura (1995) goes on to mention the four sources of SE: (a) skill mastery, (b) vicarious experience or modelling, (c) appraisal of physiological phenomena, and (d) social persuasion.

Evidence links SE with PIA, as suggested in the universally accepted theories by Black et al., 1991 and Shaffer et al., 2016. However, current SE/expatriate research trends are limited, especially in the South African context. One must expand the search parameters to include studies outside South Africa to find appropriate literature on expatriates and SE.

Even there, alternate variables are used, as in Chen and Shaffer's (2017) study, which found a strong relationship between autonomous motivation, perceived organisational support (POS) and expatriate adaptation. The study's authors tested 147 SIEs one year apart using the Motivation at Work Scale (MAWS) created by Gagné et al. (2010), and a POS scale developed by the researchers Kraimer and Wayne (2004). The MAWS consists of five types of work behaviour and motivation: intrinsic, identified, introjected, extrinsic, and autonomous. The POS was a 12-item scale measuring financial, career, and adjustment POS. Finally, participants received a cultural embeddedness scale created by Crossley et al. (2007) that measured organisational and community embeddedness.

The researchers found that controlled motivation through the MNC (financial incentives, promises of promotion) did not motivate employees, suggesting that career adaptation was individually driven, pointing to SE. In other words, when the corporation tried to enforce motivation onto employees, the employees saw it as manipulation or coerciveness. However, controlled motivation did positively affect organisational embeddedness. Autonomous motivation was positively associated with career POS (ß = .27, $p < .01$) and provided insight into the incentives and mechanisms behind expatriate work engagement and behaviour by indicating which areas were motivated externally and which were driven by internal means.

However, returning to our variable of SE, research has consistently shown it to have a moderate to high relationship with expatriate success (Fliege & Wiernik, 2018; Yusi, et al., 2024). Shaffer et al. (2016) found that SE had a positive, significant effect on work adjustment (ß = .23; $p < .001$) in a sample of 491 expatriate participants who worked in multiple industries that were recruited from an online data collection panel.

Positioning SE as a moderator of expatriate perception of acceptance, thereby promoting adaptation, Joardar and Weisang (2019) hypothesised that this construct affects expatriate intention, which then determines the individual's choice to engage in a future expatriate assignment. Independent variables in this study were the *expatriate's perception of task-based group acceptance* and *the expatriate's perception of relationship-based group acceptance*. Their hypotheses were supported, identifying a positive moderating effect of SE on the outcome.

The possible role of self-efficacy in multicultural experience was examined by Puente-Diaz et al. (2019). After giving the participants questionnaires and divergent thinking tasks, the investigators found that SE, and more specifically, creative SE (termed by the authors), positively mediated the multicultural influence on an expatriate's creative potential (the effect of self-efficacy on originality was ß = .43, $p < .001$). Drawing inspiration and rationalisation from diverse settings is an invaluable skill in foreign nations. This skill set is highly valuable to MNCs seeking innovative expatriate candidates to integrate original and local opportunities or solve intercultural challenges in the workplace.

Harunavamwe et al. (2020) studied 303 bank employees in South Africa to determine the factors contributing to work engagement. The researchers included a psychological capital questionnaire (PsyCap) that measured dimensions of self-leadership, including SE. Self-efficacy was found to have an $\alpha = .91$ within the questionnaire and showed a significant mediating effect ($r = .42$, $p = .00$) on the relationship between the dimensions of self-leadership and work engagement. The researchers found that the confidence and esteem brought by the psychological capital the employees possessed increased their proactive job-enhancing behaviours.

Fenner and Selmer (2008) found that SE had a slight but significant effect on the psychological adjustment (ß = .15, $p < .05$) of public sector administrators of the US Department of Defense stationed globally. Contrarily, extracting further data from their study, Selmer and Fenner (2009) found no direct or indirect relationship between SE and work adaptation in that sample.

Another study with public sector employees, this time examining the relationship between SE and health, work and location adjustment outcomes with a cross-sectional study among German Federal Foreign Office employees, showed a moderate ($r = .37$; 95% CI [0.47, 0.60]) correlation between SE and mental health and self-efficacy and job satisfaction ($r = .36$; CI [0.47, 0.60]), (Fliege & Wiernik, 2018).

These studies could indicate that while high SE may encourage an individual to undertake an overseas experience, external factors are more influential in determining a positive or negative adaptation outcome. Studies comparing public sector and private-sector employees could illuminate the results and behaviour between the two groups.

Finally, an exploration into immigrant women in Norway demonstrates how unsuccessful job hunting can lower one's SE. Generally regarded as educated, resourceful individuals, 26 women shared their unsuccessful experiences with Røysum (2020). One participant summed up her job-seeking experience: "This week, Tuesday and Thursday, I go to an accounting course through NAV; Wednesday, I go to a presentation skills course at Stella; and all other days, in the daytime, I seek jobs. I send my CV to all potential employers but with no results. My degree from Lithuania is worth nothing in Norway" (p. 178).

Another participant with a master's degree in chemical engineering from her home country states, "I have now completely lost the motivation to learn more Norwegian and to seek more jobs. I don't think I will manage to get a job. Why? Because nobody wants me to work anyway" (p. 179). These experiences show how motivation and SE fade when one begins to feel devalued by their host country's nationals.

2.7.11 Support Levels

Ladun (2019), who studied PCD as an acculturative stressor, found that it is not the source of vital social support but rather the importance of various sources used to support specific needs. Familial and peer support, as well as POS (Mahajan & Hassan, 2924) alleviate expatriate stressors by helping them cope with feelings and negative experiences. Stress can also be mitigated if those support structures can offer resources, such as where to find specific types of groceries that may have a different name than the expatriate is familiar with. Furthermore, increasing the expat's local knowledge regarding behavioural and cultural norms can be stress reducing. By receiving this type of reinforcement, immigrants gain affirmation, skills and confidence, facilitating a positive adaptation and better job-related performance (Chanveasna et al., 2024; Kawai & Strange 2014; Kim et al., 2008).

Ray and Maheshwari (2020) argue that different stages of expatriation require different levels of support. Stakeholders, including the parent company and the expatriates' family, can facilitate a healthy expatriate experience. This they can do by providing communication facilitators, emotional anchors, cultural interpreters, and work and living cultural information providers. These information providers then turn into work and living enablers the longer the international assignee has been in the host country. An aspect of expatriate failure could be that the expatriate in question did not receive the correct support at the critical stage in an assignment.

Bulut and Gayman (2020) found that Latino immigrants without familial support may have an increased risk of developing mental health issues. Examining social support as a mediator between a bi-dimensional acculturation model (Berry, cited in Bulut & Gayman, 2020) and mental health, these researchers accessed 769 acculturation profiles of Mexican immigrants in the USA. Despite having a higher SES class and preferring to speak English, 60% of those immigrants were classed as marginalised due to a lack of connection with both their home and host country. This class also had the lowest level of family and friend support.

Latin societies are extremely family and community orientated, which could explain these results. Mexico rated similarly to traditionally tight Asian societies (see

3.7.2.3), notably Taiwan and Japan, in Hofstede's Individualism Index (Hofstede, 2001, p. 262).

However, the depressive symptoms of the immigrants in that study could also be attributed to several influences – personality dispositions, for example, or short-term familial squabbles. Further studies on isolating the variables of depression and social support within the immigrant community are needed to get to the root cause of depression, and to understand the expatriate population and their experiences more comprehensively.

2.8 Bivariate Research

The following research examines two of the aforementioned variables in a single study.

2.8.1 Self-Efficacy and Cultural Intelligence

Shaffer and Miller (2008) found that SE is essential to CQ. They posit that a sense of self-confidence underpins intercultural interactions. MacNab and Worthley (2012) confirm this, and suggest that self-efficacy is key to predicting CQ based on research involving 370 multicultural managers and management students. In this study, the participants were given several CQ related information materials to develop their knowledge of culture and CQ. Subsequently, students chose their own cultural experience with a new cultural contact group. The experiment concluded with interactive reports in which the participants communicated their experience and received immediate feedback from their supervisors. The results obtained indicated that SE is moderately correlated to both CQ dimensions of motivation ($r = .43$, $p < .001$) and behaviour ($r = .39$, $p < .001$).

The relationship between SE and the CQ dimension of metacognition was significantly lower ($r = .22$, $p = .001$). Terre Blanche et al. (2006) state that some research leads not to findings, but to more questions, as it does here: Perhaps this dimension or skill takes longer to develop and was not adequately established with the reading materials and the single field-outing comprising the experiment. Or, perhaps this dimension correlates strongly with general intelligence (g) and the range of scores

reflected the range of *g* in the participants.

Yet, when Sahin and Gürbüz (2014) sampled 132 military personnel, they found no evidence to support their claim that the effect between adaptive performance and CQ would be stronger when adding SE as a moderator. They stated that a larger sample might show a more significant interaction effect, and SE has shown to be a significant moderator between independent and dependent variables in other studies (Jiang & Park, 2012).

2.8.2 Emotional Intelligence and Cultural Intelligence

Dimitrijević et al. (2019) implemented a study regarding the effectiveness of a singular EQ factor in influencing CQ, namely the *understanding* dimension. This study narrowed its focus to the ability of emotional vocabulary as a proxy to *understanding*. Using a hierarchal regression-based model, the results suggest that this variable, above others, predicts 2% of the variance in intercultural decision-making and judgement within the construct of CQ.

Dinglasa (2020) also investigated the two concepts by observing Filipino expats working in Saudi Arabia. Using correlational analysis, they hypothesised that no significant EQ or CQ factors would predict the expatriate's PIA. This supposition was based on wide chasms in social, political, and organisational power structures, as well as religious and language differences. Those hypotheses were rejected because, contrary to expectations, there were significant correlations at CQ (motivation dimension, $r = .60$, $p < .001$) and EQ (perception dimension, $r = .47$, $p < .001$). The researchers noted that EQ correlated more with adaptation than did CQ, surmising that those with high CQ about their host country could more easily identify discriminatory actions against them (verbal and body language) and develop adverse views against locals.

However, CQ was a higher predictor of cross-cultural adaptation, with an R^2 of 41.8%. Overall, these results indicate a substantial relationship between both constructs and PIA. Possessing or acquiring the skills that these constructs bestow can

make even the most challenging situations – including confusion, isolation, longing for home and sacrifice – seem surmountable to the newer expatriate. The researchers stress that different dimensions of each construct, and different strengths (usage) of the construct, could be used at different stages in the expatriate experience.

Arokiasamy and Kim (2019) surveyed 107 Japanese employees working in Malaysia. The scientists evaluated three types of adaptation: general, social and work. Emotional intelligence was significantly correlated with social adaptation ($r = .52$, $p < .001$). This was expected as individuals with high EQ tend to display strong interpersonal skills and cheerful attitudes. A weaker but still significant correlation was found between EQ and work adaptation ($r = .30$, $p < .001$). Cultural intelligence showed moderate relationships between general ($r = .38$, $p < .001$) and social adaptation ($r = .35$, $p < .001$) rather than work adaptation. This leads to the question of which dimensions of the primary variables affect adaptation; however, the researchers did not further elucidate on the elements that establish the larger constructs of EQ and CQ.

2.8.3 Self-Efficacy and Emotional Intelligence

Black et al. (2018) posit that EQ assists in developing SE through the self-awareness and regulation facets of EQ. Studying teams, the researchers found a positive and significant relationship between the two variables ($r = .52$, $p < .001$), aligning with Bandura's group efficacy concepts. They state that individuals who master those facets of EQ succeed well in teams and enhance team consistency, communication, cooperation and general satisfaction for all members.

Morales-Rodriguez and Pérez-Mármol (2019) paired EQ with SE in a multivariate cross-sectional study. Regression analysis showed an inverse relationship between SE and two types of anxiety ($r_{STATE} = -.34$, $p < .001$ and $r_{TRAITS} = -.47$, $p < .001$) with students in Spain. This supports the notion that those with high SE face uncertainty challenges better than those with lower levels of SE. Additionally, a direct correlation was found between SE and the EQ dimensions of emotional clarity ($r = .40$, $p < .001$) and the ability to repair one's mood ($r = .35$, $p < .001$), reinforcing an infrequently

studied link between the two variables. As expatriates face tremendous amounts of ambiguity going into foreign assignments, this pairing of abilities (SE and EQ) would bode well for their adaptation.

2.9 Multivariate Study

The following research examines three of the aforementioned variables in a single study.

2.9.1 Self-Efficacy, Emotional Intelligence and Cultural Intelligence

Jiang and Park (2012) examined the relationship of SE as a moderator between emotional and cultural intelligence in the development of career intentions for students. Categorising facets of all three variables, this study comprehensively examines entrepreneurial career intentions from a detailed perspective.

The researchers surveyed 579 university students in China and Korea, who filled the questionnaires out while in class. The measure was divided into four categories: (a) EQ, (b), CQ, (c) decision-making SE, and (d) entrepreneurial career intentions (ECI). The survey involved an EQ measure called the WLEIS, developed by Wong and Law (2002) and the construct was sorted into four sub-sections of (1) self-emotional appraisal, (2) others-emotional appraisal, (3) regulation of emotions, and (4) use of emotions.

Cultural intelligence was analysed using the measure authored by Ang et al. (2008) measuring (a) cognition, (b), motivation, (c), behaviour, and (d) metacognition. For career decision-making SE, the researchers utilised the short form Self-Efficacy Scale created by Taylor and Betz (1983). Finally, to study the student's entrepreneurial career intentions, the researchers chose a six-item measure by Liñán and Chen (2009), which queried the variable via a pure-intention component versus an interest component. All the Cronbach's alphas measured above .90.

Gender and family income were found to be marginally but significantly correlated to ECI. The researchers also found that only evaluating one's EQ regulation

dimension might not be enough to determine one's entrepreneurial potential. In fact, only the use of emotions was positively related to ECI (ß = .19, $p < .001$). The CQ facet of cognition (ß = .10, $p < .05$) showed a positive and significant relationship with ECI, suggesting that this dimension indicated a potentiality for entrepreneurial pursual among the students. Individuals high in this factor have the mental capacity to seek out information in unfamiliar or previously unexposed situations which may contribute to the risk-taking, innovative and tactical mindset needed by an entrepreneur.

Jiang and Park also found that SE is positively related to career intentions, supporting the notion that those with low SE do not proactively seek out job opportunities or commit to a career path. In this study, career decision-making SE was partitioned into a five-factor model of (a) future planning, (b) problem-solving, (c) occupational information, (d) goal selection, and (e) self-appraisal. The students who scored higher on the first three factors (a, b and c) showed stronger ECI than those who did not.

Moderating effects between the future planning aspect of SE had complex relationships with ECI. First, it had a negative impact on the relationship between others-emotional appraisal and ECI, yet a positive moderating effect on the association between ECI and the use of emotions. However, the use of emotions improved when the respondent's efficacy in future planning increased.

Second, the goal-setting facet of SE had a negative moderating effect (ß = -.20, $p < .05$) on the relationship between ECI and the regulation of emotions. In these students, emotional regulation was more likely to predict ECI than goal-setting efficacy. Third, problem-solving significantly and positively affected the relationship between ECI and occupational information SE. Furthermore, when the participant's occupational information-gathering ability became stronger, their regulation of emotions improved.

The study confirmed that CQ, EQ and SE were all determinants and reasonably intertwined as predictor variables related to career intentions and have been closely aligned where positive expatriate adaptation and performance were achieved.

2.10 Methodological Trends in Psychological Research

Literature indicates that most psychological research is conducted via self-report measures or qualitative, lived experience interviews. A meta-analysis of research methods presented between 2013 and 2017 in the *South African Journal of Psychology* shows that most general psychological research included in this journal employs a cross-sectional design (26%), with surveys as the primary data collection method (43.2%); (Scholtz et al., 2021).

The immigration studies and articles in South Africa presented in the *SAJP* used one primary method: meta-analysis (Gordon, 2022, 2020; Palmary, 2018, 2019; Skelton, 2018), which underscores that current expatriate or immigration studies in South Africa are sorely lacking. Additional South African expatriate literature cited in this chapter uses meta-analysis and narrative lived experiences as a primary source of analysis, with regression and structural equation modelling filling the gaps.

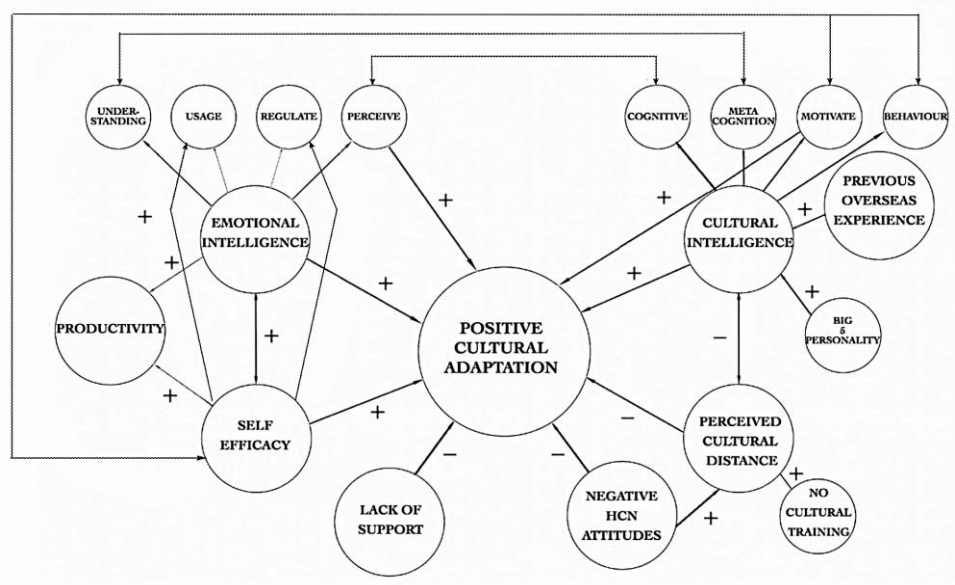
2.11 Review of the Studies

Self-efficacy is positively associated with PIA and shows significance between itself and EQ and CQ. Self-efficacy has been determined to be a strong mediator and has a moderating effect on other variables, such as CQ's motivation and behavioural aspects (Figure 2.3).

The willingness to learn and integrate is a driving force that should be noticed. However, the cognitive facet (what one knows) and the metacognition facet (what one does with that information) can also be valuable dimensions to develop for an expatriate, especially in the IOP context.

Figure 2.3

Visual Map of Variable Relationships in Chapter 2



Note. Authors' own.

In addition, those same facets of CQ have been shown in numerous studies to be positively associated with expatriate adaptation.

Cultural intelligence has been reported to be a part of the development of SE, especially the motivation and behavioural aspects, with lower correlations for the other facets, which seem to be more associated with the elements of EQ (Figure 2.3).

From another perspective, one can see in Figure 2.3 that CQ and PCD are strongly and negatively interconnected on opposite ends of the same spectrum. Cultural intelligence closes the gap of cultural distance and facilitates adaptation. Finally, EQ helps individuals within the IOP framework to excel in productivity, communications, and to reduce stress levels. Emotional intelligence has also been linked to SE.

As can be gleaned from the discussion above, SE, EQ and CQ have links with expatriate activity and adaptation as well as with each other. These constructs have received broad acceptance in the research community. The literature review shows the potential synergy of all three constructs in the IOP expatriate environment.

2.12 Summary

The purpose of this chapter was to review previous research examining the extent of research available on expatriate studies, and consequently, a multitude of research domains was uncovered and explored. There are studies to determine what makes an expatriate adapt quickly. There are studies on what demographics affect the expatriate the most. There is debate on which gender handles the challenges of an expatriate experience more efficiently. There are many unresolved questions such as: What kind of expatriate categories are out there, and which skill set aids them the most? What do MNCs need to do to support their employees? What are local human resource departments doing to integrate expatriates?

At first, the research outcomes appear to be varied – one will find confirming, disproving, aligning and contrasting conclusions to similar hypotheses. However, patterns soon develop, and as clarity develops, it becomes possible to categorise and isolate themes, to discover that global theories and constructs generally mean the same thing with different labels (such as cultural intelligence [Early & Ang, 2008] and cross-cultural competence [Johnson et al., 2006]), and one begins to realise that certain investigations are specific to certain samples and socio-political areas – such as students or immigrants – leaving other spaces wide open and ready for additional examination.

For example, a gap became apparent after careful consideration and comparisons between global and local expatriate research. While the worldwide research involving the variables of SE, EQ and CQ has been explored by themselves or in pairs, their effect on the expatriate experience within South Africa has been overlooked.

This literature search uncovered only one South African study on SE (Harunavamwe et al., 2020); seven non-recent South African studies on EQ (Fatoki,

2019; Herbst, 2007; Maree & Eiselen, 2004; Marembo & Chinyamurindi, 2018; Murphy & Janeke, 2009; Murphy & Janeke, 2011; Palmer et al., 2006); three South African studies on CQ (Da Silva, 2015; Mahembe & Engelbrecht, 2014; Nel at al., 2015) and two studies (Feldman & Msibi, 2014; Shaw & Liuz, 2018) on diversity within the South African IOP sector.

A considerable amount of literature appeared on immigrant issues within South Africa, exploring aspects such as expatriate tax policies, state laws and policies undermining immigration (Asah & Louw, 2021; Dzomonda & Fatoki, 2018; Jones, 2020; Muchineripi et al., 2019; Ngonyama-Ndou, 2020; Ngota et al., 2018; Vuninga, 2021), SIEs (Chidau et al., 2022; Harry et al., 2019; Ndoro et al., 2018) narrative lived experiences (Kanayao & Anjofui, 2021; Landau & Pampalone, 2018; Mdzamba et al., 2022), marginalisation (Chinyamurindi, 2018; Moyo & Osunkunle, 2021) migrants in the informal sector (Cobbinah & Chinyamurindi, 2018; Cooke et al., 2022; Crush et al., 2017; Zack & Landau, 2021), and the effects of crime and violence on adaptation (Dixon, 2015; Faeth & Kittler, 2017; Falkof, 2022; Kaziboni et al., 2022; Maseng, 2020).

In the IOP realm, adaptation and stress reduction was also a topic for expatriate studies, especially since the COVID-19 crisis (Ogunlela & Tengeh, 2022). Furthermore, knowledge sharing (Leepo & Maseng, 2019) or hiding (Ado et al., 2021), leadership and diversity (Johnson et al., 2006) and the correlation between the functioning of MNCs and their subsidiaries (Armstrong & Li, 2017; Davis & Luiz, 2015) are other areas showcased in the South African expatriate experience.

Immigration and migrant studies within South Africa abound. However, they are mostly focused on violence and crime; xenophobia; the diaspora filling South Africa's informal sectors; or those within lower SES realms. Research is (and should be) deeply concerned with alleviating the challenges of those in need: addressing poverty, finding solutions to obstacles within the immigrant healthcare system, and housing for migrants.

Yet the immigrants entering South Africa with supplementary education and higher SES levels still need to be researched. These expatriates may seem more able to fend for themselves, yet this is a critical gap to address. Like the self-initiated and entrepreneurial immigrants in South Africa mentioned in this review, these immigrants and expatriates also contribute to the South African GDP and employ South Africans. They are also an essential bridge for regional geo-political relations between South Africa and other nations. In some cases, this reach extends globally.

There needs to be more literature focused on the unique combination of SE, EQ and CQ, even in international databases. Only one study could be located using all three variables (Jiang & Park, 2012). Therefore, a generally accepted doctrine on the triad cannot be supported or disproved by the present literature.

The present study will address this gap in global and local research by examining the constructs of SE, EQ and CQ together, with the aim of discovering their relationships with each other and the expatriate intercultural adaptation experience. The results of this study will contribute to a growing amount of literature on the subject, building a theoretical base upon which future research can be established.

Chapter 3: Theoretical Perspectives

3.1 Introduction

According to Albert Bandura (1995), a theory must contain a unified conceptual framework. This means that the foundational assumptions, empirical facts, propositions, and conjectures underlying the theory must be logically structured into a coherent framework. Furthermore, it is generally expected that a theory in the behavioural sciences should have explanatory value in relation to the phenomenon being explained and that it should illuminate our understanding of the structures and mechanisms underlying the phenomenon in question (Rosenthal & Rosnow, 2008, pp. 38–39).

The sections below will elaborate on the theories and concepts used to establish the predictive model proposed at the outset of this thesis, and a theoretical framework will be developed for the execution of the research project. By placing the study within a suitable theoretical context, hypotheses generated from the theory can be used as guiding principles to evaluate progress and test the benchmarks of the research undertaken.

The chapter begins by providing a brief history of workplace psychology and how this genre is approached in South Africa within the intercultural context. Following this is a section on expatriate studies on failure and adaptation, and here the U-Curve Theory, and Black et al.'s (1990) model of expatriate adaptation, are discussed. After this, the chapter presents an in-depth look at self-efficacy, rooted in the Social Learning Theory, and considers its four sources, explaining how each of these is composed of fundamental elements. The construct of self-efficacy (SE) is then discussed, and it is shown how it operates within the industrial and organisational psychological (IOP) framework, and is compared with other similar theories and concepts.

Next cultural intelligence, or CQ, will be considered, a variable that develops with intercultural experience. This section begins with the concepts and paradigms that started with the initial development of the notion of CQ, including culture shock. Next, the distal factors and external correlates are considered that can affect this construct and its outcomes. Following this, Early and Ang's (2003) theoretical framework is elaborated and discussed, and the four dimensions underlying the domain are described. This section concludes by comparing their theory to other cultural constructs before taking a brief look at cultural intelligence in the workplace.

Emotional intelligence (EQ) will be dealt with next. The discovery of patients exhibiting a lack of emotional awareness can be traced to the mid-1900s when it was documented in scientific papers by medical doctors dealing with such cases. Emotional intelligence became a popular theory of labelling this condition in the 1970s, and three main frameworks emerged. These will be described in subsequent sections, and the biological origins of emotional intelligence and its manifestations in the workplace will also be discussed.

After this, the notion of perceived cultural distance (PCD) will be introduced. This construct, deriving from culture shock, has been researched extensively and found to be a significant predictor of expatriate failure. A brief look at individual challenges posed by this situation will be expounded upon before discussing the contributions of researchers such as Hofstede (2001) and Schwartz (2006), who provided frameworks operating at a macro level, and helped to highlight the different contexts in which expatriates might find themselves.

The theoretical constructs mentioned so far actually descend from divergent branches. Self-efficacy, for example, exhibits a self-reflective ability and therefore has a very subjective aspect. Cultural intelligence is born from lived transcultural experiences and has a social dimension. Emotional intelligence is a construct combining intelligence and emotions. Finally, perceived cultural distance is a perception of geographical, cultural, and language differences. Nonetheless, they also share points of commonality, providing a multidisciplinary matrix through which one can examine human behaviour in industrial and organisational psychology.

The chapter will begin with a description and discussion of the primary constructs figured in the research. The research framework and questions addressed in the study will also be gradually introduced as the discussion proceeds. Starting with a brief discussion of mediation in cross-cultural studies and a critical examination of the debate on the temporal precedence of self-efficacy, the conceptual framework and the associated research questions will be derived towards the end of the chapter, paving the way for the description of the research methodology in the next chapter.

3.2 Psychology in the Workplace

3.2.1 Industrial and Organisational Psychology

This study is placed under the combined model of social psychology and industrial and organisational psychology. This integrated speciality in the discipline of psychology amalgamates doctrines of individual, group and organisational behaviour to investigate the factors that affect situational outcomes in the workplace. The critical focus is human behaviour in this domain, but the field extends to workplace attitude and motivation, relationships, employee placement, employee performance and group processes (American Psychological Association, 2022). The Self-Efficacy Theory and the research hypothesis of this ability driving positive intercultural adaptation fit squarely within this sector.

3.2.2 Industrial and Organisational Psychology Theories and Frameworks

Examination and theory development of psychology in the workplace began in the mid-20th century with a focus on corporations from a systemic perspective concentrated on bureaucracy, profitability, and effectiveness. As shown in Figure 3.1, the evolution of paradigms, theories and frameworks in workplace psychology is almost mind-boggling in scope (Gallenti, 2021; Thompson & Matkin, 2020).

However, this study does not position itself within a workplace theory but instead focuses on the idea of SE as viewed from the perspective of the foreign national or expatriate and tries to discover how it affects their adaptation to the workplace. Therefore, workplace theories will not be presented in considerable detail.

Figure 3.1

Workplace Theories, Frameworks and Paradigms

Note. Word cloud by author.

3.2.3 Industrial and Organisational Psychology in South Africa

South Africa's changing zeitgeist from pre- to post-'94 and all the ramifications of this dominate the corporate challenges this country faces. Research into intercultural workplace psychology in South Africa has focused on several issues emerging from attempts to resolve employee conflicts and failure, which are set out below.

3.2.3.1 Cross-Cultural Training In-House. Inclusion and diversity practices have often created a climate that promotes a "misalignment between organisational culture and the operating environment" (Feldman & Msibi, 2014, introduction, para. 4). As political power shifted after 1994, so did social power. This cross-cultural shift in power has brought about significant distress, workplace disruptions, and a lack of consensus on how organisations should be administered, thus promoting cross-cultural training. Developmental interventions that are substantial and challenging became a priority to influence changes in organisational values, attitudes, norms and behaviours (Booysen, 2007). As one can observe, cross-cultural training does not always include expatriates, and South Africa, a Rainbow Nation, has a large and diverse society within its borders.

3.2.3.2 Cross-Cultural Training of Incoming Expatriates and Families. Vögel et al. (2008) contend that South African multinational corporations (MNCs) are not

providing enough preparatory support and training to their expatriates and their trailing spouses and families – a significant, and unfortunately familiar, factor in expatriate failure. Yet, the researchers do not suggest that those companies train their local forces in the culture of the incoming foreign national or intercultural workforce psychology – an intermediatory crucial in South Africa, as seen by the levels of documented xenophobia (see 2.7.6). To address this shortcoming, MNCs could implement multi-directional training to give everyone a common language and a strong relational foundation from which to interact.

3.2.3.3 Knowledge Transfer in Multinational Corporations and Local Subsidiaries. Historically, knowledge in MNCs flowed one way – from headquarters to localised locations. This exacerbated the Eurocentric leadership stance previously championed (pre '94) and is now challenged by the political power shifts noted above. Shaw and Luiz (2018) recommend that international companies adopt a "reverse diffusion of knowledge" (p. 296) and utilise local knowledge creation and assimilation. Local subsidiaries build up skills and innovations geared towards local circumstances and should be considered valuable organisational networks for the company.

3.2.3.4 Distance. Using an expatriate as an attaché between headquarters and the local subsidiary closes distance gaps created by geographic, economic, language (legal and conversational), human resource and cultural distance (Ayas, 2021; Davis & Luiz, 2015). This is implemented by creating an information highway between local locations and the headquarters of an international company. One can argue that local citizens of the subsidiary could also act as go-betweens on behalf of the MNC, which Davis and Liuz (2015) conclude could lessen the devaluation of local organisational functions.

3.3 Expatriate Failure

3.3.1 The U-Curve Adjustment Hypothesis

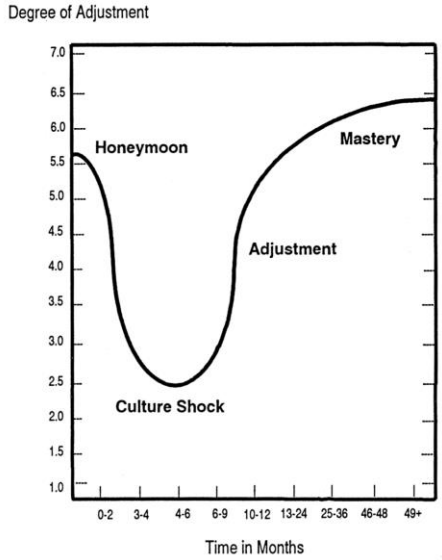
Introduced by Sverre Lysgaard in 1955 (Black & Mendenhall, 1990), the U-Curve hypothesis was the first attempt at understanding the expatriate adjustment

experience. Lysgaard conceptualised that the foreigner goes through four stages of adjustment in their host country (Figure 3.2):

- Honeymoon Stage
  - 〉 In this stage, foreigners are thrilled to experience the new sights and sounds of the host country.
- Culture Shock Stage
  - 〉 After the novelty wears off, disillusionment and home-sickness begin.
- Adjustment Stage
  - 〉 Gradually, the foreigner begins to adapt to the new culture.
- Mastery Stage
  - 〉 Finally, the expatriate begins to function effectively in the host country.

Figure 3.2

The U-Curve of Cross-Cultural Adjustment



Note. From "The U-Curve adjustment hypothesis revisited; A review and theoretical framework," by Black and Mendenhall, 1990, p. 227, *Journal of International Business Studies, Second Quarter*.

The U-Curve phenomenon was accepted by academia for several decades in expatriate research. However, little theory or statistical information was produced by those studies (Black & Mendenhall, 1990). This trend appeared justified as an explanation *for* expatriate behaviour, but researchers could not explain *why* it occurred. Black et al. (1991) subsequently attempted to move towards an integrative,

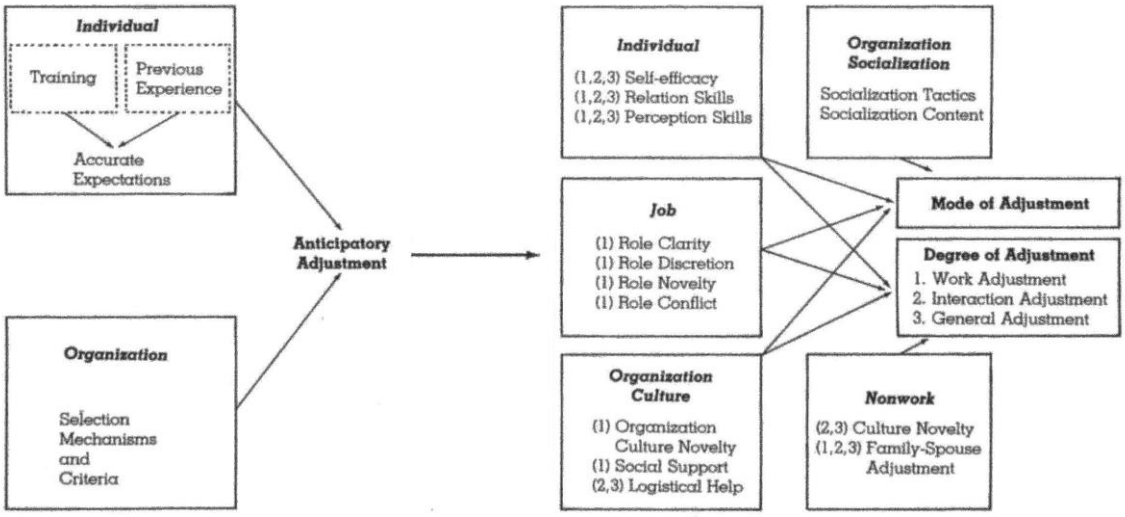
comprehensive theoretical perspective by reviewing all literature available (Figure 3.3).

3.3.2 Black et al.'s Framework of International Adjustment

Comparing Lysgaard's U-Curve hypothesis (Figure 3.2) with Black et al.'s (Figure 3.3), the complexity of the construct develops from a unitary view of adjustment to a multifaceted depiction. Black et al. (1991) divided the primary domain of adjustment into several dimensions, both pre and post immigration, and ultimately based their adjustment theory on uncertainty reduction (Hippler et al., 2014).

Figure 3.3

The Framework of International Adjustment



[a] Numbers in parentheses indicate the numbered facet(s) of adjustment to which the specific variable is expected to relate.

Note. From "Toward a comprehensive model of international business adjustment: An integration of multiple theoretical perspectives," by Black et al., 1991, p. 303, *Academy of Management Review, 16*(2), 291-317.

Examining what was previously a vague concept of adjustment, Black et al. (1991) identified three areas of adjustment: *work* (performance, responsibilities), *interaction* (socialising) and *general* (living activities, shopping, etc.). They argued that if those areas of adjustment were not consummated, dissatisfaction in secondary areas would

occur, affecting family life as well as job commitment and performance (Dinglasa, 2020; Kim et al., 2008).

At the time of compilation, this was an issue in theoretical psychology or philosophy only, with a hypothesis attached to empirical research. With additional research, the authors expected to find high correlations between total international adjustment and cultural novelty, perceptual skills and spousal adjustment. Ultimately, this framework culminated in a 14-item measure given to expatriates and their spouses, confirming a high correlation between their adjustment levels and scores on this measure (Black & Stephens, 1989).

However, it is unfeasible that a 14-item measurement could aptly reflect a model with such a broad range of dimensions. Therefore, exploration continues into expatriate success, failure, and what precisely the term *adjustment* entails (Hippler et al., 2014).

Over time scientists began to consider the adjustment period as a learning phase where the individual observed the new culture and discovered how to behave within it. A unique investigative perspective emerged in expatriate studies that focused on the application of learning theories, such as the Social Learning Theory authored by Bandura (Black & Mendenhall, 1990; Erogul & Rahman, 2017), the Experiential Learning Theory created by Kolb (Armstrong & Li, 2017), and cognitive approaches including goal setting (Toth-Bos et al., 2019), perceived cultural distance theories (Hofstede, 2001; Naeem et al., 2015), and stress and cognitive dissonance reduction theories (Maertz Jr et al., 2008).

Widening perspectives encompassed social theories, including the Social Capital Theory (Andresen et al., 2017; Harry et al., 2019; Mäkelä, 2007), the Social Network Theory (Pustovit, 2020), the Social Identity Theory (Olsen & Martins, 2009), social support (Kim et al., 2008; Ong & Ward, 2005); group in/out theories (Joardar & Wiesang, 2019; Shen et al., 2021), workplace relations (Coetzee & Bester, 2021), personality theories (Bhatti et al., 2014), and multifocal intelligence/ability paradigms such as the Self-Efficacy Theory, the Emotional Intelligence Theory and the Cultural

Intelligence Theory (Bandura, 1997; Early & Ang, 2003; Huff et al., 2014; Mayer et al., 2004; Wang et al., 2019), all of which have been utilised in the study of expatriate adaptations.

3.4 Self-Efficacy Theory

"The people who are crazy enough to think they can change the world are the ones who do" (Isaacson, 2011, preface).

Actions of personal agency; self-belief in one's ability to master challenges and determination to tackle new encounters; motivation for rewards; regulation over control; perseverance in adversity: These are all constituents of SE. Self-efficacy is a well-defined group of self-beliefs linked to diverse jurisdictions of functioning (Bandura, 2006). Self-efficacy is also a consistent predictor of causality: What one thinks contributes significantly to motivation and tangible realisations (Bandura, 1995).

3.4.1 Epistemological Beginnings of Self-Efficacy

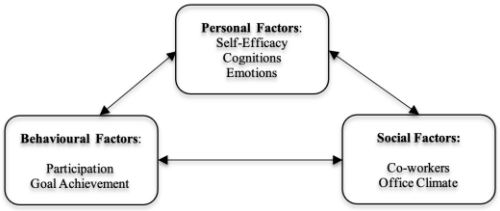
First studied concerning overcoming snake phobias (Bandura, 2019), the concept of SE derived from the Social Learning Theory, or SLT, authored by Albert Bandura (Bandura et al., 1969; Tarique & Takeuchi, 2008). In subsequent writings, Bandura (1997) expanded the concept of SLT and changed the name to the *Social Cognitive Theory*, espousing the relevance of cognition in his view.

The Social Cognitive Theory is an interaction of three dovetail factors: personal, environmental and behavioural (Figure 3.4) and justifies one's consequent choices in behaviour as one's inclination towards *personal agency* (Bandura, 1997).

This theory asserts that individuals who trust they can mitigate their circumstances make genuine efforts to do so. Social or environmental cues provide feedback from the actions taken and affect the individual's subsequent thoughts, redirecting the following actions taken, and the recursive cycle continues.

Figure 3.4

Social Cognitive Theory Factors, aka Determinants in Triadic Reciprocal Causation



Note. Adapted from "*Self-efficacy: The exercise in control*," by Bandura, 1997, p. 14. W. H. Freeman and Company.

Individuals with high SE are more willing to try new things, imitate others' behaviour, persist, and master new skills, bounce back after criticisms (Black & Mendenhall, 1990), self-evaluate and use successful strategies to pivot and achieve at more advanced levels than their counterparts with lower SE (Schunk & DiBenedetto, 2020).

3.4.2 The Self-Efficacy Theory in Detail

Fundamental to the Social Learning Theory is the concept of SE. Bandura (1997) tried to illuminate SE by describing it as a "generative capability in which cognitive, social, emotional and behavioural subskills must be organised and effectively orchestrated to serve innumerable purposes" (p. 43). He further clarifies that SE is not about how many skills you believe you possess; it is what you think you can do with those skills under myriad circumstances.

Efficacy beliefs vary across activities and are multi-layered (Presbitero, 2018). These differences implicate behaviour and change in *level* (a simple task one conquers with ease, for example, sorting cutlery, to a complex task such as brain surgery), *generality* (applicable to activity domains, situational contexts, and modalities such as cognitive, practical and behavioural) and *strength* (level of efficacy in certain realms – weaker efficacy will lead the individual to give up quickly, but an individual with stronger beliefs will persevere through the most difficult challenges).

3.4.2.1 Four Sources of Self-Efficacy. According to Bandura et al. (1980), four factors contribute to a person's level of SE. These are mastery, which is previous success in attaining practices; modelling, or vicarious experience, which is the observation of others completing tasks and then perceiving yourself mimicking it; social persuasion, described as encouragement or discouragement from others; and physiological factors, which are the individual's beliefs attributed to physiological symptoms displayed in relation to stress.

3.4.2.1.1 Mastery. Prior, successful attempts at an exercise are the most potent source of SE (Joardar & Wiesand, 2019). Achievement generates self-belief and self-confidence. Conversely, failures can destabilise your confidence, instilling feelings of resignation and unwillingness to undergo further attempts at a task. Yet once people believe they have what it takes, they persevere, bounce back from hardships, and emerge from the experience with even more faith in their capability. There is a famous saying, *"Adversity builds character",* but that might only be applicable (or at least advantageous) if one has high SE to go with it.

Yet performance alone does not maketh a competent man. One needs additional information to assess one's level of efficacy in performance. Through assessment, perception, and other cognitive methods, one gets a more comprehensive picture of the task at hand and can more judicially assess one's performance capability. Bandura (1997) explains the following elements which construe the assessment of one's performance:

- ***Pre-Existing Self-Knowledge Structure***. Individuals are not blank slates (see 3.8.2; Pinker, 2002) and entering any new situation carries pre-built schemas through which they discern unique circumstances. These schemas influence what people seek out, how they interpret and organise the information generated with new experiences, what they retrieve and reconstruct from their memory, and what weight they award to each bit of data. This process can either empower individuals in their efficacy beliefs or even lead them astray, undermining their success.

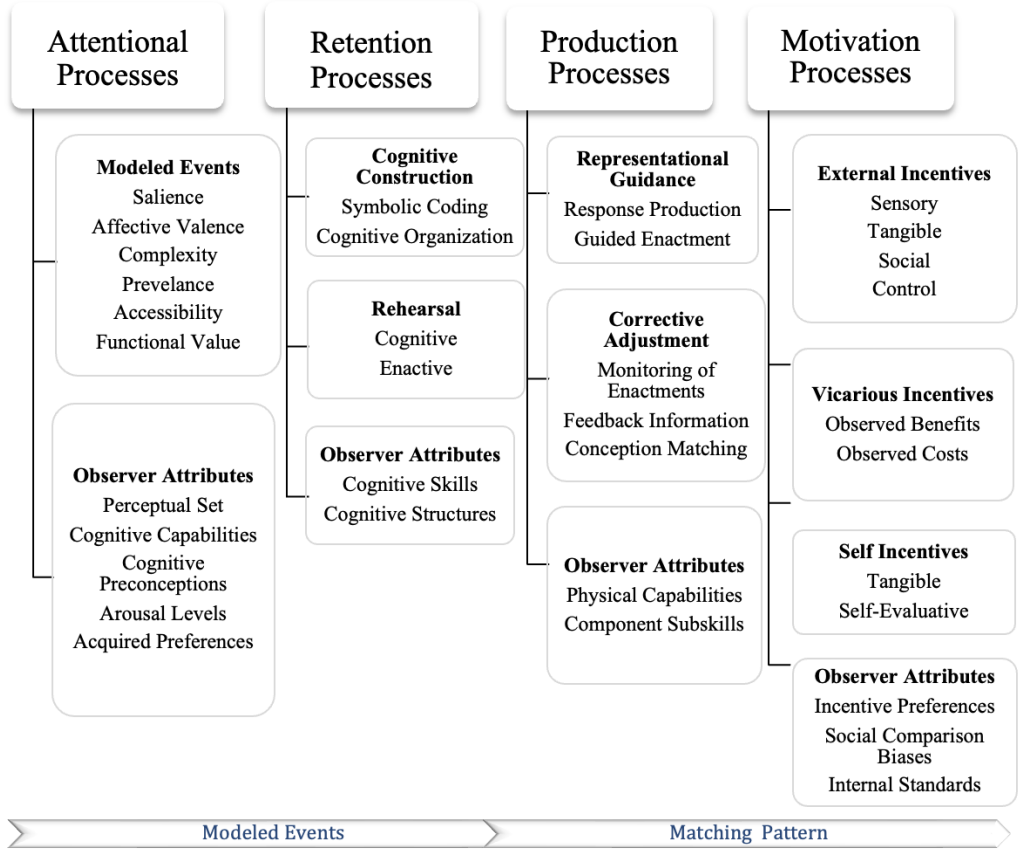
- ***Task Difficulty and Contextual Factors in Diagnosing Performance Information*.** Mastery of complex tasks raises belief in one's capability, unlike simple ones. However, mastering a complex task can also *lower* one's SE. Discovering intimidating features of a task or realising one's own cognitive or physical limitations can be disheartening, leading to a singular success rather than continued success or generalised efficacy skills.
- ***Effort Expenditure.*** Does effort enhance ability, or does it compensate for limited ability? "Many failures reflect an inability to regulate one's motivation rather than a deficiency of knowledge or basic skills" (Bandura, 1997, p. 84). Weak efficacy leads to lower performance motivation. Those with high SE ascribe failures to inadequate effort (which can lead to increased motivation), while those with low SE believe they do not possess the skills needed and perceive additional attempts as hopeless.
- ***Selective Self-Monitoring and Reconstruction of Enactive Experiences*.** With every new task comes variation in performance. Factors contributing to this variation include attentional, physical, and emotional states, amendments in thought processes, contextual stimuli and situational exigencies. Underdeveloped skills are especially vulnerable to these aspects, and for individuals who give influence and attention to these poorer performances, this could result in biased judgements against themselves.
- ***Attainment Trajectories*.** Becoming masterful in performance takes time. One must build up a subset of skills and integrate them efficiently under different circumstances. Along the path will be minor to no progress, spurts of proficiency, setbacks, and learnings. All of these can affect efficacy. Individuals will continue to raise their efficacy beliefs if they see improvement, even among the failures.

3.4.2.1.2 Modelling, or Vicarious Experience. Looking at Figure 3.5, it is apparent how SE fits within the larger blueprint of what began as the Social Learning Theory. Cognitive processes prevail in this dimension via observational learning. In modelling, people assess their capability by observing others performing the same skill. The model or models that they use can be other individuals, visual media, and the self. People model daily – in school, or at work – and outperforming others of

similar competency raises efficacy, while not reaching the normative performance of others can decrease efficacy.

Figure 3.5

Four Sub-Processes Regulating Modelling (Observational Learning)



Note. Adapted from "*Self-efficacy: The exercise in control*," by Bandura, 1997, p. 89. W. H. Freeman and Company.

Again, viewing Figure 3.5, one can see that *attentional processes* demonstrate what is selectively observed and how that information is extracted from the model. *Retention processes* refer to how data is cognitively represented. *Behavioural processes* relate to the construction and application of action, and *Motivational processes* are associated with rewards and punishment outcomes. These processes work in tandem with appraisals of the performance similarity, multiplicity and diversity of modelling (exposures to varied performances of the same task), self-coping models, and the competency of the observed model themselves.

3.4.2.1.3 Physiological States. On a personal note, this researcher has an anecdote regarding the misinterpretation of somatic states. This researcher used to perform on the stage quite often, but suffered from terrible stage fright, displayed as bodily shaking before appearing onstage and while performing. She took this to mean she had inadequate skills, which lowered her self-efficacy and affected her performance. She then (after several years!) realised it was simply a biological function: an adrenaline rush that had nothing to do with an inadequate skill level. Consequentially, this researcher has never had stage fright again. Below are cognitive processes that one uses to correctly interpret somatic experiences.

- ***Perceived Source of Activation***. Environmental and situational factors should be correctly identified as sources of arousal rather than emotional states.
- ***Level of Activation***. The perception of the intensity of emotional and physical reactions can either influence behaviour positively or debilitate it. High achievers use that energy for achievement, while low achievers tend to interpret those events as a discouragement that impacts functioning.
- ***Construal Biases.*** Misconstruing bodily and emotional reactions as a dangerous warning response rather than an arousing situation can lower one's SE.
- ***Impact of Mood on Self-Efficacy Judgements***. Strong moods exert more significant effects on SE than weaker ones and often accompany modifications in functioning. This can be used positively or negatively to increase or lower one's efficacy beliefs.

3.4.2.1.4 Feedback. Social persuasion is another source of SE that is most effective when people already believe they can make an impact through their actions. When one possesses low SE, the persuasions of others can hold little sway. To be effective, (a) the performer must assimilate it positively, (b) the feedback must be realistic and credible, and (c) the expanse between actual performance and the outcome should be incremental.

- ***Framing of Feedback.*** Inadvertently, information can be directed towards shortfalls. Noakes & Vlismas (2011) relay a story about two exceptional

Comrades runners, Bruce Fordyce and Bob de la Motte. Fordyce was behind de la Motte in this race but wanted to win. As Fordyce edged closer to de la Motte, he called out, "Bob, you are running like a star." Noakes highlights the only thing de la Motte would have thought: “If I'm running like a star, how come you've just passed me?" (p. 334). As one can tell, it is easier to undermine SE beliefs than to instil them, which suggests that persuasion is best when one already believes in oneself and detrimental if one has self-doubt.

- ***Knowledgeableness and Credibility***. Self-appraisals are influenced by the estimation of others whom the performer admires. Any number of individuals can give persuasion for reasons as nefarious as wanting to see the performer fail. The accurate discernment of feedback depends upon the performer, who takes the advice or ignores it.
- ***Degree of Appraisal Disparity***. If feedback is referenced for performance far in the future, the disparity between current capabilities and future outcomes can be vast. However, for short-term results, appraisals should be moderately close to the actual capabilities exhibited by the performer to be regarded as influential.

3.4.3 Self-Efficacy Generality

In the Self-Efficacy Theory, situation specificity is favoured over generality. In describing his theory, Bandura (1997) emphasises that efficacy beliefs vary over the domain, situation, task complication, activity type, cognitive assessment and other contexts. However, he does list five processes (pp. 477–482) through which experiences can produce broad mastery and transfer personal efficacy across a comprehensive set of circumstances:

- **Usage of Similar Subskills.** Applying organisational or physical skills in different tasks;
- **Co-development of Subskills.** Acquiring different skills simultaneously, for example, being tutored in English and Maths;
- **Usage of Self-Regulatory Skills.** Understanding what a task will entail, gauging and composing alternative courses of action, setting goals and self-motivation;
- **Generalisable Coping Skills.** To implement control over diverse challenges; and

- **Structuring Commonalities Cognitively.** Reframing situations to see similarities.

3.4.4 Transcultural Self-Efficacy

Transcultural SE is especially relevant to this study. However, research on this specialised genre of SE has only focused on nursing and healthcare professionals thus far. This dimension of SE demonstrates a person's awareness of their ability to achieve successful outcomes for culturally dissimilar patients (Amerson, 2012; Berhanu et al., 2021; Halter et al., 2015; Ling et al., 2021). The Transcultural Self-Efficacy Tool (Jeffries, 2021; Vázquez-Sánchez et al., 2021) is designed for the healthcare professional. Future research could expand key learnings and broaden the scope of this concept and measuring tool past the healthcare domicile and into areas such as general industrial and organisational psychology.

3.4.5 Collective Efficacy

As stated in the introduction of this chapter, a theory must position itself within different contexts. Self-efficacy is often studied in an individualistic, personal capacity. Placing SE firmly within a historical context, research began in an individualistic society (USA), studying the Western learning, cognitive styles and behaviours of its participants, with research arranged and interpreted by American and European scientists (Bandura et al., 1969). Through no fault of its own, the very idea of SE (including its name), at its genesis, was not a universal cultural concept.

However, collective efficacy is vital to teams, groups, civic movements, and nations. Group accomplishments such as sporting team triumphs, school group exercises, social group competitions, and workplace sector goals are everyday realities, even in individualistic societies (Hofstede et al., 2010; Schunk & DiBenedetto, 2020).

Collective cultures that value cohesiveness over individual accomplishments display collective efficacy, yet the citizens of those cultures still have personal goals (Oettingen, 1995). While the benefits of personal SE versus collective efficacy are

distinct, "Efficacy beliefs function similarly in collectivistic and individualistic societies whether analysed at the societal level or the individual level" (Bandura, 1995, p. 36; Earley, 1994).

3.4.6 Self-Efficacy in Industrial and Organisational Psychology

Self-efficacy studies have extended from the early days of phobia modification (Bandura et al., 1969) to encompass a broad scope of circumstances covering nearly every facet of our lives (notably in the academic, health and athletics sectors) and have been shown to predict positive outcomes after instruction (Schunk & DiBenedetto, 2020).

An examination into SE positioned within IOP began as research into gender differences which coincided with the women's movement in the 1970s and 1980s. Researchers focused on the career choices of women who might not have had prior exposure to information pertinent to the growth of the efficacy beliefs necessary in several occupational sectors. Research soon began into the predictive processes of how efficacy helped shape their career-making decisions (Hackett, 1995).

When people choose a career path, they come face-to-face with their capabilities, interests, and accessibilities. There are many occupations to select from, and seeing themselves in alternative positions can help to construct their self-identity. Efficacy beliefs aid in determining the options one considers and contribute to occupational development (Bandura, 1995; Joardar & Weisang, 2019).

Within Africa and South Africa, SE in the workplace has been linked to PsyCap, a multi-dimensional psychological capital-based construct consisting of the following upbeat attributes: optimism, SE, hope and resilience (Aminullah et al., 2022). These features positively impact work-related outcomes such as employee engagement and organisational commitment (Harunavamwe et al., 2020).

3.4.7 Comparing Perceptually Similar Theories or Constructs

The following theories are only briefly discussed as a contrast to self-efficacy:

3.4.7.1 Intrinsic Motivation Theories. Motivation theories deal with intrinsic needs manifesting in exploratory behaviour and goal attainment. In essence, these theories attempt to explain why one does, well ... anything. Indices of motivational theories underscore that this multifaceted paradigm is driven by intrinsic and external benefits and reward systems.

The Self-Determination Theory, a sub-theory in the domain of motivation theories, declares that individuals have three basic psychological needs: (a) a need to have their actions match their desires; (b) a need to be competent to master their environment and make a change; and (c) a need for belonging (Putter et al., 2021). Motivation theories are widely applied in IOP (Table 3.1).

Table 3.1

Comparison of The Motivation Theory and Self-Efficacy

Similarities	Differences
Both attempt to explain outcome expectancies.	Self-efficacy stems from a social perspective, and motivation is an intrinsic drive for control.

Note. Table by author.

3.4.7.1.1 Discussion. Motivation theories have within them an unprovable dilemma. Do people explore because they are intrinsically motivated to act, or do they take action for an internal or external reward? How does one explain repetitive behaviour that consistently begets adverse reward outcomes? Are motivation theories driven by push (boredom) or pull (novelty) stimuli (Bandura, 1997)? This would be an area conducive to brain imagining or a genetic research focus determining the initial impetus of motivation.

3.4.7.2 Self-Esteem. Although often confused with SE, these two constructs measure two entirely different things (Table 3.2). Self-efficacy encompasses a belief in one's ability, whereas esteem concerns how one values oneself. There is not necessarily any correlation between the two. For example, someone may have zero efficacy in architectural construction, or may not be an award-winning opera singer, but could still believe in the worthiness of their appreciation of the two forms of art (Bandura, 1997).

Table 3.2

Comparison of Self-Esteem and Self-Efficacy

Similarities	Differences
Those rating high on each will attempt to achieve higher on tasks they enjoy. Both are multi-dimensional constructs. Each can vary per reflective evaluations or activity domains.	Concerned with different aspects of the self.

Note. Table by author.

3.4.7.2.1 Discussion. Limiting investigation to samples of participants who perform an activity in which they endow their self-worth would appear to show a relationship between the two concepts; however, examples like the one above disprove the correlation, suggesting that the two should not be treated as different manifestations of the same phenomenon.

3.4.7.3 Locus of Control. Bandura (1997) states that locus of control (LOC) and SE are often confused (Johnson et al., 2003) and compared at different levels of generality; however, he argues that this is incorrect. Self-efficacy is a personal perception of one's capability, and LOC is a view that outcomes can occur regardless of one's effort. Self-efficacy creates empowerment, and LOC creates indifference (Table 3.3).

Table 3.3

Comparison of Locus of Control and Self-Efficacy

Similarities	Differences
Both concepts are concerned with outcomes.	High locus of control is dependent upon self-efficacy.

Note. Table by author.

3.4.7.3.1 Discussion. Bandura (1997) maintains that if individuals present with low LOC, they will become despondent if they cannot connect their actions with changes in social circumstances. He gives the example of a piece-rate worker with low LOC

not having a choice of what the system sets wages at. This individual could feel he is a victim. However, that same labourer with high LOC will realise that if he works more, he can raise his income level, thus making a productive change in his circumstances.

3.4.8 Criticism of Self-Efficacy

This construct has primarily been examined through the prism of social theories rather than biological or genetically driven approaches. However, conducting research from a single paradigm considered the status quo could result in a too narrow a perspective that may divert attention from innovation. Disagreements and debates resulting from different perspectives are beneficial to the evolution of knowledge. Countering widely held propositions can launch new paradigms and expand the scope of the extant knowledge base. Self-efficacy could have an alternative, corporeal dimension to explore, which could be essential to the theory (Table 3.12).

3.5 Cultural Intelligence

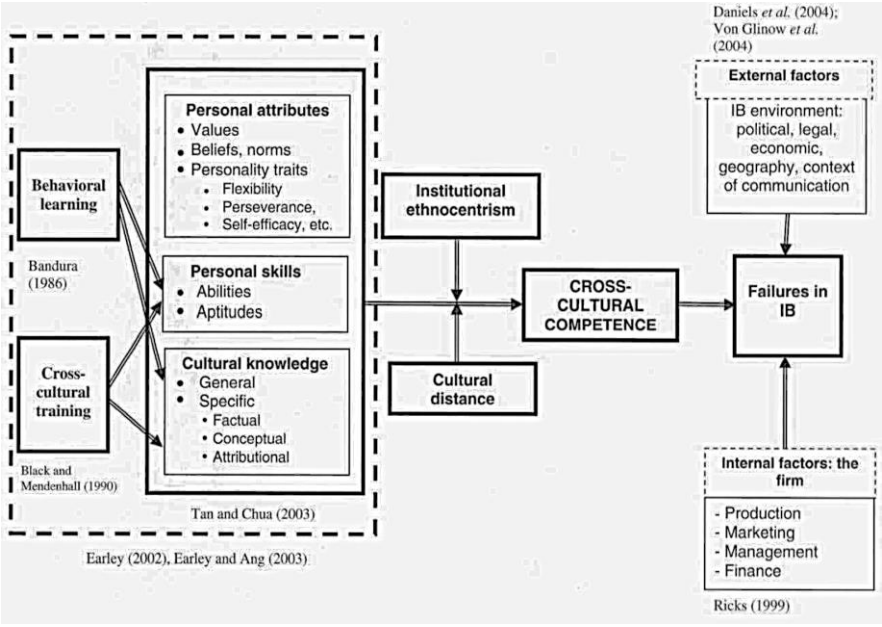
3.5.1 Epistemological Beginnings of Cultural Intelligence

Studying local norms and the ability to detect cultural schemas have been attempted since the beginning of expatriate research, namely under the domain of culture shock and pre-cultural training (Chen & Shaffer, 2017; O'Keefe, 2015; Russell & Aquinas-Russell, 2015). However, owing to the continuing rates of expatriate failure, new theories, paradigms and models are continually developed.

In the past 20 years, instead of simply abandoning expatriate failure and blaming culture shock (similar to the U-Curve hypothesis outcome of knowing *what*, but not *why*), organisational psychologists began to explore the phenomenon to learn why some individuals function better in cross-cultural situations. These studies (Ascalon et al., 2008; Bird et al., 2010; Early & Ang, 2003, to name a very few) eventually culminated in conceptualisations of models of CQ (Figure 3.6).

Figure 3.6

Integration of Cross-Cultural Themes in International Business Science



Note. From "Cross-cultural competence in international business: Toward a definition and a model," by Johnson et al., 2006, *Journal of International Business Studies,* p. 53, (https://doi.org/10.1057/palgrave.jibs.8400205).

Lazarova et al. (2015) conducted a study of 656 expatriates questioning the expatriate's opinion regarding the reasons for assignment failure. In this research, 72% of the participants agreed that their failure was due to culture shock. This relatively recent study thus suggests that some recruiters and individuals *still* consider culture shock to be very influential in expatriate failure, suggesting it could possibly function as a missed clue in the sequence of selection processes and services to expatriates.

There are different theories of CQ, but the theory constructed by Earley and Ang (2003) can be regarded as the most *ability-based*. They define CQ as one's ability to comprehend and reason correctly in situations characterised by cultural diversity (Ang & Van Dyne, 2008).

Based on Sternberg and Detterman's multifocal intelligence framework incorporating the four dimensions of (a) cognition, (b) behaviour, (c) motivation, and (d) metacognition (Presbitero, 2018), Earley and Ang (Ang & Van Dyne, 2008)

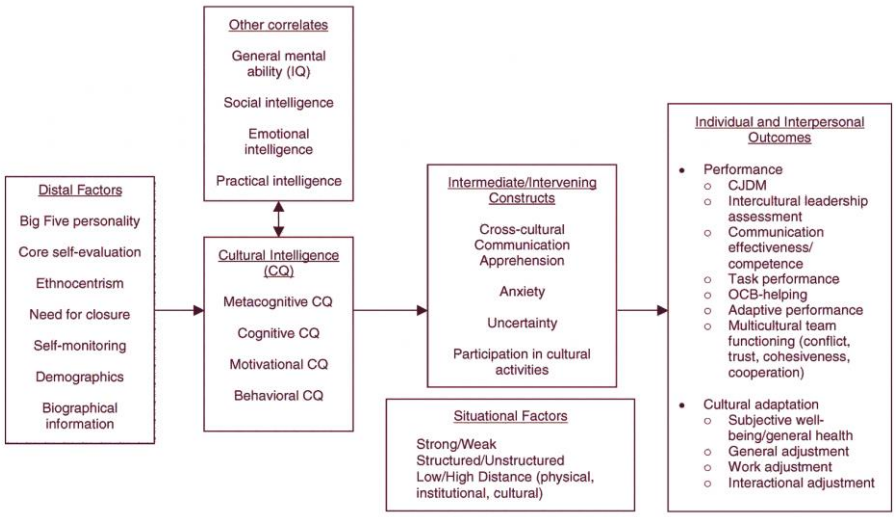
position CQ as an intellectual ability or a set of capabilities that can be developed as one collects more international and cross-cultural experiences (Lee et al., 2019).

Focusing on the individual instead of the organisation, former studies indicate that prior poly-cultural (Dinglasa, 2020) experience is an adequate antecedent of CQ, both peer-rated and self-reported (Joardar & Weisang, 2019; Shannon & Begley, 2008), and individuals high in this construct use appropriate vocabulary, facial expressions, gestures, and tone of voice (Afsar et al., 2019) in culturally diverse settings. They are knowledgeable about the host country's social, legal and economic systems (Lee et al., 2019), act accordingly to accepted norms and customs (Schlägel & Sarstedt, 2016), and are successful in task performance outcomes (Huff et al., 2014).

The authors present a diagram of a nomological network (Figure 3.7) to comprehensively understand CQ and its relation to positive intercultural outcomes. They begin by explaining that the distal factors correlate indirectly with one's effectiveness on the four dimensions of CQ.

Figure 3.7

The Nomological Network of Cultural Intelligence

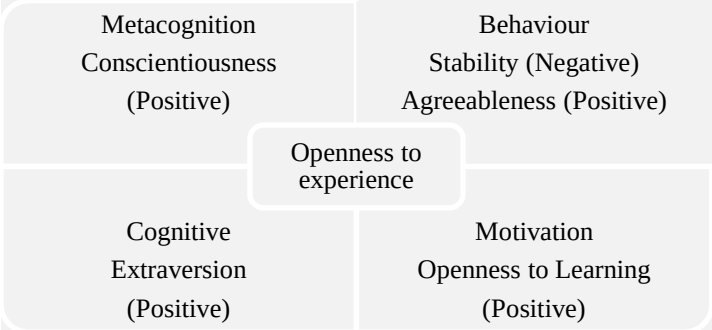


Note. From "Chapter 1: Conceptualisation of cultural intelligence: Definition, distinctiveness and nomological network," In S. Ang and L. Van Dyne's (Eds.), *Handbook of cultural intelligence, theory, measurement and applications*, 2008, p. 28, Routledge.

For example, Ang et al. (2008) demonstrated distinctive associations between the Big Five personality traits and the four facets of CQ indirectly affecting individual outcomes (Figure 3.8).

Figure 3.8

Big Five Personality Correlations to Cultural Intelligence Factors



Note. Adapted from "Personality of the four-factor model of cultural intelligence," by Ang et al., 2008, *Group and Organisation Management, 31*(1), 100-123.

Next, those four central tenets of CQ affect the intermediate or intervening constructs in the individuals' outcomes. For example, the metacognitive and motivational influence of SE can help to reduce employees' anxiety levels.

It can be seen from the network (Figure 3.7), that other correlates, such as general intelligence, can influence one's level of CQ. If an employee already shows skills in mental flexibility, those skills will support their level of cultural cognition (Van Dyne et al., 2008).

Finally, other situational factors can affect one's subjective observation of the intercultural environment and moderate participation in cross-cultural activities. In a culturally distant setting, one may avoid participating in meals if the local fare is unfamiliar.

3.5.2 Early and Ang's Four Dimensions of Cross-Cultural Intelligence

3.5.2.1 Cognitive. Assessing and correctly applying knowledge about other cultures can circumvent undesirable results such as misconstruing emotional displays from host country nationals, or HNCs (Lim, 2016). Employees strong in cognitive and

cultural intelligence draw from their knowledge acquired in training and personal experience about local norms and practices. They can correctly discern cultural similarities and disparities, and that understanding informs and directs behaviour during interactions with others from different cultural societies (Tarique & Takeuchi, 2008).

Earley and Ang (2003) map out three aspects of the knowledge acquisition process. They comprise (a) personal aspects (intra, inter and universal), (b) task variables (the nature of the facts), and (c) strategy (how to use what you have just learned). Strategy is also used in the metacognition dimension (Johnson et al., 2006).

Additionally, those high in this dimension may be more creative, with Wang et al. (2019) citing that those with high CQ possess more cognitive flexibility, generate cross-cultural innovations, and recognise host country prospects.

3.5.2.2 Motivation. Another component of CQ is motivation, which is the amount of determination or intention (Lee et al., 2019; Schlägel & Sarstedt, 2016) to learn about and engage with other cultures. Individuals high in motivation are intrinsically interested and have confidence in their ability to engage and be successful in cross-cultural interactions.

This dimension could even have some association with SE as individuals must demonstrate good self-confidence to interact with others of a different culture (Earley & Ang, 2006; Van Dyne et al., 2008). However, general SE is a theoretically different construct because it is not specific to cultural contexts (Kim et al., 2008).

Finally, previous experience with intercultural interactions will influence this factor (Tarique & Takeuchi, 2008) positively or negatively, and a positive approach to cross-cultural motivation will encourage one's successful adaptation (Ang & Van Dyne, 2008).

3.5.2.3 Behaviour. This dimension reflects the ability to direct attention and energy towards a situation and take appropriate and adaptive action towards verbal and non-verbal behaviour during exchanges (Harvey & Novicevic, 2001).

Culturally specific non-verbal actions are socially constructed in three processes: (a) in the particular scope of behaviours that are enacted within that culture; (b) within the parameters that govern under what circumstances culturally appropriate non-verbal expressions are necessary, preferred, allowed or taboo; and (c) within the interpretations of those expressions.

Knowing what someone from another culture wants to convey is imperative, and behaviour may be the most critical dimension of CQ. Exhibiting motivation and cognitive knowledge will be ineffective if one lacks relevant behavioural skills, such as voice control (Afsar et al., 2019), which play an important role during intercultural interactions (Schlägel & Sarstedt, 2016).

In this regard, Rogers (2008) uncovered four challenges to this dimension, specifically regarding communication:

- Verbal and non-verbal behaviours are unique, individualistic, and used simultaneously;
- Cultural identities intersect;
- English language usage and proficiency are dynamic, not static; and
- Speaking *business English* may hide essential cultural differences.

Table 3.4 presents approximately how much information both verbal and non-verbal communications convey and, consequently, must be interpreted:

Table 3.4

Earley and Ang's Types of Communication in Cultural Intelligence

Non-Verbal			Verbal (Language)	
Oculesics: Eye contact	Haptics: Touch	Vocalics: Voice tone	Fluency	Amount of detail
Olfactics: Smell	Chromatics: Colour	Physical appearance	Topic management	Pronoun usage
Emblems	Tokens	Signs	Level of formality	Use of imagery
			Patterns of organisation	Content development
			Direct and indirect usage	Interruption or turn-taking tendencies

Note. Adapted from "*Cultural intelligence: Individual interactions across cultures" by* Earley and Ang, 2003, Stanford University Press.

3.5.2.4 Metacognition. The fourth component of CQ relates to the level of consciousness one has about cultural awareness and the ability to process higher order levels of information to reflect, question, revise and develop new engagement rules spontaneously during intercultural exchanges (Schlägel & Sarstedt, 2016). Those with high metacognition constantly assess themselves and their knowledge schemata in cross-cultural encounters. By reflecting internally during conversations, people adapt, incepting new information in their transactions, and develop new heuristics and rules to keep in line with cross-cultural social norms and to achieve desired outcomes (Ang & Van Dyne, 2008).

Van Dyne et al. (2008) declares metacognition to be a critical dimension of CQ for the following reasons:

- Metacognition encourages dynamic mental deliberation about intercultural people and situations;
- Also, it activates critical thinking about stereotypes that one might hold; and
- Finally, it allows persons to appraise and adjust their mental schemas, thereby becoming more efficient in their behaviours and perceptions.

3.5.3 Comparing Similar Theories or Constructs with Cultural Intelligence

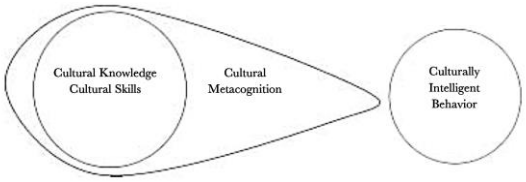
The following theories are only briefly discussed as a contrast to cultural intelligence:

3.5.3.1 Cultural Intelligence by Thomas et al. Thomas et al. (2008) describe CQ as a scheme of interwoven skills and cognition, accompanied by a cultural self-awareness that allows one to produce culturally appropriate decisions, adaptations, and behaviours. Earlier theoretical considerations from Thomas posited that using a mindful approach to intercultural interactions was a fundamental pillar to successful outcomes. However, in 2008 Thomas et al. reformulated the theory to what is described below (Figure 3.9), removing mindfulness from the model.

In a characteristic unique to their construct, the dimensions of knowledge and skills depend on the metacognition process for the outcome of appropriate behaviour. This goes further than Earley and Ang's depiction of components that may or may not correlate with one another and suggests that culturally intelligent behaviour results from this interdependent relationship.

Figure 3.9

Thomas et al.'s Depiction of Cultural Intelligence



Note. From "Cultural Intelligence; Domain and assessment," by Thomas et al., 2008, *International Journal of Cross-Cultural Management, 8*(2), p. 128, (https://doi.org/10.1177/1470595808091787)

The researchers here concentrate on knowledge, skills, and metacognition to direct behaviour. Two of those elements, *metacognition* and *knowledge*, are similar to other models of CQ. However, *behaviour* is their intended outcome, not a dimension of the primary domain, and *skills* are broken down into (a) perceptual, (b) relational, and (c) adaptive. They specify a fourth skill, (d) analytical, and place it under the metacognition dimension.

While the desired outcome of CQ is always positive, they acknowledge that simply possessing a high level of it does not guarantee an expatriate's positive intercultural adaptation (PIA). Motivations can be contextually specific, and the behaviour with which one reacts to a situation might not be applicable or beneficial to the expatriate or the HCN if it pertains to external circumstances (Table 3.5).

Table 3.5

Comparison of Thomas et al.'s version of Cultural Intelligence vs Earley and Ang

Similarities	Differences
Use similar dimensions	Interdependency of dimensions

Note. Table by author.

3.5.3.1.1 Discussion. Thomas et al. have never included *motivation* as a central facet in their template and contend that their outcome – culturally intelligent behaviour – can be reached in many ways. They argue that motivation is a willingness and not an ability.

While it is a possibility that this facet in CQ may not be ability-based, the present study contends that motivation is a core competency of this domain and human behaviour. Furthermore, Johnson et al. (2006) maintain that motivation is an essential dimension of the mechanism underlying CQ, and this dimension is also included in Earley and Ang's (2003) formulation of the construct of CQ. For these reasons, Thomas et al.'s (2008) concept of CQ was not deemed appropriate for use in the study.

3.5.3.2 Global Mindset. Used interchangeably with CQ, the global mindset paradigm began with the emergence of globalisation (Ananthram & Nankervis, 2014). Based on the strategic complexity that leadership and management deal with (e.g., building corporate policy and procedure, having a global outlook, making decisions on the organisation's future direction), it is differentiated from the cultural complexity from which middle management navigates. The latter includes control and coordination tasks such as the construction of buildings and knowledge transfer to local teams (Levy et al., 2007).

Andresen and Bergdolt (2017) argue that any team member who must execute control and coordination tasks abroad does face increased strategic complexity. Increased shareholders, increased uncertainty, different employee capabilities, and environmental demands lead to the insistence that managers must possess a cognitive ability adaptive to these intercultural industrial demands, thereby linking this concept with CQ (Table 3.6).

Researchers conducting numerous studies have confused the concept (Story & Barbuto, 2011), and research in this paradigm is being applied to such diverse sample groups as students and upper management. Some studies measured motivation, and others behaviour, instead of a global mindset (Andresen & Bergdolt, 2017).

Table 3.6

Comparison of Global Mindset and Cultural Intelligence

Similarities	Differences
Overlap of main facets	Dissonant perspectives *(cultural vs strategic)* Targets different samples (*management vs everyone*)

Note. Table by author.

3.5.3.2.1 Discussion. Andresen and Bergdolt (2017) conducted a meta-analysis on the term *global mindset*, and their literature review resulted in 25 unique definitions. The lack of consensus regarding the structure of this paradigm has led to irreplicable research findings. This shows differentiation in doctrine, objectives, and population target. Clearly defining this construct is critical to its continuance, and future research must establish a uniform comprehensiveness to achieve a generalised, valid, and reliable ideology.

3.5.3.3 Cross-Cultural Competency. Though not necessarily an international concept, Gertsen (1990) provided a starting point for diverse organisations by explaining cross-cultural competency (CCC) as consisting of the following

interdependent competencies one must possess to be successful in a cross-cultural environment:

- Affective skills – Attitudes and personality traits;
- Cognitive skills – Cultural knowledge and proper interpretation of data; and
- Behavioural and Communicative skills – This dimension is characterised by Gertsen (1990) as the most imperative facet of CCC and should include proficiency in various non-verbal communications.

Applying these facets to potential employees can help with human resource selection processes and develop an efficient work setting. Impediments to these competencies are (a) institutional ethnocentrism and (b) cultural distance (Johnson et al., 2006; Table 3.7).

Table 3.7

Comparison of Cross-Cultural Competency and Cultural Intelligence

Similarities	Differences
Competencies are placed within the ability dimensions of cultural intelligence.	Cross-cultural competency is a checklist of skills; cultural intelligence is a set of abilities.

Note. Table by author.

3.5.3.3.1 Discussion. Other than mentioning the two impediments to CCC, the creators and researchers of this model never reasonably address the larger environment outside of the corporation in which employees find themselves. By not including this very real element as a core competency, this model does not yield a viable inventory for success, especially regarding expatriates.

3.5.4 Cultural Intelligence in Industrial and Organisational Psychology

Multicultural collaborations are designed for various reasons. The best organisational outcome usually involves gathering the best thinkers, skills, knowledge, and resources (Gibson & Dibble, 2008).

Employees who operate in global multinational contexts are required to develop shared semantics, principles, and codes of communication and behaviours to function effectively with HCNs and mitigate misunderstandings. Consequently, by internalising constructive aspects of the local setting, some individuals can function as a conduit between headquarters and local subsidiaries, and thus help expatriates to build a global identity and thus facilitate PIA (Shokef & Erez, 2008).

Self-efficacy has been linked to CQ by its authors (Earley & Ang, 2003), specifically the *motivation* dimension. This brings intrinsic satisfaction of working in culturally diverse settings and further aids in the employee adaptation process (Bandura, 1995).

3.5.5 Criticism of Cultural Intelligence

Although SE, an individual concept, can be displayed by groups, applications of CQ, another personal construct, in team settings have not fared well in research. As seen in the nomological network (Figure 3.7), individual and societal norms influence the application of the construct in several ways, and cohesiveness in a diverse group setting may be challenging.

When one creates a MNC, teams have cultural, social, political, interpersonal, environmental and economic disparity burdens to overcome in addition to Tuckman's (1965) famous forming-storming-norming-performing model of group development to accomplish. Intermingling each unique employee's level of personal value structures makes CQ extremely vulnerable to setbacks (Gibson & Dibble, 2008; Ng & Earley, 2006). Again, this is where multi-directional cross-cultural training is imperative to accentuate cohesion among multinational groups (Flaherty, 2008).

3.6 Emotional Intelligence

3.6.1 Epistemological Beginnings of Emotional Intelligence

Alexithymia is a condition in which individuals cannot identify or describe emotions. The pioneering psychologist who began research into psychosomatic illnesses, Ruesch (Bar-On, 2006) discussed the symptomology in adult patients with *infantile personality*.

Additionally, relating his findings to Papaz's neurobiological theory of emotions, MacLean (cited in Bar-On, 2006) also brought awareness to the yet-unnamed condition. Popularised and named by Sifneos (1973), research into this condition eventually paved the way for highlighting the contrary – emotional *awareness* (Bar-On, 2006), finally culminating with the construct of emotional intelligence.

3.6.2 Emotional Intelligence by Mayer et al.

Mayer et al. (2004) are widely associated with the theory of emotional intelligence (EQ). Constructed twenty-four years after alexithymia was christened, the backbone of this theory is an amalgamation of the mental abilities present in emotions and *g* (general intelligence). Individuals high in EQ can reason about emotions and perceive and understand emotional displays by themselves and others. They also have access to and use emotions correctly. These cognitive abilities stimulate emotional and intellectual development (Côté, 2014; Mayer et al., 2003).

Emotional intelligence also demonstrates the standards that need to be met for traditional *g*:

- It can be operationalised into correct/non-correct answers (MSCEIT; see 3.6.3);
- It shows patterns of correlations similar to *g* (general intelligence); and
- EQ should develop with age.

Four dimensions support this model, namely (a) *perception*, (b) *regulation*, (c) *understanding*, and (d) *usage*. Each subset addresses a unique way individuals use

their emotions and intellect to solve problems. This ability theoretically sets EQ apart from *g*, which focuses on cognitive processes (Table 3.8).

3.6.2.1 Perception. Also known as identification, this dimension concerns how quickly and accurately one can assess emotions in others, such as anger, disappointment, joy, and others. This is typically done by examining non-verbal behaviours such as body language and vocal tones rather than language, which can help one gather information about an individual's state of mind, attitude, and intentions – conditions often communicated non-verbally.

An individual low in this area might let emotions override rational thought. Contrarily, those high in this dimension know when to include emotions, such as allowing their emotional state to inspire creativity.

Moreover, gauging the genuineness of others' expressions, the ability to appraise one's own emotions, usually via physiology, and expressing one's emotions clearly to others are displays of this dimension. Empathy takes centre stage in this dimension, a highly desirable specification in present-day organisational settings.

3.6.2.2 Regulation. Otherwise identified as management, regulation is about control of how one uses and selects emotions and emotional strategies.

Politicians such as Julius Malema and Donald Trump give rousing speeches that incite fiery emotions in their followers, purposefully choosing that oratory style. Their strategy, while emotionally reckless per se, is quite calculated. Primal leaders often motivate their employees with inspiring discourse and actions, enthusing them to reach new performance goal heights (Goleman, 2011).

As one can suspect, selecting and implementing emotional strategies can be manipulative, a power used for personal gain and not the betterment of society. Likewise, one not adept in this dimension could inadvertently be inefficient in goal attainment. From this perspective, EQ is a powerful core competency to develop in oneself.

3.6.2.3 Understanding. Comprehension of language, especially emotional language, is vital in this dimension. The larger vocabulary one has, the better one can explain and define emotional concepts; however, this understanding is not limited to verbal language.

Distinguishing connections is another component of this dimension. Individuals high in this dimension can appreciate and recognise relationships between higher and lower order emotions and how they build upon each other in complexity. They can see the cause-and-effect connection between events and actions, retain memories of past events which elicited emotions, and predict what future circumstances may produce those same ones again (Côté, 2014).

3.6.2.4 Usage. This dimension relates to the ability to use emotions to influence cognition and solve problems. Steve Jobs, not known for his calm emotions, recalls in his biography: "Maybe there's a better way, a gentleman's club where we all wear ties and speak in this Brahmin language and velvet code-words, but I don't know that way" (Isaacson, 2011, p. 569).

However, his biographer saw him differently: "But I think he actually could have controlled himself if he had wanted. When he hurt people, it was not because he was lacking in emotional awareness. Quite the contrary: He could size people up, understand their inner thoughts, and know how to relate to them..." (Isaacson, 2011, p. 565).

In Job's case, it would appear the dimensions *usage* and *regulation* were not to his liking, but it did not mean he was using them ineffectually. He used them precisely to facilitate growth and evolution in his people and products. Individuals may raise moral and ethical concerns about his methods, but that is not for the present study to examine.

Table 3.8

The Four Divisions of Emotional Intelligence and Their Abilities

Perceiving	Regulation	Usage	Understanding
Empathy	Able to set regulation goals	Knowledge about how emotions affect cognitive processes	Comprehend emotional language
Discernment of other's expressions	Ability to select emotion regulation strategies	How to harness emotions to guide cognitive processes	Analyse cause/effect between events and emotions
Self-appraisal of one's emotions	Ability to implement emotion regulation strategies		Ability to comprehend how simple emotions combine to form complex emotions
Express one's emotions clearly			

Note. Adapted from "Emotional intelligence in organisations," by Côté, 2014, *Organisational Psychology and Organisational Behavior, 1*, 459-488, (https://doi.org/10.1146/annrev-orgpsych-031413-091233).

3.6.3 MSCEIT

The Mayer-Salovey-Caruso Emotional Intelligence Test, or MSCEIT, is an ability-based measure intended to operationalise and quantify the four branches of EQ: (a) perception, (b) usage, (c) understanding and (d) regulation. In the construction of the measure, Mayer et al. (2003) invited 21 scholars and researchers who specialised in emotions to take the MSCEIT. Reliability scores on those who participated were calculated and ranged from 0.96 to 0.98. It has been widely used and shows good validity and reliability.

3.6.4 Comparing Similar Theories or Constructs with Emotional Intelligence

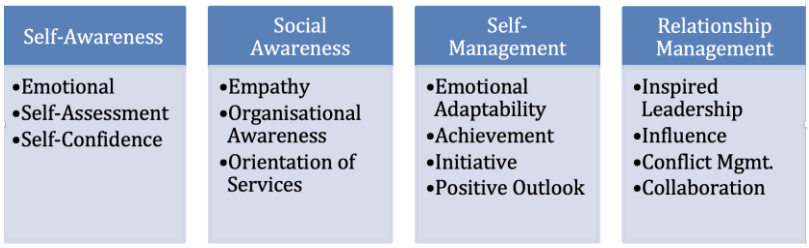
The following theories are only briefly discussed as a contrast to emotional intelligence:

3.6.4.1 Daniel Goleman's EI Theory of Emotional Intelligence. Daniel Goleman has written several books on the subject beginning in 1995 with his initial development of the notion of EI (Cherniss, 2000; Goleman, 2011), some points of which intersect with Mayer et al. (2004).

Aligning his theory with leadership styles, Goleman considers emotional competence tied to on-the-job performance and interaction abilities. The structure below shows the central tenets of Goleman's framework (Figure 3.10):

Figure 3.10

Goleman's Four Tenants of Emotional Intelligence



Note. Adapted from "Leadership: The power of emotional intelligence, selected writings," by Goleman, 2011, More Than Sound, LLC. (https://dspace.vnbrims.org:13000/jspui/bitstream/123456789/4733/1/Leadership%20The%20Power%20of%20Emotional%20Intelligence).

Table 3.9

Comparison of Daniel Goleman's EI and Mayer et al.'s Emotional Intelligence

Similarities	Differences
Overlap of the inter and intra-personal perspectives.	Goleman spreads the theory out into different disciplines instead of staying within the general doctrine.

Note. Table by author.

3.6.4.1.1 Discussion. Mayer et al. (2004) discredit the sensationalism surrounding the initial exposure of emotional intelligence based on Goleman's book. They posit that media coverage included scales that measured variables other than EQ, such as self-esteem or independence, and published lists of skills and associations that were not factually or empirically linked to EQ. Goleman prefers reaching out to a mass audience in a popular style (Goleman, 2011), which can annoy empirical scientists.

Goleman continues to advance his theory of EQ, deviating from Mayer et al.'s (2004). In *The Brain and Emotional Intelligence: New Insights*, the author presents linkages to several variables such as amygdala triggers, positive and negative mental states, creativity and more (Russell, 2014). While his ideas are not discounted, an in-

depth discussion of this work will not be undertaken here, as Mayer et al.'s (2004) theory applies to the present research.

3.6.4.2 Bar-On's Emotional-Social Intelligence. Influenced by Darwinism, Bar-On (2006) was taken with the concept of expression for mutation and survival. He parallels the outcome of intelligent emotional and social behaviour in terms of Darwin's successful adaptation. Bar-On also credits the intelligence theories of Weschler and Thorndike, Sifneos' (1973) work on alexithymia and Applebaums' take on mindfulness in the ongoing development of his model.

To Bar-On, his theory is a wide-spanning model of interdependent emotional and social skills and facilitators that establish our effectiveness at expressing ourselves, comprehending and associating with others, and coping with our daily lives.

The EQ-i scale, created by Bar-On, assesses the primary factors and their facets as laid out in his theory (Table 3.10).

Table 3.10

EQ-i Scales and What They Assess

The EQ-i scales and what they assess	
EQ-i SCALES	**The EI competencies and skills assessed by each scale**
Intrapersonal	Self-awareness and self-expression:
Self-eegard	*To accurately perceive, understand and accept oneself*
Emotional self-awareness	*To be aware of and understand one's emotions*
Assertiveness	*To effectively and constructively express one's emotions and oneself*
Independence	*To be self-reliant and free of emotional dependency on others*
Self-actualization	*To strive to achieve personal goals and actualize one's potential*
Interpersonal	Social awareness and interpersonal relationship:
Empathy	*To be aware of and understand how others feel*
Social responsibility	*To identify with one's social group and cooperate with others*
Interpersonal relationship	*To establish mutually satisfying relationships and relate well with others*
Stress management	Emotional management and regulation:
Stress tolerance	*To effectively and constructively manage emotions*
Impulse control	*To effectively and constructively control emotions*
Adaptability	Change management:
Reality-testing	*To objectively validate one's feelings and thinking with external reality*
Flexibility	*To adapt and adjust one's feelings and thinking to new situations*
Problem-solving	*To effectively solve problems of a personal and interpersonal nature*
General mood	Self-motivation:
Optimism	*To be positive and look at the brighter side of life*
Happiness	*To feel content with oneself, others and life in general*

Note. From "The Bar-On model of emotional intelligence (ESI)," by Bar-On, 2006, *Psicothema, 18*, p. 23.

3.6.4.2.1 Discussion. Bar-On's discussions on the origin of his theories are quite interesting; however, one must consider the dynamic nature of his theory and its ongoing development (Table 3.11). While respecting the vast array of influences, the more structured theory of Mayer et al.'s (2004) will be the most effective and appropriate test regarding the outcomes of the present study.

Table 3.11

Comparison of Bar-On's Emotional – Social Intelligence Model and Mayer et al.'s Emotional Intelligence

Similarities	Differences
Overlap of certain domains, such as inter and intra-personal perceptions.	Bar-On is based on social intelligence; Mayer et al. is based on general intelligence and ability.

Note. Table by author.

3.6.5 Emotional Intelligence in Industrial and Organisational Psychology

Studies in EQ situated within the IOP framework attempt to uncover whether a set of abilities about emotions or emotional knowledge increases our level of prediction and understanding of human behaviour in the workplace (Côté, 2014). Some of the issues explored are: Can having high emotional intelligence lead to more proficient employee performance? Can it improve office relations? The consensus would say yes to those questions (Goleman, 2011).

However, a meta-study by Côté (2014) found low relationships between all types of leadership and emotional intelligence, resulting in correlations from r = .20–.25, except for transformational leadership, which showed *no* correlation, as did job performance (perhaps explaining why high pressure and fast-paced organisations can thrive). Nevertheless, these results differ across the board, most likely an outcome resulting from the fact that different participants who took the self-reported measures had high *and* low levels of EQ.

Figure 3.11

Top Ten Employment Skills in 2020

Note. from "The ten skills you need to thrive in the fourth industrial revolution," by Gray, 2016. (https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution/. *World Economic Forum*).

Ultimately, workplace situations such as negotiation performance, anxiety, coping mechanisms between work criteria and work situations and employee turnover all fare better in those with high EQ (Figure 3.11).

3.6.6 Criticism of Emotional Intelligence

There is no doubt that EQ is a vital competency in all walks of life. Most epistemology on the subject ties it to *g* and emotions, which could suggest a biological origin. Yet, studies framing the construct are ability-based (as this is) and question how to maximise or apply it in natural settings.

That raises the following pertinent questions. Is the construct directly related to *g* which generally implies that it is relatively stable and unable to develop (Mayer et al., 2004)? Is EQ a heritable feature? If it is simply an extension or sub-group of intellect, how does that explain neurodivergence such as autism, where an individual may show high levels of IQ, but may also possess deficiencies in EQ (Cherniss et al., 2006)?

Moreover, the scientific community knows that brain systems govern emotions, and the relevant structures, networks, and neurotransmitters that modulate emotional behaviour have been mapped out. However, which came first? The emotion, the brain activation, or the neurotransmitter (or modulator)?

Questioning the origin of *g* and its levels would not distract the ability to master its usage and regulation. Similar to the views on SE, the present study posits that EQ can most definitely be inherent and developed simultaneously. As posited by the theory's originators and other scientists, EQ is a form of intelligence, and intellect is known to be genetic (Mayer et al, 2004; Pinker, 2002). Therefore, neurocognitive studies defining this construct further could shed light on these questions, thereby contributing structural and theoretical elements to the literature on emotional intelligence and its connection to brain activity.

3.7 Perceived Cultural Distance

As a proper test of the hypothesis that self-efficacy and other ability-based variables are responsible for positive adaptation within the expatriate community, this researcher felt it necessary to include a non-ability-based construct to measure and compare against the ability-based variables. Findings in this regard could help to illuminate the respective contribution of both ability-based and non-ability-based constructs to PIA.

3.7.1 Epistemology of Perceived Cultural Distance

Emanating out of culture shock, the idea of perceived cultural distance (PCD) is not new. The construct is conceptualised as a comparison between home and host culture with greater perceived distance predicting increasing difficulties in adaptation for the foreigner (Demes & Geeraert, 2014).

Huang found four branches of difficulties students encountered when in a foreign country (cited in Babiker et al., 1980):

- Language and communication challenges due to non-fluency in the host language. This is accentuated by non-lexical elements of speech, such as tone, pitch, cadence, rhythm and non-verbal aspects;
- Dilemmas of assimilating between new culture and retaining one's home identity and values;

- Loss of support network and an inability to replace it within a perceived hostile environment; and
- Respective responsibilities to oneself and family and host country advisors and officials.

A new direction emerged, and studying this concept notably shifted to the workplace context, where it was found that PCD is a salient, contextual cultural factor leading to expatriate failure (Demes & Geeraert, 2014; Erogul & Rahman, 2017; Gelfand et al., 2017; Huang et al., 2018).

Several instruments have been created to measure this notion at the individual level (see Chapter 4), and these generally compare an individual's host experience to their home familiarity via (a) food, (b) climate, (c) social norms, (d) family life, (e) living practicalities, (f) language, (g) religion and more (Babiker et al., 1980; Demes & Geeraert, 2014).

3.7.2 Paradigms Used with The Cultural Distance Theory

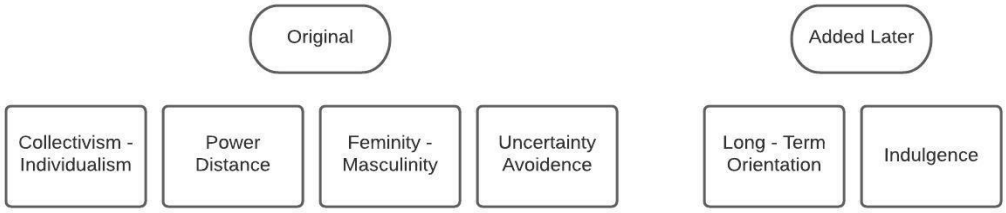
3.7.2.1 Hofstede's Cultural Dimensions. A premier researcher in the cross-cultural field is Geert Hofstede. Accruing data based on surveys given to IBM employees in the 1960s and '70s, Hofstede amassed a large amount of information regarding values. Hofstede expanded his work to include value examinations at the country level and has conducted studies in over 70 countries over four decades of research (Hofstede et al., 2010). The data collected from his studies paved the way for extensive cross-cultural research (Fischer et al., 2010). With the four initial cultural values (Figure 3.12) used to measure societal differences, Hofstede's cultural research is consummately drawn to comparisons between cultures, perfectly situating it within the cultural distance paradigm.

In his questionnaires to employees, Hofstede (2001) asked such questions as "*If an employee did take a complaint to higher management, do you think he would suffer later on for doing this (such as getting a smaller salary increase, or getting the less desirable jobs in the department, etc.)?"* and "*All in all, what is your personal feeling about working for a company which is primarily foreign owned?"*

Hofstede's research produced a four-dimensional model of values at the country level (Hofstede, 2001). Later, Hofstede built on this model by adding two additional dimensions (Hofstede et al., 2010; Muthukrishna et al., 2020). Further research focusing on understanding and exploring these values in more depth helped to elucidate some of the difficulties foreign employees have to face when working in a cross-cultural system (Figure 3.12).

Figure 3.12

Hofstede's Value Structure



Note. Adapted from "*Cultures and organisations, software of the mind: Intercultural cooperation and its importance for survival (3rd ed.),*" by Hofstede et al., 2010, McGraw-Hill.

One of the most fundamental dimensions of culture was the concept of individualism-collectivism. Individualism appeared in societies where people valued themselves and those around them only and celebrated competitiveness and individuality as valuable.

Collectivism was expressed in societies indoctrinated in strong group-think cohesiveness where loyalty to the state or culture was prided instead of individualism. The element of the *power-distance* index is represented from the viewpoint of the less powerful members of society. Their views and, more crucially, *acceptance* regarding the unequal power distribution between themselves and the influential members of the community constitutes the focus of this index. In a country with a low power index, there is more egalitarianism.

Uncertainty avoidance represented another cultural strategy affecting organisational functioning in a cross-cultural or expatriate setting. Uncertainty avoidance is concerned with anticipating situations and lessening fear around ambiguous circumstances.

Controlling and adapting one's circumstances positively while avoiding bad outcomes bring plentiful benefits, including predictability, preparedness and contribution to one's individual and social affairs. The more one anticipates training, rules and procedures, the fewer people feel threatened (Bandura, 1997; Hofstede et al., 2010).

Masculinity-femininity also represents an element of culture and is somewhat related to gender roles, although applied in a cultural setting. Alternatively, one can view this as assertiveness versus modesty. An immigrant born and raised within one type, who settles in a host country encompassing the other type's values must learn to navigate with the other to function well.

Long-term orientation refers to a culture that values future rewards, perseverance and progress. A culture with a short-term orientation fosters values related to the past, respecting tradition, and taking all precautions to preserve its integrity and reputation.

Lastly, *indulgence-restraint* regulates gratification. An indulgent society allows freedoms to its citizens to have fun and enjoyment. A more restrained culture looks down upon such freedoms and imposes strict social norms to enforce restrictions.

Hofstede was indeed a forerunner of intercultural research techniques, yet subsequent replication studies failed to reproduce his findings, leading to questions surrounding the “stability of the country-level dimensions” (Fischer et al., 2010, p. 128).

While studying the value systems at the individual and country level, Fischer et al. (2010) indicated that Hofstede knew the structures between individual and national values were not isomorphic. Yet Fischer and his team analysed Hofstede's structure (Figure 3.12) and found similarities between the micro and macro values, but not enough to indicate structural isomorphism. They found that the country-level sample size accounted for the lack of significant isomorphic results.

In other criticism, Heine et al. (2002) mention researchers (Suh et al., 1998) who found that “Hofstede’s IC scale correlates with subjective well-being in a country, and hinges more on positive feelings or fulfilment of norms” than just cultural values (p. 906).

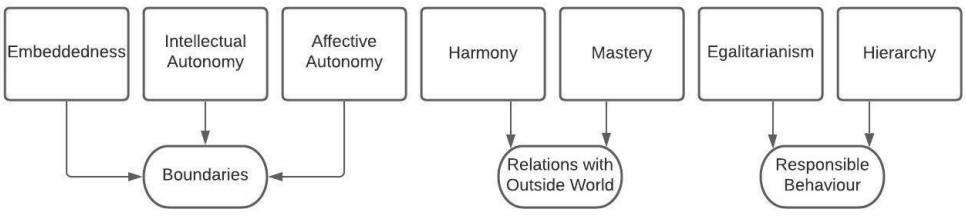
Hofstede (2001) counters these criticisms by arguing that the researchers should not confuse national cultural values with other levels of value systems on the hierarchy from personal to universal. Additionally, Hofstede suggests that researchers cover several countries at one time (preferably 10-15) instead of one or two, thus ensuring that the surveys are conducted on matched samples only and confirming the need for larger sample sizes. Finally, Hofstede et al. (2010) warn researchers about hidden ethnocentrism and advise researchers not to study just their own culture.

3.7.2.2 Paradigms Used with The Cultural Distance Theory: Schwartz’s Values. Shalom H. Schwartz is another prominent researcher exploring cross-cultural values, beliefs, and behaviour. Examining over 80 countries, he has compiled a catalogue comprising personal and national value systems, thereby creating a valid theory of cultural systems across the globe (2006, 2012).

In his cultural theory, Schwartz (2006, 2012; Sagiv et al., 2011) documents seven cultural value *orientations* that shape three cultural value *dimensions* for a nuanced characterisation of cultures valid across the global spectrum (Figure 3.13).

Figure 3.13

Schwartz’s Value Structure



Note. Adapted from “An overview of the Schwartz theory of basic values,” by Schwartz, 2012, *Online Readings in Psychology and Culture, 2*(1), (https://doi.org/10.9707/2307-0919.116).

Embeddedness occurs when a nation acts as a unit, collectively agreeing on beliefs,

values, and behaviours. *Intellectual* and *affective autonomy* refers to independently pursuing your beliefs. *Harmony* refers to fitting into your environment as it is, while *mastery* refers to the tendency to manipulate your environment for your ambitions. *Hierarchy* refers to power distributions, and *egalitarianism* refers to recognising all people as equals (Muthukrishna et al., 2020).

The theory and measurement tool, the Schwartz Value Survey, has been applied in various circumstances with differing significance in correlations (Spini, 2003; Fischer et al., 2010) but is generally a reliable framework for studying the impact of organisational culture. As Sagiv et al. (2011) express, “Only the Schwartz framework studies values at both national and individual levels and examines what is common and different between the levels” (p. 4).

Schwartz's findings continue to provide guidance and information for researchers creating new forms of expatriate measurement systems and conducting cross-cultural value studies, even in South Africa (Becker et al., 2017). However, as this study has a broader scope than simply measuring cultural values, the Schwartz Value Survey was not included in this examination. However, one will ascertain Schwartz’s influence in parsed indicators included in the cultural distance questionnaires.

3.7.2.3 Paradigms Used with The Cultural Distance Theory: Society Tightness-Looseness. Gelfand et al. (2006) define societal tightness “as the strength of social norms and degree of sanctioning within societies” (p. 6). Contrarily, loose societies are depicted as having weak social norms and strong lenience towards deviant behaviour.

In tight societies, values, ideologies, and behaviour are highly controlled and homogenous, with deviations from the norms severely castigated. For example, China would be deemed a tight society, especially as it has introduced security measures upon its people wherever they may be around the globe (BBC News, 2022; safeguarddefenders.com, 2022).

Loose societies, such as the United States (Uz, 2018), give their citizens more

personal freedoms but find within them a varying degree of tightness-looseness because of those freedoms. As former USA president Barack Obama says of the nation's shared value of personal freedom: "It orients us, sets our course, each and every day" (2006, p. 65).

Yet this theory poses problems in creating a baseline for scrutiny. For example, in South Africa, many people disapprove of deviant actions (strength of social norms), yet it does not stop the overwhelming levels of corruption and crime (degree of sanctioning). Obedience to, and accountability for, this unscrupulous behaviour does not often occur. Because of this and the intermixed levels of tightness-looseness within any group, this theory is deemed too capricious, disqualifying it from being exclusively represented. However, the terminology associated with this theory appears sporadically in this thesis.

3.7.2.4 GLOBE Project. Additionally, this researcher initially considered administering the GLOBE project questionnaire but subsequently decided against this because of the enormous amount of available leadership studies. The organisation's website, *www.globeproject.com,* boasts a collaboration with 500 researchers in 150 countries. Furthermore, the GLOBE project accentuates assertiveness, power, and awareness of gender differentiation, while the constructs in the present study focus on an integrative, humanistic perspective, which the South African corporate community aligns with (Feldman & Msibi, 2014).

3.8 Mediation and Temporal Precedence of Self-Efficacy Using the Big Five

3.8.1 Mediation in Analysis

Mediation analysis is used when a scientist wants to know how an antecedent variable transmits its effect onto the consequent. In essence, a mediator variable is placed between them, and essentially constitutes the mechanism through which the two variables are related (Iguarta & Hayes, 2021).

3.8.1.1 Causation. One of the assumptions that must be met in mediation analysis is to establish causation through temporal precedence, yet temporal precedence alone or correlations alone cannot prove causation (Wunch et al., 2010).

In *Making Sense of the Social World: Methods of Investigation,* the authors present the criteria necessary for ascertaining a causal relationship (Chambliss & Schutt, 2014; Kline, 2016).

- There must be an empirical association between the variables;
- There must be a temporal priority of the independent variable, and
- There must be non-spuriousness in the effect.

Additional requirements include:

- There must be an identifiable mechanism; and
- The mechanism must specify the effect within its context.

3.8.1.2 Establishing Temporal Precedence in Cross-Sectional Studies. The initial element of mediation analysis is the antecedent variable. How does one determine, in a cross-sectional study, that the temporal precedent is established?

3.8.1.2.1 Structure. Wunsch et al. (2010) argue that a cross-sectional study can infer causation if the modelling approach is structural. However, this study will not use the structural equation modelling approach in the causation exploration, but will utilise principal component analysis (PCA) and confirmatory analysis (CFA) to validate the assessments. See Chapters 4, 5 and 6 in this regard.

***3.8.1.2.2 Mendelian Randomisation*.** Cross-sectional studies are generally not feasible for mediation analysis unless data can be proven to have the required temporal structure. This can be done by genetics or biological functions via Mendelian randomisation, a framework for assessing inferential causation in cross-sectional studies in combination with genetic information (Winer et al., 2016).

Mendelian randomisation is mainly used in epidemiology. This method is only referenced here as an example showing how self-efficacy could be seen as the antecedent variable in mediation analysis. Using “Mendelian randomisation, one can more confidently posit a cross-sectional mediational design … (see Van derWeele, 2015, for an extended discussion)", Winer et al., 2016, p. 950).

Wunsch et al. (2010) also theorise that physiological mechanisms can be used to determine time-based assumptions. In their argument, they link age and hearing loss; however, the biological basis of the independent variable as an antecedent is explicit, justifying temporal precedence.

3.8.2 Genetics in Self-Efficacy

Self-efficacy reflects an individuals’ belief in their capacity to achieve. In that respect, this researcher asserts there is an underlying, intrinsic conviction or belief that one must possess before that self-power would manifest behaviourally as SE-in-action.

3.8.2.1 Teleological / Developmental Indicators. The present study considers that a general, non-situation-specific belief in oneself is inherent and can be based on genetic traits and their facets (Table 3.12) combined with the early development of personal agency. Bandura summarises child development specialists like Piaget, who support the idea that personal agency develops exclusively from an infant’s actions (a genetic, teleological approach). "Realization of personal agency requires both self-observation that outcomes flow from actions and recognition that the actions are part of oneself" and "through exploratory tests...they [infants] know they can make things happen" (Bandura, 1997, p. 170).

Flammer (1995) discusses the developmental stages of children and their efficacy and posits that research has demonstrated that younger children extremely over-estimate their capabilities and that they "have a very undifferentiated ability concept", not yet beginning to understand how effort affects outcome (p. 86). This remarkable optimism is not significantly deterred, regardless of their failures. At the same time, this ability shines while the children are still young, but is shown to diminish with

age, making one wonder where this precocious self-concept, *g* or motivation originates. Flammer suggests that a complete control belief develops only by the end of the first decade of one's life.

3.8.2.2 Genetic Indicators. Pre-requisites and activation of SE have demonstrated a genetic or biological basis deriving from genetic phenotype correspondence. This does not mean that an inborn ability setting temporal precedence contradicts the nature of expanding that ability as a learned skill. It simply puts a predetermination of capacity in that regard (Thomas et al., 2008). As cognitive scientist Steven Pinker declares, *g* is heritable but increases over an individual's life. He sums it up best when he says one realises, "Omigod, I'm turning into my parents!" (2002, p. 375).

Bandura (1997), the proponent of the Social Learning Theory, addresses this debate by explaining that most rival theories to SE are based on an inborn drive for control. He argues that those theories discourage a discourse on how efficacy is developed. This does not contradict the premise in the paragraph above.

Other researchers support the position that SE is genetic. Bullers and Prescott (2001), Greven et al. (2009), and Waaktaar and Torgersen (2013) all completed studies examining the effect of heredity on SE. All studies supported the hypothesis, with Greven et al. reporting that 51% of academic SE was determined from genes in a sample of 3,785 sets of twins.

Bullers and Prescott reported modest but significant genetic effects on studying *perceived control* which they define as "individuals' generalised beliefs about their abilities to influence their life courses and circumstances" (2001, p. 145) and explicitly link that to self-efficacy. Waaktaar and Torgersen presented in their findings that genetic factors explained 75% of the variation in SE in adolescents measuring three informants (mother, father, sibling).

However, the discerning question is: How much variation can you ascribe to genetics when studying a family who lives together at the time of testing? How much does the homogenous environment *truly* affect the study? Pinker (2002) asserts that a

shared environment has very little (he gives it a generous 10%) to no effect whatsoever.

3.8.2.3 Genetic Links to Well-Being – an Alternative Voyage Towards Self-Efficacy. Understandably, genes do not work alone in predicting behaviour, but are documented in traits that influence it. Studies linking behaviour, personality traits and subsequent outcomes such as well-being (or ill-being) have been documented for decades (John et al., 2008).

Cognitive skills and executive functioning are also genetically driven. Poor skills or ability in this arena can lead to behaviour modification, including shying away from obstacles and goal setting and reacting negatively to life stressors – all indicators of poor SE (Morrison et al., 2020).

Røysamb et al. (2018) conducted a meta-study from seven different countries. They found that up to 50% of genetic factor variance accounts for most of the stability in well-being with heritability, and genes rs4958581 and NMUR2 have been linked to life satisfaction (Lachmann et al., 2021). This recipe for a healthy outlook on life sets the stage for the determinants of SE.

3.8.2.4 Hereditability of Self-Concept and Self-Efficacy via the Five Factor Model. Røysamb et al. found that of the total heritability they found in the meta-study (mentioned above), approximately 65% of the variance was driven by personality genetic factors, supporting another study by Okbay et al. (2016, cited in Røysamb et al., 2018) showing a negative relationship between neuroticism and well-being (Table 3.12).

Similarly reinforcing the link between traits and genetics, DeVries et al. (2021) found the genetic correlations between well-being and optimism were r = .47 for males and r = .72 for females in their research.

3.8.2.5 The Five Factor Model/Big Five Theory. This model is discussed briefly here only in reference to arguing for the hereditability of characteristics within SE

only, as this research will not include personality traits or types as variables in the questionnaire sent to participants.

The Five Factor model is a hierarchal structure of personality traits that comprises five main characteristics, followed by facets of those traits, composing a complete matrix of personality traits and the variables that define them (Briley & Tucker-Drob, 2012). McCrae and Costa state that these traits were deemed “dimensions of individual differences in tendencies to show consistent patterns of thoughts, feelings and actions” (2003, p. 25).

Extraversion, the first trait, is related to how an individual approaches the social world energetically. *Agreeableness*, the second trait, relates to pro-social behaviour. *Conscientiousness* refers to self-control and compliance. *Neuroticism* relates to the stability of temperament. *Openness to experience*, the final trait, speaks for itself.

McCrae and Costa note that through these traits, people construe and interpret themselves and their environment, select the elements of their environments, and modify their environments (1999, cited in John et al., 2008). In summary, these genetic potentials can lead to their realisation in ability and behaviour.

The Five Factor Model (Table 3.12) classifies all individuals' essential personality dispositions to varying degrees. These temperaments (Kandler et al., 2012) influence our behaviour and decisions throughout life, and the basic tendencies one possesses lead to one’s *self-concept.* This self-reference structure arranges knowledge and experiences regarding oneself and channels individuals through inter and intra-idiosyncratic processes (Elder et al., 2020).

This researcher also contends that the self-concept is the edifice in which SE resides in adolescents and adults. Like SE, it develops as one ages and gathers more life experiences. Bandura (1997) also found that the self-concept chiefly reflects individuals’ convictions in their efficacy. He concludes from previous studies that the self-concept loses most of its predictive potential when efficacy is parsed away.

Costa Jr and McCrae further maintain that "*all* personality traits are heritable" (cited in Widiger, 2017, p. 27; Pinker, 2002) with "strong biological and genetic bases" (De Raad & Mlačić, 2015, p. 561). Multiple examinations have consistently substantiated those claims with "little or no shared environmental influences on all five domains" (Johnson & Krueger, 2004, p. 449).

Table 3.12

Five Factor Model

Neuroticism vs. Emotional Stability	**Agreeableness vs. Antagonism**	**Extraversion vs. Introversion**	**Conscientiousness vs. Lack of Direction**	**Openness to Experience vs. Closedness to Experience**
Biology: Linked to gene 5-HTTLPR[a] *WSCD2*[b] *L3MBTL2*[b]	*Biology:* Twin studies show the highest heritability of the 5 factors[a]	*Biology:* Linked to gene DRD4[ac] COMT[c]	*Biology:* Linked to gene rs3814424[b]	*Biology:* *Linked to gene RASA1*[b] *PTPRD*[b]
Correlates: Leads to adversity in relationships & occupational status[a]	*Correlates:* Strong links to self-regulation and social accommodation[d]	*Correlates:* Higher levels of E lead to higher levels of self-concept[e]	*Correlates:* Higher levels in C lead to changes in self-concept and esteem[f]	*Correlates:* Leads people to seek out intrinsically motivating jobs[g]
		Facets from Big Five Inventory		
Anxiety (Tense)	Trust (Forgiving)	Gregariousness (Sociable)	Competence (Efficient)	Ideas (Curious)
Angry Hostility (Irritability)	Straightforwardness (Not Demanding)	Assertiveness (Forceful)	Order (Organised)	Fantasy (Imaginative)
Depression (Not Contented)	Altruism (Warm)	Activity (Energetic)	Dutifulness (Not Careless)	Aesthetics (Artistic)
Self-Conscious (Shy)	Compliance (Not Stubborn)	Excitement (Adventurous)	Achievement Striving (Thorough)	Actions (Wide Interests)
Impulsiveness (Moody)	Modesty (Not Show Off)	Positive Emotions (Enthusiastic)	Self-Discipline (Not Lazy)	Feelings (Excitable)
Vulnerability (Not Self-Confident)	Tender-Mindedness (Sympathetic)	Warmth (Outgoing)	Deliberation (Not Impulsive)	Values (Unconventional)

Note. Adapted from "*Personality in adulthood: A five-factor theory perspective* (2nd ed)," by McCrae and Costa, 2003, Guildford Press and "Big five inventory," by John and Srivastava, 1999, (https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Personality-BigFiveInventory.pdf).

[a] Tackett and Lahey; [d] Graziano & Tobin; [e] Wilt & Revelle; [f] Jackson & Roberts; [g] Sutin, cited in "*The Oxford Handbook of the Five Factor Model,"* by Widiger, 2017, Oxford Academic Books.

[b] Lo et al., 2017.

[c] John et al., 2008.

As seen from the information in Table 3.12, all the personality traits can be linked to self-concept and all have been studied in correlation with genetics, biology (Power & Pluess, 2015; Tornau & Frese, 2013) and brain activation (Elder et al., 2020).

3.8.2.6 Linking Traits and Facets to Self-Efficacy. Extraversion and conscientiousness were positively correlated to personal initiative and proactivity type individuals (Hu et al., 2020; Hua et al., 2021), which Tornau and Frese (2013) assert are antecedents of self-efficacy.

Expatriates scoring high on openness to experience have cerebral curiosity and a partiality to variety – traits that may lead to excitement towards the unfamiliar situations encountered during an expatriate assignment. These foreign nationals may also be more likely to consider different perspectives and modify their assessments of the host culture. Conversely, those low on openness or who may be more ethnocentric may resist tolerating the novelty of the host country (Maertz Jr, 2008).

3.8.2.7 Limitations in Genetic Studies. Pinker (2002) declares three built-in limitations with genetic studies; (a) twin and sibling studies cannot distinguish between the genetic results and what could actually be a shared, universal nature of humans, (b) behavioural genetics can address variations in people being studied, but these findings cannot be applied generally between different groups of people (class or race, for example), and (c) these methods can only show that genes correlate with traits, but cannot yet prove predictive behaviour. This again corresponds with the notion that an individual may have a propensity that can be activated, developed further, or, contrarily, lie dormant.

Research will continue to expand in molecular psychology and epigenetics, becoming more consistent with results and more replicable, and the scientific community will begin to understand personality, the genetics that cause it, and the environmental influences that enhance those traits over time.

However, causality is difficult to prove, and SE might not be accepted as a trait capable of setting temporal precedence in this research. Therefore, the present study can be characterised as *atemporal* (Hayes, 2015; Winer et al., 2016).

3.9 Research Questions

The research is primarily constructed from the Self-Efficacy Theory, and the research questions below concentrate on this construct. However, several other variables, including demographic variables, will be examined in the data analysis for their effect on PIA. (Full details of how the theories, research questions and existing measurements were constructed in the final research questionnaire can be found in Chapter 4.) Ultimately, this researcher strove to discover which variables, or combination of variables, will positively affect cultural adaptation.

3.9.1 Research Question 1

Is there a positive relationship between self-efficacy and intercultural adaptation?

As the proposed driving force behind an individual's overall ability, this question investigates the association between SE and adaptation levels that form the basis of the exploration. This researcher expects a positive relationship between this construct and the dependent variable, positive intercultural adaptation.

Von Kirchenheim and Richardson (2005) found that a high level of SE positively affected expatriates' adjustment levels in a study of 56 expatriate teachers. They state that SE "is related to and functions as a predictor of adjustment" (p. 409). These findings support the results from an earlier examination by Mendenhall and Oddou (1985). However, as mentioned previously in the literature review, Selmer and Fenner (2009) found no relationship between SE and PIA.

3.9.2 Research Question 2

Is there a positive relationship between self-efficacy and cultural intelligence?

This question investigates the relationship between SE and CQ. Do individual's

beliefs in their general abilities influence their level of CQ? MacNab and Worthley (2012) found that this is the case in their study. Their research examined over 370 expatriates from multiple cultures, and based on the results, the researchers concluded that SE is a significant factor in predicting the development and use of CQ capabilities.

3.9.3 Research Question 3

Is there a positive relationship between self-efficacy and emotional intelligence?

This question attempts to relate SE and EQ. Do higher levels of self-efficacy equate to higher levels of EQ? Studies of physical education teachers showed that these two variables have a positive association (Mouten et al., 2013). In another study using physical education teachers (not surprising, as Bandura's Self-Efficacy Theory is used often in sports), Abdolvahabi et al. (2012) found a positive relationship between the two variables. The results emerging from this research could support or repudiate these previous findings.

3.9.4 Research Question 4

Is there a significant relationship between perceived cultural distance and intercultural adaptation?

Although objective cultural distance measures produce consistent results regarding the psychological well-being of expatriates (Kashima & Abu-Rayya, 2014), several studies conclude that there is no significant relationship between PCD and poor adaptation outcomes, including Cetinkaya-Yildiz et al. (2011), Geerart and Demoulin (2013) and most surprisingly, Babiker et al. (1980), in their first cross-cultural study measuring PCD. However, one must note that these studies were conducted on students, and variance in this study could be attributed to factors such as age, time in the host country, and other latent variables that could explain the results.

3.9.5 Research Question 5

Does emotional intelligence mediate the effect of self-efficacy on intercultural adaptation?

This question examines whether EQ affects the relationship between SE and PIA using mediation analysis (Figure 3.14). Dimitrijević et al. (2019) studied the mediating effect of EQ in predicting elements of intercultural effectiveness, especially decision-making and judgement.

Some researchers posit that EQ is culturally specific and argue that individuals who are emotionally intelligent in one culture might not know how to manage their emotions appropriately in situations involving affective behaviours in another culture (Ang et al., 2008). However, Dimitrijević et al. suggest that the opposite is true. They contend that being emotionally competent in a general sense should make you emotionally intelligent no matter which culture you find yourself in – up to a point.

They argue that if one is skilled in the EQ dimension of *understanding* via interpretation of cues, codes and implicit rules people use emotionally in one culture, one would be adept at those higher cognitive skills in another culture as well. A sort of predisposition, one might say.

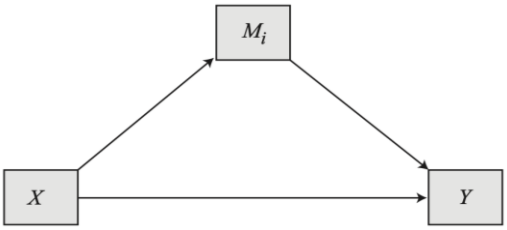
Their results supported the notion that the emotional vocabulary facet of EQ partially mediated successful intercultural communications (r = .30). This indicates that the verbal transmission of emotional information – that is, the understanding of the linkage between emotional expressions and the words used to articulate them (the dimensions of perception and understanding), plus the ability (the dimension of usage) to convey that correspondingly – will indeed mediate intercultural judgement, decision-making and ultimately PIA. While not a large effect, these data suggest that EQ has a broader global influence than originally suggested.

To finish, this question isolates the construct to evaluate its effect on expatriate

PIA via its expressiveness. Emotional intelligence is related to organisational psychology, especially the dimensions of *understanding* others and *managing* emotions correctly. Therefore, this relationship is relevant to explore as it relates to inter-office conflict and relations. It is especially practical in expatriate/host countries with an extensive breadth of language distance and unequal power balance.

Figure 3.14

Conceptual Model 4 of Simple Mediation with Covariates (covariates not noted on diagram)



Note. From "Model templates for PROCESS for SPSS and SAS," by Andrew F. Hayes, The Guilford Press, © 2013-2016. Research Question 5. See Appendix O, Figures 9, 10 and Figures 6.6, 6.7 for the statistical model equivalent.

3.9.6 Research Question 6

Do cultural and emotional intelligence in parallel mediate the relationship from self-efficacy to intercultural adaptation?

This question will scrutinise the effect of SE on CQ in the influence (or not) of PIA. A study by Lee et al. (2019) concludes that CQ has a mediating effect. A study based on the Self-Efficacy Theory that included 370 American students surmised that CQ leads to an expatriate's willingness to perform within an organisational context, thereby increasing expatriate success.

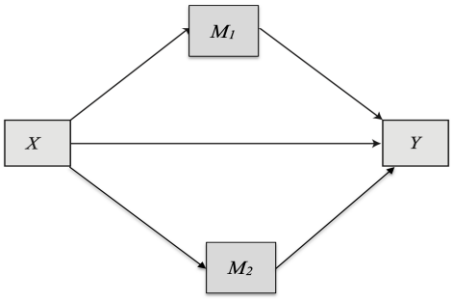
Another study supported this hypothesis. Liao et al. (2021) found in a survey of 240 expatriates working in Taiwan that cross-cultural competence (similar to cultural intelligence) did, in fact, mediate positive cross-cultural adjustment, which "is the crucial factor in determining expatriates' success or failure on a global assignment" (pg. 4). The third study by Liao et al. further corroborated those findings.

This question isolates the construct of CQ in accordance with PIA. Is intercultural adaptation dependent upon this construct? Studies earlier mentioned in the literature review have addressed this issue as it relates to overall expatriate adaptation.

While this research question isolates CQ, it will be interesting to perform mediation with CQ and EQ simultaneously using the parallel of model 4 (Figure 3.15) and compare the analytical results to research question five, which uses the simple version of model 4 (Figure 3.14).

Figure 3.15

Conceptual Model 4 of Parallel Mediation



Note. From "Model templates for PROCESS for SPSS and SAS," by Andrew F. Hayes, The Guilford Press, © 2013-2016. Model 4. Research Question 6. See Appendix O, Figure 11, and Figure 6.8 for the statistical model equivalent.

3.9.7 Research Question 7

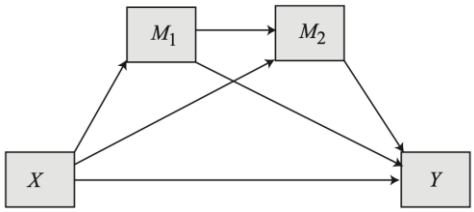
Will the serial mediating effects of emotional and cultural intelligence influence the outcome of intercultural adaptation?

Dimitrijević et al. (2019) found that EQ had a small to moderate mediation effect on the adaptation processes of judgement and decision-making, which they link to CQ. Research Question 7 will investigate whether certain aspects of these two constructs together, or the variables overall, will significantly increase the effect of these constructs on positive intercultural adaptation (Figure 3.16).

As this researcher could not find any similar studies using EQ and CQ together serially, the results of this analysis could be a valuable addition to the extant knowledge base. It is expected that there will be a more significant mediation effect from compounding these two variables than by studying the mediation of the variables alone.

Figure 3.16

Conceptual Model 6 of Serial Mediation



Note. From "Model templates for PROCESS for SPSS and SAS," by Andrew F. Hayes, The Guilford Press, © 2013-2016. Research Question 7. See Appendix O, Figures 12, 13 and Figures 6.9, 6.10 for the statistical model equivalent.

3.9.8 Research Question 8

Does the variable of host country nationals' attitude towards the expatriate moderate the effect of self-efficacy on intercultural adaptation?

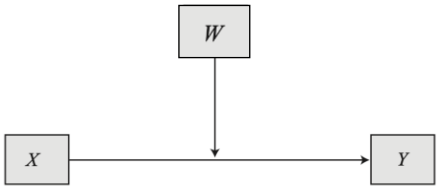
Within the South African context, xenophobia is an obtacle that continues to haunt us with detrimental effects on our socio-political and economic development (see Chapter 2). Therefore, using the perception of local attitudes towards the expatriate (Goedert et al., 2019) is a viable control variable to measure (Figure 3.17).

Outside of South Africa, Lauring and Selmer (2015) measured the association between self-initiated expatriate (SIE) spouses feeling welcomed in their host country and general interaction adaptation. Out of a sample of 71 subjects, the researchers found positive associations directly related to the level of host country embracement. Exploring this aspect further is essential to understand how sensitivity and cultural training can be used not only for the expatriate, but also on the part of multinational

corporations and their employees towards their new international counterparts.

Figure 3.17

Conceptual Model 1 of Simple Moderation with Covariates (covariates not noted on diagram)



Note. From "Model templates for PROCESS for SPSS and SAS," by Andrew F. Hayes, The Guilford Press, © 2013-2016. Research Question 8. See Appendix O, Figures 15, 17 and Figures 6.11, 6.12 for the statistical model equivalent.

One uses moderation to assess boundary conditions for *when* or to *whom* an effect operates (Edwards & Konold, 2020). The expression of W (larger, higher, lower etc.) influences the effect.

3.9.9 Research Question 9

Is the moderator perceived cultural distance itself moderated by other variables?

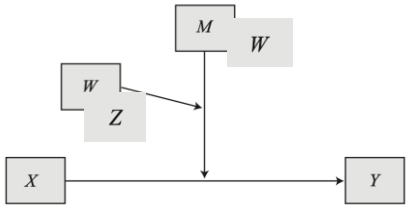
In a study examining PCD with exchange students undergoing a five-year residency in Russia, researchers Suanet and van de Vijver (2009) found that the more culturally homogenous the host and home country were, the easier the transition was for the participants. In this case, 187 first-year students arrived from varied countries within Latin America, Asia, Africa and counties similar to Russia, such as Ukraine and Uzbekistan.

Included in that study were variables such as personality, coping skills, and acculturation orientations. Findings showed that PCD as an antecedent variable was prominent in affecting the outcome of psychological and behavioural adjustment across all cultures and was more significant in that role than the other variables. Ward and Geeraert's (2016) model support's this theory. Their findings also suggest that

PCD was an initiating factor in PIA. See Figure 3.18 for a visual representation of this research question.

Figure 3.18

Conceptual Model 3 of Moderated Moderation



Note. From "Model templates for PROCESS for SPSS and SAS," by Andrew F. Hayes, The Guilford Press, © 2013-2016. Research Question 9. See Appendix O, Figures 19, 21 and Figures 6.13, 6.14 for the statistical model equivalent.

3.9.10 Research Question 10

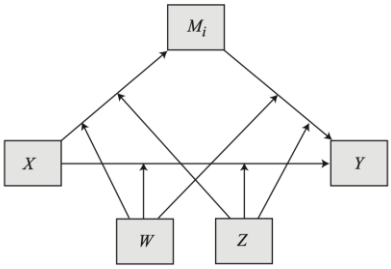
Does the effect of the mediator host country nationals' attitude become moderated through emotional or cultural intelligence?

Does the interaction that the mediator of HCNs have with self-efficacy on PIA operate through the moderators(s) of EQ and CQ (used interchangeably in Figure 3.19)?

These questions consider the lack of social support encountered by expatriates and how the stress can lead to expatriate failure. For example, Russell and Aquinas-Russell (2015) document a Canadian couple involved in a flood in Indonesia. While their Indonesian counterparts supported them, the international home office ignored their plight, leaving them feeling unsupported and questioning their expatriate status. This shows that there is some interchangeably in measuring support from various standpoints such as spousal, family, friends, educational, host country national attitudes, the MNC, financial, commodity, practical and even political (Lazarova et al., 2015; Smith & Khawaja, 2011).

Figure 3.19

Research Model 76 – Conditional Process Analysis



Note. From "Model templates for PROCESS for SPSS and SAS," by Andrew F. Hayes, The Guilford Press, © 2013-2016. Research Question 10. See Appendix O, Figure 25, and Figure 6.15 for the statistical model equivalent.

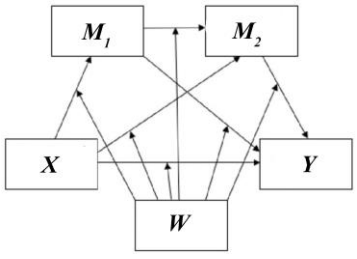
3.9.11 Research Question 11

Does perceived cultural distance moderate the effect of self-efficacy through the serial mediation of emotional and cultural intelligence on positive intercultural adaptation?

This question explores the idea that PCD could moderate EQ and/or CQ at any place in the serial mediation process (Figure 3.20). This could be valuable if perceived cultural adaptation interrupts the process or if the mediators overcome the effects of the moderator.

Figure 3.20

Research Model 92 – Conditional Process Analysis



Note. From "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022. The Guilford Press. Research Question 11. See Appendix O, Figures 32, 39 and Figures 6.16, 6.17 for the statistical model equivalent.

Chapter 4: Method

4.1 Introduction

Research methods are the tools researchers use to obtain evidence for their studies, and by understanding these methods and choosing one or more appropriately for the study intended, one can examine and discern the quality of the evidence gathered (Remler & Van Ryzin, 2015). With this general aim in mind, this chapter clarifies the methodology and associated tools and techniques underlying the study reported in this thesis.

The chapter provides a general description of the steps taken to implement the study's research design and method. Rooted in what Terre Blanche, Durrheim & Painter (2006) refer to as the 'positivist methodological paradigm', this study entails a quantitative survey-based approach. The chapter expands on the articulation of the theoretical approach, constructs and concepts thus far presented in previous chapters, and sets out the procedural steps underlying the research approach. The first section begins with the research aims and design, and thus explains the conceptualisation, research approach, instruments, and procedures applied to conduct the research and thus to achieve the research objectives. A full description of the strategy and processes involved in the sampling procedure and research participants is presented thereafter, followed by an explanation of the processes used to develop the measurement instruments and scales used in this study.

A description detailing the creation and validation of the pilot test pertaining to one of the scales is then provided, along with the ethical considerations that were adhered to, plus references to appendices showing permissions needed to use measuring instruments and perform the research. Lastly, details of the statistical approach that was followed for the data analysis are briefly described.

4.2 Research Aims

This study addressed a current gap in the industrial and organisational psychology (IOP) research literature relating to expatriate positive intercultural adaptation (PIA) into the host country's workforce. The objective was to investigate the application of self-efficacy (SE) as an explanatory construct in the expatriate context and then develop and test a model using this construct, along with cultural intelligence (CQ) and emotional intelligence (EQ) as mediating and moderating variables, as well as some other variables relevant to this research topic.

4.2.1 Research Aim 1 – Explore Relationships between Ability-Based Variables

The approach is founded on the Self-Efficacy Theory. This theory, when applied to the workplace, describes how individuals use the construct of SE to manage tasks, meet challenges, define situations and trust in their abilities regarding job performance and experience less stress (Aftab et al., 2022; Bandura & Wood, 1989; DeNoble et al., 2007). This research aimed to take those principles from their overarching theory and place them in an expatriate, organisational setting to discover whether the theory is empirically supported and has explanatory value within this new perspective.

The other variables studied to establish their relationships with SE are: CQ, EQ, perceived cultural distance (PCD), and descriptive variables such as age, support levels, host country nationals' (HCNs) attitudes and more. Examining and discovering the effectiveness, optimisation and interplay between these variables through this unique lens of expatriate adaptation could fill a void in the literature and help furnish a research framework that could induce further research and applications in the IOP and immigration sectors.

The research is undoubtedly practically relevant in light of various calls from the country's governmental and IOP leaders to recruit and develop foreign skills to address current problems in the IOP and economic sectors and explore factors affecting expatriate failure.

4.2.2 Research Aim 2 – Questionnaire Development

Creating a tool to observe these variables and their relationships was the next objective. Therefore, this research used a survey-based design. This aspect of the research was exploratory, aimed at understanding the constructs and variables underlying PIA and the integration of expatriates residing in South Africa into the country's workforce. Explicit details on this process are presented further in this chapter.

4.2.3 Research Aim 3 – Group comparisons between the pilot study group and the study group

Expatriates outside South Africa comprised the pilot study sample. The responses from these participants were compared with what is referenced as 'the study group', that is expatriates living in South Africa, to uncover differences and similarities between these two samples. This valuable information could be the impetus for further investigation between immigrants in South Africa and the diaspora worldwide and could help researchers understand and develop strategies to deal with expatriate failure challenges in the South African context.

4.2.4 Research Aim 4 – Create a Predictive Model of Positive Expatriate Intercultural Adaptation

This study presents a partial expatriate adaptation model using the observed variables that are necessary to assess and develop the skills of expatriates who are commencing their international journey or career. This model serves just as a starting point, and it can be developed further by adding additional variables to model the effect of the employment conditions, work experience, and skills of immigrants on their adaptation in the new host country, but that lies outside the scope of this thesis.

4.3 Research Design and Questions

This chapter describes an online questionnaire that was developed to collect the data using a cross-sectional procedure. Based on the standard quantitative procedures underlying the positivist research paradigm, the Likert-type questionnaire comprised validated and reliable measurements for the primary constructs of SE, CQ and EQ.

These scales sit within the framework of accepted theory for each construct (Ang & Van Dyne, 2008; Bandura, 1997; Mayer et al., 2004; Sherer et al., 1982). There were also additional indicators on the questionnaire developed by this researcher intended to measure PCD. These questions addressed expatriate adaptation, culture shock and cultural distance theories (Gelfand et al., 2006; Hofstede, 2001; Mumford & Babiker, 1998; Schwartz, 2006).

Data gathered during this phase of research helped explain the social and cognitive behaviours that govern the research participants, and generally, the expatriate population. This researcher compared research findings with previous research, identify pathways of associations between the variables themselves, and with the consequent variable, PIA.

A cost-effective online approach was adopted using Facebook posts on immigration and expat groups, along with WhatsApp messages to appropriate groups with the objective of reaching as many respondents as possible. This technique was anonymous, controlled for data entry errors, and eliminated the need for travel or to have face-to-face meetings with respondents. Also, for ethical reasons, an online platform was deemed best suited for the research executed during the COVID-19 pandemic.

The Likert-type dependent variable (PIA) was rescaled in SPSS to an interval data type so that multiple regression analysis, including mediation, moderation, and conditional process analysis (MMCPA) could be used to investigate the research results. For more information on the variables, their data type and measurement, see Table 4.7.

4.3.1 Research Questions

Primarily based on the Self-Efficacy Theory, the research questions below are derived from the underlying theory and articulate the research aims. However, several other variables, including demographic, control, and related aspects, were examined in the data analysis for their effect on expatriate intercultural adaptation. Ultimately, this researcher strove to discover which variables, or combination of variables

examined in this study, positively affected cultural adaptation and whether these questions could be empirically substantiated.

Full details of the research questions are shown in Chapter 3, along with their justifications, theoretical underpinnings and conceptual diagrams. Here is a summary:

Research Question 1: *Is there a positive relationship between self-efficacy and intercultural adaptation?*
Research Question 2: *Is there a positive relationship between self-efficacy and cultural intelligence?*
Research Question 3: *Is there a positive relationship between self-efficacy and emotional intelligence?*
Research Question 4: *Is there a significant relationship between perceived cultural distance and intercultural adaptation?*
Research Question 5: *Does emotional intelligence mediate the relationship from self-efficacy to intercultural adaptation?*
Research Question 6: *Do cultural and emotional intelligence in parallel mediate the relationship from self-efficacy to intercultural adaptation?*
Research Question 7: *Will the serial mediating effects of cultural and emotional intelligence influence the outcome of intercultural adaptation?*
Research Question 8: *Does the variable of the host country nationals attitude towards the expatriate moderate the effect of self-efficacy on intercultural adaptation?*
Research Question 9: *Is the moderator perceived cultural distance itself moderated by other variables?*
Research Question 10: *Does the effect of the mediator host country nationals' attitude become moderated through emotional or cultural intelligence?*
Research Question 11: *Does perceived cultural distance moderate the effect of self-efficacy through the serial mediation of emotional and cultural intelligence on positive intercultural adaptation?*

4.4 Research Participants and Sampling

As already explained, the research was survey-based, and a cross-sectional instrument asking respondents to self-report was administered for ease of use and convenience to the participants. Links to this survey were distributed via various channels, including WhatsApp, email and Facebook groups.

Before constructing the questionnaire, the nature and size of the intended sample was determined. According to the South African 2011 census, over 2 million foreigners, including documented and undocumented immigrants, resided in this country. More recently, McAuliffe and Khadria (2019) assert that 4,224,256 immigrants currently live in South Africa, including documented and undocumented immigrants and those moving in *and* out of the workforce. These total numbers are difficult to confirm because of the inconsistency of data and reporting available (Heleta, 2018).

Most of these immigrants are from Zimbabwe with 716,057 immigrants, and Mozambique with 376,668 immigrants in the country[1] (McAuliffe & Khadria, 2019; Brown, 2020). McAuliffe and Khadria (2019) maintain that industries that cater to many African immigrants in South Africa have expanded from traditional labour and mining to include larger numbers in finance and information technology (Figure 4.1).

However, many immigrants choose to self-employ in the informal sector (Crus et al., 2017). The African Centre for Migration & Society, or ACMS (Jinnah, 2020), mentions that as of 2017, international migrants represented 5.3% of the 9,700,000 total South African labour force. Approximately 500,000 migrants are integrated into the country's labour force, and of these about 27.1% work in the informal sector, and 12.4% are employed in the domestic industry (Statistics SA, 2017).

[1] Pablo Lattes, a UN Desa population affairs officer, says: "Since our publication [of the report published in late 2019], we have been contacted by [South Africa's statistical organisation StatsSA], and it seems we have somehow inverted the values of Mozambique and Zimbabwe." Lattes continues, "We plan to review our estimates this year (2020 revision) and will correct these values."

Of the remaining expatriates, 35% work in white-collar industries (Figure 4.1) and approximately 25% are employed in the mining or construction sectors (Lebitse, 2013). Choosing to target immigrants in the white collar sector further decreased our sample size.

To estimate a proper sample for this study, the target population (of expatriates 18 years and older currently residing in South Africa) was tapered to expatriates 18 years and older presently residing in South Africa *who have access to a computer and the internet* to both receive the survey link and complete the instrument.

Figure 4.1

Internations Data on South African Expatriates

Note. From "Expats in South Africa" (www.internations.org/expat-insider).

Subsequently, this researcher considered the expatriate white collar workforce population as a starting point for practical reasons. Many of the expatriates in the informal and domestic sectors are difficult to reach because of informal or non-existing ties to other expatriates or multinational corporation networks. Furthermore, some of the individuals in the groups may be trailing spouses (Lauring & Selmer, 2015) and these can easily be overlooked due to a lack of matching network ties, although there is a chance that they will have exposure to this survey via word-of-mouth.

It was assumed that a large percentage of working expatriates will not bother to fill out the survey questionnaire even if they are exposed to it, and language barriers also constitute a challenge (Benjamin et al., 2016, Hunter-Adams & Rother, 2017). The issue here was that proficiency in English is required to complete the online questionnaire, and South Africa has the highest concentration of intra-African immigrants on the continent (United Nations, 2018), comprising a variety of diverse languages.

Additionally, demand for labour in the mining and construction sectors is a strong driver for immigration into South Africa (United Nations, 2018), with nearly a quarter of foreign nationals in these sectors (Lebitse, 2013). While not precluding the skills mentioned, these sectors do not require computer aptitude and English fluency.

Considering these factors, estimation of the reachable individuals in the population was approximately 50,000 – that is, 10% of the total population – suggestive of a lack of access to the participants, and their lack of access to awareness of this research. Consequently, this researcher proposed a sample with a 95% level of confidence, a +/- .05% error margin and a 50% variability ratio, equating to a sample size of 397 subjects (Martins et al., 2017). However, this proposed figure could have been mitigated by various factors, including exposure, cooperation, and response rates (Remler & Van Ryzin, 2015).

4.4.1 Sampling Strategy

In the first-stage of the sampling process, this researcher contacted affiliated expatriates, and therefore *stratified* sampling was employed. This was followed by *snowball* sampling, which involves asking the same expatriates to pass along the questionnaire link to other expatriates they know, and these acquaintances to pass it on again to other expatriates, and so forth (Terre Blanche et al., 2006).

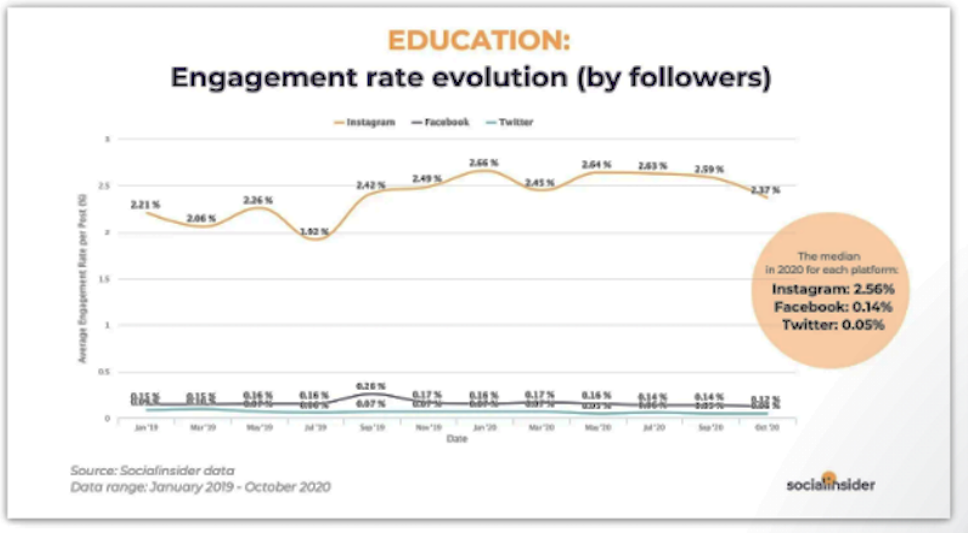
Links to the online study were posted in the following channels to acquire more participants:

- Emails to HR departments of MNCs in South Africa;
- Emails to foreign embassies, consulates and immigration companies;
- Facebook sites orientated towards expatriates and Educational Institutions; and
- Other WhatsApp and Facebook sites groups known to this researcher.

Little expectation was initially given to Facebook sites, as seen in this image from the *Social Insider* (Cucu, 2021), which states that Facebook user interaction with education-based posts is extremely low, at 0.14% (Figure 4.2).

Figure 4.2

Education-Based Facebook Post-Engagement Rates



Note. From "Facebook ads vs. Instagram ads: 137,228 paid social posts show what kind of social media ads generate the best results," *Social Insider Blog*, by Cucu, 2021, (https://www.socialinsider.io/blog/facebook-ads-vs-instagram-ads/).

4.4.2 Sampling Subgroups

The demarcating of subgroups for additional analysis was dependent upon sample size. The demographic and covariate information were collected as follows:

1. Age
2. Gender
3. Country of origin
4. Socio-economic status (SES)
5. Education level
6. Perceived support level
7. Country SES differences

Also, the following information was collected from the sample to use as control variables. Respondents answered these questions on a six-point Likert-type scale *(Strong Disagree = 1, Disagree = 2, Slightly Disagree = 3, Slightly Agree = 4, Agree = 5, and Strongly Agree = 6).*

8. Perceived host country national's attitude
9. Self-reported adaptation

As a final confirmation of the expatriate status and insight into their foundation, participants reported their country of origin and their current residential location in the demographic portion of the survey (Olsen & Martins, 2009). As Ward and Geehaert (2016) state, "it is fundamentally important to understand the nature and characteristics of the heritage or home culture and the settlement or host culture" (p. 99).

10. Country of origin
11. Residence

    Currently residing in South Africa; or

    Currently residing outside of South Africa

4.5 Measuring Instruments

4.5.1 Scale Development

The task of determining how to measure the constructs in an easy-to-use scale began with the concept of ability. This researcher began exploring how an individual knows that they can complete a job, reach a goal, and navigate unfamiliar territory. Self-efficacy was the fundamental feature uncovered, and this construct is where the study begins. Adding to this are the additional constructs of EQ and CQ, which are both driving factors necessary in an individual's capacity to succeed. All these constructs are ability driven and they cohesively complement one another. A fourth variable was added to investigate a non-ability construct: PCD. This variable was included because it complemented the other variables in the study to give it more contrast, depth, and focus, by also testing for the subjective and perceptual aspects involved in cultural adaptation.

Implementation began by exploring the definitions and dimensions of each construct with a literature review before deciding on the usage of the original creator's description of the variables. The conceptual framework and model used to develop the survey indicators are shown in Figures 4.3 and 4.4. Following the original intended ability-based platforms, this researcher investigated the measurement tools used to operationalise those dimensions.

Figure 4.3

Scale Development

Conceptualise	Chose constructs / variables via literature review: *Self-efficacy, emotional intelligence, cultural intelligence, perceived cultural distance*
	Developed conceptual framework for correlations*: Figure 4.4*
	Resolved number of indicators: *Two for PCD (1 negative and 1 positive) for the perceived cultural distance scale*
	Determined how to administer: *Online because of COVID-19*
	Determined best suited response scale: *Likert, chosen for simplicity and ease of use*
Develop	Examined previous valid and reliable measures: *CQS, PEC, SGSES, cultural distance and culture shock*
	Generated new indicators to measure perceived cultural distance; included versions of scales CQS, PEC and SGSES to complete questionnaire
	Chose delivery platform: *My Echo, a South African based platform*
	Selected type of response scale: *Likert scale with 6 response options to eliminate central tendency error*
	Determined scoring: *Summed, bipolar scoring with response anchors*
Refinement	Pre-tested, refined: *Public assessment of ease of use and clarity*
	Pilot test, refined: *Expatriates outside of South Africa*
Launch	Gathered data
	Assessd discriminant validity
	Assessed construct reliability
	Evaluation within nomological network

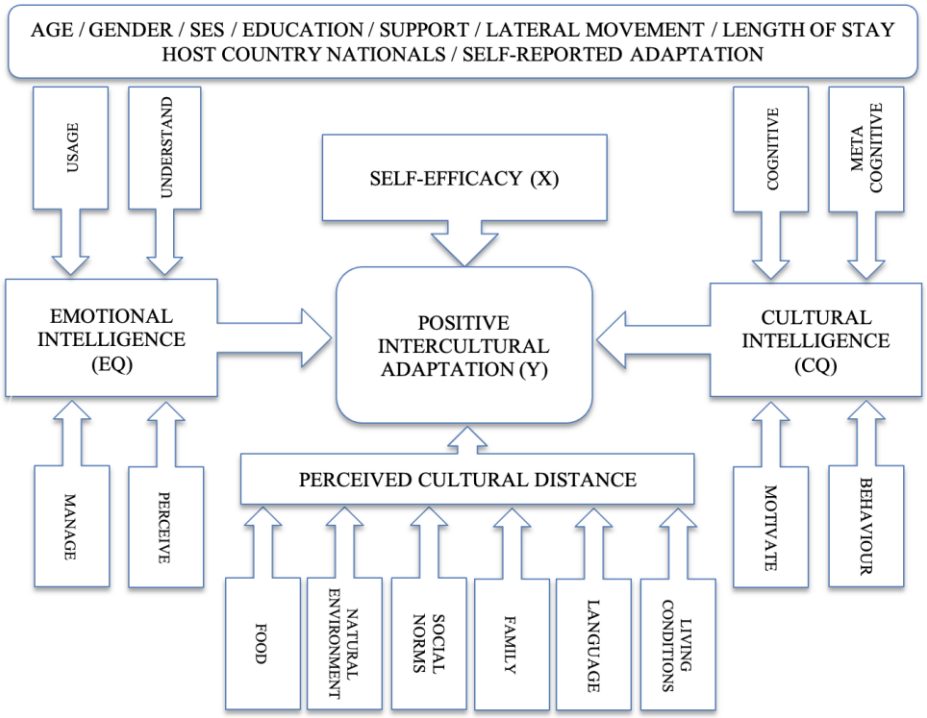
Note. Authors own.

4.5.2 Existing Instruments Chosen for Reference or Usage in this Study

This study was conceptualised to address a perspective not yet examined in the role of expatriate PIA, and explored a well-rounded model of ability. The measures chosen represented four factors that have not yet been measured simultaneously. However, many of them had been used in conjunction with one another in previous research, as shown in the literature review. This suggests that there is at least some congruent thinking in current research approaches on this general domain of inquiry (Table 4.1).

Figure 4.4

Conceptual Framework for Study Scale Development



Note. Authors own.

In this online questionnaire, four measured constructs were used as variables to represent positive intercultural adaptation: SE, CQ, EQ, and PCD. The participants' responses to these variables were measured using scales representing the various dimensions making up the constructs. Participants completing the survey also reported their demographic information.

On such questionnaires, participants typically self-report their level of adaptation on a six-point Likert-type scale to avoid central tendency bias (Douven, 2018). In other words, they are required to state in the questionnaire whether they feel they are, or are not, generally well-adjusted, and that response provides some indication of the general level of adaptation experienced. In this survey, participants were asked to answer this statement: *"I feel well-adjusted as an expatriate."* on a scale from 1 to 6. This indicator suggested a general level of adaptation has been achieved and relies on

the participant's knowledge about their experience as an expatriate to guide their response.

Table 4.1

Summary of Scales Used for Study Questionnaire Development

Construct Measured	Measurement Full Name & Initials	Number of Indicators	How Scale was Utilised	Dimensions Measured	Authors
Self-Efficacy	Sherer's General Self-Efficacy Scale (SGSES)	17	As is	Mastery experiences, Vicarious experiences, Verbal persuasion, Physiological state	Sherer et al., 1982
Cultural Intelligence	The Cultural Intelligence Scale (CQS)	20	As is	Metacognition, Motivation, Behaviour, Intellect	Earley & Ang, 2003
Emotional Intelligence	The Profile of Emotional Competence (PEC)	50 full length, 20 short form	Shortened version was used, and six indicators were not included	Identification, Regulation, Usage, Understanding	Brasseur et al., 2013
Perceived Cultural Distance Scale	Perceived Cultural Distance Scale (PCDS)	12	Created by author	Natural Environment, Language, Social Norms, Living Conditions, Food, Family Structure	Dana Prophet
Cultural Distance	Cultural Distance Index (CDI)	37	For reference in creating the PCDS	Climate, Food, Temperature, Clothes, Religion, Language, Education, Family, Comfort, Activities	Babiker et al., 1980
Culture Shock	Measurement of Culture Shock (N/A)	12	One indicator was adapted and used in the PCDS		Mumford, 1998

Note. Authors own.

Due to the fact that a random collection of expatriates worldwide participated in this online questionnaire, using culture-specific or locally developed instruments was not practical; however, using instruments that captured Messick's (1995) criterion for

validity was feasible. Therefore, this researcher chose the following questionnaires as reference points when creating the new scale (Table 4.1). They have proven high reliability, validity, widespread global usage, and paradigm alignment with this researcher's intent. In additional to theoretical alignment, these scales also met practical requirements for time and length limits. The final scale for this study comprised four sub-sections, using the scales or adaptations of these scales (Table 4.1; see Appendix E for permissions).

To view the complete questionnaire as it was accessed on the internet by users, please see Appendix I. See the sections below for a detailed precis of the components comprising the final questionnaire.

4.5.2.1 CQS – The Cultural Intelligence Scale (used as subscale number two in the Study Questionnaire – see Appendix B.2). The CQS (Earley & Ang, 2003) is a Cultural Intelligence Scale consists of 20 items and was developed by the same researchers who suggested the conceptualisaton of cultural intelligence adopted in this research. This scale consists of four subscales that assess the dimensions of metacognition, motivation, behaviour and cognition.

For example, a response option assessing one's intellect is *"I know the rules for expressing non-verbal behaviours in other cultures."* Another question, measuring the dimension of motivation, states, *"I am confident that I can get accustomed to shopping conditions in different cultures."*

Response options on this Likert scale range from *strongly disagree,* apportioned with a score of 1, to *strongly agree*, assigned a score of 7. Each subscale has a different number of indicators. The *metacognition* dimension carries four indicators, with a possible score range of 4 to 28. The scale's *cognition* or intellect dimension has six indicators, with a total score from 6 to 42. The *motivational* aspect has five indicators, with a total possible score ranging from 5 to 35. Finally, the *behavioural* dimension has five indicators, with a score ranging from 5 to 35. The entire score range is 20 to 140.

According to Ang & Van Dyne (2008) "a good fit was endorsed through confirmatory factor analysis (CFA) of the four-factor model. Standardised factor loadings for items in the four scales (.52–.80) were significantly different from zero (*t* values: 9.30–17.51)" (p. 48).

Various studies conducted with this scale by other researchers have yielded results confirming that the scale has acceptable levels of validity and reliability. However, Schlägel and Sarstedt (2016) found issues with measurement invariance in France and China, and Chin and Dibbern's (2010) CQS appraisal proposed that marked differences in group-specific sample sizes have unfavourable consequences for the test's statistical power.

4.5.2.2 PEC – The Profile of Emotional Competence (used as subscale number three in the Study Questionnaire – see Appendix B.3). Advantages of this measurement include evidence of reliability and validity from past studies with over 5,000 participants (Brasseur et al., 2013). In addition, this measurement has a shortened version with 20 indicators instead of 50, which was deemed more suited for the administration and completion of this present research. As two dimensions were removed (see below), only 14 indicators were included. This study evaluated the dimensions of perception, usage, management and understanding of emotions in four subscales and included reverse scoring. The study required the participant to answer questions from both an intra-personal perspective and an outer, or how they relate to others', point of view.

The subscales contain statements such as *"If someone came to me in tears, I would not know what to do."* regarding *management*, and probe the dimension of *usage* by asking how respondents feel about the following statement: *"If I wanted, I could easily make someone feel uneasy."*

Response options on this Likert scale range from strongly disagree, assigned a score of 1, to strongly agree, ascribed a 5. The dimension of *identification* has three indicators for a possible score that ranges from 3 to 15. The dimension of *understanding* has five identifiers, with a possible score ranging from 5 to 25. The

dimension of *usage* has four indicators, with a possible score ranging from 4 to 20, and finally, the dimension of *regulation* has two indicators, with a possible score that ranges from 2 to 10. The total score of this measurement ranges from 14 to 70.

Brasseur et al. (2013) found satisfactory internal consistency of the subscales with Cronbach's alpha ranging from .60 to .83, and good consistency of the two factors (greater than .84) and of the scale in its entirety (greater than .88). Intra-personally (the dimensions regarding the self), correlations were moderate to strong, (.34 to .60), and interpersonally (the dimensions concerned with others), correlations were moderate (.44 to .48) except for the *utilisation* dimension (.19 to .41).

All of these dimensions on the PEC correspond to the dimensions of EQ that Mayer et al. (2004) proposed, except for *expression* and *listening* (Table 4.2), which were removed for this study due to length factors. Length was an issue because a too-long questionnaire might impact negatively on the willingness of potential research participants to partake in this study, particularly as current ethical research principles in this country prohibit compensating individuals for participating in academic research surveys. That consideration also influenced the decision not to use the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), which contains 141 indicators, and was deemed too lengthy to be considered as a subscale in this survey.

Table 4.2

Comparison of Dimensions of Emotions to the PEC

Emotional Intelligence Dimensions		PEC
Perception	↔	Identification
Managing	↔	Regulation
Usage	↔	Usage
Understanding	↔	Understanding
N /A	↔	Expression
N /A	↔	Listening

Note. Authors own.

4.5.2.3 SGSES – Sherer's General Self-Efficacy Scale (used as a subscale number four in the Study Questionnaire – see Appendix B.4). Self-efficacy is not based on an original instrument developed by Bandura; however, a complimentary one created by Sherer et al. (1982), the SGSES, was considered appropriate in view of

its alignment with Bandura's initial concept of the construct and the ability-based paradigm of this study.

The SGSES measurement tool consists of two subscales. The first subscale examines general efficacy, and the second examines social efficacy, which is outside this study's scope and was not used in the online questionnaire. This scale also utilises reverse scoring and asks participants to score their responses on a Likert scale. Statements include *"I feel insecure about my ability to do things."* and "*When I make plans, I am certain I can make them work.*"

Response options on this Likert scale range from strongly disagree, allocated a score of 1, to strongly agree, given a score of 6. There are 17 indicators on this tool, ranging from 17 to 102.

Imam (2007) assessed the SGSES with 607 university students and obtained a Cronbach's alpha of .85. Imam also found that the scale was multi-dimensional with moderate to strong factor loadings of F_1 = .46 to .60, F_2 = .45 to .73, and F_3 = .44 to .76.

This scale does not have labelled dimensional subscales dividing the construct, yet Imam (2007) above indicated that they found it was multi-dimensional. Contrarily, Nel and Boshoff (2016) evaluated the factor structure of the SGSES with adapted scales using a three-factor design and concluded that with the "unidimensional nature of the SGSES, researchers and practitioners are therefore in a better position to interpret individuals' result as indicative of their beliefs about their abilities to perform efficaciously in a wide range of behaviours" (p. 11).

Bandura himself (2006) gives guidelines on constructing SE testing measures:

> Self-efficacy is concerned with perceived capability. The items should be phrased in terms of *can* do rather than *will* do. Can is a judgment of capability; will is a statement of intention. Perceived self-efficacy is a major determinant of intention, but the two constructs are conceptually and empirically separable (pp. 308–309).

Until the debate over dimensionality is resolved and the multiple factors are well documented and defined, the SGSES was considered unidimensional in terms of the MMCPA conducted in this study.

4.5.2.4 Perceived Cultural Distance. In addition, this researcher constructed a scale that measures PCD that the participants observe between their host and home countries. This scale was added as a contrast to the other domains of SE, CQ and EQ.

Data from the Perceived Cultural Distance Scale (PCDS) was collected using a Likert-type six-point response scale to avoid central tendency bias and keep reliability consistent (Johnson & Morgan, 2016). Data points range from negative to positive (Table 4.3).

Table 4.3

Likert Style 6 Item Response Scale

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
☐	☑	☐	☐	☐	☐

Note. Authors own.

In this instance, underlying coding structure of the Likert indicators involving the constructs is: *Strongly Disagree* = 1, *Disagree* = 2, *Slightly Disagree* = 3, *Slightly Agree* = 4, *Agree* = 5, and *Strongly Agree* = 6. Negative scoring applied for some indicators, noted in Appendix B.1.

4.5.2.4.1 Cultural Distance Questionnaire (revised) – (used for reference in developing the Perceived Cultural Distance Scale – see Appendix C). The Cultural Distance Questionnaire was derived from the original cultural distance index created by Babiker et al. (1980) (also cited in Mumford & Babiker, 1998) and was designed to compare two different cultures to each other based on a set of domain parameters including climate, food, language, clothes, religion, material comfort, leisure, family structure, courtship and marriage. These dimensions were chosen by the researchers to identify cross-cultural comparisons of daily circumstances that the expatriate found

themselves in rather than just trying to measure acculturation (Babiker et al., 1980). The theory leading to this measurement seems to suggest that the greater the cultural distance between two geographical locations, the more complex the successful transition of the expatriate in that circumstance would be.

Originally this measure was intended to only examine the magnitude of differences between cultures without contaminating the scores with the participant's perceptions or opinions about the cross-country comparisons. However, there has been criticism of the extent to which valid measures of differences could be achieved based on that assumption (Mumford & Babiker, 1998).

The Cultural Distance Questionnaire used as a reference in this study was adapted by Mumford and Babiker 19 years after the original index. While retaining the domains of the original index, scoring was simplified using fewer indicators. In Mumford and Babiker's study (1998), 380 participants filled out this scale, plus a culture shock questionnaire (see 4.5.2.4.3) and other factual questions about their living circumstances. The results reflected good internal consistency and good external validity. According to Mumford and Babiker (1998), all correlation coefficients were high (.60–.90) except for the climate questions (.51). A reliability analysis on the 10 questions produced a Cronbach's alpha of .92.

The version was intended to measure expatriates' experience overseas. Therefore, the item indicators used by the authors designated Britain as a basis to compare their host situation to and are not generalisable to universal norms indicating a threat to external validity. Expatriates used the current study in different areas of the globe (those outside of South Africa for the pilot study, and those residing in South Africa for the primary research), therefore, the adaptation of the indicators was necessary to broaden the scope for an international audience.

This researcher also perused the work of Demes and Geeraert (2014), who devised a cultural distance measurement adapted from Mumford and Babiker's (1998) and Furnham and Bochner's (1982) measures, among others – and presented construct validity and significant correlations between it and the former established cultural

distance measurement tools. Demes and Geeraert's (2014) scale, called the *Brief Perceived Cultural Distance scale* (BPCDS), contains 12 dimensions of perceived cultural distance, including climate, temperature, natural and social environment, living, practicalities, food, family life, social norms, people, values and beliefs, friends, and finally, language. Like the revised PCDS, the BPCDS only included dimensions of cultural difference experienced within the context of the United Kingdom, which does not adequately address external validity requirements.

4.5.2.4.2 The newly generated PCDS – the Perceived Cultural Distance Scale (used as subscale number one in the Study Questionnaire – see Appendix B.1). The PCDS aimed to measure the capacity of the perceived cultural distance between the participant's home and host countries, thereby establishing a relationship between perceived cultural distance and positive intercultural adaptation.

This researcher chose perception-based indicators in the questionnaire created for the present study as "perceived measures of cultural distance actually may be more sensitive to differences in psychological adaptation than objective measures" (Galchenko & van de Vijver, 2007; Heine et al., 2002; Ladun, 2019).

Each dimension of this construct has two indicators. Considering the number of items (78), and the time it would take a participant to complete the full questionnaire, this researcher kept the indicators for each dimension supporting perceived cultural distance at one positive and one negative – to indicate unidimensionality and confirm internal consistency by reflecting difference perspectives on the same dimension (Tay & Drasgow, 2012). This model has been used before, most notably in the de Jong Gierveld Loneliness Scale (Atroszko et al., 2017; Czerwinski & Atroszko, 2021; de Jong Gierveld & Kamphuls, 1985; Grygiel, et al., 2016).

This questionnaire section has 12 indicators, with a score possible for each indicator from 1 to 12 and a total scale range from 12 to 72. The questions reflecting the following six dimensions, and the justifications for choosing them, follow below:

Natural Environment. Huang et al. (2018) studied those experiencing *place detachment* and the corresponding emotions attached to it. Manipulating backgrounds filled with flora helped lift feelings of *place attachment* and *connection*.

One participant in another home-sickness study by Hack-Polay and Mahmoud (2020) attributed the natural environment in their host country to enhanced feelings of sadness. “The office and the physical landscape are reminders that you aren’t at home” (p. 293). These studies and additional research tracing place-based identity and corresponding home-sickness back to the 19th century cement the importance of including the natural environment as an indicator in this scale (Morse & Mudgett, 2017).

Language. Language represents connection, understanding and being understood. These index items are included because low communication fluidity can inspire culture shock, expatriate failure, and lack of job and school performance (Rathakrishnan et al., 2021; Wu et al., 2015). Hofstede et al. (2010) mention that without understanding the language of the culture one finds oneself in, one will remain an outsider.

While language encompasses verbal, non-verbal, written and body, this study also included indicators concerned with understanding and being understood.

Social Norms. Social norms reflect one's feeling of belonging in a new environment. Seeing others dress in a perceived exotic way (Poyrazli & Devonish, 2020) or engage in mannerisms one is not accustomed to (Aryani et al., 2021) can bring feelings of isolation and otherness. Therefore, indicators reflecting these two situations were included in the study.

Living Conditions. The notion of *living conditions* is an example of how one can be made to feel distant in a new society. One aspect of this is the unfamiliar hygiene practices of the locals. While a seemingly unpalatable subject, this is a noted cross-cultural adaptation challenge (Sicat, 2011) “and may heighten the sense of

disconnection from the surroundings" (Lumen Learning, n/d).

Another indicator of living conditions participants were asked about on the PCDS was the differences between the SES of the host and home country. Hack-Polay and Mahmoud (2020) found that for people lacking coping strategies who moved to a country with a different SES rating, the change in habitat was associated with significant mental and health consequences, including psychological disturbances, physical health damage, fear of the living habits of the new community (Aryani et al., 2021), unmet work outcomes and reduced organisational commitment (Shaffer et al., 2016).

Food. First investigated in the early 90s as a consumer market behaviour, *nostalgic consumption* studies patterns of consumerism (Havlena & Holak, 1991; Holbrooke, 1993). However, nostalgic food consumption has been viewed through a social psychology lens, placing it firmly in this project's scope.

Nostalgic consumption occurs in times of uncertainty or distress (Barauskaitė et al., 2022). Food conveys feelings of comfort, home and a sense of identity. This increases an individual's feelings of belonging to a community (Espinoza-Ortega, 2021). Food and food practices that are familiar are reassuring to people, and those that are unfamiliar or absent can bring a sense of displacement (Vignolles & Pichon, 2014). Food nostalgia can be integral to forming new identities and adjusting to new places.

The indicators measuring this dimension include questions on food familiarity and utensil customs.

Family Structure. Expatriates' perspectives on family customs such as marriage and child rearing can be affected by their new culture. Understanding a partner or a partner's family culture facilitates successfully shared practices and lessens ethnocentricity (Hu et al., 2021), encouraging PIA.

Only six dimensions from the original ten included in the referenced cultural

distance index were used. For example, in the domain of family structure, this researcher combind different domains from the original index, namely family structure, courtship and marriage, into an integrated domain titled *family structure.*

A Likert-type scale was chosen for its ease of use to the participant, clarity of construct within the question, and its ability to capture more nuanced responses than a typical dichotomous indicator (Subedi, 2016). Questions appearing on this scale are listed below (Table 4.4). An (R) after the question denotes reverse scoring on that particular indicator. Response options on this Likert scale range from *strongly disagree,* apportioned with a score of 1, to *strongly agree,* assigned a 6.

4.5.2.4.3 Cultural Shock Questionnaire – (used for reference in developing the Perceived Cultural Distance Scale – see Appendix D). In 1998 Mumford created a questionnaire measuring culture shock and used this measurement in the study using the Cultural Distance Questionnaire mentioned above. This measure included questions such as *"Do you feel generally accepted by the local culture in the new culture?"* and "*Have you found things in your new environment shocking or disgusting?"*

This researcher adapted the last question by removing the word *disgusting* and added it to the PCDS, believing that the nature of this question lends itself to the measurement of a perceived *difference* of culture and, therefore, to a *distance* of culture, based on Furnham and Bochner's (1982) suggestion that cultural differences directly influenced cultural shock.

The rest of the questions were disregarded as some indicators were already included in the control variables and covariates as objective measurements of cultural distance. Still, other questions were disregarded as this researcher found the questions more emotionally driven and prone to biased responses. Still, this researcher found others ambiguous, as in the question, "*Do you feel uncomfortable if people stare at you when you go out?"* In this case, a person could be self-conscious for many reasons unrelated to their cultural difference or residential status as an expatriate.

The above cultural distance and shock scales were used as a reference framework for constructing the Perceived Cultural Distance Scale. This formed subscale 1 in the questionnaire (Table 4.4).

Table 4.4

Perceived Cultural Distance Scale Before Pilot Review

	Strongly Disagree	**Disagree**	**Slightly Disagree**	**Slightly Agree**	**Agree**	**Strongly Agree**
The climate of my host country is very similar to what I am used to at home. *(Natural Environment)*	☐	☐	☐	☐	☐	☐
The wildlife is vastly different in my host country versus my home country. (R) *(Natural Environment)*	☐	☐	☐	☐	☐	☐
When speaking, I find it difficult to be understood by the local population. (R) *(Language)*	☐	☐	☐	☐	☐	☐
People in my host country speak a language I understand. *(Language)*	☐	☐	☐	☐	☐	☐
I find some mannerisms or customs in my host country strange or shocking. (R) *(Social Norms)*	☐	☐	☐	☐	☐	☐
People wear the same type of clothing in my host country that I wear in my home country. *(Social Norms)*	☐	☐	☐	☐	☐	☐
The socio-economics of my host country are different to my home country. (R) *(Living Conditions)*	☐	☐	☐	☐	☐	☐
Hygiene practices of the local population are similar to what I	☐	☐	☐	☐	☐	☐

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
personally implement. *(Living Conditions)*						
I can find similar foods in my host country to what I normally eat. *(Food)*	☐	☐	☐	☐	☐	☐
In my host country, food is eaten with different utensils than I am used to. (R) *(Food)*	☐	☐	☐	☐	☐	☐
Marriage in my host country involves customs I am not used to. (R) *(Family Structure)*	☐	☐	☐	☐	☐	☐
Child rearing is similar in my host country compared to my home country. *(Family Structure)*	☐	☐	☐	☐	☐	☐

Note. (R) Stands for reverse-scored indicators. Authors own.

4.6 Expert Panel Review

Expert panel reviews were performed on statements from the PCDS to eliminate leading or vague questions or language issues and to investigate design complications on the online survey platform, *MyEcho*. The review did not include statements from the additional measures as they have already been used in academic research; therefore, their validation and reliability have already been recognised. This review was provided to 37 of this researcher's contacts, including copywriters, marketers and academics, and various other acquaintances.

The review was set up on the same survey site as the actual survey, *MyEcho*, and contained an information and consent page and a thank you page. However, there was no option to answer the survey questions. Instead, there were questions under each indicator: "*Was this statement vague or unclear?"* and *"Was this statement leading (did it make you want to answer in any particular way)?"*

Table 4.5

Expert Panel Review Summary (based on Figure 4.5)

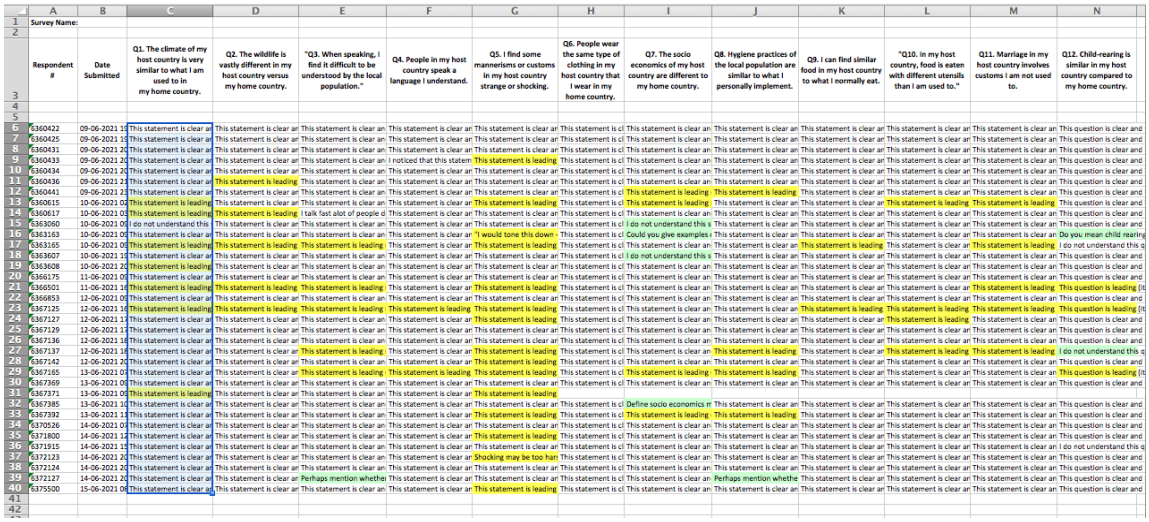
Statement Number	1		2		3		4		5		6		7		8		9		10		11		12	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
This statement is clear and unbiased	28	.76	32	.86	30	.81	35	.95	23	.62	37	100	28	.76	31	.84	34	.92	32	.86	31	.84	31	.84
This statement is leading	8	.22	5	.14	5	.14	2	.05	14	.38	0	0	4	.11	4	.11	2	.05	4	.11	5	.14	3	.08
I do not understand this statement	0	0	0	0	0	0	0	0	0	0	0	0	2	.05	0	0	0	0	0	0	0	0	1	.03
Other (with comments)	1	.03	0	0	2	.05	0	0	2	.06	0	0	2	.05	1	.03	0	0	1	.03	0	0	1	.03
No response	0	0	0	0	0	0	0	0	0	0	0	0	1	.03	1	.03	1	.03	1	.03	1	.03	1	.03

Note. # represents the response frequency rate, % represents the percentage of responses. Authors own.

This expert panel review highlighted many issues not foreseen by this researcher, including a few statements identified as leading by the reviewers which can be found in Table 4.5 and Figure 4.5, which is a visual representation of Table 4.5. In this regard, statements were reformulated to reduce bias (Table 4.6) before the pilot study went live.

Figure 4.5

Expert Panel Review Detail Exported from My Echo Survey Platform



	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Survey Name:													
2														
3	Respondent #	Date Submitted	Q1. The climate of my host country is very similar to what I am used to in my home country.	Q2. The wildlife is vastly different in my host country versus my home country.	"Q3. When speaking, I find it difficult to be understood by the local population."	Q4. People in my host country speak a language I understand.	Q5. I find some mannerisms or customs in my host country strange or shocking.	Q6. People wear the same type of clothing in my host country that I wear in my home country.	Q7. The socio economics of my host country are different to my home country.	Q8. Hygiene practices of the local population are similar to what I personally implement.	Q9. I can find similar food in my host country to what I normally eat.	"Q10. In my host country, food is eaten with different utensils than I am used to."	Q11. Marriage in my host country involves customs I am not used to.	Q12. Child-rearing is similar in my host country compared to my home country.
4														
5														
6	6360422	09-06-2021 15	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
7	6360425	09-06-2021 15	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
8	6360431	09-06-2021 20	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
9	6360433	09-06-2021 21	This statement is clear ar	This statement is clear ar	I noticed that this statem	This statement is leading	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
10	6360434	09-06-2021 22	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
11	6360436	09-06-2021 23	This statement is clear ar	This statement is leading	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
12	6360441	09-06-2021 23	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is leading	This statement is leading	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
13	6360615	10-06-2021 02	This statement is leading	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is leading	This statement is cl	This statement is leading	This statement is clear ar	This statement is leading	This statement is leading	This statement is leading	This statement is clear and
14	6360617	10-06-2021 02	This statement is leading	This statement is leading	I talk fast alot of people d	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
15	6363060	10-06-2021 05	I do not understand this	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	I do not understand this s	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
16	6363163	10-06-2021 05	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	"I would tone this down -	This statement is cl	Could you give examples	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	Do you mean child rearing
17	6363165	10-06-2021 05	This statement is leading	This statement is leading	This statement is leading	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	This statement is leading	This statement is clear ar	This statement is leading	This statement is leading	I do not understand this q
18	6363607	10-06-2021 13	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	I do not understand this s	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
19	6363608	10-06-2021 20	This statement is leading	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
20	6366175	11-06-2021 05	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
21	6366501	11-06-2021 16	This statement is leading	This statement is leading	This statement is leading	This statement is clear ar	This statement is leading	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is leading	This question is leading (to
22	6366853	12-06-2021 05	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
23	6367125	12-06-2021 16	This statement is leading	This statement is leading	This statement is leading	This statement is leading	This statement is leading	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is leading	This statement is leading	This statement is leading	This question is leading (to
24	6367127	12-06-2021 13	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is leading	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is leading	This statement is clear ar	This statement is clear and
25	6367129	12-06-2021 17	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
26	6367136	12-06-2021 18	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
27	6367137	12-06-2021 18	This statement is clear ar	This statement is clear ar	This statement is leading	This statement is clear ar	This statement is leading	This statement is cl	This statement is clear ar	This statement is leading	This statement is leading	This statement is leading	This statement is leading	I do not understand this q
28	6367142	12-06-2021 20	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is leading	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
29	6367165	13-06-2021 01	This statement is clear ar	This statement is clear ar	This statement is leading	This statement is leading	This statement is leading	This statement is cl	This statement is leading	This statement is leading	This statement is clear ar	This statement is clear ar	This statement is clear ar	This question is leading (to
30	6367369	13-06-2021 05	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
31	6367371	13-06-2021 05	This statement is leading	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is leading							
32	6367385	13-06-2021 10	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	Define socio economics m	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
33	6367392	13-06-2021 11	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is leading	This statement is cl	This statement is leading	This statement is leading	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
34	6370526	14-06-2021 01	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
35	6371800	14-06-2021 12	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is leading	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
36	6371915	14-06-2021 15	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	I do not understand this q
37	6372123	14-06-2021 20	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	Shocking may be too har	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
38	6372124	14-06-2021 20	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
39	6372127	14-06-2021 22	This statement is clear ar	This statement is clear ar	Perhaps mention whethe	This statement is clear ar	This statement is clear ar	This statement is cl	This statement is clear ar	Perhaps mention whethe	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
40	6375500	15-06-2021 08	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is leading	This statement is cl	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear ar	This statement is clear and
41														
42														

Note. Authors own.

Table 4.6

Expert Panel Review Updates

	Original Statement	Final Statement
1	The climate of my host country is very similar to what I am used to at home.	The weather in my host country is very similar to my home country.
2	The wildlife is different in my host country versus my home country.	The wildlife is different in my host country compared to my home country.
3	I find it difficult to be understood by the local population.	My natural accent makes it difficult to be understood by the local population.
4	People in my host country speak a language I understand.	People in my host country speak a language I understand.
5	I find some mannerisms or customs in my host country strange or shocking.	I find some mannerisms or customs in my host country strange.
6	People wear the same type of clothing in my host country that I wear in my home country.	People wear the same type of clothing in my host country that I wear in my home country.
7	The socio-economics of my host country are different to my home country.	The socio-economics of my host country are different to my home country. (Economy, social class, medical care available and government efficiency in services such as water, electricity, sewage public transportation, buildings and roads).
8	Hygiene practices of the local population are similar to what I personally implement.	Hygiene practices of the local population are similar to what I personally implement.
9	I can find similar foods to what I normally eat.	I can find similar foods to what I normally eat in my home country.
10	In my host country, food is eaten with different utensils than I am used to.	In my host country, food is eaten with different utensils than the ones used in my home country.
11	Marriage in my host country involves customs I am not used to.	Marriage customs are different in my host country than in my home country.
12	Child rearing is similar in my host country compared to my home country.	Child rearing is similar in my host country compared to my home country.

Note. Authors own.

Once these updates were completed, the pilot study began, which is presented in the next chapter.

4.7 Ethical Considerations

4.7.1 Informed Consent

Ensuring the well-being of study participants is paramount in research. This study provided a clear and detailed informed consent summary to read and give consent to before proceeding with the questionnaire (Hogan, 2014; Appendix A). This form made it clear to the participant that all participation was voluntary. The age of the participants was 18 years of age or older, substantiated in the consent information.

4.7.2 No Potential for Harm

The research had no negative or potentially harmful consequences for the participants; it was just a reasonably straightforward, survey-based research study. The informed consent page clearly stated they may opt out of the research at any time without consequence.

4.7.3 Anonymity

Participants were not required to identify themselves. No names or contact information was collected, nor were they asked to share identifiable personal information about themselves. When filling out the questionnaire, the participant was assigned a random number by the software program used, *My Echo*, and that was their only identifying marker.

4.7.4 No Deception of Aims of Research

The aims of the research were clearly delineated in the online consent form. Additionally, the contact information of the researcher, the supervisor, and the university were on display to the potential participant.

4.7.5 Permission for Use of Measures

Additionally, permissions were granted to use outside scales in this study. Please see Appendix E for those permissions and the reference list for all other citations. Note that *Sherer's General Self-Efficacy Scale* is publicly available for use and does not require permission.

4.7.6 Data Set Integrity/Confidentiality

Once data was collected, coding began. To guarantee the integrity of the data set, this researcher observed the following protocols:

- Ensured strict access (only this researcher could access the information on a single device);
- Coded the information personally, with no assistance; and
- Completed final crosschecks (Appendix H) to ensure correct coding.

Additionally, the consent form explained to the participant that the information was kept confidential.

4.7.7 Institutional Approvals

Regarding the administration of a newly constructed assessment to participants by this researcher, according to the UNISA *Guide for Master's and Doctoral Proposals in Psychology (2014)*, the ethics clearance form asks the following: *"B7.5 Will the assessment measure be administered by an appropriately qualified person? (Applicable in case of restricted psychometric tests)"(UNISA, 2014, p. 62).*

As this test was not restricted, this researcher believed the assessment did not fall under this category. Thus, the researcher did not violate ethics, and this research did

not present any actual or potential harm to the participants. Finally, this study was approved by and did receive clearance from the UNISA ethics committee with reference number 2020-CHS-44874227 (Appendix T).

4.8 Techniques for Statistical Analysis

The statistical analysis was conducted in terms of two main stages: descriptive frequencies and regression with MMCPA of the ability-based variables.

4.8.1 Variable Data Types and Measurement

To preface, the dependent variable – positive intercultural adaptation – was transposed to an interval data type using an ordinal to interval conversion process within SPSS version 28 in order to complete the regression analysis. All of the variables were measured using linear regression processes such as ordinary least squares (OLS) with the more complex linear regression models of MMCPA (Hayes, 2022).

This is because MMCPA was chosen as the main type of analysis for the research questions, and OLS helped to identify appropriate covariates. Doing both types of regression gave a better comprehension while tying together the linear regression results with the more complex analysis using the Hayes PROCESS macro (Hayes, 2022).

Table 4.7

Variable Descriptions

Name	Variable Type	Data Type	Data Points
Age	Demographic	Nominal	0
Gender	Demographic	Nominal	0
Origin	Demographic	String	0
Socio-economic Status (SES)	Demographic	Nominal	0
Education Level	Demographic	Nominal	0
Support Level	Demographic	Nominal	0
Infrastructure Type	Demographic	Nominal	0
Time Spent Abroad	Demographic	Nominal	0
Positive Intercultural Adaptation	***Dependent***	***Interval***	***1–6***
Host Country National Attitude	Independent	Likert	1–6
Self-Efficacy	Independent	Likert	1–6
Perceived Cultural Distance	Independent	Likert	1–6
Cultural Intelligence	Independent	Likert	1–7
Emotional Intelligence	Independent	Likert	1–5

Note. Authors own.

A controversial debate lies in whether one can treat Likert variables as interval/continuous variables – yet given the appropriate number of categories, directionality, verbal anchors and interpretive equitable distance between those data points, opinion in the psychometric community leans positively towards it. In fact, Byrne (2016) mentions that all variables are continuous; one is simply splitting up the continuous variable into portioned, ordered categories when using Likert data.

A large body of evidence supports the idea that Likert items can be treated as continuous based on the number of data points (over five), and whether the verbal anchors are concise (Baggaley & Hull, 1983; Byrne, 2016; Carifio & Perla, 2007; Kline, 2016; Lantz, 2013; Tutz, 2021; Vickers, 1999).

In many Likert scales the distance between indicator data points are too few and too vague (Byrne, 2016; Carifio & Perla, 2007). This research addressed this assertion by primarily using scales with the relevant interval-like properties (between six and seven data points per Likert scale and clearly describing directionality and even spacing with the verbal anchors) thereby justifying the regression and means analysis presented in this study.

Also addressing this concern is an experiment posted in Appendix V. As psychometric Likert scales can sometimes be treated as yielding interval data, the scales used for this study were tested to see if this argument holds. This investigation computed the Likert data before and after rescaling the dependent variable.

Comparing the data between the pre-rescaled variable and the post-rescaled variable produced negligible variance – in some cases not at all – and all of the research question outcomes were unchanged. This supported the claim of interval qualities for some Likert scales and allowed the means analysis and regression to move forward.

4.8.2 Descriptive Analysis

The first-stage of data analysis entailed a descriptive analysis to examine group distributions and associations between groups via frequencies, means and modes with standard deviations, correlations and multiple regressions. The means, mode and normality of data distribution was examined using the Kolmogorov-Smirnov test because the sample size was large (pilot group n = 506, study group n = 403).

In this stage of analysis, reliability was undertaken via Cronbach's alpha and McDonalds Omega. Omega could not be used for the PEC and PCD scales due to zero item covariances. Therefore, Cronbach's alpha, which assumes tau-equivalence and can therefore present low scores, was conducted as well for comparison.

Spearman's Rho was used for correlation due to the mainly ordinal variables and scale indicators. For discriminant validity, the heterotrait/monotrait (multi) method was used which measures the average correlations of indicators across different constructs versus the average correlations of indicators within the same construct and found to be acceptable with scores under .85 (Henseler, et al., 2015).

Convergent validity was undertaken on the PCD scale, but the indicators did not reach the threshold score over .50, reaching multicollinearity – where one indicator becomes redundant (Cardella et al., 2021).

4.8.3 Mediation, Moderation and Conditional Process Analysis

The second, and main stage of analysis involved a regression-based process using IBM SPSS version 28, together with PROCESS version 4.2 beta – a conditional process analysis macro developed by Hayes (2022). This macro was imported into SPSS v28, and OLS as a linear regression technique was then used to examine the effect and statistical significance of multiple mediators, moderators and covariates in the data set. The analyses began with simple models, before progressing to advanced models of mediation, moderation and conditional process analysis.

To begin, an F Test Power analysis for linear regression was conducted in SPSS to confirm that the sample size was adequate to complete the study, which was confirmed. Additionally, all assumptions for linear regression, such as normality, multicollinearity, homoscedasticity and independence were met (Hayes, 2022).

For all Hayes PROCESS models in this study, scores are unstandardised; variables were mean-centered prior to analysis; bootstrapping was used for inferential indirect effect analysis and the samples equalled 5,000. Additionally, values in the conditional tables are at the 16th, 50th and 84th percentiles; significant scores are in bold in all tables and figures. A Heteroskedasticity consistent standard error and covariance matrix estimator was used. Supporting charts and scores are found in Appendices O and P.

4.8.3.1 Mediation. Simple mediation was examined using cultural and emotional intelligence interchangeably as potential mediators. Adding descriptive markers such as age, support levels and gender to the model allowed for deeper analysis, this time ascertaining whether these additional variables displayed indirect or direct effects on the mediator or consequent variable.

4.8.3.2 Moderation. Moderation and moderated moderation was also used to analyse the data. They showed whether the relationship between the antecedent and consequent variables was contingent upon the moderating variable, known as W or Z. In this study, variables such as support levels, gender and age were designated as

covariates and moderated moderating variables. The Johnson-Neyman technique was used for probing the interaction, and slope graphs were used to depict interactions.

4.8.3.3 Conditional Process Analysis. Conditional process analysis was used as a final stage of analysis because it combines mediation and moderation, uncovering any effects of the moderator on the mediation effect (Igartua & Hayes, 2021). This type of examination was used because it enabled one to inspect the data at multiple and selective levels of focus, and thus to extract nuanced information to evaluate from new perspectives (Hayes & Rockwood, 2020). Conditional process analysis was used to test a predictive model regarding the effect of SE, CQ and EQ and some other variables on the successful cultural adaptation of expats.

4.9 Intergroup Analysis

Mean scores from the pilot study involving expatriates not residing in South Africa was compared with the mean scores from expatriates living in South Africa for between-group analysis using the Mann-Whitney test. These methods uncovered statistically significant covariance between the groups. Although no presumptions for this analysis are presented, findings from this comparison give a unique insight into expatriates' circumstances between South Africa as a host country and other locations. Again, numerous results are reported and discussed in Chapters 6 and 7.

Chapter 5: Results of Pilot Study Group

5.1 Introduction

The pilot study originally sought 40 expatriates who live outside of South Africa to complete the pilot survey, as this should be 10% of the total 400 sample size in terms of the requirements of statistical survey methods. However, in only a few days the volunteer responses ballooned to nearly 700 in total (506 whose data was complete), creating an integral opportunity for group analysis and comparisons.

Expanding this study to include this new sample fills a gap in South African research by presenting a previously unexplored side-by-side analysis between groups living in and out of South Africa. Highlighting differences between the groups accentuates the circumstances expatriates in South Africa face compared to other expatriate destinations. This analysis will create further empirical evidence, adding to the realm of expatriate knowledge in the South African and international industrial and organisational sector.

The sections below articulate the process of the pilot study from the beginning call-to-action through to a full comparative analysis of these data. Validation and reliability of this questionnaire were examined, and the responses were put through descriptive, regression and conditional process analysis just like the actual study group (expatriates who currently live in South Africa).

While a full analysis was undertaken on the pilot group, the primary focus of this study remained on expatriates who live in South Africa. Therefore, the results of the pilot group are located in the sections below, as opposed to Chapter 6: Results. Mediation, moderation and conditional process analysis of this group can be found in Appendix O. Finally, group comparisons are located in the discussion chapter (Chapter 7) as they include the study group and the pilot group.

5.2 Call for Participants

Once the expert review process was complete and the adaptations had been applied

to the instrument, the pilot study was conducted with expatriates residing outside of South Africa (see Appendix F for online sites where the links were placed).

There was no time allocated to gathering these responses as the goal was to reach a satisfactory number of responses. An advertisement was placed in several Facebook groups late in the week, and when this researcher checked the survey results the next Monday, the survey had a few hundred responses. Therefore, the pilot participants turned into a feasible group to study. However, this researcher kept these ads placed for, and thus aimed at, expat groups outside of South Africa for approximately one month, from the end of June until the end of July 2021, before targeting the actual sample.

As the survey was not location specific, this researcher concluded that data collected from those living outside of South Africa would be similar to data gathered from expatriates who reside in South Africa (Johnson & Morgan, 2016). Using this particular sample for the pilot study also gave the researcher an appropriate group to conduct an intergroup analysis, further generalising the findings to a larger, global population.

The participants completed the online test themselves, and a few provided feedback on the measure, mainly noting the length of the survey. There were no comments on the clarity of language, ease of use, or understanding, thereby confirming that the updates from the precognitive review were sufficient.

The pilot study had a total of 668 expatriates who began the survey, with 506 participants fully completing the survey (76%), resulting in a large sample size for intergroup analysis. Of those who did reply, most felt the length of the survey was too long, which agrees with a meta-study of over 25,000 web-based surveys between 2011 and 2016 (Lui & Wronski, 2018), but contradicts a study by Elsevier (2017) who contends that questionnaire length isn't indicative of a lower completion rate, even in digital surveys, which generally collect fewer responses than other data collection strategies (Hardigan et al., 2016; Sjetne et al., 2019; Tai et al., 2018).

As this pilot study resulted in a 76% completion rate, this researcher did not attempt to adapt the questionnaire any further.

5.3 Pilot Questionnaire and Subscale Analysis: Reliability, Validity and Principal Component Analysis

5.3.1 Reliability

The process of validity and reliability began with a Cronbach's alpha calculation to make sure the measure showed enough internal reliability to move forward to the study group. The total questionnaire scored α = .89, with all subscales scoring above α .70 – the minimum requirement for scale reliability.

The Emotional Intelligence Scale (PEC) had the largest divergence across all four dimensions from the study group (Table 5.1). AVE scores are low for discriminant validity, which could be interpreted as indicating that they do not converge with each other at all. However, all other scores achieved or neared acceptable values of reliability and validity.

Table 5.1

Reliability for Study Questionnaire – Pilot Group

	CR	*N* of Items	α	*N* of Items	ω	*N* of Item	AVE	*N* of Items
Total Questionnaire[a]	**.89**	**63**	**.89**	**63**	**.91[b]**	**51[b]**		**63**
CQS Subscale	**.89**	**20**	**.87**	**20**	**.87**	**20**	**.29**	**20**
- Meta Cognition	.66	4						
- Cognition	.74	6						
- Behavioural	.64	5						
- Motivation	.70	5						
PEC Subscale	**.80**	**14**	**.72**	**14**	**.75**	**10[c]**	**.22**	**14**
- Understanding	.61	4						
- Usage	.34	4						
- Identification	.59	4						
- Regulation	.31	2						
SGSES Subscale	**.90**	**17**	**.91**	**17**	**.90**	**17**	**.37**	**17**
Treated as Unidimensional								
PCDS Subscale	**.70**	**12**	**.70**	**12**	**.70**	**12**	**.14**	**12**
- Family Structure	.33	2						
- Social Norms	.34	2						
- Language	.22	2						
- Living	.34	2						
- Natural Environment	.08	2						
- Food	.20	2						

Note. Significant scores are in bold. CR = Composite reliability computed in AMOS and Microsoft Excel.

[a] This does not include descriptive variables.

[b] PCDS scale not included for paired comparison to study group.

[c] Usage indicators taken out because Omega could not be calculated in SPSS.

5.3.2 Validity

Correlational analysis using Spearman's Rho was used to determine discriminant and convergent validity between the four scales in the questionnaire – the Cultural Intelligence Scale (CQS), Sherer's General Self-Efficacy Scale (SGSES), the Perceived Cultural Distance Scale (PCDS) and the Profile of Emotional Competence (PEC).

Construct validity is shown below in Table 5.2. None of the subscales scored strongly, and it will be interesting to compare this to the actual study sample for further scrutiny.

Table 5.2

Construct Validity of Subscales Using Spearman's Rho – Pilot Study

	ρ Range	Overall Level
Cultural Intelligence (CQS)	.06 to .61	Moderate
Self-Efficacy (SGSES)	.19 to .63	Moderate
Emotional Intelligence (PEC)	-.01 to .56	Low
Perceived Cultural Distance (PCDS)	-.06 to .50	Low

Note. Authors own.

Correlations low = .10 to .30; moderate = .30 to .50; good = greater than .70, *"Research methods in practice: Strategies for description and causation",* 2nd Ed., by D. K. Remler, Gregg G. Van Ryzin, (2015), Sage Publications.

5.3.2.1 Discriminant Validity. A visual check for discriminant validity between the scales using Spearman's Rho while checking for construct validity showed little to no multicollinearity.

However, a more scientific discriminant was computed by taking the implied correlations of the indicators and subscales in AMOS v28. Those figures were then exported into Microsoft Excel for the final calculations. All subscales met the requirements for discriminant validity (Table 5.3).

Subsequently, principal component analysis as a reductive analysis measuring total indicator invariance (Kline, 2016) was also used to check for multicollinearity on the scales (Figures 5.1 through 5.4).

Table 5.3

Heterotrait / Monotrait Ratio for Discriminant Validity – Pilot Group

	Perceived Cultural Distance (PCDS)	Emotional Intelligence (PEC)	Self-Efficacy (SGSES)	Cultural Intelligence (CQS)
Perceived Cultural Distance (PCDS)				
Emotional Intelligence (PEC)	.08			
Self-Efficacy (SGSES)	.04	.28		
Cultural Intelligence (CQS)	-.12	.47	.34	

Note. Discriminant validity issues occur at greater than .85.

5.3.2.2 Concurrent Validity. All subscales were tested for concurrent validity, which means they were compared to other studies using the same measurements or to similar measures used with the same type of sample. The results are also compared with those obtained with the study group and presented in Chapter 7.

5.3.2.2.1 CQS. Examination began with the CQS (Table 5.4). In this case, the comparisons were made with the research results of Da Silva (2015) and Mahembe and Engelbrecht (2014) who have both applied this scale in a South African setting, and also with the authors, Early and Ang (2008). The scores for the scale from this group showed higher reliability than the others, and this group scored higher means on the scale, especially in the dimension of motivation, which had the highest mean (5.8) of the scale.

Table 5.4

Comparisons of 20-Item CQS with Other Studies – Pilot Group

	Pilot Study	Da Silva (2015)	Mahembe and Engelbrecht (2014)	Earley and Ang (2003)
Composite Reliability				
Total	.89	> .70	-	> .70
- Metacognition	.66	.80	-	.71
- Cognition	.74	.88	-	.85
- Behavioural	.64	.78	-	.83
- Motivation	.70	.78	-	.75
Cronbach's Alpha				
Total	.87	-	-	-
- Metacognition	-	.83	.79	.77
- Cognition	-	.90	.81	.84
- Behavioural	-	.84	.84	.84
- Motivation	-	.78	.83	.77
Dimension Analysis				
- Factors Found	3	3	4	4
- Type of Rotation	Varimax	Promax	Oblimin	CFA[a]
Correlation/Coefficients	.06–.61	-	.45–.71	.46–.66
Means[b] / Standard Deviation				
Total	5.3 / 1.3			
- Metacognition	5.5 / 1.1	-	-	4.9 / 0.9
- Cognition	5.0 / 1.4	-	-	3.2 / 0.9
- Behavioural	5.2 / 1.4	-	-	4.2 / 1.1
- Motivation	5.8 / 1.1	-	-	4.7 / 0.9

Note. [a] Confirmatory Factor Analysis.
[b] Range 1 – 7.

5.3.2.2.2 PEC. No records were found for a study using the PEC in South Africa. This researcher chose to compare the results of this pilot study (Table 5.5) with the development of the short form PEC and the long-form PEC, as well as another measure called the Wong and Law Emotional Intelligence Scale, or WLEIS, which was used in research among immigrants in South Africa (Fatoki, 2019).

The Cronbach's alpha score and the composite reliabilities scored lower with this group than in the other studies. The mean score averaged with the originators of the full PEC with a slightly larger spread in the standard deviation. The deviation is expected as the expatriates in the pilot study originate from different countries, and live in such a wide variety of settings that these could have influenced the lens with which they view life. However, the standard deviations within this subscale are the smallest of all the subscales for the pilot group.

Table 5.5

Comparisons of 20-Item PEC with Other Studies – Pilot Group

	Pilot Study (PEC Short Form)[a]	**Fatoki, 2019 (WLEIS)**	**Mikolajczak et al., 2014 (PEC Short Form)**	**Brasseur et al., 2013 (PEC)**
Composite Reliability				
Total	.80	-	-	-
Understanding Total	.61	-	-	-
- Understanding Others	-	-	.82	-
- Understanding Self	-	-	.86	-
Usage Total	.34	-		-
- Usage Others	-	-	.86	-
- Usage Self	-	-	.82	-
Identification Total	.59	-	-	-
- Identification Others	-	-	.83	-
- Identification Self	-	-	.82	-
Regulation Total	.31	-	-	-
- Regulation Others	-	-	.85	-
- Regulation Self	-	-	.68	-
Cronbach's Alpha				
Total	.72	.81	-	
Dimensions (Range)	-	.76–.84	.57–.68	.72–.83
Understanding Others	-	-	.57	.77
Understanding Self	-	-	.67	.79
Usage Others	-	-	.68	.81

	Pilot Study (PEC Short Form)[a]	Fatoki, 2019 (WLEIS)	Mikolajczak et al., 2014 (PEC Short Form)	Brasseur et al., 2013 (PEC)
Usage Self	-	-	.57	.79
Identification Others	-	-	.60	.83
Identification Self	-	-	.57	.72
Regulation Others	-	-	.64	.79
Regulation Self	-	-	.68	.78
Dimension Analysis				
- Factors Found	6	-	10	10
- Type of Rotation	Varimax	-	CFA[b]	Oblimin
Correlations/Coefficients	-.01–.56			
Means[c] / Standard Deviation				
Total	3.4 / 1.0	3.7 / 1.0	-	3.4 / 0.5
Understanding Total	3.7 / 1.0	-	-	3.5 / 0.8
- Others	3.7 / 1.0	-	-	3.6 / 0.7
- Self	3.8 / 1.1	-	-	3.3 / 0.9
Usage Total	3.4 / 1.1	-	-	3.3 / 0.8
- Others	3.4 / 1.1	-	-	3.0 / 0.8
- Self	3.4 / 1.1	-	-	3.7 / 0.8
Identification Total	4.0 / 0.9	-	-	3.6 / 0.8
- Others	3.9 / 1.1	-	-	3.6 / 0.8
- Self	4.0 / 0.7	-	-	3.6 / 0.8
Regulation Total	3.4 / 1.0	-	-	3.1 / 0.8
- Others	3.4 / 1.0	-	-	3.4 / 0.7
- Self	4.0 / 1.0	-	-	2.9 / 0.9

Note. [a] Only 14 indicators were used in this present study.

[b] Confirmatory Factor Analysis.

[c] Range 1 – 5.

5.3.2.2.3 SGSES. Used to compare validity with the Self-Efficacy Scale was a study by Imam (2007) and the original authors of the measure, Sherer et al. (1982). This researcher could find no recent studies with this scale in South Africa, but did find older ones used in the country, albeit with non-expatriate samples (Nel & Boshoff, 2016; Table 5.6).

Table 5.6

Comparisons of 17-Item SGSES with Other Studies – Pilot Group

	Pilot Study	Nel and Boshoff, 2016	Imam, 2007	Sherer et al., 1982
Composite Reliability	.90	-	-	-
Cronbach's Alpha	.91	.87	.85	.86
Dimension Analysis				
- Factors found	3	1	3	1
- Type of Rotation	Varimax	Schmid-Leiman	Varimax	Unknown
Correlations/Coefficients	.19–.63	.37–.69	.23–.66	.39–.70
Means[a] / Standard Deviation	4.7 / 1.1	4.0 / 1.0	3.5 / 0.5	-

Note. Authors own.
[a] Range 1 – 6.

5.3.2.2.4 PCDS. No other studies could be found with which to compare the PCDS results obtained in this study. However, evaluations to the measures used to create this measure are presented below (Table 5.7). These include: the BPCDS (*Brief Perceived Cultural Distance Scale*), the CSQ (*Culture Shock Questionnaire*) and the CDQ (*Cultural Distance Questionnaire*).

All scores are lower on this scale than with the comparative studies, again, bringing into question the reliability and validity of the scale.

Table 5.7

Comparisons of 12-Item PCDS with Other Studies – Pilot Group

	Pilot Study PCDS	Demes and Geeraert, 2014 BPCDS[a]	Mumford, 2000 CSQ[b]	Mumford and Babiker, 1998 CDQ[c]
Composite Reliability	.70	-	-	-
Cronbach's Alpha	.70	.85	-	.92
Dimension Analysis				
- Factors Found	5	1	-	10
- Type of Rotation	Varimax	Unknown	-	Unknown
Correlations/Coefficients	-.06–.50	all > .30	-	.20–.91
Means[e]/Standard Deviation				
Total	3.4 / 1.5	-	3.3 / 1.9[d]	1.5 / 1.1
- Climate	2.2 / 1.4	-	$F = 5.67$ $p = .004$	2.5 / 1.3
- Clothes	-	-	-	1.4 / 1.4
- Language	3.9 / 1.6	-	-	1.9 / 1.3
- Education	-	-	-	0.7 / 1.0
- Food	4.3 / 1.5	-	$F = 7.17$ $p = .001$	1.7 / 1.4
- Religion	-	-	-	1.8 / 1.4
- Material Comfort / Living Conditions	3.1 / 1.4	-	$F = 4.77$ p .01	1.8 / 1.4
- Leisure / Social Norms	3.7 / 1.4	-	-	1.5 / 1.4
- Family Structure	3.1 / 1.6	-	-	0.9 / 0.9
- Courtship / Marriage	-	-	-	0.7 / 1.1

Note. [a] Brief Perceived Cultural Distance Scale.

[b] Culture Shock Questionnaire.

[c] Cultural Distance Questionnaire.

[d] Score only given for the four South African foreign nationals included in the study.

[e] Range 1 – 6.

5.3.3 Dimension Analysis of Measurement Scales

Before commencing with the dimension analysis, a Kaiser-Meyer-Olkin and the Barlett's test of sphericity were performed to determine the adequacy of the sample for principal component analysis (PCA). The resulting score was over .80 for Kaiser-Meyer-Olkin, and the Bartlett's test showed significance ($X^2 = 10970.10$, $df = 1953$, $p < .05$), which demonstrate that the sample was a suitable candidate for PCA (Kline, 2016; Netemeyer et al., 2003).

The CQS yielded three factors, unlike the four factors the authors Earley and Ang (2003) describe. The dimensions of metacognition and behaviour converged into one

factor, with the indicators of cognition and motivation gathered with their same-labelled partners (Table 5.8).

Table 5.8

Principal Component Analysis of Cultural Intelligence Scale – CQS – Pilot Group

	1	2	3
Metacognition.1	.41		
Metacognition 2	.65		
Metacognition.4	.56		
Behaviour.1	.61		
Behaviour.2	.57		
Behaviour.3	.70		
Behaviour.4	.74		
Behaviour.5	.71		
Metacognition.3		.52	
Cognition.1		.70	
Cognition.2		.54	
Cognition.3		.73	
Cognition.4		.73	
Cognition.5		.67	
Cognition.6		.56	
Motivation.1			.66
Motivation.2			.54
Motivation.3			.65
Motivation.4			.68
Motivation.5			.48
Rotation Total	3.9	3.79	2.63
% of Variance	6.2	6.02	4.17

Note. Rotation Method: Varimax with Kaiser Normalisation. Extraction Method: Principal Component Analysis. Rotation Converged in 30 iterations.

The SGSES did not show unidimensionality as authors Sherer et al. (1982) suggest. Three factors emerged (Table 5.9), as Imam (2007) found in the analysis of the scale.

Table 5.9

Principal Component Analysis of Self-Efficacy Scale – SGSES – Pilot Group

	1	2	3
Self-Efficacy.3	.46		
Self-Efficacy.4	.45		
Self-Efficacy.5	.60		
Self-Efficacy.6	.73		
Self-Efficacy.7	.70		
Self-Efficacy.10	.67		
Self-Efficacy.11	.69		
Self-Efficacy.12	.79		
Self-Efficacy.14	.59		
Self-Efficacy.15	.39		
Self-Efficacy.16	.72		
Self-Efficacy.17	.59		
Self-Efficacy.1		.50	
Self-Efficacy.2		.64	
Self-Efficacy.8		.60	
Self-Efficacy.9		.68	
Self-Efficacy.13			.49
Rotation Total	5.94	2.47	1.91
% of Variance	9.42	3.92	3.04

Note. Rotation Method: Varimax with Kaiser Normalisation. Extraction Method: Principal Component Analysis. Rotation Converged in 30 iterations.

The PCDS should have produced six clear factors (natural environment, food, family, living situation, social norms, language); however, as can be seen from Table 5.10, this did not happen, putting into question the validity and reliability of the scale. Comparison with the study group will help to clarify whether this is a design error or whether the scale showed measurement invariance.

Table 5.10

Principal Component Analysis of Perceived Cultural Distance Scale – PCDS – Pilot Group

	1	2	3	4	5
Soc. Norms.5	.49				
Soc. Norms.6		.73			
Liv. Cond.8		.71			
Food.10		.60			
Family.11		.70			
Language.3			.63		
Language.4			.75		
Nat. Env.1				.69	
Nat. Env.2				.75	
Liv. Cond.7				.53	
Food.9					.53
Family.12					.67
Rotation Total	2.63	2.53	1.62	1.59	1.33
% of Variance	4.17	4.02	2.56	2.52	2.11

Note. Rotation Method: Varimax with Kaiser Normalisation. Extraction Method: Principal Component Analysis. Rotation Converged in 30 iterations.

The PEC did not display concise factors, and ironically, the dimension of *identification* does not identify with itself, according to this dimension analysis (Table 5.11). It is scattered across three factors and the dimension of *usage* shows up in two factors. Looking closer, the dimension of *usage* directed at *self* was in the first factor, while the dimension of *usage* directed at *others* aligns with itself in the third factor.

Table 5.11

Principal Component Analysis of Emotional Intelligence Scale – PEC – Pilot Group

	1	2	3	4	5	6
Understand.4	.46					
Usage.9	.42					
Usage.10	.12					
Identify.11	.78					
Identify.12	.68					
Understand.14	.76					
Identify.1		.74				
Usage.19			.62			
Usage.20			.73			
Understand.13				.71		
Understand.3				.57		
Regulate.17					.48	
Regulate.18					.70	
Identify.2						.43
Rotation Total	2.83	1.91	1.45	1.45	1.39	1.20
% of Variance	4.49	3.07	2.30	2.30	2.21	1.91

Note. Rotation Method: Varimax with Kaiser Normalisation. Extraction Method: Principal Component Analysis. Rotation Converged in 30 iterations.

The indicators for dimension of *identification* based towards the *self* are independent of other factors, but the indicators for the dimension of *identification* directed at *others* show in the first factor. The indicators measuring *regulation* isolate into their own factor, and the dimension of *understanding* is mixed. Therefore, not only do the dimensions themselves seem a bit scattered, but the first factor holds indicators that measure the dimensions directed towards the self *and* others, instead of rather aligning with a single point of view as one might expect.

5.4 Additional Perceived Cultural Distance Scale Analysis

As this scale has not been used before, additional analyses were conducted to examine its reliability and validity. Prior to the actual study implementation scores on the Perceived Cultural Distance Scale, indicators from the pilot study were computed for internal reliability using Cronbach's alpha (Johnson & Morgan, 2016). The PCDS

was the only scale measured as it was the only scale that had not been previously tested for reliability or validity.

Correlating two indicators with each other proved difficult, though not uncommon in analysis using Cronbach's with few indicators (Graham, 2006; Cheung & Lucas, 2014). The other highly recognised inter-item reliability process, omega, requires at least three indicators to produce effective results.

Ordinal alpha was considered. Developed by Zumbo, Gadermann and Zeisser (2007), ordinal alpha is founded upon a polychoric correlation – not the Pearson covariance format (Bonanomi, et al., 2013; Gadermann et al., 2012; Subedi, 2016), which could consider the data continuous, rather than ordinal. This can diminish the coefficient when data is skewed. Conceptually like Cronbach's alpha, "the polychoric matrix is a measure of associations for ordinal variables which rests upon the assumption of underlying joint continuous distribution" (Ekström, 2011, pg. 1).

However, after considering the limitations of ordinal alpha including the assumptions mentioned by Ekström above (Chalmers, 2018; Ekström, 2011) and with Hayes' (2022) suggestion of eschewing less understood methods for well-known analysis processes, omega and Cronbach's alpha were used when applicable (Hayes & Coutts, 2020) with the expected outcome of the alpha scores on the lower end of estimates (Watkins, 2017). An expected outcome of an alpha value of at least .70 and above was required, with the understanding that PCA would also verify the homogeneity of the indicators for each dimension of the studied variable. Cronbach's alpha was computed at .70 for the scale, and it was understood that principal component analysis would be completed for the final study analysis for inter-item validity.

Table 5.12 shows Spearman's Rho correlations – which demonstrate convergence with other dimensions. They are shown in red if they match, or are higher, than the indicator it is paired with. However, these scores are still low, and would not be considered indicative of strong correlation outside of this context.

Table 5.12

Convergent Validity for Perceived Cultural Distance Scale – Pilot Group

	NAT ENV.1	FOOD.10	LIV COND.7	FOOD.9	LANG.3	SOCIAL.5	NAT ENV.2	FAMILY.12	LANG.4	SOCIAL.6	LIV COND.8	FAMILY.11
NAT ENV.1	1	.18**	**.15****	.08*	-.03	< .01	**.27****	.15**	-.03	**.20****	.07	.09*
FOOD.10	.13**	1	.10**	**.24****	.15**	**.16****	.15**	**.23****	**.30****	**.40****	**.43****	**.39****
LIV COND.7	.15**	.11**	1	-.03	.05	**.12****	**.29****	.12**	-.06	**.12****	**.15****	.13**
FOOD.9	.08*	**.24****	-.03	1	.23**	**.15****	.04	**.23****	.31**	**.27****	**.26****	.07*
LANG.3	-.03	.15**	.05	.23**	1	**.27****	.01	.06	**.28****	**.10***	.10*	.04
SOCIAL.5	< .01	.16**	.12**	.15**	.27**	1	.16**	.19**	.11**	**.05**	**.24****	.11**
NAT ENV.2	**.27****	.15**	**.29****	.04	.01	**.16****	1	.12**	-.06	**.10***	.06	.10*
FAMILY.12	.15**	.23**	.12**	.23**	.06	**.19****	.12**	1	.14**	**.25****	**.27****	**.23****
LANG.4	-.03	**.30****	-.06	**.31****	**.28****	**.11****	-.06	.14**	1	**.33****	**.34****	.12**
SOCIAL.6	.20**	**.40****	.12**	**.27****	.10*	**.05**	.10*	**.25****	**.33****	1	**.50****	**.36****
LIV CON.8	.07	**.43****	**.15****	**.26****	.10*	**.24****	.06	**.27****	**.34****	**.50****	1	**.32****
FAMILY.11	.09*	**.39****	.13**	.07*	.04	.11**	.10*	**.23****	.12**	**.36****	**.32****	1

Note. Correlation that is stronger than the paired dimension is shown in red and bold. Paired indicators are in black and bold.

* .05, ** .01 (one-tailed).

To give the PCDS its full and due process, final analysis was undertaken with confirmatory factor analysis (CFA) using AMOS v28. Standardised factor loadings ranged from .02 to .67. Five dimensions demonstrated scores under .30, and no dimensions provided a factor loading above .70. Other scores are as follows: the RMSEA was 0.89 and the CFI measured .74 which is not in accordance with acceptable standards. RMSEA and CFI were chosen as the initial fit indices to scrutinise for good model fit. As they demonstrated poor model fit, no further analysis was undertaken, and no other scores are presented here. Thusly, this scale did not meet the requirements for good a model fit and should not be used in its current form in future research with the expatriate population.

5.5 Pilot Questionnaire and Subscale Analysis: Frequencies and Regression

As mentioned in Chapter 4, this study argues that the Likert style data used in this study can be interpreted as interval with enough data points and concise verbal anchors.

Robitzsch says that for Likert items with at least "3–6 categories, using the linear factor model by treating variables as continuous is as defensible as treating them as ordinal" (2020, p. 3), and Byrne (2016) argues that Likert-scale items have been treated as continuous for many years and this applies to “frequentist statistical techniques” including regression, analysis of variance and structural equation modelling (p. 166).

As the scales chosen for this study fit the pre-mentioned parameters for interval-type data, means and regression analysis is presented here.

5.5.1 Means

A brief summary of the subscale means is presented here, with individual scores presented in Appendix M. This information is provided for an in-depth scrutiny of the participants’ point of view and evaluation of their responses to the subscales and individual indicators.

The PCDS mean was 3.4 out of a possible 6 (55%), and the average scale score was 40.73 out of a possible 72 (56.5%). The two highest means were for the food indicators, matched at 4.3 each.

The mean of the group on the CQS was 5.3 out of a possible 7 (76%) and the average scale score was 106.68 out of a possible 140 (76.2%). Of the cultural intelligence dimensions, motivation (5.8) and metacognition (5.5) showed the highest means of the facets.

The participants scored a mean of 4.7 (78.2%) out of a possible 6 on the SGSES and had an average scale score of 80.11 out of a possible 102 (78.5%). The two highest mean scores were for indicators GE.15 (5.1) and GE.17 (5.6).

Emotional intelligence scored 3.4 out of a possible 5 mean (67.8%) and participants had an average scale score of 52.11 out of a possible 70 (74.4%). This group scored the same on the dimensions of regulation/self (4.0) and identification/self (4.0).

A comparison of means on indicators that vary by .25 or more between the pilot group and the study group is presented in Appendix Q, Table 2.

5.6 Descriptive Analysis of Data Set – Pilot Group

The group comprises a middle aged and well-educated group, with 45% identifying with the 40+ to 59 age category. Female participation led the survey with 65% of the sample, and just over half (53%) of this group moved from a higher socio-economic (SES) country to a lower, developing country (Table 5.13).

Table 5.13

Descriptive Statistics for Pilot Group. Questions 1 through 10

	Min.	Max.	*M* or *Mo*[a]	*SD*	Skewness (Std. Error = 0.11)	Kurtosis (Std. Error = 2.22)
Age	0	2	1.0[a]	0.7	< -0.01	-1.19
Gender	0	2	0.7[a]	0.5	-0.59	-1.37
Origin	-	-	-	-	-	-
SES	0	4	2.2[a]	0.9	-0.33	0.22
Education	1	5	4.0[a]	0.9	-0.67	-0.20
Support System	0	3	2.1[a]	0.8	-0.49	-0.34
Infrastructure	1	3	1.9[a]	0.7	0.14	-0.81
Time in Host Country	1	4	3.0[a]	1.1	-0.44	-1.28
HCN Welcome	1	6	4.6	1.1	-1.05	0.85
Adjustment Levels	1	6	4.7	1.2	-1.15	1.19

Note. *N* = 506.

[a] = Mode.

All variables meet the threshold for skewness, except for (a) host country national (HCN) welcome and (b) adjustment levels which are above ±1. The Kolmogorov-Smirnov test of normality was taken on the demographics (Table 5.14) and was confirmed by the significance level (p = .001, df = 506) to be non-normative.

Table 5.14

Kolmogorov-Smirnov Test of Normality for Pilot Group

	Age	Gender	SES	Education	Support	Infra-structure	Time	HCN	Adjust
Statistic	.22	.42	.23	.25	.24	.28	.29	.29	.30

Note. Lilliefors Significance Correction.

5.6.1 Descriptive Frequencies

5.6.1.1 Age. This group has a diverse sample, with 44.9% of these expatriates (227) identifying in the 40+ to 59 years of age category (Table 5.15). The younger and older age groups show comparable numbers, with 139 individuals (27.2%) describing themselves as younger than 40 years of age, and the remaining 140 individuals assign themselves to the oldest category, at 60+ years of age (27.4%).

Table 5.15

Crosstabulation of Age w/Positive Intercultural Adaptation – Pilot Group

Age	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
18+ to 39	2	10	13	33	60	21	139
40 to 59	4	10	19	37	112	45	227
60+	4	2	9	16	65	44	140
Total	**10**	**22**	**41**	**86**	**237**	**110**	**506**

Note. For a histogram of this data, see Appendix O, Figure 1.

A significant relationship was found between age and positive intercultural adaptation (X^2 = 23.20, p < .01) and a low but significant Cramer's V correlation (φ_c = .15). However, there was no influence of the independent variable predicting positive intercultural adaptation with lambda as λ = could not be computed by SPSS.

5.6.1.2 Gender. Females are the predominant gender of this category, with 332 (65%) participants identifying as such (Table 5.16). Fewer males completed the survey with 172 individuals (33.7%), and a further 2 persons identified as non-binary (.03%).

Table 5.16

Crosstabulation of Gender w/Positive Intercultural Adaptation – Pilot Group

Gender	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Male	1	3	10	31	91	36	172
Female	8	19	31	55	146	73	332
Non-Binary	1	0	0	0	0	1	2
Total	**10**	**22**	**41**	**86**	**237**	**110**	**506**

Note. For a histogram of this data, see Appendix O, Figure 2.

Gender has an association with positive intercultural adaptation ($X^2 = 36.61$, $p < .001$) and shows a low but significant Cramer's V correlation ($\varphi_c = .19$). Much like the other variable crosstabulations done in this study, the variable predictive influence on positive intercultural adaptation is not measuring sufficiently to be significant ($\lambda = < .01$, $p = .32$, $t = 1.00$).

5.6.1.3 Country of Origin. Out of 51 countries represented, South African expatriates are the largest size of this sample with 128 living outside our borders (25%). However, examining the Facebook sites this researcher targeted for participants (Appendix F), five sites were aimed directly at South African expatriates. Therefore, this result could reflect advertisement targeting.

After South Africa, the USA follows with the highest numbers (Table 5.17), with 112 individuals (21.9%). England and the other countries of the United Kingdom had 76 (13.8%) respondents, and the rest of the sample was heterogeneous across the globe.

The number of Facebook advertisements targeting expatriates from the USA was three, and in the United Kingdom, one. The expatriates of India were targeted with three Facebook groups, but show as the lowest of the top seven origin countries.

Therefore, simply targeting groups with several common sites does not ensure a higher response rate.

For a complete country listing not shown in Table 5.17, please see Appendix K.

Table 5.17

Crosstabulation of Origin w/Positive Intercultural Adaptation – Pilot Group

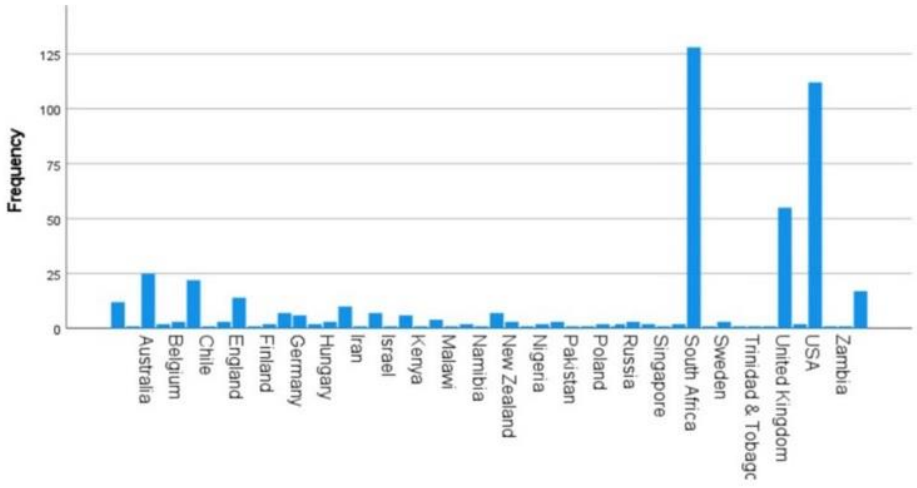
Origin	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
India	0	0	2	2	3	3	10
Canada	0	0	0	8	10	4	22
Australia	3	1	1	1	14	5	25
Zimbabwe	0	1	3	8	14	10	36
UK	0	0	6	11	34	25	76
USA	1	5	10	10	61	25	112
South Africa	6	11	9	28	53	21	128

Note. Only countries with more than 10 responses are listed.

The frequency distribution in Figure 5.1 shows a more comprehensive example of participant origin countries.

Figure 5.1

Frequency Distribution of Country of Origin – Pilot Group



Note. Study Questionnaire Question 3. What is Your Country of Origin? (Fill in). Not all countries are listed because of space restraints.

5.6.1.4 Socio-economic Status. Study participants were asked to self-report their SES status. As Table 5.18 shows, the highest number of individuals categorised

themselves in the *Middle* SES bracket, with 230 respondents comprising 45% of the total numbers. The remaining 55% include 193 participants on the higher end of the scale, with 164 (32.1%) in the *Middle to High* category and 29 (5.7%) identifying in the *High* SES bracket. On the lower end of the scale, 62 participants self-categorised on the *Middle to Low* bracket, and a further 21 (4.2%) attributed themselves to the *Low* SES category.

Table 5.18

Crosstabulation of SES Levels w/Positive Intercultural Adaptation – Pilot Group

SES	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Low	2	3	6	12	25	14	62
Low to Middle	2	8	18	43	110	49	230
Middle	4	8	12	23	79	38	164
Middle to High	1	0	0	7	15	6	29
High	1	3	5	1	8	3	21
Total	**10**	**22**	**41**	**86**	**237**	**110**	**506**

Note. For a histogram of this data, see Appendix O, Figure 3.

Socio-economic levels are independent from positive intercultural adaptation according to this crosstabulation ($X^2 = 24.96$, $\varphi_c = .11$, $p = .20$). Predictability was not significant ($\lambda < .01$, $p = .41$, $t = 0.82$). Combining this descriptive variable with the older population, and the fact that the majority of this group moved from a higher developed country to a lower developed one, denotes that the pilot group did not relocate for uplifting SES opportunities.

5.6.1.5 Education. Here, 92% of expatriates have some tertiary education or higher with nearly three-quarters (74.6%) having undergraduate (213, 41.7%) and postgraduate (168, 32.9%) degrees; 35 respondents had high school graduation or matric certificate (6.8%), while only one person (.02%) selected the *Primary* school option as their highest level of education completed (Table 5.19).

Table 5.19

Crosstabulation of Education Levels w/Positive Intercultural Adaptation – Pilot Group

Education	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Primary	0	0	0	0	1	0	1
High/Secondary	0	2	2	10	12	9	35
Some Tertiary	1	3	8	13	41	23	89
Undergrad	5	7	18	41	101	41	213
Postgrad	4	10	13	22	82	37	168
Total	**10**	**22**	**41**	**86**	**237**	**110**	**506**

Note. For a histogram of this data, see Appendix O, Figure 4.

Education also proved to have no association with positive intercultural adaptation in the pilot group ($X^2 = 12.83$, $\varphi_c = .08$, $p = .89$), nor any predictive power ($\lambda < .01$, $p = .32$, $t = 1.00$). Similarly, the demographic demonstrated no significant correlation in the linear regression model (Table 5.24).

5.6.1.6 Support System. Support levels felt by this group were distributed as follows: The largest part of this sample felt little support, with 231 participants (45.2%) responding by choosing *Low* on the questionnaire (Table 5.20); 162 respondents felt they had a medium level of support, at 31.7%; 97 individuals (19%) felt no support around them, and a further 16 participants noted high support (3.1%).

Table 5.20

Crosstabulation of Support Levels w/Positive Intercultural Adaptation – Pilot Group

Support	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
None	5	14	15	21	36	6	97
Low	3	6	16	52	111	43	231
Medium	1	1	7	10	83	60	162
High	1	1	3	3	7	1	16
Total	**10**	**22**	**41**	**86**	**237**	**110**	**506**

Note. For a histogram of this data, see Appendix O, Figure 5.

Support levels show significant levels of association to positive intercultural adaptation with a Cramer's V correlation of 25.7% between the independent and

dependent variables ($X^2 = 100.44$, $p < .001$). Additionally, Lamba showed significance ($\lambda = .05$, $p = .02$, $t = 2.37$). As mentioned in the literature review, expatriates show a need for support in order to positively adapt to their host environment. This result is also supported by the linear regressions of this group (Table 5.24).

5.6.1.7 Infrastructure. Over half the participants in this group (270; 52.8%) moved from a higher developed country to a lower one (Table 5.21), perhaps for retirement; 147 individuals (28.8%) moved from a lower developed country to a higher one and 89 participants (17.4%) revealed a lateral move.

Table 5.21

Crosstabulation of Infrastructure Levels w/Positive Intercultural Adaptation – Pilot Group

Infrastructure *(Moved from)*	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Lower to Higher	7	10	10	34	55	31	147
Higher to Lower	2	8	24	39	137	60	270
Lateral Move	1	4	7	13	45	19	89
Total	**10**	**22**	**41**	**86**	**237**	**110**	**506**

Note. For a histogram of this data, see Appendix O, Figure 6.

A slight but significant association shows between infrastructure and positive intercultural adaptation ($X^2 = 20.52$, $\varphi_c = .14$, $p = .03$) although there is no significant correlation in the linear regression (Table 5.24). The predictive influence of the variable is not significant ($\lambda = .01$, $p = .18$, $t = 1.35$). Continuing on the notion that a large portion of this older group of expatriates moved to a lower developed country for retirement, those participants likely do not face many challenges from the infrastructure. Perhaps they already expected those circumstances and are not challenged by them, or they have financial means to navigate around those challenges.

5.6.1.8 Time in Host Country. The majority of this sample have lived as expatriates in their host community for over five years (232, 45.4%). The next largest section of this group, at 140 participants, has stayed in the host country for one to

three years (27.4%). Additionally, 76 respondents have been in their host country for three to five years (14.9%) and finally, 58 individuals are still in the honeymoon phase at less than one year (11.4%); as shown in Table 5.22.

Table 5.22

Crosstabulation of Time w/Positive Intercultural Adaptation – Pilot Group

Time	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
< 1 Year	1	4	6	14	25	8	58
1+ to 3 Years	4	10	17	36	53	20	140
3+ to 5 Years	1	4	6	10	39	16	76
5+ Years	4	4	12	26	120	66	232
Total	**10**	**22**	**41**	**86**	**237**	**110**	**506**

Note. For a histogram of this data, see Appendix O, Figure 7.

This group showed contentment with their international move no matter how much time was spent in their host country and the correlation between the two variables (X^2 = 41.06, φ_c = .16, $p < .001$) and the lambda significance (λ_{PIA} = .04, p = .05, t = 1.98) is bi-directional, meaning if the consequent variable changes, there is still significance (λ_{TIME}= .08, p = .05, t = 1.98). This, coupled with the other descriptive variables, could imply that individuals in this group choose to move on their own accord, rather than feel impelled to move because of circumstances.

5.6.1.9 Host Country National Reception. In this group, only 72 (14.1%) answered negatively (Table 5.23). Whether this is because of what characteristics the expatriates hold, the perception of the HCNs, or the environment these expatriates find themselves in (working or retired), could not be determined in this study. Any of these factors, as well as many other aspects could have led to the negative perception. Further research will be required to clarify this, and thus to further enhance our understanding of the factors that influence South Africa's expatriate success rate and global positioning.

Breaking down these data beyond that summary, 36 (7%) slightly disagreed with the statement of feeling welcome by host country nationals, 30 answered that they disagreed (5.9%), and a further six strongly disagreed with the statement (1.2%).

On the positive side, 98 (19.2%) slightly agreed with the statement, 234 (45.8%) agreed, and an additional 102 respondents strongly agreed with the sentiment (20%).

Table 5.23

Crosstabulation of Welcome Levels of Host Country Nationals (HCN) w/Positive Intercultural Adaptation – Pilot Group

HCN	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Strongly Disagree *(I Do Not Feel Welcome)*	3	1	1	0	1	0	6
Disagree *(I Do Not Feel Welcome)*	1	8	7	5	8	1	30
Slightly Disagree *(I Do Not Feel Welcome)*	3	5	10	4	10	4	36
Slightly Agree *(I Feel Welcome)*	1	7	10	36	35	9	98
Agree *(I Feel Welcome)*	1	1	12	36	146	38	234
Strongly Agree *(I Feel Welcome)*	1	0	1	5	37	58	102
Total	**10**	**22**	**41**	**86**	**237**	**110**	**506**

Note. For a histogram of this data, see Appendix O, Figure 8.

Gamma correlation was used in this analysis instead of Chi-Square as neither of these variables was nominal. From the high *t*-value (13.00) to the low *p*-value (.00) the significance of this variable relating to positive intercultural adaptation is apparent (ß = .63).

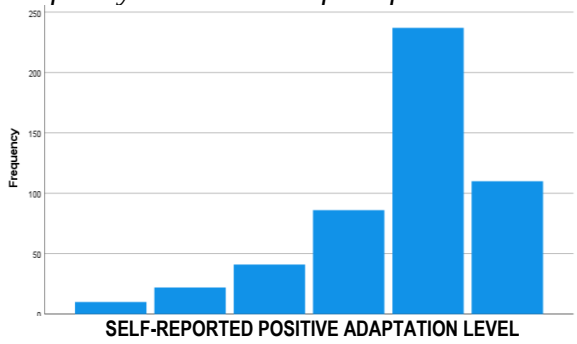
5.6.1.10 Adjustment Level. The frequency distribution in this final statement measures the self-reported adjustment level of the participants. (Figure 5.2). In this group, 84.7% answered positively, a higher percentage than that of the study group (See Chapter 6). Of the nearly 85%, 236 individuals (46.4%) noted they agree with the statement; 110 people strongly agreed with the statement (21.5%) and a further 86 respondents slightly agreed (16.8%).

Answering negatively, 41 individuals (8%) felt a slight disagreement with the statement, 22 (4.3%) disagreed with the statement and a final 10 individuals (2%) strongly disagree that they were well-adjusted.

As this is the dependent variable, no crosstabulation was conducted.

Figure 5.2

Frequency Distribution of Adaptation Levels – Pilot Group



Note. Study Questionnaire Question 10. I feel well-adjusted as an expatriate.

5.7 Regression

Ordinary least squares (OLS) analysis indicates which variables have a strong relationship with positive intercultural adaptation (PIA) and as such would be considered to use as variables or covariates in the mediation, moderation and conditional process analysis (MMCPA). Both types of analysis are based on Pearson's product-moment correlation (Hayes, 2022); therefore, the calculation method underpinning the variable outcomes in OLS correspond with MMCPA.

The assumptions required of this sample for linear regression are discussed here. The dependent variable in all regression analysis is *positive intercultural adaptation*.

5.7.1 Assumptions for Pilot Group Sample

- **Normality.** Using linear regression analysis on the sample in SPSS, the visual validity of a somewhat normal sample, albeit not normal enough for the Kolmogorov-Smirnov test (Table 5.14), can be seen. However, these figures (Figures 5.3 and 5.4) show an adequate level to meet the assumptions levels in social sciences (Hayes, 2022).
- **Independence.** The survey is based on cross-sectional data and this assumption can therefore be assumed to be met. The participants responded

independently to the questionnaire items, and their responses reflect independent observations.

- **Multicollinearity** is small or non-existent. All variation inflation factor (VIF) values are under 10, averaging 1.47 (Appendix R), indicating the assumption is met.
- **Homoscedasticity**. All assumptions for linear regression analysis are met until we come to heteroscedasticity. The scatter plot resembles the dependent variable for what it was originally captured as: Likert. It is visually apparent that the data line up in parallel lines representing the Likert responses from *Strongly Disagree* through to *Strongly Agree* (Figure 5.5).

Figure 5.3

Normality of Pilot Group - Histogram

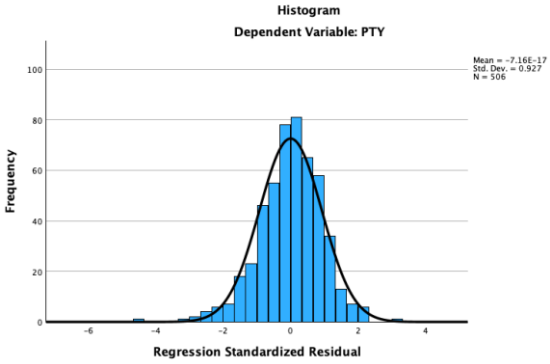


Figure 5.4

Normality of Pilot Group – Scatterplot

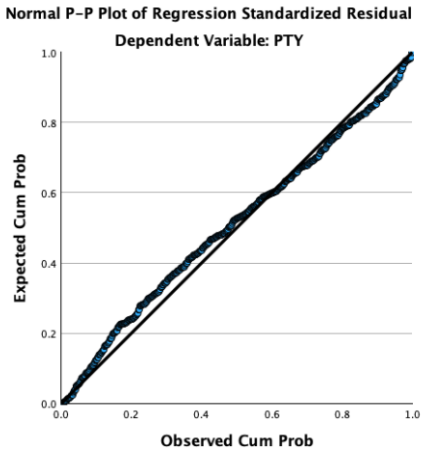
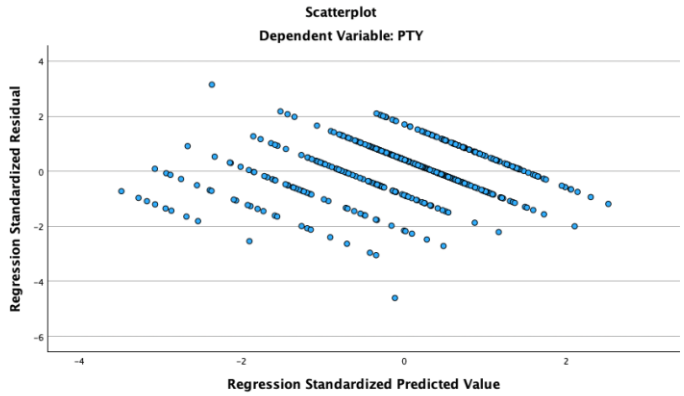


Figure 5.5

Heteroscedasticity of Pilot Group – Scatterplot



One might express concern about linear regression proceeding despite not meeting all assumptions. However, it is worth noting that the originator of the PROCESS macro himself states: *"I don't think you should lose too much sleep over the potential that you have violated one or more of those assumptions."* and *"Those advantages of using OLS regression far outweigh some of the costs of abandoning it for other perhaps better but much more complicated and less well-understood methods."* (Hayes, 2022, p. 71).

5.7.2 Analysis

Moving on to this analysis, the level of adjustment (dependent variable) was regressed on the predictive (or independent) variables in this analysis using ordinary least squares (OLS) analysis. Three descriptive variables play a significant role in the adjustment of expatriates with a *p*-value of less than .05 (the level considered statistically significant in all analysis within this thesis): (a) how well the expatriate feels supported (support system), (b) time spent in host country, and (c) how well the expatriate feels welcomed by the HCNs, which showed by far the most significant impact of the independent variables on the expatriate's total positive intercultural adjustment level (PIA). These variables combined account for 37.9% of the variation in the level of adjustment for the expatriates living outside of South Africa (Table 5.24).

Table 5.24

Ordinary Least Squares Multiple Linear Regression Analysis for Descriptive Variables – Pilot Group

	ß	Adjusted R^2	*F*	*t*-value	*p*-value
Age	.03	.38	39.47	0.45	.66
Gender	-.15	.38	39.47	-1.71	.09
SES	.04	.38	39.47	0.76	.45
Education	-.05	.38	39.47	-1.13	.26
Support System	**.30**	**.38**	**39.47**	**5.33**	**.00**
Infrastructure	.11	.38	39.47	1.79	.07
Time in Host Country	**.21**	**.38**	**39.47**	**5.42**	**.00**
Host Country National	**.45**	**.38**	**39.47**	**11.57**	**.00**

Note. Unstandardised. Significant scores are in bold. $F(8, 470)$. $\sigma = 0.04 – 0.60$.

5.7.3 Ordinary Least Squares Regression

All subscales had significant correlations to the dependent variable, PIA. The scores on the SGSES accounted for 7.4% of the variance in adaptation. Additionally, the motivational aspect of CQ was significantly correlated, confirming its prominence in PIA (Table 5.25).

Table 5.25

Ordinary Least Squares Multiple Linear Regression Analysis of the Questionnaire Subscales – Pilot Group

	ß	Adjusted R^2	*t*-value	*p*-value
Perceived Cultural Distance	**.02**	**.06**	**2.95**	**< .01**
- Nat. Environ.	.04		0.85	.40
- Food	.08		1.50	.13
- Living Cond.	-.01		-0.17	.86
- Language	**.06**		**2.04**	**.04**
- Social	**.19**		**3.68**	**.00**
- Family	.05		1.85	.07
Cultural Intelligence	**.03**	**.06**	**5.71**	**.00**
- Metacognition	-.03		-1.00	.32
- Cognition	.02		-0.99	.32
- Behaviour	-.10		-0.53	.60
- Motivation	**.18**		**11.00**	**.00**
Emotional Intelligence	**.03**	**.04**	**5.71**	**.00**
- Identification – Self	**.19**		**2.60**	**.01**
- Identification - Others	-.07		-1.68	.09
- Understanding – Self	-.02		-0.46	.65
- Understanding – Others	.10		1.81	.07
- Usage – Self	-.06		-1.57	.12
- Usage – Others	**.09**		**2.07**	**.04**
- Regulation	.04		1.04	.30
Self-Efficacy[a]	**.03**	**.07**	**6.43**	**.00**

Note. $F_{PCD}(6, 499) = 5.92$; $F_{CQ}(4, 501) = 42.90$; $F_{EQ}(4, 501) = 42.90$; $F_{SELFECY}(1, 504) = 41.35$. $\sigma_{PDC} = 0.03–0.04$; $\sigma_{CQ} = 0.04–0.07$; $\sigma_{EQ} = 0.04–0.07$; $\sigma_{SELFECY} = 0.01$. Significant scores are in bold. Unstandardised.

[a] Scored as unidimensional.

5.8 Research Questions

Analysis was done on the data obtained by the pilot study. This analysis is presented in detail in Appendix O.

5.9 Conclusion

This chapter presented the results of the validation and reliability of the subscales used in the questionnaire. All subscales demonstrated acceptable levels of reliability,

while construct and concurrent validity on the PCDS and PEC subscales presented scores on the lower end for this group. The SGSES and the CQS demonstrated higher levels of validity and are applicable for use with expatriates in a global setting.

This pilot analysis also provided several insights within the demographics of the group and how they used (or did not use) their circumstances within their expatriate experience. For example, we learned that external situations – such as the attitudes of the locals and the level of support the immigrants receive – is important to their adaptation.

These learnings will add to the extant knowledge surrounding the expatriate phenomena, and comparisons with the study group in the next chapter could further elucidate these findings, or demonstrate how different the expatriate situation is within South Africa's borders compared to outside of them.

Chapter 6: Results of Study Group

6.1 Introduction and Chapter Summary

The objectives of this research are to assess the associations between self-efficacy (SE), emotional intelligence (EQ) and cultural intelligence (CQ) and to investigate how these constructs possibly affect the positive adaptation of expatriates settled in South Africa. This chapter details the process and results of the statistical analyses that were conducted.

In the first-stage, the measures used in the questionnaire were looked at as a whole and within their subscales for reliability and validity. Several data analyses were performed, including ordinary least squares (OLS) regression analysis, principal component analysis (PCA), confirmatory factor analysis (CFA) and also comparisons to other studies.

Prior to the analysis of the research questions, the Perceived Cultural Distance Subscale (PCDS) was examined as it was a measure constructed specifically for this research and had no documented benchmarks for analysis. Unfortunately, it turned out that the scale did not perform satisfactorily, as will be shown further down.

The data analyses were undertaken in steps, from an examination of simple associations on the surface to a more detailed scrutiny of complex and layered relationships between the variables. Launching this analysis with descriptive variables and crosstabulation, control variables were isolated for frequencies and then paired with the consequent variable, positive intercultural adaptation (PIA) for counts and associations, using the Chi-Square statistic.

An additional linear correlation using OLS shows relationship strength and direction between variables and answered our research questions 1 through 4 before moving on to the mediation, moderation, and conditional process analysis (MMCDP) section of the research, which was used for research questions 5 through 11.

To complete this chapter, comparisons between the pilot group and the study group were presented, with some interesting differences discovered.

6.2 Study Implementation

On 6 August 2021, this researcher began targeting Facebook ads and other channels to gather interest and participation for the finalised survey for expats living in South Africa. Again, this was not a time-allotted schedule, but a numbers goal. Final numbers were achieved on 2 December 2021, comprising a four-month campaign. See Appendix G for online site listings where advertisements were placed.

6.3 Completion Rates

Responses from the study group (expatriates living in South Africa) were difficult to gather. In contrast, the responses for the pilot group (expatriates outside of South Africa) took a matter of days, with 65% of the responses coming within the first three days of the advertisement posting. The response rate for foreign nationals living in South Africa took 3½ months with not much momentum until the wording of the advertisement was changed to *foreign national* or *immigrant* instead of *expatriate*.

Of the 546 expatriates living in South Africa who began the survey, 403 completed it in full, giving a 74% completion rate. Average response rates in the field of social sciences vary between 30% and 50% and have been reported by Blumenberg et al. (2019); Chapman and Jones (2017); Cook et al. (2000); Guo et al. (2016); and Tai et al. (2018), yet response rates are not always reported in scientific publications. Thus, Johnson and Owens (2013) found that many highly esteemed social and health sciences publications publish papers without standard response rates. They questioned 18 publications about this and found that those who do publish these rates expect a 60–80% (with an extensive, ambiguous range, dependent upon study circumstances) response rate. However, a study with a 20% response rate was considered valid because the findings included a detailed report, from the beginning sample size to the completion rates.

Response rates could not be calculated accurately for the present study because of the nature of the survey rollout, that is, snowball sampling and posting on public Facebook groups. Consequently, this researcher has no information on the number of individuals exposed to the recruitment advertisements. For example, an announcement was posted on seven groups comprising expatriates in Mexico and individuals may have seen the advertisement multiple times via multiple sites. There is no way to authenticate individual users or duplication thereof.

Finally, 398 individuals made it to the landing page of the survey (Appendix A), but did not start the questionnaire. Out of these, 48% were within the time frame of the pilot study and 52% participants were added as a result of the ads targeted specifically at expatriates in South Africa. This indicated no bias for either the pilot or study group as there was an average of 50% of non-completion for both groups.

6.4 Data Preparation

Ensuring clean data was integral to the process of this study. Raw data were downloaded from the *MyEcho* survey website and copied into a Microsoft Excel document. Files were then divided into two groups: expatriates who lived in South Africa, and expatriates who lived outside of South Africa. Data were further segmented into complete and incomplete records for each group before importing the complete records, per group, into IBM SPSS Statistics (Version 28) where the analysis began. Incomplete records were not used in the analysis.

6.5 Questionnaire and Subscale Analysis: Reliability, Validity and Dimension Analysis

6.5.1 Reliability and Validity of Questionnaire and Subscales

6.5.1.1 Reliability. Internal consistency of the questionnaire was calculated via several processes: (a) composite reliability using AMOS Version 28 (Arbuckle, 2019) for factor loadings and error variances, (b) using Cronbach's alpha in SPSS v28, and (c) using McDonald's omega scale function in SPSS v28. Results showed generally acceptable levels of reliability, except for the emotional intelligence and perceived

cultural distance subscales, which scored low values. On those scales, omega could not be calculated because of negative or zero item covariances in SPSS.

Therefore, indicators under the dimensions of *usage* in the Emotional Intelligence Scale (PEC) were removed, as was one indicator for *food* and *living conditions* from the PCDS. Reliability was recalculated and scores were slightly improved. Recalculated scores are shown in parenthesis in red next to the original scores in Table 6.1. Further analysis used the original dataset to maintain data integrity as the refined scores did not pass any threshold markers for validity or reliability.

Several types of reliability and validity calculations were applied to account for bias and violation of tau equivalence in the sample (Şimşek & Noyan, 2013; Watkins, 2017). As predicted, Cronbach's alpha and McDonald's omega scored similarly, while processes using AMOS such as composite reliability, average variance extracted in Table 6.1 and confirmatory factor analysis (CFA) did not.

For example, composite reliability for the dimension of natural environment in the PCDS is conflicted between the two systems of SPSS and AMOS. Spearman's Rho in SPSS correlated the dimension at $\rho = .56$ (Table 6.12), which is the highest correlated dimension of the scale. Yet composite reliability (CR) from AMOS weights shows that same dimension with the lowest result for the scale (CR = .10).

Composite reliability was strong in the Cultural Intelligence Scale (CQS) with a score of .88, unlike Schlägel and Sarsted (2016) who calculated a composite reliability score of .42 with respect to their international business students, but after they removed students from China and France, the composite reliability score was increased to greater than .80. This indicates that the composite reliability of culturally-bound constructs could vary across cultures.

Table 6.1

Reliability Analysis on Standardised Subscales – Study Group

	CR	N of Items	α	N of Items	ω	N of Items	AVE[b]	N of Items
Total Questionnaire	**.85**	**63**	**.86 (.86)**	**63(57)**	**.88[c]**	**51[c]**		**61[a]**
CQS Subscale	**.88**	**20**	**.87**	**20**	**.86**	**20**	**.28**	**20**
- Meta Cognition	.45	4						
- Cognition	.79	6						
- Behavioural	.52	5						
- Motivation	.70	5						
PEC Subscale	**.65**	**14**	**.59(.65)**	**14(10)**	**0[c] (.61)**	**(10)**	**.13**	**12**
- Understanding	.38	4						
- Usage	.12	4						
- Identification	.44	4						
- Regulation	.29	2						
SGSES Subscale Treated as Unidimensional	**.89**	**17**	**.87**	**17**	**.87**	**17**	**.34**	**17**
PCDS Subscale	**.64**	**12**	**.63(.64)**	**12(10)**	**0[d] (.60)**	**(10)**	**.48**	**12**
- Family Structure	.22	2						
- Social Norms	.40	2						
- Language	.20	2						
- Living	.21	2						
- Natural Environ.	.10	2						
- Food	.16	2						

Note. CR = Composite reliability computed in AMOS and Microsoft Excel. Significant scores are in bold.

[a] This does not include descriptive variables.

[b] AVE not calculated for negative items.

[c] PCDS scale was not included.

[d] Omega was not calculated due to negative or zero item covariances in SPSS.

Additionally, Sherer's General Self-Efficacy Scale (SGSES) performed well with a composite reliability of .89. As the present study included many participants from the African continent, the composite reliability score of these two measures show that they can be regarded as a reliable test within the present population.

6.5.2 Validity

6.5.2.1 Convergent Validity. Results of the same subscales support discriminant validity findings as the subscales used in this present study do not converge upon each other and do measure different constructs as intended. Convergent validity occurs at over .50 (Cardella et al., 2021). See Table 6.1 for the AVE scores for each measure.

6.5.2.2 Construct Validity. None of the subscales demonstrated strong internal soundness (Table 6.2). Breaking down construct validity further, these measures were reviewed for divergent and convergent validity.

6.5.2.3 Discriminant Validity. The measurement tools used in the questionnaire (SGSES, PEC, PCDS CQS) were tested for discriminant validity visually with Spearman's rho. All correlations showed divergence.

Table 6.2

Construct Validity of Subscales Using Spearman's Rho – Study Group

	ρ Range	Overall Level
Cultural Intelligence (CQS)	.02 to .54	Moderate
Self-Efficacy (SGSES)	.12 to .65	Moderate
Emotional Intelligence (PEC)	-.19 to .41	Low
Perceived Cultural Distance (PCDS)	-.04 to .56	Low

Note. Correlations low = .10 to .30; moderate = .30 to .50; good = greater than .70, *"Research methods in practice: Strategies for description and causation",* 2nd Ed., by D. K. Remler, Gregg G. Van Ryzin, (2015), Sage Publications.

Divergence was also tested using the Heterotrait and Monotrait Ratio in Table 6.3 (Cardella et al., 2021; Henseler et al., 2015). The primary variables and their facets were computed in Microsoft Excel from the scores recorded on the implied correlations matrices in AMOS output. All ratios were under .85 (Henseler et al., 2015) thus indicating no discriminant validity issues with the measures used. See Appendix L for full scores.

Table 6.3

Heterotrait / Monotrait Ratio for Discriminant Validity – Study Group

	Self-Efficacy (SGSES)	Emotional Intelligence (PEC)	Cultural Intelligence (CQS)	Perceived Cultural Distance (PCDS)
Self-Efficacy (SGSES)				
Emotional Intelligence (PEC)	.33			
Cultural Intelligence (CQS)	.22	.39		
Perceived Cultural Distance (PCDS)	.01	.05	.17	

Note. Discriminant validity issues occur at greater than .85.

6.5.2.4 Concurrent Validity. To test for this, all measures were compared against themselves in previous research; against the original authors of the measures; and against one other similar measure (given to a South African sample if possible). Results are discussed in Chapter 7 of this thesis.

The CQS developed by Earley and Ang (2003) has been researched for its applicability to a South African sample only twice (Da Silva, 2015; Mahembe & Engelbrecht, 2014) with both studies agreeing that the measure is valid, reliable and applicable to a diverse South African population (Table 6.4).

Table 6.4

Comparisons of 20-Item CQS with Other Studies – Study Group

	Present Study	Da Silva (2015)	Mahembe and Engelbrecht (2014)	Earley and Ang (2003)
Composite Reliability				
Total	.88	> .70	-	> .70
- Metacognition	.45	.80	-	.71
- Cognition	.79	.88	-	.85
- Behavioural	.52	.78	-	.83
- Motivation	.70	.78	-	.75
Cronbach's Alpha				
Total	.87	-	-	-
- Metacognition	-	.83	.79	.77
- Cognition	-	.90	.81	.84
- Behavioural	-	.84	.84	.84
- Motivation	-	.78	.83	.77
Dimension Analysis				
- Factors found	4	3	|4	4
- Type of Rotation	Varimax	Promax	Oblimin	CFA[a]
Correlation/Coefficients	.02–.54	-	.45–.71	.46–.66
Means[b] / Standard Deviation				
Total	5.1 / 1.4			4.3 / 0.9
- Metacognition	5.2 / 1.4	-	-	4.9 / 0.9
- Cognition	4.8 / 1.5	-	-	3.2 / 0.9
- Behavioural	4.8 / 1.6	-	-	4.2 / 1.1
- Motivation	5.5 / 1.3	-	-	4.7 / 0.9

Note. [a] Confirmatory factor analysis.
[b] Range 1 – 7.

Neither the PEC nor the short form PEC has ever, within the confines of the literary databases researched (mentioned in Chapter 2), been applied in a South African setting. Therefore, the results of the development of the short form PEC are detailed below in Table 6.5. The table sets out the results of the present study, and those obtained by Mikolajczak et al. (2014), as well as a study applied to immigrants in South Africa using the Wong and Law Emotional Intelligence Scale, or WLEIS (Fatoki, 2019), to examine the concurrent validity of the PEC. Finally, the findings of the authors of the original PEC results are also listed (Brasseur et al., 2013).

Table 6.5

Comparisons of 20-Item PEC with Other Studies [a] – Study Group

	Present Study[**] (PEC Short Form)	**Fatoki, 2019 (WLEIS)**	**Mikolajczak et al., 2014 (PEC Short Form)**	**Brasseur et al., 2013 (PEC)**
Composite Reliability				
Total	.65	-	-	-
Understanding Total	.38	-	-	-
- Understanding Others	-	-	.82	-
- Understanding Self	-	-	.86	-
Usage Total	.12	-		-
- Usage Others	-	-	.86	-
- Usage Self	-	-	.82	-
Identification Total	.44	-	-	-
- Identification Others	-	-	.83	-
- Identification Self	-	-	.82	-
Regulation Total	.29	-	-	-
- Regulation Others	-	-	.85	-
- Regulation Self	-	-	.68	-
Cronbach's Alpha				
Total	.59 (.65[b])	.81	-	.93
Dimensions (Range)	-	.76–.84	.57–.68	.72–.83
- Understanding Others	-	-	.57	.77
- Understanding Self	-	-	.67	.79
- Usage Others	-	-	.68	.81
- Usage Self	-	-	.57	.79
- Identification Others	-	-	.60	.83
- Identification Self	-	-	.57	.72
- Regulation Others	-	-	.64	.79
- Regulation Self	-	-	.68	.78
Dimension Analysis				
- Factors found	6[c]	-	10	10
- Type of Rotation	Varimax	-	CFA[d]	Oblimin
Correlations/Coefficients	-0.19–0.41			
Means[e] / Standard Deviation				
Total	3.7 / 1.1	3.7 / 1.0	-	3.4 / 0.8
Understanding Total	3.6 / 1.1	-	-	3.5 / 0.8
- Others	3.5 / 1.1	-	-	3.6 / 0.7
- Self	3.7 / 1.1	-	-	3.3 / 0.9
Usage Total	3.2 / 1.2	-	-	3.3 / 0.8
- Others	3.1 / 1.2	-	-	3.0 / 0.8
- Self	3.4 / 1.1	-	-	3.7 / 0.8
Identification Total	4.0 / 1.0	-	-	3.6 / 0.8
- Others	3.8 / 1.1	-	-	3.6 / 0.8
- Self	4.2 / 0.9	-	-	3.6 / 0.8
Regulation Total	4.0 / 1.0	-	-	3.1 / 0.8
- Others	4.0 / 1.0	-	-	3.4 / 0.7
- Self	-	-	-	2.9 / 0.9

Note. [a] Only 14 indicators were used in the study.

[b] Without the dimension of Usage.

[c] Either four or seven factors were expected as two dimensions were removed, and only two indicators. were used to measure regulation.

[d] Confirmatory factor analysis.

[e] Range 1 – 5.

The SGSES was given to South African chartered accountants by Nel and Boshoff (2016), the only study this researcher could find in the recent literature. Though this research was not conducted on immigrants or expatriates, the sample did represent the South African population well in ethnicity (Black, White/Caucasian, Coloured and Indian) and age (22–49 years). Also used to compare validity was a study by Imam (2007) and the original authors of the measure, Sherer et al. (1982; Table 6.6).

Table 6.6

Comparisons of 17-Item SGSES with Other Studies – Study Group

	Present Study	**Nel and Boshoff, 2016**	**Imam, 2007**	**Sherer et al., 1982**
Composite Reliability	.89	-	-	-
Cronbach's Alpha	.87	.87	.85	.86
Dimension Analysis				
- Factors found	3	1	3	1
- Type of Rotation	Varimax	Schmid-Leiman	Varimax	Unknown
Correlations/Coefficients	.12–.65	.37–.69	.23–.66	.39–.70
Means[a] / Standard Deviation	4.7 / 1.1	4.1 / 1.0	3.5 / -	-

Note. For the 17 items in the general scale.

[a] Range 1 – 6.

The PCDS was created for this research and has no other studies against which to compare. However, comparisons to the BPCDS (*Brief Perceived Cultural Distance Scale*), CSQ (*Culture Shock Questionnaire*) and CDQ (*Cultural Distance Questionnaire*) from which it was derived are shown below in Table 6.7 for concurrent validity.

Table 6.7

Comparisons of 12-Item PCDS with Other Studies – Study Group

	Present Study PCDS	Demes and Geeraert, 2014 BPCDS[a]	Mumford, 2000 CSQ[b]	Mumford and Babiker, 1998 CDQ[c]
Composite Reliability	.64	-	-	-
Cronbach's Alpha	.63, .64[d]	.85	-	.92
Dimension Analysis				
- Factors Found	6	1	-	10
- Type of Rotation	Varimax	Unknown	-	Unknown
Correlations/Coefficients	-.06–.50	all > .30	-	.20–.91
Means[f]/Standard Deviation				
Total	3.8 / 1.4	-	3.2 / 1.9[e]	1.5 / 1.1
- Climate	3.3 / 1.8	-	$F = 5.67$ $p < .01$	2.5 / 1.3
- Clothes	-	-	-	1.4 / 1.4
- Language	4.4 / 1.3	-	-	1.9 / 1.3
- Education	-	-	-	0.7 / 1.0
- Food	4.8 / 1.3	-	$F = 7.17$ $p < .01$	1.7 / 1.4
- Religion	-	-	-	1.8 / 1.4
- Material Comfort / Living Conditions	3.3 / 1.3	-	$F = 4.77$ $p < .01$	1.8 / 1.4
- Leisure / Social Norms	3.9 / 1.3	-	-	1.5 / 1.4
- Family Structure	3.4 / 1.5	-	-	0.9 / 0.9
- Courtship / Marriage	-	-	-	.7 / 1.1

Note. [a] Brief Perceived Cultural Distance Scale.

[b] Culture Shock Questionnaire.

[c] Cultural Distance Questionnaire.

[d] With 2 indicators removed.

[e] Score only given for the four South African foreign nationals included in the study.

[f] Range 1 – 6.

6.5.3 Dimension Analysis

Principal component analysis was conducted as an added gauge in SPSS to discriminate between measures and factors. A Kaiser-Meyer-Olkin measure of sampling adequacy was found to have a score of .82 ($X^2 = 8211.46$, $df = 1953$, $p = .00$) indicating that the data matrix would be a good candidate for the dimension analysis. Analysis on the subscales indicated varying degrees of correlation. Beginning with the SGSES, Table 6.8 shows the mixed component results that have

researchers debating whether the measure is unidimensional or in fact multi-dimensional (Imam, 2007; Nel & Boshoff, 2016).

While this research demonstrates three factors, there is scant documentation to use as a foundation to move forward and to consider using this measure as a multifactor tool. Moreover, the authors formulated the scale as one-dimensional (Sherer et al., 1982), and, therefore, this is how it will be used in the present study.

Table 6.8

Principal Component Analysis of Subscales – General Self-Efficacy (SGSES) – Study Group

	1	2	3
Self-Efficacy.2	.58		
Self-Efficacy.4	.44		
Self-Efficacy.5	.75		
Self-Efficacy.6	.67		
Self-Efficacy.7	.76		
Self-Efficacy.10	.74		
Self-Efficacy.11	.66		
Self-Efficacy.12	.67		
Self-Efficacy.14	.53		
Self-Efficacy.16	.76		
Self-Efficacy.17	.69		
Self-Efficacy.1		.67	
Self-Efficac.3		.39	
Self-Efficacy.8		.57	
Self-Efficacy.9		.74	
Self-Efficacy.13			.68
Self-Efficacy.15			.62
Rotation Total	5.71	1.94	1.72
% of Variance	9.07	3.07	2.74

Note. Rotation Method: Varimax with Kaiser Normalisation. Rotation Converged in 20 iterations. Extraction Method: Principal Component Analysis.

Table 6.9 shows that the CQS indeed does have four factors. However, they are not as clear-cut or concise as one might think. The motivation dimension loads together well, but the other factors are mixed.

Table 6.9

Principal Component Analysis of Subscales – Cultural Intelligence (CQS) – Study Group

	1	2	3	4
Metacognition.1	.55			
Cognition.3	.75			
Cognition.4	.71			
Cognition.5	.61			
Cognition.6	.57			
Motivation.5	.35			
Metacognition.4		.55		
Metacognition 2		.56		
Behaviour.1		.57		
Behaviour.2		.57		
Behaviour.3		.58		
Behaviour.4		.71		
Behaviour.5		.72		
Cognition.1		.70		
Cognition.2		.54		
Motivation.1			.72	
Motivation.2			.61	
Motivation.3			.64	
Motivation.4			.71	
Metacognition.3				.81
Rotation Total	3.71	3.40	2.64	1.25
% of Variance	5.89	5.39	4.20	1.98

Note. Rotation Method: Varimax with Kaiser Normalisation. Extraction Method: Principal Component Analysis. Rotation Converged in 20 iterations.

The loading structure on the PEC should be clearer. Studying Table 6.10, it is apparent that several factors are loading onto one other. These factors could account for low to moderate validity and reliability scores demonstrated in the present study that matched the moderate scores found by Brasseur et al. (2013).

Table 6.10

Principal Component Analysis of Subscales – Emotional Intelligence (PEC) – Study Group

	1	2	3	4	5	6
Identify.1	.76					
Understand.4	.56					
Usage.9	.64					
Identify.11		.48				
Identify.12		.71				
Understand.3		.59				
Understand.14			.74			
Regulate.17			.18			
Usage.10				.59		
Regulate.18					.38	
Understand.13					.47	
Usage.19						.76
Usage.20						.58
Rotation Total	1.98	1.82	1.78	1.68	1.50	1.50
% of Variance	3.14	2.88	2.82	2.67	2.38	2.38

Note. Rotation Method: Varimax with Kaiser Normalisation. Extraction Method: Principal Component Analysis. Rotation Converged in 20 iterations.

Dimension analysis of the PCDS was not productive, to say the least. Multicollinearity abounds, and while the scale was predicted to align with six factors,

which the observed scores demonstrate, the dimensions did not yield clear factors (Table 6.11).

Table 6.11

Principal Component Analysis of Subscales – Perceived Cultural Distance (PCDS) – Study Group

	1	2	3	4	5	6
Language.3	.62					
Soc. Norms.6	.67					
Liv. Cond.8	.65					
Food.10	.57					
Nat. Env.1		.82				
Nat. Env.2		.80				
Family.11		.32				
Food.9			.69			
Soc. Norms.5				.49		
Liv. Cond.7				.70		
Family.12					.65	
Language.4						.34
Rotation Total	2.18	1.96	1.68	1.49	1.27	1.22
% of Variance	3.46	3.10	2.67	2.36	2.01	1.94

Note. Rotation Method: Varimax with Kaiser Normalisation. Extraction Method: Principal Component Analysis. Rotation Converged in 20 iterations.

6.6 Additional Perceived Cultural Distance Scale Analysis

The PCDS was analysed individually as it was created for the present study. Additional scrutiny was placed on the scale as the alpha score of the pilot study was .70, which indicated an acceptable reliability rate to move forward with the present study. However, alpha scores for the present study were significantly lower, at .64. In fact, all reliability scores are lower in the study group (Table 6.1) than the pilot group (Table 5.1).

As reliability (α) was low on the PCDS, and SPSS would not compute McDonald's omega unless two indicators were removed, inter-item correlations were calculated using Spearman's Rho with bootstrapping, using 1,000 samples (Table 6.12). This process is recommended by researchers for a two-item correlation (Eisinga et al., 2013). All but one dimension showed significant, but low, correlations as indicated by the confidence intervals.

Table 6.12

Spearman's Rho for Perceived Cultural Distance Scale Inter Items – Study Group

			Natural Env.	Food	Living Cond.	Language	Social	Family
ρ			.56[a]	.19[a]	.06	.20[a]	.18[a]	.15[a]
Bootstrap[b]	Bias		< .01	< .01	< -.01	.00	.00	.00
	Std. Error		.05	.05	.05	.05	.05	.06
	95% Confidence	LL	.49	.09	-.05	.10	.08	.04
	Interval	UL	.64	.29	.16	.30	.29	.26

Note. Omega statistics were not possible as there were only 2 indicators per category.

[a] Correlation is significant at the .01 level (two-tailed).

[b] Bootstrap results are based on 1,000 bootstrap samples.

Additionally, computing Spearman's Rho for construct validity (Table 6.13) showed that correlations are much stronger on this subscale within the pilot group (Table 5.12), leading to questions regarding the scale, group comparisons and group perspective, and interpretation of indicators. These issues are discussed in Chapter 7.

Finally, confirmatory factor analysis for construct validity was computed using a standard single-factor model on the subscale. Standardised model data loadings showed all 12 dimensions under .70 and both instances demonstrated a lack of model fit (RMSEA = 0.11; CFI = .53; Byrne, 2016). RMSEA and CFI were chosen as the initial fit indices to scrutinise for good model fit. As they demonstrated poor model fit, no further analysis was undertaken, and no other scores are presented here.

Removing and re-coding the lower indicators (PCD.FOOD.10 and PCD.LIVINGCONDITIONS.7) made no change in model fit and did not raise internal consistency reliability scores significantly (α increased from .63 to .64 – still not above the threshold for reliability).

Table 6.13

Construct Validity for Perceived Cultural Distance Scale – Study Group

	NAT ENV.1	FOOD. 10	LIV COND.7	FOOD. 9	LANG .3	SOCIAL. 5	NAT ENV.2	FAMILY .12	LANG .4	SOCIAL. 6	LIV COND.8	FAMILY .11
NAT ENV.1	1	-.13**	.27**	.16**	.06	.03	**.56****	.25**	.00	.25**	.11*	.09*
FOOD.10	-.13**	1	-.03	**.19****	.18**	.12**	-.13**	-.04	.12**	.15**	.10*	.11*
LIV COND.7	.27**	-.03	1	-.04	.04	.17**	.24**	.07	-.05	.18**	**.06**	.13**
FOOD.9	.16**	**.19****	-.04	1	.14**	.13**	.13**	.14**	.23**	.32**	.22**	.09*
LANG.3	.06	.18**	.04	.14**	1	.26**	.08	.02	**.20****	.15**	.15**	.16**
SOCIAL.5	.03	.12**	.17**	.13**	.26**	1	.05	.18**	.18**	**.18****	.22**	.16**
NAT ENV.2	**.56****	-.13**	.24**	.13**	.08	.05	1	.14**	-.08*	.17**	.14**	.13**
FAMILY.12	.25**	-.04	.07	.14**	.02	.18**	.14**	1	.05	.21**	.14**	**.15****
LANG.4	.00	.12**	-.05	.23**	**.20****	.18**	-.08*	.05	1	.30**	.31**	.09*
SOCIAL.6	.25**	.15**	.12**	.32**	.15**	**.18****	.17**	.21**	.30**	1	.38**	.20**
LIV CON.8	.11*	.10*	**.06**	.22**	.15**	.22**	.14**	.14**	.31**	.38**	1	.14**
FAMILY.11	.09*	.11*	.13**	.10*	.16**	.16**	.13**	**.15****	.09*	.20**	.14**	1

Note. Correlation that is stronger than the paired dimension are shown in red. Paired indicator scores are in black and bold.

*.05, **.01 (one-tailed).

6.6.1 Confirmatory Factor Analysis

Original score factor loadings with maximum likelihood ranged from .01 to .06, and a re-specification to generalised least squares (Ejdys, 2018) did not improve the results of the calculations. Another option to use with Likert data is weighted least squares (WLS); however, AMOS v28 does not have a WLS estimator, therefore that process was not undertaken to improve scores (Byrne, 2016, Kline, 2016).

With generalised least squares, scores ranged from -.06 to .78, but that again did not provide an outcome of model fit. These changes also did not increase the score over the typically suggested .80 threshold required (Kline, 2016; Netemeyer et al., 2003).

Combining these analyses into a whole indicates that the PCDS lacked indicator reliability, validity and cohesiveness, even for a multi-dimensional measure (Goodboy

& Martin, 2020; Hancock & An, 2020). It is suggested that this measure should not be used in its current version in future research as there was no satisfactory predictive validity in the measure. However, the construct should be explored further in research as some categories did show a slight but significant impact on positive expatriate adaptation in self-reported means and the linear regression analysis (Table 6.26).

6.7 Analysis of Data Set

The assumption underlying this research is that the higher the levels of the ability-based constructs of SE, EQ and CQ within an expatriate, the more positively adapted the expatriate would be. Also, an inverse relationship between perceived cultural distance (PCD) and PIA is expected. Comparing the study's predicted and observed models demonstrates how well the research projections can be applied to South Africa's expatriate population.

6.7.1 Descriptive Statistical Analysis Summary

Of the 546 expatriates residing in South Africa who began the survey, only the 403 who completed the study were included in the analysis. The group (N = 403) comprises a slightly older group, with 60.6% reporting an age of 40 years and above. This well-educated (undergraduate and postgraduate degrees accounted for 56.6%) and middle-income (76.6%) sample included slightly more women than men, with an overwhelming origin from within African borders, most notably, Zimbabwe (44.7%).

All variables met the threshold for skewness except for time in host country, which is above ±1. The Kolmogorov-Smirnov test of normality was taken on the demographics (Table 6.14) and confirmed by the low scores (p < .001, df = 402) to demonstrate a lack of fit, therefore no other statistics were provided.

Table 6.14

Kolmogorov-Smirnov Test of Normality – Study Group

	Age	Gender	SES	Education	Support	Infra-structure	Time	HCN	Adjust
Statistic	.25	.36	.20	.21	.26	.27	.46	.21	.25

Note. Lilliefors Significance Correction. One individual chose not to complete the gender identification.

Table 6.15

Descriptive Statistic – Study Group

	Min.	Max.	*M* or *Mo*[a]	*SD*	Skewness (Std. Error = 0.12)	Kurtosis (Std. Error = 0.24)
Age	1	3	0[b]	0.9	0.31	-1.96
Gender	1	3	0.5[a]	0.5	-0.17	-1.98
Origin	-	-	-	-	-	-
SES	1	5	1.9[a]	1.2	0.18	-0.79
Education	1	5	3.6[a]	1.1	-0.27	-1.08
Support System	1	4	2.0[a]	0.8	-0.53	-0.27
Infrastructure	1	3	1.8[a]	0.8	0.40	-1.16
Time in Host Country	1	4	3.6[a]	0.8	-0.80	1.95
HCN Welcome	1	6	4.1	1.4	-0.70	-0.34
Adjustment Level	1	6	4.4	1.3	-0.82	0.00

Note. $N = 403$.

[a] Mode = Mo. M = Mean.

[b] Multiple modes exist between two age groups. The smallest value is shown.

6.7.1.1 Age. The first demographic collected from the sample was the age of the participant, comprising an equal split of 159 participants each between age groups 18+ to 39 and 40+ to 59 years of age (39.5% and 39.5%). Completing the group with the smallest percentage of 21.2% was the age group of 60+ years of age, comprising 85 participants (Table 6.16).

Table 6.16

Crosstabulation of Age w/Positive Intercultural Adaptation – Study Group

Age	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
18+ to 39	6	21	16	51	55	10	159
40+ to 59	3	16	9	34	61	36	159
60+	0	3	7	8	42	25	85
Total	**9**	**40**	**32**	**93**	**158**	**71**	**403**

Note. See Appendix P, Figure 1 for a histogram of these results.

Chi-Square was used in the crosstab comparison for categorical variables, and age was found to have a significant ($X^2 = 47.23$, $p < .001$, $\varphi_c = .24$) relationship with intercultural adaptation, as one can see in Table 6.16. Additionally, Lamba shows slight predictive significance ($\lambda = .07$, $t = 2.53$, $p = .01$).

In all age groups the majority of respondents self-reported that they felt well-adjusted to varying degrees within South Africa (Table 6.16). The largest group to

indicate otherwise was the youngest demographic of participants aged 18+ to 39. Reasons for this could include South Africa's high unemployment rate for youth or life stage dynamics such as mental maturity, physical energy, social and family aspects and pressures.

Future examination could include age with comparisons of life stage development, particularly Erik Erikson's eight stages of man (Stevens, 2008; Jarvis, 2010) in addition to correlations between age, SE, CQ, and EQ in the expatriate community.

6.7.1.2 Gender of Participants. The second demographic data item collected was the gender of the participant. A total of 184 participants identified themselves as male (45.7%) and 218 as female (54.1%). In this group, no one identified as non-binary, and one person chose not to answer the question (Table 6.17).

Table 6.17

Crosstabulation of Gender w/Positive Intercultural Adaptation – Study Group

Gender	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Male	4	24	19	36	74	27	184
Female	5	16	13	56	84	44	218
Non-Binary	0	0	0	0	0	0	0
Total	**9**	**40**	**32**	**92**	**158**	**71**	**402[a]**

Note. [a] One person abstained from identifying gender. See Appendix P, Figure 2 for a histogram of these results.

Females take the lead in PIA within this category although the variables of gender and positive intercultural adaptation were found to be independent of each other (X^2 = 9.08, φ_c = .15, p = .11). Prediction was not significant (λ = .03, p = .10, t = 1.66).

6.7.1.3 Home Country Origin. The origin, or home country, of each participant was asked next. Participants listed 57 different countries in total. As expected, the overwhelming majority of expatriates residing in South Africa came from neighbouring countries, most notably, Zimbabwe which reflects what McAuliffe and Khadria (2019), as well as Brown (2020) reported. Most of the participants were in

fact from this country, namely 180 participants, constituting 44.7% of all the respondents.

Expatriates or immigrants from other African countries totalled 58. However, 12 of those listed their home country as South Africa (Figure 6.1), which could have been a misunderstanding in the reading or response to the question. In the end, 238 participants were fellow Africans (59%).

The next highest group comprised individuals born in England and the other countries of the United Kingdom, at 45 (11.1%), even though this study only placed one advertisement targeting the expatriates of the United Kingdom. The United States of America followed with 35 participants (8.7%). The remaining countries, located in Europe, the Pacific Rim, Eastern and Western Asia, plus South and North America, comprise the remaining sample of 3.5% (Table 6.18). For a full country listing please see Appendix J.

Table 6.18

Crosstabulation of Origin w/Positive Intercultural Adaptation – Study Group

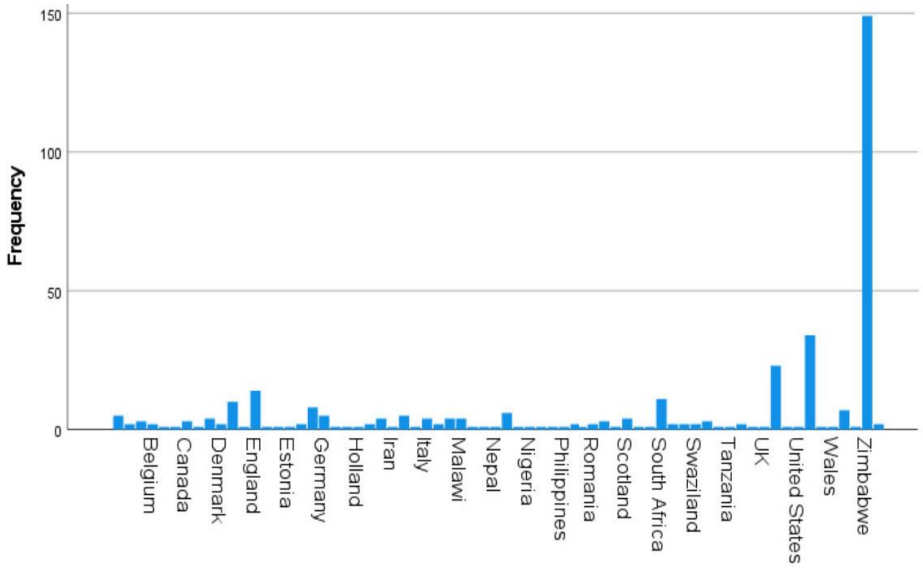
Origin	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Germany	0	0	0	1	1	3	5
Netherlands	0	0	0	1	5	0	6
Zambia	0	1	0	2	3	1	7
France	0	0	0	1	7	0	8
DRC	0	1	1	5	3	0	10
South Africa	0	3	2	0	5	2	12
USA	0	4	0	6	10	15	35
UK	0	0	2	6	22	16	45
Zimbabwe	8	21	22	47	65	17	180

Note. Only countries with more than 5 responses are listed.

Zimbabweans reported themselves as the least adjusted group, with indicated levels across the board while other countries had a left skewed distribution. This could be attributed to South Africa's notorious xenophobia. Future analysis with layered crosstabs or regression analysis placing this group with other variables – such as age – could bring more comprehension of the variables influencing the intercultural adjustment of immigrants in this country.

Figure 6.1

Frequency Distribution of Home Country Origin w/PIAdaptation – Study Group



Note. Study Questionnaire Question 3. What is Your Country of Origin? (Fill in). Not all countries are listed because of space constraints.

6.7.1.4 Socio-Economic Levels. The socio-economic (SES) status of the individual was collected in Question 4 (Table 6.19). Most participants (138) recorded belonging to a low to middle-class group (34.2%). A total of 105 participants listed their status as middle (26.1%), and 66 noted that they identified as being in the low-to-middle category (16.4%). The final two groups, high and middle-to-high, recorded 64 (15.9%) and 30 participants (7.4%) respectively.

As expected with any SES group, those on the lowest of the spectrum reported lesser adaptation than the middle class; however, unexpectedly, the highest SES of the demographics also showed a broader scope of adjustment levels. Studying this in combination with age or education levels could shed light on the underlying dynamics. Perhaps those with more life or education experience perceive their expatriate experience with a different global perspective, alternative value drives (such as Maslow's needs hierarchy), or they are just plain grumpy.

Table 6.19

Crosstabulation of SES Levels w/Positive Intercultural Adaptation – Study Group

SES	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Low	0	14	6	26	16	4	66
Low to Middle	4	8	11	27	64	24	138
Middle	1	5	4	19	49	27	105
Middle to High	0	2	1	3	11	13	30
High	4	11	10	18	18	3	64
Total	**9**	**40**	**32**	**93**	**158**	**71**	**403**

Note. See Appendix P, Figure 3 for a histogram of these results.

Socio-economic levels of the expatriate have been previously studied as secondary aspects or covariates (see Chapter 2); however, there has been no indication thus far of a significant relationship in the literature. The present study did find a significant association of ($X^2 = 80.91$, $\varphi_c = .22$, $p < .001$) making this a variable that should be examined with more scrutiny. This is supported by the crosstabulation in Table 6.19 and a significant beta coefficient ($t = 3.46$, $p < .001$) in the OLS regression analysis (Table 6.25). However, Lambda was not significant ($\lambda = .04$, $p = .12$, $t = 1.56$).

6.7.1.5 Education Levels. As shown in Table 6.20, expatriates in South Africa are quite an educated group, with nearly 78% having completed some tertiary education (77.9%). This includes 31% having an undergraduate degree ($n = 125$) and 25.6% who have completed a post graduate degree ($n = 103$); 86 participants have some tertiary schooling without a degree (21.3%), while 83 individuals have a high school or matriculant qualification (20.6%). A mere six of the contributors achieved only primary schooling (1.5%).

Education levels is another variable that is not positively associated with intercultural adaptation ($X^2 = 30.15$, $\varphi_c = .14$, $p = .07$). This is confirmed with the linear regression analysis (Table 6.25) and also demonstrated in the pilot group (Table 5.24). Lambda demonstrated no significance ($\lambda = .02$, $p = .32$, $t = 0.99$).

Table 6.20

Crosstabulation of Education Levels w/Positive Intercultural Adaptation – Study Group

Education	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Primary	0	1	1	1	2	1	6
High/Secondary	3	6	10	18	37	9	83
Some Tertiary	0	12	7	27	25	15	86
Undergrad	3	17	9	30	47	19	125
Postgrad	3	4	5	17	47	27	103
Total	**9**	**40**	**32**	**93**	**158**	**71**	**403**

Note. See Appendix P, Figure 4 for a histogram of these results.

6.7.1.6 Support System Levels. A total of 75% of the participants indicated that they experienced medium to high levels of support from friends, family and colleagues during their stay in South Africa (Table 6.21). These 302 participants were distributed as follows: 186 (46.2%) stated that they experienced low levels of support, and 116 (28.8%) that they received medium levels of support. Of those who felt that they were not really supported, 78 (19.4%) indicated no levels of support and finally, 23 indicated they felt high levels of support (5.7%).

Table 6.21

Crosstabulation of Support Levels w/Positive Intercultural Adaptation – Study Group

Support	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
None	3	21	9	23	19	3	78
Low	3	11	19	50	82	21	186
Medium	0	4	4	13	49	46	116
High	3	4	0	7	8	1	23
Total	**9**	**40**	**32**	**93**	**158**	**71**	**403**

Note. See Appendix P, Figure 5 for a histogram of these results.

Support levels have turned into one of the prominent variables in relation to positive intercultural adaptation found within this study. With a significant Chi-Square score ($X^2 = 80.91$, $p < .001$) and moderate Cramer's V correlation ($\varphi_c = .31$), support levels have shown to have a significant association with expatriate adaptation (Table 6.25) and will be explored further in the Hayes PROCESS models (Hayes, 2022) analysis of research Question 5 (see Appendix O and 6.8.2.1) and research

Question 8 (see Appendix O and 6.8.2.4). As expected, Lambda was significant (λ = .08, p = .001, t = 3.26).

6.7.1.7 Infrastructure. As expected, the distributions between this question mirrored the distribution of origin countries (Question 3). The highest percentage of participants (n = 171, 42.4%) moved from a lower to a higher developed county (further analysis will tell us if this includes Zimbabwe, the country with the highest percentage of expatriates in South Africa, and whether these individuals were looking for better opportunities), and the second-highest distribution moved from a higher developed to a lower developed country with 152 respondents (37.7%; Table 6.22).

This could reflect the second and third-highest percentages of individuals from the United Kingdom and the USA. Finally, 80 participants reported that their move was lateral (19.9%).

Table 6.22

Crosstabulation of Infrastructure Levels w/Positive Intercultural Adaptation – Study Group

Infrastructure *(Moved from)*	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Lower to Higher	7	25	17	51	60	11	171
Higher to Lower	2	8	7	26	65	44	152
Lateral Move	0	7	8	16	33	16	80
Total	**9**	**40**	**32**	**93**	**158**	**71**	**403**

Note. See Appendix P, Figure 6 for a histogram of these results.

Crosstabulation indicates that the relationship between infrastructure levels and positive intercultural adaptation is positive (X^2 = 46.51, φ_c = .24, p < .001; λ = .08, p = .004, t = 2.86), although there is no correlation shown in the OLS regression model (Table 6.25). Literature suggests that this variable encompasses too wide a reach (economic, language, resources and culture barriers) to identify specific reasons for the correlation and facets should be broken down further to study adequately.

6.7.1.8 Time Spent in Host Country. As observed, most expatriates (76.2%) have spent more than five years living in South Africa (Table 6.23). This surprising number

of individuals, 307, contrasts with the other categories of the query. Fourteen individuals reported staying in South Africa for less than one year (3.5%). A further 46 individuals noted their stay at one to three years (11.4%), and three-plus to five years was indicated by 36 respondents (8.9%).

Table 6.23

Crosstabulation of Time w/Positive Intercultural Adaptation – Study Group

Time	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
< 1 Year	1	1	1	5	5	1	14
1+ to 3 Years	1	7	1	15	15	7	46
3+ to 5 Years	1	3	4	7	17	4	36
5+ Years	6	29	26	66	121	59	307
Total	**9**	**40**	**32**	**93**	**158**	**71**	**403**

Note. See Appendix P, Figure 7 for a histogram of these results.

Surprisingly, this variable did not show significant association ($X^2 = 12.54$, $\varphi_c = .10$, $p = .64$) with the outcome variable of positive intercultural adaptation in the present study sample, seemingly in defiance of all previous literature. Previous correlational research (see 2.7.7) suggests that combining time spent overseas with mastery of cultural intelligence leads to positive adaptation. A quick post hoc investigation of this showed a significant relationship ($X^2 = 474.17$, $\lambda = .93$, $p = .00$) between time spent and positive intercultural adaptation, and a positive lambda ($\lambda = .27$, $p < .001$) when *time spent* was the *dependant* variable in this study group.

6.7.1.9 HCN Welcome. Most participants described their reception by host country nationals positively, with 297 describing their experience as a welcoming one (Table 6.24). It was found that 130 individuals *Agreed* with the statement given in Question 9 (32.3%), 108 *Slightly Agreed* with the statement (26.8%), and 59 respondents *Strongly Agreed* they felt welcome (14.6%). Of those not feeling welcomed in their host country, 39 noted they *Disagreed* with the statement (9.7%), 38 *Slightly Disagreed* (9.4%), and a further 29 *Strongly Disagreed* (7.2%), thus indicating that the locals did not make them feel welcome at all.

Table 6.24

Crosstabulation of Welcome Levels of Host Country Nationals (HCN) w/Positive Intercultural Adaptation – Study Group

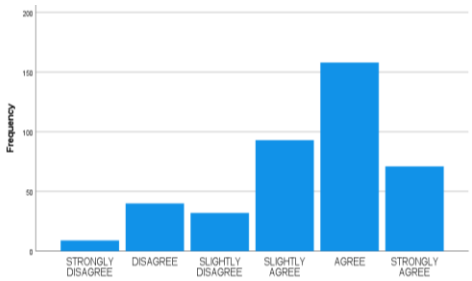
HCN	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Total
Strongly Disagree *(I Do Not Feel Welcome)*	6	11	1	8	1	2	29
Disagree *(I Do Not Feel Welcome)*	1	15	6	10	5	2	39
Slightly Disagree *(I Do Not Feel Welcome)*	0	5	12	7	13	1	38
Slightly Agree *(I Feel Welcome)*	1	7	7	47	36	10	108
Agree *(I Feel Welcome)*	1	2	4	18	87	18	130
Strongly Agree *(I Feel Welcome)*	0	0	2	3	16	38	59
Total	**9**	**40**	**32**	**93**	**158**	**71**	**403**

Note. See Appendix P, Figure 8 for a histogram of these results.

This crosstabulation used the Gamma measure of association to examine the relationship between these two Likert variables. The welcoming attitude of host country nationals (HCNs) consistently showed the highest correlation (ß = .66, t = 14.66, p = .00) to adaptation of all the observed control variables in this study. Results indicate that this significant relationship between it and adaptation is important for expatriates and this aspect is explored further in research questions 5, 8, 9, 10 and 11.

6.7.1.10 Adjustment Levels of Participants. A total of 158 participants (39.2%) selected the *Agree* response to the query of whether they felt positively adjusted within their expatriate environment (Figure 6.2). A further 93 (23.1%) respondents chose *Slightly Agree* to the statement, and 71 (17.6%) chose *Strongly Agree.* Of the individuals feeling less adjusted, 40 (9.9%) *Disagreed* with the query, 32 *Slightly Disagreed*, and only 9 (2.2%) individuals *Strongly Disagreed*.

Figure 6.2
Frequency Distribution of Adaptation Levels – Study Group



Note. Study Questionnaire Question 10. I feel well-adjusted as an expatriate.

6.7.2 Frequencies of Subscales

Justifying the use of means and regression for Likert data has already been discussed in chapters four and five; however, taking this further and citing Likert's original writings are Carifio and Perla (2007) who state, regarding using a five- or seven-point Likert scale, that:

> it is perfectly acceptable and correct to analyze the results at the (measurement) scale level using parametric analyses techniques such as the F-Ratio or the Pearson correlation coefficients or its extensions … and the results of these analyses should and will be interpretable as well.

Pasta (2009) states that one should usually treat Likert variables as continuous. Williams agrees, iterating that the "greater parsimony that results from doing so may offset any disadvantages that result" (2020, p. 2). Moreover, Harwell and Gatti (2001) say latent variables are characteristically certain to be intervals in the social sciences. Therefore, as the measures used meet the standards discussed, means and regression analysis are undertaken below.

6.7.2.1 Means. The means are representative of the samples' self-reported connection with the individual indicators and the constructs on the questionnaire. This is included as supporting analysis for the groups at a macro level (the constructs

themselves) and for the micro analysis of the indicators within the subscales. All scores can be found in Appendix N.

The PCDS showed a mean of 3.8 out of a possible 6 (64%) with food (4.8) and language (4.4) scoring the highest means of all categories, while the CQS again scored the highest means of all scales with a mean of 5.1 out of a possible 7 (73%) and an average scale score of 101.4 out of a possible 140 (73%). Similar to the pilot group (Appendix O) the top scoring dimensions were metacognition (5.2) and motivation (5.5).

The SGSES scored a mean of 4.7 out of a possible 6 (79%) with an average scale score of 80.17 out of a possible 102 (again, 79%) indicating high levels of self-efficacy within this group. Indicators GE15 (5.2) and GE16 (5.1) were the two highest scoring means of the scale.

Finally, the PEC scored a mean of 3.7 out of a possible 5 (73%) with an average scale score of 51.32 out of a possible 70 (73%).

Important highlights from Appendix N are discussed in Chapter 7, and comparisons with the pilot group are shown later in this chapter (Group Tests, see section 6.9).

6.7.3 Regression Analysis

Regression analysis allows one to further scrutinise the low correlations in the Spearman's Rho Tables 6.2, 6.12 and 6.13. Regression also identifies variables who have high correlations with PIA, thus suggesting these variables can be used as covariates in MMPCA. The dependent variable in all regression analysis is *positive intercultural adaptation,* and this was rescaled to be an interval variable for analysis.

6.7.3.1 Assumptions for Study Group Sample.

- **Normality.** The histogram below shows a somewhat, but not exact, normal sample. However, in social sciences one almost never has a normal distributed sample, and these figures (Figures 6.3 and 6.4) show an adequate level to meet

the assumptions levels according to prominent researchers (Hayes, 2022). Furthermore, in light of the Central Limit Theorem it can be assumed that the sampling distribution will approximate a normal distribution because the sample is quite large (Pagano, 2010, p. 296).

- **Independence.** In the research a cross-sectional sampling approach was used, and this assumption can be assumed to be met. The respondents completed the questionnaire independently of one another, and their responses therefore reflect their own independent observations.
- **Multicollinearity** is small or non-existent. The variation inflation factor (VIF) values for this sample are under 10, averaging 1.97 (Appendix S), indicating the assumption is met.
- **Homoscedasticity**. Similar to the pilot group, the parallel lines representing the Likert responses from *Strongly Disagree* through to *Strongly Agree* are prominently indicated (Figure 6.5).

Figure 6.3

Normality of Study Group – Histogram

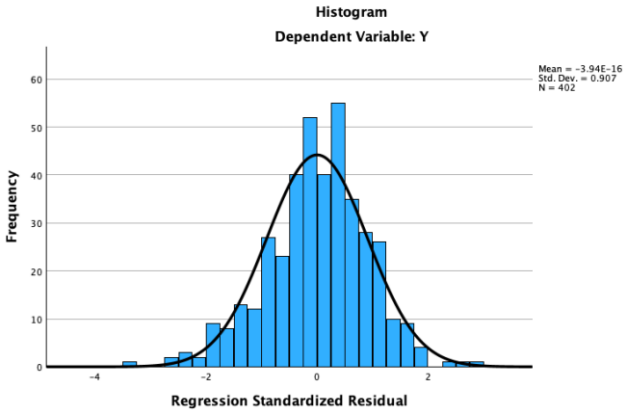


Figure 6.4*Normality of Study Group – Scatterplot*

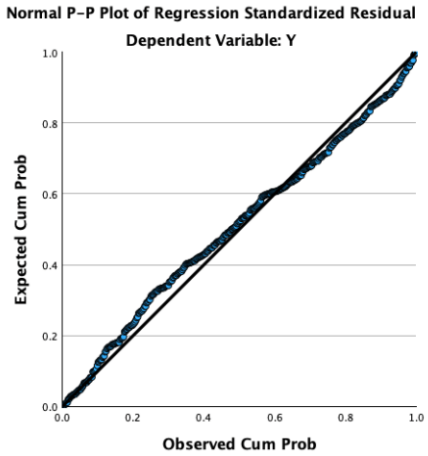
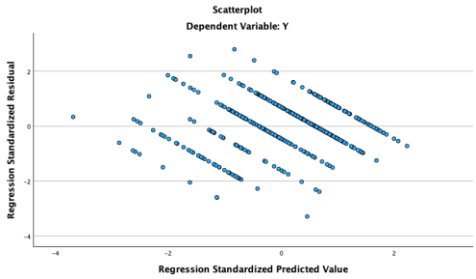


Figure 6.5

Heteroscedasticity of Study Group – Scatterplot



6.7.3.2 Linear Regression – Descriptive Variables. These variables combined account for 46% of the shared variation in the level of adjustment for the participants of this survey (Table 6.25).

Table 6.25

Ordinary Least Squares (OLS) Multiple Linear Regression of Descriptive Variables – Study Group

	ß	Std. Error	Adjusted R^2	F (8, 393)	t-value	p-value
Age	.12	0.07	.46	43.79	1.61	.11
Gender	.10	0.10	.46	43.79	1.04	.30
SES	**.17**	**0.05**	**.46**	**43.79**	**3.46**	**< .001**
Education	-.05	0.05	.46	43.79	-0.94	.35
Support System	**.25**	**0.06**	**.46**	**43.79**	**4.04**	**< .001**
Infrastructure	-.02	0.07	.46	43.79	-0.29	.78
Time in Host Country	**.17**	**0.06**	**.46**	**43.79**	**2.67**	**.01**
Host Country National	**.46**	**0.04**	**.46**	**43.79**	**12.75**	**< .001**

Note. Unstandardised. Scores in bold are statistically significant.

6.7.3.3 Linear Regression – Subscales. These independent variables all showed significant, but surprisingly low coefficients. Further comparative analysis between this regression and mediation, moderation and conditional process analysis will give a more comprehensive representation to the effects of these variables on positive intercultural adaptation (Table 6.26).

Table 6.26

Ordinary Least Squares Multiple Linear Regression Analysis of the Subscales – Study Group

	ß	Adjusted R^2	*t*-value	*p*-value
Perceived Cultural	**.03**	**.11**	**2.88**	**.004**
- Nat. Environ.	.00		-0.06	.95
- Food	**.14**		**2.28**	**.02**
- Living Cond.	.07		1.13	.26
- Language	**.16**		**2.48**	**.01**
- Social	**.20**		**2.82**	**.01**
- Family	**.18**		**3.50**	**< .001**
Self-Efficacy	**.01**	**.08**	**2.04**	**.04**
Cultural Intelligence	**.01**	**.05**	**2.87**	**.004**
- Metacognition	**.10**		**2.13**	**.03**
- Cognition	.06		1.27	.21
- Behaviour	.02		0.55	.59
- Motivation	**.11**		**2.25**	**.03**
Emotional Intelligence	**.14**	**.04**	**3.14**	**.002**
- Identification – Self	**-.14**		**-2.34**	**.02**
- Identification - Others	**-.22**		**-2.96**	**.003**
- Understanding – Self	**-.21**		**-2.60**	**.01**
- Understanding – Others	.01		0.22	.82
- Usage – Self	**-.21**		**-2.63**	**.01**
- Usage – Others	.01		0.22	.83
- Regulation	-.13		-1.84	.07

Note. Unstandardised. $F_{PCD}(7, 395) = 77.83$; $F_{CQ}(5, 397) = 56.03$; $F_{EQ}(8, 394) = 78.56$; $F_{SELFECY}(1, 401) = 41.79$. $\sigma_{PDC} = 0.04–0.06$; $\sigma_{CQ} = 0.04–0.07$; $\sigma_{EQ} = 0.05–0.09$; $\sigma_{SELFECY} = 0.01$. Scores in bold are significant.

6.8 Research Questions

6.8.1 Correlation and Multiple Regression Analysis

Research questions 1 through 4 were answered with means, correlation, and OLS analysis before moving on to research questions 5 through 11 which applied the

Hayes PROCESS models for MMCDP analysis. The dependent variable in all research questions is *positive intercultural adaptation,* which has been rescaled to interval for this analysis. Please note that as the PROCESS regression-based computational tool and model templates specified in Hayes (2022) are used with the SPSS macro in the analyses below, additional fit indices are not provided.

6.8.1.1 Research Question 1. *Is there a positive relationship between self-efficacy and intercultural adaptation?*

Beginning with the means and scale scores, the results indicate a high association between the two variables, with the mean of SE at 4.7 out of a possible 6 (78.7%) and an average scale score of 80.17 out of a maximum 102 (78.6%) (see Appendix N).

Spearman's Rho correlations ranged from .12 to .65 and in total (ρ = .14, p = .003) was significant. Also, in OLS analysis (Table 6.26), measuring a small but significant effect, SE has also shown to have an effect size of .01 (p = .04, t = 2.04).

As Spearmans' Rho and OLS have different normality assumptions (parametric versus nonparametric), the multiple supporting data above show that, indeed, SE does have a positive association with, and effect on, positive intercultural adaptation.

Therefore, research Question one is supported.

6.8.1.2 Research Question 2. *Is there a positive relationship between self-efficacy and cultural intelligence?*

Again the results are considered in stages, from simple analysis to more complex analysis. Participants scored a mean of 5.1 out of a maximum of 7 (72.4%) and demonstrated an average scale score of 101.40 out of 140 (also, 72.4%, Appendix N).

Spearman's Rho indicated small but significant correlations in all CQ dimensions except for behaviour (ρ = .04, p = .38) with results as follows: ρ_{cog} = .15, p = .003; ρ_{meta} = .16, p = .002; ρ_{mot} = .22, p < .001.

Regression analysis also produced significant results between the two variables. A low to moderate effect (ß = 0.01 with a standard error of 0.70, $F(5, 397) = 56.03$, t score of 2.87 and a p-value of .004) was reported. This represents a total adjusted R^2 of 5.4% change in the variance of CQ because of SE.

This indicates that research Question two is also supported.

6.8.1.3 Research Question 3. *Is there a positive relationship between self-efficacy and emotional intelligence?*

Emotional intelligence had a mean score of 3.7 out of a possible 5 (73.4%) and an average scale score of 51.32 out of a maximum 70 (73.3%) – the lowest scale score of ability-based variables in the group (Appendix N). However, further into this chapter, it will emerge that EQ, rather than CQ (some would say a more obvious choice), has a higher effect on the outcome variable of positive intercultural adaptation.

Correlations also support the association, with a moderate and significant Rho of .24 ($p < .001$), the largest of the leading independent variables thus far. Self-efficacy influenced the dimensions of understanding others ($\rho = .24$, $p < .001$) and usage of others ($\rho = .25$, $p < .001$) the most.

Regression analysis shows that SE causes a 3.6% change in EQ and an effect (ß = .14, $p = .002$, $t = 3.14$) over a 95% confidence interval [0.11, 0.22].

Thus, research Question three is supported.

6.8.1.4 Research Question 4. *Is there a significant relationship between perceived cultural distance and intercultural adaptation?*

The participants' mean on this measure was 3.8 out of a possible 6 (63.8%) and the average scale score was 45.93 out of a maximum 72 (55.6%; Appendix N). This is attributed to construct validity as depicted earlier (Table 6.2).

Still, the measurement correlations and regression will be indicated here. A significant (< .001) positive correlation was found (ρ = .16) with an adjusted R^2 = .11. The beta coefficient was .03, and the *t*-value = 2.88 (p = .004).

These are significant relationships; therefore, research Question four is supported.

6.8.2 Mediation and Moderation

Before mediation and moderation with interaction were undertaken, an F Test Power analysis for linear regression was conducted in SPSS to confirm that the sample size was adequate to complete the study. The results indicated that 170 participants would demonstrate adequate power (.80) with 78 predictors, an effect of .30 and a significance value of .05. The sample size of the study group was N = 403. With the sample size requirement being met, analysis using the Hayes PROCESS models began.

6.8.2.1 Research Question 5. *Does emotional intelligence mediate the relationship between self-efficacy and intercultural adaptation?*

To differentiate from parallel mediation (research Question 6), the covariates of HCNs, age and level of support were added to this analysis (Figure 6.6). Additionally, EQ and CQ were used as alternating variables.

This question aimed to determine whether expatriates can adjust better in a cross-cultural environment when emotional or cultural intelligence comes into play. Emotional intelligence was inserted into the equations as a mediator to discover the answer. Additionally, analysis will tell us if additional covariates account for any variance in the consequent variable.

The path analysis model (Figure 6.6) with observed variables indicates the indirect (a) paths of SE and HCNs account for 71% of the variance in positive intercultural adaptation (Appendix P, Table 1). The antecedent variable – SE – positively predicted

CQ. Additionally, the covariate HCN has a large, positive effect on CQ, with the covariate of *age* having the largest, albeit negative, significant effect on the mediator (supported by the crosstab analysis in Table 6.16 which demonstrated that the younger the expatriate is, the more unsettled they feel).

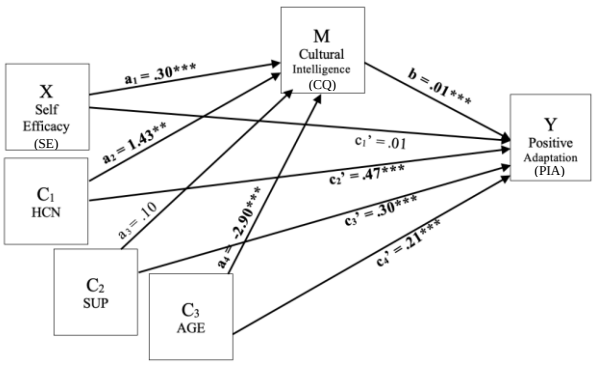
All (b) indirect and (c') paths from the mediator and covariates significantly affect PIA. The (b) indirect path is significant, as are the total paths from all antecedent variables to Y.

Ultimately, CQ does have a minor, significant mediating effect. This means that two cases that differ by one unit on SE will vary by .01 on PIA via SE's impact on CQ. Therefore, research Question 5 is supported, and mediation did occur. In applicability, this means that the expatriate employees can be expected to function better in cross-cultural situations if they have higher levels of CQ. This supports the findings in this regard that were mentioned in the literature review (Earley & Mosakowski, 2004; Lorenz et al., 2018; Van Dyne et al., 2008; Wang et al., 2019).

However, one must address the covariates' indirect (a) path. Host country nationals and age have large, significant effects on the mediator. For example, with HCNs, for every two cases that differ by one unit on SE, they are expected to differ on CQ by 1.43 (Appendix P, Table 1). That is quite a significant effect and demonstrates the importance of local welcoming attitudes in PIA.

Figure 6.6

Hayes Model 4 Statistical Diagram w/Cultural Intelligence – Study Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 5. See Figure 3.14 for the conceptual model equivalent. See Appendix O, Figure 9 for diagram of pilot group. See Appendix P, Table 1 for numerical output. Significant scores are in bold.
*< .05; **< .01; ***< .001.

Does EQ function the same way? In simple mediation, results show that while the (a) path from SE to CQ (Figure 6.6; $ß_{SE \rightarrow CQ} = .30$) is significant, EQ performs best (Figure 6.7) in the (b) indirect path mediation between SE and PIA ($ß_{EQ \rightarrow PIA} = .02$). Additionally, in Figure 6.7, the covariate of *support* plays a central role in the (a) path with the highest effect on the mediator (partially accounting for 46% of the shared variance in positive intercultural adaptation (Appendix P, Table 2), while in Figure 6.6, it shows the least effect of all variables. This model examining EQ indicates that knowing how to deal with stress and conflict could be more essential than being culturally adept in the workplace.

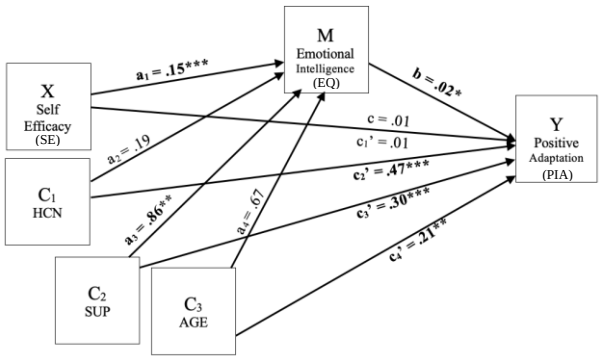
Also in this model, SE also supported EQ, but to a lower degree than in Figure 6.6, when CQ was the mediator. However, EQ had a more substantial effect on the consequent variable. In this case, expatriate employees are not assisted as much by their belief in themselves as by their EQ when it comes to navigating circumstances and ultimately achieving PIA.

Consistent with the first model (Figure 6.6), confidence intervals of the indirect effect (c – c') indicates an absence of zero (Appendix P, Tables 1–2), confirming that mediation did take place. Consequently, research Question 5, with EQ as a mediator,

is supported.

Figure 6.7

Hayes Model 4 Statistical Diagram w/Emotional Intelligence – Study Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 5. See Figure 3.14 for the conceptual model equivalent. See Appendix O, Figure 10 for diagram of pilot group. See Appendix P, Table 2 for numerical output. Significant scores are in bold.
*< .05; **< .01; ***< .001.

One can explore the effects of a single mediator in simple mediation analysis. However, in studies that showcase severable variables, a single mediator might not be the only mechanism linking the antecedent and consequent variables. With a single test measuring the effects of both mediators simultaneously, one can account for any relationship between them without having one mediator influence the other (Hayes, 2022).

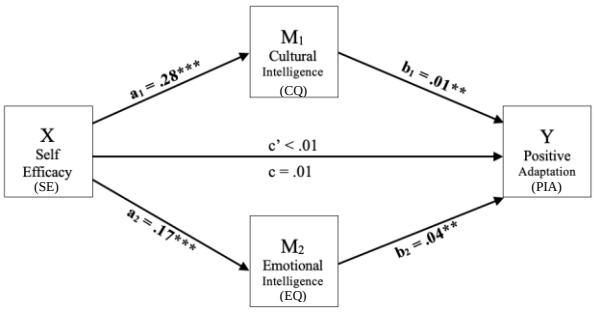
6.8.2.2 Research Question 6. *Do cultural and emotional intelligence in parallel mediate the relationship from self-efficacy to intercultural adaptation?*

This research question addressed the parallel mediating roles of CQ and EQ on the relationship between SE and PIA. Model 4 examines parallel mediators without any overlap or interference among mediators to the relationship between the antecedent and consequent variables. There was also full mediation with the same supporting dynamics and analysis perimeters in this instance. However, there are slight differences in the results of each mediator when computed simultaneously.

In Figure 6.8, SE has a slightly stronger relationship with EQ ($ß_{SE \rightarrow EQ} = .17$) compared to simple mediator models above (Figure 6.7; $ß_{SE \rightarrow EQ} = .15$) and a weaker relationship with CQ ($ß_{SE \rightarrow CQ} = .28$) than in simple mediation (Figure 6.6; $ß_{SE \rightarrow CQ} = .30$). The (b) path of EQ also shows a difference (Figure 6.7, $ß_{EQ \rightarrow PIA} = .02$; Figure 6.8, $ß_{EQ \rightarrow PIA} = .04$). This could indicate that EQ has a more moderating effect on the outcome, or collinearity with CQ is indicated more clearly. Ultimately, research Question 6 is supported, and the results of further analysis below could explain the contrast between the simple and parallel results for emotional intelligence.

Figure 6.8

Hayes Model 4: Statistical Diagram, Parallel Mediation – Study Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 6. See Figure 3.15 for the conceptual model equivalent. See Appendix O, Figure 11 for diagram of pilot group. See Appendix P, Table 3 for numerical output. Significant scores are in bold.
*< .05; **< .01; ***< .001.

6.8.2.3 Research Question 7. *Will the serial mediating effects of cultural and emotional intelligence influence the outcome of intercultural adaptation?*

Serial mediation was used as another analysis perspective, putting two mediators in sequence to establish an augmenting effect of one on the next. In this study, only two mediators were scrutinised with this technique. Figure 6.9 represents the path of research Question 7.

The aim of this question was to confirm that EQ or CQ influence one another when

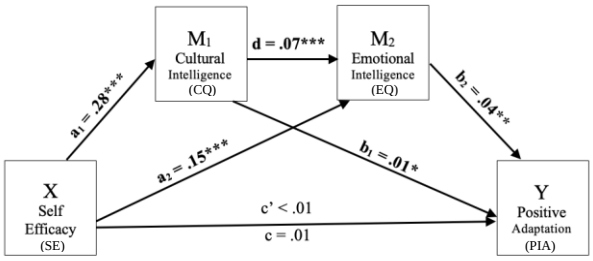
placed in a path. The outcomes of this mediation could be a more well-adjusted and well-rounded expatriate, effective in navigating demands and more inclined to finish an expatriate assignment successfully.

In this model (Figure 6.9), cultural intelligence had a low but significant mediating effect on EQ (ß = .07), confirming that an expatriate would first use their CQ to assess a situation and then apply their mastery of EQ regarding *others* to achieve a positive outcome.

A serial mediation took place as all indirect paths were significant (p = .002 to .000, t values greater than 1.96; Appendix P, Table 4). Therefore, research Question 7, with CQ as the lead mediator, is supported.

Figure 6.9

Hayes Model 6: Statistical Diagram Serial Mediation Model, CQ to EQ – Study Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 7. See Figure 3.16 for the conceptual model equivalent. See Appendix O, Figure 12 for diagram of pilot group. See Appendix P, Table 4 for numerical output. Significant scores are in bold.
*< .05; **< .01; ***< .001.

Turning the tables, EQ takes the lead in the serial mediation below (Figure 6.10). This model demonstrates a larger serial effect of EQ on CQ than the previous model (Figure 6.9), supporting the results of research Question 3 that revealed the more robust strength of EQ over CQ.

Indirect (a) paths accounted for 7.4% of the shared variance in the consequent

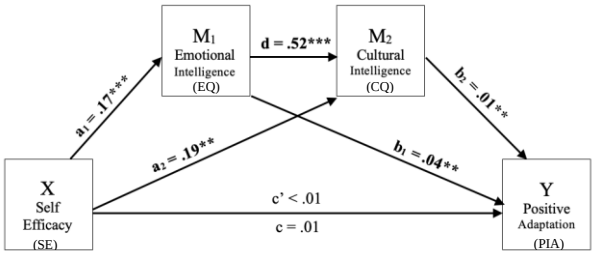
variable, and the (b) indirect path accounted for 6.3%, according to the R^2 score. Probability values ranged from .000 to .008 in the (a) and (b) paths, with significant *t* values ranging from 2.68 to 6.38 (Appendix P, Table 5). Not all of the direct paths were significant, which is acceptable as the argument is mediation, not direct effects.

In this instance, the indirect path of SE to adaptation via the mediator of CQ was not significant as indicated by the confidence interval straddling zero (Appendix P, Table 5). Yet, the path via EQ and the path including both of the intelligence variables were both significant. Therefore, research Question 7, with EQ as the first mediator influencing the second mediator, CQ, is supported.

This finding demonstrates again the importance of EQ in the expatriate community. If one has high EQ, that skill could possibly mediate and mitigate a deficit in CQ. Implications in practical scenarios include screening or training future expatriates in EQ skills.

Figure 6.10

Hayes Model 6: Statistical Diagram Serial Mediation Model, EQ to CQ – Study Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 7. See Figure 3.16 for the conceptual model equivalent. See Appendix O, Figure 13 for diagram of pilot group. See Appendix P, Table 5 for numerical output. Significant scores are in bold.
*< .05; **< .01; ***< .001.

6.8.2.4 Research Question 8. *Does the host country nationals' attitude towards the expatriate moderate the effect of self-efficacy on intercultural adaptation?*

This question was aimed at finding out how HCNs attitude towards the expatriate as a moderator affects the relationship between SE and PIA. Is the adaptation process affected by whether they feel welcome in their host country?

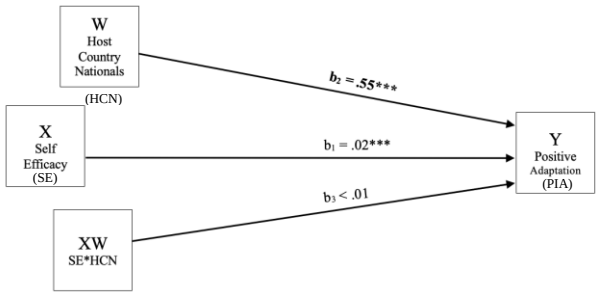
While SE was not conditional upon HCNs for variations in intercultural adaptation, both of those variables did demonstrate a partial effect. Forty percent of the shared variation in PIA (R^2) was attributed to unconditional effects of the HCN attitudes and SE (Appendix P, Table 6). Summarising the conditional effects of the (a) path, one can see that participants who felt an average or high level of welcoming by the host country nationals self-reported higher adaptation levels than their counterparts who experienced low levels of welcoming attitude by the local population.

However, the interaction did not produce a significant R^2 change (ß < .01, p = .61). Re-parameterising the analysis took place with the following adjustments: without mean-centring; by looking for a conditional effect of one standard deviation up and down versus the 16^{th}, 50^{th} and 84^{th} percentiles; and by reviewing standardised versus unstandardised results. However, none of these modifications changed the levels of significance.

Figure 6.11 shows that there is an association between HCNs and PIA, but not through moderation (Appendix P, Table 6, Figure 9). Also, there was a direct unconditional effect from SE to PIA, but it was not moderated. Therefore, research Question 8 with HCNs as the moderator was not supported.

Figure 6.11

Hayes Model 1: Statistical Diagram, Host Country Nationals – Study Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 8. See Figure 3.17 for the conceptual model equivalent. See Appendix O, Figure 15 for diagram of pilot group. See Appendix P, Table 6 for numerical output See Appendix P, Figure 9 for interaction slope. Significant scores are in bold.

*< .05; **< .01; ***< .001.

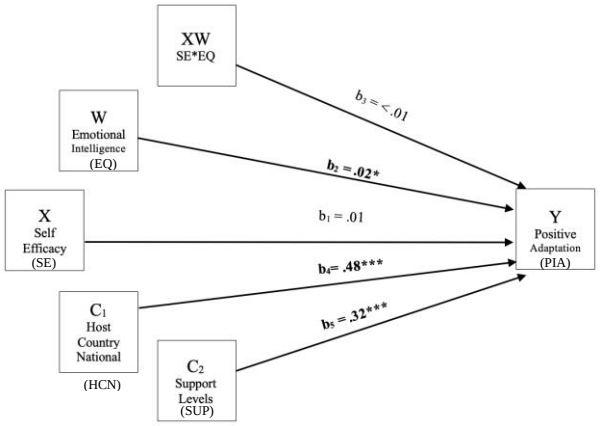
Post hoc analysis (Figure 6.12) was performed on the same model with EQ – another variable shown to influence the consequent variable.

There was no significant effect from SE to PIA to moderate and the output analysis confirms that there are no significant interaction effects (Appendix P, Figure 10).

There were significant effects on the consequent variable via the moderator EQ (ß = .02, p = .03) and both covariates ($ß_{HCN}$ = .48 and $ß_{SUP}$ = .32 with both p = .00); however, it can be seen in Appendix P, Table 7 that the overall moderation model did not have a significant R^2 change at < .01, p = .41. Therefore, no significant moderation or unconditional effect from SE took place, and research Question 8, with EQ as the moderator, was not supported.

Figure 6.12

Hayes Model 1: Statistical Diagram, Emotional Intelligence – Study Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 8. See Figure 3.17 for the conceptual model equivalent. See Appendix O, Figure 17 for diagram of pilot group. See Appendix P, Table 7 for numerical output. See Appendix P, Figure 10 for interaction slope. Significant scores are in bold.

*< .05; **< .01; ***< .001.

6.8.2.5 Research Question 9. *Is the moderator of perceived cultural distance itself moderated by other variables?*

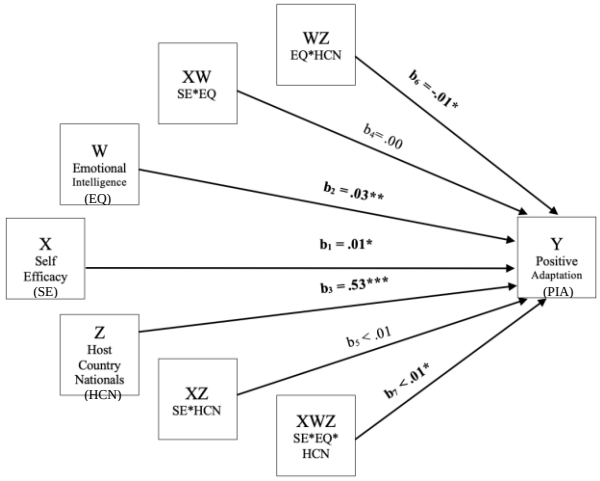
One can isolate groups that may affect the moderator variable using the moderated moderation technique. The original research question posited that the moderator of PCD would interact between the antecedent and consequent variables. As the initial analysis showed validity challenges with the PCDS, this researcher chose to replace that variable with the HCNs welcoming attitude variable, which showed a high correlation with PIA.

Results indicate that this three-way moderation is significant. All direct effects are significant (Figure 6.13), with *p* values under .05 including a robust, positive effect on adaptation from HCNs (ß = .53). One of the products of interaction is significant indicating a positive effect ($ß_{SE*EQ*HCN}$ = < .01, *p* = .04; Appendix P, Table 8, Figure 11). Nearly 42% (41.9%) of the shared variation in the consequent variable is attributed to these moderators.

Conditional effects show significant results at two values of the moderator HCN, -2.11 (p = .02) and .89 (p = .02), while the value of EQ was consistent at those intervals (.39).

Figure 6.13

Hayes Model 3: Statistical Diagram, EQ and HCN – Study Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 9. See Figure 3.18 for the conceptual model equivalent. See Appendix O, Figure 19 for diagram of pilot group. See Appendix P, Table 8 for numerical output. See Appendix P, Figure 11 for interaction slope. Significant scores are in bold.

*< .05; **< .01; ***< .001.

Final analysis of this research question concludes that slight moderated moderation did take place, with HCNs moderating EQ, which in turn moderated the relationship between SE and PIA. These results again give evidence of the significance of HCNs attitude in the expatriate adaptation process. Thus, research Question 9, with EQ and HCNs as moderators is supported.

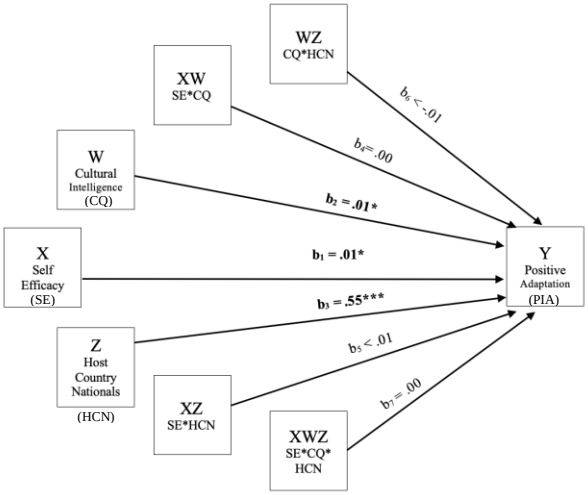
Following this study's usual practice of interchanging the EQ and CQ variables, the following results use CQ as the moderator (W) and HCNs as the moderating moderator (Z).

Much like the previous model, all direct effects were statistically significant and accounted for 41% of the shared variance in PIA (Appendix P, Table 9). Host country nationals showed a strong effect with a coefficient of .55 (Figure 6.14). However, unlike the previous model, none of the interaction effects were significant and there

were no conditional effects or regions with the moderators that were significant to probe the interaction (Appendix P, Figure 12).

Figure 6.14

Hayes Model 3: Statistical Diagram, CQ and HCN – Study Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 9. See Figure 3.18 for the conceptual model equivalent. See Appendix O, Figure 21 for diagram of pilot group. See Appendix P, Table 9 for numerical output. See Appendix P, Figure 12 for interaction slope. Significant scores are in bold.

*< .05; **< .01; ***< .001.

In this case, no moderation or moderated moderation occurred, and research Question 9 with CQ as the moderator is not accepted; however, the model is shown to be successful with the right moderators in place, as shown above with HCNs and EQ. Ultimately research Question 9 will be supported.

6.8.3 Conditional Process Analysis

Conditional process analysis combines mediation and moderation, uncovering any effects of the moderator on the mediation effect (Igartua & Hayes, 2021). This examination allows researchers to inspect their data at multiple and selective levels of focus, extracting nuanced information to evaluate from new perspectives. (Hayes & Rockwood, 2020).

6.8.3.1 Research Question 10. *Does the effect of the mediator host country nationals' attitude become moderated through emotional or cultural intelligence?*

This question aims to utilise the same variables used previously with different functions in the model. For example, does CQ function more productively as a moderator in this model? Will HCNs continue to have an influence on the relationship between SE and PIA?

Unfortunately, in the first step of this process, the answer is, no (Figure 6.15). There are no significant direct or conditional effects in the whole figure. The moderators do not moderate (Appendix P, Table 10, Figure 13).

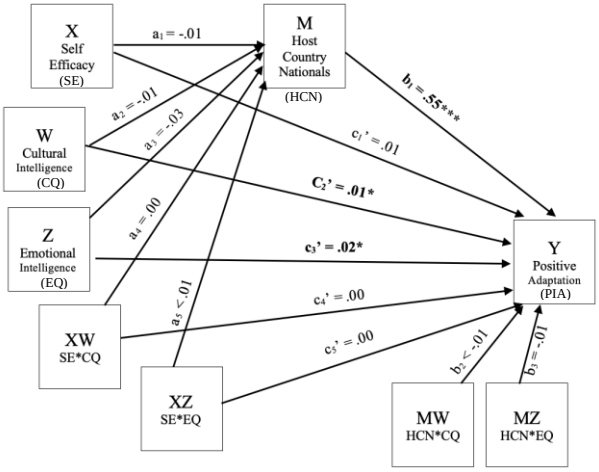
Moving on to the second stage of this moderated mediation, one once again encounters no significant interaction effects. However, considering the b and c prime paths from the mediator, HCNs, and the moderators, CQ and EQ do show a significant variance (42.4%) in PIA ($ß_{HCN}$ = .55, p = .00; $ß_{EQ}$ = .02, p = .02; $ß_{CQ}$ = .01, p = .03).

In the next stage of analysis when our focal predictor is HCNs, the conditional effects are positive between the values of -13.55 and 13.94 for CQ and -5.54 and 5.54 for EQ (Appendix P, Tables 12–13, Figures 14–15).

There is a single direct effect of significance at the value of the moderators on PIA. However, no interaction effect was significant in the overall model, therefore research Question 10 is not supported.

Figure 6.15

Hayes Model 76: Statistical Diagram – Study Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. From Model templates for PROCESS for SPSS and SAS © 2013-2016 Andrew F. Hayes and The Guilford Press. See Figure 3.19 for the conceptual model equivalent. See Appendix O, Figure 25 for diagram of pilot group. See Appendix P, Tables 10-13 for numerical output. See Appendix P, Figures 13-15 for interaction slopes. Significant scores are in bold.

*< .05; **< .01; ***< .001.

6.8.3.2 Research Question 11. *Does perceived cultural distance moderate the effect of self-efficacy through the serial mediation of emotional and cultural intelligence on positive intercultural adaptation?*

Two popular types of conditional process models are called *first-stage* and *second stage*. In the first stage, one positions the moderator before the mediator, and the moderator affects the indirect relationship of X on M. In this process, M's relationship to Y is isolated and has no relationship with other variables.

In the second stage model, the moderator operates only after the mediator, therefore M's effect will vary across W; however, X's relationship to M is again independent of variable influence (Hayes, 2018). In a moderated serial mediation

model, the moderator is measured both before, during and after the serial mediation takes place.

As serial mediation was successful in research Question 7, adding a moderator to the mix seemed the logical next step. Similar to research Question 9, as the PCDS was deemed an unsound measure, HCN was inserted as a variable in the research. However, this research question was analysed with both variables as the moderator, beginning with the original research question. This is because while the PCDS did not present with high internal reliability or factor consistently, the indicators themselves did measure PCD as a general construct, and besides, this researcher was curious about the outcome.

The mediating effect (Figure 6.16) of the first mediator, CQ (ß = .29, p = .002) accounts for nearly 4% of the shared variation on PIA which is quite low. Yet conditional effects at the values of PCD were mostly significant (Appendix P, Table 14).

The next step involves presenting the (a) path to the second mediator, EQ, plus the serial mediation. As in Question 7, significant serial mediation has occurred, and again there are condition effects at the moderator values; however, no interaction effects were significant.

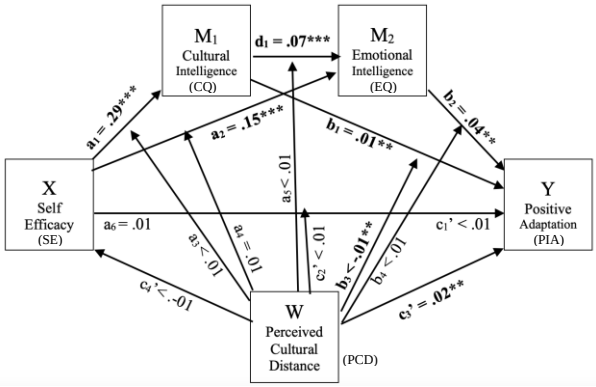
Examining the (b) indirect path (Appendix P, Table 17) one finds the mediators and the moderators to be significant with all p values less than .05. There is also a significant, negative interaction effect of CQ*PCD (both cultural constructs, with t = -3.18, p = .002. There were no conditional effects of self-efficacy at the values of the moderator (PCD), but when EQ becomes the focal predictor, there are significant effects at the value of the moderator (Appendix P, Figures 16–21, Tables 14–20).

As this model's moderator is measured on two indirect paths, there is no single score with the index of moderated mediation. It is noticeable from the conditional indirect paths that there were significant effects at some values of perceived cultural distance; however, final analysis shows that while serial mediation did take place, full

moderation did not. Therefore, research Question 11 has not been supported.

Figure 6.16

Hayes Model 92: Statistical Diagram, Perceived Cultural Distance – Study Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 11. See Figure 3.20 for the conceptual model equivalent. See Appendix O, Figure 32 for diagram of pilot group. See Appendix P, Tables 14–20 for numerical output. See Appendix P, Figures 16–21 for interaction slopes. Significant scores are in bold.

*< .05; **< .01; ***< .001.

6.8.3.3 Post Hoc Analysis. Here is the same model with HCNs as the moderator (Figure 6.17).

The indirect (a) path shows a significant effect on the outcome variable of CQ by self-efficacy and HCNs, however there is no significant interaction effect at this juncture. Low levels of HCN welcoming attitudes have more of an effect on CQ than higher ones and there are significant conditional effects of SE at three values of the moderator.

Moving on to the (a) indirect path to EQ, there is a significant effect (ß = .15, *p* = .00) predicted by SE and a serial mediating effect from CQ to EQ (ß = .07, *p* = .00). Again, the conditional effects of SE at the value of HCNs attitude are significant, but the interaction terms are not.

When CQ is the focal predictor, conditional effects from HCNs show significance at values -.11 (ß = .07, *p* = .00) and .89 (ß = .09, *p* = .00).

Drawing attention to the (b) indirect path and c' paths, we find significant effects on all paths except for SE to PIA. Disappointingly, the interactions are not significant.

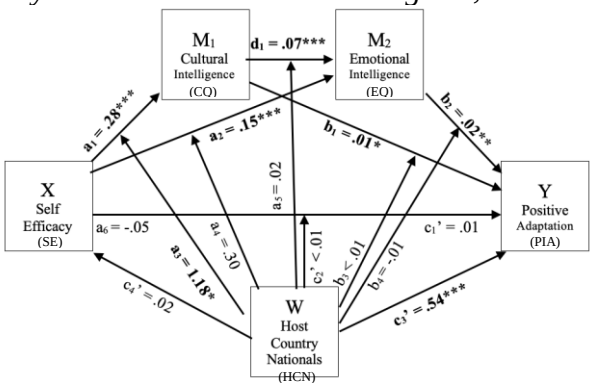
Turning to the conditional effects from CQ, the significance change at the levels of HCNs is apparent. Previous levels showed significance at the highest (and sometimes including the average) level, but now the significance has changed to lower levels of the moderator (-2.11, ß = .02, *p* = .03; -.11, ß = .01, *p* = .01).

When EQ is the focal predictor, there is the same trend. The values at the moderator are -2.11, ß = .04, *p* = .02; -.11, ß = .02, *p* = .02.

Was this model successful? Did HCNs moderate a serial mediation model? Figure 6.21 shows the serial mediation path starting with SE influencing CQ, which thereby influences EQ, carrying the effect through to PIA. Host country nationals show a conditional, indirect first stage moderating effect between SE and CQ, however the c' path and the total effects are not significant. Research Question 11a, with HCNs as the moderator, is not supported (Appendix P, Tables 21–27, Figures 22–27).

Figure 6.17

Hayes Model 92: Statistical Diagram, Host Country Nationals – Study Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 11. See Figure 3.20 for the conceptual model equivalent. See Appendix O, Figure 39 for diagram of pilot group. See Appendix P, Tables 21–27 for numerical output. See Appendix P, Figures 22–27 for interaction slopes. Significant scores are in bold.

*< .05; **< .01; ***< .001.

See Table 7.1 for a summary of the research question outcomes.

6.9 Study and Pilot Group Comparisons

6.9.1 Reliability and Validity

Reliability and validity were measured against the two groups for comparison (Table 6.27). See the next chapter for discussion of the results.

Table 6.27

Comparisons of Study Group w/Pilot Group – Subscales

	Cultural Intelligence		Emotional Intelligence		Self-Efficacy		Cultural Distance	
	Study	**Pilot**	**Study**	**Pilot**	**Study**	**Pilot**	**Study**	**Pilot**
Cronbach's Alpha	.87	.87	.59 (.65[a])	.72	.87	.91	.63, .64[b]	.70
Dimension Analysis	4	3	6	6	3	3	6	5
Spearman's Rho	.02 to .54	.06 to .61	-.19 to .41	-.01 to .56	.12 to .65	.19 to .63	-.04 to .56	-.06 to .50
Composite Reliability	.88	.89	.65	.80	.89	.90	.64	.70
Metacognition	.45	.66						
Cognition	.79	.74						
Behavioural	.52	.64						
Motivation	.70	.70						
Understanding			.38	.61				
Usage			.12	.34				
Identification			.44	.59				
Regulation			.29	.31				
Family Structure							.22	.33
Social Norms							.40	.34
Language							.20	.22
Living Conditions							.21	.34
Natural Environment							.10	.08
Food							.16	.20

Note. [a] Without the dimension of Usage.
[b] With 2 indicators removed.

6.9.2 Frequencies

Table 6.28

Descriptive Comparison Between Study Group and Pilot Group

	Study Group *N* = 403			**Pilot Group *N* = 506**		
	Range	Mean or Mode	Std. Dev.	Range	Mean or Mode	Std. Dev.
Age	1–3	Mo 0[a**]	0.8	0–2	Mo 1.0	0.7
Gender	1–3	Mo 0.5	0.5	0–2	Mo 0.7	0.5
SES	1–5	Mo 1.9	1.2	0–4	Mo 2.2	0.9
Education	1–5	Mo 3.6	1.1	1–5	Mo 4.0	0.9
Support System	1–4	Mo 2.0	0.8	0–3	Mo 2.1	0.8
Infrastructure	1–3	Mo 1.8	0.8	1–3	Mo 1.9	0.7
Time in Host Country	1–4	Mo 3.6	0.8	1–4	Mo 3.0	1.1
HCN Welcome	1–6	M 4.1	1.4	1–6	M 4.7	1.1
Adjustment Level	1–6	M 4.4	1.3	1–6	M 4.7	1.1

Note. Mo = mode; M = mean.

Frequencies are presented in a combined group format (Table 6.29) and in a comparison format (Appendix Q). In the combined group format the generalisability of the means and deviations is clear when compared to the groups on their own.

Table 6.29

Descriptive Statistics – Combined Study and Pilot Groups

	M	*SD*	Min.–Max.		*M*	*SD*	Min.–Max.
PCD.NAT ENVIRON.1	2.8	1.7	1–6	GE.13	4.7	1.0	1–6
PCD.FOOD.10	4.5	1.7	1–6	GE.15	5.1	0.8	1–6
PCD.LIVING COND.7	2.2	1.3	1–6	GE.4	4.6	1.3	1–6
PCD.FOOD.9	4.5	1.2	1–6	GE.12	4.6	1.2	1–6
PCD.LANGUAGE.3	4.0	1.5	1–6	GE.6	4.5	1.2	1–6
PCD.SOCIAL NORMS.5	3.3	1.4	1–6	GE.11	4.6	1.2	1–6
PCD.NAT ENVIRON.2	2.6	1.7	1–6	GE.16	5.1	1.0	1–6
PCD.FAMILY.12	3.3	1.5	1–6	GE.17	5.4	1.2	1–6
PCD.LANGUAGE.4	4.2	1.6	1–6	GE.3	4.9	1.0	1–6
PCD.SOCIALNORMS.6	4.3	1.4	1–6	GE.5	4.8	1.1	1–6

	M	*SD*	Min.–Max.
PCD.LIVING COND.8	4.2	1.4	1–6
PCD.FAMILY.11	3.2	1.6	1–6
CI.METACOG.1	5.7	1.2	1–7
CI.COGNITION.1	5.0	1.4	1–7
CI.BEHAVIOUR.1	4.9	1.8	1–7
CI.MOTIVATION.5	6.0	1.0	1–7
C1.METACOG.2	5.4	1.4	1–7
C1.BEHAVIOUR.4	5.2	1.5	1–7
C1.COGNITION.2	4.5	1.7	1–7
CI.MOTIVATION.4	5.1	1.6	1–7
CI.COGNITION.3	5.4	1.2	1–7
CI.MOTIVATION.2	5.5	1.2	1–7
CI.COGNITION.4	4.9	1.4	1–7
CI.METACOG.3	5.1	1.3	1–7
CI.COGNITION.5	5.0	1.3	1–7
CI.MOTIVATION.1	6.0	1.0	1–7
CI.BEHAVIOUR.2	5.0	1.3	1–7
CI.BEHAVIOUR.5	4.6	1.6	1–7
CI.METACOG.4	5.3	1.3	1–7
CI.COGNITION.6	4.7	1.4	1–7
CI.MOTIVATION.3	5.6	1.2	1–7
CI.BEHAVIOUR.3	5.5	1.2	1–7

	M	*SD*	Min.–Max.
GE.9	4.6	1.1	1–6
GE.7	4.7	1.1	1–6
GE.1	4.8	0.9	1–6
GE.2	4.3	1.3	1–6
GE.8	4.4	1.1	1–6
GE.10	4.6	1.0	1–6
GE.14	4.6	14	1–6
PEC.REGULATE.17	4.0	0.8	1–5
PEC.IDENTIFY.1	4.0	0.8	1–5
PEC.UNDER.4	4.0	1.0	1–5
PEC.USAGE.9	3.9	1.0	1–5
PEC.IDENITIFY.12	3.6	1.2	1–5
PEC.USAGE.20	3.3	1.3	1–5
PEC.UNDER.13	3.4	1.1	1–5
PEC.IDENITIFY.2	4.2	0.8	1–5
PEC.USAGE.10	2.9	1.2	1–5
PEC.REGULATE.18	3.9	1.2	1–5
PEC.UNDER.3	3.5	1.2	1–5
PEC.IDENTIFY.11	4.1	0.9	1–5
PEC.USAGE.19	3.2	1.0	1–5
PEC.UNDER.14	3.8	0.9	1–5

Note. *N* = 909. GE = SGSES. CI = Cultural Intelligence.

6.9.3 Descriptive Means Comparison

Comparing the groups via individual indicators provides insight into the way individuals perceive and interpret statements. Combined with other descriptive statistics, this information can help researchers with insights into group thinking and behaviours.

Reviewing the total CQS score, it is apparent that expatriates outside of South Africa scored a higher mean than the study group of expatriates within South Africa. What insights does this reveal? Descriptive statistics indicate that this group has a larger percentage of participants aged 60 years and above (*n* = 140 versus the study group at *n* = 85). Perhaps this group has travelled more? Perhaps more time on this earth provides additional opportunities to learn about other cultures?

Also, the total scores for the SGSES are nearly identical (Appendix M, N). Does

this show that SE is generalisable to expatriates around the world? Or is it a response bias? As the questionnaire was anonymous and met independence assumptions, and the SGSES is a standardised measuring tool that has passed reliability and validity requirements, this researcher posits that response bias is minimal, and that SE is generalisable to expatriates.

However, examples like this abound. As one scrutinises the data in a research study, more and more questions, hypotheses, and scenarios come to mind. Most of these are out of the scope of this present study but provide ample opportunities for further research.

6.9.3.1 Variance between Groups. Turning the attention back to this study, only scores with a .25 or more variance between groups are highlighted in bold for possible further assessment (Appendix Q). Out of 63 indicators, 27 showed a variance of .25 or more. The measure with the most frequent variances between groups was the PCDS with eight indicators out of 12 (67%) showing significant variance, followed by the CQS with 11 out of 20 indicators showing a variance (55%). As the two measures are concerned with culture, we can see that this construct is what divides participants the most, and demonstrates the significant impact one's own culture has on the lens with which they view the world.

6.9.4 Mann-Whitney U Group Test

The Mann-Whitney U test was performed on each indicator to further assess if there was a difference in the responses between the study group and the pilot group. Scores were anticipated to vary between them, and the analysis confirmed this assumption. Out of 77 indicators (indicator number three – country of origin – was not analysed here), 51 (66%) had a significant variance between the groups. While all R^2 effect sizes are small for these indicators (.03 to .19), they are significant (Appendix Q, Table 1).

6.10 Culmination of Results

After the complete analysis, the results demonstrated what skills and circumstances are conducive to a well-adjusted expatriate, but in what order do these factors intertwine? Which variables have the most persuasive effect? How best and in what circumstances do these particular features offset or override the challenges foreign nationals face in their journey?

To begin, a prospective expatriate should have a solid sense of SE and high motivation in CQ. This encourages the individual to seek out international job careers. After that, levels of certain dimensions in EQ become important, especially when dealing with the shareholders in their host country. That's where the ability-based skills are the strongest and most efficacious. After that, external circumstances take over and are not influenced by the immigrant's internal abilities any longer. Additional discussion of this process is presented in Chapter 7.

Figure 6.18 shows an integrated, predictive framework model of ability-based skills and external circumstances used in this study. This can provide an opportunity for expatriates and their families, multinational corporations and researchers to comprehensively understand and provide support for those in expatriate situations (see Chapter 7 for detailed suggestions).

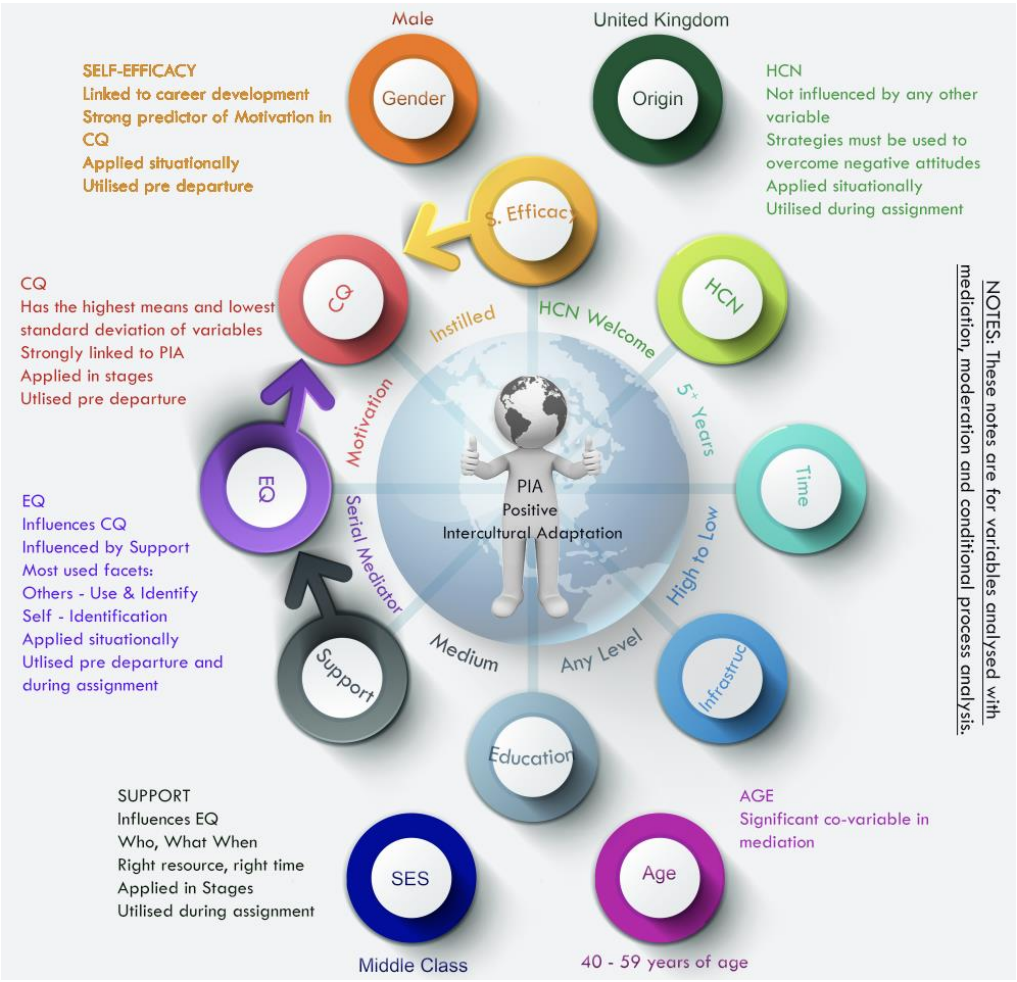
Knowing what inspires a satisfied international employee can help organisations by predicting potential outcomes associated with the behaviour, motivation and actions of the intended individual. Correctly assessing if an expatriate is lacking a certain level of proficiency in any of these dimensions can help the company decide if the development of the employee is feasible and ultimately cost-effective in building a bridge towards a harmonic, innovative and productive international organisation.

Variables were added to this model via their results in crosstabulations, OLS regression and MMCPA. The largest contributors were the variables of *host country nationals*, and *support* (OLS $ß_{HCN} = .55$, $ß_{SUP} = .32$). Additional discussion of these variables and their place in this model are in Chapter 7.

Variables mentioned in the Introduction and Literature Review included items outside the scope of this research which could make up the whole of a predictive model, such as trailing spouses or whether the individual is a self-initiated expatriate or not. Additional research will be most valuable in contributing to a fuller picture of expatriate adaptation.

Figure 6.18

Predictive Model of Expatriate Positive Intercultural Adaptation



Note. Authors own. Illustrations: iStock, masterzphotois.

6.11 Conclusion

In the next chapter, these results will be summarised and synthesised with previous research and current trends. The next chapter will evaluate the research, delve into the deeper theoretical meaning of the results, and uncover the relevance for expatriates and other shareholders within the framework of industrial and organisational psychology.

Chapter 7: Discussion

7.1 Introduction

In this chapter, the results of the data analysis reported in Chapter 6 are discussed, and some implications and shortcomings of the research are teased out. The study focuses on the effect of the ability-based constructs of self-efficacy (SE), cultural intelligence (CQ) and emotional intelligence (EQ) on the positive intercultural adaptation (PIA) of a sample of expatriates. The research is situated in the framework of industrial and organisational psychology (IOP) and it is explicitly concerned with the living and work-related adaptation of the expatriate community in this country.

This study has four main aims or objectives. The first, exploring the ability-based constructs mentioned in the paragraph above, aims to examine how those skills affect expatriate PIA by themselves and in conjunction with each other. Analysis into these constructs uncovers not only their influence, or lack of, but also which variables affect the others and in what way.

While these constructs have been studied before in South Africa, most relevant studies were conducted more than five years ago, and only EQ has been studied on the immigrant population in South Africa recently. The present research provides a contemporary perspective on how the growing number of expatriates are adjusting to the living conditions in this country and tries to isolate at least some of the factors that may affect their positive adaptation.

The second objective is to develop a questionnaire for future screening processes of the incoming expatriate. This questionnaire used previously tested and validated measures and a subscale that was explicitly created for this research. Research questions hypothesised within this framework of subscales put the same construct in different positions within a mediation, moderation and conditional process analysis (MMCPA) matrix.

The third objective of this study became a comparison of groups. As mentioned previously, this was not an aim at the study's genesis; however, with the robust participation from expatriates outside of South Africa, this objective quickly became important. One will see in the sections below the similarities and differences between the study group (expatriates within South Africa) and the pilot group (expatriates outside of South Africa).

The final objective is to create a partial predictive model of positive expatriate intercultural adaptation. Many factors govern the expatriate adaptation process, and the intention is to focus on the constructs in this study pooled together in the hope that these might be relevant for a predictive model of PIA within the workplace experience.

7.2 Questionnaire Development and Testing

7.2.1 Participants

In the initial conceptualisation of the study, the intention was to concentrate only on the expatriate population in South Africa, but expatriates from around the world responded enthusiastically to the Facebook advertisements calling for individuals to participate in the pilot study. The sampling of participants was consequently extended, and a sample of expatriates or immigrants outside the South African borders was also included in the research so that these individuals could compare with those living inside the country. This expansion resulted in a total sample of two groups: a study group, $N = 403$, and a pilot group, $N = 506$.

As reported in Chapter 5, 59% of participants are from Africa. While not surprising (McAuliffe & Khadria, 2019), these results could reflect the advertising campaign on Facebook groups. This researcher found numerous groups on Facebook for African foreigners living in South Africa (approximately 50) and far fewer for other groups in Europe or the Americas.

A possible explanation is that the number of African response rates in this study might not represent the number of Facebook sites but rather reflect how many immigrants live in South Africa. High African response rates may be attributed to expatriate interaction with their Facebook sites. Further empirical evidence would be needed to resolve this issue which lies outside this study's scope.

7.2.2 Pilot Test

A pilot study commenced before sending out the survey to the sample. Several hundred participants completed the online survey from Facebook advertisements on expatriate sites around the globe, and the responses came in quite swiftly. The timing of the responses in the pilot group versus the study group was alarming and presented a vital aspect learned from this research: expatriates living in South Africa do not respond to the word *expatriate*.

Evidence supports this, as Appendix G shows that the number of Facebook groups used to search for participants was considerably higher (N = 389 sites) than the number of groups used for the pilot study (Appendix F, N = 114 sites). The time needed to collect data from those living in South Africa was also considerably longer.

Noticing the lack of interest and subsequent responses from the diaspora within South Africa, this researcher changed the wording of the ads placed in those Facebook groups from *expat*, or *expatriate*, to *foreign national* or *immigrant*. Once those keywords were changed, responses came in more swiftly and in greater volume. What does this information indicate?

Although expatriates or foreign nationals living in places outside of South Africa respond to identifying themselves as expatriates, those living in South Africa do not share that identification and will not respond accordingly. To engage foreign individuals coming to South Africa, these data suggests that one must address them as foreign nationals or immigrants.

7.2.3 Questionnaire Subscales Reliability and Validity

The subscales below are compared to previous research in South Africa (when applicable) and with the authors' actual results.

7.2.3.1 The CQS – Cultural Intelligence Scale. Schlägel and Sarstedt (2016) conducted a study measuring the CQS across different cultures and found it lacked generalisability with respect to Anglo, Confucian Asian, Germanic Europe, Latin Europe and Near East cultures. They found the cognitive facet firmly culturally bound, with interpretations embedded in and influenced by cultural values and beliefs. This cast doubts on efforts to create a universal CQS scale, leading to its uncertainty as a reliable and valid measure. However, motivation and behaviour are the facets of this domain strongly correlated to expatriate adaptation, not cognition (Hanke, 2019; Lee et al., 2018; Setti et al., 2022; Ward & Fischer, 2008).

As shown in Table 6.4 (and the pilot group in Table 5.4), results are comparable to other applications in South African research. The means are higher in the pilot group than in the original authors' calculations of the measure (M_{STUDY} = 5.1, Ang & Van Dyne [2008] M = 4.3). However, standard deviations are wider (SD_{STUDY} = 1.4, Ang & Van Dyne [2008] SD = 0.93), indicating dissimilarities in the study group, which could be explained by the wide variety of cultures potentially present in the South African expatriate sample.

Principal component analysis in the present study isolates four factors. However, Table 6.9 shows only one indicator representing the last factor and there is an overlap between it and the metacognition and behaviour indicators. This is similar to Da Silva's findings (2015), who also applied his research to a South African sample and combined metacognition and behaviour into a single factor. One can also see that metacognition and behaviour score the lowest on the present study's composite reliability analysis. This could indicate that the questions in the measure do not distinguish between thoughts leading to action and the action itself.

Da Silva (2015) used factor analysis to scale the indicators of the E-CQS (which contains 11 factors) down to a measure that used three or four factors. Therefore,

comparing correlations (Table 6.4) was not possible as the researcher uses indicators in those scaled factors absent from this study's original four-factor version of CQS.

Ultimately the scores in the CQS show sufficient validity and reliability to recommend further research with this measure in South Africa.

7.2.3.2 The PEC – Emotional Intelligence Scale. Standard deviations between the original PEC and the short form used in this study vary, with the author's results (Brasseur et al., 2013) more centered around the mean (SD = 0.80). Establishing concurrent validity could not be done between the PEC short form and the WLEIS (Fatoki, 2019). However, both show similar means (M_{STUDY} = 3.8, M_{WLEIS} = 3.7) and standard deviations (SD_{STUDY} = 1.1, SD_{WLEIS} = 1.0), indicating that the sample population (expatriates or immigrants in South Africa) – score similarly on the concept of emotional intelligence. This also explains the discrepancy of the standard deviations between the South African expatriate samples and the non-expatriate sample used by the authors, as the difference can largely be attributed to out-group (non-expatriate) participants' responses.

In principal component analysis, the first factor in the pilot group is more concerned with *others* instead of *self*. The rest of the factors are somewhat aligned, perspective-wise. The study group also demonstrates alignment with the dimension of usage when it comes to *others*, similar to the pilot group. This shows the best understood perspective of emotions are *others*-based, indicating a lack of emotional self-awareness by each group. All other factors in each group were extremely mixed between the dimensions, yielding unclear categories.

There are no mean or standard deviation results available for the short form. Cronbach's alpha showed similarity with the short-form results by Mikolajczak et al. (2014). However, the PEC short form does not look promising as a reliable or valid measure to use in the South African expatriate context.

7.2.3.3 The SGSES – Sherer's General Self-Efficacy Scale. The SGSES performs very well, with the study sample showing comparable alpha scores to the

other studies reviewed in Table 6.6 (Imam, 2007; Nel & Boshoff, 2016; Sherer et al., 1982). Correlations are slightly lower for this present study compared with the other research. However, self-reported means from the participants are higher (M_{STUDY} = 4.7 with a standard deviation of 1.1, and data from Imam [2007] equals M = 3.5), showing a higher affinity with the SE construct of the study group. Differences can be attributed to a large gap in the average age of the samples (study group = 61% of the group self-reports above 40 years of age, Imam's group [2007] = averages 22.14 years) regarding SE, which develops with life experience (Bandura, 1980, 1995, 1997, 2006; Joardar & Weisand, 2019).

The present study (and the pilot study; Table 5.6) found a similar factor structure to Imam (2007), who considered the measure multi-dimensional instead of unidimensional yet still deemed it a reliable and valid tool to measure SE. In this research, the factors approximately isolated the negatively scored items (Factor 1) and the positively scored ones (Factors 2 and 3). Therefore, the scale is not measuring different factors particularly well, just the slant of the indicators. Ultimately, this measure has proven reliable and valid, and it can be recommended for future Southern African research.

7.2.3.4 The PCDS – Perceived Cultural Distance Scale. This measure did not perform as well as expected, but the low reliability on this measure (Table 6.1) can be attributed to a small number of indicators measuring each dimension of the construct (two each). Additional indicators for each dimension would have increased the Cronbach's alpha reliability (Vaske et al., (2017); however, at that point, it would have been prudent to switch to omega for a more accurate estimate of reliability as Cronbach's alpha assumes the measure is unidimensional and it can over or underestimate reliability (Goodboy & Martin, 2020; Hancock & An, 2020).

The issue here is that Cronbach's alpha works under the rigorous assumption of the tau-equivalence measurement model that mandates all true scores be equal and have the same degree of precision (mean); otherwise, Cronbach's alpha is highly likely to be underestimated (Graham, 2006; Kline, 2016; Trizano-Hermosilla & Alvarado,

2016). Nevertheless, an underestimation is not a false representation of reliability; it is simply an underestimation of consistency already present in the measure.

The low reliability and validity scores of this subscale did not disqualify the research from moving forward for three reasons:

- The measure was not part of the main research argument. It was a non-ability-based contrast as opposed to the ability-based variables of SE, CQ and EQ;
- While most indicators appeared in more different factors than expected (Tables 6.7, 6.11) they did measure perceived cultural distance (PCD); and
- The construct was considered less important because 76.2% of the participants have lived in South Africa for over five years, with 80% self-reporting as positively well adjusted. This could indicate that the participants' perception of differences, or at least their reaction to them, has faded slightly. This interpretation supports Lysgaard's U-Curve Theory of Adjustment (Figure 3.2), which suggests that adaptation occurs for the expatriate only after about 36 months of living in their host country.

7.2.3.5 Outcome of Questionnaire. While the examples used did not create a perfect screening questionnaire, the chosen variables indicated expatriate adaptation reasonably well. Ultimately, this questionnaire best suits the South African population with the current SE and CQ scales and substitutions on EQ and PCDS measures.

7.3 Analysis of Sample Data

7.3.1 Means and Standard Deviation Summary

The central tendency of this sample in the three previously authenticated subscales is broader than even the results obtained in the development of the measures (Early & Ang, 2008; Mumford & Babiker, 1998; Sherer et al., 1982).

Widely dispersed standard deviation scores demonstrate a bi-sample opinion variation, especially across EQ and CQ constructs. Additional research should answer whether this dispersion is due to demographic particulars such as gender or age or

cultural variables, which could influence the interpretation of and responses to the indicators.

The means of these subscales include a high mean in SE, in CQ – especially the motivation facet – as well as the identification of self-emotions and the regulation of others-emotions under the EQ domain. Those figures also reveal a closer dispersion to the mean than the other facets, suggesting that the participant's perception and interpretation of these indicators align more closely than others.

Reviewing Appendix N demonstrates that the PCDS mean is 3.8 out of a possible 6 (63.8%), and the average scale score is 45.93 out of a possible 72 (63.7%). Even though the measure did not score well overall, separating the measure into individual indicators sheds light on the participant's point of view. LANGUAGE.4, which stated, "*People speak to me in a language I understand*", score a high mean (4.7), and the two food indicators also score a high mean of 4.8 each.

The mean of the group on the CQS is 5.1 out of a possible 7 (72.4%), and the average scale score is 101.40 out of a possible 140 (72.40%). The motivation dimension scores the highest means of all at 5.5, followed by the metacognition dimension at 5.2. These results match those of Huff et al. (2014), Lorenz et al. (2018), and Templer et al. (2008).

The participants scored a mean of 4.7 (78.2%) out of a possible 6 on the SGSES and had an average scale score of 80.17 out of a possible 102 (78.5%). The highest indicator means are GE.15, "*I am a self-reliant person*", followed by a reverse scored item, G.16, "*I give up easily*". Standard deviations of these two indicators are also two of the lowest on the scale, at $SD_{G.15} = 0.8$ and $SD_{G.16} = 1.0$, but this could indicate that the participants had strong opinions about these polarised statements.

Emotional intelligence yielded a mean score of 3.7 out of a possible 5 (73.4%), and participants show an average scale score of 51.32 out of a possible 70 (73.3%). The highest mean is for the dimension of identification/self at 4.2, followed by

regulation/others at 4.1. This is not unexpected and shows that individuals could be helped in general by EQ training.

7.3.2 Regression Analysis to Determine Covariates

7.3.2.1 Justification. Ordinary least squares (OLS) analysis is used to provide insight into which variables were contenders as covariates in mediation, moderation and conditional process analysis, as this process (linear regression) is the basis of Hayes's PROCESS macro (2022). This method was used to explore interesting moderation, mediation, and conditional processing patterns of association between the variables by comparing their interaction in various models that can be constructed and analysed with Hayes's PROCESS macro.

7.3.2.2 OLS Analysis. The level of adjustment (dependent variable) is regressed on the predictive or independent variables in this analysis, and different types of association are considered. As can be observed in Table 6.25, four independent demographic variables play a significant role in the adjustment of expatriates with a *p*-value of less than .05 and a shared covariance of 46 percent: (a) the socio-economic (SES) status of the individual, (b) how well the expatriate feels supported (support system), (c) time in their expatriate country, and (d) welcoming nature of the host country nationals (HCNs) – which show by far the most significant impact of the independent variables on the expatriate's total adjustment level.

The main variables (SE EQ, CQ and PCD), do demonstrate statistically significant effects, but taken together only account for 10% of the variance in the consequent variable of PIA, the dependent variable (Table 6.26).

These results contradict this study's proposition that ability-based skills predominate in facilitating positive intercultural adaptation of expatriates. The two strongest predictors, HCNs welcoming attitude and support levels, should not be classified as forming part of internal skills, but rather as behaviours governed by external perceived circumstances.

7.3.2.3 Independent Variables. Regression analysis compares these independent variables with the dependent variable – something that reliability and validity do not measure. These scores in the regression tables show that the PCDS has the strongest predictability of any subscale and indicates a correlation with an expatriate's adaption process, even with low internal reliability and validity. The dimension of natural environment, which had the highest Spearman's Rho score, has a negative relationship with positive intercultural adaptation in the regression analysis.

Understanding and the usage of others' emotions show significant variance in the dependent variable as well, as opposed to understanding and using emotions oneself (Table 6.26). This differs from the results obtained with the pilot group where the identification of one's own emotions had the highest effect size at .19 (Table 5.25).

In contradiction to the mean scores, the regression analysis of EQ dimensions of understanding and usage of others shows significant relationships to positive intercultural adaptation. This supports previous research that others-based emotional mastery leads to positive workplace outcomes (Côté, 2014; Pekaar et al., 2019).

This present study confirms previous research (Hanke, 2019; Huff et al., 2014; Setti, 2022; Templer et al., 2008), which shows that the most significant effects of CQ on PIA emanate from the motivation dimension (Lee et al., 2019). Confirming this dimensions effect strength was the mean motivation score of 5.5, superseding the mean of CQ as a whole (M = 5.1; Appendix N).

Ultimately, all scales have a positive association with PIA.

7.3.3 Mediation, Moderation, Conditional Process Analysis

7.3.3.1 Introduction and Conditions. Mediation is the mechanism through which change flows, and moderation gives us the boundaries of the variation in the consequent variable. Conditional process analysis is an appropriate technique to distinguish multivariate correlations in numerous combinations (Hayes, 2022).

The reasoning behind using these methods of analysis rather than alternative techniques, such as structural equation modelling, is two-fold: to analyse the variables in isolation and to manipulate the positions of those same variables within the study's nomological network.

Few studies (except for Jiang & Park, 2012) examine the same variable in different positions. However, this type of scrutiny gives one a better understanding of how the variable exercises its most substantial effect on the outcome. Most other studies highlight an effect of a variable in certain situations only, such as the mediating effect of CQ on pro-active personality (Hu et al., 2020). By placing a single variable in various positions, such as mediator, moderator and even moderated mediator, one can not only determine that the variable has an effect, but also that the variable possibly has a substantial effect *here*, yet has no effect *there*.

In this way, this present study generates fresh insight into the general application of these variables, but more importantly, the interweaving of variables in the adaptation process of expatriates. For example, the serial mediation model results demonstrate that EQ has a much stronger effect on CQ ($ß_{EQ} \rightarrow ß_{CQ} = .52$; Figure 6.10) than the other way around ($ß_{CQ} \rightarrow ß_{EQ} = .07$; Figure 6.9).

7.3.3.1.1 Temporal Precedence of Self-Efficacy. Inferring "deterministic causation" (Kline, 2016, p. 1.1) is generally not feasible in a study measuring variables concurrently in a single questionnaire, as this study has done. More complicated research designs are necessary to establish causation. For example, experimental designs measure causation by examining changes between the control and experimental groups. Also, in randomised and longitudinal studies, the researcher can account for temporal precedence, which identifies that the cause must happen before the effect (Kline, 2016). Neither of these two possibilities apply to the current study.

Genetic predisposition of SE is mentioned in Chapter 3 as a foundation for setting temporal precedence for the subsequent mediation studies. However, the participants self-reported a high level of SE via a mean of 4.7 (Appendix N) and an average

SGSES subscale score of 80.17. Only a single participant out of 403 self-reported a level of SE (subscale score = 30.06) within the lower half range of the measure. All other scores were above 36.00 (out of a possible 72.00), indicating that all other participants have higher levels of this construct.

These cases provided the criteria required for the temporal precedent of SE, thereby allowing for the mediation of this cross-sectional study to proceed, and for disregarding the need for additional temporal or genetic evidence.

7.3.3.1.2 Causality. However, as the design was non-experimental, one must remember the oft-used saying, "*Correlation does not imply causality*".

Ultimately the requirements for causal model processes previously accepted in research have gone by the wayside as the bootstrapping method has now become acceptable to justify the testing of mediation effects (Borau et al., 2015; Hayes & Rockwood, 2020).

7.3.3.1.3 Lack of Direct Effect. In the past, the lack of a direct effect, as most of this analysis shows (except mediation in the pilot group), would be the end of the research project. However, a failure to detect a significant, direct relationship between SE and positive intercultural adaptation is no longer a cause for concern, as emerging evidence suggests statistically significant mediation can occur without a total effect. Because of this, researchers no longer need substantial evidence of an association between X and Y to evaluate mediation (Edwards & Konold, 2020; O'Rourke & MacKinnon, 2018).

7.3.3.2 Summarising the Results. In the present study, SE significantly affects CQ and EQ but consistently shows more robust predictions with CQ. Even though one cannot establish causality in cross-sectional studies, the adjusted R^2 values yield a quantifiable measurement of prediction.

Mediation occurs in the study group (Figure 6.6) and the pilot group (Appendix O, Figure 9), with CQ as the mediating variable. However, EQ only mediates the study

group's outcome (Figure 6.7). Cultural differences, demographic features or situational needs could account for the variation in the mediating effect of EQ within the two groups.

Supporting this lack of full mediation is a nearly .30-point difference in the means of EQ (M_{STUDY} = 3.7, M_{PILOT} = 3.4). Further investigation would have to uncover why EQ has such a dynamic range between these groups, but it is indeed telling that South African residents have advanced far since the studies that presented the dismal ratings mentioned in Chapter 2 (Herbst, 2007; Mare & Eiselen, 2004).

Appendix P, Table 1 indicates standard error measurements on the (a) path for Hayes model 4, which shows a wide dispersion of up to 1.0 leading to the mediating variable of CQ, even though these scores are calculated with a 95% confidence interval and bootstrapping samples of 5,000. All other paths show more closely aligned scores around the mean. The standard error is surprisingly large in the significant mediations, with solid correlations suggesting multicollinearity among the variables.

These significant standard errors are associated with the covariates, such as the participant's age to CQ (AGE → CQ, σ = 0.98, ß = -2.90, p = .003) or HCNs to CQ (HCN → CQ, σ = 0.54, ß = 1.43, p = .01) as shown in Appendix P, Table 1. These two examples also indicate the most significant effect sizes from the mediation models in the study group, along with support SUP to EQ (SUP → EQ, σ = 0.35, ß = .86, p = .01) presented in Appendix P, Table 2.

Generally, higher standard deviations indicate that the coefficients for each variable could be insignificant or demonstrate multicollinearity. Probability values can also be untrustworthy at this point; however, multicollinearity does not influence prediction or goodness-of-fit (Siegel, 2017) as it adds no new information to the model. Nevertheless, multicollinearity is not the issue here. Results such as this can also indicate that the items have different measurement points, or Likert ranges, which they do. Therefore, these results were included in the PIA predictive model.

The (a) path in the mediation leading to EQ shows moderate dispersion ranging from .03 to .36 (Appendix P, Table 2). Again, all other paths have an acceptable standard error range. Parallel and serial mediation models show acceptable ranges on all paths.

Interestingly, in the pilot group, the only large standard errors in any significant paths in mediation are in Appendix O, Table 1, with CQ as the mediator. In this case, the (a) path of the covariable of HCNs shows the highest standard error with the highest significant effect of all the models in the analysis (HCN → CQ, $\sigma = 0.41$, ß = .99, $p = .04$). There are no other standard error irregularities in any other models.

Moderation did not play a significant role in this study. In the study group, there was not any direct effect to moderate. In the pilot group, where the c' paths were significant, the models had no significant conditional effects (Appendix P, Tables 6, 7).

The one anomaly in moderation analysis occurs with research Question 9, with moderated moderation analysis in the study group. In this case, HCNs moderate the moderator of EQ – the sole occurrence of moderation within the study. These two variables show strong predictive qualities from the study group in influencing PIA, resulting in a 41.9% change in expatriate adaptation (Appendix P, Table 8). This unique example of moderation can be attributed to the strength of the variable as it applies to positive intercultural adaptation.

Because of the lack of moderation, conditional process analysis did not perform well in either group, as only portions of the models showed significance (for example, question 11 in the study group established serial mediation, but moderation was not successful).

7.4 Research Questions

A summary of the research questions and outcomes is in Table 7.1. These are discussed here in terms of prevailing theory.

7.4.1 Research Question 1

Is there a positive relationship between self-efficacy and intercultural adaptation?

In Black et al.'s (1991) framework of international adjustment, SE is an essential step in the mode and degree of adjustment (Figure 3.3). The researchers posit that SE is utilised at a post-immigration level and affects interaction, work and general adjustment. The present research positions SE as an inherent part of the expatriate from the beginning; however, the concept that SE contributes to PIA is the same.

Results (Table 7.1, Chapter 6 & Appendix O, Figures 9 and up) and face validity from the respondents who were (a) expatriates and (b) self-reported higher levels of SE confirm this and Bandura's ideas of how one assesses their level of performance. One gauge is through the pre-existing knowledge framework (see 3.4.2.1), which influences what individuals seek out. This supports a study by Joardar and Weisang (2019), who believe this construct influences immigrant intentions (Bandura, 1995; Jiang & Park, 2012).

Therefore, this question aligns with current knowledge trends about SE and expatriate adaptation (see Chapter 2). While there is no directional hypothesis in the research question, the results from this research suggest that while SE does have a positive relationship with expatriate PIA, one must already possess the construct before the expatriate journey begins, unlike Black et al.'s (1991) interpretation, whereby one attains it during the journey.

7.4.2 Research Question 2

Is there a positive relationship between self-efficacy and cultural intelligence?

This research question directly links an individual concept (cultural intelligence) with a construct that can be applied to groups (efficacy). Flaherty (2008) posits that these two constructs cannot be applied similarly, as team-based CQ is apt to fail. In that case, how do these constructs relate to each other?

Very well, it seems. Both constructs have aspects that can be applied specifically or generally, and this is where one finds the connection between them. Within the motivation dimension of CQ, an individual shows high interest in other cultures (Lee et al., 2019; MacNab & Worthley, 2012; Schlägel & Sarstedt, 2016). This interest and curiosity links up with people's motivation and abilities to engage and interact with the cultures they seek out (self-efficacy).

Confirming these findings is the aim of this research question, and the results of the present study support these theoretical conclusions.

7.4.3 Research Question 3

Is there a positive relationship between self-efficacy and emotional intelligence?

This research supports Morales-Rodriguez and Pérez-Mármol (2019), who found that higher levels of SE help individuals deal with anxiety, face uncertainty better and assist in emotionally pivoting from negative dispositions; this research question suggests that the two constructs are correlated positively.

Black et al. (2018) also agree they are, but the present research contradicts their placement of self-efficacy. They maintain that EQ assists in developing SE, but research Question 2 postulates no temporal positioning of either construct. However, this study does place SE in the independent variable position (see 6.8.1.3) in regression analysis between the two constructs, thereby adding theoretical implications to the researcher's findings.

7.4.4 Research Question 4

Is there a significant relationship between perceived cultural distance and intercultural adaptation?

The reasoning behind this research question is to include a non-ability-based variable in conjunction with other constructs to measure PIA, which provides another perspective to analyse. Several studies have disputed this notion, claiming no

correlation between this and the outcome variable (Cetinkaya-Yildiz et al., 2011; Geerart & Demoulin, 2013).

Perceived cultural distance has always been a factor in expatriate adaptation, when it was unceremoniously called culture shock. Even today, researchers emphasise this as a reason for expatriate failure (Kashmina & Abu-Rayya, 2014; Lazarova, 2015). More recent adaptations to the lasting concept include country value systems and dimensions (Hofstede, 2001, Hofstede et al., 2010; Schwartz, 2006, 2012), which the immigrant must learn to navigate in the host country.

A subscale, the PCDS, was created for this study to measure the construct supporting this question. However, the measure has not withstood rigorous reliability and validity testing. Yet, the construct and its effect on immigration and expatriate failures is still a valid notion to explore as it drives CQ (Kim et al., 2008; Dinglasa, 2020) and is important in cultural cross-training for employees.

7.4.5 Research Questions 5 and 6

Does emotional/cultural intelligence mediate the effect of self-efficacy on intercultural adaptation?

Mediation was explored in these research questions. At the core of expatriate studies in CQ, Fang et al. (2018) and Hu et al. (2020) found that employees with pro-active personalities (linked to SE) are more prone to interact with locals and enjoy immersive cultural experiences, giving them more satisfaction in their adaptation process.

Emotional intelligence tends to increase as one matures, similar to self-efficacy (Black et al., 2018; Schunk & DiBenedetto, 2020). Goleman's (2011) EQ philosophy includes SE as self-assessment in the self-awareness category. Linking these two constructs, especially in the workforce (Dinglasa, 2020), via mediation is a natural decision.

7.4.6 Research Question 7

Will the serial mediating effects of emotional and cultural intelligence influence the outcome of intercultural adaptation?

Lim (2016) concedes that EQ is vital to use in partnership with CQ. Lim gave the example of a feature of EQ – understanding facial expressions – and explained that culture is, in fact, in charge of how individuals use expression. For example, some cultures see smiling as warm and engaging, and others as aggressive.

The two constructs interconnect in daily life. For example, culture and emotion communicate ideas and dispositions, and both need to *know* (CQ → cognition, EQ → identify), *understand* (CQ → meta-cognition, EQ → management) and *use* (CQ → behaviour, EQ → utilise).

The intriguing research by Lim (2016) inspired this research question. Which variable influences the other more? This research question and the markedly different results it provides is an entirely new contribution to CQ and EQ theories and is recommended for future investigation.

7.4.7 Research Questions 8 & 9

Does the variable of host country nationals' attitude towards the expatriate moderate the effect of self-efficacy on intercultural adaptation and is the moderator perceived cultural distance itself moderated by other variables?

The hypothesis in this research posits that HCNs are strongly correlated with expatriate adaptation. When the variable PCD was changed to HCNs, this was the only time that moderation occurred within this study, indicating HCNs high influence on any variable it is connected with. This also shows that, as expected, not all mediators are good moderators. Host country nationals, EQ, and CQ are used as moderators as this researchers' aim was to explore the variables in a variety of new positions. However, only HCNs have a strong enough effect to moderate.

Moderation gives boundaries to the effects found between the antecedent and consequent variables and could provide new theoretical insights into expatriate adaption and IOP research. Furthermore, these constructs have successfully been used in prior moderation research (Jiang & Park, 2012), but in that case SE was used as the moderator. However, the results yielded by this study suggest that EQ and CQ are not good moderators and have only small (but significant) effect sizes on the outcome variable. Instead, other variables, such as age, gender, SES level and others, should be used in their place in expatriate moderation and conditional process analysis research.

7.4.8 Research Questions 10 & 11

Does the effect of the mediator host country nationals' attitude become moderated through emotional or cultural intelligence? and *Do perceived cultural distance or host country nationals moderate the effect of self-efficacy through serial mediation of emotional and cultural intelligence on positive intercultural adaptation?*

These research questions explore moderation at very particular stages. Researchers have stated in both Self-Efficacy Theory (Bandura, 1997) and Emotional Intelligence Theory (Mayer et al., 2004) that these constructs get stronger over time. Some researchers posit that the facets of Cultural Intelligence Theory are best applied in stages (Dinglasa, 2020); therefore, if one could determine when the interactions with HCNs, support or PCD happens, one could supply intervention strategies when and where these are needed.

Unfortunately, as moderation did not occur, this study could not contribute theoretically with regard to these research questions.

Table 7.1

Research Question Summary

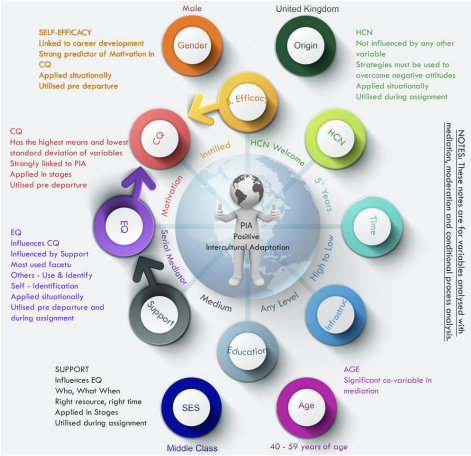
Research Question Details	Outcome Study Group	Outcome Pilot Group
RQ1: Is there a positive relationship between self-efficacy and intercultural adaptation?	Supported	Supported
RQ2: Is there a positive relationship between self-efficacy and cultural intelligence?	Supported	Supported
RQ3: Is there a positive relationship between self-efficacy and emotional intelligence?	Supported	Supported
RQ4: Is there a significant relationship between perceived cultural distance and intercultural adaptation?	Supported	Supported
RQ5: Does emotional intelligence mediate the effect of self-efficacy on intercultural adaptation?	Supported	Supported
RQ6: Do cultural and emotional intelligence in parallel mediate the relationship from self-efficacy to intercultural adaptation?	Supported	Supported
RQ7: Will the serial mediating effects of emotional and cultural intelligence influence the outcome of intercultural adaptation?	Supported	Not Supported w/CQ→EQ; Supported w/EQ→CQ
RQ8: Does the variable of host country nationals' attitude towards the expatriate moderate the effect of self-efficacy on intercultural adaptation?	Not Supported	Not Supported
RQ9: Is the moderator's perceived cultural distance itself moderated by other variables?[a]	Supported	Not Supported
RQ10: Does the effect of the mediator host country nationals' attitude become moderated through emotional or cultural intelligence?	Not Supported	Not Supported
RQ11: Does perceived cultural distance moderate the effect of self-efficacy through serial mediation of emotional and cultural intelligence on positive intercultural adaptation?	Not Supported	Not Supported
RQ11a: Does the host country nationals' attitudes moderate the effect of self-efficacy through serial mediation of emotional and cultural intelligence on positive intercultural adaptation?	Not Supported	Not Supported

Note. [a] Changed to host country nationals.

7.5 Predictive Model of Positive Intercultural Expatriate Adaptation

Figure 7.1

Predictive Model of Positive Intercultural Expatriate Adaptation



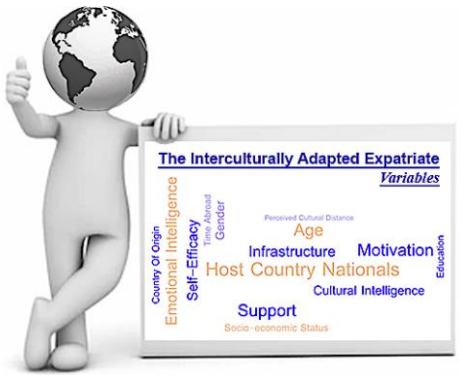
Note. Authors own. See the larger image in Chapter 6, Figure 6.18.

7.5.1 Variables Included in Positive Intercultural Adaptation

The variables in Figure 7.2 represent those in the PIA predictive model shown in Figure 7.1. The variables in the first section were analysed with MMCPA.

Figure 7.2

The Variables Constituting an Interculturally Adapted Expatriate



Note. Authors own. Illustration credits: Shutterstock, 147188006; iStock, Dimitris66.

7.5.1.1 Variable – Self-Efficacy. Contrary to expectations, the results defy this researcher's personal expectation that SE would drive positive intercultural adaptation. However, did SE influence or show a positive variance in adaptation? Yes, but not much, and mainly in the pilot group's mediation analysis.

7.5.1.2 Literature. An interesting point to mention is that most of the immigrants in the present study were from fellow African countries, which are generally poorer and classified as collectivist societies, according to Hofstede (2010) and Schunk and DiBenedetto (2020).

Hofstede found that a nation's wealth explained "no less than 71% of the differences in IND (individuation) scores for the original 50 IBM countries" (2010, p. 132); however, Schwartz and Sagiv (1995) found that their theory was not conclusive in the Zimbabwe group of teachers they sampled.

Nevertheless, it is generally accepted that poorer countries do not encourage individualistic SE, which may bring about an internal struggle between one's upbringing and the individualistic character of the younger expatriates who state that they are not well-adjusted in South Africa (Table 6.16).

7.5.1.3 Present Study Results Recap. Ordinal regression shows the study group has an effect size of .01 with an R^2 of 8%, and the pilot group has an effect size of .03 with an R^2 of 7.4%.

7.5.1.4 Industrial and Organisational Psychology Implications. The results suggest that the participants with high SE score high means (M = 5.5; Appendix N) on the motivation dimension of CQ (Earley & Ang, 2003, 2006; MacNab & Worthley, 2012; Shaffer & Miller, 2008; Van Dyne et al., 2008), and the two of those working together can impel an internationally curious individual to choose to pursue an expatriate experience, supporting findings by Bandura (1995), Jiang and Park (2012) and Joardar and Weisang (2019).

7.5.1.5 Outcome. Participants in both groups self-report higher levels of SE (this is less one individual out of 909 who reported lower SE levels and maladaptation). Therefore, although the variable does not strongly influence PIA, it is an integral part of the individual who chooses an expatriate career and can adapt positively.

7.5.2 Variable – Cultural Intelligence

The relationship between expatriates and CQ has been studied extensively by corporations and researchers, and most tie it to PIA (Lee et al., 2019; MacNab & Worthley, 2012; Schlägel & Sarstedt, 2016), especially the dimension of motivation. This study found the same among immigrants living in South Africa (Tables 5.25 and 6.26).

7.5.2.1 Literature. High CQ across all dimensions is not necessary for PIA – only the desire to learn about other cultures. According to Dinglasa (2020), CQ is used best in stages. It appears that while one accumulates more of the ability, the longer one stays internationally, the lesser one uses it. Grill et al. (2021) found that the more one knows about any culture, the less motivation one has to learn more. This indicates a plateau, supported by the regression analysis results in Table 6.26, combined with high mean scores in motivation and the lower effect on PIA in MMCPA.

Tarique and Takeuchi (2008) found that the quantity of international experiences one possesses affects adaption processes. Therefore, one does not necessarily have to live or work in another country, simply travelling and experiencing other cultures will increase an individual's CQ.

7.5.2.2 Present Study Results Recap. In the regression analysis with the study group, CQ shows a minor effect size of .01 ($p < .004$) with an R^2 of 5.4%. The pilot group has a higher predictive power at 5.9% and an effect size of .03 ($p < .001$). In mediation analysis, the significant effects of CQ on PIA within the pilot group range from .01 ($p = .004$) to .02 ($p = .00$), and in the study group range from .01 ($p < .001$) to .01 ($p = .01$).

7.5.2.3 Industrial and Organisational Psychology Implications. A key component in workplace obstacles within South Africa is cultural distance. However, an employee with high motivation level can overcome cultural anxiety (Van Dyne, et al., 2008) and have the curiosity and confidence to engage in intercultural interactions (Lee et al., 2019; Schlägel & Sarstedt, 2016). An organisational practitioner should be versed in deciphering the facets of CQ when screening for employees in the South African context.

7.5.2.4 Outcome. Cultural intelligence is the only variable influenced by two other variables – SE and EQ. This research shows that high motivation to learn about one's host country is positively associated with higher adaptation levels.

7.5.3 Variable – Emotional Intelligence

7.5.3.1 Literature. An ability-based form of intelligence, EQ has found many advocates among researchers in the expatriate and organisational fields. Fatoki (2019) found that with self-initiated expatriates in South Africa, higher levels of EQ equated with success. Murphy and Janeke (2009) found that higher levels of EQ in perceiving and understanding stimulate creative thinking and problem-solving, two in-demand employment skills/abilities in 2020.

7.5.3.2 Present Study Results Recap. Emotional intelligence is best used with interpersonal skills, especially in the workplace, and is not as influenced by SE as CQ is. Figure 6.8 shows a small but significant effect (ß = .04 p = .002), and the construct's influence on intercultural adaptation during serial mediation is robust (ß = .52, p = .00, Figure 6.10). OLS regression shows a .14 effect size with 3.6% predictive power in the study group and a .03 effect size in the pilot group with 3.7% predictive power.

Identification of self-based emotions (M = 4.2, SD = 0.9) and regulation of others-based emotions (M = 4.1, SD = 0.8) have the highest means and the most negligible dispersion around the mean (Appendix N), demonstrating that these dimensions of EQ are measured accurately. However, the dimensions of understanding of others and one

self's emotions directly affect PIA more than the other dimensions (Tables 5.25 and 6.26).

7.5.3.3 Industrial and Organisational Psychology Implications. Understanding one's feelings best serves an immigrant when dealing with the demands and stressors of a new employment situation. At the same time, regulating others-based emotions is highly useful in the expatriate work setting, supporting researchers Pekerti et al.'s (2019) findings. When highly cultivated, these skills can overcome communication challenges, inspire employees to engage more in the corporate setting, nurture employee relationships (Lim, 2016) and are influential in the political skills arena mentioned by Koveshnikov et al. (2022).

Leonidou et al. (2019) found that individuals with higher EQ levels have improved social bonding. Additionally, this research found that this construct influences CQ – in this manner, EQ seems to function as a channel that boosts CQ. Therefore, one could argue that when CQ is low, workplace conflict could rise, yet employees can regulate or maximise that conflict through EQ. For example, when fellow employees want to go to that local chisanyama restaurant *one more time* for lunch (and you are a Buddhist vegetarian with a delicate stomach), individuals with high levels of EQ will be able to navigate through the conflict without hurting others feelings or increasing social or cultural distance.

7.5.3.4 Outcome. Emotional intelligence is the only variable in the predictive model that is influenced by one variable (support) and influences another (CQ). Despite having a low predictive percentage of PIA, literature shows that individuals higher in certain facets of this construct do experience better expatriate adaptation.

7.5.4 Variable – Support Levels

7.5.4.1 Literature. The variable of support is an underrated and complex one. Research shows that support at all levels of the expatriate process, in all sectors of an immigrant's life ranging from domestic to workplace situations and how one gathers information and resources, is needed (Haist & Kurth, 2022; Kawai & Strange, 2014).

Van Bakel et al. (2022) suggest that appropriate support at the different phases of the expatriate experience is needed and that some individuals – for example, self-initiated expatriates – may find a lack of multicultural resources when they arrive or no support at all (Perkerti et al., 2020).

7.5.4.2 Present Study Results Recap. In this study, support is a strong influencer of PIA within the mediation models, demonstrating a high Cramer's V correlation (φc = .31) and a significant Chi-Square result ($X^2 = 80.91$, $p < .001$) in crosstabulations and a moderate effect in OLS regression (ß = .25, $p < .00$; Table 6.25) where it presents with the second-highest correlation to PIA after HCNs.

7.5.4.3 Industrial and Organisational Psychology Implications. Support plays a role in organisations, especially in clan and adhocracy cultures (Figure 2.2). Perceived organisational support, or POS (Ladun, 2019), was found to be necessary for an expatriate in need of resources. This support makes immigrants feel valued, increases their self-esteem and helps them to adapt better. At the same time, Ray and Maheshwari (2020) believe that the company headquarters can facilitate a healthy expatriate adaptation process by providing translators, cultural attachés and a peer network.

7.5.4.4 Outcome. Foreign nationals with medium (not large) support systems show higher levels of EQ and ultimately fare better in their adaptation. Those with too much support may need more independence to adapt well.

7.5.5 Variable – Host Country Nationals' Attitudes

7.5.5.1 Literature. International adaptation correlates with the attitudes of the HCNs. In-group and out-group comparisons are part of human nature (Stoermer et al., 2021), and positive or negative welcoming dispositions can make or break an expatriate's journey. Multitudes of literature (see 2.7.6) document the negative side of this equation; however, immigrants must also do their part in seeking out and maximising local resources (Flaherty, 2008; Mahajan & Toh, 2014).

This might be difficult for expatriates with a naturally negative disposition, as Pekerti et al. (2020) found, supporting the idea of an expatriate screening guide (questionnaire and predictive model) proposed in this study.

7.5.5.2 Present Study Results Recap. There is convincing evidence throughout all of the data analyses and models in this study, beginning with crosstabulation (Table 6.24), through OLS regression analysis (Table 6.25), and finally to MMCPA (see R^2 values predict adaptation up to 47%; Appendix P, Table 1) that the attitudes of HCNs is by far the most important, most potent and significant predictive variable in PIA. Nothing else comes close.

Responses to the variable Host country nationals defy expectations that internal ability-based skills could overcome challenges encountered by the local population. Barring a single exception in the pilot group ($ß_{CQ} \rightarrow ß_{HCN} = .02$, $p = .004$; Appendix O, Table 10), the HCNs attitudes cannot be influenced by self-efficacy, EQ or CQ – something that this researcher has not seen documented before in previous research. Also, HCNs is the only variable that is influential as a covariate, mediator and moderator.

7.5.5.3 Industrial and Organisational Psychology Implications. Individuals facing hostility cannot perform at higher levels of success as they are in fight–or–flight mode. This forecasts lower task performance, mood, satisfaction levels and possibly higher work and peer conflict, even when coupled with strong amounts EQ or EQ, which have no influence on the results of HCN attitudes.

Multinational companies (MNCs) would be well justified to steer their staff and culture towards cross-cultural training, developmental mentoring, and liaison programmes to recruit and keep their expatriate employees (which equals investment) happily in the fold.

7.5.5.4 Outcome. In the predictive model, this variable has the highest effect on PIA and should be the most looked-at factor when bringing an immigrant into a

company. Suggestions for interventions and therapies are noted later in this chapter to assist in overcoming challenges.

The following variables are not included in the research questions; however, valuable data is obtained from the participants and compared against current research.

7.5.6 Variable – Age

What is the age group of the participants that adapt the most?

7.5.6.1 Literature. Literature suggests the age of an immigrant has vacillated between being significant and non-significant in expatriate adaptation (see 2.7.1). A study by Vulić-Prtorić (2018) found that adaptation was more difficult for younger immigrants than older ones, as did research by Wurtz (2022). This study confirms this, and individuals aged 18+ to 39 years of age have the highest percentage of their sample size declaring they are not well-adapted (N_{PILOT} = 25 out of 139, 18%, Table 5.15; N_{STUDY} = 43 out of 159, 27%, Table 6.16).

7.5.6.2 Present Study Results Recap. The present study did add age as a research question covariate in the study group, and the results supported the relationship between age and intercultural adaptation, much like the results of the Chi-Square test. However, age does not show a significant impact on adaptation in OLS regression in either group sample.

7.5.6.3 Industrial and Organisational Psychology Implications. Literature suggests that Eastern cultures will respect older life experience more than Western cultures (Olsen & Martins, 2009; Selmer, 2001). Leonidou et al. (2019) found a slight but significant correlation of age with EQ, suggesting better client relationships.

7.5.6.4 Outcome. Results of this examination indicate that the happiest expatriate is between 40 to 50 years of age.

7.5.7 Variable – Gender

Do males or females adapt better in an expatriate setting?

7.5.7.1 Literature. The literature surrounding gender-focused expatriate adaptation is much like age – both genders take precedence in different studies. However, women seem to manoeuvre better with local cultures than men but men had overall higher adaptation scores in several research projects (see 2.7.5).

7.5.7.2 Present Study Results Recap. The pilot group shows that males are ultimately more interculturally adapted, with 92% (Table 5.16) of their sample reporting positive adaptation levels. Gender is not significant in linear regression models.

7.5.7.3 Industrial and Organisational Psychology Implications. Armstrong and Li (2017) found that women's more effortless interaction ability made them prime expatriate candidates for Eastern or Confucian cultures, as did Cole and McNulty (2015).

7.5.7.4 Outcome. Although not a strong predictor of PIA, the results from this study show that males have a slight edge over females in achieving a positive expatriate outcome.

7.5.8 Variable – Origin

Where do the participants come from, and how does that affect their adaptation levels?

7.5.8.1 Literature. The culture of one's home country versus the culture of an individual's host country can vary widely (Hofstede, 2001, Hofstede et al., 2010; Schwartz, 2006, 2012) and must be accounted for when beginning an expatriate journey.

This can affect all expatriate life aspects, including their families (Meirovich et al., 2020). Cultural motivation can help an expatriate or their family overcome these obstacles (Hu et al., 2020; Kim et al., 2008), but it also helps if one already comes from an individualistic (Hofstede et al., 2010) and harmonic or mastery-orientated society (Schwartz, 2012).

7.5.8.2 Present Study Results Recap. Individuals from the United Kingdom consistently score the highest adaptation rates in crosstabulations, with n_{STUDY} = 43 out of 45 (96%) and n_{PILOT} = 70 out of 76 (92%, Table 5.17). Individuals from Europe and Canada also score quite well on self-reported adaptation levels (Table 6.18), but their sample sizes need to be bigger (in some cases, it is only N = 1) to be viable for proper analysis.

7.5.8.3 Industrial and Organisational Psychology Implications. Skills, education certificates and degrees are often not transferrable (Røysum, 2020). Combine that with the cultural values or index of one's host country, which can bring challenges when screening themselves or other individuals for expatriation with no preparation.

7.5.8.4 Outcome. This examination shows that individuals from the United Kingdom are the most adjusted within their sample size for both the study and the pilot groups.

7.5.9 Variable – Time in Host Country

Are the participants recent or long-term immigrants, and how does that affect their adaptation levels?

7.5.9.1 Literature. Lysgaard's U-Curve Adjustment Theory (1955) and Black and Mendenhall (1990) deal with an immigrant's adaptation process based on their length of stay. Those researchers agree that about 36 months is a general time frame for positive adaptation or learning curves to be internalised and accepted. Grill et al. (2021) felt that no adjustment curve fits everyone.

7.5.9.2 Present Study Results Recap. As expected, individuals who have stayed in their host country for the longest time are the most adapted in the pilot group (Table 5.22), and the same is demonstrated in the study group (Table 6.23). Time also has a significant effect on positive intercultural adaptation in linear regression analysis for both group samples (OLS $ß_{PILOTTIME} = .21$, $p = .00$, Table 5.24; OLS $ß_{STUDYTIME} = .17$, $p = .01$, Table 6.25).

7.5.9.3 Industrial and Organisational Psychology Implications. Studies show (Desai et al., 2018) that mentoring, or developing intelligence, can build trust, engagement and respect between sectors. Mentoring would pair newer expatriates with ones who have been in the country for a while and could show the newcomer the ropes, giving the incoming employee a perspective that a non-expatriate mentor could not provide. This enables the incoming expatriate with the most comprehensive knowledge schema to build from.

7.5.9.4. Outcome. Employing an individual who has spent more than five years abroad is the best way to find an applicant who adapts positively to their expatriate experience.

7.5.10 Variable – Infrastructure

Did the participants move up or down the SES ladder with their host country, and how does that affect their adaptation levels?

7.5.10.1 Literature. Literature suggests this concept needs to be narrower to have a concise definition; therefore, no literature review is conducted on this variable. Participants in this present study were given a description of the construct on the questionnaire, which included buildings, roadworks, etcetera.

7.5.10.2 Present Study Results Recap. Respondents who moved from a higher developed country to a lower one display the most PIA at 87% of their sample size in each study group. Regression in the study group shows a negative (and insignificant)

effect on PIA, possibly reflecting the most significant percentage of the sample (from Zimbabwe) who moved from a lower to a higher developed country and showed more maladaptation.

7.5.10.3 Industrial and Organisational Psychology Implications. Infrastructure differences can benefit lower developing countries and improve technology and innovation with the help of their more developed counterparts. Higher-developed countries that open subsidiaries in lower-developed countries could face cultural, infrastructure and logistic challenges with the companies and employees. Additionally, employees living in host countries with these challenges may also develop mental or emotional challenges – something for a human resource practitioner to be aware of.

7.5.10.4. Outcome. This present study found that immigrants who moved from a higher infrastructure level to a lower one are more interculturally adapted than those moving in the other order.

7.5.11 Variable – Education

How educated are the group samples, and how does that affect their adaptation levels?

7.5.11.1 Literature. No studies were found that combined education with the outcome of positive intercultural adaption.

7.5.11.2 Present Study Results Recap. In crosstabs, the pilot group has a higher concentration of participants self-reporting higher adaptation levels in combination with education levels (n_{PILOT} = 433 out of 506, 86%; n_{STUDY} = 322 out of 403, 80%). The study group is more dispersed among high and low levels. However, neither group's education levels directly correlate with PIA in OLS regression analysis.

7.5.11.3 Industrial and Organisational Psychology Implications. Education levels required are at the discretion of the hiring institution concerning the job requirements.

7.5.11.4 Outcome. Postgraduates show the most adaptation in our study group, averaging 88% within their sample, while the pilot group demonstrates that education levels generally do not matter in their adaptation attainment.

7.5.12 Variable – Socio-economic status

How do the participants fare personally in this category, and how does that affect their adaptation levels?

7.5.12.1 Literature. The SES status of the expatriate has yet to have any significance in the individual's adaptation process; therefore, there is no research to cite here.

7.5.12.2 Present Study Results Recap. Participants in the high SES category show the most minor adaptation between both groups, with a 59% average of respondents self-reporting as positively adapted, while 86% of the rest of the SES levels reported the same. Proof that money does not buy happiness?

Pearson's Chi-Square shows significance ($p < .001$) in the study group while the pilot study does not ($p = .20$), and to support those results, regression analysis indicates the same (OLS $B_{STUDY} = .17$, $p < .001$; $B_{PILOT} = .04$, $p = .45$).

7.5.12.3 Industrial and Organisational Psychology Implications. Again, there needs to be more significant research to see the implications in this sector.

7.5.12.4. Outcome. This study found that the middle class is the most well-adjusted expatriate category.

7.5.13 Final Outcome of the Predictive Model

According to this study, when searching for the most adaptive expatriate, one should look for a male between 40 and 59 years of age from the United Kingdom. They should test well on SE, identify emotions in themselves and others, and use and

manage them properly with others. They should test high on the motivational aspect of CQ – perhaps they love travel shows or magazines such as National Geographic. This shows that the person in question already has high SE and is looking for an expatriate experience.

Previous travel or expatriate experience is unnecessary, as motivation is the only facet primarily used in expatriate conditions unless the individual has previously been in that country. Confirming they have spent over five years abroad is beneficial, and if they have spent at least five years in the host country, this is even better.

Education levels matter when considering an expatriate for a South African position or residency, with 88% per cent of postgraduates self-reporting positive intercultural adaptation. For comparison, other education levels for that group come between 67% and 78%. Education levels outside of South Africa do not influence an immigrant's adaptation process.

Other features to consider are whether that individual is middle class and has moved from a higher developed to a lower developed country. Finally, knowing how much support they have is crucial. A moderate level of support is the most beneficial and can come from family, friends, peers or the organisation.

7.6 Group Comparisons

7.6.1 Introduction

Various comparisons can be seen within the body of this chapter, especially within the discussion of the MMCPA summary (see 7.3.3.2) and the discussion surrounding the variables (beginning at 7.5.1) with additional information here.

7.6.2 Reliability

Each subscale measures higher in reliability in the pilot test than in the study population. This indicates that the groups interpret these subscales differently, a

phenomenon called differential item functioning, or DIF (Granberg-Rademeker, 2009).

7.6.3 Perceived Cultural Distance Results Comparison

There is a disparity in Spearman's Rho results between the two group samples. Some of the variables in the pilot study have much higher correlations than in the final research study. For example, FOOD.10, which was the questionnaire statement – "*In my host country, food is eaten with different utensils than the ones used in my home country*" – has moderate correlations with the dimensions of social norms (ρ = .40), living conditions (ρ = .43), family structure (ρ = .39) and language (ρ = .30). However, the same indicator in the study group (Table 6.13) only correlated slightly with those same indicators, with the strongest correlation with social norms (ρ = .15).

In another example, in Table 5.12, one can see that the indicator FAMILY.11, which stated: "*Marriage customs are different in my host country than in my home country*", has a moderate relationship with food (ρ = .39), social norms (ρ = .36), and living conditions (ρ = .32). However, the study group indicates no correlations over .20 (for social customs).

Bearing in mind the inconsistencies already within the measure, one can also assume that the two groups interpreted the indicators differently, highlighting the importance of sample homogeneity or heterogeneity, depending on the research needs of the study. These correlations also highlight the need to be wary of measurement invariance, as mentioned later in this chapter. Furthermore, all cultural measures must consider the possibility of ethnocentricity in the participants' responses.

7.6.4 Comparative Group Means

In Appendix Q, Table 2 the behaviour facet of CQ has significant differences in four out of five indicators ($M_{\text{STUDYBEH.1}}$ = 5.1, $M_{\text{PILOTBEH.1}}$ = 4.5; $M_{\text{STUDYBEH.3}}$ = 5.7, $M_{\text{PILOTBEH.3}}$ = 5.3, $M_{\text{STUDYBEH.4}}$ = 5.4, $M_{\text{PILOTBEH.4}}$ = 4.9; $M_{\text{STUDYBEH.5}}$ = 4.8,

$M_{PILOTBEH.5}$ = 4.4). In fact, for every indicator of the construct, the pilot group score is higher, signalling their affiliation with CQ.

Table 6.29 shows the combined group means and standard deviations. One will note that dispersions measure wider within the construct of cultural intelligence ($SD_{BEH.1}$ = 1.8, $SD_{COG.2}$ = 1.7, $SD_{BEH.5}$ = 1.6, $SD_{BEH.4}$ = 1.5) than any other variable.

Additionally, the Mann-Whitney rank summation (Appendix Q, Table 1) indicates the rank difference of the indicators. Out of 77 indicators (indicator 3, country of origin, was not analysed here), 51 (66%) had a significant variance between the groups. While all R^2 effect sizes are small for these indicators (.03 to .19), they are statistically significant.

What makes expatriates within South Africa and outside of the country behave differently? Does the culture they grew up in impel them to respond differently to the questionnaire? Or is this a response bias? This begs further inquiry and debate of cultural perceptions and thinking styles and the construction of Afro-centric versus Euro-centric measures.

7.6.5 Mediation, Moderation and Conditional Process Analysis

Comparisons between the two groups are scattered throughout the summary of the results beginning in section 7.3.3.2; however, an interesting notion to point out here is the difference between the direct effects of mediation.

The direct effect from X (SE) to Y (PIA) is more significant in the pilot group than in the study group (c_{PILOT} = .02, $p < .00$; c_{STUDY} = .03, p = .64).

In the comparison of the mean between groups (Appendix Q, Table 2) there are only four indicators on the SGSES with a means variance of more than .25, and Spearman's Rho correlations has a tighter dispersion, or spread, with the study group (ρ_{STUDY} = .19 to .63; ρ_{PILOT} = .12 to .65; Table 6.27). This indicates that the interpretation and SE levels are somewhat similar between the groups, leaving the findings unanswered.

Covariates could explain the difference; however, covariates do not vary the association between the antecedent, or independent variable and the consequent, or dependent, variable. Further, removing the covariates from the mediation model does not change the direct effect. Therefore, the covariates are not confounders.

Ultimately this indicates that the mediation is more robust in the pilot group than the study group, leaving the *why* of this pointing towards another feature to consider for future studies.

7.6.6. Predictive Model

The predictive model also shows a small amount of divergence, as expected, with the geo-cultural differences of the participants; however, expatriates around the world are surprisingly similar.

While each group's final variable outcomes for the predictive model are gauged on a spectrum (for example, women fared better in some categories, but ultimately men fare better overall), a sharp difference in education levels contribute to adaptation per group. In this area, expatriates living in South Africa are much more positively adapted than the pilot group, which shows no preference for any education level.

This instance, and more like it, when narrowing down categories (for example, pilot study participants aged 60 and above with a high school education who moved laterally with no support), could be attributed to differences in the type of expatriates they are (self-initiated, retirees, etcetera.) or due to the countries they come from or currently reside. Only additional research with the data can whittle down these circumstances to fine-tune regionally specific predictive models.

7.6.7 Outcome

Capturing the results of the sample groups sheds light on the differences between them; however, a deeper analysis of these results falls outside of the scope of this thesis. More research into this phenomenon is recommended.

7.7 Conclusion

This chapter provided a discussion of the results of this study from a theoretical and analytical perspective. On the basis of this discussion, it is clear that while ability-based variables do have a connection with positive intercultural adaptation, external circumstances governing the expatriates' social situation are much more influential.

The next chapter offers recommendations for future research, discusses the limitations of this research and suggests several scenarios where practical applications of these findings would be beneficial.

Chapter 8: Conclusion

8.1 Introduction

Global expatriation is a phenomenon only expected to become more prevalent in the coming years. Understanding expatriate behaviour and general human ability-based behaviour will help individuals, corporations, and governments manage personal and professional expectations, aid in relationship and family counselling and support, and provide frameworks and benchmarks for international hiring and training practices.

8.2 Conceptual Questions

Research begins with a question. Returning to the introduction and the primary enquiries of this study (see 1.6), the following questions were asked:

- Is self-efficacy the primary driver of positive expatriate adaptation;
- How do the constructs of self-efficacy, cultural intelligence and emotional intelligence fit together in the role of positive expatriate adaptation; and
- Can we create a predictive model for positive expatriate adaptation?

Contrary to expectations, the research results revealed that self-efficacy is not the primary driver of positive expatriate adaptation. However, it was self-reported as influential within all but one participant and it did seem to be of some value active in predicting direct variance in positive expatriate adaptation. This study also answered the second conceptual question – finding out how these variables interweave and influence each other, which led to the completion of the third question: the predictive model of positive expatriate adaptation (Figure 6.18).

8.3 Aims or Objectives of Study

This study had several research aims. First, it strove to confirm whether the main independent variables – self-efficacy, emotional intelligence and cultural intelligence – worked independently to facilitate the positive expatriate adaptation of expatriates within the South African context, which was confirmed.

8.3.1 Questionnaire Development

In order to answer the questions posed at the onset of the research, a survey-based research design was opted for and this was implemented in the form of an online questionnaire. The online questionnaire was created, tested and given to expatriates around the globe. This questionnaire used previous research measurement tools, but it was specifically adapted and tested for use in this study.

8.3.1.1 Research Questions. In this study, 11 research questions were investigated, and they examined various relationships between the constructs. These research questions were tested using regression, mediation and conditional process analysis, and the results were presented in chapter 6, where it was shown that the findings supported 8 out of 11 hypotheses. The majority of the hypotheses were therefore supported by the data yielded by the research.

The study also examined the role of perceived cultural distance in correlation with the other variables and tried to establish how this non-ability variable contributes to positive intercultural adaptation. Unfortunately, there was no conclusive answer, as the measuring tool was found to be flawed.

8.3.1.2 Group Analysis. Expatriates residing within and outside of South Africa participated in the research. The main difference between the groups was their response to emotional intelligence and education levels influencing their adaptation; however, the groups were surprisingly similar otherwise.

8.3.1.3 Predictive Model. Finally, this study attempted to establish a new, integrated, and predictive model of positive intercultural adaptation that could be

empirically replicated and further expanded with the aid of additional variables, and thus it provides a blueprint for future research. This admittedly provisional predictive model was shown in Figure 6.18.

8.3.1.4 Rescaling of Dependent Variable. This research showed evidence disputing claims that Likert variables should not be measured using linear methods. Estimation scores were not affected in any significant way by the rescaling of the dependent variable, and all research question outcomes remained unchanged with these data (Appendix V).

8.4 Contributions

8.4.1 Contributions to South African Literature

First and foremost, this is the first study this researcher is aware of that interweaves these constructs (self-efficacy, emotional and cultural intelligence) in a South African context. This is surprising not only because South Africa is in the global marketplace but because South Africa is also subject to emigration.

South Africa has experienced concerning emigration numbers (over 900,000 in 2020, up from 128,000 for 2015–2020 combined)[2]. However, it is not all bad news: Studies show that expatriates from South Africa living abroad contributed USD 927,000,000.00 back to South Africa in 2021(Ratha et al., 2022). That number, nearly 1 billion US dollars, is undoubtedly higher by now. Moreover – it cannot occur if South African emigrants are unsuccessful in their expatriation. Therefore, this study's expatriate research is imperative for immigration *and* emigration theory.

There is a missing gap in theoretical knowledge within the South African context, as mentioned in section 2.12. Therefore, a further contribution of this study lies in advancing and refining previous research in this field. It expands the conceptualisations of these constructs and measuring instruments to make them applicable in a South African setting. An example of this were the key findings about

[2] https://businesstech.co.za/news/lifestyle/671311/south-african-busines

the use of appropriate terminology in survey research in this country. For example, some new immigrants are confused by something as simple as the term ‘expatriate’ appearing in a survey questionnaire – the role of terminology is therefore an important issue that multinational corporations should consider when they try to build their international talent pool.

8.4.2 Contributions to Theory

This study has several significant contributions to industrial and organisational psychology, expatriate adaptation, and emotional and cultural intelligence theories.

8.4.2.1 Expatriate Adaptation Theory. In addition to providing additional knowledge for emigration adaptation studies, this analysis contributes considerably to existing expatriate theory by presenting a unique predictive model of expatriate positive expatriate adaptation based on this study's innovative findings combined with results that corroborate previously supported expatriate research.

This model, (Figure 6.18), constitutes an attempt to formulate what it takes to be a successful expatriate. It helps one to see what the characteristics and circumstances are that contribute to the creation of a well-adjusted expatriate. This model differs from most similar research approaches because it creates a holistic picture, or blueprint, of what this individual looks, feels and behaves like.

Most other research investigates individual tasks or behaviour, and then posits “*An expatriate behaves accordingly in this situation*', or '*If an immigrant possesses this trait or characteristic than one can predict this action*', but none have attempted to create a psychological profile of who this individual is. The predictive model outlined in this research is the first to attempt to do just that to contribute to Expatriate Adaption Theory.

This is also the first study that applies this unique combination of constructs to both expatriates in South Africa and then to also compare them with a global population. In this way, the differences between the study group, comprised of a

majority of Africans, were compared to the pilot group, consisting of people from a wider variety of nations. The divergence in their responses highlights the need for an Afro-centric focus in expatriate measurement models.

8.4.2.2 Industrial and Organisational Theory. This study sets the foundation for an incoming expatriate screening questionnaire to be developed further to support the predictive model of expatriate adaptation. In this questionnaire, four subscales investigated the ability-based skills of expatriates. Two of the four subscales were found to be unsuitable in a South African context; however, the other two are considered valid and reliable for individuals residing in South Africa: the SGSES (Sherer's General Self-Efficacy Scale) and the CQS (Cultural Intelligence Scale).

Testing several subscales simultaneously within the questionnaire and via concurrent validity with other studies adds considerable theoretical knowledge to South African industrial and organisational psychology theory. Validating subscales for a South African context (and simultaneously, beyond) gives human resource practitioners an outline for bringing in immigrants and their trailing families.

Nevertheless, ensuring that the right potential employee is onboarding in a company does not complete the picture – and not only in South Africa. In both groups, the most significant variance in effect sizes in positive expatriate adaptation were due to the attitudes of the host country nationals. Moreover, host country nationals are the most effective mediator and (surprisingly) moderator in analysing the Hayes PROCESS model (Hayes, 2022).

It is unusual for a variable to be effective in every situation or position – indicating its strength and importance in expatriate adaptivity. South Africa must get this right if it wants to continue to grow as a nation and be taken seriously in the global marketplace. See 8.4.3.2 for suggestions in this regard.

8.4.2.3 Emotional and Cultural Intelligence Theories. Combining and contrasting these two theories is not new (see 2.8.2); however, putting them together

in a serial mediation is. A significant contribution of this study regarding these ability/intelligence theories is the result of this serial mediation.

In research, Question 7, cultural intelligence (CQ) and emotional intelligence (EQ) are put into alternating scenarios in a serial mediation. Firstly, cultural intelligence was placed in the first mediator position to examine if it significantly influences emotional intelligence. The results are significant but mediocre ($ß_{STUDYCQ} = .07$, $p < .00$; $ß_{PILOTCQ} = .13$, $p < .00$). However, secondly, when emotional intelligence is put in the starter position – influencing cultural intelligence – the results are much stronger ($ß_{STUDYEQ} = .52$, $p < .00$; $ß_{PILOTEQ} = .70$, $p < .00$) and compelling.

The implications of these findings are especially relevant in the expatriate career path. Firstly, it has been shown that emotional intelligence can override cultural intelligence. The most substantial facet of cultural intelligence in expatriates is motivation, utilised as a starting point in the expatriate process. After that, emotional intelligence kicks in when the immigrant learns to communicate and spend time with locals, supporting Liao et al.'s findings (2021). This is especially true within the workforce.

An international employee will face inevitable scrutiny, from suspicion that he or she is perhaps a corporate spy and a threat to local jobs; to jealousy – local workers may not receive the same salaries or benefits. They could face rejection by community members who may roll their eyes at the *foreignness* of them or their ideas. This could create cultural distance between the individual and the locals as well as the headquarters and the subsidiary.

However, individuals with a solid grasp of emotional intelligence can use their skills to overcome the cultural challenges in those situations, creating opportunities for open communication lines, more understanding, transparency, and more substantial group commitments (Leonidou et al., 2019). Yet both groups in this study showed low scores in utilising and regulation of emotions, suggesting more work needs to be done in emotional intelligence training.

Additionally, a contribution to Emotional Intelligence Theory is the findings of the influence of support as a covariate in this present study. Support strongly correlates with emotional intelligence ($ß_{PILOT} = .65$ $p = .02$, $ß_{STUDY} = .86$, $p < .01$). While Bulut and Gaymann (2020) found that lack of support leads to marginalisation, and increases the chances of developing mental health issues, this is the first study to link the two concepts with self-report measures directly.

8.4.2.4 Mathematical and Statistical Theories. The comparison of results between interval and non-interval Likert dependent variables in regression and mediation, moderation and conditional process analysis is noteworthy. There were no outcome changes in mediation, moderation and conditional process analysis models (the mediator was not rescaled as overall rescaled results were so negligible it would not have changed mediation outcomes).

This finding is of practical relevance for researchers wanting to use mediation, moderation and conditional process analysis with Likert-scale data. It is generally accepted in statistics that one cannot use some Likert data in linear regression due to the fact that measurement non-normality of the dependent variable threatens the validity of inferences (Harwell & Gatti, 2001; Williams, 2020). However, this research addressed that question and showed that exceptions exist to this rule by comparing the results of the rescaled dependent variable with the non-rescaled version (see Appendix V). This study, with its unique attributes such as sample size and analysis technique, found that not much changed.

The most significant variances presented primarily in regression analysis with emotional intelligence and its relationship with positive expatriate adaptation, perhaps due to the fact that the measurement scale only had five verbal anchor points. Nevertheless, other variables – such as self-efficacy – were untouched by variance.

The fewest significant changes were found in mediation, moderation and conditional process analysis. Effect size changes were only in covariables and conditional effects, and significance levels for those were unaffected. Additionally, and surprisingly, variance was affected in both directions.

This research therefore adds to the fiery debate on measuring Likert variables with linear instruments. The findings of this research indicate that legitimate consideration can occur with linear analysis using Likert data over five data points with clear spacing, verbal anchors and directionality.

8.4.3 Practical Implications

This research provides insights for industrial and organisational psychology professionals and their corporations to enhance their understanding of their local and expatriate employees' practices and behaviour. These findings could highlight how vital the procedures they implement are and inspire to innovate in the creation of further research, training, and development tools for the well-being of all their employees – foreign and domestic.

This acquired knowledge adds to the theoretical knowledge base of the Self-Efficacy Theory, Expatriate Adaptation Theory, ability theories, and alternative intelligence theories, including emotional intelligence and cultural intelligence and multiple practical applications.

Many studies advance the idea of cultural training for the incoming expatriate, but where is the acceptance training for the host country nationals? Not simply cross-cultural training, but specifically anti-xenophobic training is required. This is of the utmost importance in countries where anti-foreign sentiments exist.

The results of previous research and the present study highlight the need to formulate simultaneous cross-cultural training programmes for the incoming expatriate and shareholders of the receiving multinational corporation.

8.4.3.1 Training for the incoming expatriate. This could include:

- Predeparture mentoring from a peer at the local subsidiary to avoid lag at onboarding;

- Continuing knowledge from a developmental network (in stages as needs arise, Desai et al., 2018);
- Knowledge of local culture, familial, social and business norms;
- Ethnocentricity warnings;
- Sociopolitical and economic directionality and power differences;
- Shared values and similarities between host and home culture; and
- Encouragement to invest in local networks and resources.

8.4.3.2 Training for the local population/employees. This could include:

- In and out-group collectivism identification (Stoermer et al., 2021);
- Situational identities (cultural, work, home, social);
- Training of the incoming expatriate's culture and norms;
- Shared values and similarities between local and expatriate culture; and
- Encouragement to engage the incoming expatriate.

8.4.3.3 Onboard bridging exercises between the expatriate and the local employees:

- Mentoring;
- Local liaison; and
- Developmental network (language interpreter, cultural attaché, information resources).

8.4.3.4 Questionnaire Development. This researcher would suggest that developing a guidebook, or a checklist, of what to look for – beyond job responsibilities – is imperative for multinational corporations looking to increase the bottom line and staff satisfaction, increase productivity, bridge geo-, social and political divides, and successfully increase global footprints. These goals can be reached with further development of the questionnaire (with additional studies to fill up and round out the circumstances expatriates face). Eventually, this can be adapted

culturally around the world. Imagine the savings of money (and disruptions) if companies can have more surety that they hired the right people from the beginning.

8.4.4 Implications Outside the Expatriate Industrial and Organisational Sector

The data from this study intended to bring about a broader understanding of intercultural and organisational adaptation by expatriates. However, even though the targeted sample population of this study was expatriates, the research findings may also yield some practical insights that apply to the general population. Many individuals travel internationally or hope to do so in the future. Knowing how to interact with different cultural contexts can ease the transition for short or long overseas excursions.

Therefore, multiple groups of individuals across various settings would benefit from the evidence-based learning processes emanating from this study, including international transfer students, retired couples purchasing holiday homes in other countries, short-term business travellers, and more.

There is even a possibility of utilising an ability-based theoretical approach underlying this study to evaluate expatriates outside the corporate environment by seeking therapeutic interventions to alleviate mental distress by measuring an individual's self-efficacy, emotional or cultural intelligence and incorporating cognitive and behavioural mediations.

Additionally, family relationships can benefit by applying these dimensions – in the correct order and at the right level – to situations ranging from the initial choice to accept an expatriate assignment to the family's physical move and ongoing adjustment.

8.4.4.1 Psychology Implications. Management of this obtained knowledge could lead to formal guidance for psychology practitioners in South Africa. The development of an assessment tool to predict successful expatriate assignments and to

lay the foundations upon which other theories would open research pathways into extended channels with new paradigms such as:

- International workforce training and recruiting procedures;
- Community integration / anti-xenophobia awareness and training;
- Governmental policy;
- Adult personality examination;
- Immigration policy; and
- Internationally blended family therapy

8.5 Future Research Recommendations

Future research recommendations include replication and extension, using parts of the same measure but adding the control variables of ethnicity and current host country. This additional information will make social comparisons more applicable.

Future replication studies are encouraged, and using the questionnaire could also include developing additional Afro-centric measures for perceived cultural distance and emotional intelligence tailored to the African immigrant community within South African borders.

In the multinational corporation environment, organisations willing to promote and adapt scientific learning could apply the findings in this study across diverse sectors. This will enable them to see the applicability in different user situations, especially where foreign nationals could enter a possibly uncooperative work environment.

Additionally, this researcher recommends escalating studies on these same variables to include more active, observational research instead of using only self-reported measures. Furthermore, experimental studies given to incoming expatriates before they leave and then six months later to determine the temporal placement of events and relevant actions or reactions from interventions would provide even more data.

Further work on the predictive model in the future could focus on expanding the basic framework it delivers. One could delve into the facets of each dimension more, add or take away additional variables or make it more geographically adaptable so that regions around the world will have their own culturally specific matrix.

Finally, the data collected in this study lends itself to further investigations via secondary studies and meta-analysis, as the amount of raw data collected is considerable. With so many exciting variations of Hayes models, further nuanced exploration within this dataset is possible.

8.6 Limitations

Developing a systemic model for social behaviour is inherently problematic. Social structures are frequently in flux, with innumerable variables affecting human reasoning and decision-making, relationship and behavioural choices, differing opinions between individuals/cultures, and adaptive strategies (Davis et al., 2018). Social measures can be subject to answering styles (Muthukrishna et al., 2020; Schlägel & Sarstedt, 2016) and complex, hidden social sub-constructs (Guenther et al., 2018). However, that does not mean one should give up attempting to derive predictive social and behavioural models.

Hayes and Rockwell (2020) give all researchers hope:

> Instead of restricting conditional process designs … we prefer to see it applied more broadly, even in imperfect studies but with causal arguments that are well articulated. We would like more research to see the light of day rather than restrict publication to only definitive studies that satisfy all critics…If we published only such beauties – those unicorns feeding from the pot of gold near the base of the rainbow – the evolution of our understanding of human behaviour would slow to a crawl (p. 22).

8.6.1 Development and Testing of Questionnaire

8.6.1.1 Online Survey. Optimally, an exploratory study of this nature would include a physical, in-person ability test using performance-based determinants; however, because of the COVID-19 pandemic, a self-report measure has been used to examine ability-based skills. Capturing data this way could become a limitation. The participants appraise their abilities rather than showcasing their existing skills, and self-appraisals are often over-estimated via the self-serving bias.

8.6.1.2 Lack of Clinical Evaluation. In addition, not having a clinical evaluation of the participants could exclude any interpretation or bias of the results resulting from any physical or mental difference. For example, a participant with autism spectrum disorder may answer questions regarding understanding emotional states differently from participants not on the spectrum. Additionally, a participant suffering from depression may score lower on the self-efficacy scale at this point in their life differently than in a non-depressed state. However, the self-report indicator, "*I feel well-adjusted as an expatriate*," supersedes any ramifications of those circumstances as that clarifies their actual lived experience.

8.6.1.3 The Perceived Cultural Distance Scale. An exploratory factor analysis on the newly developed Perceived Cultural Distance Scale should have been completed before the questionnaire was available to the participants. There are several reasons it was not:

- Expert panel review. This subscale was sent to copywriters, marketers and other academics to ask: (a) Was this statement vague or unclear, and (b) Did it make you want to answer in any particular way? All issues were corrected.
- Face validity. Face validity appeared acceptable between the expert panel review and the fact that questions were from previously used measures (Appendices C, D).
- Based on those two circumstances, this researcher instead chose confirmatory factor analysis. Exploratory factor analysis is used when one does not know

the latent factors. As this researcher believed the factors were apparent, it was deemed unnecessary.

In the future, a more scientifically rigorous and sophisticated instrument should operationalise the construct of perceived cultural distance. This prospect supports that outside circumstances are integral in the expatriate adaptation process, and a reliable and valid measure of perceived cultural distance could fill out the predictive model for a more holistic understanding of features influencing the immigrant.

8.6.1.4 Measurement Invariance. Cultural differences between the diverse populations are noticeable in South Africa and globally. A quick search into the UNISA library system uncovers 59,967 results for the word Afrocentric, 204,798 for Eurocentric, and 513,517 for non-Western.

The cultures of the South African population are not isomorphic (Guenther et al., 2018). Looking at the sample demographics of this study's participants, one notices a significant percentage from Zimbabwe – a country with a large rural population. One would assume these individuals express a collective mentality. Alternatively, one may surmise that because these individuals departed from their rural upbringing, they embody some individualistic and some collectivist traits, as shown by Simonsen in a study about Aboriginal entrepreneurs (cited in Hofstede et al., 2010).

Simonsen found that Aboriginal entrepreneurs and white Australians scored high on individualism but differed on all other characteristics (masculine/feminine, power distance and uncertainty avoidance) measured on Hofstede's IBM scale. This reflects the Aboriginals' rural and traditional upbringing and their subsequent departure.

This raises an interesting question for the scientific community – if monoculture measures are not contextually appropriate to everyone in the sample, must the researchers combine two or three different culturally appropriate measures into a single socially diverse survey so each population has indicators best suited to their background? Or should scientists stick to a segmentation methodology (Guenther et al., 2018; Schäfer et al., 2018), which would undoubtedly take longer to gather, compare and assess?

8.6.1.5 Generalisability. Finally, while the expected expatriate population that responds to this online survey are from diverse locations, the results they provide, based on this particular location (South Africa), in which the research was conducted may limit the generalisability of the study. Fortunately, the analysis of the pilot group expanded the narrow scope of this limitation.

8.6.2 Research Questions

8.6.2.1 Research Questions. The design and research questions are very general. Segmentation into the study's demographics and the constructs' facets would refine results and encapsulate additional complexity. Instead of using the same four constructs in different positions, an intermix of different variables will provide more nuanced and comprehensive results.

Incorporating different categories – such as country of origin or males with some tertiary education and a middle socioeconomic status as predictor variables – would have accorded extraordinarily detailed information, albeit with small sample sizes. Six post hoc analyses (Appendix O, Tables 6, 7, 21; Appendix P, Tables 6, 7, 21) examined variables outside the order of the research queries.

8.6.2.2 Ethnicity. Another design limitation was not including an ethnicity category within the demographics. With a narrow focus on expatriates as the primary identifier, this researcher did not take into account other characteristics which could make up an expatriate profile – such as ethnicity – and the issues stemming from a diverse cultural upbringings, such as the effect of this on the participants' international experience and worldview.

8.6.2.3 Host Country. A missed opportunity in the research design was not asking which host country the responders resided. They were asked to respond to: (a) *I currently reside as an expatriate in South Africa* or (b) *I currently reside as an expatriate outside of South Africa* (Appendix B). Knowing the host country that the

expatriate currently resides in (if outside of South Africa) will be another valuable source of information for analysis.

This omission from the questionnaire relates to the initial aim of this study – to isolate the expatriate population within South Africa. The response rate from expatriates outside of South Africa – originally intended as the pilot study to assess the feasibility of the research design – was only expected to garner approximately 40 participants. Therefore, the tremendous response (N = 506) from the pilot group that warranted the additional analysis was unexpected and explains the exclusion of these valuable data.

8.6.2.4 English as a First Language. Finally, as most of the study participants came from countries with different mother tongues, the reverse-scored indicators might have posed comprehension and processing challenges for participants whose first language is not English (Suárez-Alvarez et al., 2018); however, the extent of this possibility is unknown.

8.6.2.5 Employment Status. Not acquiring the participants employment status was another limitation in the design of the questionnaire. As the study was meant to benefit the expatriate workforce and industrial and organisational psychology, simply assuming the participants would be employed via the sampling process was not adequate and opens the pathway for further research to explore this gap.

8.6.3 Predictive Model

8.6.3.1 Family Influence. This study attempts to create a comprehensive predictive model for positive intercultural adaptation from the point of view of the expatriate's circumstances. However, several other factors contribute to an expatriate assignment's success – such as the trailing spouse or family's experience – which can weigh heavily on the outcome of positive adaptation (Rosenbaum-Feldbrügge et al., 2022). Including and comparing the family members to the predictive model presented here could alleviate international stress if they are confirmed to possess the skills needed in self-efficacy, emotional intelligence, and cultural intelligence.

8.6.3.2 Variable Contributions. Generally, predictive models would have amounts, or percentages, of each feature attached to it. However, the nature of the Hayes PROCESS macro does not allow for that kind of formulation. To give perspective, host country nationals (HCN) and support (SUP) are the variables that demonstrated the two highest ß effects in all regression analyses undertaken here ($ß_{HCNSTUDY}$ = .45, $ß_{SUPPILOT}$ = .30).

8.6.4 Group Comparisons

External validity could be lacking as a cross-sectional sample is unsuitable for intergroup comparisons. Luckily, the size of our pilot sample group overcame this challenge. However, the cross-sectional design lends itself to limitations without test and post-test examination (Van Dyne; Appendix E).

8.6.5 Additional Limitations

8.6.5.1 Belief Systems of Participants. Nationality and cultural belief systems and behaviours could become a further limitation (Lim, 2016). For example, suppose participants comes from a Western, more independent society. Their answers to the questionnaire could then differ from another participants from an inclusionary culture, as was found with some of these subscales (Demes & Geerart, 2014; Mumford & Babiker, 1998; Olsen & Martins, 2009).

What about personality differences, for example, if one is an optimist or a pessimist, has a high level of neuroticism or openness to new experiences? What about participants who perceive similarities between themselves and other cultures or those who only grasp the differences? Is this a bias or simply their lived experience (Pekerti et al., 2020)?

Additionally, the reference group effect occurs when individuals place themselves within a specific category or frame of reference using subjective self-measures (Heine et al., 2002) and can bias results.

8.6.5.2 Researcher Bias. There is a possibility of researcher bias unconsciously occurring based on this researcher's experience as an expatriate and meeting numerous others while fulfilling duties as President Emeritus at the American Society of South Africa.

This bias could have tainted any aspect of the research, from the origination of the idea to the creation of the Perceived Cultural Distance Scale to the interpretation of data. However, it was delightful to see the experiences of others through this examination, and this researcher can confidently say her perspective has widened on the expatriate experience in South Africa.

To conclude, there was also no conflict of interest as this researcher had no direct influence or contact with anyone completing the survey, and the results are confidential even to the researcher herself.

8.7 Conclusion

The findings of this study demonstrated the complexity of expatriate satisfaction and positive adjustment. It discovered where and when each variable is maximised in positive intercultural adaptation and, viewed through industrial and organisational psychology, creates a conducive environment for expatriate employee success.

Ultimately this study has contributed to a greater theoretical comprehension of the factors contributing to expatriate failure and has highlighted some of the skills needed and circumstances one may face in an expatriate assignment. This could also lead to the design and implementation of practical solutions by corporations and researchers to tackle this obstacle.

Globalism is here to stay. Is South Africa ready?

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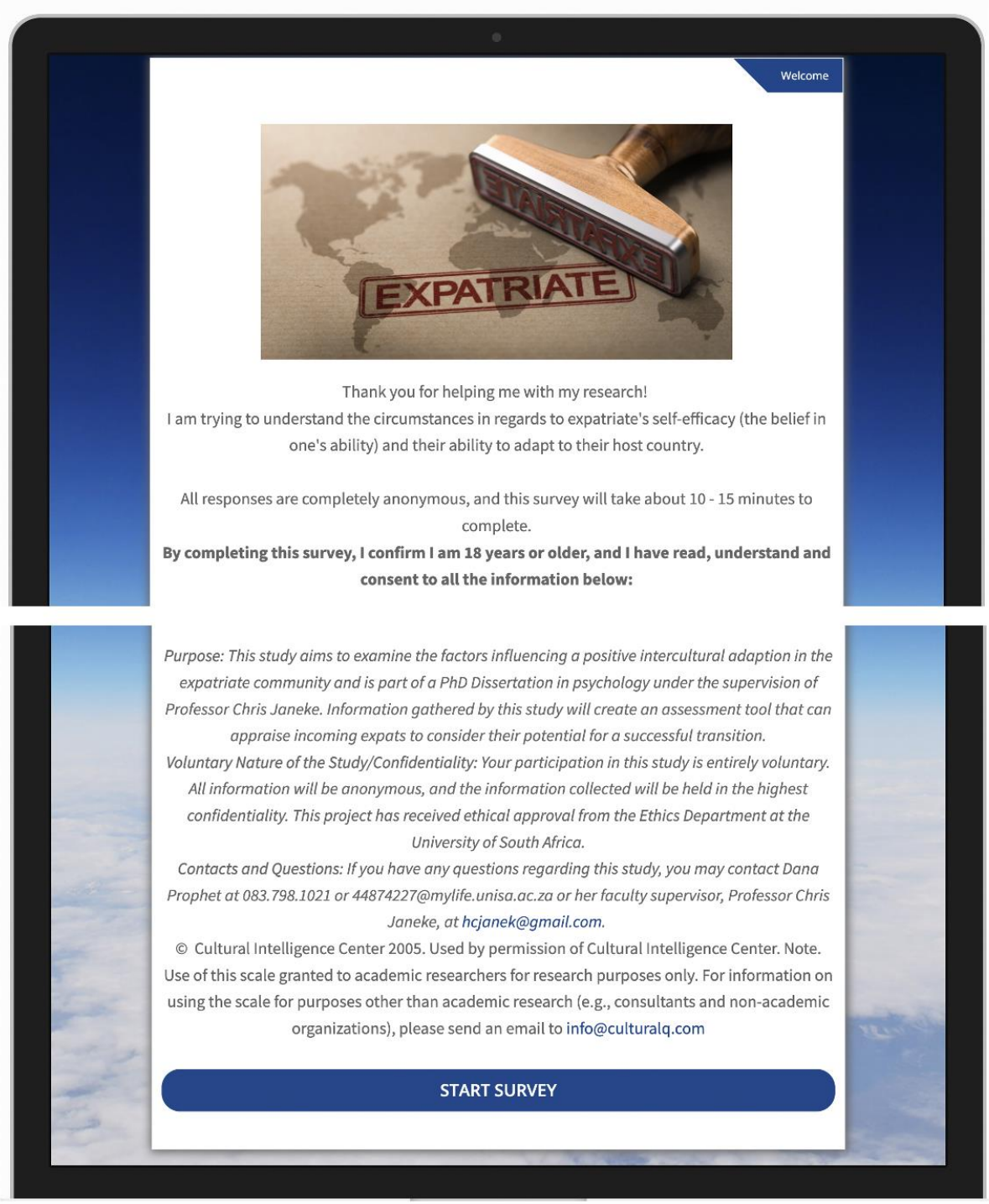
Appendix A

Briefing and Consent Form


Welcome
EXPATRIATE
Thank you for helping me with my research!
I am trying to understand the circumstances in regards to expatriate's self-efficacy (the belief in one's ability) and their ability to adapt to their host country.
All responses are completely anonymous, and this survey will take about 10 - 15 minutes to complete.
By completing this survey, I confirm I am 18 years or older, and I have read, understand and consent to all the information below:
Purpose: This study aims to examine the factors influencing a positive intercultural adaption in the expatriate community and is part of a PhD Dissertation in psychology under the supervision of Professor Chris Janeke. Information gathered by this study will create an assessment tool that can appraise incoming expats to consider their potential for a successful transition.
Voluntary Nature of the Study/Confidentiality: Your participation in this study is entirely voluntary. All information will be anonymous, and the information collected will be held in the highest confidentiality. This project has received ethical approval from the Ethics Department at the University of South Africa.
Contacts and Questions: If you have any questions regarding this study, you may contact Dana Prophet at 083.798.1021 or 44874227@mylife.unisa.ac.za or her faculty supervisor, Professor Chris Janeke, at hcjanek@gmail.com.
© Cultural Intelligence Center 2005. Used by permission of Cultural Intelligence Center. Note. Use of this scale granted to academic researchers for research purposes only. For information on using the scale for purposes other than academic research (e.g., consultants and non-academic organizations), please send an email to info@culturalq.com
START SURVEY

Appendix B

Demographic Information Collected

1. Age:

a. 18+ – 39

b. 40 – 59

c. 60+

2. Gender:

a. Male

b. Female

c. Non-binary

3. Country of origin: (drop down menu)

4. How would you classify your socio-economic status?

a. Low

b. Low to middle

c. Middle

d. Middle to high

e. High

5. What is your education level?

a. High school or secondary school

b. Some university, trade or technical college – no degree or certification

c. Undergraduate degree (associates degree, bachelor degree, or technical / trade certification or diploma)

d. Post graduate degree (master's degree or higher)

6. How would you describe your level of social and emotional support from those around you?

a. None

b. Low

c. Medium

d. High

7. Please identify the developmental (infrastructure systems such as water, electricity, sewage, public transport, enforcement of crime and government efficiency) levels between your home country and host country.

a. I moved from a lower developed country to a higher developed country.

b. I moved from a higher developed country to a lower developed country.

c. The countries are similar to each other.

8. How long have you been in your host country?

a. Less than 1 year

b. 1 to 3 years

c. 3 to 5 years

d. 5+ years

Questions 9 & 10:

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
I feel welcomed by the locals as an expatriate	☐	☐	☐	☐	☐	☐
I feel well-adjusted as an expatriate	☐	☐	☐	☐	☐	☐

11. Residency:

a. I currently reside as an expatriate in South Africa.

b. I currently reside as an expatriate outside of Southern Africa.

Appendix B.1

Subscale 1. Perceived Cultural Distance (PCDS)

The italics referencing dimensions are for examiner reference and were not shown on the actual questionnaire.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. The weather in my host country is very similar to my home country. *(Natural environment)*	☐	☐	☐	☐	☐	☐
2. The wildlife is different in my host country compared to my home country. (R) *(Natural environment)*	☐	☐	☐	☐	☐	☐
3. My natural accent makes it difficult to be understood by the local population. (R) *(Language)*	☐	☐	☐	☐	☐	☐
4. People in my host country speak a language I understand. *(Language)*	☐	☐	☐	☐	☐	☐
5. I find some mannerisms or customs in my host country strange. (R) *(Social norms)*	☐	☐	☐	☐	☐	☐
6. People wear the same type of clothing in my host country that I wear in my home country. *(Social norms)*	☐	☐	☐	☐	☐	☐
7. The socio-economics of my host country is different to my home country. (Economy, social class, medical care available and government efficiency in services such as water, electricity, sewage public transportation, buildings and roads.) (R) *(Living conditions)*	☐	☐	☐	☐	☐	☐

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
8. Hygiene practices of the local population are similar to what I personally implement. *(Living conditions)*	☐	☐	☐	☐	☐	☐
9. I can find similar food in my host country to what I normally eat in my home country. *(Food)*	☐	☐	☐	☐	☐	☐
10. In my host country, food is eaten with different utensils than the ones used in my home country. (R) *(Food)*	☐	☐	☐	☐	☐	☐
11. Marriage customs are different in my host country than in my home country. (R) *(Family structure)*	☐	☐	☐	☐	☐	☐
12. Child rearing is similar in my host country compared to my home country. *(Family structure)*	☐	☐	☐	☐	☐	☐

Appendix B.2

Subscale 2. Cultural Intelligence Scale

Read each statement and select the response that best describes your capabilities. Select the answer that BEST describes you AS YOU REALLY ARE (1 = strongly disagree; 7 = strongly agree)

Metacognitive:

MC1. I am conscious of the cultural knowledge I use when interacting with people from different cultural backgrounds.

MC2. I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.

MC3. I am conscious of the cultural knowledge I apply to cross-cultural interactions.

MC4. I check the accuracy of my cultural knowledge as I interact with people from different cultures.

Cognitive:

C1. I know the legal and economic systems of other cultures.

C2. I know the rules (e.g., vocabulary, grammar) of other languages.

C3. I know the cultural values and religious beliefs of other cultures.

C4. I know the marriage systems of other cultures.

C5. I know the arts and crafts of other cultures.

C6. I know the rules for expressing non-verbal behaviours in other cultures.

Motivational:

M1. I enjoy interacting with people from different cultures.

M2. I am confident that I can socialise with locals in a culture that is unfamiliar to me.

M3. I am sure I can deal with the stresses of adjusting to a culture that is new to me.

M4. I enjoy living in cultures that are unfamiliar to me.

M5. I am confident that I can get accustomed to shopping conditions in a different culture.

Behavioural:

B1. I change my verbal behaviour (e.g., accent, tone) when a cross-cultural interaction

requires it.

B2. I use pause and silence differently to suit different cross-cultural situations.

B3. I vary the rate of my speaking when a cross-cultural situation requires it.

B4. I change my non-verbal behaviour when a cross-cultural situation requires it.

B5. I alter my facial expressions when a cross-cultural interaction requires it.

Appendix B.3

Subscale 3. PEC Short Form

(*NOTE to examiners: *Questions 5, 6, 7, 8, 15 & 16 will be removed from the scale as they measure a dimension outside of this scope. Items 3, 5, 8, 10, 12, 13, 16 & 18 are reverse scored. Questions will appear in random order, and the italics referencing dimensions are for examiner reference and will not be shown on the actual questionnaire.)*

		Strongly Disagree	*Somewhat Disagree*	*Neither Agree / Disagree*	*Somewhat Agree*	*Strongly Agree*
1	When I am touched by something, I immediately know what I feel. *(Identification / perception; self)*	1	2	3	4	5
2	When I feel good, I can easily tell whether it is due to being proud of myself, happy or relaxed. *(Identification / perception; self)*	1	2	3	4	5
3	I do not always understand why I respond in the way I do. *(Understanding; self)*	5	4	3	2	1
4	When I am feeling low, I easily make a link between my feelings and a situation that affected me. *(Understanding; self)*	1	2	3	4	5
5	I find it difficult to explain my feelings to others even if I want to. *(Expression; self)*	5	4	3	2	1
6	I am good at describing my feelings. *(Expression; self)*	1	2	3	4	5
7	When I am angry, I find it easy to calm myself down. *(Expression; self)*	1	2	3	4	5
8	I find it difficult to handle my emotions. *(Expression; self)*	5	4	3	2	1
9	My emotions inform me about changes I should make in my life. *(Utilisation; self)*	1	2	3	4	5
10	I never base my personal life choices on my emotions. *(Utilisation; self)*	5	4	3	2	1
11	I am good at sensing what others are feeling. *(Identification / perception; others)*	1	2	3	4	5
12	Quite often I am not aware of people's emotional state. *(Identification / perception; others)*	5	4	3	2	1

		Strongly Disagree	*Somewhat Disagree*	*Neither Agree / Disagree*	*Somewhat Agree*	*Strongly Agree*
13	I do not understand why the people around me respond the way they do. *(Understanding; others)*	5	4	3	2	1
14	Most of the time, I understand why the people feel the way they do. *(Understanding; others)*	1	2	3	4	5
15	Other people tend to confide in me about personal issues. *(Listening; others)*	1	2	3	4	5
16	I find it difficult to listen to people who are complaining. *(Listening; others)*	5	4	3	2	1
17	When I see someone who is stressed or anxious, I can easily calm them down. *(Regulation / managing; others)*	1	2	3	4	5
18	If someone came to me in tears, I would not know what to do. *(Regulation / managing; others)*	5	4	3	2	1
19	I can easily get what I want from others. *(Utilisation; others)*	1	2	3	4	5
20	If I wanted, I could easily make someone feel uneasy. *(Utilisation; others)*	1	2	3	4	5

Appendix B.4

Subscale 4. SGSES

Scale: Strongly Disagree l – 2 – 3 – 4 – 5 – 6 Strongly Agree

(R) = reverse scored

General Efficacy

1. When I make my plans, I am certain I can make them work.
2. One of my problems is that I cannot get down to work when I should. (R)
3. If I can't do a job the first time, I keep trying until I can.
4. When I set important goals for myself, I rarely achieve them. (R)
5. I give up on things before completing them. (R)
6. I avoid facing difficulties. (R)
7. If something looks too complicated, I will not even bother to try it. (R)
8. When I have something unpleasant to do, I stick to it until I finish it.
9. When I decide to do something, I go right to work on it.
10. When trying to learn something new, I soon give up if I am not initially successful. (R)
11. When unexpected problems occur, I don't handle them well. (R)
12. I avoid trying to learn new things when they look too difficult for me. (R)
13. Failure just makes me try harder.
14. I feel insecure about my ability to do things. (R)
15. I am a self-reliant person.
16. I give up easily. (R)
17. I do not seem capable of dealing with most problems that come up in life. (R)

Appendix C

Cultural Distance

This scale was used as a reference for this study.

Question 1a	What is the climate like?	Much hotter or much colder Similar to UK A little hotter or a little colder	❑ ❑ ❑
Question 1b	How much rainfall?	Much hotter or much colder Similar to UK A little more or a little less	❑ ❑ ❑
Question 2a	What do men usually wear?	Much more or much less Similar to UK Modified Western clothes National costume	❑ ❑ ❑ ❑
Question 2b	What do women usually wear?	Much more or much less Similar to UK Modified Western clothes National costume	❑ ❑ ❑ ❑
Question 3a	What is the main language?	English Other European language Other language	❑ ❑ ❑
Question 3b	Is English spoken?	By most people By some people Hardly ever	❑ ❑ ❑
Question 4a	Is education free?	Free to secondary level Free to primary level Not free	❑ ❑ ❑
Question 4b	What level of education would most people attain?	Secondary (high school) Primary level None	❑ ❑ ❑
Question 5a	What food do most people eat?	Similar to UK Somewhat different Altogether different	❑ ❑ ❑
Question 5b	Are there religious dietary rules?	No Yes, but not mandatory Yes, mandatory	❑ ❑ ❑
Question 6a	What is the main	Largely Christian	❑

	religion?	Mixed	❑
		Largely non-Christian	❑
Question 6b	Does religion play a role in most people's lives?	Similar to UK	❑
		Somewhat greater than UK	❑
		Affects all aspects of life	❑
Question 7a	What is the standard of living?	Similar to UK	❑
		A little better or a little worse	❑
		Much better or much worse	❑
Question 7b	Do people have electrical appliances in their homes?	Yes, many appliances	❑
		Yes, a few appliances	❑
		No	❑
Question 8a	Are leisure activities (sport, music, drama, etc.)?	Similar to UK	❑
		Somewhat different	❑
		Very different	❑
Question 8b	Are social interactions (parties, informal visiting, etc.)?	Similar to UK	❑
		Somewhat different	❑
		Very different	❑
Question 9a	What respect is shown to elderly people?	Similar to UK	❑
		Treated with more respect	❑
		Reversed	❑
Question 9b	What roles do women fulfil?	Go to work if they wish	❑
		Only look after home, children	❑
		Rigidly housebound	❑
Question 10a	What is the system of marriage?	Similar to UK	❑
		Bride or groom brings dowry	❑
		Financial settlement w/family	❑
Question 10b	Can young men and women meet socially?	At parties and social occasions	❑
		Only through the family	❑
		No	❑

Appendix D

Culture Shock Questionnaire

This scale was used as a reference for this study.

A. "Core" culture shock items

1. Do you feel the strain from the effort to adapt to a new culture?
   - ❑ Most of the time
   - ❑ Occasionally
   - ❑ Not at all

2. Have you been missing your family and friends back home?
   - ❑ Most of the time
   - ❑ Occasionally
   - ❑ Not at all

3. Do you feel generally accepted by the local people in your new culture?
   - ❑ No
   - ❑ Not sure
   - ❑ Yes

4. Do you ever wish to escape from your new environment altogether?
   - ❑ Most of the time
   - ❑ Occasionally
   - ❑ Not at all

5. Do you ever feel confused about your role or identity in the new culture?
   - ❑ Most of the time
   - ❑ Occasionally
   - ❑ Not at all

6. Have you found things in your new environment shocking or disgusting?
   - ❑ Many things
   - ❑ A few things
   - ❑ None

B. Interpersonal stress items

1. Do you feel anxious or awkward when meeting local people?
   - ❑ Most of the time
   - ❑ Occasionally
   - ❑ Not at all

2. When talking with people, can you make sense of their gestures or facial expressions?
   - ❑ Not at all
   - ❑ Occasionally
   - ❑ Most of the time

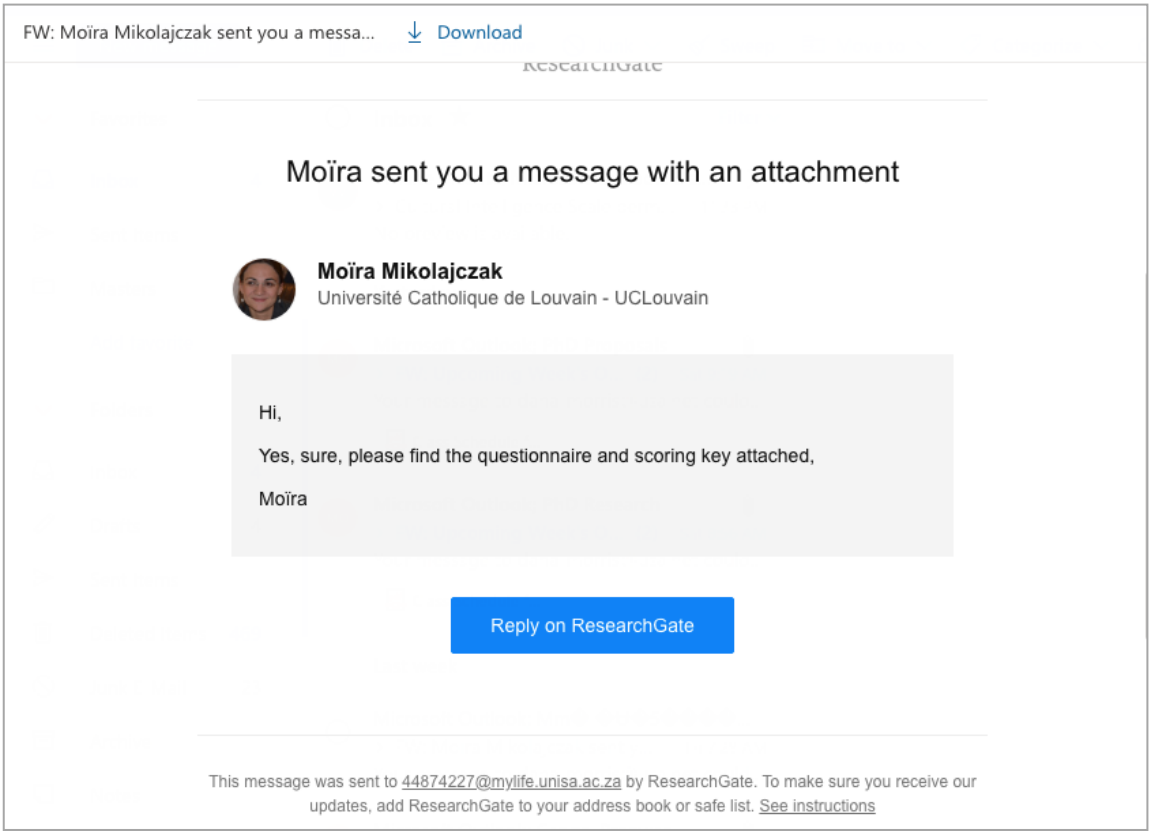
3. Do you feel uncomfortable if people stare at you when you go out?
- ❑ Very uncomfortable
- ❑ Slightly uncomfortable
- ❑ Not at all

4. When you go out shopping, do you feel as though people may be trying to cheat you?
- ❑ Most of the time
- ❑ Occasionally
- ❑ Not at all

5. Are you finding it an effort to be polite to your hosts?
- ❑ Most of the time
- ❑ Occasionally
- ❑ Not at all

Appendix E
Permissions

1. Permission to use PEC:


FW: Moïra Mikolajczak sent you a messa... Download

ResearchGate

Moïra sent you a message with an attachment

Moïra Mikolajczak
Université Catholique de Louvain - UCLouvain

Hi,

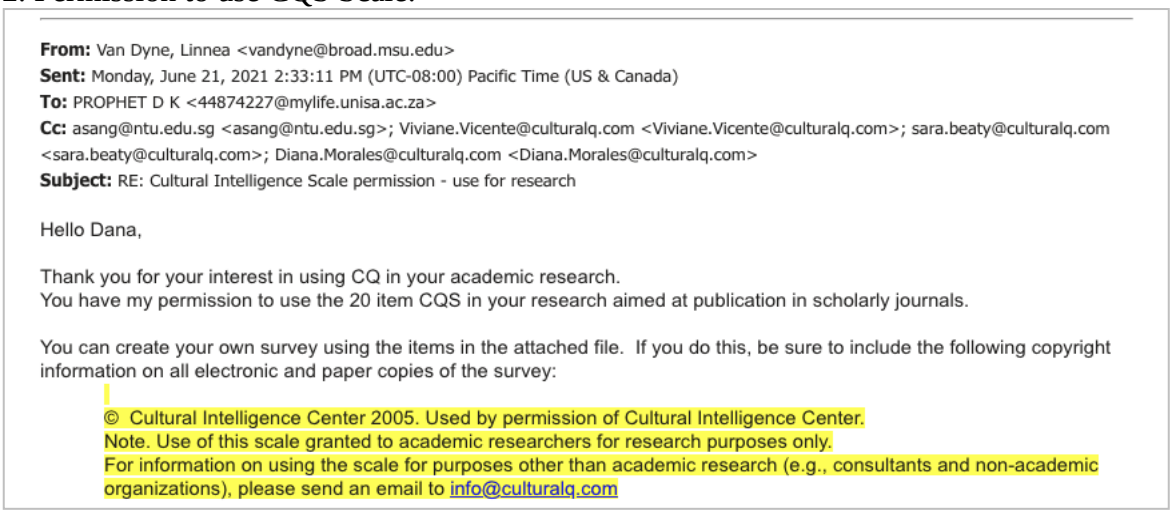
Yes, sure, please find the questionnaire and scoring key attached,

Moïra

Reply on ResearchGate

This message was sent to 44874227@mylife.unisa.ac.za by ResearchGate. To make sure you receive our updates, add ResearchGate to your address book or safe list. See instructions

2. Permission to use CQS Scale:

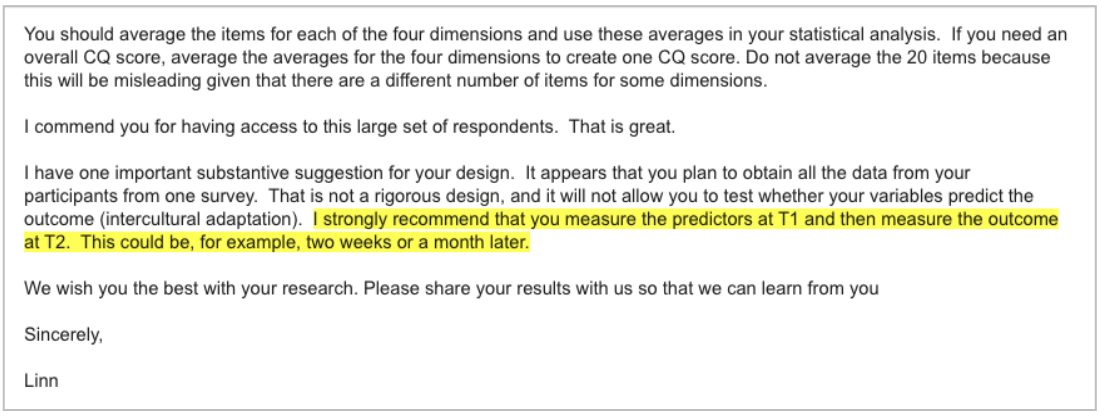

From: Van Dyne, Linnea <vandyne@broad.msu.edu>
Sent: Monday, June 21, 2021 2:33:11 PM (UTC-08:00) Pacific Time (US & Canada)
To: PROPHET D K <44874227@mylife.unisa.ac.za>
Cc: asang@ntu.edu.sg <asang@ntu.edu.sg>; Viviane.Vicente@culturalq.com <Viviane.Vicente@culturalq.com>; sara.beaty@culturalq.com <sara.beaty@culturalq.com>; Diana.Morales@culturalq.com <Diana.Morales@culturalq.com>
Subject: RE: Cultural Intelligence Scale permission - use for research

Hello Dana,

Thank you for your interest in using CQ in your academic research.
You have my permission to use the 20 item CQS in your research aimed at publication in scholarly journals.

You can create your own survey using the items in the attached file. If you do this, be sure to include the following copyright information on all electronic and paper copies of the survey:

© Cultural Intelligence Center 2005. Used by permission of Cultural Intelligence Center.
Note. Use of this scale granted to academic researchers for research purposes only.
For information on using the scale for purposes other than academic research (e.g., consultants and non-academic organizations), please send an email to info@culturalq.com



You should average the items for each of the four dimensions and use these averages in your statistical analysis. If you need an overall CQ score, average the averages for the four dimensions to create one CQ score. Do not average the 20 items because this will be misleading given that there are a different number of items for some dimensions.

I commend you for having access to this large set of respondents. That is great.

I have one important substantive suggestion for your design. It appears that you plan to obtain all the data from your participants from one survey. That is not a rigorous design, and it will not allow you to test whether your variables predict the outcome (intercultural adaptation). I strongly recommend that you measure the predictors at T1 and then measure the outcome at T2. This could be, for example, two weeks or a month later.

We wish you the best with your research. Please share your results with us so that we can learn from you

Sincerely,

Linn

Note. The SGSES is freely available to use online and no permissions are needed.

Appendix F

List of Facebook Sites for Pilot Study

(Expatriates currently residing outside of South Africa)

A Home for Expatriates in Middle East
Abuja Expats
Almaty Expats
American Expats Community in Panama
Bahrain Expatriates
Bali Expats
Better Foreigners in Vilnius
British Community in Saudi Arabia (Saudi British Society)
BrnoExpatCentre
Christian Expats in Panama
Costa Rica Expat Artist Community
Ecopark Foreigners and Expats
Expats Living in Thailand
EU Expats in Spain
Eurocircle Houston (Europeans & Other Expatriates in Houston)
Expat Group Sri Lanka
Expat Live in Indonesia
Expat Living in the Philippines
Expat Saigon – Expats Ho Chi Minh City
Expatriates Al-Kharj
Expatriates in Costa Rica
Expatriates in Ecuador Share Volunteer Barter
Expatriates in GCC
Expatriates in Ghana (Ghana Life)
Expatriates in Gulf (Saudi Arabia – Dubai – Oman – Kuwait – Bahrain)
Expatriates in Ivory Coast
Expatriates in Malaysia
Expatriates in Tabuk Region
Expatriates Jeddah
Expatriates.com
Expats Living and Working in Valencia
Expats & Foreigners Community in the Philippines
Expats and Foreigners in Estonia
Expats and Foreigners in Estonia
Expats and Foreigners in Latvia
Expats and Foreigners in Mongolia
Expats and Locals in Bucharest
Expats and Locals Living in Phnom Penh, Cambodia
Expats and Locals Living in Siem Reap, Cambodia
Expats Barcelona – Living, Loving and Learning
Expats in Taiwan
Expats in Lisbon Events
Expats in Africa
Expats in Andalusia, Spain
Expats in Baghdad

Expats in Bangkok
Expats in Budapest
Expats in Coronado, Panama
Expats in Dhalat
Expats in Dubai
Expats in Europe
Expats in Europe Services
Expats in Guanacaste
Expats in Milano
Expats in Spain
Expats in the Philippines
Expats in UAE
Expats in Zambia
Expats Living and Teaching in Taiwan
Expats Living in Ajman
Expats Living in France
Expats Living in Italy
Expats Living in Kampala Uganda
Expats Malta
Expats Stuttgart
Expats World in Alicante
Expats World in Istanbul
Expats-Sharing-Information-in-Mexico-105423444262281/
Expatsinpanama
Expats in Saigon.com
FAM Kuwait (Forum for Advancement of Mattool)
Foreigners and Expats in Valencia Spain
Foreigners in Saigon (HCM City)
Foreigners Living in Turkey
Foreigners and Expats in Mexico - Moderated
Foreigners Community in Korea!
Foreigners in Bratislava & Friends
Foreigners in Copenhagen Denmark
Foreigners in Istanbul
Foreigners in Lodz
Foreigners in Mexico City
Foreigners in UK
From Expats to Expats in Portugal Find/Offer Services and Products)
Global Nomads and Expatriates Network
Groups/1053886741400839/
Groups/youngexpatsinpanama/
Hungary for Foreigners
Indian Expatriates Nurses in Maldives
Indians in UK
Internationals and Expats Living in Amsterdam
KEP Noticeboard Expatriates
Kosovo Healthy Living for Expats and Locals
Lebanese Doctors in the UK
Lebanese Expatriates: How Are You Helping?

Living in Vietnam
Madina Expatriates Yard
Merida Mexico Expats Community
Moving and Travelling Abroad
Moving to Spain
Puerto Rico Expats
Qatar Expatriates
Reasons for Returning to South Africa
Reggio Emilia, Modena and Parma English Meetup
Saudiexpatriate Group
South Africans in Britain and Portugal Co-Op
South Africans Living in Israel
South Africans Living in Israel (Official Group)
South Africans Living in the USA
South Africans Living in Wairapa
Spain Help Group for Expats
UK Expats Group
US Expats in Mexico
US Expats in Panama
US Expats Living and Working in Mexico

Appendix G

List of Facebook Sites for Actual Study

(Expatriates currently residing in South Africa)

237 Squadron Royal Air Force
37 LAR Groovers
A-Z Wonderbroom – Pretoria – Gauteng – South Africa
Ads Brooklyn
Ads for Lynnwood, Menlopark, Waterkloof, Murrayfield, Die Wilgers
Ads Pretoria Central
Ads Western Cape
Ads@Hartbeespoort North West
Adverteer @ Groenkloof
Adverteer Wat jy Wil Koop & Verkoop – Witbank, Middelburg
Advertise Anything – Bloemfontein
Advertise Anything – Boksburg
Advertise Anything – Brakpan
Advertise Everything – Balito Classifieds
Advertise Everything – Durban and Surrounds
Advertise South Africa
Advertise Your Business
Advertise Your Business or Page For Free 24/7
Advertising in Faerie Glen/Garsfontein/Lynnwood and Menlo Park
Alberton & Jhb South
ALL Zimbabweans in Cape Town
American Expatriates
American Expats in South Africa
American Society of South Africa
Americans for Intervention on South Africa
Americans in South Africa
Anambra State Association South Africa Chapter (AAS Worldwide)
Anything and Everything Durban
Applications for 2022 (UJ, UFS, TUT, NWU,UWC,UNISA)
Arbeiten in Kapstadt – Jobs German and European
Associacion Argentina de Sud Africa – Argentinian Association of South Africa
Asylum Seekers and Refugees in South Africa
Australian/New Zealanders Stranded in Southern Africa
Balito Classifieds
Basically Bedfordview
Bedfordview Classifieds
Bedfordview/Bruma/Edenvale/Modderfontein Community News & Trade Zone
Boksruin Community
Bracken Residents Info Page
Brackpan Classified Ads
Brentwood, Bonaero Park, Pomona & Beddell Info & Market
British Council South Africa
Business France in South Africa – French Trade Commission
Business in South Africa

Business Women Network CAPE TOWN
Buy and Sell Northern Suburbs Cape Town
Camps Bay Community
Cape Town Accueil
Cape Town Advertising
Cape Town Adverts & Networking
Cape Town Business Advertisements (Buy and Sell Your Products/Services)
Cape Town Business Forum
Cape Town Classified Ads/Promote Your Business/Buy/Sell/Advertise
Cape Town Northern Suburbs Market
Cape Town Online Buy & Sell
Cape Town Promote Your Business
Cape Town Southern Suburbs Buy and Sell
Cape Town Together
Capetownzimbabweans
Century City, Cape Town
Constantia Kloof Community
Constantia Park/Waterkloof Glen Advertising
Cosmo City Connection
Cradock Eastern Cape News
Czech-South Africa Anti Poaching Foundation
Desperately Seeking Zimbabweans – Lost Friends & Relatives
Dickie Fritz Venue
Diepkloof News and Surrounding Areas
Dobsonville Updates 24/7
DSK Alumni
Duetscher Verein – Edenvale – German Club
DURBAN Advertise Your Business and Service
Durban Advertising
Durban Indians Livin
Durban North Classifieds in Gauteng
Durban North Neighbours and Surrounding Areas
Durban South Buy/Sell & Advertise
Durban South Coast Buy, Sell & Advertise
Durbanville Ads, Buy & Sell – Western Cape
Durbanville News and Info
Dutch in Cape Town
East London Classifieds (Eastern Cape – South Africa)
Eastern Cape Adverts
Easyexpat.com
Edenvale 1610
Edenvale 1610 Community
Edenvale Area Advertising
Edenvale Hub
Edenvale Residents Hub
Eersterust Small Business
Embassy of Ireland, Pretoria
Embassy of the Republic of Haiti in South Africa
Embassy of Ukraine to the Republic of South Africa

Entrepreneur South Africa
Erasmuskloof, Newlands, Waterkloof Glen, Constantia Park Property Owners
Ethiopian Diaspora in South Africa
Ethiopian South Africans & South African Ethiopians Community
Ex Malaysian South Africa Association
Expat Cape Town
Expat Women Africa
Expat.com South African Forum
Expatarrivals.com
Expatforum.com – South Africa thread
Expatorama
Expats in Need
Expats in South Africa
Foreigners Living and Staying in South Africa
Foreigners Living in South Africa (FLISA)
Fourways Community Chat
Franco – sa.co.za
Franschoek
Free Gauteng Classifieds
Free State Share Group
French in Cape Town
Friends Who Like The Ridgeback Bar
FSACCI Cape Town – French South African Chamber of Commerce and Industry
Gallo Manor Wendywood Neighbourhood
Garden Route
Garden Route Advertising
Garden Route Small Business
Garden Route Trader
Garden Route, Western Cape – Community Forum
Gauteng Information Hub
Gauteng Job Seekers & Employment Opportunities
Gauteng Marketing
Gauteng West Buy Sell Swop Advertise Social Marketing
George Crime, news and Advertisements
German Settlers Eastern Cape
German Expats in South Africa
Ghanaians in South Africa
Giovani Italo Sudafricani
Global Nomads and Expatriates Network
Goodwood Notice Board
Graskop, Mpumalanga
Greek Sporting Club
Green Point/Waterfront/Sea Point/Camps Bay Community News & Trade Zone
Hammanskrall Business/Info Hub
Hartbeespoort Business
Hatfield/Brooklyn/Waterkloof/Lynnwood Community News & Trade Zone
Heidelberg Gauteng
Helderberg Business Network
Helderkruin/Roodekrans/Wilropark Business Adverts

Hello Atteridgeville, Lotus Gardens, Danville & West Park
Hiicrest Classifieds Information and Advertising
Hout Bay Community
Howick & Midlands Trading Post
Hungarians Living in South Africa
Hyde Park Randburg Illovo Melrose Jhb Advertising
I (heart) Knysna
I Know a Guy – Gauteng
I Know a Guy – Pretoria
I Know a Guy – Secunda
I Know a Guy – South Africa
I love – Northcliff, Cresta, Firland, Greenside, Randburg, etc.
I Love Boksruin…Support Small Business
I Love Cape Town
I Love Dainfern
I Love Edenvale, Bedfordview & Greenstone – The Official Page*
I Love Fairlands Classifieds
I Love Fourways (BHC)
I Love Glenhazel, Fairmount & Sandringham
I Love Kyalami
I Love Melville – Adverts
I Love Meyersdal, Glenvista & Bassonia Hub
I Love Northcliff
I Love Randburg
I Love Sandton
I Love Simon's Town
I Love Waterkloof
Immigration and Visa South Africa
Immigration to South Africa – (Mimshac International)
India in South Africa (Consulate General of India, Durban)
Indian Association of South Africa
Indian Community in South Africa
Indians in Gauteng (JHB)
Indians in Johannesburg
Indians in Midrand
Indians in South Africa
International Women's Club
Internations Johannesburg Town Talk
Irish South African Association
Italian Club
Italians in Cape Town
Italians in South Africa
Japan – South Africa Forum
Joburg Expat
Johannesburg Expats
Johannesburg | Girl Gone International
Johannesburg South Community News & Trade Zone
Jukskei Park Community Forum
Justlanded.com

k-1 Visa Group – South Africa
Kalk Bay Community
Kenya High Commission – Pretoria
Kenyan Diaspora in South Africa (KEDASA)
King William town/Bhiso Community News & Trade Zone
Kingdom of the Netherlands in South Africa
Kiwi Expat Community of South Africa
KlinerPark/Colbyn/Queenswood
Kloof/Waterfall/Hillcrest/Crestholme Classifieds
Knysna News & Information
Knysna Our Town
Komani Classifieds
Kyalami Seconds
LDS Bedfordview Young Women
LDS YM / YW Centurion Stake
Limpopo Business Network and Advertising
Lydenburg/Burgersfort/Steelport/Dullstrom Community News & Trade Zone
M&D Psychology
Malaysian@South Africa
Mamahood Cape Town
Marabastad Pretoria Business Hub
Marketplace in Cape Town
Marketplace in Port Elizabeth
Marriage and Relationship South Africans with Foreign Nationals
Meerhof, Ifafi, Melodie, Schoemansville, Kosmos, Broederstroom
Meet Nigerians in Johannesburg on Facebook
Middelburg Eastern Cape Advertising
Midrand Community By The People
Midrand Community News & Trade Zone
Migrant Workers Association South Africa
Momtrepreneurs – South Africa
Mossel Bay – Gateway to the Garden Route in South Africa
Mostly Modderfontein
Mt Edgecombe Estate 2 Residents
Mthatha Small Business Advertising
Nelspruit Advertising
Nelspruit/Witbank/Barberton/Hazyview/Whiteriver/Middelburg/Meleane/Belfast
Newlands (Cape Town)
Nigerian Community Western Cape (NCWC)
Nigerian Union South Africa – NUSA
Nigerians in Eastern Cape and Friends
Nigerians in Johannesburg, South Africa
Nigerians in LOVE with South Africa Reloaded
Nigerians Living in Johannesburg 2
Northern Suburbs Buy and Sell
Norwood Community Hub
NSFAS Applicants///2022///Varsity Applications 2022
Osers to South Africa
Pan European Owners Western Cape

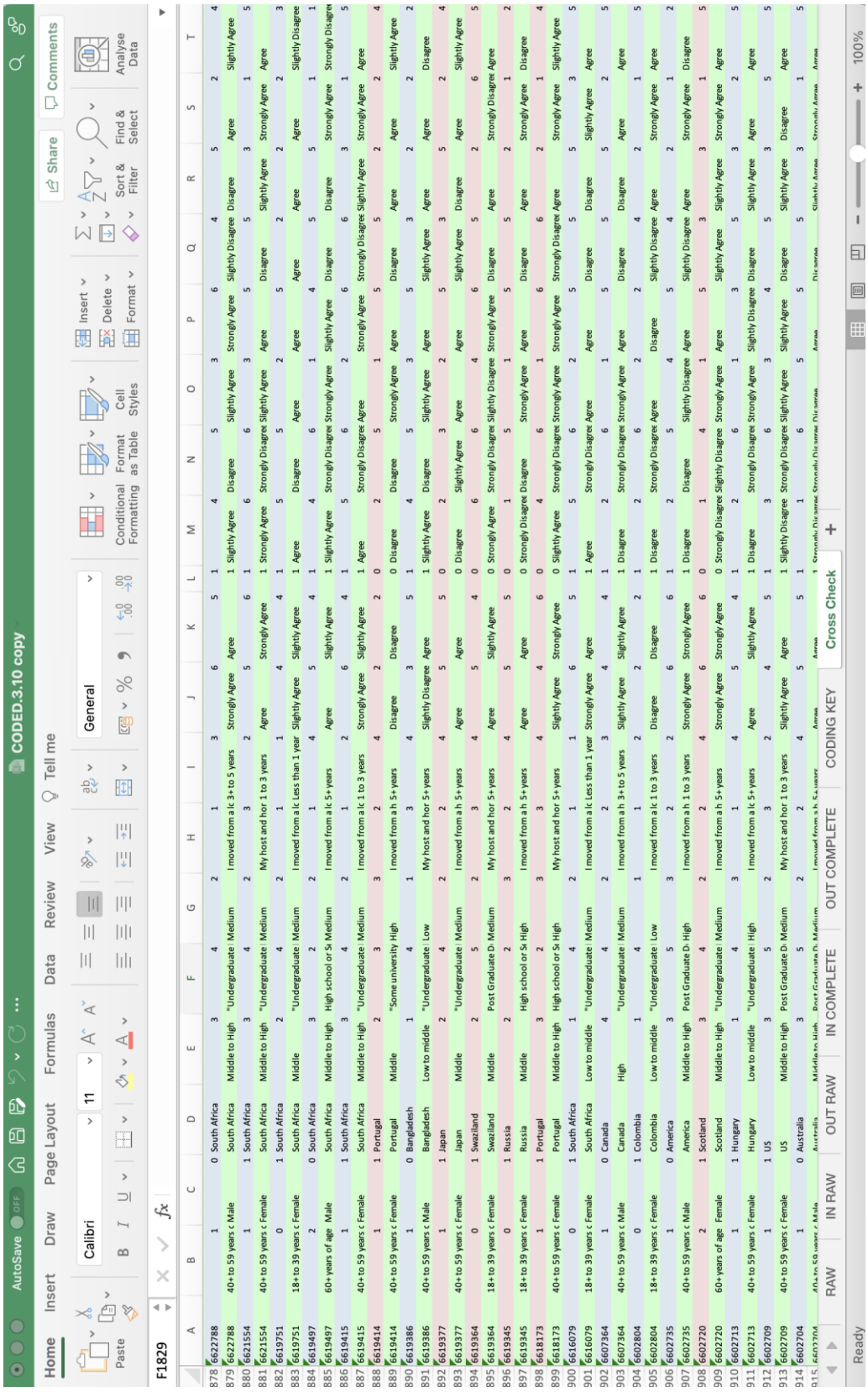
Parow, Panorama, Plattekloof, Ravensmead, Goodwood Koop En Verkoop
People in Centurion
People who Live in Centurion & Midrand
People Who Live in Doringkloof
People Who Live in Lynnwood and Surroundings
People Who Live in Midrand
People Who Live in Zwartkop/Clubview & Surrounding Areas
Phalaborwa Search Hub
Pietermaritzburg/Hilton/Midlands Community News & Trade Zone
Pinetown, Kloof & Hillside Classifieds and Info
Port Elizabeth (Gqeberha) – Marketplace
Portuguese Club
Portuguese & South African Amigos
Portuguese Forum South Africa
Portuguese South Africans
Pretoria (Menlo Park / Brooklyn) Gemeenskap
Pretoria Expats
Pretoria, Midrand & Jhb Classifieds
Professionals Journalists' Association (South Africa)
Proudly Chinese SA
Queenstown Ads, Buy & Sell – Eastern Cape
Randburg Classifieds
Returned Missionaries in South Africa
Richards Bay/Empangeni Community News & Trade Zone
Ridgeway and Robertsham and Surrounds Community and Advertising
RLI Regimental Association
Roodeport Community!
Russian Club in Cape Town
Russian Embassy in the Republic of South Africa
Russians in South Africa
SA – People _ for South Africans in South Africa and Expats
SA Immigration
SA Migration Visa & Permits Consultant
Sabie, Mpumalanga Gold
Sales Port Elizabeth
Sandton Bryanston Fourways Morningside Connect #esmm
Sandton/Hyde Park/Illovo/Rosebank Community Trade Zone
Sandton/Hyde Park/Illovo/Rosebank Community News & Trade Zone
Scandanavians Against Farm Attacks in South Africa
Sea Point Community
Secunda/Bethal/Handrina/Kreil Community News & Trade Zone
Single Foreign Men…Dating Single South African Women…
Small Business Garden Route
Somali Association of South Africa – SASA
Somerset West
Somerset West Community
Somerset West/Stellenbosch/Strand/Gordon's Bay Trade Zone
South African Citizens and Friends Forum
South Africa Visa Applications Quick and Easy

South African Visa Forum
South Africans in Nottingham and East Midlands
South Africa Canada
Spaniards in South Africa
Spanish in Cape Town
Spanish in South Africa
Springs Classified Ads
Sri Lanka High Commission in Pretoria
Sri Lankan Trade in Southern Africa
Stellenbosch Community
Stellenbosch Free Classified Ads
Strategies Migration Services South Africa
Sunnyridge (Germiston) Neighbourhood
Sunnyside and Arcadia Free Advertising
Temporary Residence Visa Holders Stuck in South Africa
The Italian Club Boksburg
The Official – I Love Emmerentia ~ Johannesburg
The Voice of Foreigners in South Africa
Thornhill Estate Modderfontein
Tshwane North TVET College
Tshwane University of Technology 2021
Tshwane University of Technology First-Year Students 2021
Ugandan Parent's in South Africa
Ugandan Pastors and Prophets in South Africa
Umhlanga Classifieds
Umhlanga/Mount Edgecombe/Durban North Community
Umhlanga/Mount Edgecombe/Durban North Community News & Trade Zone
UNISA 2021/2022 Students
UNISA Accounting Students
UNISA Applications
UNISA BA Psychology & Communication Science Students
UNISA Bachelor of Information Science Students
UNISA Higher Certificate in Criminal Justice
UNISA Mathematics Students
UNISA PGCS Students
UNISA Port Elizabeth
UNISA Pretoria Students
UNISA Students Group
UNISA Students Lounge 2021
UNISA The University of South Africa
United Ugandans in South Africa (UNUSA)
University of Cape Town
University of Johannesburg
University of Limpopo (Turfloop Campus) 2021 First Entering
University of Mpumalanga
University of Mpumalanga 2021
University of Pretoria Friends
University of Pretoria Students 2021
Upper Highway, Durban North, Umhlanga, Balito Buy and Sell Anything

Upington-Hub
Uplifting Eldorado Park
Vaal Business Hub
Visas and Permits SA
Waterfall Kyalami and Worna Valley Business
Waterkloof Brooklyn Hazelwood
Waterkloof Ridge Advertise Your Business
We Love Amanzimtoti!
We Love Cresta
We Love Fourways
We Love Jhb North
We Love Kensington
Western Cape Business Directory
What's On Franschoek!
Wild News – The Voice of the Garden Route, South Africa
Witbank Classified Ads
Witbank Classifieds
WITS – University of the Witswatersrand
WITS – University of the Witswatersrand Friends
Woodmead/Sunninghill/Buccleuch/Paulshof/Rivonia Community Trade Zone
Yethu Immigration SA
Zambians in Cape Town
Zim Passports in SA
Zimbabwe Pensioners
Zimbabwe Consulate, Boeing Road, Bedfordview, Johannesburg
Zimbabwe Exemption Permit Renewal 2021
Zimbabwe Exemptions Permits < Pending, Approved, Rejected and Appeals />
Zimbabwe Exemptions Permits Renewal
Zimbabwe Exiles Forum
Zimbabweans Cape Town
Zimbabweans in Eastern Cape
Zimbabweans in Kappa
Zimbabweans in Mbwekweni
Zimbabweans in Queenstown
Zimbabweans in South Africa
Zimbos in Cape Town
Zimbos in East London
Zimbos in Northern Cape
Zimboz in Eastern Cap

Appendix H

Cross Check of Raw and Coded Data



Appendix I

Expatriate Survey as Shown on My Echo Website Platform

Expatriate Survey

Please answer the questions below:

Page 1 of 1

(1) Age

○ 18+ to 39 years of age ○ 40+ to 59 years of age ○ 60+ years of age

(2) Gender

○ Male ○ Female ○ Non Binary

(3) Country of origin

(4) What is your socioeconomic status? (Income and social)

○ Low ○ Low to middle ○ Middle ○ Middle to High ○ High

(5) What is your education level?

○ Primary school ○ High school or Secondary school ○ Some university, trade or technical college â€“ no degree or certification ○ Undergraduate Degree (Associates Degree, Bachelor Degree, or Technical / Trade Certification or Diploma) ○ Post Graduate Degree (Masters Degree or higher)

(6) How would you describe your level of social and emotional support from those around you?

○ None ○ Low ○ Medium ○ High

(7) Please identify the developmental levels (infrastructure systems such as water, electricity, sewage, public transport, enforcement of crime and governmental efficiency) between your home country and host country.

○ I moved from a lower developed country to a higher developed country. ○ I moved from a higher developed country to a lower developed country. ○ My host and home countries are similar to each other.

(8)

How long have you been in your host country?

○ Less than 1 year ○ 1 to 3 years ○ 3+ to 5 years ○ 5+ years

(9) I feel welcomed by the locals as an expatriate

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(10) I feel well adjusted as an expatriate.

○ Strongly Disagree ○ DIsagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(11) Residency *

○ I currently reside as an expatriate in South Africa ○ I currently reside as an expatriate outside of South Africa

(12) TheÂ weather in my host country is very similar toÂ my home country.

Lightstone

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(13) In my host country, food is eaten with different utensils than the ones used in my home country.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(14) The socioeconomics of my host country is different to my home country. (Economy, social class, medical care available and government efficiency in services such as water, electricity, sewage public transportation, buildings and roads).

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(15) I can find similar food in my host country to what I normally eat in my home country.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(16) My natural accent makes it difficult to be understood by the local population.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(17) I find some mannerisms or customs in my host country strange.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(18) The wildlife is different in my host countryÂ compared to my home country.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(19) Child-rearing is similar in my host country compared to my home country.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(20) People in my host country speak a language I understand.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slight Agree ○ Agree ○ Strongly Agree

(21)

People wear the same type of clothing in my host country that I wear in my home country.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(22)

Hygiene practices of the local population are similar to what I personally implement.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(23)

Marriage customs are different in my host country than in my home country.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(24) I am conscious of the cultural knowledge I use when interacting with people from different cultural backgrounds.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(25) I know the legal and economic systems of other cultures.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(26) I change my verbal behaviour (e.g., accent, tone) when a cross-cultural interaction requires it.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(27) I am confident that I can get accustomed to shopping conditions in a different culture.

○ Strongly Diagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(28) I try toÂ talk more like the locals when I know they don't understand me.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(29) I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(30) I change my non-verbal behaviour when a cross-cultural situation requires it.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(31) I know the rules (e.g., vocabulary, grammar) of other languages.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(32)

I enjoy living in cultures that are unfamiliar to me.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(33) I know the cultural values and religious beliefs of other cultures.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(34)

I am confident that I can socialise with locals in a culture that is unfamiliar to me.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(35) I know the marriage systems of other cultures.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(36)

I am conscious of the cultural knowledge I apply to cross-cultural interactions.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(37)

I know the arts and crafts of other cultures.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(38)

I enjoy interacting with people from different cultures.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(39)

I use pause and silence differently to suit different cross-cultural situations.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(40) I am conscious of the cultural knowledge I use when interacting with people from different cultural backgrounds.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(41) I alter my facial expressions when a cross-cultural interaction requires it.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(42) I check the accuracy of my cultural knowledge as I interact with people from different cultures.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(43) I know the rules for expressing non-verbal behaviors in other cultures.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(44) I am sure I can deal with the stresses of adjusting to a culture that is new to me.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(45) I vary the rate of my speaking when a cross-cultural situation requires it.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ I do not agree or disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(46)

Failure just makes me try harder.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(47)

I am a self-reliant person.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(48) When I set important goals for myself, I rarely achieve them.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(49) I avoid trying to learn new things when they look too difficult for me.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(50) I avoid facing difficulties.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(51) When unexpected problems occur, I donâ€™t handle them well.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(52) I give up easily.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(53) I do not seem capable of dealing with most problems that come up in life.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(54)

If I canâ€™t do a job the first time, I keep trying until I can.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(55) I give up on things before completing them.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(56)

When I decide to do something, I go right to work on it.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(57) If something looks too complicated, I will not even bother to try it.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(58) When I make my plans, I am certain I can make them work.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(59) One of my problems is that I cannot get down to work when I should.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(60) When I have something unpleasant to do, I stick to it until I finish it.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(61) When trying to learn something new, I soon give up if I am not initially successful.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(62) I feel insecure about my ability to do things.

○ Strongly Disagree ○ Disagree ○ Slightly Disagree ○ Slightly Agree ○ Agree ○ Strongly Agree

(63) When I see someone who is stressed or anxious, I can easily calm them down.

○ Strongly Disagree ○ Somewhat Disagree ○ I do not Agree or Disagree ○ Somewhat Agree ○ Strongly Agree

(64) When I am touched by something, I immediately know what I feel.

○ Strongly Disagree ○ Somewhat DIsagree ○ I do not agree or disagree ○ Somewhat Agree ○ Strongly Agree

(65) When I am feeling low, I easily make a link between my feelings and a situation that affected me.

○ Strongly Disagree ○ Somewhat Disagree ○ I do not agree or disagree ○ Somewhat Agree ○ Strongly Agree

(66) When I am angry, I find it easy to calm myself down.

○ Strongly Disagree ○ Somewhat Disagree ○ I do not agree or disagree ○ Somewhat Agree ○ Strongly Agree

(67) My emotions inform me about changes I should make in my life.

○ Strongly Disagree ○ Somewhat Disagree ○ I do not agree or disagree ○ Somewhat Agree ○ Strongly Agree

(68) Quite often I am not aware of peopleâ€™s emotional state.

○ Strongly Disagree ○ Somewhat Disagree ○ I do not agree or disagree ○ Somewhat Agree ○ Strongly Agree

(69) If I wanted, I could easily make someone feel uneasy.

○ Strongly Disagree ○ Somewhat Disagree ○ I do not agree or disagree ○ Somewhat Agree ○ Strongly Agree

(70) I do not understand why the people around me respond the way they do.

○ Strongly Disagree ○ Somewhat Disagree ○ I do not agree or disagree ○ Somewhat Agree ○ Strongly Agree

(71) When I feel good, I can easily tell whether it is due to being proud of myself, happy or relaxed.

○ Strongly Disagree ○ Somewhat Disagree ○ I do not agree or disagree ○ Somewhat Agree ○ Strongly Agree

(72) I find it difficult to handle my emotions.

○ Strongly Disagree ○ Somewhat Disagree ○ I do not agree or disagree ○ Somewhat Agree ○ Strongly Agree

(73) I never base my personal life choices on my emotions.

○ Strongly Disagree ○ Somewhat Disagree ○ I do not agree or disagree ○ Somewhat Agree ○ Strongly Agree

(74) If someone came to me in tears, I would not know what to do.

○ Strongly Disagree ○ Somewhat Disagree ○ I do not agree or disagree ○ Somewhat Agree ○ Strongly Agree

(75) I do not always understand why I respond in the way I do.

○ Strongly Disagree ○ Somewhat Disagree ○ I do not agree or disagree ○ Somewhat Agree ○ Strongly Agree

(76) I am good at sensing what others are feeling.

○ Strongly Disagree ○ Somewhat Disagree ○ I do not agree or disagree ○ Somewhat Agree ○ Strongly Agree

(77) I can easily get what I want from others.

○ Strongly Disagree ○ Somewhat Disagree ○ I do not agree or disagree ○ Somewhat Agree ○ Strongly Agree

(78) Most of the time, I understand why the people feel the way they do.

○ Strongly Disagree ○ Somewhat Disagree ○ I do not agree or disagree ○ Somewhat Agree ○ Strongly Agree

Appendix J

Origins of Study Group Expatriates Living in South Africa

	n	%	%
	5	1.2	1.2
Argentina	2	0.5	1.7
Australia	3	0.7	2.4
Belgium	2	0.5	2.9
Benin	1	0.2	3.1
Botswana	1	0.2	3.3
Canada	3	0.7	4.0
China	1	0.2	4.2
Congo	4	1.0	5.2
Denmark	2	0.5	5.7
DRC	10	2.5	8.2
Egypt	1	0.2	8.4
England	15	3.5	1.9
England/Australia	1	0.2	11.1
Eritrea	1	0.2	12.3
Estonia	1	0.2	12.5
Ethiopia	2	0.5	13.0
France	8	2.0	15.0
Germany	5	1.2	16.2
Ghana	1	0.2	16.4
Greece	1	0.2	16.6
Holland	1	0.2	16.8
Hungary	2	0.5	17.3
India	4	1.0	18.3
Iran	1	0.2	18.5
Ireland	5	1.2	19.7
Israel	1	0.2	19.9
Italy	4	1.0	20.9
Japan	2	0.5	21.4
Kenya	4	1.0	22.4
Malawi	5	1.0	23.4

Malawian	1	0.2	23.6
Mozambique	1	0.2	23.8
Nepal	1	0.2	24.0
Netherlands	6	1.5	25.5
New Zealand	1	0.2	25.7
Nigeria	1	0.2	25.9
Pakistan	1	0.2	26.1
Perú	1	0.2	26.3
Philippines	1	0.2	26.5
Poland	2	0.5	27.0
Portugal	3	0.7	27.7
Romania	2	0.5	28.2
Russia	3	0.7	28.9
Saudi Arabia	1	0.2	29.1
Scotland	4	1.0	30.1
Serbia	1	0.2	30.3
South Africa	1	0.2	30.5
South Africa	12	2.7	33.2
Spain	2	0.5	33.7
Swaziland	2	0.5	34.2
Sweden	3	0.7	34.9
Switzerland	1	0.2	35.1
Tanzania	1	0.2	35.3
Turkey	2	0.5	35.8
Uganda	1	0.2	36.0
UK	1	0.2	36.2
United Kingdom	40	8.7	44.9
United Kingdom (Birth)	1	0.2	45.1
United States	1	0.2	45.3
USA	35	7.9	53.2
Venezuela	1	0.2	53.4
Wales	1	0.2	53.6
Zambia	7	1.7	55.3
Zimbabwe	180	44.7	100

Appendix K

Origin of Pilot Group Expatriates Living Outside of South Africa

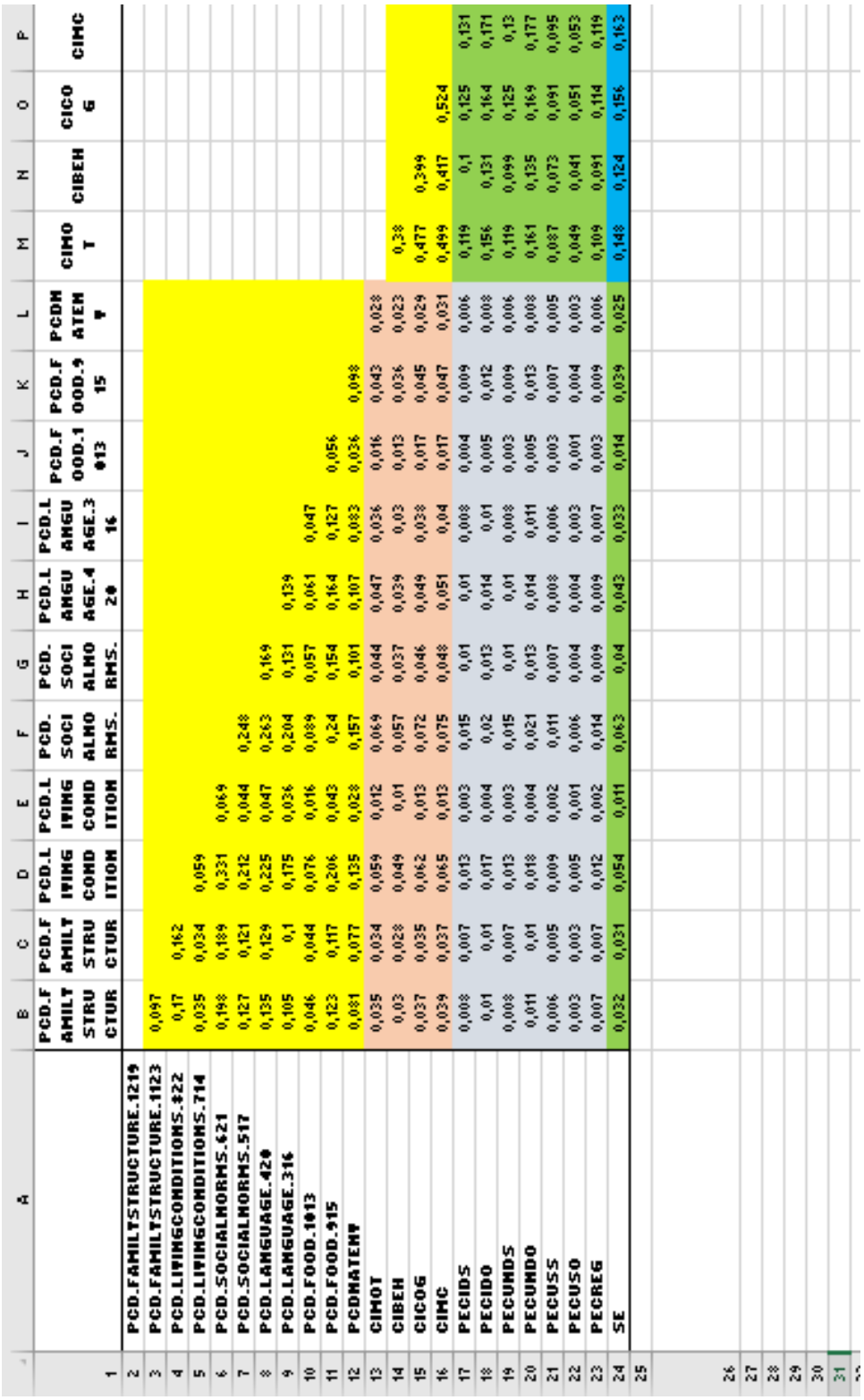
	n	%	%
	12	2.3	2.3
Argentina	1	0.2	2.5
Australia	25	4.8	7.3
Bangladesh	2	0.5	7.8
Belgium	3	0.6	8.4
Canada	22	4.3	12.7
Chile	1	0.2	12.9
Colombia	3	0.6	13.5
England	14	2.7	16.2
Estonia	1	0.2	16.4
Finland	2	0.4	16.8
France	7	1.4	18.2
Germany	6	1.2	19.4
Greece	2	0.4	19.8
Hungary	3	0.6	20.4
India	10	2.0	22.3
Iran	1	0.2	22.5
Ireland	7	1.4	23.9
Israel	1	0.2	24.1
Italy	6	1.2	25.2
Kenya	1	0.2	25.4
Lebanon	4	0.8	26.2
Malawi	1	0.2	26.4
Mexico	2	0.4	26.8
Namibia	1	0.2	27.0
Netherlands	7	1.4	28.4

New Zealand	3	0.6	29.0
Nicaragua	1	0.2	29.2
Nigeria	2	0.4	29.5
Norway	3	0.6	30.1
Pakistan	1	0.2	30.3
Philippines	1	0.2	30.5
Poland	2	0.4	30.9
Portugal	1	0.2	31.1
Romania	2	0.4	31.5
Russia	3	0.6	32.1
Scotland	2	0.4	32.5
Singapore	2	0.4	32.9
Slovakia	2	0.4	33.3
South Africa	128	25.0	58.3
Sri Lanka	1	0.2	58.5
Sweden	3	0.6	59.1
Switzerland	1	0.2	59.3
Trinidad & Tobago	1	0.2	59.5
U. A. E.	1	0.2	59.7
United Kingdom	55	1.8	70.5
Uruguay	2	0.4	70.9
USA	111	21.7	92.6
Wales	1	0.2	92.8
Zambia	1	0.2	93.0
Zimbabwe	36	7.0	100

Appendix L

Computations for Heterotrait & Monotrait Ratio (minimised for size constraints)

Study Group



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1		PCD.FAMILYSTRUCTURE.1219	PCD.FAMILYSTRUCTURE.1123	PCD.LIVINGCONDITIONS.822	PCD.LIVINGCONDITIONS.714	PCD.SOCIALNORMS.621	PCD.SOCIALNORMS.517	PCD.LANGUAGE.420	PCD.LANGUAGE.316	PCD.FOOD.1013	PCD.FOOD.915	PCDNATENV	CIMOT	CIBEH	CICOG	CIMC
2	PCD.FAMILYSTRUCTURE.1219															
3	PCD.FAMILYSTRUCTURE.1123	0,097														
4	PCD.LIVINGCONDITIONS.822	0,17	0,162													
5	PCD.LIVINGCONDITIONS.714	0,035	0,034	0,059												
6	PCD.SOCIALNORMS.621	0,198	0,189	0,331	0,069											
7	PCD.SOCIALNORMS.517	0,127	0,121	0,212	0,044	0,248										
8	PCD.LANGUAGE.420	0,135	0,129	0,225	0,047	0,263	0,169									
9	PCD.LANGUAGE.316	0,105	0,1	0,175	0,036	0,204	0,131	0,139								
10	PCD.FOOD.1013	0,046	0,044	0,076	0,016	0,089	0,057	0,061	0,047							
11	PCD.FOOD.915	0,123	0,117	0,206	0,043	0,24	0,154	0,164	0,127	0,056						
12	PCDNATENV	0,081	0,077	0,135	0,028	0,157	0,101	0,107	0,083	0,036	0,098					
13	CIMOT	0,035	0,034	0,059	0,012	0,069	0,044	0,047	0,036	0,016	0,043	0,028				
14	CIBEH	0,03	0,028	0,049	0,01	0,057	0,037	0,039	0,03	0,013	0,036	0,023	0,38			
15	CICOG	0,037	0,035	0,062	0,013	0,072	0,046	0,049	0,038	0,017	0,045	0,029	0,477	0,349		
16	CIMC	0,039	0,037	0,065	0,013	0,075	0,048	0,051	0,04	0,017	0,047	0,031	0,499	0,417	0,524	
17	PECIDS	0,008	0,007	0,013	0,003	0,015	0,01	0,01	0,008	0,004	0,009	0,006	0,119	0,1	0,125	0,131
18	PECIDO	0,01	0,01	0,017	0,004	0,02	0,013	0,014	0,01	0,005	0,012	0,008	0,156	0,131	0,164	0,171
19	PECUMDS	0,008	0,007	0,013	0,003	0,015	0,01	0,01	0,008	0,003	0,009	0,006	0,119	0,099	0,125	0,13
20	PECUMDO	0,011	0,01	0,018	0,004	0,021	0,013	0,014	0,011	0,005	0,013	0,008	0,161	0,135	0,169	0,177
21	PECUSS	0,006	0,005	0,009	0,002	0,011	0,007	0,008	0,006	0,003	0,007	0,005	0,087	0,073	0,091	0,095
22	PECUSO	0,003	0,003	0,005	0,001	0,006	0,004	0,004	0,003	0,001	0,004	0,003	0,049	0,041	0,051	0,053
23	PECREG	0,007	0,007	0,012	0,002	0,014	0,009	0,009	0,007	0,003	0,009	0,006	0,109	0,091	0,114	0,119
24	SE	0,032	0,031	0,054	0,011	0,063	0,04	0,043	0,033	0,014	0,039	0,025	0,148	0,124	0,156	0,163
25																
26																
27																
28																
29																
30																
31																

Q	R	S	T	U	V	W	X
PECIDS	PECIDO	PECUNDS	PECUNDO	PECUSS	PECUSO	PECREG	SE
0,27							
0,206	0,269						
0,279	0,365	0,278					
0,15	0,197	0,149	0,203				
0,084	0,11	0,084	0,113	0,061			
0,188	0,246	0,187	0,254	0,137	0,076		
0,148	0,194	0,147	0,2	0,108	0,06	0,135	1

Z	AA	AB	AC	AD	AE
	Standardized				
	Monotrait Correlations				
	EQ	0,186			
	SE	1			
	CQ	0,449333			
	PCD	0,1186			
	Heterotrait Correlations				
	S - EQ	0,141714			
	CQ - EQ	0,11375			
	EQ - PCD	0,008143			
	SE - PCD	0,0034			
	CQ - SE	0,14775			
	CQ - PCD	0,038205			
	HTMT Ratio				
	S - EQ	0,328592			
	CQ - EQ	0,393469			
	EQ - PCD	0,054825			
	SE - PCD	0,009873			
	CQ - SE	0,220416			
	CQ - PCD	0,165496			

Heterotrait / Monotrait Ratio for Dirciminant Validity

	Self-Efficacy (SGSES)	Emotional Intelligence (PEC)	Cultural Intelligence (CQS)	Perceived Cultural Distance (PCD)
Self-Efficacy (SGSES)				
Emotional Intelligence (PEC)	0,328			
Cultural Intelligence (CQS)	0,22	0,393		
Perceived Cultural Distance (PC	0,009	0,054	0,165	

Appendix M

Pilot Group Questionnaire Means

	Mean	Min.–Max.	Std. Deviation	Skewness (Std. Error = 0.11)	Kurtosis
Perceived Cultural Distance (PCDS)	**3.4**	1–6			
- NATURAL ENVIRON.1	2.4	1–6	1.6	0.98	-0.35
- NATURAL ENVIRON.2	2.0	1–6	1.3	1.52	1.67
- LANGUAGE.3	4.0	1–6	1.5	-0.30	-1.10
- LANGUAGE.4	3.8	1–6	1.8	-0.29	-1.38
- SOCIAL NORMS.5	3.3	1–6	1.4	0.34	-0.93
- SOCIAL NORMS.6	4.1	1–6	1.5	-0.66	-0.67
- LIVING COND.7	2.2	1–6	1.4	1.38	1.11
- LIVING COND.8	4.1	1–6	1.5	-0.55	-0.83
- FOOD.9	4.3	1–6	1.3	-0.90	0.17
- FOOD.10	4.3	1–6	1.8	-0.62	-1.19
- FAMILY.11	3.3	1–6	1.6	0.20	-1.28
- FAMILY.12	3.1	1–6	1.5	0.25	-1.15
Average Total Score	***40.73***	***12–72***			
Standard Deviation	***5.6***				
Cultural Intelligence (CQS)	**5.3**	1–7			
- META COGNITION.1	5.7	1–7	1.1	-1.61	3.48
- META COGNITION.2	5.5	1–7	1.2	-1.39	2.16
- META COGNITION.3	5.4	1–7	1.1	-1.08	1.65
- META COGNITION.4	5.4	1–7	1.2	-1.32	2.25
- BEHAVIOUR.1	5.1	1–7	1.6	-1.11	0.32
- BEHAVIOUR.2	5.0	1–7	1.3	-0.77	0.31
- BEHAVIOUR.3	5.7	1–7	1.2	-1.59	3.28
- BEHAVIOUR.4	5.4	1–7	1.4	-1.36	1.36
- BEHAVIOUR.5	4.8	1–7	1.5	-0.71	-0.10
- MOTIVATION.1	6.1	1–7	0.9	-1.34	2.76
- MOTIVATION.2	5.5	1–7	1.2	-1.43	2.47
- MOTIVATION.3	5.7	1–7	1.2	-1.52	2.76
- MOTIVATION.4	5.4	1–7	1.4	-1.00	0.56
- MOTIVATION.5	6.1	1–7	1.0	-2.01	6.49
- COGNITION.1	5.0	1–7	1.4	-0.90	0.31
- COGNITION.2	4.5	1–7	1.7	-0.50	-0.88
- COGNITION.3	5.5	1–7	1.1	-1.42	2.61
- COGNITION.4	5.0	1–7	1.3	-0.83	0.08
- COGNITION.5	5.1	1–7	1.3	-1.16	1.34
- COGNITION.6	4.8	1–7	1.3	-0.72	0.17
Average Total Score	***106.68***	***20–140***			
Standard Deviation	***10.0***				

	Mean	Min.–Max.	Std. Deviation	Skewness (Std. Error = 0.11)	Kurtosis
Self-Efficacy (SGSES)	**4.7**	1–6			
- GE.1	4.7	1–6	0.9	-1.05	1.50
- GE.2	4.2	1–6	1.3	-0.36	-0.86
- GE.3	4.9	1–6	0.9	-1.36	2.93
- GE.4	4.8	1–6	1.1	-1.31	1.79
- GE.5	4.8	1–6	1.1	-0.96	0.61
- GE.6	4.5	1–6	1.2	-0.73	-0.14
- GE.7	4.4	1–6	1.9	-0.88	0.52
- GE.8	4.4	1–6	1.1	-0.79	0.42
- GE.9	4.6	1–6	1.1	-0.72	-0.01
- GE.10	4.6	1–6	1.0	-0.71	0.12
- GE.11	4.7	1–6	1.1	-0.94	0.49
- GE.12	4.6	1–6	1.2	-0.87	0.32
- GE.13	4.5	1–6	1.0	-1.59	3.28
- GE.14	4.6	1–6	1.3	-0.86	-0.12
- GE.15	5.1	1–6	0.8	-1.27	3.17
- GE.16	5.0	1–6	1.0	-1.14	1.26
- GE.17	5.6	1–6	1.3	-0.54	-0.02
Average Total Score	***80.11***	***17–102***			
Standard Deviation	***10.9***				
Emotional Intelligence (PEC)	**3.4**	1–5			
- IDENTIFICATION.1	3.8	1–5	0.7	-1.93	5.63
- IDENTIFICATION.2(71)	4.1	1–5	0.8	-0.83	0.88
- UNDERSTANDING.3(75)	3.5	1–5	1.2	-0.30	-1.12
- UNDERSTANDING.4	4.1	1–5	1.0	-1.00	0.62
- USAGE.9	3.8	1–5	1.0	-0.88	0.60
- USAGE.10(73)	3.1	1–5	1.2	-0.23	-0.96
- IDENTIFICATION.11(76)	4.1	1–5	0.9	-1.13	1.13
- IDENTIFICATION.12(68)	3.8	1–5	1.2	-0.72	-0.65
- UNDERSTANDING.13(70)	3.5	1–5	1.1	-0.34	-0.69
- UNDERSTANDING.14(78)	3.8	1–5	0.9	-0.90	0.78
- REGULATION.17	4.0	1–5	0.8	-0.77	1.24
- REGULATION.18(74)	4.0	1–5	1.2	-1.04	0.06
- USAGE.19(77)	3.3	1–5	1.0	-0.39	-0.21
- USAGE.20(69)	3.4	1–5	1.1	-0.47	-0.69
Average Total Score	***52.11***	***14–70***			
Standard Deviation	***4.3***				

Appendix N
Study Group Questionnaire Means

Frequencies within Subscales

	Mean	Min – Max	Std. Deviation	Skewness (Std. Error = 0.12)	Kurtosis (Std. Error = 0.24)
Perceived Cultural Distance (PCDS)	**3.8**	1–6			
- NATURAL ENVIRON.1	3.3	1–6	1.7	-0.01	-1.49
- NATURAL ENVIRON.2	3.2	1–6	1.9	0.16	-1.63
- LANGUAGE.3	4.2	1–6	1.5	-0.43	-0.97
- LANGUAGE.4	4.7	1–6	1.2	-1.33	1.56
- SOCIAL NORMS.5	3.3	1–6	1.4	0.38	-0.86
- SOCIAL NORMS.6	4.5	1–6	1.3	-1.16	0.64
- LIVING COND.7	2.2	1–6	1.3	1.33	1.20
- LIVING COND.8	4.3	1–6	1.3	-1.02	0.10
- FOOD.9	4.8	1–6	1.1	-1.41	2.25
- FOOD.10	4.8	1–6	1.5	-1.19	0.21
- FAMILY.11	3.1	1–6	1.5	0.30	-1.07
- FAMILY.12	3.6	1–6	1.5	-0.24	-1.26
Average Score / Min.-Max	***45.93***	***12–72***			
Standard Deviation	***7.6***				
Cultural Intelligence (CQS)	**5.1**	1–7			
- META COGNITION.1	5.6	1–7	1.2	-1.58	2.67
- META COGNITION.2	5.2	1–7	1.5	-1.25	0.75
- META COGNITION.3	4.8	1–7	1.5	-1.31	0.70
- META COGNITION.4	5.1	1–7	1.4	-1.06	0.82
- BEHAVIOUR.1	4.5	1–7	1.9	-0.55	-1.13
- BEHAVIOUR.2	5.0	1–7	1.3	-0.83	0.28
- BEHAVIOUR.3	5.3	1–7	1.2	-1.32	1.72
- BEHAVIOUR.4	4.9	1–7	1.6	-0.88	-0.38
- BEHAVIOUR.5	4.4	1–7	1.6	-0.31	-0.27
- MOTIVATION.1	5.9	1–7	1.2	-1.83	4.16
- MOTIVATION.2	5.5	1–7	1.2	-1.67	3.29
- MOTIVATION.3	5.5	1–7	1.2	-1.49	2.47
- MOTIVATION.4	4.9	1–7	1.7	-0.75	-0.50
- MOTIVATION.5	5.9	1–7	1.1	-1.89	4.42
- COGNITION.1	4.9	1–7	1.5	-0.90	0.13
- COGNITION.2	4.5	1–7	1.8	-0.57	-1.03
- COGNITION.3	5.2	1–7	1.3	-1.20	1.38
- COGNITION.4	4.9	1–7	1.4	-0.88	0.18
- COGNITION.5	4.9	1–7	1.4	-0.97	0.09
- COGNITION.6	4.6	1–7	1.5	-0.69	-0.37

	Mean	Min – Max	Std. Deviation	Skewness (Std. Error = 0.12)	Kurtosis (Std. Error = 0.24)
Average Score / Min.-Max.	***101.40***	***20–140***			
Standard Deviation	***15.3***				
Self-Efficacy (SGSES)	**4.7**	1–6			
- GE.1	4.8	1–6	0.9	-1.33	3.13
- GE.2	4.4	1–6	1.3	-0.71	-0.45
- GE.3	5.0	1–6	1.1	-1.71	3.50
- GE.4	4.4	1–6	1.4	-0.87	-0.33
- GE.5	4.9	1–6	1.1	-1.30	1.66
- GE.6	4.5	1–6	1.3	-0.88	-0.05
- GE.7	4.7	1–6	1.1	-0.95	0.53
- GE.8	4.4	1–6	1.2	-0.92	0.46
- GE.9	4.7	1–6	1.1	-1.33	1.75
- GE.10	4.7	1–6	1.1	-1.01	0.78
- GE.11	4.6	1–6	1.2	-1.07	0.66
- GE.12	4.5	1–6	1.2	-0.88	0.04
- GE.13	4.8	1–6	1.0	-1.21	1.81
- GE.14	4.4	1–6	1.4	-0.88	-0.26
- GE.15	5.2	1–6	0.8	-1.49	4.30
- GE.16	5.1	1–6	1.0	-1.69	3.75
- GE.17	5.1	1–6	1.1	-1.72	2.99
Average Score / Min.-Max.	***80.17***	***17–102***			
Standard Deviation	***11.1***				
Emotional Intelligence (PEC)	**3.7**	1–5			
- IDENTIFICATION.1	4.2	1–5	0.9	-1.37	1.99
- IDENITIFICATION.2(71)	4.2	1–5	0.9	-1.32	1.91
- UNDERSTANDING.3(75)	3.5	1–5	1.2	-0.34	-1.04
- UNDERSTANDING.4	4.0	1–5	1.0	-1.17	1.29
- USAGE.9	4.0	1–5	0.9	-0.85	0.33
- USAGE.10(73)	2.8	1–5	1.3	0.10	-1.16
- IDENTIFICATION.11(76)	4.1	1–5	1.0	-1.21	1.29
- IDENITIFICATION.12(68)	3.5	1–5	1.3	-0.45	-1.02
- UNDERSTANDING.13(70)	3.3	1–5	1.2	-0.34	-0.94
- UNDERSTANDING.14(78)	3.8	1–5	1.0	-0.81	0.20
- REGULATION.17	4.1	1–5	0.8	-0.87	1.35
- REGULATION.18(74)	3.9	1–5	1.2	-0.98	-0.08
- USAGE.19(77)	3.1	1–5	1.1	-0.30	-0.67
- USAGE.20(69)	3.0	1–5	1.4	-0.14	-1.26
Average Score / Min.-Max.	***51.32***	***14–70***			
Standard Deviation	***6.1***				

Appendix O

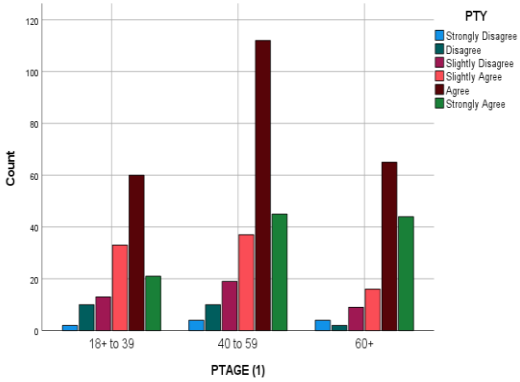
Chapter 5 – Pilot Group Analysis

Appendix O begins with a visual representation of the descriptive data, the details of which can be found in Chapter 5. Additionally, this appendix details the mediation, moderation and conditional process analysis of the pilot group – excluded from the body of the thesis as the initial research aim did not include this sample. This additional enquiry mirrors the examination of the study group data to generate analogous comparisons and subsequent outcomes.

The dependent variable in all research questions is *positive intercultural adaptation*, and it has been rescaled to an interval data type for the regression analysis.

Figure O1

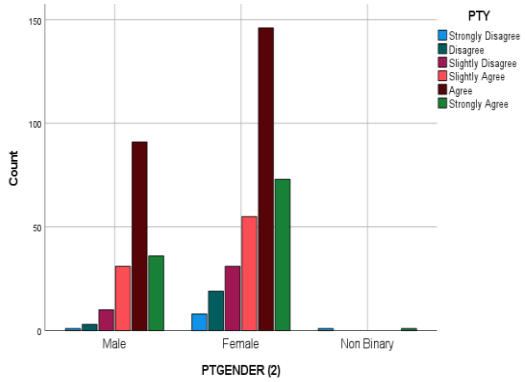
Crosstabulation of Age w/Positive Intercultural Adaptation – Pilot Group



Note. Study Questionnaire Question 1: PT before label stands for pilot group.

Figure O2

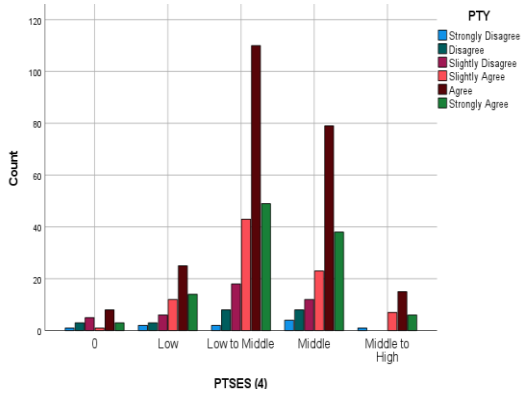
Crosstabulation of Gender w/Positive Intercultural Adaptation – Pilot Group



Note. Study Questionnaire Question 2: Gender. PT before label stands for pilot group.

Figure O3

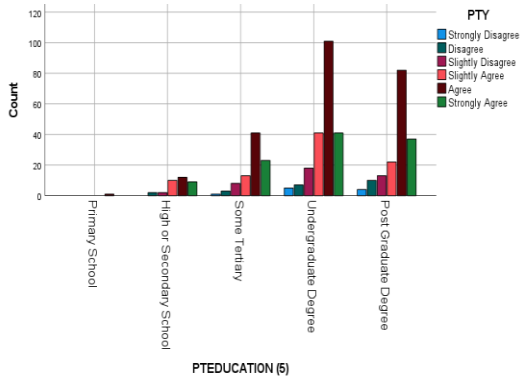
Crosstabulation of SES Status w/Positive Intercultural Adaptation – Pilot Group



Note. Study Questionnaire Question 4. How would you classify your socio-economic status? PT before label stands for pilot group.

Figure O4

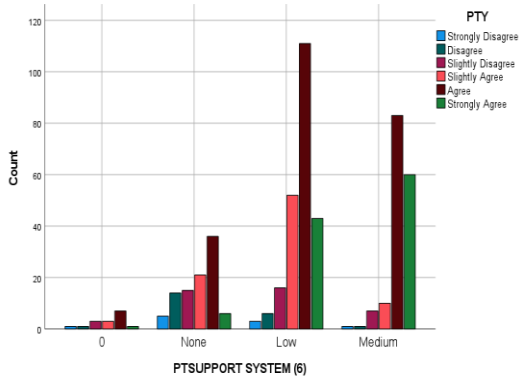
Crosstabulation of Education Levels w/Positive Intercultural Adaptation – Pilot Group



Note. Study Questionnaire Question 5. What is your education level? PT before label stands for pilot group.

Figure O5

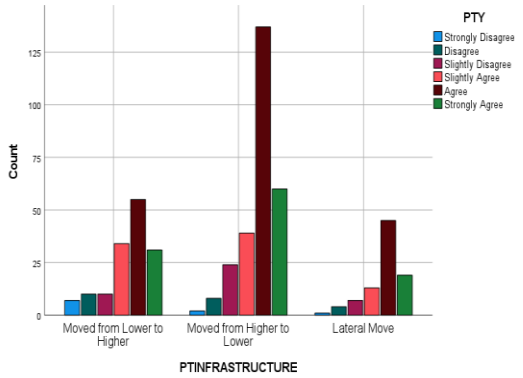
Crosstabulation of Support Levels w/Positive Intercultural Adaptation – Pilot Group



Note. Study Questionnaire Question 6. How would you describe your levels of social and emotional support from those around you? PT before label stands for pilot group.

Figure O6

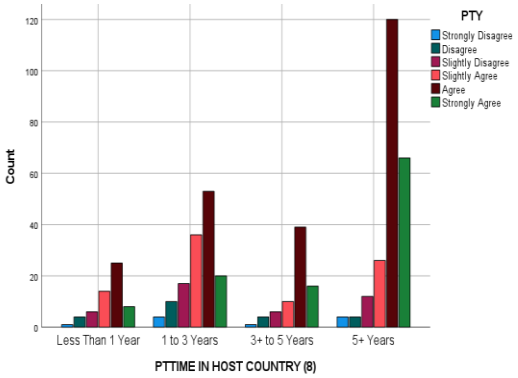
Crosstabulation of Infrastructure w/Positive Intercultural Adaptation – Pilot Group



Note. Study Questionnaire Question 7. Please identify the developmental (infrastructure such as water, electricity, sewage, public transport, enforcement of crime and governmental efficiency) levels between your home country and your host country. PT before label stands for pilot group.

Figure O7

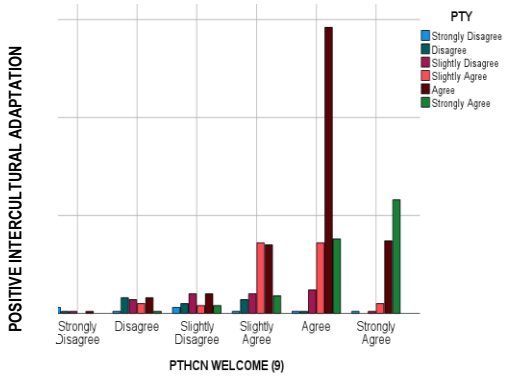
Crosstabulation of Time in Host Country w/Positive Intercultural Adaptation – Pilot Group



Note. Study Questionnaire Question 8. How long have you been in your host country? PT before label stands for pilot group.

Figure O8

Crosstabulation of Host Country Nationals' Attitudes w/Positive Intercultural Adaptation – Pilot Group



Note. Study Questionnaire Question 9. I feel welcome by the locals as an expatriate. PT before label stands for pilot group.

Research questions 1 through 4 are answered by combining data from means and standard deviations, Spearman's Rho correlation and ordinary least squares (OLS) regression analysis. Mediation, moderation, and conditional process analysis (MMCPA) are used to formulate responses to research questions 5 through 11.

Research Question 1. *Is there a positive relationship between self-efficacy and intercultural adaptation?*

Starting the examination at the simplest calculations first – the means – the results show that this group definitely believes in itself. This group scored a mean of 4.7 out of a possible 6 (78.1%) and had an average scale score of 80.11 out of a possible 102 (78.5%).

Spearman's Rho correlations ranged from .93 to .27 and all correlations with positive intrecultural adaptation (PIA)were low but significant. Finally, in OLS linear regression analysis (Table 5.25), self-efficacy (SE) has a small but significant effect (ß = .03, p = .00) and an R^2 size of 7.4% (t = 6.43, F[1, 504] = 41.35) on positive intercultural adaptation.

Although the variable was not as strong as expected, it does have a significant relationship with positive intercultural adaptation (PIA). Further results will be uncovered in the mediation; however, based on these scores – research Question 1 is supported.

Research Question 2. *Is there a positive relationship between self-efficacy and cultural intelligence?*

Participants scored a mean of 5.3 out of a maximum of 7 (76.1%) and demonstrated an average scale score of 106.68 out of 140 (76.2%, Appendix M).

Spearman's Rho indicated low correlations, but significant in all cultural intelligence (CQ) dimensions with the other results as follows: ρ_{COG} = .25, p < .00; ρ_{META} .20, p < .00; ρ_{BEH} 0.12, p = .01 and a moderate correlation with motivation (ρ_{MOT} = .35, p < .00).

Regression analysis also produced significant results between the two variables. A low effect (ß = .03 with a standard error of 0.4, F[4, 501] = 42.90), t score of 5.71 and a p-value of < .001 was reported. This represents a total adjusted R^2 of 5.9% change in the variance of CQ because of self-efficacy.

These results demonstrate that there is a low to moderate relationship between the two variables, and therefore research Question 2 is supported.

Research Question 3. *Is there a positive relationship between self-efficacy and emotional intelligence?*

Emotional intelligence (EQ) had a mean of 3.4 out of a possible 5 (67.8%) and an average scale score of 52.11 out of a maximum 70 (74.4%). However, the standard deviations on the means are very low compared to the other constructs, showing that this group has similar opinions about the questions asked in the survey (Appendix M).

Correlations are low, except for the dimension of *understanding the self* (ρ = .33, p < .001) and *regulation of others* (ρ = .26, p < .001), which show a more moderate relationship. The rest range from -.11 to .20, all significant.

Regression analysis shows a stronger relationship between SE and EQ than EQ and CQ. EQ has a low effect (ß = .03, t = 5.71) with an adjusted R^2 of 3.7% (F[4, 501] = 42.90, p < .00).

Ultimately, the results show that SE and EQ do share a small but significant relationship. Research Question 3 is supported.

Research Question 4. *Is there a significant relationship between perceived cultural distance and intercultural adaptation?*

The participants' mean on this measure was 3.4 out of a possible 6 (56.5%) and the average scale score was 40.73 out of a maximum 72 (again, 56.5%; Appendix Q). This is attributed to the lack of internal reliability and validity as depicted earlier (Table 5.1).

Correlations between perceived cultural distance (PCD) and PIA ranged from ρ = -.04 to .19 for an average correlation on the positive side at ρ = .11, p = .02). Ordinary

least squares regression (Table 5.25) found the coefficient to be .02 ($p < .01$) with an adjusted R^2 of 5.5%. The t-value = 2.95, and the $F(6, 499) = 5.92$.

These are positive significant relationships; therefore, research Question 4 is supported.

The next questions were analysed using Hayes PROCESS models. An F power test was conducted to confirm the sample size was large enough to complete the study. The results concluded that $N = 179$ would demonstrate adequate power (.80) with 78 predictors; an effect size of .30 with a significance value of .05 was found. As the pilot sample consisted of 506 total participants, the analysis continued.

Research Question 5. *Does emotional intelligence mediate the relationship between self-efficacy to intercultural adaptation?*

Mediation occurs when a third variable is introduced to the linear regression model. The antecedent variable (SE) influences a mechanism (the mediator variable), which then carries that influence through to the consequent variable – in this case, PIA.

This question aimed to determine whether expatriates can adjust better in a cross-cultural environment when EQ or CQ comes into play. Additionally, analysis will tell us if additional covariates account for any variance in the consequent variable. First examined was CQ as it has been correlated with workplace engagement by researchers Cavazotte and Mello (2020) and with work adjustment by Templer et al. (2008).

In the path analysis model (Figure O9), the indirect (a) paths of SE, and the covariates of support (SUP) and host country nationals (HCNs), partially account for 8.8% of the shared variance in PIA. The antecedent variable, SE, was a low but significant predictor of CQ. Additionally, the covariate HCNs, has a large, positive effect on CQ (ß = .99, $p = .04$). Although support had a large effect as well (ß = .93, $p = .15$), it was not deemed significant (Table O1).

Additionally, while the direct path of c' is not the point of mediation, its significance in this model does support research Question 1, which asks if SE positively influences PIA.

Table O1

Hayes Model 4: Results w/Cultural Intelligence – Pilot Group

	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
SE → CQ *(a)*	**.09**	**0.05**	**.21**	**0.11**	**0.32**	**3.90**	**.00**
HCN → CQ	**.09**	**0.41**	**.99**	**0.06**	**0.19**	**2.10**	**.04**
SUP → CQ	.09	0.64	.93	-0.12	2.17	1.46	.15
CQ → PIA*(b)*	**.38**	**0.01**	**.01**	**< 0.01**	**0.02**	**2.52**	**.01**
HCN → PIA	**.38**	**0.05**	**.46**	**0.36**	**0.55**	**9.35**	**.00**
SUP → PIA	**.38**	**0.06**	**.23**	**0.11**	**0.36**	**3.75**	**.00**
SE → PIA (c')	**.38**	**<0 .01**	**.02**	**0.01**	**0.03**	**4.56**	**.00**
SE → CQ→ PIA *(c - c')*		**< 0.01**	**< .01**	**0.00**	**<0 .01**		

Note. $F_{CQ}(3, 502) = 10.90$, $p = .00$; $F_{Y}(4, 501) = 61.80$; $p = .00$. See Figure O9 for path diagram. See Appendix P Table 1 for study group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

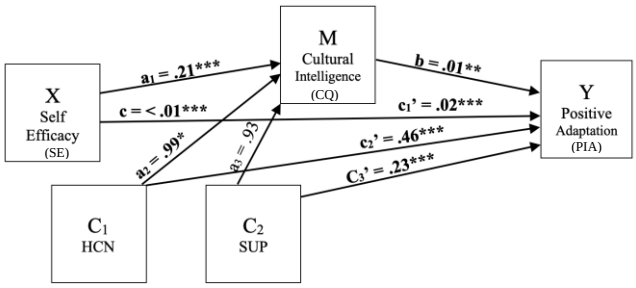
The (b) indirect path also accounts for variance in PIA as does the direct path from SE to adaptation. The covariates of SUP and HCNs show the most effect on both CQ and the consequent variable – PIA – suggesting the importance of these variables over and above self-efficacy, at least in this model.

For example, for every two cases that differ by one unit on SE, the effect of HCN attitudes is expected to differ regarding CQ by .99. This is a substantial effect.

Ultimately, the outcome of this mediation is significant. Therefore, research Question 5 is supported, and mediation did occur.

Figure O9

Hayes Model 4: Statistical Diagram w/CQ – Pilot Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 5. See Figure 3.14 for the conceptual model equivalent. See Figure 6.6 for diagram of study group. See Table O1 for numerical output. Significant scores are in bold.
*< .05; **< .01; ***< .001.

How does EQ work in the mediation process? In the next model, results show that while the (a) indirect path from SE to EQ (Figure O10) is significant, the attitudes of HCNs take a back seat to the covariate of SUP in predicting EQ. This makes sense, as a lack of support for expatriates has been documented to influence mental health conditions negatively, such as depression (Bulut & Gayman, 2020).

The (b) path, which accounts for 38.4% of the variance in PIA, has more influence on the expatriate's adaptation levels (Table O2). Here, SE and both of the covariates affect the consequent variable; however, EQ does not. What does this mean? Does EQ not act as a mediator?

It can be seen through the total and direct paths that yes, there is an effect from SE to EQ, and the effect does act as a mediator between SE and PIA; it just does not directly influence the adaptation itself. Additionally, the *t* levels are higher than 1.96 ($t_{SE \rightarrow EQ}$ = 5.72, $t_{SUP \rightarrow EQ}$ = 2.41, $t_{HCN \rightarrow PIA}$ = 9.43, $t_{SUP \rightarrow PIA}$ = 3.96) and the significant c path *p* values are .00. That information, coupled with confidence intervals that do not straddle zero (Table O2), give assurance that mediation did take place.

Table O2

Hayes Model 4: Results w/Emotional Intelligence. Research Question 5 – Pilot Group

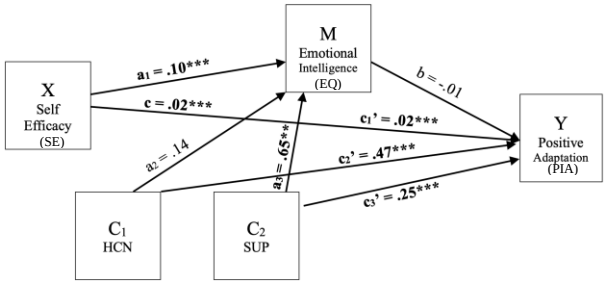
	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → EQ *(a)*	**.09**	**0.02**	**.10**	**0.06**	**0.13**	**5.72**	**.00**
HCN → EQ	.09	0.18	.14	-0.21	0.50	0.80	.43
SUP → EQ	**.09**	**0.27**	**.65**	**0.12**	**1.18**	**2.41**	**.02**
EQ → PIA *(b)*	.38	0.01	-.01	-0.03	0.01	-1.00	.32
HCN → PIA	**.38**	**0.05**	**.47**	**0.37**	**0.57**	**9.43**	**.00**
SUP → PIA	**.38**	**0.07**	**.25**	**0.13**	**0.38**	**3.96**	**.00**
SE → PIA *(c)*	**.38**	**< 0.01**	**.02**	**0.01**	**0.03**	**5.59**	**.00**
SE → PIA *(c')*			**.02**	**0.01**	**0.03**	**4.95**	

Note. $F_{EQ}(3, 502) = 14.85$, $p = .00$; $F_Y(4, 501) = 58.00$, $p = .00$. See Figure O10 for path diagram. See Appendix P Table 2 for study group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Consequently, research Question 5, with EQ as a mediator, is supported.

Figure O10

Hayes Model 4: Statistical Diagram w/EQ – Pilot Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 5. See Figure 3.14 for the conceptual model equivalent. See Figure 6.7 for diagram of study group. See Table O2 for numerical output. Significant scores are in bold.

*< .05; **< .01; ***< .001.

Research Question 6. *Does cultural or emotional intelligence parellel mediate the relationship between self-efficacy and intercultural adaptation?*

Now the interest turns to parallel mediation. In research Question 5, CQ was assigned as a mediator. For curiosity purposes, this researcher interchanged both CQ and EQ to see the results of each construct measured independently.

In this case, EQ was added as a mediator because of its importance in today's workforce (Figure 3.11; Arokiasamy & Kim, 2019), although its relationship with leadership is still controversial (Côté, 2014; Goleman, 2011; Vinickyté et al., 2020).

Therefore, the same two mediators interchangeably used in research Question 5 – EQ and CQ – are examined together to see if the simultaneous examination between them influences the effects differently than from the first models (Figures O9 and O10).

In Figure O11, SE has a slightly stronger relationship with CQ and EQ compared to the simple mediation models above (Figures O9 and O10). As indicated in the first two mediation models, CQ acts as a stronger mediator than EQ, echoing researchers Dinglasa (2020) who found that between the two constructs, CQ had a higher predictive level in expatriate PIA than did EQ.

In the model below (Figure O11), parallel mediation for both mediators did not take place, as EQ had no significance as a mediator when paired simultaneously with CQ. However, the total effects are significant, and research Question 6 only asked if CQ had a positive influence on PIA; the design of the calculations (parallel model) is superfluous.

Therefore, research Question 6 is supported. However, the conclusion highlights the fragility of EQ influencing the expatriate experience of the pilot group as well as the caution of combining multiple variants in hypothesis and analysis.

Table O3

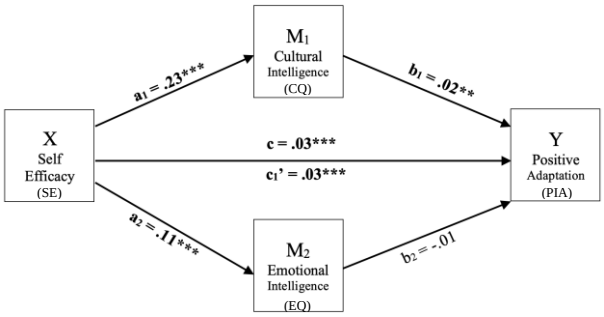
Hayes Model 4: Statistical Diagram, Parallel Mediation – Pilot Group

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → CQ *(a)*	.07	**0.06**	**.23**	**0.13**	**0.34**	**4.23**	**.00**
CQ → PIA *(b)*	.11	**0.01**	**.02**	**0.01**	**0.03**	**4.34**	**.00**
SE → PIA *(c)*		**0.01**	**.03**	**0.02**	**0.04**	**6.43**	**.00**
SE → PIA *(c')*		**0.01**	**.03**	**0.02**	**0.03**	**4.93**	**.00**
SE → CQ→ PIA *(c - c')*		0.00	<.01	< 0.01	< 0.01		
CQ → PIA *(c - c')*		**0.01**	**.02**	**0.01**	**0.03**	**4.08**	**.00**
SE → EQ *(a)*	.07	**0.02**	**.11**	**0.07**	**0.14**	**6.13**	**.00**
EQ → PIA *(b)*	.11	0.01	< -.01	-0.03	0.02	-0.65	.52
SE → EQ→ PIA *(c - c')*		< -0.01	< -.01	< -0.01	< 0.01		
EQ → PIA *(c - c')*		0.01	< -.01	-0.03	0.02	-0.69	.49

Note. $F_{CQ}(1, 504) = 17.87$, $p = .00$; $F_{EQ}(1, 504) = 37.59$, $p = .00$; $F_{Y}(3, 502) = 19.41$, $p = .00$. See Figure O11 for path diagram. See Appendix P, Table 3 for study group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit Significant scores are in bold.

Figure O11

Hayes Model 4: Statistical Diagram, Parallel Mediation – Pilot Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 6. See Figure 3.15 for the conceptual model equivalent. See Figure 6.8 for diagram of study group. See Table O3 for numerical output.. Significant scores are in bold.

*< .05; **< .01; ***< .001.

Research Question 7. *Will the serial mediating effects of cultural and emotional intelligence influence the outcome of intercultural adaptation?*

In the first iteration of this question (Figure O12), CQ is put as the initial mediator, which is hoped to influence EQ as the second in this serial mediation. In the second examination, the mediators are switched (Figure O13) to see if any changes occur.

This line of query begins to shape the lineage of what this research hopes to uncover in the expatriate adaptation process. What comes first? What variable influences the other the most? Expectations are that serial mediation in the form of CQ influencing EQ will prevail, based on the OLS analysis, which shows a higher R^2 variation on PIA from CQ (R^2 = 5.5%) than EQ (R^2 = 3.6%; Table 5.25).

Table O4

Hayes Model 6: Serial Mediation Cultural Intelligence to Emotional Intelligence – Pilot Group

	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
SE → CQ *(a)*	**.07**	**0.06**	**.23**	**0.13**	**0.34**	**4.23**	**.00**
SE → EQ *(a)*	**.16**	**0.02**	**.08**	**0.04**	**0.11**	**4.66**	**.00**
CQ → EQ *(a)*	**.16**	**0.02**	**.13**	**0.09**	**0.17**	**6.93**	**.00**
CQ → PIA*(b)*	**.11**	**< 0.01**	**.02**	**0.01**	**0.03**	**4.08**	**.00**
EQ → PIA *(b)*	.11	0.01	< -.01	-0.03	0.02	-0.65	.52
SE → PIA*(c')*	**.11**	**0.01**	**.03**	**0.02**	**0.03**	**4.93**	**.00**
SE → PIA *(c)*		**0.01**	**.03**	**0.02**	**0.04**	**6.43**	**.00**
SE → CQ→ PIA *(c - c')*		**< 0.01**	**< .01**	**< 0.01**	**0.01**		
SE → EQ → PIA *(c - c')*		< 0.01	< -.01	-< -0.01	< 0.01		
SE → CQ → EQ → PIA *(c - c')*		.00	.00	< -0.01	< 0.01		

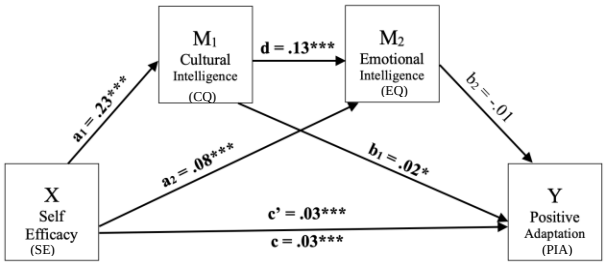
Note. $F_{CQ}(1, 504) = 17.87$, $p = .00$; $F_{EQ}(2, 503) = 45.73$, $p = .00$; $F_{Y}(3, 502) = 19.41$, $p = .00$. See Figure O12 for path diagram. See Appendix P, Table 4 for study group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Self-efficacy is responsible for the strongest influence in adaptation in this model, and again CQ does show a slight mediation influence. In any (b) or (c) path with EQ in it, the significance of that path (Table O4) has been stifled by the low predictive nature of the construct.

As expected, CQ did have a minor mediating effect on EQ, although that did not carry through to PIA (Figure O12). Therefore, research Question 7, with CQ as the lead mediator, is not supported.

Figure O12

Hayes Model 6: Statistical Diagram, Serial Mediation Model, CQ to EQ – Pilot Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 7. See Figure 3.16 for the conceptual model equivalent. See Figures 6.9 for diagram of study group. See Table O4 for numerical output. Significant scores are in bold.

*< .05; **< .01; ***< .001.

Interchanging the variables, EQ is placed first in the serial mediation below (Figure O13). The surprising results of this model take a moment to digest. Emotional intelligence has a strong and significant (ß = .70, *p* = .00) effect on CQ (Table O5). Liao et al. (2021) found that individuals with higher EQ overcame culture shock easier, so this is not unwarranted, just unexpected after the results of previous models thus far. All other results were similar to the results of the previous models.

This finding demonstrates that variables can influence each other, even if there is no significant effect on the outcome variable. As mentioned earlier, knowing *what*, *when* and *how* of the effects of these constructs is important in our ultimate outcome: a predictive model of positive expatriation.

A final look at the observed path model (Figure O13) displays all paths other than (d) as similar to previous mediation models. In this case the mediating effect went all the way through the model, reaching the consequent variable, and the total effects are significant. Therefore, research Question 7, with EQ as the first mediator influencing the second mediator, is supported.

Table O5

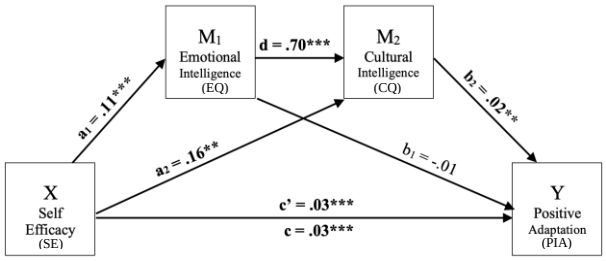
Hayes Model 6: Serial Mediation: Emotional Intelligence to Cultural Intelligence – Pilot Group

	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
SE → EQ *(a)*	**.07**	**0.02**	**.11**	**0.07**	**0.14**	**6.13**	**.00**
SE → CQ *(a)*	**.15**	**0.05**	**.16**	**0.06**	**0.26**	**3.09**	**.002**
EQ → CQ *(a)*	**.15**	**0.11**	**.70**	**0.49**	**0.91**	**6.62**	**.00**
EQ → PIA*(b)*	.11	0.01	< -.01	-0.03	0.02	-0.65	.52
CQ → PIA *(b)*	**.11**	**< 0.01**	**.02**	**0.01**	**0.03**	**4.08**	**.00**
SE → PIA*(c')*	**.11**	**< 0.01**	**.03**	**0.02**	**0.03**	**4.93**	**.00**
SE → PIA *(c)*		**< 0.01**	**.03**	**0.02**	**0.04**	**6.43**	**.00**
SE → EQ→ PIA *(c - c')*		< 0.01	< -.01	< -0.01	< 0.01		
SE → CQ → PIA *(c - c')*		**< 0.01**	**< .01**	**< 0.01**	**< 0.01**		
SE → EQ → CQ → PIA *(c - c')*		**< 0.01**	**< .01**	**< 0.01**	**< 0.01**		

Note. $F_{CQ}(2, 503) = 29.27$, $p = .00$; $F_{EQ}(1, 504) = 37.59$, $p = .00$; $F_{Y}(3, 502) = 19.41$, $p = .00$. See Figure O13 for path diagram. See Appendix P, Table 5 for study group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure O13

Hayes Model 6: Statistical Diagram, Serial Mediation Model, EQ to CQ – Pilot Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 7. See Figure 3.16 for the conceptual model equivalent. See Figure 6.10 for diagram of study group. See Table O5 for numerical output. Significant scores are in bold.

*< .05; **< .01; ***< .001.

Research Question 8. *Does the host country nationals' attitude towards the expatriate moderate the effect of self-efficacy on intercultural adaptation?*

There has been much literature on the subject, especially in South Africa (see Chapter 2), which states that the attitudes of the HCNs are important when it comes to the success or failure of the expatriate, especially in the work environment (Gupta et al., 2012; Pekerti et al., 2020).

As HCNs had such a high correlation in the regression analysis (OLS ß = .45, *p* = .00; Table 5.24), it will be interesting to see how it fares in this research question. How much will the attitudes of the locals affect one's adaptation?

Figure O14 shows the results of using the attitudes of the HCNs in the variation of the consequent variable PIA. Moderation occurs if the effect size of SE changes due to the intervening moderator variable.

Host country nationals partially accounted for 35.2% of the shared variance in PIA (Table O6). Does that make it a successful moderator? At first glance it does. Further scrutiny shows that SE had a very slight significant effect (ß = .02, *p* = .00); yet there was no significant interaction (Figure O14).

Table O6

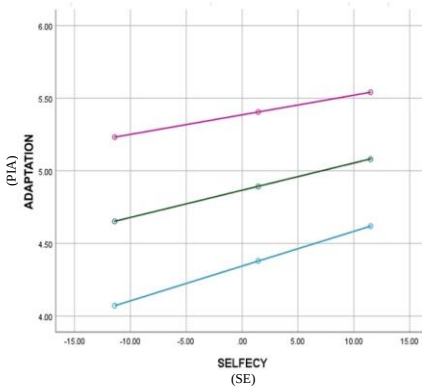
Hayes Model 1: Host Country Nationals – Pilot Group

	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
SE → PIA	**.35**	**0.01**	**.02**	**0.01**	**0.03**	**4.55**	**.00**
HCN → PIA		**0.05**	**.53**	**0.44**	**0.63**	**11.54**	**.00**
SE *HCN		0.01	< -.01	-0.01	0.01	-0.82	.41
Conditional effects of self-efficacy at values of host country nationals. **Focal Predictor: SE**							
HCN -0.64		**0.01**	**.03**	**0.02**	**0.04**	**4.95**	**.00**
HCN 0.36		**0.01**	**.02**	**0.01**	**0.03**	**3.38**	**.00**
HCN 1.36		0.01	.02	-0.01	0.04	1.90	.06
Test(s) of higher order unconditional interaction(s)							
		R^2 change	*F*	*df*1	*df*2		*p*
SE * HCN		<.01	0.67	1	502		.41

Note. $F_Y(3, 502) = 78.53$, *p* = .00. See Figure O15 for path diagram. See Appendix P, Table 6 for study group comparison. See Figure O14 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure O14

Hayes Model 1: Interaction Slope, HCN – Pilot Group

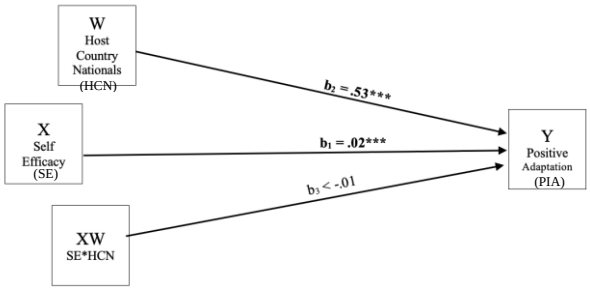


Note. The Johnson-Neyman significance region is at 1.31 with 79.84% of the data below and 20.16% above. See Figure O15 for path diagram.

In this case, research Question 8 is not supported, as no significant moderation (interaction of SE and HCNs occurred, although PIA was directly affected by HCNs (Figure O15).

Figure O15

Hayes Model 1: Statistical Diagram, HCN – Pilot Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 8. See Figure 3.17 for the conceptual model equivalent. See Figure 6.11 for diagram of study group. See Table O6 for numerical output. See Figure O14 for interaction slope. Significant scores are in bold. *< .05; **< .01; ***< .001.

Post hoc analysis was performed on the same model with EQ because of its

surprising effect on CQ in serial mediation (Figure O13). Will it work as a moderator?

Self-efficacy and the covariates of HCNs and support again show their significance in the expatriate adaptation by demonstrating unconditional moderate effects on the consequent variable (Table O7), much like in the ordinary least squares analysis.

Since the interaction was not significant, this transition point is not taken into consideration when determining if moderation took place (Figure O16).

Table O7

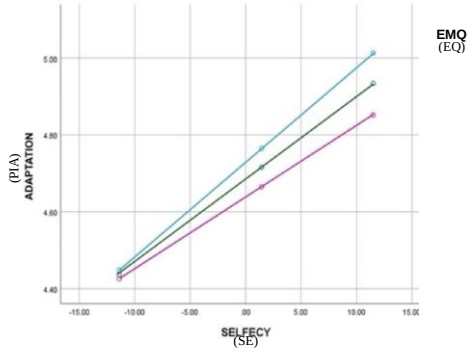
Hayes Model 1: Emotional Intelligence – Pilot Group

	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*P*
SE → PIA	**.38**	**< 0.01**	**.02**	**0.01**	**0.03**	**5.17**	**.00**
EQ → PIA	.38	0.01	-.01	-0.03	< 0.01	-1.10	.27
HCN → PIA	.38	**0.05**	**.47**	**0.38**	**0.57**	**9.64**	**.00**
SUP → PIA	.38	**0.06**	**.25**	**0.14**	**0.37**	**4.01**	**.00**
SE *EQ	.38	< -0.01	< -.01	< -0.01	< 0.01	-0.68	.50
Test(s) of higher order unconditional interaction(s)							
		R^2 change	*F*	*df*1	*df*2		*p*
SE * EQ		.01	0.47	1	500		.50

Note. $F_Y(5, 500) = 48.73$, $p = .00$. See Figure O17 for path diagram. See Appendix P, Table 7 for study group comparison. See Figure O16 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure O16

Hayes Model 1: Interaction Slope, EQ – Pilot Group



Note. The Johnson-Neyman region of significance is at 7.58 with 97.22% of the data below and 2.77%

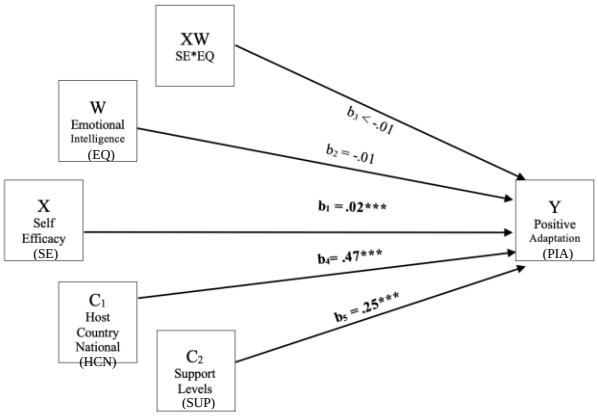
above. See Figure O17 for path diagram.

Perhaps the choice of moderators has not been a good one. Hayes (2022) describes using moderation to set a boundary for an interaction effect and describes a potential moderator as a group type, such as gender or weight. Therefore, this researcher did a quick post hoc analysis using *age* as the moderator, hoping to justify why the previous moderators of *HCN attitudes* and *EQ* weren't moderating. However, age had no moderating effect either. Therefore, the choice of variables in these moderation models is not the issue. There are simply no significant interaction effects so far in this pilot data.

As no significant moderation took place, research Question 8, with EQ as the moderator, was not supported.

Figure O17

Hayes Model 1: Statistical Diagram, EQ – Pilot Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 8. See Figure 3.17 for the conceptual model equivalent. See Figure 6.12 for diagram of study group. See Table O7 for numerical output. See Figure O16 for interaction slope. Significant scores are in bold. *< .05; **< .01; ***< .001.

Research Question 9. *Is the moderator of perceived cultural distance itself moderated by other variables?*

Perceived cultural distance was changed to host country nationals, and the model is interesting visually. A look at Figure O19 indicates that no significant interaction took place. Moderation analysis protocol says if there are no significant interactions, all probing should stop (Table O8).

However, this researcher finds it interesting that the results can imply *"stop right here, nothing worthwhile took place",* while one can clearly see interaction points in the second and third graph of Figure O18.

Table O8

Hayes Model 3: Emotional Intelligence and Host Country Nationals' Attitude – Pilot Group

	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
SE → PIA	**.36**	**< 0.01**	**.02**	**0.01**	**0.03**	**5.39**	**.00**
EQ → PIA	.36	0.01	< -.01	-0.02	0.02	-0.19	.85
HCN → PIA	**.36**	**0.05**	**.55**	**0.46**	**0.64**	**12.06**	**.00**
SE * EQ	.36	< 0.01	< -.01	< -0.01	< 0.01	-0.93	.36
SE * HCN	.36	< 0.01	-.01	-0.01	< 0.01	-1.31	.19
EQ * HCN	.36	0.01	< .01	-0.02	0.03	0.31	.76
SE * EQ * HCN	.36	< 0.01	< -.01	< -0.01	< 0.01	-1.20	.23

Conditional effects of self-efficacy at values of emotional intelligence and host country nationals. **Focal Predictor: SE**

EQ	HCN						
-4.15	**-0.64**	**0.01**	**.03**	**0.01**	**0.04**	**3.88**	**.00**
-4.15	**0.36**	**0.01**	**.03**	**0.01**	**0.04**	**3.70**	**.00**
-4.15	**1.36**	**0.01**	**.03**	**< 0.01**	**0.05**	**2.33**	**.02**
0.03	**-0.64**	**0.01**	**.03**	**0.02**	**0.04**	**5.10**	**.00**
0.03	**0.36**	**< 0.01**	**.02**	**0.01**	**0.03**	**4.77**	**.00**
0.03	**1.36**	**0.01**	**.02**	**< 0.01**	**0.03**	**2.29**	**.02**
4.36	**-0.64**	**0.01**	**.02**	**0.01**	**0.04**	**3.62**	**.00**
4.36	**0.36**	**0.01**	**.01**	**< 0.01**	**0.03**	**2.51**	**.01**
4.36	1.36	0.01	< .01	-0.01	0.02	0.49	.62

Test(s) of higher order unconditional interaction(s)

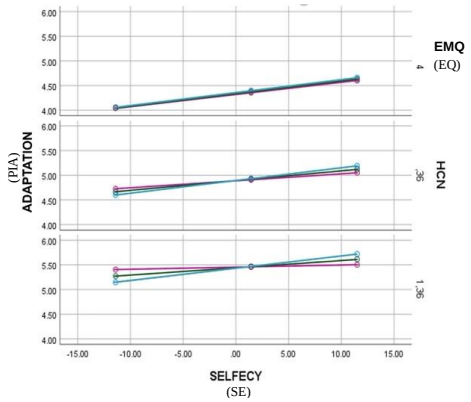
	R^2 change	*F*	*df*1	*df*2	*p*
SE * EQ * HCN	< .01	1.45	1	498	.23

		R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
Conditional effects of self-efficacy at the values of Host Country Nationals. **Focal Predictor: SE**								
		ß	*F*	*df*1	*df*2			*p*
HCN	-0.64	.00	0.05	1	498			.83
HCN	0.36	< -.01	1.41	1	498			.24
HCN	1.36	< -.01	1.95	1	498			.16

Note. $F_Y(7, 498) = 34.28$, $p = .00$. See Figure O18 for interaction slope. See Figure O19 for path diagram. See Appendix P, Table 8 for study group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure O18

Hayes Model 3: Interaction Slope, EQ and HCN – Pilot Group



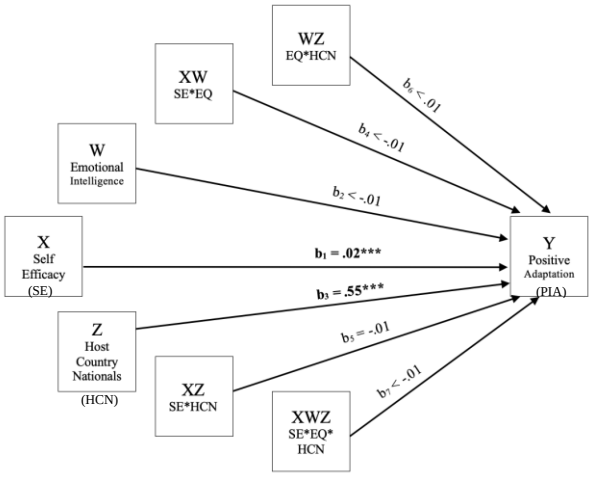
Note. The Johnson-Neyman shows no significant regions. See Appendix P, Figure 11 for diagram of study group. See Table O8 for numerical output.

The only diagram that looks as insignificant as the results indicate, is Figure O19, where only the direct paths of SE and HCNs show significance. What does all of this other information mean? It means that while there are clearly effects taking place, they are not significant, and research Question 9 is not supported.

Since EQ has not been shown to be an effective moderator, CQ was put in its place, with the hope it will be a productive moderator as shown in previous studies (Hua et al., 2020).

Figure O19

Hayes Model 3: Statistical Diagram, EQ and HCN – Pilot Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 9. See Figure 3.18 for the conceptual model equivalent. See Figure 6.13 for diagram of study group. See Appendix O, Table 8 for numerical output. See Figure O18 for interaction slope. Significant scores are in bold.

*< .05; **< .01; ***< .001.

In this model, all direct effects were statistically significant and accounted for 38% of the variance in PIA. HCNs again showed a strong coefficient effect of .55 (Table O9).

Table O9

Hayes Model 3: Cultural Intelligence and Host Country Nationals' Attitude – Pilot Group

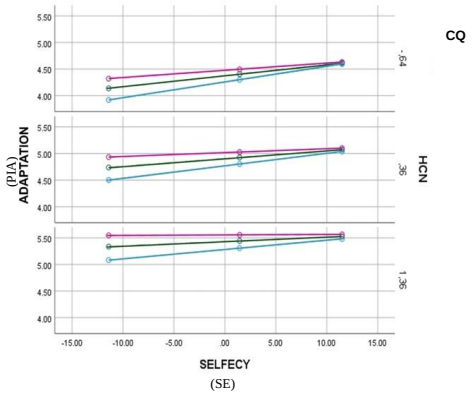
	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
SE → PIA	**.38**	**< 0.01**	**.02**	**0.01**	**0.03**	**4.84**	**.00**
CQ → PIA	**.38**	**< 0.01**	**.01**	**< 0.01**	**0.02**	**2.93**	**.001**
HCN → PIA	**.38**	**0.05**	**.53**	**0.43**	**0.62**	**11.21**	**.00**
SE * CQ	.38	0.00	< -.01	< -0.01	0.00	-2.53	.01
SE * HCN	.38	< 0.01	-.01	-0.01	< 0.01	-1.62	.11
CQ * HCN	.38	< 0.01	< .01	-0.01	0.01	0.32	.75
SE * CQ * HCN	.38	0.00	.00	< -0.01	< 0.01	-0.08	.94

Note. $F_Y(7, 498) = 43.40$, $p = .00$. See Figure O21 for path diagram. See Appendix P, Table 9 for study group comparison. See Figure O20 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Similar to the previous model, none of the interaction effects were significant (Figure O20) and the test of higher order showed a nil R^2 change (SE*CQ = .00, p = .94).

Figure O20

Hayes Model 3: Interaction Slope, CQ and HCN – Pilot Group

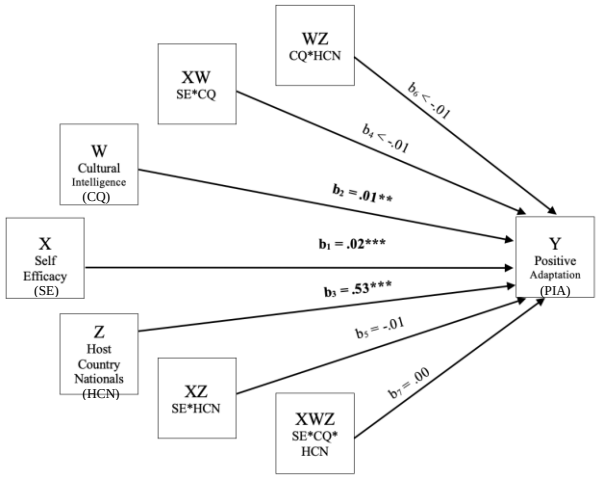


Note. See Figure O21 for path diagram.

Therefore, no moderation or moderated moderation occurred (Figure O21), and research Question 9 with CQ as the moderator is not accepted.

Figure O21

Hayes Model 3: Statistical Diagram, CQ and HCN – Pilot Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A*

regression-based approach, (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 9. See Figure 3.18 for the conceptual model equivalent. See Figure 6.14 for diagram of study group. See Table O9 for numerical output. See Figure O20 for interaction slope. Significant scores are in bold. *< .05; **< .01; ***< .001.

Combining both mediation and moderation, condition process analysis allows researchers to position variables in a multitude of ways to discover the most effective relationships. Understanding the mechanism (mediator variable) through which an effect is channelled, and the boundaries (moderating variable) of *how* or *when* across situations, gives one a more comprehensive and nuanced portrait of a phenomenon (Hayes & Rockwood, 2020). The next questions are analysed with this system.

Research Question 10. *Does the effect of the mediator host country nationals' attitude become moderated through emotional or cultural intelligence?*

Mediation analysis with ability-based variables (EQ and CQ) have shown to correlate with PIA in previous studies and in this analysis. Support (ß = .30 *p* = .00) and HCNs (ß = .45, *p* = .00) are the two highest correlated variables with PIA in regression analysis (Table 5.24), although HCNs has not fared well in moderation thus far. This model will test these variables in new positions.

In the first step in this analysis (path a) it can be seen that CQ has a very slight indirect effect on the mediator, HCNs (Table O10). None of the interactions or tests of higher unconditional interactions were significant or had high effect values (Figure O22).

Table O10

Hayes Model 76: (a) Path – Pilot Group

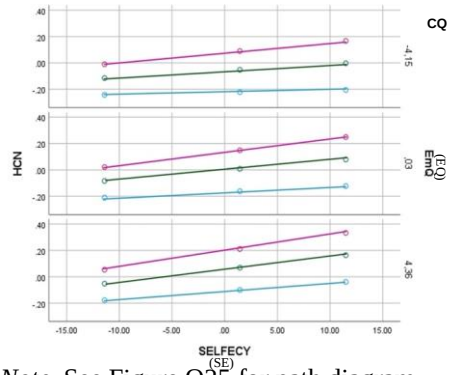
	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → HCN	.04	0.01	.01	< -0.01	0.02	1.29	.20
CQ → HCN	.04	**0.01**	**.03**	**0.01**	**0.03**	**2.92**	**.004**
EQ → HCN	.04	0.00	.00	0.00	< 0.01	0.77	.44

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE * CQ	.04	0.01	.01	< -0.01	0.04	1.12	.26
SE * EQ	.04	< 0.01	< .01	< -0.01	< 0.01	0.45	.65
Conditional effects of self-efficacy at values of cultural & emotional intelligence. **Focal Predictor: SE**							
CQ	EQ						
-9.74	-4.14	0.01	< .01	-0.01	0.02	0.25	.81
-9.74	0.03	0.01	< .01	-0.01	0.02	0.60	.55
-9.74	4.36	0.01	.01	-0.01	0.02	0.66	.51
0.79	-4.14	0.01	.01	-0.01	0.02	0.68	.50
0.79	0.03	0.01	.01	< -0.01	0.02	1.33	.18
0.79	4.36	0.01	.01	-0.01	0.02	1.29	.20
9.59	-4.14	0.01	.01	-0.01	0.03	0.81	.42
9.59	0.03	0.01	.01	< -0.01	0.02	1.43	.15
9.59	4.36	0.01	.01	< -0.01	0.03	1.65	.10
Test(s) of highest order unconditional interaction(s)							
	R^2 change	*F*		*df*1	*df*2		*p*
SE * CQ	< .01	0.59		1	500		.44
SE * EQ	.00	0.21		1	500		.65
SE * Both	< .01	0.77		1	500		.46

Note. $F_{HCN}(5, 500) = 4.33$ $p = .001$. See Figure O25 for path diagram. See Appendix P, Table 10 for study group comparison. See Figure O22 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure O22

Hayes Model 76: Interaction Slope, Host Country Nationals – Pilot Group



Note. See Figure O25 for path diagram.

Tests of higher order unconditional interactions show a very slight effect change (approximately 1% each for SE and CQ, and SE, CQ and EQ).

Moving on to the second stage of this moderated mediation, the (b) paths indicate

there is a significant effect from the variables to PIA, but not a significant interaction among the variables (Table O11, Figure O23).

Table O11

Hayes Model 76: (b) Path – Pilot Group

	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
SE → PIA	**.38**	**< 0.01**	**.02**	**0.01**	**0.03**	**4.84**	**.00**
HCN→ PIA	**.38**	**0.05**	**.53**	**0.44**	**0.62**	**11.59**	**.00**
EQ → PIA	.38	0.01	-.02	-0.04	0.01	-1.52	.13
CQ → PIA	**.38**	**0.01**	**.01**	**0.01**	**0.02**	**3.12**	**.002**
SE * CQ	**.38**	**0.00**	**< -.01**	**< -0.01**	**< -0.01**	**-4.05**	**.00**†
HCN * CQ	.38	< 0.01	.00	-0.01	-0.01	-0.11	.92
SE * EQ	.38	< 0.01	< .01	< -0.01	< 0.01	0.97	.34
HCN *EQ	.38	0.01	.01	-0.02	0.02	0.04	.97

Test(s) of highest order conditional interaction(s)

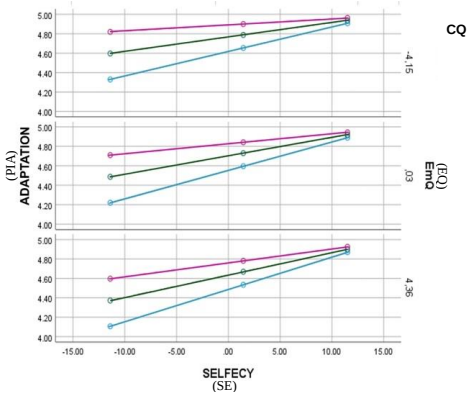
	R^2 change	*F*	*df*1	*df*2	*p*
SE * CQ	**.01**	**16.37**	**1**	**497**	**.00**
SE * EQ	< .01	0.93	1	497	.34
SE*CQ*EQ	**.02**	**13.14**	**2**	**497**	**.00**
HCN * CQ	.00	0.01	1	497	.92
HCN * EQ	.00	< .01	1	497	.97
HCN*CQ*EQ	.00	0.01	2	497	.99

Note. $F_Y(8, 497) = 42.74$, $p = .00$. See Figure O25 for path diagram. See Appendix P, Table 11 for study group comparison. See Figure O23 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

† Negative.

Figure O23

Hayes Model 76: Interaction Slope, Adaptation – Pilot Group



Note. See Figure O25 for path diagram.

In the next stage of analysis when our focal predictor is the attitudes of the HCNs, the conditional effects are positive between the values of -9.74 and 9.59 for CQ, and -4.15 and 4.36 for EQ (Table O12).

Table O12

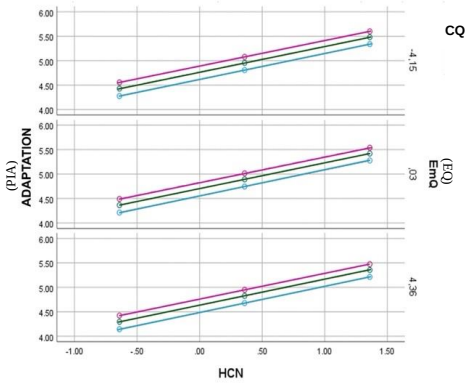
Hayes Model 76: Conditional Effects – Pilot Group

CQ	EQ	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
-9.74	**-4.15**	**0.06**	**.53**	**0.42**	**0.64**	**9.56**	**.00**
-9.74	**0.03**	**0.06**	**.53**	**0.41**	**0.65**	**8.64**	**.00**
-9.74	**4.36**	**0.10**	**.54**	**0.35**	**0.72**	**5.61**	**.00**
0.79	**-4.15**	**0.06**	**.53**	**0.41**	**0.65**	**8.63**	**.00**
0.79	**0.03**	**0.05**	**.53**	**0.44**	**0.62**	**11.51**	**.00**
0.79	**4.36**	**0.07**	**.53**	**0.39**	**0.67**	**7.52**	**.00**
9.59	**-4.15**	**0.09**	**.52**	**0.35**	**0.69**	**6.03**	**.00**
9.59	**0.03**	**0.06**	**.52**	**0.40**	**0.65**	**8.35**	**.00**
9.59	**4.36**	**0.07**	**.53**	**0.39**	**0.66**	**7.61**	**.00**

Note. See Figure O25 for path diagram. See Appendix P, Table 12 for study group comparison. See Figure O24 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure O24

Hayes Model 76: Interaction Slope, Cultural Intelligence – Pilot Group



Note. See Figure O25 for path diagram.

In Table O13, the direct effects of significance at the value of the moderators can be seen on PIA. However, no mediation or interaction effect was significant in the overall model, therefore research Question 10 is not supported.

Table O13

Hayes Model 76: Direct and Indirect Effects – Pilot Group

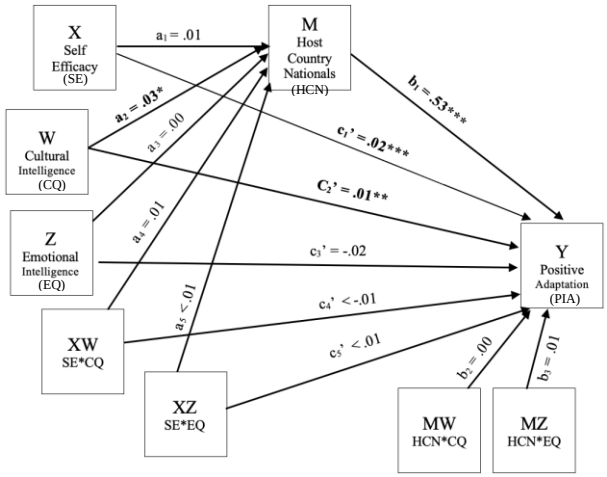
CQ	EQ	Std. Error	Direct Effect	Indirect Effect	95% C. I. LL	95% C. I. UL	t	*p*
-9.74	**-4.15**	**0.01**	**.03**		**0.02**	**0.03**	**5.51**	**.00**
-9.74	**0.03**	**< 0.01**	**.03**		**0.02**	**0.04**	**6.59**	**.00**
-9.74	**4.36**	**0.01**	**.03**		**0.02**	**0.05**	**4.53**	**.00**
0.79	**-4.15**	**0.01**	**.02**		**< 0.01**	**0.03**	**2.26**	**.01**
0.79	**0.03**	**< 0.01**	**.02**		**0.01**	**0.03**	**4.62**	**.00**
0.79	**4.36**	**0.01**	**.02**		**0.01**	**0.04**	**3.90**	**.00**
9.59	-4.15	0.01	.01		-0.01	0.02	0.84	.40
9.59	**0.03**	**0.01**	**.01**		**< 0.01**	**0.02**	**2.08**	**.04**
9.59	**4.36**	**0.01**	**.01**		**< 0.01**	**0.03**	**2.68**	**.01**
			SE → HCN → PIA					
-9.74	-4.15	< 0.01		< .01	-0.01	0.01		
-9.74	0.03	< 0.01		< .01	< -0.01	0.01		
-9.74	4.36	0.01		< .01	-0.01	0.02		
0.79	-4.15	< 0.01		< .01	-0.01	0.01		
0.79	0.03	< 0.01		< .01	< -0.01	0.01		
0.79	4.36	< 0.01		.01	< -0.01	0.01		
9.59	-4.15	0.01		< .01	-0.01	0.01		
9.59	0.03	< 0.01		.01	< -0.01	0.01		
9.59	4.36	0.01		.01	< -0.01	0.02		

Note. See Figure O25 for path diagram. See Appendix P, Table 13 for study group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Finally, there is no index of moderated mediation as there are two moderator variables on two indirect paths (Hayes, 2018).

Figure O25

Hayes Model 76: Statistical Diagram – Pilot Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 10. See Figure 3.19 for the conceptual model equivalent. See Figure 6.15 for diagram of study group. See Tables O10 – O13 for numerical output. See Figures O22 – O24 for interaction slopes. Significant scores are in bold.

*< .05; **< .01; ***< .001.

Research Question 11. *Does perceived cultural distance moderate the effect of self-efficacy through the serial mediation of emotional and cultural intelligence on positive intercultural adaptation?*

Discovering if PCD – a non-ability-based construct – can moderate the serial mediation of proven mediators (CQ and EQ) illuminates the strength or weakness of situational contexts over ability-based skills. How much adaptation is in the expatriate's hands when these three constructs are measured together?

The (a) paths to CQ show mild but significant unconditional effects Table O14). Interestingly, the moderator shows an inverse effect on CQ (ß = -.15, *p* = .06), which could be expected as the two are theoretically contrasted. Also, in this case the conditional effects of SE display low to moderate levels at the PCD values from -5.76 to 5.48 (Figure O26).

Table O14

Hayes Model 92: PCD, (a) Path to Cultural Intelligence – Pilot Group

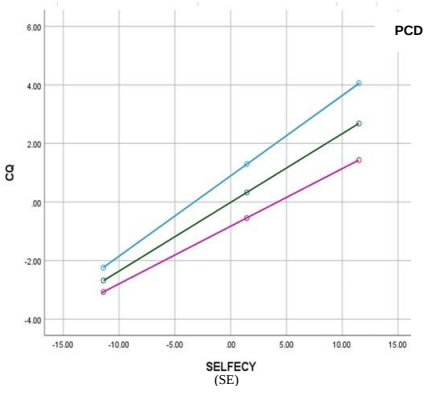
	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → CQ	**.07**	**0.05**	**.24**	**0.13**	**0.34**	**4.33**	**.00**
PCD →CQ	.07	0.08	-.15	-0.31	0.01	-1.89	.06
SE * PCD	.07	0.01	-.01	-0.02	0.01	-0.94	.35
Conditional effects of self-efficacy at values of perceived cultural distance. **Focal Predictor: SE**							
PCD -5.76		**0.08**	**.28**	**0.12**	**0.43**	**3.48**	**.001**
PCD 0.15		**0.05**	**.23**	**0.13**	**0.34**	**4.33**	**.00**
PCD 5.48		**0.06**	**.20**	**0.09**	**0.31**	**3.49**	**.001**
Test(s) of highest order conditional interaction(s)							
	R^2 change	*F*		*df*1	*df*2		*p*
SE * PCD	< .01	0.89		1	502		.35

Note. $F_{CQ}(3, 502) = 8.26$ $p = .00$. See Figure O32 for path diagram. See Appendix P, Table 14 for study group comparison. See Figure O26 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

The next step involves presenting the (a) path to the second mediator, EQ, plus the serial mediation (Table O15). As in research Question 7, significant serial mediation has occurred, and again there are condition effects at the moderator values; however, no product interaction effects were significant (Figure O27).

Figure O26

Hayes Model 92: Interaction Slope, Cultural Intelligence – Pilot Group



Note. The Johnson-Neyman significance region is at 10.86 with 98.02% of the data below and 1.98% above. See Figure O32 for path diagram.

Table O15

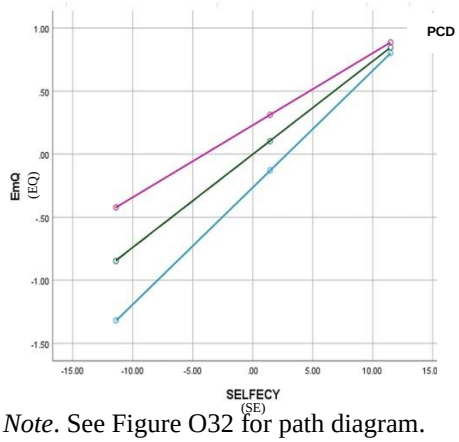
Hayes Model 92: PCD, (a) Path to Emotional Intelligence – Pilot Group

	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
SE → EQ	**.17**	**0.02**	**.07**	**0.04**	**0.11**	**4.63**	**.00**
CQ → EQ	**.17**	**0.02**	**.13**	**0.09**	**0.70**	**7.02**	**.00**
PCD →EQ	.17	0.03	.04	-0.02	0.11	1.34	.18
SE * PCD	.17	< 0.01	< .01	-0.01	< 0.01	-1.25	.21
CQ * PCD	.17	< 0.01	< -.01	-0.01	< 0.01	-1.05	.29
Conditional effects of self-efficacy at values of perceived cultural distance. Focal Predictor: SE							
PCD -5.76		**0.02**	**.09**	**0.05**	**0.14**	**4.28**	**.00**
PCD 0.15		**0.02**	**.07**	**0.04**	**0.11**	**4.60**	**.00**
PCD 5.48		**0.02**	**.06**	**0.02**	**0.10**	**2.69**	**.01**
Test(s) of highest order conditional interaction(s)							
R^2 change		*F*		*df*1	*df*2		*p*
SE * PCD	< .01	1.56		1	500		.21
CQ * PCD	< .01	1.10		1	500		.29

Note. $F_{EQ}(5, 500) = 21.80$ $p = .00$. See Figure O32 for path diagram, Appendix P, Table 15 for study group comparison. See Figure O27 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure O27

Hayes Model 92: Interaction Slope, Emotional Intelligence – Pilot Group



Note. See Figure O32 for path diagram.

Conditional effects of the focal predictor – CQ – show significance with the PCD levels (Table O16). All levels showed significant effects, though the scores were in the lower range (ß = .11 to .15; Figure O28).

Table O16

Hayes Model 92: PCD, Conditional Effects – Pilot Group

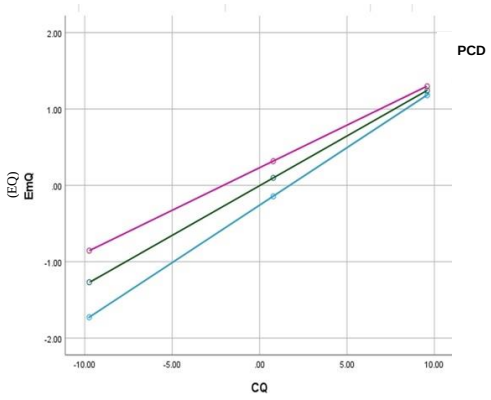
		Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
PCD	**-5.79**	**0.03**	**.15**	**0.10**	**0.20**	**5.88**	**.00**
PCD	**0.15**	**0.02**	**.13**	**0.09**	**0.17**	**6.97**	**.00**
PCD	**5.48**	**0.03**	**.11**	**0.06**	**0.16**	**4.13**	**.00**

Note. See Figure O32 for path diagram. See Appendix P, Table 16 for study group comparison. See Figure O28 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Next, we find that this is where the serial mediation is lost (Table O17). Examining the (b) indirect path one finds the mediators and the moderators to be significant with all *p* values less than .05 except for the path from EQ to PIA. Again, no significant interactions were found (Figure O29), but also again, SE demonstrates conditional effects at values of PCD.

Figure O28

Hayes Model 92: Interaction Slope, Perceived Cultural Distance – Pilot Group



Note. The Johnson-Neyman significance region is at 11.99 with 98.81% of the data below and 1.19% above. See Figure O32 for path diagram.

Self-efficacy is not the only variable to have a conditional effect on PCD in this model (Table O18). There were significant effects when CQ was the focal predictor.

Table O17

Hayes Model 92: PCD, (b) Path to Adaptation – Pilot Group

	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
SE → PIA	**.15**	**0.01**	**.02**	**0.01**	**0.03**	**4.96**	**.00**
CQ → PIA	.15	**0.01**	**.02**	**0.01**	**0.04**	**4.56**	**.00**
EQ → PIA	.15	0.01	-.01	-0.04	0.01	-1.12	.26
PCD →PIA	.15	**0.01**	**.03**	**0.01**	**0.05**	**3.69**	**.00**
SE * PCD	.15	< 0.01	< -.01	< -.01	0.00	-1.66	.10
CQ * PCD	.15	< 0.01	< -.01	< -.01	0.00	-1.85	.07
EQ * PCD	.15	< 0.01	.00	< -.01	< 0.01	0.01	1.00
Conditional effects of self-efficacy at values of perceived cultural distance. Focal Predictor: SE							
PCD -5.76		**0.01**	**.03**	**0.02**	**0.05**	**4.48**	**.00**
PCD 0.15		**0.01**	**.02**	**0.01**	**0.03**	**4.94**	**.00**
PCD 5.48		**0.01**	**.02**	**0.01**	**0.03**	**2.87**	**.004**

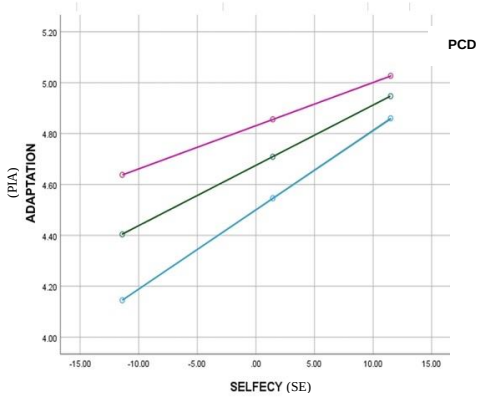
Test(s) of highest order conditional interaction(s)

	R^2 change	*F*	*df*1	*df*2	*p*
SE * PCD	.01	2.75	1	498	.10
CQ * PCD	.01	3.42	1	498	.07
EQ * PCD	.00	0.00	1	498	1.00

Note. $F_Y(7,498) = 13.95$, $p = .00$. See Figure O32 for path diagram. See Appendix P, Table 17 for study group comparison. See Figure O29 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure O29

Hayes Model 92: Interaction Slope, Adaptation and Self-Efficacy – Pilot Group



Note. The Johnson-Neyman significance region is at 7.84 with 92.10% of the data below and 7.90% above. See Figure O32 for path diagram.

Table O18

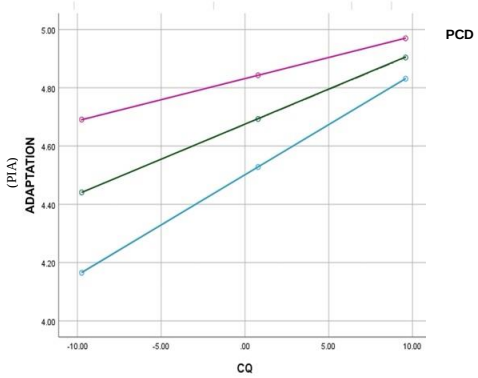
Hayes Model 92: PCD, Conditional Effects of Cultural Intelligence – Pilot Group

		Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
PCD	**-5.76**	**0.01**	**.03**	**0.02**	**0.05**	**4.32**	**.00**
PCD	**0.15**	**0.01**	**.02**	**0.01**	**0.03**	**4.52**	**.00**
PCD	**5.48**	**0.01**	**.01**	**0.00**	**0.03**	**2.01**	**.05**

Note. See Figure O32 for path diagram, Appendix P, Table 18 for study group comparison. See Figure O30 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure O30

Hayes Model 92: Interaction Slope, Adaptation and PCD – Pilot Group



Note. The Johnson-Neyman significance region is at 5.59 with 84.78% of the data below and 15.22% above. See Figure O32 for path diagram.

When EQ becomes the focal predictor (Figure O31), there are zero significant effects at the value of the moderator (Table O19).

Table O19

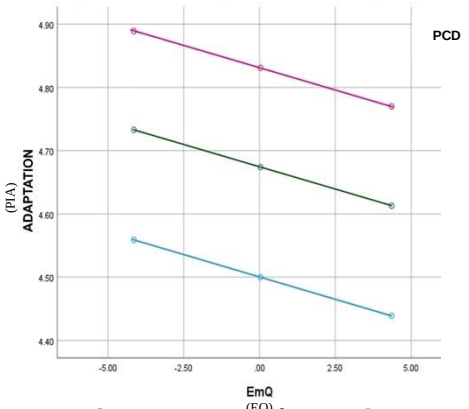
Hayes Model 92: PCD, Conditional Effects of Emotional Intelligence – Pilot Group

		Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
PCD	-5.79	0.02	-.01	-0.05	0.02	-0.90	.37
PCD	0.15	0.01	-.01	-0.04	0.01	-1.12	.27
PCD	5.48	0.02	-.01	-0.05	0.02	-0.84	.40

Note. See Figure O32 for path diagram. See Appendix P, Table 19 for study group comparison. See Figure O31 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure O31

Hayes Model 92: Interaction Slope, Adaptation and EQ – Pilot Group



Note. There are no significant Johnson-Neyman regions. See Figure O32 for path diagram.

As this model's moderator is measured on two indirect paths, there is no index of moderated mediation (Hayes & Rockwood, 2020). The final table (Table O20) shows the direct and indirect effects, thus echoing what has been presented all along. Conditional effects dissipate when EQ is introduced into the model (Figure O31).

Table O20

Hayes Model 92: PCD, Direct and Indirect Effects – Pilot Group

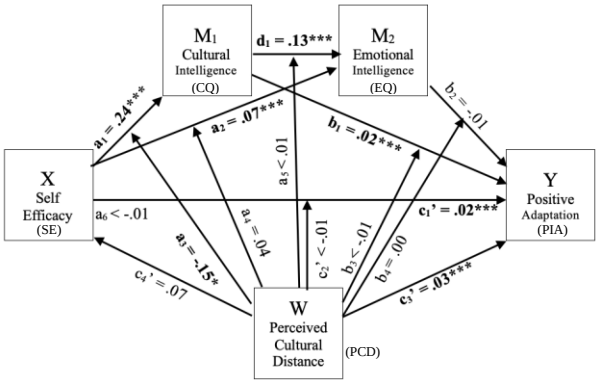
PCD	Std. Error	Direct Effect	Indirect Effect	95% C. I. LL	95% C. I. UL	*t*	*p*
Conditional Direct Effects of Self-Efficacy on Positive Intercultural Adaptation							
-5.76	**< 0.01**	**.03**		**0.02**	**0.05**	**4.48**	**.00**
0.15	**< 0.01**	**.02**		**0.01**	**0.03**	**4.94**	**.00**
5.48	**< 0.01**	**.02**		**0.01**	**0.03**	**2.87**	**.004**
Conditional Indirect Effects: SE → CQ → PIA							
-5.76	**< 0.01**		**.01**	**< -0.01**	**0.02**		
0.15	**< 0.01**		**.01**	**< -0.01**	**0.01**		
5.48	**< 0.01**		**< .01**	**0.00**	**0.01**		
Conditional Indirect Effects: SE → EQ → PIA							
-5.76	< 0.01		< -.01	< -0.01	< 0.01		
0.15	< 0.01		< -.01	< -0.01	< 0.01		
5.48	< 0.01		< -.01	< -0.01	< 0.01		
Conditional Indirect Effects: SE → CQ → EQ → PIA							
-5.76			< -.01	< -0.01	< 0.01		
0.15			.00	< -0.01	0.00		
5.48			.00	< -0.01	0.00		

Note. See Figure O32 for path diagram. See Appendix P, Table 20 for study group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Although PCD did moderate the effect between SE and CQ, no serial mediation took place after that as the effect was not carried through from EQ to PIA (Figure O32). Therefore, research Question 11 with PCD as the moderator for serial mediation has not been supported. However, it would have been interesting to see had EQ been in the first mediator position, if serial mediation would have carried through as it did with Figure O13.

Figure O32

Hayes Model 92: Statistical Diagram, Perceived Cultural Distance – Pilot Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 11. See Figure 3.20 for the conceptual model equivalent. See Figure 6.16 for diagrams of study group. See Tables O14 – O20 for numerical output. See Figures O26 – O31 for interaction slopes. Significant scores are in bold.

*< .05; **< .01; ***< .001.

As the HCNs attitude has been a strong influencer in the previous models, it will be interesting to see if it, as a moderator, can carry this conditional process analysis with serial mediation through to a successful outcome. Therefore, a post hoc analysis has been added to this chapter.

Research Question 11a. *Does the attitude of host country nationals moderate the effect of self-efficacy through the serial mediation of emotional and cultural intelligence on positive intercultural adaptation?*

Will this new moderator show a stronger influence in this mediated moderation model? Expectation says yes, because of the moderator's strength in the study group model presented Chapter 6.

The indirect (a) path (Table O21) shows a significant effect on the outcome variable of CQ by SE and HCNs; however, there is no significant product effect at this juncture as indicated from the confidence interval, which straddles zero and is indicated by the low *t*-value (1.08) and a high *p*-value (.28).

There are significant effects of SE at three values of the moderator ranging in the low to moderate range (ß = .19 to .30, *p* = .00 to .01). High levels of HCNs welcoming attitude have more of an effect on CQ than lower ones (Figure O33).

Table O21

Hayes Model 92: HCN, (a) Path to Cultural Intelligence – Pilot Group

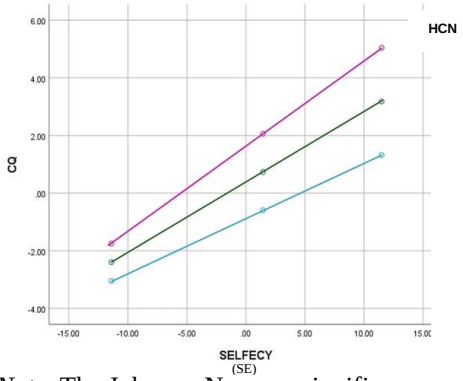
	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
SE → CQ	**.09**	**0.06**	**.23**	**0.11**	**0.34**	**3.94**	**.00**
HCN → CQ	**.09**	**0.40**	**1.25**	**0.41**	**2.03**	**3.15**	**.002**
SE * HCN	.09	0.05	.05	-0.04	0.15	1.08	.28
Conditional effects of self-efficacy at values of host country nationals. Focal Predictor: SE							
HCN -0.64		**0.05**	**.19**	**0.10**	**0.28**	**4.08**	**.00**
HCN 0.36		**0.07**	**.24**	**0.11**	**0.38**	**3.55**	**.00**
HCN 1.36		**0.11**	**.30**	**0.08**	**0.51**	**2.70**	**.01**
Test(s) of highest order conditional interaction(s)							
	R^2 change	*F*		*df*1	*df*2		*p*
SE * HCN	.01	1.16		1	502		.28

Note. $F_{CQ}(3, 502) = 11.37$, $p = .00$. See Figure O39 for path diagram. See Appendix P, Table 21 for study group comparison. See Figure O33 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

This stands to reason, as the more welcoming the locals are, the more interested the expatriate would be in engaging with the community and culture, as Kil et al. (2019) and Pekerti et al. (2020) also conclude.

Figure O33

Hayes Model 92: Interaction Slope, Cultural Intelligence – Pilot Group



Note. The Johnson-Neyman significance region is at -1.69 with 7.11% of the data below and 92.89% above. See Figure O39 for path diagram.

The (a) path to the second mediator of EQ is presented next (Table O22). Self-efficacy and CQ show influence through to EQ; however, the attitudes of the HCNs does not show a moderating effect in this stage of the model.

Table O22

Hayes Model 92: HCN, (a) Path to Emotional Intelligence – Pilot Group

	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
SE → EQ	**.16**	**0.02**	**.08**	**0.05**	**0.11**	**4.70**	**.00**
CQ → EQ	**.16**	**0.02**	**.13**	**0.09**	**0.17**	**6.82**	**.00**
HCN→EQ	.16	0.15	.15	-0.14	0.47	1.02	.31
SE * HCN	.16	0.99	.01	-0.01	0.04	1.07	.29
CQ * HCN	.16	0.02	-.02	-0.05	0.01	-1.43	-.15
Conditional effects of self-efficacy at values of host country nationals. **Focal Predictor: SE**							
HCN -0.64		**0.02**	**.07**	**0.04**	**0.10**	**3.99**	**.00**
HCN 0.36		**0.02**	**.08**	**0.05**	**0.12**	**4.64**	**.00**
HCN 1.36		**0.03**	**.10**	**0.05**	**0.15**	**3.75**	**.00**
Test(s) of highest order conditional interaction(s)							

	R^2 change	*F*	*df*1	*df*2	*p*
SE * HCN	< .01	1.14	1	500	.29
CQ * HCN	< .01	2.05	1	500	.15

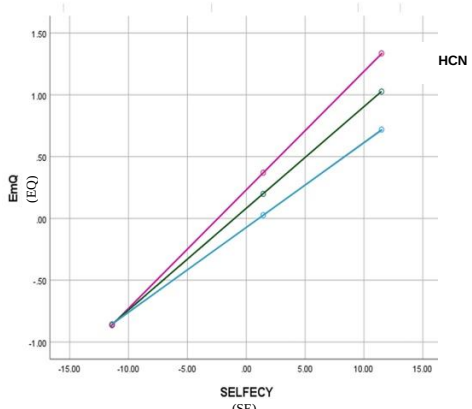
Note. $F_{EQ}(5,500) = 20.62$, $p = .00$. See Figure O39 for path diagram. See Appendix P, Table 22 for study group comparison. See Figure O34 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Again, the conditional effects of SE at the value of HCNs attitude are significant, but the interaction terms and the test of highest order unconditional interactions are not (Figure O34).

When CQ is the focal predictor, conditional effects show significance at values -0.64 (ß = .14, *p* = .00), .36 (ß = .12, *p* = .00) and 1.36 (ß = .10, *p* = .00). See Figure O35 for the interaction slope of HCNs. The lowest value shows the strongest effect; in fact, there is a clear interaction effect.

Figure O34

Hayes Model 92: Interaction Slope, Emotional Intelligence – Pilot Group



Note. The Johnson-Neyman significance region is at -1.85 with 7.11% of the data below and 92.89% above. See Figure O39 for path diagram.

Table O23

Hayes Model 92: HCN, Conditional Effects of Cultural Intelligence – Pilot Group

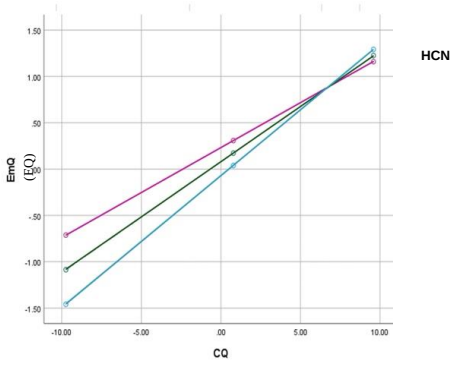
	Std. Error	ß	95% C. I. LL	UL	*t*	*p*

HCN	**-0.64**	**0.02**	**.14**	**0.10**	**0.19**	**6.42**	**.00**
HCN	**0.36**	**0.02**	**.12**	**0.08**	**0.16**	**6.27**	**.00**
HCN	**1.36**	**0.03**	**.10**	**0.04**	**0.15**	**3.56**	**.00**

Note. See Figure O39 for path diagram. See Appendix P Table 23 for study group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure O35

Hayes Model 92: Interaction Slope, Host Country Nationals – Pilot Group



This next stage in the analysis shows the highest variation in the outcome variable, with 36.8% shared difference attributed to the effects on these paths (Table O24), mostly attributed to the effects of HCNs (ß = .52, *p* = .00). Again, EQ is not showing any significant effects, and in fact has halted the serial mediation.

Table O24

Hayes Model 92: HCN, (b) Path to Adaptation – Pilot Group

	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
SE → PIA	**.37**	**< 0.01**	**.02**	**0.01**	**0.03**	**4.75**	**.00**
CQ → PIA	.37	**0.01**	**.02**	**0.01**	**0.03**	**2.91**	**.004**
EQ → PIA	.37	0.01	-.01	-0.03	0.01	-1.35	.18
HCN →PIA	.37	**0.05**	**.52**	**0.43**	**0.61**	**11.20**	**.00**
SE * HCN	.37	< 0.01	-.01	-0.01	< 0.01	-1.23	.22
CQ * HCN	.37	0.01	< .01	-0.01	0.01	0.21	.83
EQ * HCN	.37	0.01	.01	-0.02	0.03	0.53	.60
Conditional effects of self-efficacy at values of host country nationals. Focal Predictor: SE							
HCN	**-0.64**	**0.01**	**.02**	**0.01**	**0.03**	**4.69**	**.00**
HCN	**0.36**	**0.01**	**.02**	**0.01**	**0.03**	**4.06**	**.00**

HCN	1.36		0.01	.01	< -0.01	0.03	1.86	.06

Test(s) of highest order conditional interaction(s)

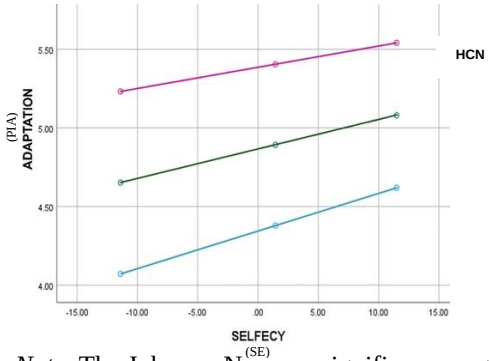
	R^2 change	*F*	*df*1	*df*2	*p*
SE * HCN	< .01	1.50	1	498	.22
CQ * HCN	.00	0.05	1	498	.83
EQ * HCN	.00	0.28	1	498	.60

Note. $F_Y(7, 498) = 36.15$, $p = .00$. See Figure O39 for path diagram. See Appendix O, Table 24 for study group comparison. See Figure O36 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Disappointingly, the interactions are not significant within the observed parameters (Figure O36).

Figure O36

Hayes Model 92: Interaction Slope, Adaptation and Self-Efficacy – Pilot Group



Note. The Johnson-Neyman significance region is 1.29 with 79.84% of the data below and 20.16% above. See Figure O39 for path diagram.

Turning the spotlight to conditional effects from CQ, it can be seen that the effects shown in the graph are very small (ß = .02, $p = .003$) and the *p*-value is inching higher than previous conditional effects in this model (Table O25).

Table O25

Hayes Model 92: HCN, Conditional Effects of Cultural Intelligence – Pilot Group

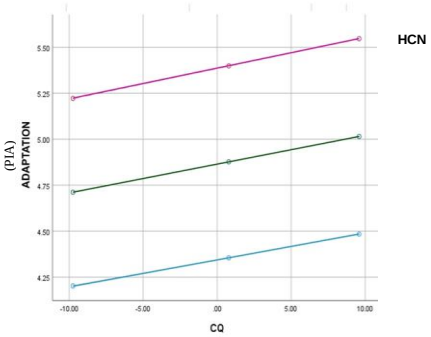
	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*

HCN	**-0.64**	**0.01**	**.02**	**< 0.01**	**0.03**	**2.14**	**.03**
HCN	**0.36**	**0.01**	**.02**	**0.01**	**0.03**	**2.99**	**.003**
HCN	**1.36**	**0.01**	**.02**	**< 0.01**	**0.03**	**2.06**	**.04**

Note. See Figure O39 for path diagram. See Appendix P, Table 25 for study group comparison. See Figure O37 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure O37

Hayes Model 92: Interaction Slope, Adaptation and CQ – Pilot Group



Note. The Johnson-Neyman significance region is at -0.78 with 14.23% of the data below an 85.77% above. See Figure O39 for path diagram.

Arriving at the variable of EQ, all momentum halts (Figure O38, Table O26). Does this mean that EQ is not needed in PIA? Or does it mean that this sample specifically doesn't need it, doesn't want it or doesn't have it?

Table O26

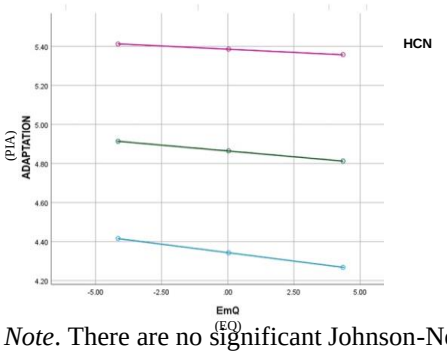
Hayes Model 92: HCN, Conditional Effects of Emotional Intelligence – Pilot Group

		Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
HCN	-0.64	0.01	-.02	-0.04	0.01	-1.22	.22
HCN	0.36	0.01	-.01	-0.03	0.01	-1.26	.21
HCN	1.36	0.01	-.01	-0.04	-0.03	0.02	.64

Note. See Figure O39 for path diagram. See Appendix P, Table 26 for study group comparison. See Figure O38 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure O38

Hayes Model 92: Interaction Slope, Adaptation and EQ – Pilot Group



Note. There are no significant Johnson-Neyman significance regions. See Figure O39 for path diagram.

Going back to the OLS regression (Table 5.25), the amount of variation in PIA because of EQ was small, at ß = .03. The sample answered the emotional intelligence subscale (PEC) with a mean of 3.4, which is 67.8%, and in the positive range (Appendix M). The group also scored an average of 74% on the total scale. So, while not high, this sample does score above the threshold for skills in EQ, linking the variable to PIA. However, these are not formidable strengths of association and do not seem strong enough to carry through to the end of the models.

Moving to the final stage in our analysis of Hayes Model 92 with HCNs as the moderator (Table O27). As shown in the previous analysis of this model with PCD, the conditional effects are significant until EQ is included in the analysis.

Table O27

Hayes Model 92: HCN, Direct and Indirect Effects – Pilot Group

HCN	Std. Error	Direct Effect	Indirect Effect	95% C. I. LL	95% C. I. UL	*t*	*p*
Conditional Direct Effects of Self-Efficacy on Positive Intercultural Adaptation							
-0.64	**0.01**	**.02**		**0.01**	**0.03**	**4.69**	**.00**
0.36	**0.01**	**.02**		**0.01**	**0.03**	**4.06**	**.00**
1.36	0.01	.01		< -0.01	0.03	1.86	.06
Conditional Indirect Effects: SE → CQ → PIA							
-0.64	**< 0.01**		**< .01**	**.00**	**0.01**		
0.36	**< 0.01**		**< .01**	**< 0.01**	**0.01**		
1.36	**< 0.01**		**.01**	**< 0.01**	**0.02**		
Conditional Indirect Effects: SE → EQ → PIA							
-0.64	< 0.01		< -.01	< -0.01	< 0.01		

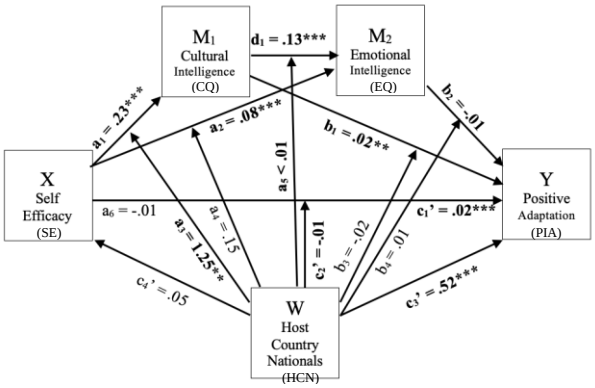
0.36	< 0.01	< -.01	< -0.01	< 0.01
1.36	< 0.01	< -.01	< -0.01	< 0.01
Conditional Indirect Effects: SE → CQ → EQ → PIA				
-0.64	0.00	.00	< -0.01	0.00
0.36	0.00	.00	< -0.01	0.00
1.36	0.00	.00	< -0.01	< 0.01

Note. See Figure O39 for path diagram. See Appendix P, Table 27 for study group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

One can see the effects quickly through the visual representation in Figure O39. Self-efficacy did predict CQ, which did carry the effect through to EQ, where the serial mediation stopped. Host country nationals did influence the indirect effect in first-stage moderation, however, as the serial moderation did not follow through, this model is not accepted as successful. Question 11, with HCNs as the moderator, is not supported. Again, with EQ as the first mediator, this model might have been successful.

Figure O39

Hayes Model 92: Statistical Diagram, Host Country Nationals – Pilot Group



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Research Question 11. See Figure 3.20 for the conceptual model equivalent. See Figure 6.17 for diagram of study group. See Tables O21 – O27 for numerical output. See Figures O33 – O38 for interaction slopes. Significant scores are in bold.

*< .05; **< .01; ***< .001.

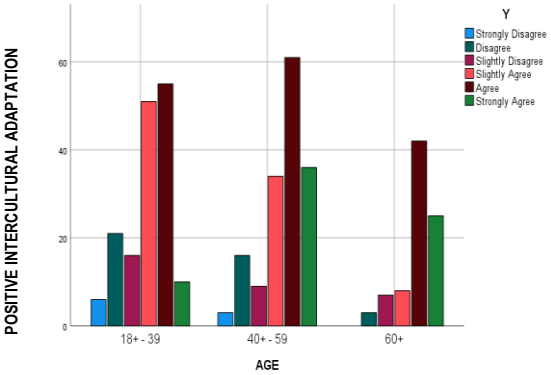
Appendix P

Tables and Figures from Chapter 6 – Study Group

The dependent variable in all research questions is *positive intercultural adaptation.*

Figure P1

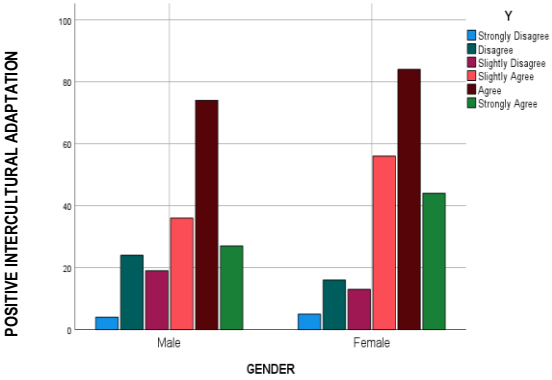
Crosstabulation of Age w/Positive Intercultural Adaptation – Study Group



Note. Study Questionnaire Question 1: Age.

Figure P2

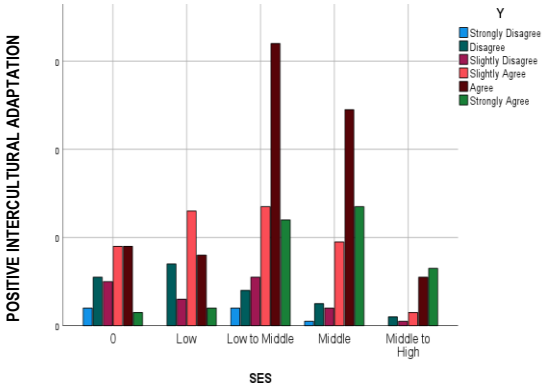
Crosstabulation of Gender w/Positive Intercultural Adaptation – Study Group



Note. Study Questionnaire Question 2: Gender.

Figure P3

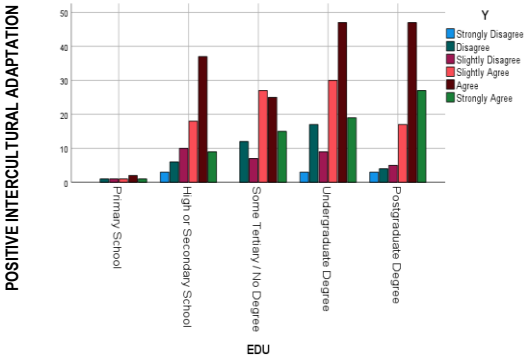
Crosstabulation of SES Status w/Positive Intercultural Adaptation – Study Group



Note. Study Questionnaire Question 4. How would you classify your socio-economic status?

Figure P4

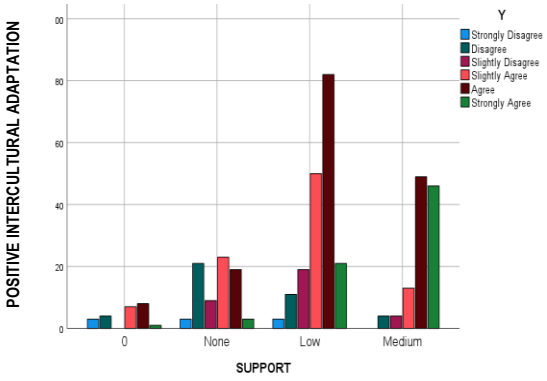
Crosstabulation of Education Levels w/Positive Intercultural Adaptation – Study Group



Note. Study Questionnaire Question 5. What is your education level?

Figure P5

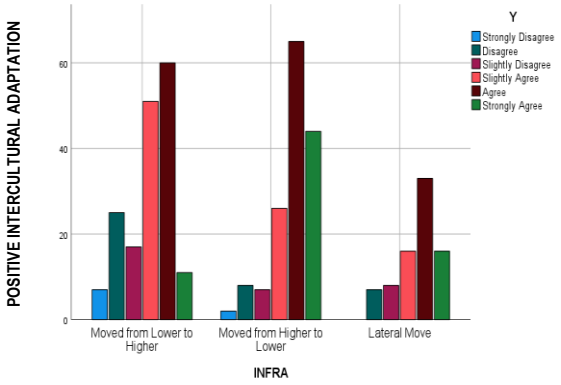
Crosstabulation of Levels of Support w/Positive Intercultural Adaptation – Study Group



Note. Study Questionnaire Question 6. How would you describe your social and emotional support levels from those around you?

Figure P6

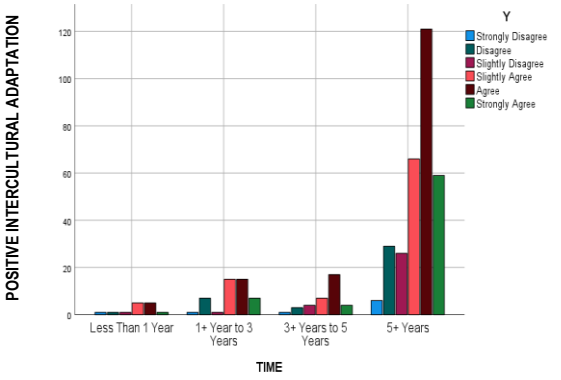
Crosstabulation of Infrastructure w/Positive Intercultural Adaptation – Study Group



Note. Study Questionnaire Question 7. Please identify the developmental (infrastructure such as water, electricity, sewage, public transport, enforcement of crime and governmental efficiency) levels between your home country and your host country.

Figure P7

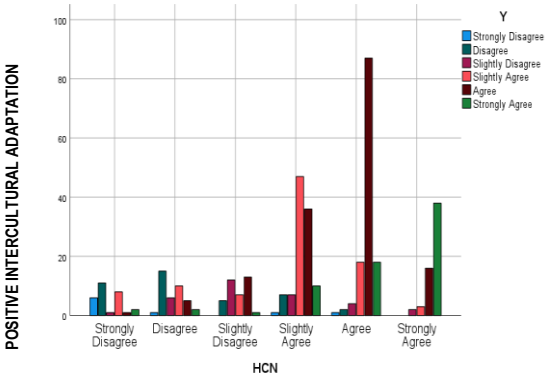
Crosstabulation of Time Spent in Host Country w/Positive Intercultural Adaptation – Study Group



Note. Study Questionnaire Question 8. How long have you been in your host country?

Figure P8

Crosstabulation of Host Country Nationals' Attitudes w/Positive Intercultural Adaptation – Study Group



Note. Study Questionnaire Question 9. I feel welcomed by the locals as an expatriate.

Table P1

Hayes Model 4: Results w/Cultural Intelligence – Study Group

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → CQ *(a)*	**.07**	**0.07**	**.30**	**0.16**	**0.44**	**4.30**	**.00**
HCN → CQ		**0.54**	**1.43**	**0.36**	**0.25**	**2.64**	**.01**
SUP → CQ		0.93	.10	-1.73	1.94	0.11	.91
AGE → CQ		**0.98**	**-2.90**	**-4.83**	**-0.97**	**-2.95**	**.003[a]**
CQ → PIA*(b)*	**.47**	**< 0.01**	**.01**	**0.01**	**0.02**	**3.41**	**< 0.001**
HCN → PIA		**0.04**	**.45**	**0.38**	**0.52**	**12.74**	**.00**
SUP → PIA		**0.06**	**.30**	**0.18**	**0.42**	**4.87**	**.00**
AGE → PIA		**0.07**	**.24**	**0.11**	**0.37**	**3.69**	**.00**
SE → PIA (c)	.45	0.01	.01	-0.00	0.02	1.91	.06
HCN → PIA		**0.04**	**.47**	**0.40**	**0.54**	**13.13**	**.00**
SUP → PIA		**0.06**	**.30**	**0.18**	**0.42**	**4.82**	**.00**
AGE → PIA		**0.07**	**.21**	**0.08**	**0.34**	**3.19**	**.002**
SE → PIA*(c')*		0.01	.01	< -0.01	0.02	1.17	.24
SE → CQ→ PIA *(c - c')*		**< 0.01**	**< .01**	**< 0.01**	**0.01**		

Note. $F_{CQ}(4, 398) = 7.60$, $p = .00$; $F_{Y}(5, 397) = 69.14$, $p = .00$. See Figure 6.6 for path diagram. See Appendix O, Table 1 for pilot group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

[a] Negative.

Table P2

Hayes Model 4: Results w/Emotional Intelligence – Study Group

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → EQ *(a)*	**.13**	**0.03**	**.15**	**0.10**	**0.20**	**5.73**	**.00**
HCN → EQ	.13	0.20	.19	-0.21	0.58	0.92	.36
SUP → EQ	**.13**	**0.35**	**.86**	**0.18**	**1.54**	**2.49**	**.01**
AGE → EQ	.13	0.36	.67	-0.47	1.38	1.84	.07
EQ → PIA *(b)*	**.46**	**0.01**	**.02**	**0.00**	**0.04**	**2.01**	**.05**
HCN → PIA	**.46**	**0.04**	**.47**	**0.37**	**0.54**	**13.07**	**.00**

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SUP → PIA	**.46**	**0.06**	**.30**	**0.16**	**0.41**	**4.55**	**.00**
AGE → PIA	**.46**	**0.07**	**.21**	**0.07**	**0.32**	**3.00**	**.003**
SE → PIA *(c)*	.45	0.01	.01	< -0.01	0.02	1.91	.06
HCN → PIA	**.45**	**0.04**	**.47**	**0.40**	**0.54**	**13.07**	**.00**
AGE → PIA	**.45**	**0.07**	**.21**	**0.08**	**0.34**	**3.19**	**.002**
SE → PIA*(c')*		0.01	.01	< -0.01	0.02	1.29	.20
SE → EQ→ PIA *(c - c')*		**< 0.01**	**< .01**	**0.00**	**0.01**		

Note. $F_{EMQ}(4, 398) = 14.76$, $p = .00$; $F_Y(5, 397) = 66.37$, $p = .00$. See Figure 6.7 for path diagram. See Appendix O, Table 2 for pilot group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Table P3

Hayes Model 4: Parallel Mediation – Study Group

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → CQ *(a)*	**.04**	**0.07**	**.28**	**0.14**	**0.42**	**3.99**	**.00**
CQ → PIA *(b)*	**.06**	**< 0.01**	**.01**	**< 0.01**	**0.02**	**2.85**	**.01**
SE → PIA *(c)*	**.01**	**0.01**	**.01**	**< 0.01**	**0.02**	**2.04**	**.04**
SE → PIA *(c')*		0.01	.03	-0.01	0.02	0.47	.64
SE → CQ→ PIA *(c - c')*		**< 0.01**	**.01**	**< 0.01**	**0.01**		
CQ → PIA *(c - c')*		**< 0.01**	**< .01**	**< 0.01**	**0.01**		
SE → EQ *(a)*	**.09**	**0.03**	**.17**	**0.11**	**0.22**	**6.38**	**.00**
EQ → PIA *(b)*	**.06**	**0.01**	**.04**	**0.01**	**0.06**	**3.16**	**.002**
SE → PIA *(c)*	**.01**	**0.01**	**.01**	**< 0.01**	**0.02**	**2.04**	**.04**
SE → PIA *(c')*		0.01	.03	-0.01	0.02	0.46	.64
SE → EQ→ PIA *(c - c')*		**< 0.01**	**.01**	**< 0.01**	**0.02**		
EQ → PIA *(c - c')*		**< 0.01**	**< .01**	**< 0.01**	**0.01**		

Note. $F_{CQ}(1, 401) = 15.93$, $p = .00$; $F_Y(3, 399) = 8.92$, $p = .00$; $F_{EMQ}(1, 401) = 40.67$, $p = .00$. See Figure 6.8 for path diagram. See Appendix O, Table 3 for pilot group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Table P4

Hayes Model 6: Serial Mediation: Cultural Intelligence to Emotional Intelligence – Study Group

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → CQ *(a)*	**.04**	**0.07**	**.28**	**0.14**	**0.42**	**3.99**	**.00**
SE → EQ *(a)*	**.13**	**0.03**	**.15**	**0.10**	**0.20**	**5.60**	**.00**
CQ → EQ *(a)*	**.13**	**0.02**	**.07**	**0.04**	**0.11**	**3.91**	**.00**
CQ → PIA*(b)*	**.06**	**< 0.01**	**.01**	**< 0.01**	**0.02**	**2.85**	**.01**
EQ → PIA *(b)*	**.06**	**0.01**	**.04**	**0.01**	**0.06**	**3.16**	**.002**
SE → PIA*(c')*		0.01	< .01	-0.01	0.02	0.47	.64

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → CQ→ PIA *(c - c')*		**< 0.01**	**< .01**	**0.00**	**0.01**		
SE → EQ → PIA *(c - c')*		**< 0.01**	**.01**	**< 0.01**	**0.01**		
SE → CQ → EQ → PIA *(c - c')*		**0.00**	**< .01**	**0.00**	**< 0.01**		

Note. $F_{CQ}(1, 401) = 15.93$, $p = .00$; $F_{Y}(3, 399) = 8.92$, $p = .00$; $F_{EMQ}(2, 400) = 28.72$, $p = .00$. See Figure 6.9 for path diagram. See Appendix O, Table 4 for pilot group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Table P5

Hayes Model 6: Serial Mediation: Emotional Intelligence to Cultural Intelligence – Study Group

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → EQ *(a)*	**.09**	**0.03**	**.17**	**0.11**	**0.22**	**6.38**	**.00**
SE → CQ *(a)*	**.07**	**0.07**	**.19**	**0.05**	**0.33**	**2.68**	**.01**
EQ → CQ *(a)*	**.07**	**0.13**	**.52**	**0.26**	**0.78**	**3.91**	**.00**
EQ → PIA*(b)*	**.06**	**0.01**	**.04**	**0.01**	**0.06**	**3.16**	**.002**
CQ → PIA *(b)*	**.06**	**< 0.01**	**.01**	**< 0.01**	**0.02**	**2.85**	**.01**
SE → PIA *(c')*		0.01	< .01	-0.01	0.02	0.47	.64
SE → EQ → PIA *(c - c')*		**< 0.01**	**.01**	**< 0.01**	**0.01**		
SE → CQ → PIA *(c - c')*		< 0.01	< .01	-0.00	0.01		
SE → EQ → CQ → PIA *(c - c')*		**< 0.01**	**< .01**	**0.00**	**< 0.01**		

Note. $F_{CQ}(2, 400) = 15.91$, $p = .00$; $F_{Y}(3, 399) = 8.92$, $p = .00$; $F_{EMQ}(1, 401) = 40.67$, $p = .00$. See Figure 6.10 for path diagram. See Appendix O, Table 5 for pilot group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Table P6

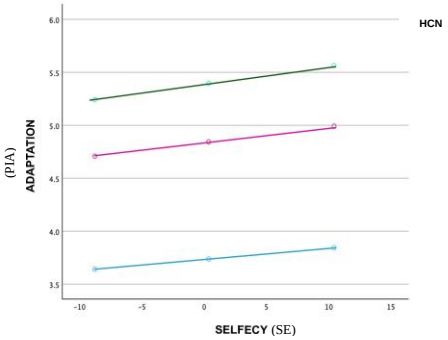
Hayes Model 1: Host Country Nationals – Study Group

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → PIA	**.40**	**0.01**	**.02**	**0.01**	**0.03**	**2.84**	**.01**
HCN → PIA	**.40**	**0.04**	**.55**	**0.47**	**0.63**	**13.94**	**.00**
SE *HCN		< 0.01	< .01	-0.01	0.01	0.51	.61
Conditional effects of self-efficacy at values of host country nationals. Focal Predictor: SE							
HCN -2.11		0.01	.01	-0.01	0.03	0.94	.35
HCN -0.11		**0.01**	**.02**	**< 0.01**	**0.03**	**2.73**	**.01**
HCN 0.89		**0.01**	**.02**	**0.01**	**0.03**	**2.95**	**.09**
Test(s) of higher order unconditional interaction(s)							
		R^2 change	*F*	*df*1	*df*2		*p*
SE * HCN		< .01	0.26	1	399		.61

Note. $F_Y(3, 399) = 66.34$, $p = .00$. See Figure 6.11 for path diagram. See Appendix O, Table 6 for pilot group comparison. See Figure P9 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure P9

Hayes Model 1: Interaction Slope, Host Country Nationals – Study Group



Note. The Johnson-Neyman significance region is at -0.78 with 26.30% of the data below and 73.70% above. See Figure 6.11 for path diagram.

Table P7

Hayes Model 1: Emotional Intelligence – Study Group

	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
SE → PIA	.44	0.01	.01	< -0.01	0.02	1.21	.23
EQ → PIA	**.44**	**0.01**	**.02**	**< 0.01**	**0.04**	**2.23**	**.03**
HCN → PIA	**.44**	**0.04**	**.48**	**0.39**	**0.56**	**10.89**	**.00**
SUP → PIA	**.44**	**0.07**	**.32**	**0.18**	**0.46**	**4.35**	**.00**
SE *EQ		< 0.01		< -0.01	< 0.01	0.82	.41

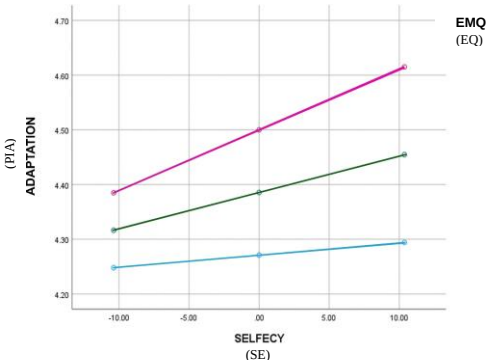
Test(s) of higher order unconditional interaction(s)

	R^2 change	*F*	*df*1	*df*2	*p*
SE * EQ	< .01	0.67	1	397	.41

Note. $F_Y(5, 397) = 57.22$, $p = .00$. See Figure 6.12 for path diagram. See Appendix O, Table 7 for pilot group comparison. See Figure P10 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure P10

Hayes Model 1: Interaction Slope, Emotional Intelligence – Study Group



Note. There are no significant Johnson-Neyman significance regions. See Figure 6.16 for path diagram.

Table P8

Hayes Model 3: Emotional Intelligence and Host Country Nationals' Attitude – Study Group

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → PIA	**.42**	**0.01**	**.01**	**< 0.01**	**0.02**	**2.09**	**.04**
EQ → PIA	**.42**	**0.01**	**.03**	**0.01**	**0.04**	**2.97**	**.003**
HCN → PIA	**.42**	**0.04**	**.53**	**0.45**	**0.61**	**1.31**	**.00**
SE * EQ	.42	< 0.01	.00	< -0.01	< 0.01	0.16	.87
SE * HCN	.42	< 0.01	< .01	-0.01	0.01	0.54	.59
EQ * HCN	.42	0.01	-.01	-0.03	0.00	-1.90	.06
SE * EQ * HCN	**.42**	**< 0.01**	**< .01**	**0.00**	**< 0.01**	**2.05**	**.04**

Conditional effects of self-efficacy at values of emotional intelligence & host country nationals

EQ	HCN	Focal Predictor: SE					
0.39	-2.11	0.01	.01	-0.02	0.03	0.58	.47
0.39	**-0.11**	**0.01**	**.01**	**0.00**	**0.02**	**2.01**	**.02**
0.39	**0.89**	**0.01**	**.01**	< 0.01	**0.03**	**2.19**	**.02**

Test(s) of higher order unconditional interaction(s)

	R^2 change	*F*	*df*1	*df*2	*p*
SE * EQ * HCN	**.01**	**4.22**	**1**	**395**	**.04**

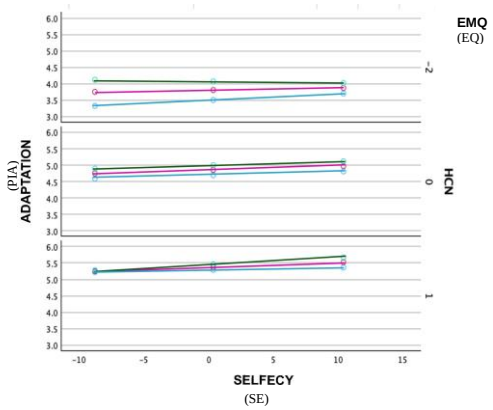
Tests of Conditional Self-Efficacy*Emotional Intelligence Interaction at the values of Host Country Nationals **Focal Predictor: SE**

		ß	*F*	*df*1	*df*2	*p*
HCN	-2.11	< -.01	2.00	1	395	.16
HCN	-0.11	.00	0.00	1	395	.99
HCN	0.89	< .01	1.58	1	395	.21

Note. $F_Y(7, 395) = 38.96$, $p = .00$. See Figure 6.13 for path diagram. See Appendix O, Table 8 for pilot group comparison. See Figure P11 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure P11

Hayes Model 3: Interaction Slope, EQ and HCN – Study Group



Note. See Figure 6.13 for path diagram.

Table P9

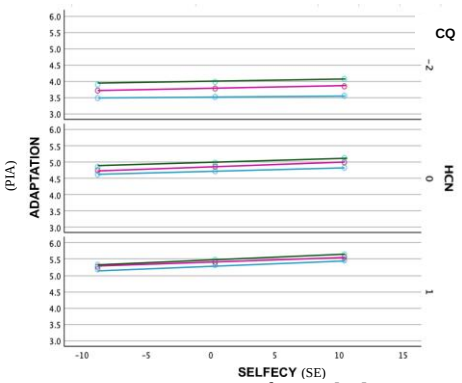
Hayes Model 3: Cultural Intelligence and Host Country Nationals' Attitude – Study Group

	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
SE → PIA	**.41**	**0.01**	**.01**	**< 0.01**	**0.02**	**2.26**	**.03**
CQ → PIA	**.41**	**< 0.01**	**.01**	**< 0.01**	**0.01**	**2.86**	**.01**
HCN → PIA	**.41**	**0.04**	**.55**	**0.47**	**0.63**	**13.80**	**.00**
SE * CQ	.41	0.00	.00	0.00	< 0.01	0.53	.60
SE * HCN	.41	< 0.01	< .01	-0.01	0.01	0.70	.48
CQ * HCN	.41	< 0.01	< -.01	-0.01	< 0.01	-1.54	.12
SE * CQ * HCN	.41	0.00	.00	0.00	0.00	-0.22	.83
Conditional effects of self-efficacy at values of cultural intelligence & host country nationals							
CQ	HCN		**Focal Predictor: SE**				
13,938	-2.11	0.01	.01	-0.01	0.02	0.70	.48
13,938	**-0.11**	**0.01**	**.01**	**< 0.01**	**0.02**	**2.20**	**.03**
13,938	**0.89**	**0.01**	**.02**	**< 0.01**	**0.03**	**2.73**	**.01**
Test(s) of higher order unconditional interaction(s)							
	R^2 change	*F*		*df*1	*df*2		*p*
SE * CQ	.00	0.05		1	395		.83

Note. $F_Y(7, 395) = 37.38$, $p = .00$. See Figure 6.14 for path diagram. See Appendix O, Table 9 for pilot group comparison. See Figure P12 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure P12

Hayes Model 3: Interaction Slope, CQ and HCN – Study Group



Note. See Figure 6.14 for path diagram.

Table P10

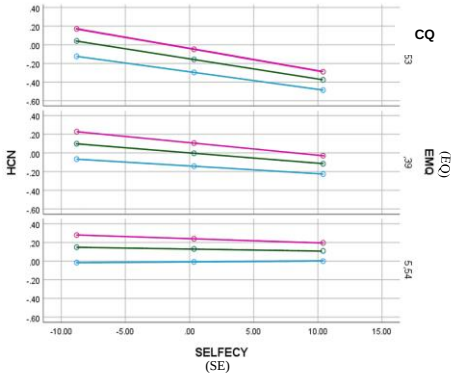
Hayes Model 76: (a) Path – Study Group

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → HCN	.03	0.01	-.01	-0.03	< 0.01	-1.60	.01
CQ → HCN	.03	0.01	.01	< 0.01	0.02	1.66	.10
EQ → HCN	.03	0.01	.03	< 0.01	0.05	1.80	.07
SE * CQ	.03	0.00	.00	< 0.01	0.00	-0.66	.51
SE * EQ	.03	< 0.01	< .01	< 0.01	0.01	1.30	.21
Conditional effects of self-efficacy at values of cultural & emotional intelligence.							
CQ	EQ	Focal Predictor: SE					
1.84	-5.54	0.01	-.02	-0.04	0.02	-2.17	.03
1.84	0.39	0.01	-.01	-0.02	< -0.01	-1.50	.13
1.84	5.54	0.01	< .01	-0.02	< 0.01	-0.19	.85
Test(s) of highest order unconditional interaction(s)							
	R^2 change	*F*		*df*1	*df*2		*p*
SE * CQ	< .01	0.44		1	397		.51
SE * EQ	.01	1.61		1	397		.21
SE * Both	.01	0.86		2	397		.43

Note. $F_{HCN}(5, 397) = 2.18$, $p = .00$. There is no index of moderated mediation as there are two moderator variables on two indirect paths (Hayes, 2018). See Figure 6.15 for path diagram. See Appendix O, Table 10 for pilot group comparison. See Figure P13 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure P13

Hayes Model 76: Interaction Slope, Host Country Nationals – Study Group



Note. See Figure 6.15 for path diagram.

Table P11

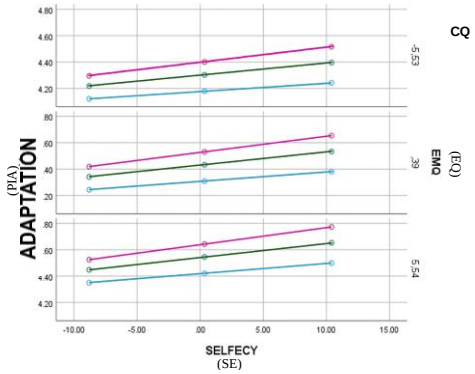
Hayes Model 76: (b) Path – Study Group

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → PIA	.42	0.01	.01	< 0.01	0.02	1.69	.09
HCN→ PIA	**.42**	**0.04**	**.55**	**0.47**	**0.62**	**13.74**	**.00**
EQ → PIA	**.42**	**0.01**	**.02**	**< 0.01**	**0.04**	**2.30**	**.02**
CQ → PIA	**.42**	**< 0.01**	**.01**	**< 0.01**	**0.02**	**2.34**	**.02**
SE * CQ	.42	0.00	.00	0.00	< 0.01	0.89	.38
HCN * CQ	.42	< 0.01	< -.01	-0.01	< 0.01	-1.25	.21
SE * EQ	.42	< 0.01	.00	< -0.01	< 0.01	0.13	.90
HCN *EQ	.42	0.01	-.01	-0.02	0.01	-1.34	.18
Conditional effects of self-efficacy at values of cultural & emotional intelligence.							
CQ	EQ	Focal Predictor: SE					
1.84	-5.54	0.01	.01	-0.01	0.03	1.16	.25
1.84	0.39	0.01	.01	-0.00	0.02	1.76	.08
1.84	5.54	0.01	.01	-0.01	0.03	1.34	.18
Test(s) of highest order conditional interaction(s)							
	R^2 change	*F*		*df*1	*df*2		*p*
SE * CQ	< .01	0.66		1	394		.42
SE*EQ	.00	0.02		1	394		.88
SE*CQ*EQ	< .01	0.40		2	394		.67
HCN * CQ	< .01	1.87		1	394		.17
HCN * EQ	< .01	2.58		1	394		.11
HCN*CQ*EQ	.01	2.90		2	394		.06

Note. $F_Y(8, 394) = 35.54$, $p = .00$. There is no index of moderated mediation as there are two moderator variables on two indirect paths (Hayes, 2018). See Figure 6.15 for path diagram. See Appendix O, Table 11 for pilot group comparison. See Figure P14 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. scores are in bold.

Figure P14

Hayes Model 76: Interaction Slope, Adaptation – Study Group



Note. See Figure 6.15 for path diagram.

Table P12

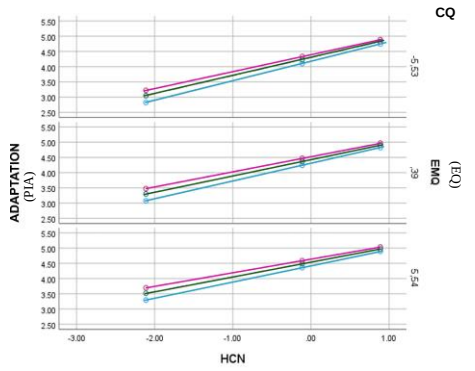
Hayes Model 76: Conditional Effects – Study Group

CQ	EQ	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
-13.55	**-5.54**	**0.06**	**.64**	**0.53**	**0.75**	**11.70**	**.00**
-13.55	**0.39**	**0.06**	**.58**	**0.48**	**0.69**	**10.62**	**.00**
-13.55	**5.54**	**0.08**	**.53**	**0.38**	**0.69**	**6.86**	**.00**
1.84	**-5.54**	**0.05**	**.59**	**0.49**	**0.69**	**11.64**	**.00**
1.84	**0.39**	**0.04**	**.54**	**0.46**	**0.61**	**13.29**	**.00**
1.84	**5.54**	**0.06**	**.49**	**0.35**	**0.61**	**7.88**	**.00**
13.94	**-5.54**	**0.07**	**.56**	**0.43**	**0.69**	**8.40**	**.00**
13.94	**0.39**	**0.05**	**.50**	**0.40**	**0.60**	**9.72**	**.00**
13.94	**5.54**	**0.06**	**.45**	**0.32**	**0.57**	**6.97**	**.00**

Note. There is no index of moderated mediation as there are two moderator variables on two indirect paths (Hayes, 2018). See Figure 6.15 for path diagram. See Appendix O Table 12 for pilot group comparison. See Figure P15 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure P15

Hayes Model 76: Interaction Slope, Cultural Intelligence – Study Group



Note. See Figure 6.15 for path diagram.

Table P13

Hayes Model 76: Direct and Indirect Effects – Study Group

CQ	EQ	Std. Error	Direct Effect	Indirect Effect	95% C. I. LL	95% C. I. UL	*t*	*p*
1.84	-5.54	0.01	.01		-0.01	0.03	1.16	.25
1.84	0.39	0.01	.01		-0.001	0.02	1.76	.08
1.84	5.54	0.01	.01		-0.01	0.03	1.34	.18
SE → HCN → PIA								
-13.55	-5.54	0.01		-.01	-0.03	< 0.01		
-13.55	0.39	0.01		-.01	-0.02	< 0.01		
-13.55	5.54	0.01		.00	-0.01	0.01		
1.84	-5.54	0.01		-.01	-0.03	0.00		
1.84	0.39	< 0.01		-.01	-0.01	< 0.01		
1.84	5.54	0.01		< -.01	-0.01	0.01		
13.94	-5.54	0.01		-.01	-0.03	< 0.01		
13.94	0.39	0.01		-.01	-0.02	< 0.01		
13.94	5.54	0.01		< -.01	-0.01	0.01		

Note. There is no index of moderated mediation as there are two moderator variables on two indirect paths (Hayes, 2018). See Figure 6.15 for path diagram. See Appendix O, Table 13 for pilot group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Table P14

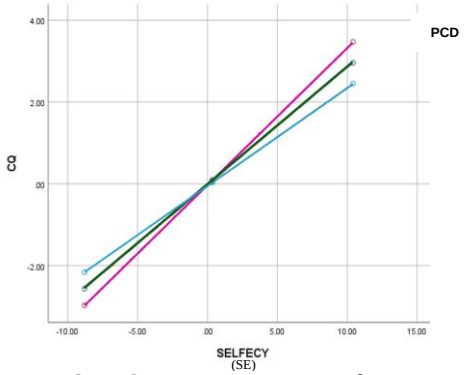
Hayes Model 92: PCD, (a) Path to Cultural Intelligence – Study Group

	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
SE → CQ	**.04**	**0.09**	**.29**	**0.11**	**0.47**	**3.11**	**.002**
PCD →CQ	.04	0.11	< .01	-0.22	0.23	0.02	.99
SE * PCD	.04	0.02	.01	-0.02	0.04	0.45	.65
Conditional effects of self-efficacy at values of perceived cultural distance. Focal Predictor: SE							
PCD -6.96		0.16	.24	-0.08	-0.52	1.47	.14
PCD 0.12		**0.09**	**.29**	**0.11**	**0.47**	**3.15**	**.002**
PCD 7.20		**0.11**	**.34**	**0.12**	**0.55**	**3.04**	**.003**
Test(s) of highest order conditional interaction(s)							
	R^2 change	*F*		*df*1	*df*2		*p*
SE * PCD	< .01	0.21		1	399		.65

Note. $F_{CQ}(3, 399) = 4.36$, $p = .05$. See Figure 6.16 for path diagram. See Appendix O, Table 14 for pilot group comparison. See Figure P16 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure P16

Hayes Model 92: Interaction Slope, Cultural Intelligence – Study Group



Note. The Johnson-Neyman significance region is between 14.25 and -4.31. See Figure 6.16 for path diagram.

Table P15

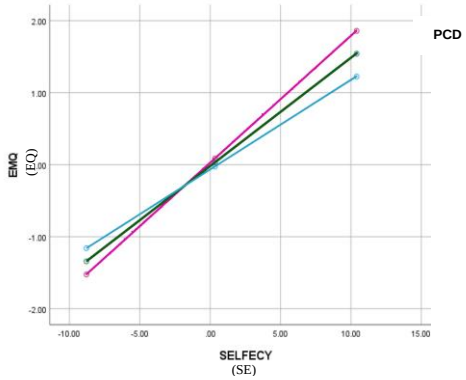
Hayes Model 92: PCD, (a) Path to Emotional Intelligence – Study Group

	R^2	Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
SE → EQ	**.13**	**0.03**	**.15**	**0.10**	**0.20**	**5.41**	**.00**
CQ → EQ	**.13**	**0.02**	**.07**	**0.04**	**0.11**	**3.98**	**.00**
PCD →EQ	.13	0.04	.01	-0.08	0.09	0.15	.88
SE * PCD	.13	< 0.01	< .01	-0.01	0.01	0.85	.40
CQ * PCD	.13	< 0.01	< .01	< -0.01	0.01	0.49	.63
Conditional effects of self-efficacy at values of perceived cultural distance. **Focal Predictor: SE**							
PCD -6.96		**0.04**	**.12**	**0.05**	**0.20**	**3.36**	**.001**
PCD 0.12		**0.03**	**.15**	**0.10**	**0.21**	**5.41**	**.00**
PCD 7.20		**0.05**	**.18**	**0.09**	**0.27**	**3.90**	**.00**
Test(s) of highest order conditional interaction(s)							
	R^2 change	*F*		*df*1	*df*2		*p*
SE * PCD	< .01	0.73		1	397		.40
CQ * PCD	< .01	0.24		1	397		.40

Note. $F_{EMQ}(5, 397) = 11.72$, $p = .00$. See Figure 6.16 for path diagram. See Appendix O, Table 15 for pilot group comparison. See Figure P17 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure P17

Hayes Model 92: Interaction Slope, Emotional Intelligence – Study Group



Note. The Johnson-Neyman significance region is at 11.94 with 3.72% of the data below and 96.28% above. See Figure 6.16 for path diagram.

Table P16

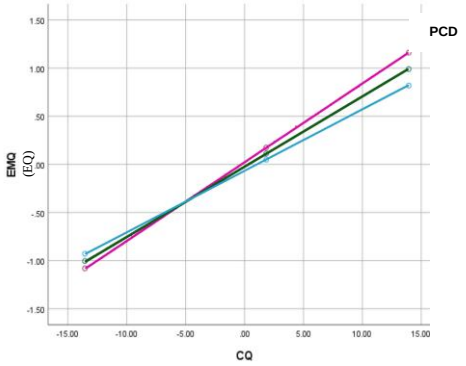
Hayes Model 92: PCD, Conditional Effects – Study Group

		Std. Error	ß	95% C. I. LL	95% C. I. UL	*t*	*p*
PCD	**-6.96**	**0.03**	**.06**	**0.01**	**0.12**	**2.31**	**.02**
PCD	**0.12**	**0.02**	**.07**	**0.04**	**0.12**	**4.00**	**.00**
PCD	**7.20**	**0.02**	**.08**	**0.03**	**0.13**	**3.39**	**.001**

Note. See Figure 6.16 for path diagram. See Appendix O, Table 16 for pilot group comparison. See Figure P18 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure P18

Hayes Model 92: Interaction Slope, Perceived Cultural Distance – Study Group



Note. The Johnson-Neyman significance region is between 18.51 and -8.77. See Figure 6.16 for path diagram.

Table P17

Hayes Model 92: PCD, (b) Path to Adaptation – Study Group

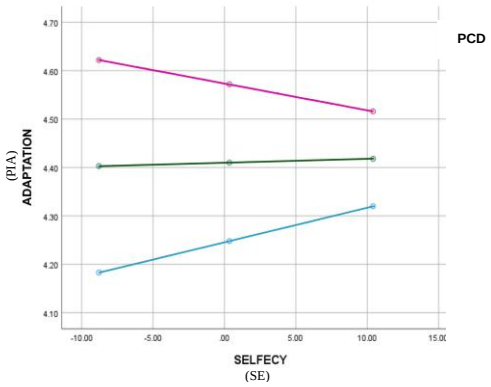
	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → PIA	.11	0.01	< .01	-0.01	0.02	0.12	.90
CQ → PIA	**.11**	**< 0.01**	**.01**	**< 0.01**	**0.02**	**2.41**	**.02**
EQ → PIA	**.11**	**0.01**	**.04**	**0.01**	**0.06**	**2.99**	**.003**
PCD →PIA	**.11**	**0.01**	**.02**	**0.01**	**0.04**	**2.47**	**.01**
SE * PCD	.11	< 0.01	< .01	< -0.01	< 0.01	-0.77	.44
CQ * PCD	**.11**	**< 0.01**	**< -.01**	**< 0.01**	**< 0.01**	**-3.18**	**.002**
EQ * PCD	.11	< 0.01	< .01	< -0.01	0.01	0.32	.75
Conditional effects of self-efficacy at values of perceived cultural distance. Focal Predictor: SE							
PDC -6.96		0.01	.01	-0.01	0.03	0.76	.45
PCD 0.12		0.01	< .01	-0.01	0.02	0.11	.91
PCD 7.20		0.01	-.01	-0.03	0.02	-0.44	.66
Test(s) of highest order conditional interaction(s)							
	R^2 change	*F*		*df*1	*df*2		*p*
SE * PCD	< .01	0.59		1	395		.44
CQ * PCD	**.02**	**10.10**		**1**	**395**		**.002**
EQ * PCD	.00	0.10		1	395		.75

Note. $F_Y(7, 395) = 7.34$, $p = .00$. See Figure 6.16 for path diagram. See Appendix O, Table 17 for pilot group comparison. See Figure P19 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

[a] Negative.

Figure P19

Hayes Model 92: Interaction Slope, Adaptation and Self-Efficacy – Study Group

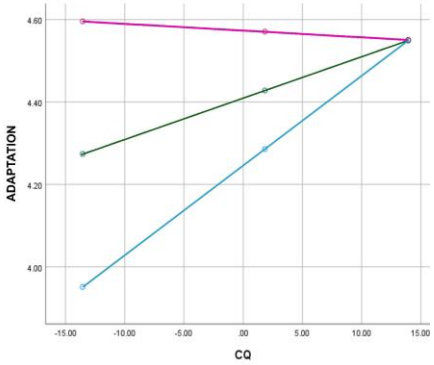


Note. See Figure 6.16 for path diagram.

Figure P20

Hayes Model 92: Interaction Slope, Adaptation and PCD – Study Group

PCD



Note. The Johnson-Neyman significance region is between 1.11 and 18.99. See Figure 6.16 for path diagram.

Table P18

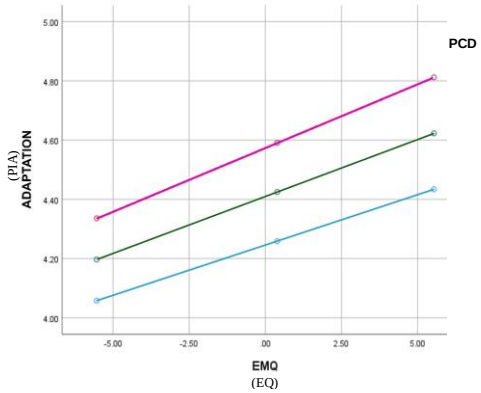
Hayes Model 92: PCD, Conditional Effects, Cultural Intelligence – Study Group

		Std. Error	ß	95% C. I. LL	UL	*t*	*p*
PCD	**-6.96**	**0.01**	**.02**	**0.01**	**0.03**	**3.90**	**.00**
PCD	**0.12**	**< 0.01**	**.01**	**< 0.01**	**0.02**	**2.37**	**.02**
PCD	7.20	0.01	< -.01	-0.01	0.01	-0.29	.77

Note. See Figure 6.16 for path diagram. See Appendix O, Table 18 for pilot group comparison. See Figure P21 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure P21

Hayes Model 92: Interaction Slope, Adaptation and EQ – Study Group



Note. See Figure 6.16 for path diagram.

Table P19

Hayes Model 92: PCD, Conditional Effects, Emotional Intelligence – Study Group

		Std. Error	ß	95% C. I. LL	UL	*t*	*p*
PCD	-6.96	0.02	.03	-0.01	0.07	1.68	.09
PCD	**0.12**	**0.01**	**.04**	**0.01**	**0.06**	**3.00**	**.003**
PCD	**7.20**	**0.02**	**.04**	**0.01**	**0.08**	**2.43**	**.02**

Note. See Figure 6.16 for path diagram. See Appendix O, Table 19 for pilot group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Table P20

Hayes Model 92: PCD, Direct and Indirect Effects – Study Group

PCD	Std. Error	Direct Effect	Indirect Effect	95% C. I. LL	UL	*t*	*p*
Conditional Direct Effects of Self-Efficacy on Positive Intercultural Adaptation							
-6.96	0.01	.01		-0.01	0.03	0.76	.45
0.12	0.01	< .01		-0.01	0.02	0.11	.91
7.20	0.01	-.01		-0.03	0.02	-0.44	.66
Conditional Indirect Effects: SE → CQ → PIA							
-6.96	< 0.01		.01	< -0.01	0.01		
0.12	**< 0.01**		**< .01**	**0.00**	**0.01**		
7.20	< 0.01		< -.01	-0.01	< 0.01		
Conditional Indirect Effects: SE → EQ → PIA							
-6.96	< 0.01		< .01	< -0.01	0.01		
0.12	**< 0.01**		**.01**	**< 0.01**	**0.01**		
7.20	**< 0.01**		**.01**	**< 0.01**	**0.02**		
Conditional Indirect Effects: SE → CQ → EQ → PIA							
-6.96	**< 0.01**		**< .01**	**.00**	**< 0.01**		
0.12	**.00**		**< .01**	**.00**	**< 0.01**		
7.20	**< 0.01**		**< .01**	**.00**	**< 0.01**		

Note. See Figure 6.16 for path diagram. See Appendix O, Table 20 for pilot group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Table P21

Hayes Model 92: HCN, (a) Path to Cultural Intelligence – Study Group

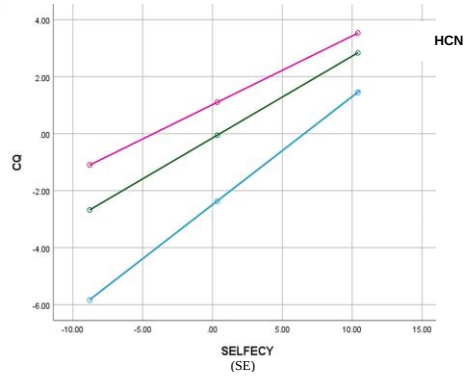
	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → CQ	**.05**	**0.10**	**.28**	**0.09**	**0.48**	**2.86**	**.004**
HCN → CQ	**.05**	**0.56**	**1.18**	**0.08**	**2.28**	**2.10**	**.04**
SE * HCN	.05	0.07	-.05	-0.19	0.10	-0.63	.52
Conditional effects of self-efficacy at values of host country nationals. Focal Predictor: SE							
HCN -2.11		0.21	.38	-0.03	0.79	1.80	.07
HCN -0.11		**0.10**	**.29**	**0.09**	**0.49**	**2.82**	**.01**
HCN 0.89		**0.10**	**.24**	**0.05**	**0.43**	**2.48**	**.01**
Test(s) of highest order conditional interaction(s)							

	R^2 change	*F*	*df*1	*df*2	*p*
SE * HCN	< .01	0.40	1	399	.53

Note. $F_{CQ}(3, 399) = 4.00$, $p = .00$. See Figure 6.17 for path diagram,. See Appendix O, Table 21 for pilot group comparison. See Figure P22 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure P22

Hayes Model 92: Interaction Slope, Cultural Intelligence – Study Group



Note. The Johnson-Neyman significance region is between 1.34 and -1.69. See Figure 6.17 for path diagram.

Table P22

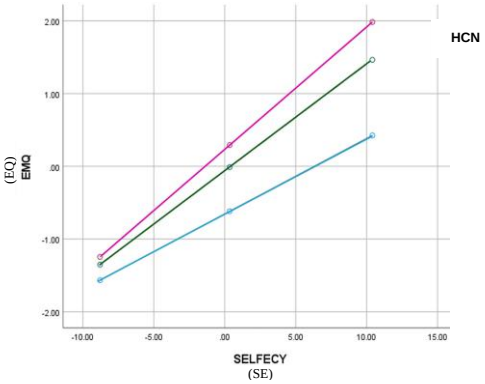
Hayes Model 92: HCN, (a) Path to Emotional Intelligence – Study Group

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → EQ	**.14**	**0.03**	**.15**	**0.01**	**0.20**	**5.48**	**.00**
CQ → EQ	**.14**	**0.02**	**.07**	**0.04**	**0.11**	**3.89**	**.00**
HCN→EQ	.14	0.20	.30	-0.09	0.69	1.49	.14
SE * HCN	.14	0.02	.02	-0.02	0.07	0.97	.34
CQ * HCN	.14	0.01	.02	-0.01	0.05	1.36	.17
Conditional effects of self-efficacy at values of host country nationals. Focal Predictor: SE							
HCN -2.11		0.06	.10	-0.01	0.22	1.78	.08
HCN -0.11		**0.03**	**.15**	**0.09**	**0.20**	**5.29**	**.00**
HCN 0.89		**0.03**	**.17**	**0.11**	**0.23**	**5.44**	**.00**
Test(s) of highest order conditional interaction(s)							
	R^2 change	*F*	*df*1	*df*2	*P*		
SE * HCN	< .01	0.93	1	397	.34		
CQ * HCN	.01	1.86	1	397	.17		

Note. $F_{EMQ}(5, 397) = 15.26$, $p = .00$. See Figure 6.17 for path diagram. See Appendix O, Table 22 for pilot group comparison. See Figure P23 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scsores are in bold.

Figure P23

Hayes Model 92: Interaction Slope, Emotional Intelligence – Study Group



Note. The Johnson-Neyman significance region is at -1.94 with 16.87% of the data below and 83.13% above. See Figure 6.17 for path diagram.

Table P23

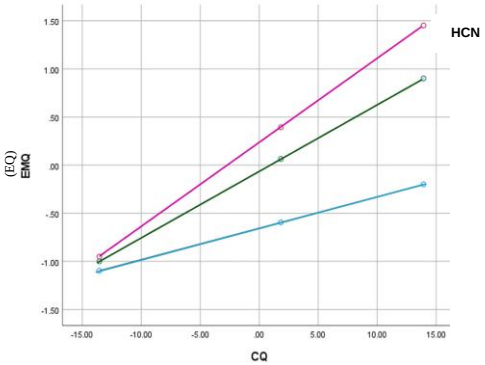
Hayes Model 92: Conditional Effects of Cultural Intelligence – Study Group

		Std. Error	ß	95% C. I. LL	UL	*t*	*p*
HCN	-2.11	0.04	.03	-0.04	0.11	0.88	.37
HCN	**-0.11**	**0.02**	**.07**	**0.03**	**0.11**	**3.70**	**.00**
HCN	**0.89**	**0.02**	**.09**	**0.05**	**0.13**	**4.52**	**.00**

Note. See Figure 6.17 for path diagram. See Appendix O, Table 23 for pilot group comparison. See Figure P24 for interaction slope graph. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure P24

Hayes Model 92: Interaction Slope, Host Country Nationals – Study Group



Note. The Johnson-Neyman significance region is at -1.10 with 26.30% of the data below and 73.70% above. See Figure 6.17 for path diagram.

Table P24

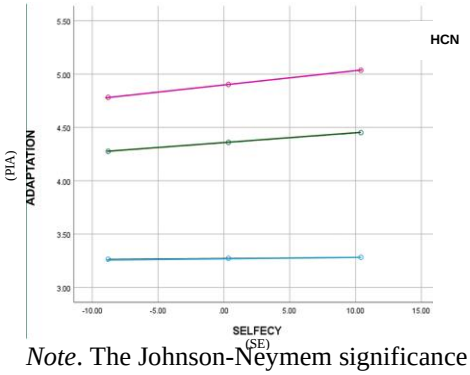
Hayes Model 92: HCN, (b) Path to Adaptation – Study Group

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → PIA	.42	0.01	.01	< -0.01	0.02	1.67	.10
CQ → PIA	**.42**	**< 0.01**	**.01**	**< 0.01**	**0.01**	**2.39**	**.02**
EQ → PIA	**.42**	**0.01**	**.02**	**< 0.01**	**0.04**	**2.21**	**.03**
HCN →PIA	**.42**	**0.04**	**.54**	**0.47**	**0.62**	**14.03**	**.00**
SE * HCN	.42	< 0.01	< .01	< 0.01	0.01	1.04	.30
CQ * HCN	.42	< 0.01	< -.01	-0.01	< 0.01	-1.32	.19
EQ * HCN	.42	0.01	-.01	-0.03	< 0.01	-1.52	.13
Conditional effects of self-efficacy at values of host country nationals. Focal Predictor: SE							
HCN -2.11		0.01	< .01	-0.02	0.02	0.09	.93
HCN -0.11		0.01	.01	< -0.01	0.02	1.57	.12
HCN 0.89		**0.01**	**.01**	**< 0.01**	**0.03**	**2.12**	**.04**
Test(s) of highest order conditional interaction(s)							
	R^2 change	*F*		*df*1	*df*2		*P*
SE * HCN	< .01	1.08		1	395		.30
CQ * HCN	< .01	1.73		1	395		.19
EQ * HCN	.01	2.32		1	395		.13

Note. $F_Y(7, 395) = 40.70$, $p = .00$. See Figure 6.17 for path diagram. See Appendix O Table 24 for pilot group comparison. See Figure P25 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure P25

Hayes Model 92: Interaction Slope, Adaptation and Self-Efficacy – Study Group



Note. The Johnson-Neymem significance region is at 0.40 with 50.10% of the data below and 46.90% above. See Figure 6.17 for path diagram.

Table P25

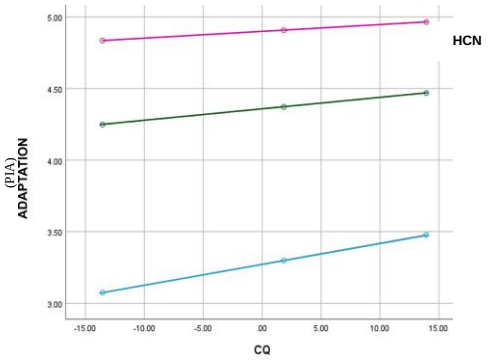
Hayes Model 92: HCN, Conditional Effects of Cultural Intelligence – Study Group

	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
HCN -2.11	**0.01**	**.02**	**< 0.01**	**0.03**	**2.23**	**.03**
HCN -0.11	**< 0.01**	**.01**	**< 0.01**	**0.01**	**2.47**	**.01**
HCN 0.89	< 0.01	.01	< -0.01	0.01	1.29	.20

Note. See Figure 6.17 for path diagram. See Appendix O, Table 25 for pilot group comparison. See Figure P26 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure P26

Hayes Model 92: Interaction Slope, Adaptation and CQ – Study Group



Note. The Johnson-Neyman significance region is at 0.40 with 53.10% of the data below and 46.90% above. See Figure 6.17 for path diagram.

Table P26

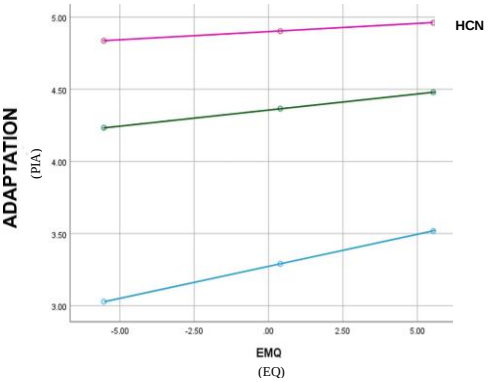
Hayes Model 92: HCN, Conditional Effects of Emotional Intelligence – Study Group

		Std. Error	ß	95% C. I. LL	UL	*t*	*p*
HCN	**-2.11**	**0.02**	**.04**	**0.01**	**0.08**	**2.39**	**.02**
HCN	**-0.11**	**0.01**	**.02**	**< 0.01**	**0.04**	**2.32**	**.02**
HCN	0.89	0.01	.01	-0.01	0.03	1.02	.31

Note. See Figure 6.17 for path diagram. See Appendix O, Table 26 for pilot group comparison. See Figure P27 for interaction slope. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Figure P27

Hayes Model 92: Interaction Slope, Adaptation and EQ – Study Group



Note. The Johnson-Neyman significance region is at 0.209 with 53.10% of the data below and 46.90%

above. See Figure 6.17 for path diagram.

Table P27

Hayes Model 92: HCN, Direct and Indirect Effects – Study Group

		Std. Error	Direct Effect	Indirect Effect	95% C. I. LL	UL	*t*	*p*
Conditional Direct Effects of Self-Efficacy on Positive Intercultural Adaptation								
HCN	-2.11	0.01	< .01		-0.02	0.02	0.09	.93
HCN	-0.11	0.01	.01		< -0.01	0.02	1.57	.12
HCN	**0.89**	**0.01**	**.01**		**< 0.01**	**0.03**	**2.12**	**.04**
Conditional Indirect Effects: SE → CQ → PIA								
HCN	-2.11	< 0.01		.01	< -0.01	0.01		
HCN	**-0.11**	**< 0.01**		**< .01**	**0.00**	**0.01**		
HCN	0.89	< 0.01		< .01	< -0.01	< 0.01		
Conditional Indirect Effects: SE → EQ → PIA								
HCN	-2.11	< 0.01		.01	< -0.01	0.01		
HCN	**-0.11**	**< 0.01**		**< .01**	**0.00**	**0.01**		
HCN	0.89	< 0.01		< .01	< -0.01	0.01		
Conditional Indirect Effects: SE → CQ → EQ → PIA								
HCN	-2.11	< 0.01		< .01	< -0.01	< 0.01		
HCN	-0.11	0.00		.00	0.00	< 0.01		
HCN	0.89	0.00		.00	0.00	< 0.01		

Note. See Figure 6.17 for path diagram. See Appendix O, Table 27 for pilot group comparison. C. I. is the confidence interval. LL is the lower limit. UL is the upper limit. Significant scores are in bold.

Appendix Q
Group Comparisons

Table Q1

Mann-Whitney U Tests Ranks

	RESIDENCY	*N*	Mean Rank	Sum of Ranks	Mann-Whitney U	*z*	*p*	R^{2*}
AGE	**0**	**403**	**421.00**	**169664.00**	**88258.00**	**-3.73**	**< .001**	**.06**
	1	**506**	**482.08**	**243931.00**				
GENDER	**0**	**402**[a]	**424.16**	**170511.00**	**89508.00**	**-3.67**	**< .001**	**.06**
	1	**506**	**478.61**	**242175.00**				
SES	**0**	**403**	**419.49**	**169054.00**	**87648.00**	**-3.83**	**< .001**	**.06**
	1	**506**	**483.28**	**244541.00**				
EDUCATION	**0**	**403**	**402.66**	**162271.00**	**80865.00**	**-5.62**	**< .001**	**.19**
	1	506	496.69	251324.00				
SUPPORT SYSTEM	0	403	442.73	178422.00	97016.00	-1.35	0.18	
	1	506	464.77	235173.00				
INFRASTRUCTURE	**0**	**403**	**431.16**	**173758.50**	**92352.50**	**-2.65**	**0.01**	**.04**
	1	**506**	**473.99**	**239836.50**				
TIME IN HOST COUNTRY	**0**	**403**	**535.80**	**215926.00**	**69398.00**	**-9.37**	**< .001**	**.16**
	1	**506**	**390.65**	**197669.00**				
HCN WELCOME	**0**	**403**	**400.96**	**161587.00**	**80181.00**	**-5.78**	**< .001**	**.10**
	1	**506**	**498.04**	**25200.00**				
ADJUSTMENT LEVEL	**0**	**403**	**423.39**	**17062.00**	**89219.00**	**-3.41**	**< .001**	**.06**
	1	**506**	**480.18**	**242970.00**				
PCD.NAT ENV.1	**0**	**403**	**532.97**	**214788.50**	**70535.50**	**-8.23**	**< .001**	**.14**
	1	**506**	**392.90**	**198806.50**				
PCD.FOOD.10	**0**	**403**	**483.38**	**194802.50**	**90521.50**	**-3.04**	**< .01**	**.05**
	1	**506**	**432.40**	**218792.50**				
PCD.LIVING.7	0	403	464.83	187328.50	97995.50	-1.07	.29	
	1	506	447.17	226266.50				
PCD.FOOD.9	**0**	**403**	**516.95**	**208329.50**	**76994.50**	**-6.75**	**.00**	**.11**
	1	**506**	**405.66**	**205265.50**				
PCD.LANGUAGE.3	**0**	**403**	**473.59**	**190855.00**	**94469.00**	**-1.96**	**.05**	**.03**
	1	**506**	**440.20**	**222740.00**				
PCD.SOCIAL.5	0	403	454.95	183346.00	101940.00	-0.01	1.00	
	1	506	455.04	230249.00				
PCD.NAT ENV.2	**0**	**403**	**530.59**	**213827.50**	**91496.50**	**-8.06**	**.00**	**.13**
	1	**506**	**394.80**	**199767.50**				
PCD.FAMILY.12	**0**	**403**	**507.20**	**204400.50**	**80923.50**	**-5.48**	**.00**	**.09**
	1	**506**	**413.43**	**209194.50**				
PCD.LANGUAGE.4	**0**	**403**	**518.53**	**208968.50**	**76355.50**	**-6.74**	**.00**	**.11**
	1	**506**	**404.40**	**204626.50**				
PCD.SOCIAL.6	**0**	**403**	**491.76**	**198180.00**	**87144.00**	**-3.96**	**.00**	**.07**
	1	**506**	**425.72**	**215415.00**				
PCD.LIVING.8	**0**	**403**	**477.59**	**192469.50**	**92854.50**	**-2.42**	**.02**	**.04**
	1	**506**	**437.01**	**221125.50**				
PCD.FAMILY.11	0	403	446.26	179844.50	98438.50	-0.91	.36	
	1	506	461.96	233750.50				

	RESIDENCY	*N*	Mean Rank	Sum of Ranks	Mann-Whitney U	*z*	*p*	R^{2*}
CI.METACOG.1	0	403	442.09	178160.50	96754.50	-1.45	.15	
	1	506	465.29	235434.50				
CI.COGNITION.1	0	403	454.72	183252.00	101846.00	-0.03	.98	
	1	506	455.22	230343.00				
CI.BEHAVIOUR.1	**0**	**403**	**409.74**	**165125.00**	**83719.00**	**-4.81**	**.00**	**.08**
	1	**506**	**491.05**	**248470.00**				
CI.MOTIVATE.5	**0**	**403**	**420.71**	**169547.00**	**88141.00**	**-3.90**	**.00**	**.07**
	1	**506**	**482.31**	**244048.00**				
C1.METACOG.2	0	403	437.79	176428.00	95022.00	-1.89	.06	
	1	506	468.71	237167.00				
C1.BEHAVIOUR.4	**0**	**403**	**411.62**	**165882.00**	**84476.00**	**-4.70**	**.00**	**.08**
	1	**506**	**489.55**	**247713.00**				
C1.COGNITION.2	0	403	454.48	183155.50	101749.50	-0.06	.96	
	1	506	455.41	230439.50				
CI.MOTIVATE.4	**0**	**403**	**416.36**	**167792.50**	**86386.50**	**-4.09**	**.00**	**.07**
	1	**506**	**485.78**	**245802.50**				
CI.COGNITION.3	**0**	**403**	**419.16**	**168921.50**	**87515.50**	**-3.90**	**.00**	**.07**
	1	**506**	**483.54**	**244673.50**				
CI.MOTIVATE.2	0	403	454.10	183001.00	101066.00	-0.10	.92	
	1	506	455.72	230594.00				
CI.COGNITION.4	0	403	452.78	182472.00	101066.00	-0.24	.81	
	1	506	456.76	231123.00				
CI.METACOG.3	**0**	**403**	**402.50**	**162209.00**	**80803.00**	**-5.72**	**.00**	**.10**
	1	**506**	**496.81**	**251386.00**				
CI.COGNITION.5	**0**	**403**	**434.18**	**174974.50**	**93568.50**	**-2.24**	**.03**	**.04**
	1	**506**	**471.58**	**238620.50**				
CI.MOTIVATE.1	**0**	**403**	**427.15**	**172139.50**	**90733.50**	**-3.12**	**< .01**	**.05**
	1	**506**	**477.18**	**241455.50**				
CI.BEHAVIOUR.2	0	403	453.63	182811.00	1010405.00	-0.15	.88	
	1	506	456.09	230784.00				
CI.BEHAVIOUR.5	**0**	**403**	**418.26**	**168560.00**	**87154.00**	**-3.86**	**.00**	**.06**
	1	**506**	**484.26**	**245035.00**				
CI.METACOG.4	**0**	**403**	**433.95**	**174881.50**	**93475.50**	**-2.27**	**.02**	**.04**
	1	**506**	**471.77**	**238713.50**				
CI.COGNITION.6	0	403	440.11	177364.00	95958.00	-1.58	.12	
	1	506	466.86	236231.00				
CI.MOTIVATE.3	**0**	**403**	**436.00**	**175707.00**	**94301.00**	**-2.10**	**.04**	**.04**
	1	**506**	**470.13**	**237888.00**				
CI.BEHAVIOUR.3	**0**	**403**	**410.54**	**165446.50**	**84040.50**	**-4.89**	**.00**	**.08**
	1	**506**	**490.41**	**248148.50**				
GE.13	**0**	**403**	**500.18**	**201572.00**	**83752.00**	**-4.94**	**.00**	**.08**
	1	**506**	**419.02**	212023.00				
GE.15	0	403	461.57	186014.50	99309.50	-0.74	.46	
	1	506	449.76	227580.50				
GE.4	**0**	**403**	**421.49**	**169860.00**	**88454.00**	**-3.68**	**.00**	**.04**
	1	**506**	**481.69**	**243735.00**				
GE.12	0	403	448.50	180744.00	99338.00	-0.70	.48	
	1	506	460.18	232851.00				
GE.6	0	403	460.82	185709,00	99615.00	-0.63	.53	

	RESIDENCY	*N*	Mean Rank	Sum of Ranks	Mann-Whitney U	*z*	*p*	R^{2*}
	1	506	450.37	227886.00				
GE.11	0	403	449.23	181038.50	99632.50	-0.63	.53	
	1	506	459.60	232556.50				
GE.16	0	403	467.51	188408.00	96916.00	-1.39	.16	
	1	506	445.03	225187.00				
GE.17	**0**	**403**	**401.11**	**161648.00**	**80242.00**	**-5.88**	**.00**	**.09**
	1	**506**	**497.92**	**251947.00**				
GE.3	**0**	**403**	**481.21**	**193929.50**	**91394.50**	**-2.95**	**.003**	**.05**
	1	**506**	**434.12**	**219665.50**				
GE.5	**0**	**403**	**475.60**	**191668.50**	**93655.50**	**-2.26**	**.02**	**.04**
	1	**506**	**438.59**	**221926.50**				
GE.9	**0**	**403**	**482.24**	**194342.50**	**90981.50**	**-2.96**	**.003**	**.05**
	1	**506**	**433.31**	**219252.50**				
GE.7	0	403	464.88	187345.00	97979.00	-1.07	.28	
	1	506	447.13	226250.00				
GE.1	**0**	**403**	**473.00**	**190619.50**	**94704.50**	**-2.05**	**.04**	**.03**
	1	**506**	**440.66**	**222975.50**				
GE.2	**0**	**403**	**485.95**	**195838.50**	**89485.50**	**-3.28**	**.001**	**.05**
	1	**506**	**430.35**	**217756.50**				
GE.8	0	403	460.45	185560.00	99764.00	-0.59	.56	
	1	506	450.66	228035.00				
GE.10	0	403	464.58	187225.50	908098.50	-1.05	.29	
	1	506	447.37	226369.50				
GE.14	0	403	445.33	179468.00	98062.00	-1.04	.30	
	1	506	462.70	234127.00				
PEC.REGULATE.17	**0**	**403**	**479.88**	**193393.00**	**91931.00**	**-2.83**	**.01**	**.05**
	1	**506**	**435.18**	**220202.00**				
PEC.IDENTIFY.1	**0**	**403**	**535.44**	**215784.00**	**69540.00**	**-9.52**	**.00**	**.16**
	1	**506**	**390.93**	**197811.00**				
PEC.UNDER.4	0	403	462.88	186540.00	98784.00	-0.87	.39	
	1	506	448.73	227055.00				
PEC.USAGE.9	**0**	**403**	**485.85**	**195799.50**	**89524.50**	**-3.40**	**.001**	**.06**
	1	**506**	**430.43**	**217795.50**				
PEC.IDENITIFY.12	**0**	**403**	**416.30**	**167770.00**	**86364.00**	**-4.13**	**.00**	**.07**
	1	**506**	**485.82**	**245825.00**				
PEC.USAGE.20	**0**	**403**	**415.86**	**167592.00**	**86186.00**	**-4.12**	**.00**	**.07**
	1	**506**	**486.17**	**246003.00**				
PEC.UNDER.13	**0**	**403**	**434.82**	**175233.50**	**93827.50**	**-2.14**	**.03**	**.04**
	1	**506**	**471.07**	**238361.50**				
PEC.IDENITIFY.2	**0**	**403**	**478.73**	**192927.00**	**92397.00**	**-2.64**	**.01**	**.04**
	1	**506**	**436.10**	**220668.00**				
PEC.USAGE.10	**0**	**403**	**418.06**	**168478.00**	**87072.00**	**-3.90**	**.00**	**.07**
	1	**506**	**484.42**	**245117.00**				
PEC.REGULATE.18	0	403	442.57	178357.50	96951.50	-1.35	.18	
	1	506	464.90	235237.50				
PEC.UNDER.3	0	403	447.38	180293.00	98887.00	-0.81	.42	
	1	506	461.07	233302.00				
PEC.IDENTIFY.11	0	403	461.80	186104.00	99220.00	0.75	.45	
	1	506	449.59	227491.00				

	RESIDENCY	*N*	Mean Rank	Sum of Ranks	Mann-Whitney U	*z*	*p*	R^{2*}
PEC.USAGE.19	**0**	**403**	**433.16**	**174564.00**	**93158.00**	**-2.34**	**.02**	**.04**
	1	**506**	**472.39**	**239031.00**				
PEC.UNDER.14	0	403	449.97	181337.00	99931.00	-0.56	.57	
	1	506	459.01	232258.00				

Note. From https://www.youtube.com/watch?v=ILD5Jvmokig. Grouping Variable: RESIDENCY, 0 = Study Group (*N* = 403), 1 = Pilot Group, (*N* = 506). Total *N* = 909. R^2 = effect size, only displayed for significant scores. Significant scores are in bold.

[a] One individual withheld from answering.

Table Q2

Variance between Groups

	Group 0/Study Mean	**Group 1/Pilot Mean**	**Indicator Statement**
Perceived Cultural Distance (PCDS)	***3.8***	***3.4***	*(← Total Measure Mean)*
NATENVIRON.1	**3.3**	**2.4**	**"The weather in my host country is similar to my home country".**
NATENVIRON.2	**3.2**	**2.1**	**"The wildlife is different in my host country as compared to my home country". (R)**
LANGUAGE.3	4.2	4.0	"My natural accent makes it difficult to be understood by the local population". (R)
LANGUAGE.4	**4.7**	**3.8**	**"People in my host country speak a language I understand"**
SOCIAL.5	3.3	3.3	"I find some mannerisms or customs in my host country strange". (R)
SOCIAL.6	**4.5**	**4.1**	**"People wear the same type of clothing in my host country that I wear in my home country".**
LIV COND.7	2.2	2.2	"The socio-economics of my host country are different to my home country". (R)
LIV COND.8	**4.3**	**4.1**	**"Hygiene practices of the local population are similar to what I personally implement".**
FOOD.9	**4.8**	**4.3**	**"I can find similar food in my host country to what I normally eat in my home country".**
FOOD.10	**4.8**	**4.3**	**"In my host country, food is eaten with different utensils that the ones used in my home country". (R)**
FAMILY.11	3.2	3.3	"Marriage customs are different in my host country than in my home country". (R)
FAMILY.12	**3.6**	**3.1**	**"Child rearing is similar in my host country compared to my home country".**
Average Score / Min.-Max.	*45.93 12.00*	*40.73 72.00*	
Cultural Intelligence (CQS)	***5.1***	***5.3***	*(← Total Measure Mean)*
METACOG.1	5.6	5.7	"I am conscious of the cultural knowledge I use when interacting with people from different cultural backgrounds".

	Group 0/Study Mean	Group 1/Pilot Mean	Indicator Statement
METACOG.2	**5.2**	**5.5**	**"I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me".**
METACOG.3	**4.8**	**5.4**	**"I am conscious of the cultural knowledge I apply to cross-cultural interactions".**
METACOG.4	5.1	5.4	"I check the accuracy of my cultural knowledge as I interact with people from different cultures".
BEHAVIOUR.1	**4.5**	**5.1**	**"I change my verbal behaviour when a cross-cultural interaction requires it".**
BEHAVIOUR.2	5.0	5.0	"I use pause and silence differently to suit different cross-cultural situations".
BEHAVIOUR.3	**5.3**	**5.7**	**"I vary the rate of my speaking when a cross-cultural situation requires it".**
BEHAVIOUR.4	**4.9**	**5.4**	**"I change my non-verbal behaviour when a cross-cultural situation requires it".**
BEHAVIOUR.5	**4.4**	**4.8**	**"I alter my facial expressions when a cross-cultural situation requires it".**
MOTIVATE.1	**5.9**	**6.1**	**"I enjoy interacting with people from different cultures.**
MOTIVATE.2	5.5	5.5	I am confident that I can socialise with locals in a culture that is unfamiliar to me".
MOTIVATE.3	5.5	5.7	"I am sure I can deal with the stresses of adjusting to a culture that is new to me".
MOTIVATE.4	**4.9**	**5.4**	**"I enjoy living in cultures that are unfamiliar to me".**
MOTIVATE.5	**5.9**	**6.1**	**"I am confident that I can get accustomed to shopping conditions in a different culture".**
COGNITION.1	4.9	5.0	"I know the legal and economic systems of other cultures".
COGNITION.2	4.5	4.5	"I know the rules (vocabulary, grammar) of other languages".
COGNITION.3	**5.2**	**5.5**	**"I know the cultural values and religious beliefs of other cultures".**
COGNITION.4	4.9	5.0	"I know the marriage systems of other cultures".
COGNITION.5	4.9	5.1	"I know the arts and crafts of other cultures".
COGNITION.6	4.6	4.8	"I know the rules for expressing non-verbal behaviours in other cultures".
Average Score / Min.-Max.	*101.40 20.00*	*106.68 140.00*	

Self-Efficacy (SGSES)	*4.7*	*4.7*	*(← Total Measure Mean)*
GE.1	4.8	4.7	"When I make my plans, I am certain I can make them work".
GE.2	4.4	4.2	"One of my problems is that I cannot get down to work when I should". (R)
GE.3	5.0	4.9	"If I can't do a job the first time, I keep trying until I can".
GE.4	**4.4**	**4.8**	**"When I set important goals for myself, I rarely achieve them". (R)**
GE.5	4.9	4.8	"I give up on things before completing them". (R)
GE.6	4.5	4.5	"I avoid facing difficulties". (R)
GE.7	**4.7**	**4.4**	**"If something looks too complicated, I will not even bother to try it". (R)**
GE.8	4.4	4.4	"When I have something unpleasant to do, I stick to it until I finish it".

	Group 0/Study Mean	Group 1/Pilot Mean	Indicator Statement
GE.9	4.7	4.6	"When I decide to do something, I get right to work on it".
GE.10	4.7	4.6	"When trying to learn something new, I soon give up if I am not initially successful". (R)
GE.11	4.6	4.7	"When unexpected problems occur, I don't handle them well". (R)
GE.12	4.5	4.6	"I avoid trying to learn new things when they look too difficult for me". (R)
GE.13	**4.8**	**4.5**	**"Failure just makes me try harder".**
GE.14	4.4	4.6	"I feel insecure about my ability to do things". (R)
GE.15	5.2	5.1	"I am a self-reliant person".
GE.16	5.1	5.0	"I give up easily". (R)
GE.17	**5.1**	**5.6**	**"I do not seem capable of dealing with most problems that come up in my life". (R)**
Average Score / Min.-Max.	*80.17 17.00*	*80.11 102.00*	
Emotional Intelligence (PEC)	**3.7**	**3.4**	*(← Total Measure Mean)*
IDENTIFY.1	**4.2**	**3.8**	**"When I am touched by something, I immediately know what I feel".**
IDENITIFY.2	4.2	4.1	"When I feel good, I can easily tell you whether it is due to being proud of myself, happy or relaxed".
UNDER.3	3.5	3.5	"I do not always understand why I respond in the way I do".
UNDER.4	4.0	4.1	"When I am feeling low, I easily make a link between my feelings and a situation that affected me".
USAGE.9	4.0	3.8	"My emotions inform me about changes I should make in my life".
USAGE.10	**2.8**	**3.1**	**"I never base my personal life choices on my emotions".**
IDENTIFY.1	4.1	4.1	"I am good at sensing what others are feeling".
IDENITIFY.12	**3.5**	**3.8**	**"Quite often I am not aware of people's emotional state".**
UNDER.13	3.3	3.5	"I do not understand why the people around me respond the way they do".
UNDER.14	3.8	3.8	"Most of the time, I understand why the people feel the way they do".
REGULATE.17	4.1	4.0	"When I see someone who is stressed or anxious, I can easily calm them down".
REGULATE.18	3.9	4.0	"If someone came to me in tears, I would not know what to do".
USAGE.19	3.1	3.3	"I can easily get what I want from others".
USAGE.2	**3.0**	**3.4**	**"If I wanted, I could easily make someone feel uneasy".**
Average Score / Min.-Max.	*51.32 14.00*	*52.11 70.00*	

Note. Grouping Variable: RESIDENCY: 0 = Expatriates in South Africa (N = 403), 1 = Expatriates Outside of South Africa, (N = 506). Total N = 909. (R) indicates that statement is reverse scored. Significant scores are in bold.

Appendix R

Multicollinearity Statistics – Pilot Group

Variable	Tolerance	VIF	Variable	Tolerance	VIF
AGE	.68	1.47	CQS.BEHAVIOUR.5	.49	2.06
GENDER	.63	1.58	CQS.META COG.4	.54	1.86
SES	.78	1.29	CQS.COGNITION.6	.48	2.10
EDU	.74	1.35	CQS.MOTIVATION.3	.47	2.14
SUP	.70	1.43	CQS.BEHAVIOUR.3	.52	1.93
INFRA	.66	1.52	SGSES.13	.50	1.98
TIME	.70	1.42	SGSES.15	.59	1.70
HCN	.59	1.70	SGSES.4	.62	1.61
PCD.NATENV.1	.68	1.46	SGSES.12	.40	2.53
PCD.FOOD.10	.57	1.76	SGSES.6	.46	2.16
PCD.LIV COND.7	.67	1.49	SGSES.11	.45	2.24
PCD.FOOD.9	.65	1.54	SGSES.16	.35	2.86
PCD.LANGUAGE.3	.72	1.39	SGSES.17	.52	1.91
PCD.SOCIAL.5	.71	1.41	SGSES.3	.60	1.66
PCD.NAT ENV.2	.71	1.41	SGSES.5	.41	2.42
PCD.FAMILY.12	.74	1.35	SGSES.9	.50	2.01
PCD.LANGUAGE.4	.58	1.72	SGSES.7	.53	1.88
PCD.SOCIAL.6	.57	1.77	SGSES.1	.58	1.73
PCD.LIV COND.8	.55	1.81	SGSES.2	.49	2.05
PCD.FAMILY.11	.69	1.46	SGSES.8	.57	1.77
CQS.META COG.1	.64	1.56	SGSES.10	.45	2.20
CQS.COGNITION.1	.54	1.87	SGSES.14	.48	2.08
CQSBEHAVIOUR.1	.61	1.63	PEC.REGULATION.17	.56	1.79
CQS.MOTIVATION.5	.54	1.86	PEC.IDENTIFY.1	.49	2.02
CQS.META COG.2	.50	1.98	PEC.UNDERSTAND.4	.52	1.93
CQS.BEHAVIOUR.4	.44	2.29	PEC.USAGE.9	.54	1.87
CQS.COGNITION.2	.65	1.54	PEC.USAGE.20	.56	1.77
CQS.MOTIVATION.4	.45	2.21	PEC.UNDERSTAND.13	.49	2.05
CQS.COGNITION.3	.43	2.30	PEC.IDENITIFY.2	.59	1.70
CQS.MOTIVATION.2	.54	1.85	PTPEC.USAGE.10	.35	2.90
CQS.COGNITION.4	.45	2.20	PEC.REGULATION.18	.32	3.11
CQS.META COG.3	.51	1.98	PEC.UNDERSTAND.3	.63	1.59
CQS.COGNITION.5	51	1.95	PEC.UNDERSTAND.11	.33	3.02
CQS.MOTIVATION.1	.56	1.78	PEC.USAGE.19	.37	2.68
CQS.BEHAVIOUR.2	.59	1.70	PEC.UNDERSTAND.14	.29	3.39

Appendix S

Multicollinearity Statistics – Study Group

Variable	Tolerance	VIF	Variable	Tolerance	VIF
AGE	.51	1.97	SGSES.13	.47	2.11
GENDER	.64	1.56	SGSES.15	.52	1.94
SES	.46	2.17	SGSES.4	.50	2.01
EDU	.45	2.21	SGSES.12	.49	2.02
SUPPORT	.62	1.61	SGSES.6	.46	2.16
INFRA	.64	1.57	SGSES.11	.46	2.17
TIME	.65	1.53	SGSES.16	.33	3.00
HCN	.60	1.66	SGSES.17	.36	2.76
PCD.NAT.ENV	.52	1.93	SGSES.3	.72	1.40
PCD.FOOD	.65	1.54	SGSES.5	.42	2.40
PCD.LIV.COND	.66	1.51	SGSES.9	.58	1.71
PCD.FOOD	.70	1.42	SGSES.7	.43	2.33
PCD.LANGUAGE	.70	1.43	SGSES.1	.56	1.80
PCD.SOCIAL	.62	1.61	SGSES.2	.50	2.00
PCD.NAT ENV	.44	2.26	SGSES.8	.69	1.45
PCD.FAMILY	.73	1.38	SGSES.10	.46	2.17
PCD.LANGUAGE	.68	1.48	SGSES.14	.50	2.01
PCD.SOCIAL	.58	1.73	PEC.REGULATION	.64	1.56
PCD.LIV COND	.61	1.65	PEC.IDENTIFY.1	.62	1.60
PCD.FAMILY	.70	1.42	PEC.UNDERSTAND.4	.64	1.57
CQS.META COG	.61	1.64	PEC.USAGE.9	.61	1.63
CQS.COGNITION	.42	2.38	PEC.IDENTIFY.12	.60	1.66
CQS.BEHAVIOUR	.60	1.66	PEC.USAGE.20(69)	.67	1.50
CQS.MOTIVATION	.62	1.61	PEC.UNDERSTAND	.59	1.70
CQS.META COG	.55	1.80	PEC.IDENITIFY.2	.59	1.69
CQS.BEHAVIOUR	.47	2.12	PEC.USAGE.10	.69	1.45
CQS COGNITION	.52	1.93	PEC.REGULATION.18	.68	1.46
CQS.MOTIVATION	.47	2.12	PEC.UNDERSTAND.3	.61	1.64
CQS.COGNITION	.39	2.54	PEC.UNDERSTAND.11	.63	1.59
CQS.MOTIVATION	.46	2.19	PEC.USAGE.19	.72	1.38
CQS.COGNITION	.45	2.21	PEC.UNDERSTAND.14	.62	1.60
CQS.META COG	.72	1.39	CQS.BEHAVIOUR	.57	1.74
CQS.COGNITION	.49	2.03	CQS.BEHAVIOUR	.53	1.90
CQS.MOTIVATION	.41	2.44	CQS.BEHAVIOUR	.59	1.69
CQS.COGNITION	.54	1.86	CQS.MOTIVATION	.46	2.19
CQS.META COG	.59	1.70			

Appendix T
Ethical Clearance

UNISA university of south africa

COLLEGE OF HUMAN SCIENCES RESEARCH ETHICS REVIEW COMMITTEE

19 January 2021

NHREC Registration # :
Rec-240816-052
CREC Reference # :
2021-CHS - 44874227

Dear Mrs. Dana Kay Prophet

Decision:
Ethics Approval from 19 January 2021 to 19 January 2024

Researcher(s): Mrs. Dana Kay Prophet **email: 44874227 @mylife.unisa.ac.za**

Supervisor: Prof H.C JANEKE **email: HCJANEK@GMAIL.COM**

Title: ***Predicting intercultural adaption in expatriates within a south African context***

Degree Purpose: Doctor of Philosophy

Thank you for the application for research ethics clearance by the Unisa College of Human Science Ethics Committee. Ethics approval is granted for three years.

The ***low risk application*** *was* ***reviewed*** by College of Human Sciences Research Ethics Committee, on **19 January 2021** in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the College Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the

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confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
7. No fieldwork activities may continue after the expiry date **(19 January 2024).** Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2020-CHS- 44874227** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Yours sincerely,

Signature :

Dr. K.J. Malesa
CHS Ethics Chairperson
Email: maleskj@unisa.ac.za
Tel: (012) 429 4780

Signature : PP

Prof K. Masemola
Executive Dean : CHS
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Appendix U
Editorial Editing Declaration

JUST WRITE
PROOFREADING AND EDITING

Certificate of Editing

Date: 2 May 2023

Client: Dana Kay Prophet

Job: Editing of Doctorate thesis: Formulating A Predictive Model of Intercultural Adaptation Of Expatriates Within A South African Context

To whom it may concern,

I have worked together with the author over a period of months to ensure accuracy and that standardisation has been applied as far as possible.

I found the work to be of a very high standard, with great care being taken care of every step of the way.

I am confident this thesis offers valuable data in a well-drafted and researched document.

Kind regards,

Jane

Professional EDITORS Guild 30 1993–2023
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Jane Franz
Associate Member

Membership number: FRA001
Membership year: March 2023 to February 2024

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APPENDIX V

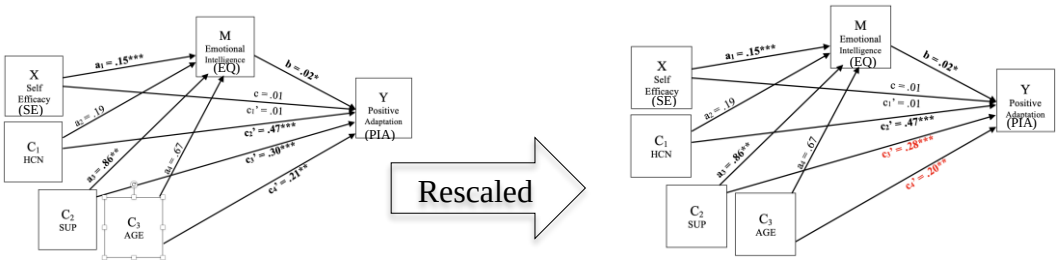
Exploration of Likert Data and Measurement Types

Mediation analysis is the only instance where effect sizes changed when the dependent variable – positive intercultural adaptation – was rescaled into an interval type variable. The changes were negligible in the indirect path analysis, but covariates showed a greater variance. An example is in Figure V1, where a simple mediation with emotional intelligence is presented, followed by the statistical table scores for that model in Table V1.

Data in black is the Likert data before rescaling, and the data in red shows the variance for the same analysis after rescaling the dependent variable.

Figure V1

Hayes Model 4 Statistical Diagram w/ Emotional Intelligence



Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Significant scores are in bold.

*< .05; **< .01; ***< .001

The primary variance occurred, and was expected, with standard errors, *t* and *p* values, and confidence intervals, although none of these changes affected any model outcomes.

Table V1

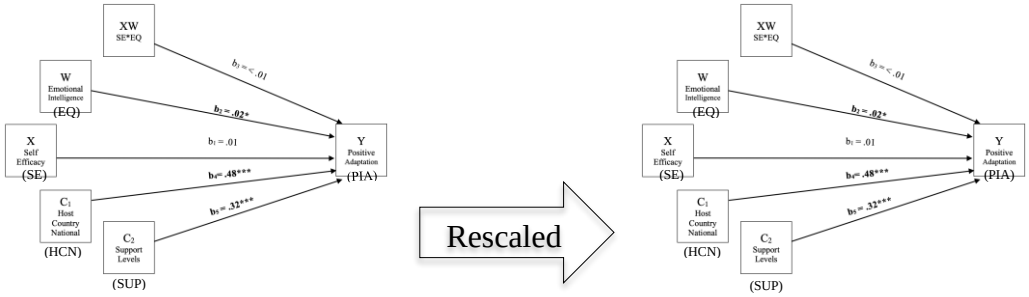
Hayes Model 4: Results w/Emotional Intelligence

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → EQ *(a)*	**.13**	**0.03**	**.15**	**0.10**	**0.20**	**5.73**	**.00**
HCN → EQ		0.20	.19	-0.21	0.58	0.92	.36
SUP → EQ		**0.35**	**.86**	**0.18**	**1.54**	**2.49**	**.01**
AGE → EQ		0.36	.67	-0.50	1.38	1.84	.07
EQ → PIA *(b)*	**.46**	**0.01**	**.02**	**0.00**	**0.05**	**2.01**	**.05**
					0.04		
HCN → PIA		**0.04**	**.47**	**0.37**	**0.54**	**13.07**	**.00**
SUP → PIA		**0.06**	**.28**	**0.16**	**0.41**	**4.55**	**.00**
AGE → PIA		**0.07**	**.21**	**0.07**	**0.32**	**3.00**	**.003**
			.20				
SE → PIA *(c)*	0.45	0.01	.01	< -0.01	0.02	1.91	.06
HCN → PIA		**0.04**	**.47**	**0.40**	**0.54**	**13.1**	**.00**
SUP → PIA		**0.06**	**.30**	**0.18**	**0.42**	**4.82**	**.00**
			.28	**0.16**	**0.41**	**4.54**	
AGE → PIA		**0.07**	**.21**	**0.08**	**0.34**	**3.19**	**.002**
SE → PIA*(c')*		0.01	.01	< -0.01	0.02	1.29	.20
SE → EQ→ PIA *(c - c')*		**< 0.01**	**< 0.01**	**0.00**	**0.01**		

Note. $F_{EMQ}(4, 398) = 14.75$, $p = .00$; $F_{Y}(5, 397) = 66.37$, $p = .00$. Rescaled Y variable variance in red. Significant scores are in bold.

Moderation and conditional process analysis showed no changes to any path analysis model and no visual changes to all but two of the slope diagrams, although more variance is indicated in the tables. See the example in Figures V2 and V3 and Table V2. Again, no research question outcomes were changed by this analysis.

Figure V2 Moderation

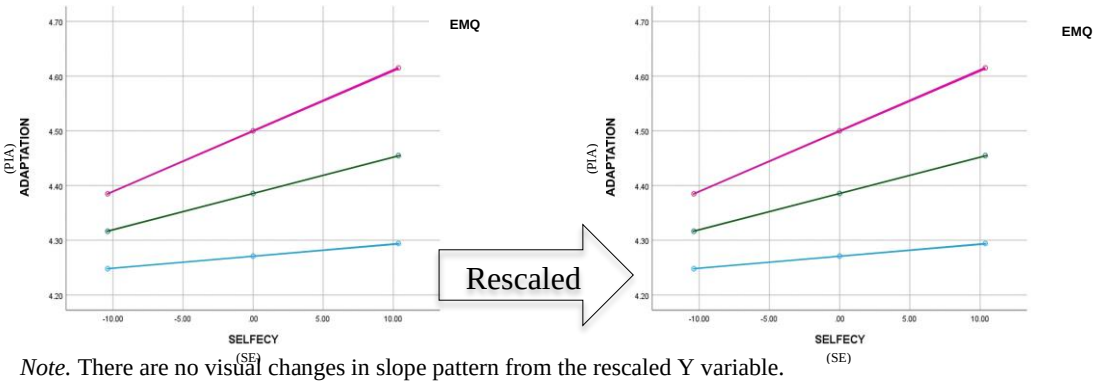


Note. Adapted from "*Introduction to mediation, moderation and conditional process analysis: A regression-based approach,* (3rd ed.)," by Hayes, 2022, The Guilford Press. Significant scores are in bold.

*< .05; **< .01; ***< .001

Figure V3

Hayes Model 1: Interaction Slope, Emotional Intelligence



Note. There are no visual changes in slope pattern from the rescaled Y variable.

Table V2

Hayes Model 1: Emotional Intelligence

	R^2	Std. Error	ß	95% C. I. LL	UL	*t*	*p*
SE → PIA	.44	0.01	.01	< -0.01	0.02	1.37	.17
		0.01		< -0.01	0.02	1.21	.23
EQ → PIA	**.44**	**0.01**	**.02**	< 0.01	**0.04**	**2.25**	**.03**
				< 0.01		**2.23**	**.03**
HCN → PIA	**.44**	**0.04**	**.48**	**0.41**	**0.55**	**13.28**	**.00**
				0.39	**0.56**	**10.89**	
SUP → PIA	**.44**	**0.06**	**.32**	**0.20**	**0.44**	**5.13**	**.00**
		0.07		**0.18**	**0.46**	**4.35**	
SE *EQ		< 0.01		< -0.01	< 0.01	0.93	.35
						0.82	.41

Test(s) of higher order unconditional interaction(s)

	R^2 change	*F*	*df*1	*df*2	*p*
SE * EQ	< 0.01	0.87	1	397	.35
		0.67			.41

Note. $F_Y(5, 397) = 57.23$, $p = .00$. C. I. = Confidence Interval. Rescaled Y variable variance in red. Significant scores are in bold.

Regression analysis shows slight changes. See Table V3 where ordinary least squares analysis (OLS) pre and post rescaling of the dependent variable are presented. In linear regression there is no change in the descriptive variables or self-efficacy, and the same variables (except for age) show significance in each analysis.

Table V3

Regression Analysis of Key Variables

		ß	Std. Error	*F*	*t*	*p*	R^2
Age	Pre Rescale OLS	.12	0.07	(8, 393) = 43.79	1.61	0.11	.46
	Post Rescale OLS	"	"	"	"	"	-
SES	Pre Rescale OLS	.18	0.05	(8, 393) = 43.79	3.46	< 0.001	.46
	Post Rescale OLS	"	"	"	"	"	
Support	Pre Rescale OLS	.03	0.06	(8, 393) = 43.79	4.04	< 0.001	.46
	Post Rescale OLS	"	"	"	"	"	-
Time in Country	Pre Rescale OLS	.17	0.06	(8, 393) = 43.79	2.67	0.01	.46
	Post Rescale OLS	"	"	"	"	"	-
Host Country Nationals	Pre Rescale OLS	.46		(8, 393) = 43.79	12.75	< 0.001	.46
	Post Rescale OLS	"		"	"	"	-
Self-Efficacy	Pre Rescale OLS	.01	0.92	(1, 401) = 9.11	2.04	0.04	.01
	Post Rescale OLS	"		(1, 401) = 4.18	"	"	-
Cultural Intelligence	Pre Rescale OLS	.02	0.07	(1, 401) = 9.11	3.82	< 0.001	.03
	Post Rescale OLS	.01		(5, 397) = 5.60	2.87	0.004	.05
Emotional Intelligence	Pre Rescale OLS	.05	0.09	(1, 401) = 9.11	4.20	< 0.001	.04
	Post Rescale OLS	.14		(8, 394) = 7.86	3.14	0.002	.04

Note. Confidence Interval 95%. Bootstraps 5,000.

Ultimately, all regression (OLS and mediation, moderation, and condition process analysis) was replicated from the study. The variances in scores are documented in Table S4 with absolutely no changes in research question outcomes.

Table V4

Comparison of Variance between Likert Type and Rescaled Y Variable

Study Group – *ß variance range < .01 –.03. Average ß = .01*								
Std. Error Range	**Std. Error Ave. Decrease**	**Std. Error Ave. Increase**	***t* Value Range**	***t* Value Ave. Decrease**	***t* Value Ave. Increase**	***p* Value Range**	***p* Value Ave. Decrease**	***p* Value Ave. Increase**
< 0.01-0.07	0.02	0.01	< 0.01-2.47	0.43	0.10	.001-.17	.05	.02

Note. All regression analysis combined.

Finally, within the pilot group, *t* values had a wider dispersion, with a 0.53 difference relative to variation in the data, as opposed to the study group which had a 0.33 range in variation, although the range in standard error was the same for each group (σ = 0.01). There were also more frequent changes in standard errors and *p* values among the pilot group. This indicates a variation in the data sample, which is clear when viewing crosstab data on country of origin for each sample (Tables 5.17, 6.18).

Contrary to expectation, rescaling the dependent variable did not consistently decrease the estimation sizes in each model – in some cases, the estimation increased.

Ultimately, the slight variation in scores did not modify the outcome of any meditation, moderation or conditional process model and did not affect the predictive model of positive expatriate intercultural adaption, supporting the claim that Likert indicators with interval attributes may be analysed with linear regression models.

APPENDIX W

TURNITIN Confirmation of Submission and Score