

**THE DETERMINANTS OF SELF INITIATED
ACADEMIC EXPATRIATES' PERFORMANCE IN
MALAYSIA**

By

SIVACHANDRAN NARAYANAN

**MASTER OF HUMAN RESOURCE MANAGEMENT
UNIVERSITI UTARA MALAYSIA
JANUARY 2014**

**THE DETERMINANTS OF SELF INITIATED ACADEMIC EXPATRIATES'
PERFORMANCE IN MALAYSIA**

By

SIVACHANDRAN NARAYANAN

**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
Universiti Utara Malaysia,
In Fulfillment of the Requirement for the
Master of Human Resource Management**

January 2014

PERMISSION TO USE

In presenting this dissertation in partial fulfilment of the requirements for a Post Graduate degree from the Universiti Utara Malaysia (UUM), I agree that the Library of this university may make it freely available for inspection. I further agree that permission for copying this dissertation in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor(s) or in their absence, by the Dean of Othman Yeop Abdullah Graduate School of Business where I did my dissertation. It is understood that any copying or publication or use of this dissertation parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the UUM in any scholarly use which may be made of any material in my dissertation.

Request for permission to copy or to make other use of materials in this dissertation in whole or in part should be addressed to:

Dean of Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman

ABSTRAK

Globalisasi dan pengantarabangsaan telah membawa perubahan kepada kebanyakan organisasi, termasuk sektor pendidikan menukar laluan mereka dan meningkatkan pegambilan individu yang berminat mengambil tugas antarabangsa untuk meningkatkan taraf kedudukan institusi mereka. Aktiviti-aktiviti kebanyakan organisasi telah bertukar menjadi bentuk yang lebih kompleks kerana mereka perlu berurusan dengan sumber manusia antarabangsa yang melibatkan latar belakang berbeza dan juga terdiri daripada warganegara yang berbeza. Oleh yang demikian, sektor pendidikan mencari dan melantik ekspatriat akademik dimana mereka juga dikenali sebagai pekerja berpengetahuan mudah alih yang boleh memindahkan pelbagai pengetahuan dan ia akan membantu universiti untuk meningkatkan piawai serta kualiti dan pada masa yang sama membawa universiti kearah globalisasi. Kajian ini mengkaji hubungan di antara faktor-faktor penentu (keberkesanan diri, latihan silang budaya, sokongan keluarga dan persamaan budaya) dan prestasi kerja dengan menggunakan penyesuaian silang budaya sebagai pembolehubah pengantara dan menggunakan sampel sebanyak 114 ekspatriat akademik di universiti-universiti awam dan swasta di Malaysia. Kaedah analisis regresi berbilang telah digunakan untuk menjawab hipotesis kajian ini.

Keputusan kajian ini telah mendedahkan bahawa terdapat hubungan yang signifikan di antara keberkesanan diri, latihan silang budaya, sokongan keluarga dan prestasi kerja (pengajaran dan penyelidikan) ekspatriat akademik di Malaysia manakala tidak terdapat hubungan di antara persamaan budaya dan prestasi kerja (pengajaran dan penyelidikan) ekspatriat akademik di Malaysia. Berikutan itu, keputusan juga telah mendedahkan bahawa penyesuaian silang budaya menjadi pengantara hubungan di antara keberkesanan diri, latihan kebudayaan, sokongan keluarga dan prestasi kerja (pengajaran dan penyelidikan) ekspatriat akademik di Malaysia tetapi tidak ada kesan penyesuaian silang budaya sebagai pengantara hubungan di antara persamaan budaya dan prestasi kerja (pengajaran dan penyelidikan) ekspatriat akademik di Malaysia.

Kata kunci: Ekspatriasi, Ekspatriat Akademik, Prestasi Kerja, Penyesuaian Silang Budaya, Keberkesanan Diri, Latihan Silang Budaya, Sokongan Keluarga, Persamaan Budaya.

ABSTRACT

Globalization and internalization have led to many organizations, including the education sector to transform their establishment to change their path and increase the number of individuals interested in deciding to take up international assignments. Most of the organizations' activities have turn into a more complex form as they need to deal with international human resource that involves people with different nationality and mixture of employees' background. Therefore, the education sector are seeking for academic expatriates as they are known as mobile knowledge worker capable of transferring various knowledge hence, driving the universities to improve their global rankings on quality standards. The present study examines the relationship between the determinant factors (self efficacy, cross cultural training, family support and cultural similarity) and cross cultural adjustment as the mediating variable on the job performance using a sample of 114 academic expatriates in the public and private universities in northern region of Malaysia. The multiple regression analyses were used to answer the hypotheses of this study.

The results of this study have revealed that there is a significant relationship between self efficacy, cross cultural training, family support and job performance (teaching and research performance) of academic expatriates in Malaysia while there is no relationship between cultural similarity and job performance (teaching and research performance) of academic expatriates in northern region of Malaysia. Following that, results have also revealed that cross cultural adjustment mediates the relationship between self efficacy, cross cultural training, family support and job performance (teaching and research performance) of academic expatriates in northern region of Malaysia but there is no mediation effect of CCA between cultural similarity and job performance (teaching and research performance) of academic expatriates in northern region of Malaysia.

Keywords: Expatriation, Academic Expatriates, Job Performance, Cross Cultural Adjustment, Self Efficacy, Cross Cultural Training, Family Support, Cultural Similarity.

ACKNOWLEDGEMENTS

First of all, all praise and glory to God for giving and allowing me to complete this master dissertation successfully.

This dissertation would not been possible without the support and motivation from numerous people and it is a pleasure for me to thank all of them. I would like to express my gratitude to my supervisor Dr.Subramaniam Sri Ramalu for his supervision, advice, and encouragement to complete this dissertation. His wisdom and knowledge have given me more understanding of the research.

I would like to also express my gratitude to my family. I am very thankful to my parents Mr.Narayanan and Mrs.Angamah for their love, encouragement and providing me financial support. I am also thankful to S.Hemaroopini for her support to complete this dissertation. Finally, I would like to acknowledge to my colleagues and friends from Universiti Utara Malaysia for their support.

TABLE OF CONTENTS

	PAGE
TITLE PAGE	i
PERMISSION TO USE	ii
ABSTRAK	iii
ABSTRACT	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS	xii

CHAPTER

1	INTRODUCTION	
	1.0	Introduction 1
	1.1	Background of the Study 1
	1.2	Problem Statement 9
	1.3	Research Objective 13
	1.4	Research Question 14
	1.5	Significance of Study 15
	1.6	Definition of Key Terms 17
	1.7	Organization of the Study 19
	1.8	Chapter Summary 19
2	LITERATURE REVIEW	
	2.0	Introduction 20
	2.1	Expatriation 20
	2.2	Academic Expatriates 22
	2.3	Job Performance 24
	2.4	Cross Cultural Adjustment 27
	2.5	Determinant Factors 30
	2.5.1	Self Efficacy 30
	2.5.2	Cross Cultural Training 32
	2.5.3	Family Support 34
	2.5.4	Cultural Similarity 36
	2.6	Relevant Theory of Expatriate Cross Cultural Adjustment 40
	2.6.1	An Integration of Multiple Theoretical Perspectives 40
	2.6.2	Model of Intercultural Adjustment 44
	2.6.3	Model of Job Performance 47
	2.7	Gap Identification 48
	2.8	Chapter Summary 49

3	RESEARCH FRAMEWORK, HYPOTHESES DEVELOPMENT AND METHODOLOGY	
3.0	Introduction	50
3.1	Research Framework	50
3.2	Hypothesis Development	52
3.2.1	Relationship between Self Efficacy and Job Performance	52
3.2.2	Relationship between Cross Cultural Training and Job Performance	53
3.2.3	Relationship between Family Support and Job Performance	54
3.2.4	Relationship between Cultural Similarity and Job Performance	55
3.2.5	Relationship between Cross Cultural Adjustment and Job Performance	56
3.2.6	Mediating Role of Cross Cultural Adjustment	57
3.3	Research Design	58
3.4	Population and Sampling	59
3.5	The Instrumentation	60
3.5.1	Demographic Factor	61
3.5.2	Job Performance	62
3.5.3	Cross Cultural Adjustment	63
3.5.4	Self Efficacy	63
3.5.5	Cross Cultural Training	64
3.5.6	Family Support	64
3.5.7	Cultural Similarity	65
3.6	Pilot Test	65
3.7	Reliability and Validity of the Survey Instrument	66
3.7.1	Reliability Analysis	68
3.8	Data Collection Method	70
3.9	Data Analysis Procedure	71
3.10	Conclusion	73
4	RESULTS	
4.0	Introduction	74
4.1	Profile of the Respondents	74
4.2	Descriptive Statistics of Variables of Study	79
4.3	Reliability Analysis	81
4.4	Inferential Statistics	82
4.4.1	Pearson Correlation	82
4.4.2	Multiple Regressions	84
4.4.2.1	Relationship between Independent Variables and Dependent Variables	84
4.4.2.2	Relationship between Mediating Variable and Dependent Variables	87
4.4.2.3	Mediation Analysis	89

	4.4.2.3.1	Mediating Effect of Cross Cultural Adjustment on the Relationship between Self Efficacy, Cross Cultural Training, Family Support, Cultural Similarity and Job Performance (Teaching Performance)	90
	4.5.2.3.2	Mediating Effect of Cross Cultural Adjustment on the Relationship between Self Efficacy, Cross Cultural Training, Family Support, Cultural Similarity and Job Performance (Research Performance)	94
4.5		Overall Hypotheses Results	98
4.6		Conclusion	99
5		DISCUSSION AND CONCLUSION	
	5.0	Introduction	101
	5.1	Discussion	101
	5.2	Summary of Findings	107
	5.2.1	Self Efficacy and Job Performance	107
	5.2.2	Cross Cultural Training and Job Performance	108
	5.2.3	Family Support and Job Performance	110
	5.2.4	Cultural Similarity and Job Performance	111
	5.2.5	Cross Cultural Adjustment and Job Performance	112
	5.2.6	Mediating Effects of Cross Cultural Adjustment	113
	5.3	Implication of the Study	114
	5.4	Limitations of the Study	116
	5.5	Recommendation for Future Research	117
	5.6	Conclusion	118
		REFERENCES	119
		APPENDICES	130

LIST OF TABLES

TABLE		PAGE
3.1	Constructs and Sources	60
3.2	Summary of Reliability Coefficients (Cronbach Alpha) of the Scales for the Pilot Study	69
4.1	Distribution of Respondents by Age, Gender, Highest Education obtained, Marital Status, Working Experience in Malaysia, Monthly Salary, Position, Prior International Assignment Experience, University and Nationality in Malaysia (N=114)	77
4.2	Descriptive Statistics of Self Efficacy, CCT, Family Support, Cultural Similarity, CCA, Teaching Performance and Research Performance (N=114)	80
4.3	Reliability Coefficients (Cronbach Alpha) of the scales	81
4.4	Correlations among Self Efficacy, CCT, Family Support, Cultural Similarity, CCA, Teaching Performance and Research Performance (N=114)	84
4.5	Results of the Multiple Regression Analysis with Self Efficacy, CCT, Family Support and Cultural Similarity as Predictors of Teaching Performance (N=114)	86
4.6	Results of the Multiple Regression Analysis with Self Efficacy, CCT, Family Support and Cultural Similarity as Predictors of Research Performance (N=114)	87
4.7	Results of the Multiple Regression Analysis with Cross Cultural Adjustment as Predictor of Teaching Performance (N=114)	88
4.8	Results of the Multiple Regression Analysis with Cross Cultural Adjustment	88

	as Predictor of Research Performance (N=114)	
4.9	Results of Mediation Effects of Cross Cultural Adjustment on the Relationship between Self Efficacy, Cross Cultural Training, Family Support, Cultural Similarity and Teaching Performance (N=114)	93
4.10	Results of Mediation Effects of Cross Cultural Adjustment on the Relationship between Self Efficacy, Cross Cultural Training, Family Support, Cultural Similarity and Research Performance (N=114)	97
4.11	Overall Hypotheses Results Table	98

LIST OF FIGURES

FIGURE		PAGE
2.1	Model of Integration Multiple Theoretical Perspective	43
2.2	Model of Intercultural Adjustment	46
3.1	Research Framework	51
4.1	The steps involved in the process of mediation	90

LIST OF ABBREVIATIONS

AE	Assigned Expatriate
CCA	Cross Cultural Adjustment
CCT	Cross Cultural Training
DV	Dependent Variable
HRM	Human Resource Management
IV	Independent Variable
MNC	Multi National Company
MNE	Multi National Enterprise
MOHE	Ministry of Higher Education
MV	Mediating Variable
OE	Organizational Expatriate
QIUP	Quest International Universiti Perak
SHRM	Society for Human Resource Management
SIE	Self Initiated Expatriate
SPSS	Statistical Package for Social Science
U.S	United States
UNIMAP	Universiti Malaysia Pahang
USM	Universiti Sains Malaysia
UTAR	Universiti Tunku Abdul Rahman
UTP	Universiti Teknologi Petronas
UUM	Universiti Utara Malaysia

CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter will discuss the introduction of the research whereby the background of the study is introduced in the first section of this chapter. Next, problem statement of the research is discussed in the second section. Following that, the third section discusses about research objectives and followed by the research questions. Then, this chapter also includes the scope of study and followed by the significance of the study and definition of key terms. The penultimate section describes the organization of the study. The final section is a summary of chapter.

1.1 Background of the Study

The last two decades of the twentieth century and the early years of the twenty first saw a significant rise in international assignment (Altman & Shortland, 2008). This shows that an increase of international assignments is a result of companies increasing their international operations (Biemann & Andresen, 2009). Most of the organization activities turn into a more complex form as they need to deal with international human resource that involves people with different nationality and mixture of employees' background. As we see, globalization era shows a rapid growth on transferring of not only in the services and products but also other factors of production such as expertise, skills, ability and know-how (Aycan, Al- Hamad, Davis & Budhwar, 2007). Globalization has contributed to the fast growing on exchanging and international mobility amongst business person and academic specialized (Richardson & Mckenna 2002).

Expatriation involves when there is a transferring of intangible factors such as skills, know-how, and ability of individual. International work experience and foreign business skills improvement always seem as a part of development by both organization and employees (Stahl, Miller & Tung, 2002). The position of expatriates is crucial to control the business since most of the organizations disperse their subsidiaries all over the world (Deepak & Monika, 2012). In addition, the advantage of expatriates is to share the aims and interpret the parent company policies. According to Black and Gregersen (1999), there is no doubt that almost 80% of midsize and large companies send their professionals abroad.

The process of expatriation happens all over the world. A lot of researchers have mentioned about expatriation including success and failure of the international assignment. Tung (1987) has pointed out and differentiated the level of success and failures of expatriate from the United States (U.S), Europe and Japan. There has been a high level of problems indicated among U.S expatriates meanwhile European and Japanese expatriates shows a lower rate of failure in their international assignment. In addition, U.S expatriates were found to be facing problems due to inability to adjust, adapt, lacking of technical competence and motivation (Tung, 1987). European and Japanese expatriates have been exposed to rigorous training programme, long term performance assessment, job mobility, longer history of international operations and language fluency which helps to reduce the level of failure (Tung, 1987).

Although the significance of expatriate is infinite and strategically important for organizations but the rate of expatriate failure is increasing sharply (Deepak et al. 2012). Expatriate failure is also known as repatriation which means that expatriate

returns to the home country or quit from the international task before the international assignment is finished (Hill, 2005), since the lower level of their job performance (Dowling, Schuler & Welch, 1999).

Scholars have found in their research that most of the expatriates are unable to complete their international assignment. According to Baker and Ivancevich (1971) and Tung (1981) almost 20 to 40% of expatriates could not achieve their objective in international assignment and repatriate early. At the same time, more than 10% expatriates from 76% of US Multinational Enterprises (MNEs) return early to home country compared to expatriates from European and Japanese MNEs (Tung, 1982).

In addition, researches have showed that nearly 10% and 20% of all U.S expatriates quit from international task and return early (Black, Mendenhall & Oddou, 1991) due to job dissatisfaction and difficulties to adjust in a different environment (Black et al. 1999). As mentioned above, expatriation is tough that it can even lead to failure as a result of several consequences such as the level of adjustment in foreign country. Expatriations and failures of international assignment are very costly and do not come cheap (Black et al. 1999). The cost is two to three times higher for equivalent position after they return to home country.

As stated by Deepak et al. (2012), expatriation and the rate of failures are significant to organizations as it is related to extreme high costs. The failure of expatriates has direct and indirect costs (Baker & Roberts, 2006) whereby direct cost includes salary, allowances, compensation and benefits. Indirect cost is hidden cost such as risk for market shares which may damage relations with several parties, for instance, customers and partners. The expatriate package costs US\$ 300,000 to US\$ 1 million annually (Black et al. 1999) or more than US\$ 1 million for per person (Baker et al.

2006). These researches show that expatriation is very expensive and annual cost of living differs and it depends on the places they move. Besides, the cost to keep expatriates and his/her family abroad is three to five times an employee's base salary (Pelt & Wolniansky, 1990).

Apart from high costs, failure of expatriations also has negative impact on individual performances. Loss of self confidence indirectly influences self development and thus results in poor performance (Deepak et al. 2012). Researchers have found that the key determinant of poor performance is actually insufficient or lack of cross cultural adjustments (Shaffer & Harrison, 1998). Evidences show that expatriate failure is a result of organizations selecting and overemphasizing candidates based on their technical expertise or competence rather than other important attributes particularly cross cultural competencies (Tung, 1987; Soloman 1995). At the same time, culture shock is one of the factors in adjusting in a different cultural environment. This occurs when expatriates impose home country's culture in host country instead of learning to work with the new culture. This practice may elicit clashes and misunderstandings between new expatriates and employees and subsequently expatriates decide to quit from international assignment (Mejia, Balkin, & Cardy, 2012)

The failure of international assignment among expatriates is a challenge to organizations as they impose high costs and affects job performance. Thus, many researchers have found some determinants for cross cultural adjustment, here after regarded as CCA. The factors influencing and determining CCA are job factors (role clarity, role novelty), non work factors (family spouse adjustment, culture novelty), organizational factors (social and logistic support), and individual factors (self

efficacy, previous international task experience) (Black et al. 1991) and positional factors (hierarchical level, functional area) (Shaffer, Harrison & Gilley, 1999).

Although CCA always takes consideration in the case of expatriation, job performance is also a dimension for the success of international assignment. Scholars initially focus on the adjustment of expatriates and their failure or return to home country from their international assignments. The assumption is that, adjustment and premature return reflect the effectiveness or performance of expatriates in their international tasks. An expatriate who is unable to adjust with new environment will face a drop in observable performance (Parker & McEvoy, 1993; Shaffer et al. 1998; Bhaskar-Shrinivas, Shaffer & Luk, 2005).

Following that, previous research indicates that adjustment of expatriate in host country is related to job performance of international assignments (Parker et al. 1993; Harrison et al. 2005). It shows that both CCA and job performance is interdependent. Besides, expatriates face more challenges and difficulties to achieve their goal on international assignments thus it is a barrier for them to have a good performance than the local employees (Feldman & Tompson, 1992). The level of performance can also decrease when the expatriate terminate their international task earlier compared to those who still remain in their assignment (Cavusgil, Yavas & Bykowicz, 1992).

The main objective of organization is to improve productivity and they send expatriates to execute objectives but inability of expatriate in adjusting will lead to poor performance that causes loss of productivity (Tung, 1987; Black, 1988; Kaye & Taylor, 1997). Expatriates who are able to adjust well in the new environment and interact well with their peers and subordinates will have excellent performance and

receive high performance ratings on task and contextual performance (Kraimer, Wayne & Jaworski, 2001; Kraimer & Wayne, 2004).

The internationalization of business is associated with expatriate staff. This expatriation has contributed to academicians to conduct academic research on expatriates and their international assignments. Previous studies have differentiated two types of expatriates namely, assigned expatriates (AEs) or organizational expatriates (OEs) and the second type of expatriate is individuals who take personal responsibility without direct support of any organization (Carr, Inkson & Thorn, 2005; Jokinen, Brewster & Suutari, 2008) and they are categorized or known as self initiated expatriates (SIEs) (Lee, 2005).

SIEs are active in their career, in which a large number of people take over the international assignment compared to AEs (Myers & Pringle, 2005). There are many types of SIEs joining various organizations, companies (Richardson and McKenna, 2002), and MNCs (Jokinen, Brewster & Suutari, 2008) such as electronic (Makkonen, 2013), manufacturing, hospitality, oil and gas and finance (Haslina, Nik, & Bahtiar, 2013). Some of them hold position as engineers (Suutari & Brewster, 2000) managers and executives (Biemann & Andresen, 2010) and some of them are more focused in institution of higher education. SIE academics are actively seeking for career opportunities in universities all over the world (Selmer & Luring, 2010). Borderless knowledge and professionalized workforce makes universities a professional firm (Nordenflycht, 2010) which are required by the modern society, thus skills of academic expatriates makes them highly mobile (Coff, 1997; Nordenflycht, 2010).

Therefore, Richardson and McKenna (2002) added most of the universities and academic institutions are moved forward to another stage to become an organization that provide international services as a consequence of tactical collaboration where both academicians and students can interact with academic institutions from different countries. Globalization has led to such transformation, that all the people especially the lecturers and students can interact with each other. Academic expatriates are also important to universities as they are known as mobile knowledge worker and they are able to transfer various knowledge (Richardson & McKenna, 2006) hence, driving the universities to improve global rankings on quality standards (Arif & Junaidah, 2011).

Issues of employee performance are always highlighted by the organizations because job performance is always concerned by the employer. Job performance includes activities to ensure that goals are consistently being met in an effective and efficient manner. As mentioned above, the expatriates are the tools to transfer skills and knowledge in the host country. Based on the statement, academic expatriates play vital role in their career as academicians. The job performance of academic expatriates is always more significant to the institution due to their goals and objectives.

Most of the previous researches revealed that expatriation has more failures than successes. Shih, Chiang and Hsu (2010) added that extant researches have explored various personal factors influencing the job performance of expatriates. Many factors contribute to the success or failure of expatriation. The job performance can be the indicator whether the expatriate succeed or fails in international assignment. High job performance indicates success of expatriates while lower indicates failure.

The academic institutions all over the world are competing to form established universities. According to Sanderson (2012), most of the countries are driving to transform their country to a high leveled profile and develop through the establishment of higher education. Universities from United Arab Emirates (UAE) have been assigning academic expatriates across the globe. It shows that, academic expatriates as mobile knowledge are able to establish universities and at the same time develop the countries. So, in the global settings, academic expatriates' specific skills make them highly mobile in the international job market (Selmer & Luring, 2010). Besides that, academic expatriates are also appointed in Malaysian universities, where the academic expatriates are appointed based on contract basis and their contracts will be renewed based on requirements and the level of performance (Arif et al. 2011).

In conjunction with the statement, in this globalization era, the academic institutions also acknowledges the impact of globalization breeze, thus nowadays many universities from Malaysia such as Universiti Utara Malaysia (UUM), Universiti Sains Malaysia (USM) and Universiti Malaysia Perlis (UNIMAP) being the public universities and Quest International University Perak (QIUP) and Universiti Tunku Abdul Rahman (UTAR) Perak Campus being the private universities in Malaysia are hiring academic expatriates towards the development of education.

The overall aim/objective of this research is to study factors contribute to expatriate (academia) effectiveness. Individual (self efficacy), organizational (cross cultural training), contextual (family support and cultural similarity) factors will influence adjustment which in turn will affect job performance. The study conducted among

academic expatriates in both public and private universities of Malaysia through questionnaire.

1.2 Problem Statement

Globalization and internalization have led to many organizations to transform the business and the education sector to change their path and increase the number of individuals interested in deciding to take up international assignment. They can be assigned by their organizations or SIEs personally uptake the international task. Firms all over the world operate the business in a highly competitive environment. Organizations need to retain their human resources in the firm as there is a high competition among firms in this competitive global market (Conner, 2000; Suutari & Finland, 2003; Kohonen, 2005).

International assignments are always linked to the adjustment of expatriates in host country. Those expatriates will succeed if they adjust and able to adapt to the new environment. The adjustment model proposed by Black et al. (1991) and Parker et al. (1993) cross cultural adjustment divides into three main dimensions, which are general, work and interaction adjustment. The level of adjustment is determined by several factors: individual (self efficacy, past international assignment experience), organizational (expatriate training, social support) job factor (role clarity, role novelty) and non work or contextual factor (family spouse adjustment, culture novelty).

The model of intercultural adjustment of Parker et al. (1993), explains about the consequences of CCA whereby CCA is associated with the job performance of expatriates. Thus, the employees should have a high level of job performance in their

international task which will assist them in retaining their assignment and preventing from premature return to home country. Cui and Awa 1992 (as cited in Tucker, Bonial & Lahti, 2004) stated that an expatriate can be effective in his/her international assignment if they are able to adjust themselves well with the host country environment because CCA has enormous influence on job performance. This statement is indicating that job performance and CCA must be logically linked (Tucker et al. 2004). Many have found CCA is an antecedent of job performance similarly to this study (Parker & McEvoy, 1993; Aycan, 1997; Kraimer, Wayne, & Jaworski, 2001).

It is believed that when employees have high job performance in their job, the employee will have a tendency to remain in the particular organization. High job performance can be identified through the outcomes of an employee. Skill and ability are important factors to employees because employees show utmost performance through their skills and abilities. 80% of employees reported that their employer have identified employees' job performance (Society for Human Resource Management, SHRM, 2011).

There are a lot of studies and researches been conducted among expatriates. The researches and studies were focused more into the AEs or corporate expatriates which are appointed by their organization. The researchers gave less attention on SIEs in contrast to the corporate expatriates (Jokinen et al. 2008). Recently, there are limited empirical studies done among academic expatriates especially in the Malaysian context.

There are questions arising on to what extend the academic expatriates are effective in their international task. The effectiveness of academic expatriates is measured

through their job performance. The level of performance is determined through the effectiveness in their work, indicated by the parameter of success or failure of expatriation.

Research about SIEs literature is virtually nonexistent but the study about AEs literature is extensive (Inkson, Arthur, Pringle & Barry, 1997). The SIEs such as academic expatriates need to find and make their own way to the host country and their job (Jokinen et al. 2008). For instance, AEs have to go through training provided by their organization until they can adjust well in the new environment and perform well in their job. It can be said that SIEs such as academic expatriates face challenges and obstacles when handling their task in the host country.

As mentioned earlier, there are a lot of studies and researches been conducted about expatriates but most of the previous researches were more concerned about AEs rather than SIEs such as academic expatriate. There is limited research has been done among the academic expatriate in Malaysia. Thus, more studies should be conducted and explore the effectiveness of academic expatriates in the public universities in Malaysia.

Thus, for this reason this research will focus on the job performance of the academic expatriates in the public universities in Malaysia and identify the factors that influence the job performance of academic expatriates. Academic expatriates face some kind of challenges to successfully perform their task due to lack of knowledge about the host country and its environment. This problem may occur due to factors such as their strength of self efficacy, level of cross cultural training, concerning about their family support, perceived cultural similarity and the adaptation of cross cultural adjustment. These six elements play an important role in determining the

effectiveness of academic expatriates in public and private universities of Malaysia through their job performance.

CCA is very important to AEs and SIEs such as academic expatriates for them to perform well in their tasks. Black (1988) discussed that those expatriates whom are not adjusted adequately to their new work will show a decrease in their performance but may not necessarily return early. At the same time, adjustment is significantly important to the academic expatriates because the cost spent by institution is high. Failure of adjustment of academic expatriates will result in early return from international assignment (Harzing, 1995). Thus, adjustment will facilitate academic expatriates to retain their position.

Job performance is very important to make sure the productivity of organization always increase and it will help expatriates to remain in their position. As the academic expatriates are categorized as self-initiated expatriates (Richardson & McKenna, 2006), they need the originality and creative talent to manage themselves in the host country which includes interaction with the locals and adaptation in workplace, classroom or any others related to academicians. Expatriate job performance will be high when they are able to cope with these challenges in host country.

This research focuses on the determinants of job performance among non citizen lecturers' in public and private universities in Malaysia. They should show optimum job performance in the task given which contributes to the reputation of university and at the same time producing quality graduates. The question stirred here is what factors are contributing to the job performance of academic expatriates in public and private universities in Malaysia. In this study, researcher has developed and

enhanced the proposed variables which are self efficacy, family support, cross cultural training and cross cultural adjustment as the antecedents of job performance.

Therefore, researcher tries to identify the effect of determinant factors (self efficacy, cross cultural training, family support, and perceived cultural similarity) with cross cultural adjustment as the mediating variable on the job performance of academic expatriates in the public and private universities in Malaysia.

1.3 Research Objective

The researcher proposed the following objectives.

- i. To investigate the relationship between self efficacy and job performance (teaching and research performance) of academic expatriates in Malaysia.
- ii. To examine the relationship between cross cultural training and job performance (teaching and research performance) of academic expatriates in Malaysia.
- iii. To determine the relationship between family support and job performance (teaching and research performance) of academic expatriates in Malaysia.
- iv. To determine the relationship between cultural similarity (teaching and research performance) and job performance of academic expatriates in Malaysia.
- v. To determine the mediating effect of cross cultural adjustment on the relationship between self efficacy, cross cultural training, family support, cultural similarity and job performance (teaching and research performance) among academic expatriates in Malaysia.

1.4 Research Question

The following research questions outline the issues emphasized in this study:

- i. Is there any significant relationship between self efficacy and job performance (teaching and research performance) of academic expatriates in Malaysia?
- ii. Is there any relationship between cross cultural training and job performance (teaching and research performance) of academic expatriates in Malaysia?
- iii. Does family support have significant relationship on the job performance (teaching and research performance) of academic expatriates in Malaysia?
- iv. Does cultural similarity have significant relationship on the job performance (teaching and research performance) of academic expatriates in Malaysia?
- v. Does cross cultural adjustment mediate the relationship between self efficacy, cross cultural training, family support, cultural similarity and job performance (teaching and research performance) among academic expatriates in Malaysia?

1.5 Significance of the Study

This research has significant contribution to the body of knowledge. Many previous studies have been done among expatriates and there is limited researches done in the Malaysian context. Aida and Maimunah (2007) conducted a research among a group of expatriates in Malaysia, and have mentioned that there is little research done among the group of expatriates in Malaysia. In addition, the research is focused to determine the challenges and adjustment level confronted by the expatriates (Aida et al. 2007). Moreover, most of previous researches have focused more among AEs and their level of CCA in the host country as a determinant of success or failure in international assignment.

The significance of this study can contribute to the growing body of knowledge and can be useful as groundwork to further support researches in defining the job performance of academic expatriates to enhance their effectiveness in their job. Many of the expatriates were unable to perform well in their international task and faced a job performance decrease. According to Kalyani (2006), job performance is an important factor that contributes to improve the outcomes, behavior and traits of the employees. Meantime, it also helps to improve the productivity of the organization.

In addition, since global assignments are becoming more important, the three most common criteria in evaluating expatriate success are the level of CCA, job performance and the completion of international assignment (Bank & Rothman, 2006). Besides the performance of expatriates on their international assignment, CCA is also taken into consideration as numerous scholars have agreed that the key success of an expatriate in their international assignment is the adjustment of

expatriate in the host country (Black & Mendenhall, 1990). The CCA of expatriates plays as a motivation for expatriate to remain in their international assignment. As a result, CCA inspires to complete the international assignment and demonstrate good performance in their task.

Besides, this study contributes to an understanding on how cross CCA is predicted and is explained by several factors such as individual factor (self efficacy), organizational factor (cross cultural training) and contextual factors/non work factors (family support, cultural similarity). These main factors as the main stream predict the CCA of expatriate and the level of job performance in their international assignment.

The findings of this study will contribute and help the academic institutions to face the outcomes of academic expatriates in Malaysia. The institutions can identify the factors that decrease job performance of their non citizen lecturers. Usually, the expatriates face some challenges and problems when they are new to the host country. Based on this research, the factors which influence expatriates to commit to their job can be identified. It would provide valuable information to policy makers, which are Ministry of Higher Learning Education (MOHE) and the university itself, because it may bring some changes or modification to the existing policy for the betterment of the public and private universities in Malaysia.

Apart from that, this study will help the academic expatriates to be well prepared because this study gives an understanding of the collective level as well as individual level to have adjustment in the host country which influence job performance. The job performance will increase if they are well prepared to begin their international assignment and the factors which significantly determine the effectiveness of

academic expatriates can be identified. Besides, this research can help other researchers to obtain information and as a guideline or reference to conduct their research in future.

Finally, this study provides practical contribution to international human resource practitioners in the area of training and development. Training and development are important parts in the expatriation because training will help the expatriates and expose them to an expatriation life while stressing the determinant factors of expatriates' effectiveness in international task. Hence, these determinant factors should be stressed and incorporated in the expatriate training module and explain that these factors will predict the adjustment and job performance.

1.6 Definition of Key Terms

The following items are defined that used in this study.

Expatriate: Expatriate is a manager sent by the parent country company to another country to perform an international task or assignment (Deepak & Monika, 2012; Josien, 2012)

Self Initiated Expatriate: Self initiated expatriates' refers to the group of people finding positions in another country by themselves (Inkson, Arthur, Pringle & Barry, 1997; Walsh & Schyns, 2010).

Job Performance: Job performance is a core technical work performed by a person (Selmer & Luring, 2011) and Campbell 1999 has defined performance as the output of knowledge, skills, abilities and motivation of a person to perform a task successfully (Subramaniam, Wei & Raduan, 2011).

Cross Cultural Adjustment: Black 1990 has defined “cross cultural adjustment as the degree of psychological comfort and familiarity that the individual has for the new environment” (Takeuchi, Yun, & Tesluk, 2002) and it is a path to reduce conflict in another country (Stahl & Caligiuri, 2005).

Self Efficacy: Self efficacy is the “beliefs of a person to perform a task and achieve success (Bandura, 1989) whereby stronger self efficacy will set higher goals and will be more focused on success”.

Cross Cultural Training: “Cross cultural training is defined ‘as the process implemented to improve intercultural learning through the development of cognitive, affective and behavioral competencies that are fundamental for successful interactions in diverse culture” (Neill, 2008).

Family Support: Family support refers to the attitudes of family showing interest towards employees’ work by listening, talking, and advising the expatriates about the work and showing care to them (Chan, 2000). Family serves as a motivation to the expatriates and it has a profound impact on the success of international assignment and family influences the decision of expatriates whether to remain or leave the host country (Schoepp & Forstenlechner, 2010).

Cultural similarity: Kogut and Singh 1988 and Evans and Mavondo 2002 defined cultural similarity as the similarities that exist between any two countries with respect to socio cultural aspects (cited in Subramaniam & Raduan, 2011). “Culture is a collective programming of the mind to distinguish the human group” (Hofstede, 1980).

1.7 Organization of the Study

This study comprises of five chapters. The first chapter introduces the background of research. Following that is the second chapter that reviews the relevant literature on expatriation, self efficacy, cross cultural training, family support, cultural similarity, cross cultural adjustment and job performance. The third chapter describes the methodology. Chapter four discusses the results obtained and finally the conclusion of the study outlines in the chapter five.

1.8 Chapter Summary

This introduction chapter above comprises the explanation on the background of the study, problem statement, research questions, research objectives, significant of the study, definition of key terms and organization of the study.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

The second chapter discusses the literature review. It is specifically the review of literature which includes analysis of previous research done by different authors. This chapter will discuss about the effectiveness of academic expatriates measured with their job performance. This study focuses on variables related to effectiveness of academic expatriates. The dependent variable is job performance, mediating variable is cross cultural adjustment, and independent variables are self efficacy, cross cultural training, family support and cultural similarity.

2.1 Expatriation

Today's global environment especially in the business environment is shaped by changes in economic, technology, political and cultural factors. These factors are considered as an important part of globalization transformation. The global has seen a significant rise in cross border for the international business activity (Altman & Shortland, 2008). In this situation, rapidly growing global business initiate the Multinational companies (MNCs) to grow their business along with the global. Deepak and Monika (2012) have stated that the growing globalization demands mobility of individuals from different backgrounds such as country, cultural and norms. It is more explained by Chang, Gong and Peng (2012) that the MNCs enhance the performance of subsidiaries through the expatriates by transfer of knowledge, skills and technology.

MNCs execute these global strategies by appointing managers to their subsidiaries in foreign countries. A manager sent by an organization to foreign country to perform international assignment is known as an expatriate (Deepak et al. 2012). This statement was supported by Josien (2012), whereby expatriate is a person from home country sent to live temporarily to perform international task in foreign country.

Expatriation is a situation describing a temporarily exit from organization and home country and at the same time entering into a new organization in abroad (Nasholm, 2012). Most of the experienced workers especially professionals can move from one country to another as an expatriate and assigned for international assignments. Expatriates are different from the domestic staffs because they are separated from the networks of domestic employees (Shen & Kram, 2011).

Walsh and Schyns (2010), differentiated the expatriates in which expatriates can be classified into two categories which are self directed or self initiated expatriate (SIEs) and the second type of expatriate is assigned expatriate (AEs). The SIEs are those who have decided to migrate to another country to work and to find a position abroad themselves. They will move voluntarily to foreign country to perform international assignment.

The AEs are in contrast compared with the self initiated expatriates. This is because AEs are employees who have arranged and assigned for international assignments by their own company before they depart from their home country. The SIEs are distinguished from assigned expatriates through the prior preparation before leaving to abroad. The host country's organization cannot prepare the SIEs prior to their expatriation and it is the responsibility of the expatriates themselves (Walsh et al, 2010).

2.2 Academic Expatriates

Selmer and Luring (2011) revealed that increasing number and rapid growth of MNCs in the world enhance needs of expatriates to manage and handle their business effectively. However, beside the business firms other types of organizations tend to use expatriates in their organization to enhance effectiveness of organization either in domestic or international level.

SIEs can be categorized into several types, holding different kind of position such as managers, executives, and engineers which can be found in hospitality, oil and gas and finance industries. Besides managers and engineers, academicians are also identified as SIEs and they are recognized as academic expatriates assigned by higher education institutions. Nowadays, universities also tend to look for new academic talent and academic expatriates in the global job market. Richardson and McKenna (2006) discussed there is a parallel similarity between academic expatriates and expatriate managers and studies about academic expatriates will extend the understanding of SIEs and AEs.

Academic expatriates are known as SIEs because (Selmer et al. 2011) defines that the academic expatriates are often initiated themselves in their foreign jobs. SIEs are individuals who take personal responsibilities on their career without having any support from other parties or organization.

Academic expatriates are those who seek for job opportunities in universities located in abroad. Academic expatriates are well known as professionals because universities are considered as professional service organization because of the high knowledge with professionalized workforce (Selmer et al. 2010). Academic expatriates were

defined by Richardson and McKenna (2002) as professors and non professorial staff because they are part of the component of research and teaching profession.

Academic expatriates are appointed by the universities based on contracts of one to three years' time frame. At the same time, the contract can be renewed back based on requirements and the performance appraisal of academic expatriates (Ariff & Junaidah, 2011).

The studies of SIEs particularly academic expatriates is less compared to assigned expatriates by the organization. This was revealed by Selmer et al (2010), whereby the studies on self depended expatriates are very rare in the field of research. Most researchers focus their studies on AEs only. Some of the reasons have been taken place to determine the amount of academic expatriates such as gender and age. Selmer added that age and gender could affect the effectiveness of self initiated academic expatriates.

In other words, academic expatriates are gainfully employed abroad and have acquired their job of their own volition without being assigned to the host location by an organization. Consequently, academic expatriates are neither short-term travelers nor immigrants, but they are foreign national employees living in ex-patria. Academic expatriates have different types of knowledge and skills which are in contrast with assigned expatriates.

Their specific knowledge and skills make them highly mobile in the international job market. Changing jobs across national boundaries is not the only way for academicians to fully utilize the bargaining power provided by their high nonfirm-

specific human capital, it is also a merit in itself adding to their human and social capital (Selmer et al. 2010).

Every expatriate have reasons to seek their career in the overseas. This can fit to self initiated academic expatriates because they have intention to move abroad meanwhile the AEs usually would not have intention to move abroad and this is beyond their control because the top management of organization will determine it. SIEs especially academicians seek job abroad because of career considerations. They have desire to enhance career prospects as well as intentions to pursue for a different level.

Besides that, the financial incentive plays one of the roles to expatriation. The large number of money from expatriation initiates them to be expatriates. They can save the money for themselves and for their family too. The academic expatriates are from professional group of people and their salary should be high. Thus, they can earn more financial incentives to achieve their target in life (Selmer et al. 2010)

2.3 Job Performance

Expatriates are important personnel in the Multinational companies (MNCs) to coordinate their operations in overseas subsidiaries. The organizations always need a good feedback from their expatriates and they will look for the high job performance. High job performance of expatriates is more important to the success of MNCs strategy, vision and mission (Shih et al. 2010).

The performance can be distinguished into three aspects; there are the task performance and contextual performance (Motowidlo & Scotter, 1994; Motowidlo, Borman & Schmit, 1997; Woods, Barker & Troth 2012) and assignment specific

performance which refers to expatriate specific performance (Caligiuri, 1997; Caligiuri & Day, 2000). The task performance explains about the effectiveness to achieve the job objectives and technical competence meanwhile the contextual performance explains about effectiveness in performing beyond the job or task such as specific issue and relate to the social issues, organizational or culture.

In 2010, Lee and Sukoco have supported the statement explaining the task performance and contextual performance too. According to Lee et al. (2010), task performance is the successfully performed job and duties by achieving the goals and objective of the organization. Contextual performance is defined as a development and maintenance of good relationship among the members of host country. Task performance is more considered as an important part of expatriate performance because it will be the tool to evaluate performance of expatriates. Caligiuri (1997) in her study mentioned that the third dimension of job performance is expatriate specific performance covers replacement planning, transferring information, language and culture proficiency, establishing good relationships with host nationals and fostering commitment to the organization in the subsidiary.

Campbell 1999, in his studies (as cited in Subramaniam, Wei and Raduan, 2011, p. 62), stated that knowledge, skills, abilities and motivation explain the performance as performance is the output of knowledge, skills, abilities and motivation. High knowledge, skills, abilities and motivation will lead to high performance because it reflects the behavior of a person. Job performance is only the behavior which correlates with the objective of an organization. The job performance can be referred to as the core technical duties of job performed by a person (Selmer et al. 2011). Shih et al. (2010), explains expatriate job performance as the productivity level, behaviors

and outcomes of the particular expatriate in the organization as compared with other peers.

Job performance can also be defined as to what extent the expatriates align and carry out their international assignments, duties and the responsibilities in an effective manner (Chen, Kirkman, Kim & Farh, 2010). It will determine the effectiveness of expatriates in the host country. Usually, the expatriates will be more efficacious and show a high job performance when they have interest or engage with their job (Chen et al. 2010). This will lead them to accomplish their duties and responsibilities as an expatriate to the particular country. Expatriates must have a clear understanding about the task which they are about to perform as an international assignment.

Motowidlo et al. (1997) in their theory of job performance explain job performance is behavioral, episodic, evaluative and multidimensional. According to Hemmasi, Downes and Varner (2010), the job performance and outcome of expatriates is very much concerned by the host country organization. Expatriates' job performance is measured through their productivity, their work performance, included by accomplishment of business objectives and goals of the organization. Previous research has indicated the similar definition of the job performance of expatriates.

According to Mawoli & Babandako (2011) and Abdulsalam & Mawoli (2012), adequate motivation will impact on the job performance of academic staff. They added that the objective of universities which covers knowledge delivery, research and community services will be achieved through the peak job performance. Their result shows that the job performance of academic staff in terms of teaching performance is very high and research performance is moderate. Performance and contribution in education section will determine the quality of academicians.

Academic expatriates employed in Malaysia should adapt well in the Malaysian context of working environment to ensure a better performance in their work place (Shanti, Nurulnissa, Yusliza & Sofiah, 2011). The job factor (job clarity) affects the job performance of academic expatriates (Selmer et al. 2011). Besides that, job performance and outcome of academic expatriates is also influenced by several factors such intercultural training (Shanti et al. 2011) and organizational justice (Arif et al. 2011).

2.4 Cross Cultural Adjustment

Cross cultural adjustment (CCA) is one of the important factors to the effectiveness of expatriates on international assignment. As mentioned before, global assignments are becoming more important for the organization especially MNC companies which intend to broaden their business operation globally and individuals feel international assignment has a great effect towards an organization success. Based on the concept of expatriation, adjustment can be defined or conceptualized as a “path of reduced conflict and increased fit between the international assignee and the new work or non work environment in the host country” (Stahl & Caligiuri, 2005). They have explained that well adjusted expatriates in host country will show more integrative approach to the new culture, open to the host culture norms and values meanwhile maladjusted expatriates will face difficulty or unable to accept the host country culture, norms and values.

Nicholson, 1984, Oberg, 1960 and Black, 1988 in their studies (as cited in Hemmasi, Downes & Varner, 2010), define CCA as the degree of psychological comfort with various aspect of a host country. There are three dimensions to evaluate the success of expatriates in their international assignment such as completion of the foreign

assignment, CCA and the performance of expatriates on the international task (Bank & Rothmann, 2006). Ward and Chang, 1996 in their studies (as cited in Bank et al. 2006) have mentioned that socio cultural adjustment relates to culture specific skills, the ability to negotiate with the host culture or the general intercultural competence.

According to Black (1988), the CCA of expatriates in the international assignments can be considered as a multidimensional construct consisting of three distinct dimensions of adjustment which is work adjustment, which explains the adjustment to the new job requirements, secondly, interaction adjustment with people from host country, and third is general adjustment to the foreign culture and living conditions abroad. Cerimagic (2011) in her studies has identified that expatriates must be well trained in cross cultural in order to develop CCA. According to Lee (2005), the CCA is very important and it is a strong predictor of expatriate adjustment in host country. Lee added the job satisfaction and socialization in the host country will give great impact to expatriate's CCA.

Stahl et al. (2005) added the adjustment of expatriates in the host country is positively related to the performance of expatriate in international assignment and it intends expatriate to remain to the international assignment and host country as well. Most of expatriates face challenges in CCA (Ashwini, Lukumon, Meding, Spilane & Coates, 2012). Expatriates have been facing problems in their CCA and studies have found expatriates and their spouses' inability to adjust in host country were the most frequently cited reasons to for the international assignment failure (Bank et al. 2006). Black (1988), has described the adjustment are related to the individual factors, job factors and outside factors which is also can be known as non work factors. The individual factor is the individual's desire to adjust job factors such as role novelty

and non work factor is family support to expatriates. Bank et al. (2006) have offered a model in their studies to describe CCA which includes two components affecting the CCA. First component is situational factor consisting of motivation, organizational support and family support. Second component is personality traits such as openness. These both components are related to each other, thus have an effect on expatriates CCA.

Besides Stahl et al., Aycan (1997) have also supported the statement that work adjustment of expatriates will lead to good performance and positive attitudes towards their work role in host country. Failure of expatriate adjustment in host country will lead to poor job performance and may cause premature return from their international assignment. It is believed that most of the expatriates could not show potential performance and job effectiveness due to their inability to adjust to the host country culture (Kraimer, Wayne & Jaworski, 2001). Kraimer et al. (2001) explains further in their studies that, Parker and McEvoy in 1993 were the first who have empirically examined positive relationship between work adjustment and work performance meanwhile there is negative relationship between general adjustment and work performance of expatriates.

According to Peltokorpi (2008), her studies have explained culturally adjusted expatriates tend to perform their task effectively. It will lead to job satisfaction and if they are satisfied with their jobs their motivation to perform will be higher. Black (1991) has proposed that (as cited in Peltokorpi, 2008) job satisfaction plays a role as one of the predicted outcomes of CCA. There are numerous factors influencing the adjustment of expatriates in foreign country. The SIEs are better adjusted in the host country compared to the organizational expatriates (Peltokorpi & Froese, 2009). At

the same time, they have mentioned that previous research in Japan has indicated that SIEs are more accustomed to interacting with the host country nationals but less to general adjustment due to lower organizational support. Recent studies have showed many organizations are struggling to manage their international assignments including the expatriates and families to stay until completion of the task and have a good performance as well. The CCA of academic expatriates determine through perceived cultural similarity or dissimilarity of host country national. Selmer and Luring (2009) in their study have found CCA of academic expatriates in European countries may face some difficulties to adjust to cultural similarity as to cultural dissimilarity. Besides that, academic expatriates are well adjusted when they perceive supports from their host country national organization (Bashir, 2012)

2.5 Determinant Factors

2.5.1 Self Efficacy

Self efficacy can be defined as the beliefs in one's ability to perform or fulfil different levels of task demands and achieve success (Bandura, 1989). The stronger the perceived self efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them (Bandura, 1997). According to Bandura (1977; Bandura 1989), he mentions the performance of a person will be high when the self efficacy is high. Thus, behaviour is influenced by efficacy. The self efficacy categorized as individual factor as explained by Parker et al. (2003) in his the model of intercultural adjustment. Claus, Lungu, and Bhattacharjee (2011) also used the terms of individual level to describe the self efficacy.

It is more explained by Bandura (1989) and stated in his research that those who have a high sense of efficacy will have positive attitudes towards task and provides positive guides for performance. They also can provide good solutions to potential problems. At the same time, those who judge themselves as inefficacious will fail in their task until the things go wrong. Such inefficacious thinking can weaken the motivation of a person and decrease the performance. Employees high in self efficacy will have higher level of performance because of belief that they can able to succeed in their endeavours. Besides that, those have high self efficacy will set higher goals and perform better than people who low in self efficacy because they are focus on success rather than failure (Beaudoin & Desrichard, 2011; Phillippe & Gully, 1997; Stajkovic & Luthans, 1998).

According to Claus et al. (2011), self efficacy and self esteem is related to the performance of employees and there are a number of studies supporting the idea that there is a positive correlation between self efficacy and performance. People will have lower performance when their self efficacy or self esteem is low. It is more explained that performance, absenteeism, and job search intentions will be high for those who have high self efficacy or self esteem. The previous research for over 20 years has proved that there is a strong positive relationship between self efficacy and performance (Claus et al. 2011).

Osman-Gani and Rockstuhl (2009) have outlined that self efficacy plays a role and stimulates the expatriates adjustment in their international assignment. The self efficacy results shows positive relationship with the diversity and sparseness of the expatriate's social network and the self efficacy also has an impact on the job performance of expatriates (Osman-Gani & Rockstuhl, 2008).

2.5.2 Cross Cultural Training

Training is a crucial Human Resource Management (HRM) activity and it has implications to the organization and the employees. Cross cultural training is one of the special types of training before assigning international assignment to expatriates which is always seen as a tool for the success of expatriates in their task (Qin & Baruch, 2010). Cross cultural training plays a main role to determine the effectiveness of expatriates. CCT as expatriate training include of certain topics such as language, cultural awareness, country specific information, cultural assimilation, flexibility, and local business norms (Romero, 2002). Many prior studies revealed expatriate training can reduce failure rates (Deshpande & Viswesvaren, 1992; Tung, 1982). Following that, Tung (1982) explains that 69% of European firms had training program to prepare their expatriate candidates while 32% in U.S firms and 57% of Japanese firms had CCT programs.

Shen and Lang (2009), discussed about cross cultural training as educative processes whereby intercultural learning is improved through the process of cognitive, affective and behavioral competencies. These three processes are needed for the expatriates for successful interactions and positive orientation (Puck, Kittler, & Wright, 2008) in diverse cultures. Cross cultural training in the traditional form focuses on expatriates to develop the awareness, knowledge and skills (Shen et al. 2009; Puck et al. 2008) to interact effectively with host country nationals.

The effectiveness can refer to the job performance of expatriates as mentioned above. Every country in the world has different types of culture. Working in a different cultural environment is always a challenge to expatriates (Ko & Yang, 2011). According to Cerimagic (2011), the expatriates should be trained well about the cross

cultural in order for the expatriates to be able to develop cross cultural adaptability in the host country. Most of the problems can be reduced if the expatriates have adapted to the cross cultural and have appropriate preparation before assigned to the international assignment.

The cross cultural training can influence the level of adaption of expatriates towards the new culture of host country. Cerimagic (2011) again explains that the similarities between expatriates home culture and the new host country's culture is very important to determine the degree of cross cultural training needed for the expatriates. Lack of cross cultural training can give impacts to expatriates in terms of inability to adjust and adapt to the foreign environment and hence unable to perform well in their job.

Qin et al. (2010) revealed that cross cultural training supports and improve the relationship between expatriates and host country colleagues. At the same time, it will improve the expatriate's cross cultural effectiveness and performance, meanwhile reducing the failure rates. Besides that, it is very important to emphasize on cross cultural training because it will help expatriates to be more effective in their international task and intercultural dealings (Cerimagic, 2011).

Ko et al. (2011) in their research explains that nearly one third of the expatriates did not perform well in their task and their underperformance is usually very high. Thus, they revealed and have supported previous researchers that the cross cultural training is important to expatriates to carry out a successful international assignment which will lead to a high job performance.

2.5.3 Family Support

The number of expatriates leaving to overseas is growing drastically. Haslberger and Brewster (2008) have revealed that the statistics shows about 60 percent of expatriates are accompanied by their spouse and half are accompanied by their children. It shows that most of the expatriates tend to take their family to abroad. Family has a crucial role to making or breaking the experiences of both assigned expatriates as well as self initiated expatriates such as academic expatriates (Schoepp & Forstenlechner, 2010). Richardson (2006) in her article explained that the decision to stay or go abroad is heavily influenced by the family for the SIE. As discussed by Harzing and Christensen (2004), the terms of job performance and turnover should focus in studies rather than the too broad concept of failure which is difficult to identify specific outcome related to specific causes within the actual context

Schoepp et al. (2010) discussed the family is a main reason for expatriates to face difficulties for both assigned expatriates and self initiated expatriates. It is also explained that mostly the role of family has negative role and influence the job performance of expatriates and it can lead to premature return. Lazarova, Westman & Shaffer (2010), explained the importance of family support because expatriate's performance is related to it. At the same time, family context contributes to success of expatriates and the performance too. Tung (1982), in her research indicated family as a critical success factor for the expatriates perform their international assignment. Conversely, when the family is unable to adapt to the new environment, it may exert impacts on expatriates.

Caligiuri, Hyland, Joshi & Bross, (1998) discussed about the role of family whereby family plays and has most influence on the outcome or the job performance of the

expatriates. They clearly states family including children are the predictor of the outcome of expatriates' assignments. Although academic expatriates are considered as SIEs, the decision process for this SIEs are in the case of AEs (Richardson & McKenna, 2006). Richardson et al. (2006) found that family is very important because they are the factors contributing and influencing the decision of expatriates to go abroad.

Andreson (2008), in his research stated that, spouse is member of a family and is one of the factors to determine the effectiveness of expatriates in their task. He added that spouses are facing more problems in the foreign country in terms of new culture. Black and Gregersen (1991), in their research shows that family have a vital role to the expatriates and the effectiveness of job performance is influenced by their family. Lee (2005) revealed that family support is one of the significant factors to influence the expatriates.

Besides that, the family of an expatriate has impact on the success of international task (Fukuda and Chu, 1994) and revealed that the family factor most contributes to expatriates effectiveness in their assignment. As mentioned above Tung (1982) and Fukuda et al. (1994), family faces problems when they are unable to adjust in the foreign country environment and hence exerting stress and problems on the expatriate. Family has more impact on international relocation because family has less stability including the distraction of children's education and loss contact of relatives and friends compared to expatriates themselves who are able to continue to work through office routines and ongoing network of colleagues (Fukuda et al. 1994).

Further, the family support, especially the spouse believed that can provide the expatriates with information and assistance to lend out the expatriate through a stressful period, a continual source of affect and affirmation to the expatriate concerning his or her ability to succeed (Brett, 1980). Hence, it can be concluded that the spouse will assist in fulfilling all three types of social support: aid, affect and affirmation. As mentioned above, Richardson (2006) discussed that family influences the decision making of SIE to accept international assignments and family also faces positive and negative experiences when accompanying the expatriates. Thus, it shows that the family of SIEs also accompanies them when they are assigned for international assignment.

2.5.4 Cultural Similarity

Expatriates who assign for an international assignment in foreign countries with new cultural environment should adapt well as competent expatriate because the new culture could be a barrier for their success in the international task (Selmer, 2007). This is because cultural diversity might be a challenge for the expatriates to adjust themselves in the new environment. In other words, cultural similarity may facilitate the adjustment of expatriate towards new environment while dissimilarity also may affects adjustment (Selmer & Luring, 2009).

As stated by Kluckhohn 1956, (as cited in Hofstede, 1980) culture has been defined in many ways; “culture consists in patterned ways of thinking, feeling and reacting, acquired and transmitted mainly by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts, the essential core of culture consists of traditional”. Apart from that, culture can be also

referred to as the collective programming of the mind which distinguishes the members of one human group from another (Hofstede, 1980).

According to Forster (2000), behavior of an individual is highly influenced by culture. Perception, attitudes, motivations, values, learning experiences and personality of a person is shaped by culture. The culture is so significant in fact it provides the body of knowledge and techniques which allows us to act, both physically and socially, in the world and provides us with world views that facilitate us to make sense of ourselves and the people around us. Usually people do not think consciously about culture except they perceived it to be threatened by some other culture or when put in a situation of cultural minority.

International firms provide cross cultural training to their expatriates before being transferred abroad. This is to ensure that the expatriates are well prepared and adjust well in both similar and dissimilar host cultures. Culture plays an important role as other factors because as mentioned above cultural similarity will lead to adjustment of expatriates. The adjustment of expatriates to the new environment in abroad is associated with their performance. Expatriates who are unable to adjust to job and environment in host country are more likely perform poorly compared to those who are adjusting in the new environment (Selmer, 2007).

Culture can be different in many ways because every country has different types of culture such as in population densities, cost of living, and educational system (Birdseye & Hill, 1995). Theory explains that cultural dissimilarity will negatively impact willingness of expatriate to accept the international task and they will face problem to adjust in the new destination, meanwhile cultural similarity can be a source for expatriate's willingness to accept international assignment. At the same

time, studies showed cultural similarity did not influence expatriate's willingness to move abroad (Wagner & Westaby, 2009).

Social identity theory demonstrates that people prefer moving in culturally similar destination because they can actively move on in the new environment by associating with in groups that are similar to themselves and by attributing positive characteristics to these in groups (Hornsey, 2008). Recent researchers have found that expatriates are still facing problems to adjust in abroad in both dissimilar and even similar culture (Selmer, 2007; Jenkins & Mockaitis, 2010). Selmer in his studies found western expatriates were able to adjust well in their international assignment in China compared to overseas Chinese (Selmer, 2002).

Cultural dissimilarity or cultural distance highly influences job performance of expatriates whereby it impacts negatively on job satisfaction of expatriates (Froese & Peltokorpi, 2010). This means that cultural similarity greatly influences job satisfaction as well as job performance of expatriates. Froese et al. (2010), in their studies, have showed result indicating that cultural dissimilarity has negative impact on expatriate job satisfaction. As stated by Subramaniam & Raduan (2011), there is a positive relationship between perceived cultural similarity and job performance of expatriates. This indicates that cultural similarity helps to develop competency of expatriate and able to perform well.

Besides that, the level or degree of similarities between expatriates home culture and host country national's culture is very important to determine the degree of cross cultural training required for expatriates (Cerimagic, 2011). Cross cultural skills should be instilled within expatriates because it is very important to overcome the gap of culture of host and expatriate home country (Forster, 2000). Thus, based on

Forster's study, culture determines the success of expatriates, whereby to continue in international assignment or repatriate.

Jun & Gentry (2005), in their studies, have showed expatriate's adaptation towards host country national. They argued that there are two dimensions, in which is cultural similarity or personal fit can predict cultural adaptation of expatriate in host country. The studies provide results where the cultural similarity of home and host country influences expatriate's culture adaptation and those who previously experienced expatriation. On the other hand, the results showed expatriates behavioral and attachment with host country culture enhances expatriates to fit with the host country culture and adapt to it.

Hofstede and Mooij (2010) discussed about the Hofstede model of national culture. The model explained and distinguishes cultures into five dimensions which categorizes into power distance, individualism/collectivism, masculinity/femininity, uncertainty avoidance, and long-/short-term orientation. The power distance defined as 'the extent to which less powerful members of a society accept and expect that power is distributed unequally'. The second dimensions of Hofstede model, individualism/collectivism defines as 'people looking after themselves and their immediate family only, versus people belonging to in groups that look after them in exchange for loyalty'. Following that, the masculinity/femininity discussed 'the dominant values in a masculine society are achievement and success; the dominant values in a feminine society are caring for others and quality of life'. Uncertainty avoidance defined as 'the extent to which people threatened by uncertainty and ambiguity and try to avoid these situations'. Finally, long/short term orientation explains 'the extent to which a society exhibits a pragmatic future oriented

perspective rather than a conventional historic or short term point of view (Hofstede & Mooij, 2010). Hofstede model of national culture has proved to be a useful instrument to understand about differences of cultures in work related environment.

2.6 Relevant Theory of Expatriate Cross Cultural Adjustment

In this section, three relevant theories of expatriate CCA and job performance will be discussed. These theories reflect the research on expatriate CCA and job performance. The first theory is An Integration of Multiple Theoretical Perspectives (Black, Mendenhall, & Oddou, 1991) and the second theory is The Model of Intercultural Adjustment (Parker & McEvoy, 1993) and the third theory is The Model of Job Performance (Motowidlo, Borman & Schmit, 1997).

2.6.1 An Integration of Multiple Theoretical Perspectives

Black et al. (1991) developed and proposed a model of expatriate adjustment. This model describes a framework of international CCA whereby integrating both domestic and international adjustment of expatriates. The domestic adjustment describes about the prior entry and after entry to host country. The international adjustment describes on the individual factor and non work factor. Thus, both domestic and international adjustment literatures are integrated to formulate a comprehensive framework of international adjustment. The proposed model suggests a number of factors that have an effect on the adjustment of expatriates in host country.

The framework of CCA was divided into two factors which is anticipatory adjustment and in country adjustment. The anticipatory adjustment explains that adjustment in the period before departure and contributions gained by examining the

domestic adjustment literature for understanding international adjustment concerns the notion of anticipatory adjustment. If appropriate anticipatory adjustments are made, the actual adjustment in the new international setting will be easier and quicker (Black et al. 1991).

This anticipatory adjustment is affected through a number of factors. First factor is individual factor whereby the individual factors can be divided into two. There are cross cultural training and previous international experience. The key to effective anticipatory adjustment is accurate expectation because the more accurate expectations individuals will help to have better anticipatory adjustment. According to Church (1982), previous international experience can be an important factor of information to form accurate expectations. Moreover, accurate expectations could be made if an individual has previous international experience in similar culture.

Besides previous international experience, pre departure cross cultural training also facilitates the formation of accurate expectations. Basically, the cross cultural training offers individuals with kind of knowledge to reduce ambiguity meanwhile forming accurate expectations about living and working in the host country. At some stage in the anticipatory phase, possibly the most significant organization factors are the selection criteria and mechanisms. Those individual matches the needs of firm which is to adjust easily to host country. Most of MNCs select expatriates from a pool of candidates who have easiest and quickest CCA.

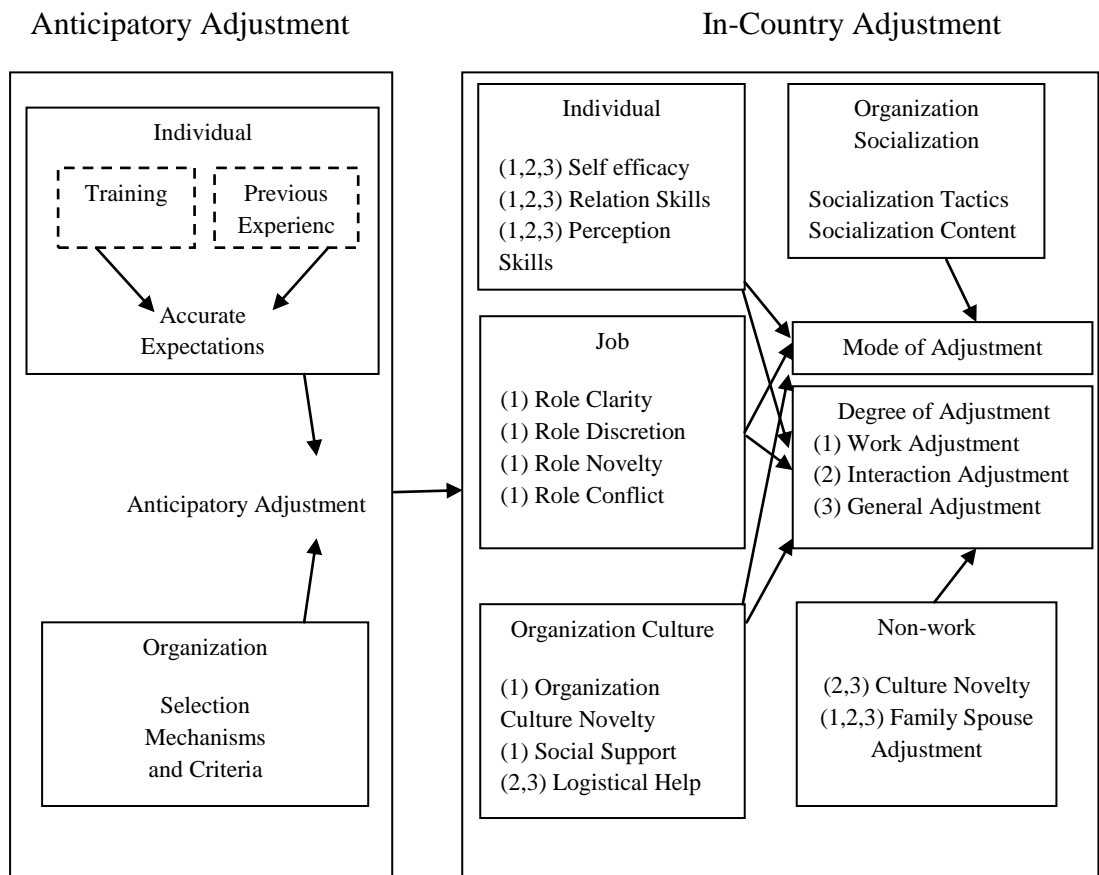
Following that, several factors will influence expatriate to adjust in host country and it is known as in country adjustment of expatriates. The factors influencing expatriate to adjust in host country are individual factor, job factor, organization culture, non work factor and organization socialization. Individual factors comprise of self

efficacy, which is the ability to perform effectively in the new environment. Relational skills which help to reduce the ambiguity and interact with host national and perceptual skills provide information about the host country's culture and norms.

Second factor is job factors, which itself discusses some variables affecting the mode of adjustment. Role clarity helps to reduce the uncertainty related to work situation to facilitate work adjustment. Next, role discretion makes expatriate to adapt to the work role. Role conflict is an initiation for high degree of hesitation in new cultural setting followed by role novelty which is also one of the factors to low adjustment in host country because it could happen when current role is different from past roles. The third factor is organization culture, which discusses about organization culture novelty whereby it could be affected by the work adjustment. Social support helps expatriates to adjust well in their work too and logistical helps to provide expatriates stronger association, interaction and general adjustment as well.

The fourth factor is organizational socialization factor mainly focused on relationship between organizational socialization tactics and mode of adjustment. Finally, non work factor identified in adjustment model, such as the cultural distance would affect adjustment of expatriates because greater cultural distance between host and home country influences the level of adjustment meanwhile family and spouse as non work factor too, shape the adjustment. Figure 2.1 below shows the model of integration multiple theoretical perspectives.

Figure 2.1: Model of Integration Multiple Theoretical Perspectives



Source: Black, Mendenhall and Oddou (1991)

2.6.2 Model of Intercultural Adjustment

Parker and McEvoy (1993) developed a model of intercultural adjustment and explained the factors influencing the adjustment of expatriates meanwhile describing the consequences of adjustment. Parker et al. (1993) describes three major categories influencing the degree of intercultural adjustment: individual, organizational and contextual factor. Thus, Parker et al. (1993) proposed a model whereby the consequence of intercultural adjustment is related to the level of expatriate performance in their international assignment.

First of all, some individual factors affecting adjustment are given as prior international experience, work preparation/experience, demographic characteristics, personality and self efficacy. The previous international experience helps expatriate to reduce culture shock towards a new culture and facilitate faster adjustment (Black, 1988; Church, 1982). Prior international experience does not necessarily need work experience but personal travel also gives significant effects on general and interaction adjustment.

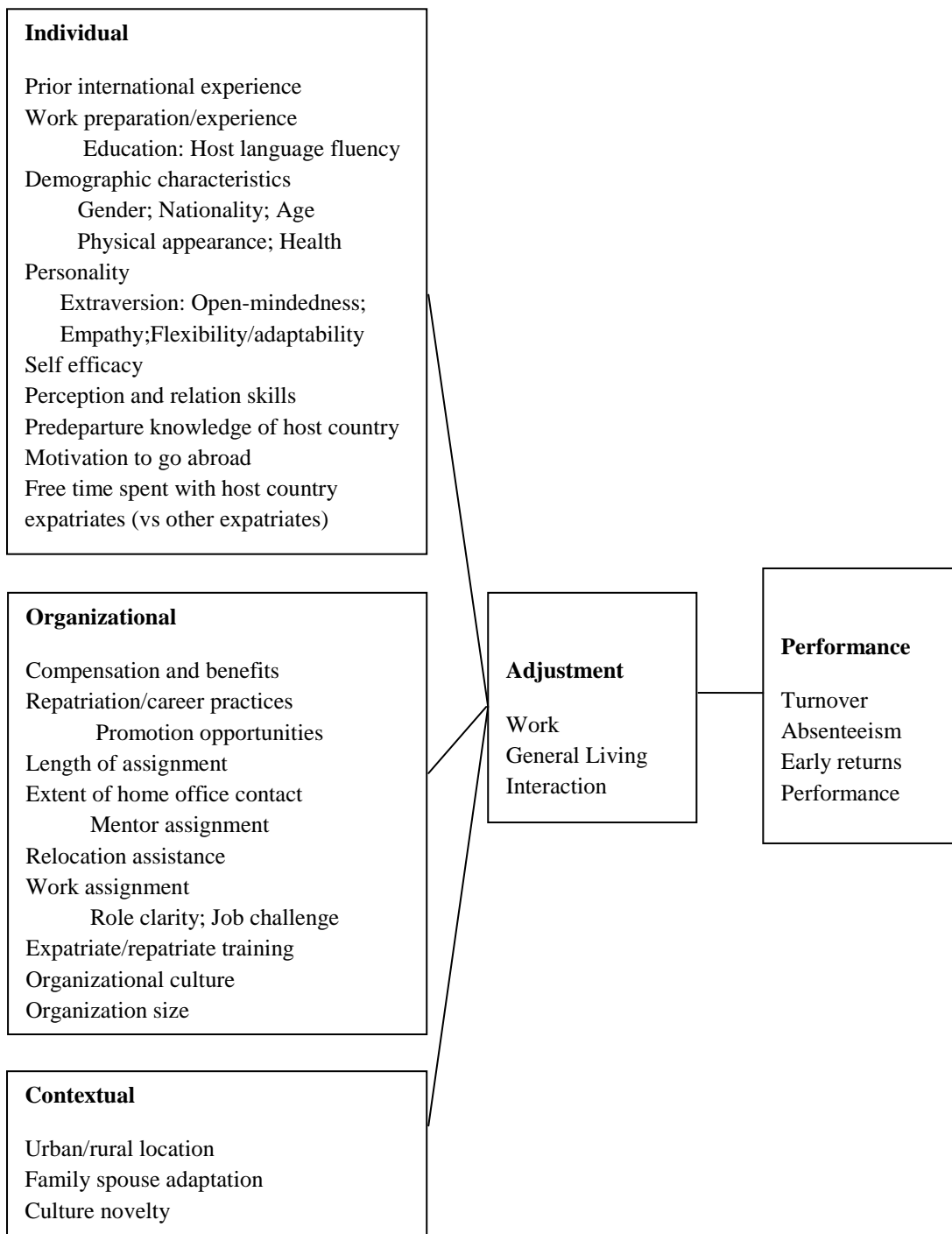
Work experience is also important to choose expatriate for international assignment because it will equate past domestic performance and future international work performance, meanwhile work preparations can be more than technical competence such as interpersonal and relational skills (Mendenhall & Oddou, 1985). Following that, demographic characteristics such as age, gender, and nationality influence the success of working abroad. Self efficacy is one of the individual factors for intercultural adjustment.

Besides that, other factor such as organizational policies may be more directly related to adjustment of expatriates. Black et al. (1991) has mentioned organizational

policies include cross cultural training, social network and compensation and benefits. Organization size, such as larger size of organization helps expatriate to adjust well because other employee who has greater experience would help and guide new expatriate in their organization.

Following that, contextual variables also play an important role and relate to intercultural adjustment. The contextual variables are family/spouse adjustment and cultural novelty. Family and spouse are considered crucial to influence expatriates performance in abroad and it depends on their ability of adaptability to the international assignment. Tung (1982), has stated family and spouse maladjustment is the motive for expatriate failure. Culture novelty depends on the country expatriate are assigned for an international assignment because some cultures are difficult to adjust with and some are almost similar. Cultural distance (Church, 1982) or cultural toughness (Mendehall et al. 1985) explains it will be more difficult to adjust if host country culture is more different. Figure 2.2 below shows the model of intercultural adjustment.

Figure 2.2: Model of Intercultural Adjustment



Source: Parker and McEvoy (1993)

2.6.3 Model of Job Performance

Motowidlo, Borman and Schmit (1997) in their studies have outlined the theory of job performance. They have distinguished the job performance into two dimensions, namely task performance and contextual performance. Job performance is behavioral, episodic, evaluative and multidimensional. They have defined job performance as “the aggregated value to the organization of the discrete behavioral episodes that an individual performs over a standard interval of time”.

Task performance can be grouped into two categories. The first category comprises activities that transform raw materials into the goods and services that are organization’s outcome. This includes teaching in academic institutions. The second type of task performance consists of activities that offer important planning, coordination and supervising. Thus, the task performance has direct relation to the organization’s technical core. Contextual performance plays an essential role in maintaining the broader organizational, social and psychological environment which the technical core must function where activities of social and organizational network such as cooperating, supporting and defending organization objectives.

Campbell et al. (1993) and Campbell et al. (1996) formalized relations between ability, knowledge, and skill and job performance in their theory of performance. At the same time they argued that motivation is also one of the determinants of job performance (as cited in Motowidlo et al. 1997). Besides that, Motowidlo et al. (1997) have discussed that individual differences such as the cognitive ability is a better predictor of task performance and personality is a better predictors of contextual performance. At the same time, skill, knowledge and work habit directly affects the job performance. Following that, cognitive ability affects task

performance through its impact on knowledge, skill and work habits while affecting contextual performance. Borman and Motowidlo (1993) in their studies found that individuals' differences in knowledge, skills and abilities are correlated to job performance which applies to both task and contextual performance (as cited in Motowidlo, 1994).

2.7 Gap Identification

Many researchers such as Tung (1981), Mendenhall and Oddou (1985), Black et al. (1991), Parker et al. (1993) and Selmer (2007) have conducted research and highlighted the factors contributing for successful expatriate's international assignment. There are still some reliable factors which are ambiguous in determining the success of international assignment. The success of expatriate in their international assignment is determined through the effectiveness criteria. This effectiveness criterion is measured through three most common criteria, which are job performance, CCA and completion of the foreign assignment (Bank & Rothman, 2006).

Previous studies have largely explained about the factors contributing to the CCA and job performance of expatriates. Besides that, individual factors, organizational factors, job factors and non work factors were addressed as the factors contributing to the successful international assignment. All of the factors were explained in the prior researches and seen as important factors to contributing to the success of expatriate.

Prior researches are mostly done among the AEs; however there is lacking of researches done among the group of SIEs (Selmer et al. 2010). Academic expatriates are also known and included in the group of SIEs. Thus, the present study contributes

to find out the effectiveness of academic expatriates through their job performance in the Malaysian context. Individual factor (self efficacy) organizational factor (cross cultural training), contextual factors (family support, cultural similarity) and CCA are used to determine the effectiveness of academic expatriates in job performance (teaching performance and research performance).

Researchers have focused their studies among academic expatriates from the public and private universities of Malaysia. This is because there is lack of studies has been conducted about expatriates, especially SIEs in Malaysia. At the same time, studies among academic expatriates in Malaysia contexts are very ambiguous.

2.8 Chapter Summary

This chapter reviews the literature pertaining job performance, CCA, individual factors (self efficacy, prior international assignment experience), organizational factor (cross cultural training), contextual factors (family support and cultural similarity). Based on the review, the individual, organizational and contextual factors are the more significant factor facilitating the CCA and job performance. Besides that, this study also identifies the gap by examining the relationship between individual, organizational, contextual factors, CCA and job performance. Following that, there is also less studies conducted about academic expatriates in the Malaysian context, which have created a need for new research in this area.

CHAPTER 3

RESEARCH FRAMEWORK, HYPOTHESES DEVELOPMENT AND METHODOLOGY

3.0 Introduction

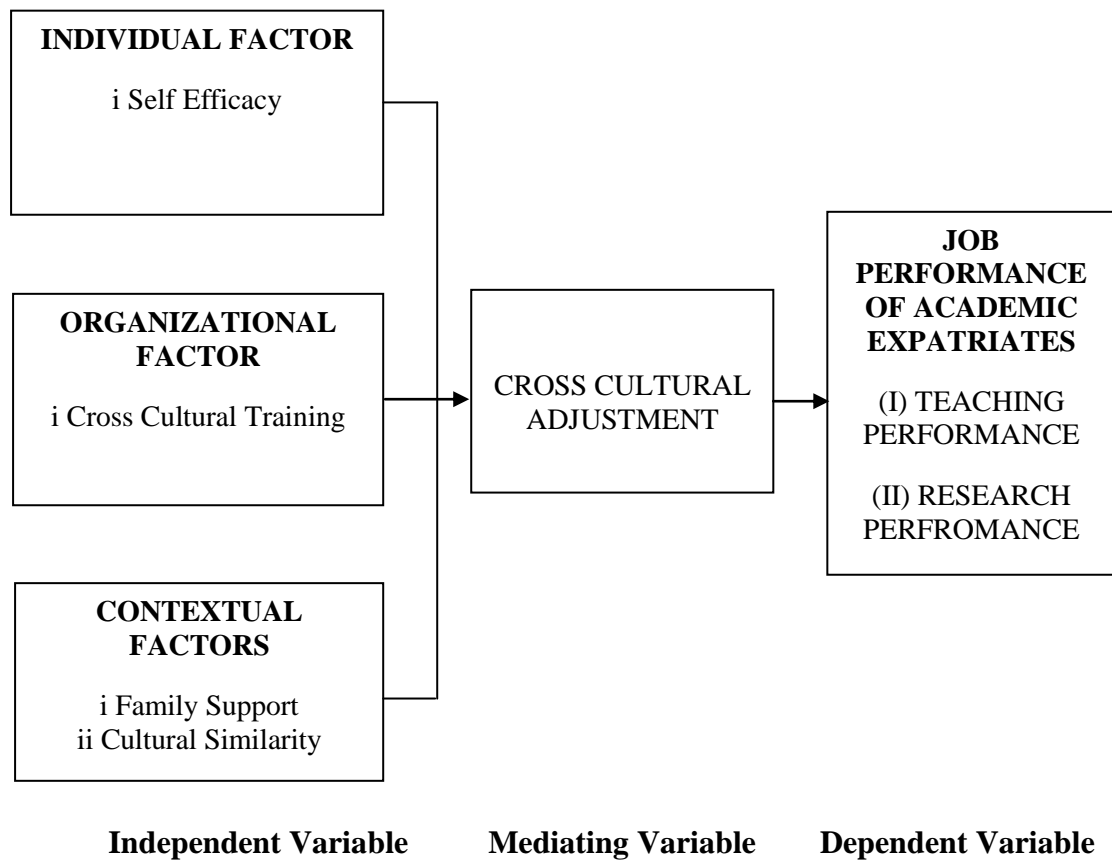
This chapter comprises of eight sections. The first section of this chapter describes the research framework of the study. Next section demonstrates the hypotheses of study that have to be tested. There are eighteen hypotheses illustrated in this study. Following that, this chapter discusses the methodology of this study. This methodology chapter provides a root for answering the research questions underlying in the study. Following part discusses about research design selected by the researcher and following that discusses about the population and sampling. Next section demonstrates the instruments that have been used in this research. After that, the pilot test of the study explained in this chapter and also discussed about reliability and validity of survey instrument. Next section elaborates about the data collection method. Following that, this chapter illustrates the discussion on the data analysis procedure and finally followed by summary of chapter.

3.1 Research Framework

This study explores the effectiveness of academic expatriates in public universities of Malaysia through the level of job performance (teaching performance and research performance). This study also explores relationship between individual factors, organizational factor, contextual factors, CCA and job performance of academic expatriates in Malaysia. Based on the extensive literature review, this section illustrates the research framework as shown in Figure 3.1. The research framework

has seven variables: Self efficacy, cross cultural training, family support, cultural similarity, CCA and job performance (teaching performance and research performance). Self efficacy, cross cultural training, family support and cultural similarity is the independent variables, CCA serves as mediating variable while job performance (teaching and research performance) serves as the dependent variable of this study.

Figure 3.1: Research Framework



3.2 Hypothesis Development

Researcher formulated some testable hypotheses after the research objectives, research questions and literature review. A hypothesis is a logically conjectured relationship between two or more variables expressed in the form of a testable statement. Relationships are conjectured on the basis of the network of associations established in the theoretical framework formulated for the research study. It is expected that solutions can be found to correct the problem encountered when the hypotheses is tested and confirming the conjectured relationships (Sekaran, 2003).

3.2.1 Relationship between Self Efficacy and Job Performance

Self efficacy is the belief of a person to be able to perform and successfully achieve victory in a task whereby higher self efficacy lead to higher commitment. The value of self efficacy makes an individual more effective especially in their performance (Bandura, 1989). Self efficacy as an individual factor (Parker et al. 1993) influences the adjustment of expatriate which is later, turns to performance. High value of self efficacy of a person makes them to perform better because they aim on success (Beaudoin et al. 2011).

Osman-Gani et al. (2008) explains the proposition that self-efficacy is positively related to the diversity and sparseness of the expatriate's social network and Claus et al. (2011) mentioned the expatriate's self-efficacy is being considered as an antecedent for expatriate's social network characteristics, which further impacted the expatriate's job performance, and through this previous researches, it has led to researchers to develop the hypotheses to show relationship between self efficacy and effectiveness of expatriates.

H1 (a): There is a significant relationship between self efficacy and teaching performance of academic expatriates in Malaysia.

H1 (b): There is a significant relationship between self efficacy and research performance of academic expatriates in Malaysia.

3.2.2 Relationship between Cross Cultural Training and Job Performance

Cross cultural training is an intercultural learning and an essential tool for successful interactions in diverse culture (Neill, 2008). CCT is also necessary for expatriates to gain a realistic expectation of their task and to live in a new country and new culture and it will assist the expatriates to make greater satisfaction and lower withdrawal from international assignment. Besides that, lower early returns of expatriate from assignments will be effective in terms of performance and Black et al. (1990) proposed that CCT will lead to higher performance of expatriates in their international assignment.

Black and Mendenhall (1990) stated that the individual's job has dimensions that are related to effective cross-cultural interaction, and if cross-cultural training facilitates effective relationships with host nationals, it also should lead to high performance evaluations. The cross-cultural training would have the greatest impact on individuals whose jobs require a large amount of interactions with host nationals and deep integration into the culture and it leads to high level of job performance. Through this study, it can develop the hypothesis which shows the relationship between cross cultural training and effectiveness of expatriates:

H2 (a): There is a positive relationship between cross cultural training and teaching performance of academic expatriates in Malaysia.

H2 (b): There is a positive relationship between cross cultural training and research performance of academic expatriates in Malaysia.

3.2.3 Relationship between Family Support and Job Performance

Many previous studies have found that family is a major factor in the success or failure of expatriates in their international assignment. Family support is important to expatriates because family must show interest to the job, listen, guide and show care to the expatriates (Chan, 2000). Studies done by Richardson et al. (2006) among British academic expatriates working in universities from various countries have found that expatriates are tied to their family and are important to them. It shows that, family plays an important role to determine the effectiveness of expatriates in international assignment. On the whole, family support has the most influence on the outcome (job performance) of expatriates (Caligiuri et al. 1998).

Andreason (2008), in his research indicates that an unhappy spouse and children may affect the expatriate's ability to adjust, hence impacting the expatriate's job performance. The family has impact on the adjustment of expatriates and job performance too. Thus, this has led to the development of a hypothesis of the relationship between family support and effectiveness of expatriates.

H3 (a): There is a positive relationship between family support and teaching performance of academic expatriates in Malaysia.

H3 (b): There is a positive relationship between family support and research performance of academic expatriates in Malaysia.

3.2.4 Relationship between Cultural Similarity and Job Performance

Cultural similarity discusses about the similarities that exists between two different countries. Culture may influence the behavior of a person where culture of a foreign country determines the success of an expatriate as a new culture can be a barrier for expatriation. Cultural similarity assists expatriates to adjust themselves in foreign country which is later, turns to high job performance (Selmer, 2007). There is also a positive relationship existing between perceived cultural similarity and job performance (Subramaniam et al. 2011).

Cultural similarity describes similarity or equality between any two countries with respect to the level of development education, business and everyday language, cultural values and the extent of connections between these countries (Froese et al. 2010). Cultural similarity plays an important role to the expatriates in their level of adjustment in the host country in which it will assist them for good performance (Selmer, 2007). Cultural similarity between home and host country will support expatriates to enhance the level of job performance. As such, the following hypothesis is proposed:

H4 (a): There is a significant relationship between cultural similarity and teaching performance of academic expatriates in Malaysia.

H4 (b): There is a significant relationship between cultural similarity and research performance of academic expatriates in Malaysia.

3.2.5 Relationship between Cross Cultural Adjustment and Job Performance

International assignment is always considered as a challenge to the expatriate and organization because they confront with numerous cultural barriers in the new work place and different environment. This issue can be resolved through the CCA. CCA explains how a person can be comfortable and familiar with a new environment which leads to a reduced level of conflict confronted in a new country.

CCA facilitates expatriate to remain in their international assignment and demonstrate high level of job performance (Aycan, 1997; Stahl et al. 2005). It was explained that expatriates' CCA in host country has positive relationship to job performance of expatriates and they are willing to remain in their task. Peltokorpi (2008) has indicated that expatriates with high level of CCA will perform effectively in their task. Expatriates face challenges and are unable to perform well in their job due to lack of adjustment in host country (Kraimer et al. 2001). Parker et al. (1993) has found that the work adjustment is positively related to the job performance of expatriates. Therefore, researcher has proposed the following hypothesis:

H5 (a): There is a positive relationship between cross cultural adjustment and teaching performance of academic expatriates in Malaysia.

H5 (b): There is a positive relationship between cross cultural adjustment and research performance of academic expatriates in Malaysia.

3.2.6 Mediating Role of Cross Cultural Adjustment

Work role transitions in an organization require an individual to make numerous role transitions, instigated through several events, for example being assigned for international assignment (Black, 1988). The international assignment could be tough and new to them even though the job requirement is same as in their home country due to the different environment and culture. Adjustment is conceptualized as the degree of fit between the expatriate and environment whereby it reduces conflict and increase effectiveness. Thus, CCA is related to and predicts the level of job performance of expatriates (Aycan, 1997).

There are several factors such as individual factors, organizational factors and contextual factors or non work factors contributing to the CCA of expatriates (Black et al. 1991) and the CCA will contribute to the performance of expatriates in their international assignment (Parker et al. 1993). Thus, from the above discussion, researcher postulates the following hypothesis:

H6(a): Relationship between self efficacy and teaching performance is mediated by cross cultural adjustment.

H6(b): Relationship between cross cultural training and teaching performance is mediated by cross cultural adjustment.

H6(c): Relationship between family support and teaching performance is mediated by cross cultural adjustment.

H6(d): Relationship between cultural similarity and teaching performance is mediated by cross cultural adjustment.

H7(a): Relationship between self efficacy and research performance is mediated by cross cultural adjustment.

H7(b): Relationship between cross cultural training and research performance is mediated by cross cultural adjustment.

H7(c): Relationship between family support and research performance is mediated by cross cultural adjustment.

H7(d): Relationship between cultural similarity and research performance is mediated by cross cultural adjustment.

3.3 Research Design

A research design is a plan to specify the methods and procedures for collecting and analyzing information. The design is to ensure that all information gathered is appropriate for solving problems (Zikmund, 2003). It is also a hypothesis testing research. It will depend on the variables and scale measurement to test the hypothesis. Hypothesis is used to conjecture the relationship between two or more variables expressed in the form of a testable statement (Sekaran, 2003).

The purpose of this study is to determine the factors contributing to academic expatriates' job performance. This is a correlation study as it involves relationship between independent variables and dependent variable. This research uses hypothesis testing in order to explain the relationship between job performance (teaching and research performance), CCA as mediating variable and self efficacy, prior international assignment experience, cross cultural training, family support and cultural similarity as determinant factors of academic expatriates from public and private universities in northern Malaysia.

3.4 Population and Sampling

The population for this study consists of 551 academic expatriates from the public and private universities of Malaysia located in the northern region of Malaysia. However, researcher has used convenience sampling by choosing five universities in northern region of Malaysia namely UUM Sintok Kedah, USM Pulau Pinang, and UNIMAP Perlis and private universities of Malaysia QIUP and UTAR, Perak Campus. The sample frame was obtained from the academic staff directories of UUM, USM, UNIMAP, QIUP and UTAR. The sample of this study is 254 academic expatriates.

3.5 The Instrumentation

This section discusses about the instruments that have been applied to measure the research variables of this research. Following that, the elements of the questionnaires of this study also have highlighted and discussed in this section. Table 3.1 below summarizes the explanation of the research instruments.

Table 3.1: Constructs and Sources

Variables	No. of Items	Scales	Source
Teaching Performance	10	5-point likert scale	Mohammed AbuBakar & Abdullahi Yusuf Babandako, 2011
Research Performance	12	5-point likert scale	Mohammed AbuBakar & Abdullahi Yusuf Babandako, 2011
Cross Cultural Adjustment	9	5-point likert scale	Black, 1988
Self Efficacy	6	5-point likert scale	Jones, 1986
Cross Cultural Training	6	5-point likert scale	Selmer, 2006
Family Support	6	5-point likert scale	Giwencer, 2008
Cultural Similarity	13	5-point likert scale	Babiker, Cox & Miller, 1980
Demographic Factor	10		Author
Total	72		

The questionnaire for this study was adopted by integrating the research objective, conceptual framework, hypothesis and literature review. This research study uses established and validated questionnaires to measure the job performance (teaching performance and research performance) among academic expatriates in public and private universities of Malaysia. The questionnaires for this study were adopted from the previous research as stated in the Table 3.1 above.

The questionnaire consists of eight sections with 72 questions as shown in Table 3.1 including the demographic factor section (Section A). Section A consists of questions pertaining to the respondents' background which is termed as demography factor. In this questionnaire, 71 questions are considered as close ended questions and one question as open ended question. Section A explains about the demographic factor or personal information of the respondents. Then, Section B consists of self efficacy, Section C (cross cultural training), Section D (family support), Section E (cultural similarity), Section F (cross cultural adjustment), Section G (teaching performance) and finally Section H consists of research performance. All the questions use five point likert scale measurement.

3.5.1 Demographic Factor

The questionnaire of this study began with the individual background's variables that respondents need to answer, which were age, gender, highest education, marital status, work experience in Malaysia, monthly salary, position, prior international assignment experience, university which they are employed to and finally the nationality of the academic expatriates. All the respondents were asked to choose the relevant answer among the classified response alternatives that is suitable to each of the academic expatriates' situation.

There are four questions using ordinal scale which is age, education background, year of work experience in Malaysia, monthly salary and position. There are three questions using nominal scale which is gender, marital status and university where they work. In addition to that, there is only one open-ended question which is nationality of those particular academic expatriates.

3.5.2 Job Performance

Job performance is the dependent variable of this study and it is the final part of the questionnaire. The questionnaire for the performance was adapted from Mohamed Abu Bakar and Abdullahi Yusuf Babandako (2011). The job performance is divided into two categories, which are teaching performance and research performance. The teaching performance questionnaire consists of 10-items whereas research performance comprises 12-items. The job performance will determine the effectiveness of academic expatriates. This questionnaire is a tool to measure the job performance of academic expatriates.

The job performance questions uses five-point Likert scales to measure the 22- items ranging from 1 (strongly disagree) to 5 (strongly agree). The reliability of the questions was tested by using Cronbach Alpha or known as alpha coefficient, to show the internal consistency of the questionnaire. According to Sekaran (2003), the closer the reliability coefficient to 1.00, the better it is. In general, the acceptable alpha coefficient should be more than 0.50. Sekaran (2003) added that the value of Cronbach Alpha of 0.60 is poor and 0.70 range is acceptable and those above 0.80 is good. The Cronbach Alpha for teaching performance is 0.76 and research performance is 0.89.

3.5.3 Cross Cultural Adjustment

Cross cultural adjustment is the mediating variable of this study. The CCA questionnaire was adapted from Black (1988). The questionnaire contains of nine items. Out of nine items, six items measure general adjustment, two items measure interaction adjustment and one item measures work adjustment.

This questionnaire has used five-point Likert scale to measure the nine items ranging from 1 (not adjusted at all) to 5 (very well adjusted). The original questionnaire of Black (1988) used seven-point Likert scale. The Cronbach Alpha for the CCA questionnaire based on Black (1988) is 0.80.

3.5.4 Self Efficacy

Self efficacy is an independent variable of this study. This item measures the confident level of academic expatriates in their international assignment. The self efficacy questionnaire was chosen from Jones (1986) and it was utilized in this study. The original questionnaire consisted of eight items that measure self-efficacy among new comers. However, for this study, only six items were chosen to make it appropriate for academic expatriates. All respondents were required to answer the questions based on their level of agreement of their family support. A five-point Likert scale was utilized to measure these six items in the questionnaire for self-efficacy ranging from 1 (strongly disagree) to 5 (strongly agree). Based on the analysis by Jones (1986), the scale had a Cronbach Alpha of 0.80.

3.5.5 Cross Cultural Training

Cross cultural training is another independent variable in this study. Cross cultural training is crucial for expatriates when they are assigned for international assignment. The intention of cross cultural training is to expose expatriates on the assigned country's culture. This questionnaire examines whether the expatriates have sufficient cross cultural training before or after being assigned for an international task.

Besides that, this questionnaire also concentrates about cross cultural training for the expatriates. This cross cultural training questions was adapted from previous research of Selmer (2006). Five-point Likert scale is used to measure the 6 items of questions ranging from 1 (strongly disagree) to 5 (strongly agree). However, the value of Cronbach Alpha was not mentioned by Selmer (2006).

3.5.6 Family Support

Family support is one of the independent variables of this research. Giwencer's (2008) questionnaire of family support was adapted in this study. Six questions were chosen and this questionnaire measures whether the academic expatriates have optimum support from his or her family.

All respondents were required to answer the questions based on their level of agreement of their family support. A five-point Likert scale was utilized to measure these six items in the questionnaire for family support. A five-point Likert scales ranging from 1 (strongly disagree) to 5 (strongly agree) was used to investigate the relationship of family support on the cultural adjustment. However, Giwencer (2008) did not mention the Cronbach Alpha of her analysis about family support.

3.5.7 Cultural Similarity

Cultural similarity is an independent variable of this study and it is categorized as contextual or non work factor. This questionnaire was adapted from Babiker, Cox and Miller (1980) and was modified by researcher based on the current study. This questionnaire contains of 13-items were chosen by researcher.

The questionnaire have used 5-point Likert scale and the respondents were asked to rate on a scale of 1 to 5 (1=No Similarity, 5=Extreme Similarity). Based on the analysis, the value of Cronbach Alpha is 0.84.

3.6 Pilot Test

A pilot study was conducted to complete the construction of the questionnaire. The intention of this pilot study is as an assessment on the instruments before it was distributed to the full participants of the study. Pilot test is a preliminary test on the instruments of the questionnaire before distribute to the respondents of the study. The term 'pilot studies' refers to mini versions of a full scale study and it is also known as feasibility studies and it is a specific pre-testing of a particular research instrument such as questionnaire or interview schedule (Teijlingen & Hundley, 2001). According to Sekaran (2003), pilot study or pretesting survey questions is a test of understandability and appropriateness of the questions planned to be included in a regular survey, using a small number of respondents. Polit, 2001 (as cited in Teijlingen & Hundley, 2002, p.507) briefly explains pilot study as 'a small scale trial run of the study'.

This research also included pilot study and it has taken some process. An invitation through email was sent to the academic expatriates in Universiti Teknologi Petronas

(UTP) inviting them to take a web based survey for the purpose of this study. Researcher attached the questions of the study which contains of Self Efficacy, CCT, Cultural Similarity, CCA and Job Performance Questionnaires. These questionnaires were mainly adopted from previous research. An introductory message also has been attached in the email as well as a direct link to the website of the survey. The introductory message contained full information, the purpose of study and instructions of the survey, contact information of researcher and the researcher's dissertation mentor and finally stated that all the information have collected will be use for studies purpose and will be kept confidential.

During the pilot study, the participants' response to the questionnaire by completing the web based survey. Researcher found that 33 participants only completed the survey out of the total targeted potential population after closing the pilot study.

3.7 Reliability and Validity of the Survey Instrument

Reliability analysis was applied in this pilot study to ensure that the questions for this research are consistent and stable. According to Sekaran (2003), "the reliability of a measure indicates the extent to which it is without bias (error free) and hence ensures consistent measurement across time and across the various items in the instrument". Following that, in additional, "the reliability of a measure is an indication of the stability and consistency with which the instrument measures the concept and helps to assess the "goodness" of a measure".

Reliability consists of both and observed score and a true score component (Salkind, 2009). Sekaran (2003) and Salkind (2009), explains that reliability consists of two: stability and consistency whereby helps to accurate measurement of goodness of

data. Stability and consistency contains four types of methods to test the reliability. They are “test-retest, parallel-form, internal consistency and split half”. Internal consistency reliability was used in this study to test the reliability of questions. Consistency can be examined through the inter-item consistency reliability and split-half reliability tests. The test of the inter-item consistency reliability is the Cronbach’s coefficient Alpha (Cronbach’s Alpha; Cronbach, 1946). The measuring instrument will be better if the coefficients are high. Following that, reliability is a required but not adequate condition of the test of goodness of a measure (Sekaran, 2003).

“Validity is the quality of a test doing what it is designed to do” (Salkind 2009). According to Sekaran (2003), validity ensures the ability of a scale to measure the intended concept and (Bhatti, Hee & Veera, 2013) determines how truthful the research results are. It explains that it can be used to measure the instrument reasonably and accurately. The validity tests consist of three types of tests “to find out the goodness of measures: content validity, criterion-related validity and construct validity”.

Researcher did the face validity tests. Face validity is considered by some as a basic and a very minimum index of content validity. Face validity indicates that the items that are intended to measure a concept do on the face of it look like they measure the concept (Sekaran, 2003). Face validity also known as whether the items in a survey are clear and understandable for respondents (Bhatti et al. 2013). In this study, all the questions of Self Efficacy, CCT, Family Support, Cultural Similarity, CCA and Job Performance (teaching performance and research performance) have high validity since the items were developed based on the previous studies.

Next section discusses the reliability coefficients results for each variable that have measured through the Cronbach Alpha (Cronbach's Alpha; Cronbach, 1946) for pilot study.

3.7.1 Reliability Analysis

Table 3.2 shows the reliability coefficients result of the pilot study. The pilot study have conducted for all the questions of self efficacy, CCT, family support, cultural similarity, CCA and job performance (teaching and research performance). The reliability coefficients of all the variables measured through Cronbach Alpha. The Cronbach Alpha value of teaching performance is 0.829 and it is categorized as very good. Thus, the researcher concludes that 10 items in the questionnaire can be combined to measure the teaching performance of academic expatriates in Malaysia. Next, The Alpha value of research performance is 0.853 and it is categorized as very good. Thus, the researcher concludes that 12 items in the questionnaire can be combined to measure the research performance of academic expatriates in Malaysia.

The Alpha value of cross cultural adjustment is 0.788 and it can be categorized as very good. Thus, the researcher concludes that 9 items in the questionnaire can be combined to measure the cross cultural adjustment of academic expatriates in Malaysia. Following that, the Alpha value of self efficacy is 0.702 and it can be categorized as very good. Thus, the researcher concludes that 6 items in the questionnaire can be combined to measure the self efficacy of academic expatriates in Malaysia.

The Alpha value of cross cultural training is 0.744 and it is categorized as very good. Thus, the researcher concludes that 6 items in the questionnaire can be combined to

measure the cross cultural training of academic expatriates in Malaysia. Meanwhile the Alpha value of Family Support is 0.709 and it is categorized as very good. Thus, the researcher concludes that 6 items in the questionnaire can be combined to measure the family support of academic expatriates in Malaysia. Finally, the Alpha value of cultural similarity is 0.752 and it is categorized as very good. Thus, the researcher concludes that 13 items in the questionnaire can be combined to measure the cultural similarity of academic expatriates in Malaysia.

Table 3.2 shows the summary of reliability coefficients for each variable measured using Cronbach Alpha for dimensions of the Teaching Performance, Research Performance, CCA, Self Efficacy, CCT, Family Support and Cultural Similarity.

Table 3.2: The Summary of Reliability Coefficients (Cronbach Alpha) of the scales for the pilot study

Variable	No. of Items	Alpha N= 33
Teaching Performance	10	.829
Research Performance	12	.853
Cross Cultural Adjustment	9	.788
Self Efficacy	6	.702
Cross Cultural Training	6	.744
Family Support	6	.709
Cultural Similarity	13	.752

3.8 Data Collection Method

The data for this study was collected from the population given. The target respondents for this research were non citizen academic lecturers in Malaysia; three public universities from northern region: UUM Sintok Kedah, USM Pulau Pinang and UNIMAP Perlis and two private universities: QIUP and UTAR Perak Campus. The academicians include professor and non-professor that visit these universities as academicians to complete their international task. Questionnaire was used as the instrument to collect data that is required in this study.

Researcher has used two methods to collect the data from the respondents. The first method is through online survey and the second method is by handing over the questionnaire booklet to respondents. Researcher has used the online survey to collect data from UUM, USM and UNIMAP to test the proposed model. Researcher has subscribed to ESurveyPro's free online survey service to create the online survey. The online survey provides an URL address after creating the questionnaire. Following that, an introduction message and invitation to participate in the survey with the URL link was sent through e-mail to the academic expatriates from UUM, USM and UNIMAP. This online survey is flexible as, to answer the questionnaire, respondents just need to connect on the "URL link" and it will direct them to the online questionnaire. Finally, after completing the survey, participants clicked on the "Finish" button and researcher will receive in the survey database.

Following that, to get more responses, researcher has used a second method which is handing over the questionnaire booklet to QIUP, UTAR Perak Campus and UUM. The survey was designed in a certain procedure whereby an introduction letter, permission letter, consent letter from UUM and survey questionnaires were sent to

the UUM, QUIP and UTAR academic expatriates. The permission letter was sent to every faculty general office before conducting the survey among the academic expatriates. The introduction letter explains participants about the objective of the study and also mentioned that their responses would be kept anonymous and will be strictly confidential. The survey questionnaires and the introduction letter were developed together into a booklet form. The participants or respondents return the survey questionnaires to their respective faculty general office after completing and researcher collects it from the faculty.

Researcher received a high number of responses by handling over the questionnaire booklets to the QUIP and UTAR, conversely a small number of responses from UUM. As the questionnaire was self explanatory, the respondents were asked to respond based on the instructions given in the questionnaire and were assured its confidentiality. The overall process took two months to complete and all the 114 completed questionnaires were returned by the target respondents.

3.9 Data Analysis Procedure

The data for every survey questionnaire that have collected by researcher have recorded into the computer for analysis. Statistical Package for Social Science (SPSS) 19.0 program was used by researcher to analyze the data. SPSS is probably the most widely available and generally used comprehensive statistical computer package available to academic researchers. The collected data were entered in SPSS and summarized, analyzed, and interpreted to accomplish the five research objectives and answer the five research questions.

There are few steps involved for data analysis after obtaining the data through questionnaires. Every survey questionnaires received from the respondents was checked whether participants responded to all the questions or left incomplete.

After the data entered into SPSS, researcher conducted the data analysis. The initial test is checking the reliability of the questions. Cronbach's Alpha was used to measure the value of reliability coefficients. Cronbach's Alpha is a reliability coefficient that indicates how well the items in a set are positively correlated to one another (Sekaran, 2003). Following that, the data analysis was performed using descriptive. The purpose of descriptive analysis is to calculate and interpret the data by frequency and descriptive. The rationale of using descriptive analysis is to analyze the demographic variables, independent variables, dependent variables and mediating variable. The categorical variables were analyzed through frequencies and percentages meanwhile the continuous variables were analyzed by mean and standard deviation.

Next, this study is mainly conducted to test the hypotheses. Inferential statistics was used to test the proposed hypotheses in this study. Researcher has used 2 different types of analysis to test the hypotheses. First, Pearson Correlation was conducted to explore the relationship between the variables: self efficacy, CCT, family support, cultural similarity, CCA and job performance (teaching and research performance). Following that, Multiple Regression analysis was conducted to examine the relationship between self efficacy, CCT, family support, cultural similarity, CCA and job performance (teaching and research performance). Finally, Multiple Regression analysis following Baron and Kenny's (1986) procedure to test mediation was performed. Three steps were performed to find out the mediating role of CCA on the

relationship of self efficacy, CCT, family support, cultural similarity and job performance (teaching and research performance).

3.10 Conclusion

This chapter discusses on how the researcher conducts the study. The research framework demonstrates the relationship between independent, mediating and dependent variable. It also describes the design of the research and how researcher has collected the data, which is the respondents and the measurement or questionnaires used, including the pilot test of the study, reliability and validity and finally the Cronbach Alpha value of the questionnaires and finally the data analysis procedure. Data analysis and the finding will be discussed in the next chapter.

CHAPTER 4

RESULTS

4.0 Introduction

This chapter discusses the results of this study. This chapter consists of five sections. The first section describes about the profile of the respondents of this study using frequency. Next section describes about descriptive statistics of the variables of this study. Reliability analysis using Cronbach Alpha is also outlined in this chapter. Following that, this chapter presents the inferential analysis consisting of Pearson correlation and multiple regression to test the main hypothesis of the study. Conclusion of the chapter is discussed in the final section.

4.1 Profile of the Respondents

This following section describes the background of the respondents of this study. The background of the respondents consists age, gender, highest education, marital status, work experience in Malaysia, monthly salary, position, prior international assignment experience, university, and nationality of the respondents.

As shown in Table 4.1 and from the analysis using SPSS, results show that the highest age group was between 30 to 39 years, representing 36 respondents of the sample which is 31.6%. Following that, frequency results shows that the age group between 40-49 years has 35 respondents which reports 30.7% of the sample. Next, 50-59 years age group of respondents consists of 28 respondents and 24.6% from sample of respondents. 11 (9.6%) respondents of the study were 59 and above age of group. The smallest age group was below 30 years consisting of 4 respondents or 3.5% from the sample.

Next, the frequency result shows about the gender of academic expatriates. Results reveal that 86 respondents were males (75.4%) and 28 (24.6%) were females. The statistics shows that the majority of the respondents were male. The majority of the respondents of this study have obtained PhD and DBA as their highest level education which consists of 98 or 86.0% respondents. The second largest respondents have obtained master's degree consisting of 8.8% or 10 respondents from the sample. Next, 4 or 3.5% respondents have acquired others qualification. Finally, respondents who have obtained bachelor's degree were 2 or 1.8%. Following that, the majority of the respondents are married and has accounted for 86 or 75.4% respondents of the sample. Unmarried respondents are 19.3 % or 22 respondents. 5 or 4.4% respondents of the sample are divorced and finally there is one or 0.9% respondent with marital status of domestic partner.

Every respondent has a different duration of working experience in Malaysia. As shown in Table 4.1, majority respondents have working experience between 1 to 3 years accounted for 50.0% or 57 respondents of the sample. The second largest respondents have worked for 4 to 6 years consisting of 33 or 28.9% from the sample. Respondents who have worked for 7 to 9 years are 9 or 7.9% from the sample. This is followed by the respondents who have worked for more than 9 years are 7.0% or 8 respondents of the sample and less than one year accounted for 6.1% or 7 respondents.

The majority respondents which accounts for 60 or 52.6% of the respondents of the sample receive salary between RM 9001 to RM 13000. The second largest respondents receive salary between RM 5001 to RM 9000 consisting of 27.2% or 31 respondents of the sample. Following that, RM 13001 and above is received by 16 or

14.0% respondents and the least respondents receive salary less than RM 5000 who accounted for 6.1% or 7 respondents of the sample.

The position level of respondents shows that the majority of the respondents are senior lecturers who accounted for 55 or 48.2% respondents. Next, 23 or 20.2% of respondents are professors meanwhile 19.3% or 22 respondents of the sample are associate professors. Following that, lectures account for 13 or 11.4% respondent and finally one or 0.9% respondent has obtained other position. As depicted in Table 4.1, the majority of the respondents had prior international assignment experience which consists of 89 or 78.1% respondents of the sample. 21.9% or 25 respondents had no prior international assignment experience. The frequency result shows that the greatest numbers of the respondents of the sample are working in UUM, where the result shows 29.8% or 34 respondents. 27 or 23.7% respondents are working in USM meanwhile 22.8% or 26 respondents of the sample from QIUP. Next, 14 (12.3%) respondents are working in UNIMAP and 13 (11.4%) respondents are working in UTAR Perak Campus.

The frequency of nationality shows that the respondents are from 26 different countries. The majority respondents of the study represent from India accounting for 33.3% or 38 respondents of the sample. Following that, respondents from Indonesia are second largest, consisting of 10 (8.8%) respondents. The respondents from Pakistan represents 8 (7.0%) of the sample. USA and Nigeria respectively consist of 6.1% or 7 respondents of the sample. Respondents from Bangladesh are 6 (5.3%) and finally the frequency result shows that the remaining number 38 (33.3%) respondents in this study came from 20 different countries.

Table 4.1: Distribution of Respondents by Age, Gender, Highest Education Obtained, Marital Status, Working Experience, Monthly Salary, Position, Prior International Assignment Experience, University and Nationality in Malaysia (N=114)

Variable	Frequency	Percentage (%)
Age		
Below 30 years	4	3.5
30-39 years	36	31.6
40-49 years	35	30.7
50-59 years	28	24.6
59 years and above	11	9.6
Total	114	100.0
Gender		
Male	86	75.4
Female	28	24.6
Total	114	100.0
Highest Education		
Degree	2	1.8
Master	10	8.8
PhD/DBA	98	86.0
Others	4	3.5
Total	114	100.0
Marital Status		
Single	22	19.3
Married	86	75.4
Divorced	5	4.4
Domestic Partner	1	0.9
Total	114	100.0
Working Experience in Malaysia		
Less than one year	7	6.1
1-3 years	57	50.0
4-6 years	33	28.9
7-9 years	9	7.9
More than 9 years	8	7.0
Total	114	100.0
Monthly Salary		
Less than RM 5000	7	6.1
RM 5001-RM 9000	31	27.2
RM 9001-RM 13000	60	52.6
RM 13001 and Above	16	14.0
Total	114	100.0

Position		
Professor	23	20.2
Associate Professor	22	19.3
Senior Lecturer	55	48.2
Lecturer	13	11.4
Others	1	0.9
Total	114	100.0
Prior International Assignment Experience		
Yes	89	78.1
No	25	21.9
Total	114	100.0
University		
UUM	34	29.8
USM	27	23.7
UNIMAP	14	12.3
QIUP	26	22.8
UTAR	13	11.4
Total	114	100.0
Nationality		
Australia	2	1.8
Bangladesh	6	5.3
British	1	0.9
Canada	2	1.8
China	2	1.8
EU	1	0.9
India	38	33.3
Indonesia	10	8.8
Iraq	3	2.6
Japan	4	3.5
Jordan	2	1.8
Libya	1	0.9
Myanmar	5	4.4
Nepal	1	0.9
Nigeria	7	6.1
Pakistan	8	7.0
Philippines	2	1.8
Saudi	1	0.9
Singapore	1	0.9
Sudan	1	0.9
Taiwan	1	0.9
Thailand	5	4.4
Uganda	1	0.9
U.S	7	6.1
Vietnam	1	0.9
Yemen	1	0.9
Total	114	100.0

4.2 Descriptive Statistics of Variables of Study

This section discusses the descriptive statistics of the variables of the study. There are seven main variables in this study which includes self efficacy, cross cultural training (CCT), family support, cultural similarity, cross cultural adjustment (CCA), and job performance (teaching performance and research performance).

Table 4.2 below shows the descriptive statistics analysis of self efficacy, CCT, family support, cultural similarity, CCA and teaching and research performance. Based on the five point likert scale used, the minimum self efficacy rating was 3.00 and maximum rating was 5.00. The standard deviation value was .48777 and the mean value of self efficacy was 4.3392. The mean value of 4.3392 indicates that the level of self efficacy is high.

Next, based on the five point likert scale used, the minimum CCT rating was 2.00 and maximum was 5.00. The mean value was 4.0000 at the same time the standard deviation was .61448. The mean value 4.0000 shows that the level of CCT is high. Following that, based on five point likert scale used, family support explains the minimum rating was 2.00 and maximum rating was 5.00, mean value was 3.9664 and standard deviation value illustrated .56277. The mean value of 3.9664 implies that the level of family support is moderate.

Table 4.2 below shows, the minimum cultural similarity rating was 1.31 and maximum was 4.15. The mean value was 2.4791 and standard deviation was .61496. The mean value of 2.4791 indicates that the level of cultural similarity is low. Based on five point likert scale used, the CCA demonstrate that the minimum range was

2.00 and maximum was 5.00. The mean value was 4.0253, standard deviation was .67076 and the mean value of CCA indicates the level of CCA is high.

Finally, the minimum value of teaching performance was 3.00 and maximum was 5.00, mean value was 4.5605 and standard deviation was .40585. The mean value of 4.5605 implies that the level of teaching performance is high. Meanwhile minimum value of research performance was 2.00 and maximum value was 5.00. The mean value was 3.7595 and standard deviation value was .64252 and the mean value of 3.7595 shows the level of research performance is moderate. Table 4.2 below shows the summary of descriptive statistics analysis.

Table 4.2: Descriptive Statistics of Self Efficacy, CCT, Family Support, Cultural Similarity, CCA, Teaching Performance and Research Performance (N=114)

Variable	Minimum	Maximum	Mean	Std. Deviation
Self Efficacy	3.00	5.00	4.3392	.48777
Cross Cultural Training	2.00	5.00	4.0000	.61448
Family Support	2.00	5.00	3.9664	.56277
Cultural Similarity	1.31	4.15	2.4791	.61496
Cross Cultural Adjustment	2.00	5.00	4.0253	.67076
Teaching Performance	3.00	5.00	4.5605	.40585
Research Performance	2.00	5.00	3.7595	.64252

4.3 Reliability Analysis

Reliability analysis has been conducted for this study. The reliability analysis was conducted to ensure that the questionnaire in this study is reliable, consistent and stable. The reliability coefficients for all the questions of self efficacy, CCT, family support, cultural similarity, CCA, and job performance (teaching and research performance) is measured through Cronbach Alpha.

The value of reliability coefficients for the questionnaires is above 0.6. The Cronbach Alpha of self efficacy showed 0.766, CCT was 0.819, family support was 0.711, cultural similarity indicated 0.848, CCA was 0.913, teaching performance and research performance respectively showed 0.830 and 0.869.

Table 4.3 shows the results of the reliability coefficients for each variable measured using Cronbach Alpha.

Table 4.3: Reliability Coefficients (Cronbach Alpha) of the scales

Variable	No. of Items	Alpha N= 114
Teaching Performance	10	.830
Research Performance	12	.869
Cross Cultural Adjustment	9	.913
Self Efficacy	6	.766
Cross Cultural Training	6	.819
Family Support	6	.711
Cultural Similarity	13	.848

4.4 Inferential Statistics

The results of the inferential statistics of the study are discussed in this section. Inferential statistics explains to infer the relationship between two variables, differences in a variable among different subgroups and finally how several independent variables might explain the variance in a dependent variable (Sekaran, 2003). This section comprise of two subsections whereby the first part (4.4.1) reports the results of the Pearson correlation between the main variables of this study. The second part (4.4.2) accounts for the results of the multiple regressions which tests the hypothesis of the study.

4.4.1 Pearson Correlation

Correlation is a measurement about the strength of the linear relationship between two variables. There are three possible relationships existing between the two variables, such as positive linear correlation, negative linear correlation or no correlation at all (Fah & Hoon 2009). Pearson correlation coefficient is used to examine the relationship that exists between the variables (independent, mediating and dependent variables) of the study.

Pearson correlation coefficient is used to investigate the relationship between the variables of the study (independent, mediating and dependent variables). As illustrated in Table 4.4 below, self efficacy has a significant positive relationship on the CCA ($r = .399$, $p < 0.01$). Secondly, self efficacy has a significant positive relationship on the teaching performance ($r = .446$, $p < 0.01$) and self efficacy also has a significant positive relationship on the research performance ($r = .446$, $p < 0.01$).

Next, the results reveal that CCT has a significant positive relationship on the CCA ($r = .398, p < 0.01$). The CCT has a significant positive relationship towards teaching performance ($r = .392, p < 0.01$) and CCT also has a significant positive relationship on the research performance ($r = .414, p < 0.01$). After that, family support is significantly related to CCA ($r = .402, p < 0.01$). Family support and teaching performance reported to have a significant positive relationship ($r = .402, p < 0.01$) and family support is also significantly related to research performance ($r = .461, p < 0.01$).

Following that, cultural similarity and CCA has a significant relationship ($r = .226, p < 0.05$). Meanwhile, there was no significant but negative relationship was found instead between cultural similarity and teaching performance ($r = -.037, p > 0.01$) and at the same time, cultural similarity is not significantly related to research performance ($r = .120, p > 0.01$). Finally, the results shows that CCA has a significant relationship on the teaching performance ($r = .462, p < 0.01$) and also support for a significant positive relationship between CCA and research performance ($r = .417, p < 0.01$). Table 4.4 summarizes the results of correlations coefficient of the variables of this study.

Table 4.4: Correlations among Self Efficacy, CCT, Family Support, Cultural Similarity, CCA, Teaching Performance and Research Performance (N=114)

Variable	1	2	3	4	5	6	7
1. Self Efficacy	1						
2. Cross Cultural Training	.483**	1					
3. Family Support	.476**	.374**	1				
4. Cultural Similarity	-.019	.137	.168	1			
5. Cross Cultural Adjustment	.399**	.398**	.402**	.226*	1		
6. Teaching Performance	.446**	.392**	.402**	-.037	.462**	1	
7. Research Performance	.446**	.414**	.461**	.120	.417**	.257**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

4.4.2 Multiple Regressions

This part presents the findings of the hypotheses tests of the study. There were eighteen hypotheses tested using multiple regressions analysis. This section contains two parts. The first part tests the relationship between independent variables and dependent variables and second part tests the mediating effects of CCA on independent variables and dependent variables.

4.4.2.1 Relationship between Independent Variables and Dependent Variables

There were eight hypotheses proposed to test the relationship between IVs (self efficacy, CCT, family support, and cultural similarity) and DVs (teaching and research performance). The following part is to test the relationship between IVs (self efficacy, CCT, family support and cultural similarity) and DV (teaching performance).

Hypothesis 1(a): There is a significant relationship between self efficacy and teaching performance of academic expatriates in Malaysia.

Hypothesis 2(a): There is a positive relationship between cross cultural training and teaching performance of academic expatriates in Malaysia.

Hypothesis 3(a): There is a positive relationship between family support and teaching performance of academic expatriates in Malaysia.

Hypothesis 4(a): There is a significant relationship between cultural similarity and teaching performance of academic expatriates in Malaysia.

The results of the regressions analysis for these hypotheses are shown in Table 4.5. Multiple regressions analysis was used to evaluate the effects of independent variables (self efficacy, CCT, family support and cultural similarity) on dependent variable (teaching performance). As depicted in Table 4.5, the regression results revealed that the R square value of .281. This indicates that 28.1% of variance that explained the DV (teaching performance) was accounted for by the IVs (self efficacy, CCT, family support and cultural similarity) where the F value = 10.666 at $p < 0.05$. Further, of the four IVs, self efficacy ($\beta = .236$, $p < 0.05$), CCT ($\beta = .206$, $p < 0.05$), family support ($\beta = .229$, $p < 0.05$) were significant predictors of teaching performance meanwhile cultural similarity ($\beta = -.099$, $p > 0.05$) was not significant to teaching performance. Thus, the above findings supports the hypothesis H1(a), H2(a), H3(a) and did not support for hypothesis H4(a).

Table 4.5: Results of the Multiple Regression Analysis with Self Efficacy, CCT, Family Support and Cultural Similarity as Predictors of Teaching Performance (N=114)

Variable	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Self Efficacy	.196	.084	.236	2.337	.021
Cross Cultural Training	.136	.063	.206	2.158	.033
Family Support	.165	.069	.229	2.400	.018
Cultural Similarity	-.065	.055	-.099	-1.185	.238

$R^2 = .281$, Adjusted $R^2 = .255$, $F = 10.666$, $p < 0.05$

The following part is to test the relationship between IVs (self efficacy, CCT, family support and cultural similarity) and DV (research performance).

Hypothesis 1(b): There is a significant relationship between self efficacy and research performance of academic expatriates in Malaysia.

Hypothesis 2(b): There is a positive relationship between cross cultural training and research performance of academic expatriates in Malaysia.

Hypothesis 3(b): There is a positive relationship between family support and research performance of academic expatriates in Malaysia.

Hypothesis 4(b): There is a significant relationship between cultural similarity and research performance of academic expatriates in Malaysia.

Table 4.6 shows the results of the regression analysis for the proposed hypotheses. Multiple regression analysis was used to evaluate the effects of independent variables (self efficacy, CCT, family support and cultural similarity) on dependent variable (research performance). As depicted in Table 4.6, the regression results revealed that R square value of .312. This indicates that 31.2% of variance that explained the DV (research performance) was accounted for by the IVs (self efficacy, CCT, family

support and cultural similarity) where the F value = 12.376 at $p < 0.05$. Furthermore, of the four IVs, self efficacy ($\beta = .221$, $p < 0.05$), CCT ($\beta = .198$, $p < 0.05$), family support ($\beta = .273$, $p < 0.05$) were significant predictors of research performance meanwhile cultural similarity ($\beta = .051$, $p > 0.05$) was not significant to research performance. Thus, the above findings support the hypothesis H1(a), H2(b), H3(b) and did not support for hypothesis H4(b).

Table 4.6: Results of the Multiple Regression Analysis with Self Efficacy, CCT, Family Support and Cultural Similarity as Predictors of Research Performance (N=114)

Variable	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Self Efficacy	.291	.130	.221	2.243	.027
Cross Cultural Training	.207	.097	.198	2.123	.036
Family Support	.312	.107	.273	2.922	.004
Cultural Similarity	.053	.086	.051	.623	.534

$R^2 = .312$, Adjusted $R^2 = .287$, $F = 12.376$, $p < 0.05$

4.4.2.2 Relationship between Mediating Variable and Dependent Variables

Two hypotheses were proposed to test the relationship between mediating variable (cross cultural adjustment) and dependent variables (teaching performance and research performance).

Hypothesis 5(a): There is a significant relationship between cross cultural adjustment and teaching performance of academic expatriates in Malaysia.

Hypothesis 5(b): There is a significant relationship between cross cultural adjustment and research performance of academic expatriates in Malaysia.

The results of the regressions analysis for these hypotheses are shown in Table 4.7 and 4.8 below. Multiple regressions analysis was used to evaluate the effects of mediating variable (CCA) on dependent variables (teaching performance and research performance). As depicted in Table 4.7 and 4.8, the regression results revealed that the R square value of .214 (teaching performance) and .174 (research performance). This indicates that 21.4% of variance that explained the DV (teaching performance) and 17.4% (research performance) was accounted for by the MV (CCA) where the teaching performance (F value = 30.405 at $p < 0.05$) and research performance (F value = 23.518 at $p < 0.05$). Furthermore, the MV, CCA ($\beta = .462$, $p < 0.05$) and ($\beta = .417$, $p < 0.05$) were significant predictors of teaching performance and research performance. Thus, the above findings support the hypotheses H5(a) and H5(b).

Table 4.7: Results of the Multiple Regression Analysis with Cross Cultural Adjustment as Predictor of Teaching Performance (N=114)

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Cross Cultural Adjustment	.280	.051	.462	5.514	.000

$R^2 = .214$, Adjusted $R^2 = .206$, $F = 30.405$, $p < 0.05$

Table 4.8: Results of the Multiple Regression Analysis with Cross Cultural Adjustment as Predictor of Research Performance (N=114)

Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Cross Cultural Adjustment	.399	.082	.417	4.849	.000

$R^2 = .174$, Adjusted $R^2 = .166$, $F = 23.518$, $p < 0.05$

4.4.2.3 Mediation Analysis

According to Baron and Kenny (1986) the mediator is a third variable, 'which represents the generative mechanism through which the focal independent variable is able to influence the dependent variable of interest'.

Figure 4.1 below shows a model which describes the process of mediation. It explains the independent variable (X), dependent variable (Y) and the mediator variable (M). Based on Baron and Kenny (1986) and Judd and Kenny (1981) four steps in establishing mediation was explained. There is a series of steps to analyse mediator variable using regression. Step 1, the initial variable must be correlated with the outcome. Y should be used as the criterion variable in a regression equation and X as a predictor (estimate and test path c). Step 2 explains that the initial variable should be correlated with the mediator, use M as the criterion variable in the regression equation and predictor is X (estimate and test path a). This step essentially involves treating the mediator as an outcome variable. Following that, step 3 explicates that the mediator affects the outcome variable and use Y as the criterion variable in a regression equation and X and M as predictors (estimate and test path b). It is not sufficient just to correlate the mediator with the outcome; the mediator and the outcome may be correlated because they are both caused by the initial variable X. Thus, the initial variable must be controlled in establishing the effect of the mediator on the outcome. Finally step 4 explains, to establish that M completely mediates the X-Y relationship, the effect of X on Y controlling for M (path c') should be zero. The effects in both steps 3 and 4 are estimated in the same equation. Each equation should be estimated and tested for the separate coefficients.

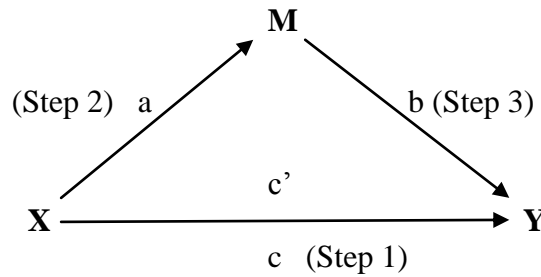


Figure 4.1: The Steps Involved in the Process of Mediation

4.4.2.3.1 Mediating Effect of Cross Cultural Adjustment on the Relationship between Self Efficacy, Cross Cultural Training, Family Support, Cultural Similarity and Job Performance (Teaching Performance)

Researcher has followed the procedures as recommended by Baron and Kenny (1986) to find the effects of mediator variable (CCA) on the relationship between self efficacy, cross cultural training, family support, cultural similarity and teaching performance. Table 4.9 below illustrate the analyses to examine the mediation hypothesis. The first step necessitates the independent variables (self efficacy, cross cultural training, family support and cultural similarity) to be significantly associated to dependent variable (teaching performance). The results from the first step reveals that self efficacy ($\beta = 0.236, p < 0.05$), cross cultural training ($\beta = 0.206, p < 0.05$) and family support ($\beta = 0.229, p < 0.05$) has a significant relationship on the teaching performance meanwhile cultural similarity ($\beta = -0.099, p > 0.05$) was not significantly related to teaching performance; therefore the Step 1 was fulfilled.

Next, step 2 needs the independent variables (self efficacy, cross cultural training, family support and cultural similarity) to be related to the mediator variable (CCA). The results from step 2 shows there is significant relationship between self efficacy ($\beta = 0.212, p < 0.05$), cross cultural training ($\beta = 0.199, p < 0.05$), family support ($\beta =$

0.198, $p < 0.05$), cultural similarity ($\beta = 0.170$, $p < 0.05$) and CCA; therefore the step 2 was fulfilled.

The third step requires the effect of the independent variables (self efficacy, cross cultural training and family support) must be controlled; as such the self efficacy, cross cultural training, family support (independent variables) and CCA (mediator variable) are regressed together against the dependent variable (teaching performance). The results from step 3 reveal that the effect of CCA on teaching performance is significant and there is a relationship between CCA and teaching performance ($\beta = 0.269$, $p < 0.05$); therefore the requisite for mediation step 3 was fulfilled. At the same time, step 3 could not be fulfilled for cultural similarity because there is no significance between cultural similarity (independent variable) and teaching performance (dependent variable) in step 1 meanwhile there is a significant relationship between cultural similarity (independent variable) and CCA (mediator variable).

Following that, as recommended by Baron and Kenny (1986), step 4 is to ascertain whether full mediation has occurred or partial mediation has occurred. Step 4 necessitates the beta value of independent variables (self efficacy, cross cultural training and family support) in step 3 to be significantly lesser in size comparatively to beta value of independent variables (self efficacy, cross cultural training and family support) in step 1. As depicted in Table 4.9, the beta value of self efficacy ($\beta = 0.206$, $p < 0.05$), cross cultural training ($\beta = 0.130$, $p > 0.05$) and family support ($\beta = 0.147$, $p > 0.05$) in step 3 is smaller than the beta value of self efficacy ($\beta = 0.236$, $p < 0.05$), cross cultural training ($\beta = 0.206$, $p < 0.05$) and family support ($\beta = 0.229$, $p < 0.05$) in step 1. Hence, the beta value has decreased and it was still significant for

self efficacy and no significant for cross cultural training and family support as such the conclusion that we can draw is that a partial mediation has taken place for self efficacy but full mediation has taken place for cross cultural training and family support.

At the same time, from the analysis, step 1 explains that there is no significance between cultural similarity (independent variable) and teaching performance (dependent variable) meanwhile there is a significant relationship between cultural similarity (independent variable) and CCA (mediator variable). Thus, since step 1 shows no significance, there is said to be no mediation, and step 3 could not fulfilled, and the researcher concludes that there is no relationship between cultural similarity (independent variable) and teaching performance (dependent variable).

As a result, the relationship between self efficacy and teaching performance was partially mediated by CCA and the relationship between cross cultural training, family support and teaching performance was fully mediated by CCA but there is no mediation effect of CCA between cultural similarity and teaching performance. Thus, it can be concluded that independent variables (self efficacy, cross cultural training and family support) predicts mediator variable (CCA), while CCA also can predicts dependent variable (teaching performance) among academic expatriates in Malaysia. Hence, hypothesis H6(a), H6(b) and H6(c) supported and did not support hypothesis H6(d). At the same time, self efficacy can also be directly related to teaching performance of academic expatriates.

Table 4.9: Results of Mediation Effects of Cross Cultural Adjustment on the Relationship between Self Efficacy, Cross Cultural Training, Family Support, Cultural Similarity and Teaching Performance (N=114)

Variables	B	SE _B	β	<i>t</i>	<i>p</i>
Step 1					
Outcome: Teaching					
Predictor: Self Efficacy	.196	.084	.236	2.337	.021
CCT	.136	.063	.206	2.158	.033
Family Support	.165	.069	.229	2.400	.018
Cultural Similarity	-.065	.055	-.099	-1.185	.238
R Square:	.281				
Adj R Square:	.255				
<i>F</i>	10.666, p=.000				
<i>df</i>	4,109				
Step 2					
Outcome: Adjustment					
Predictor: Self Efficacy	.291	.139	.212	2.100	.038
CCT	.217	.104	.199	2.087	.039
Family Support	.236	.114	.198	2.075	.040
Cultural Similarity	.185	.091	.170	2.028	.045
R Square:	.282				
Adj R Square:	.255				
<i>F</i>	10.678, p=.000				
<i>df</i>	4,109				
Step 3					
Outcome: Teaching					
Predictor: Self Efficacy	.171	.081	.206	2.106	.038
CCT	.086	.062	.130	1.386	.168
Family Support	.106	.067	.147	1.571	.119
Mediator: Adjustment	.163	.055	.269	2.956	.004
R Square:	.326				
Adj R Square:	.301				
<i>F</i>	13.185, p=.000				
<i>df</i>	4,109				

4.4.2.3.2 Mediating Effect of Cross Cultural Adjustment on the Relationship between Self Efficacy, Cross Cultural Training, Family Support, Cultural Similarity and Job Performance (Research Performance)

Researcher has followed the procedures as recommended by Baron and Kenny (1986) to find the effects of mediator variable (CCA) on the relationship between self efficacy, cross cultural training, family support, cultural similarity and research performance. Table 4.10 below illustrate the analyses to examine the mediation hypothesis. The first step necessitates the independent variables (self efficacy, cross cultural training, family support and cultural similarity) to be significantly associated to dependent variable (research performance). The results from the first step reveals that self efficacy ($\beta = 0.221$, $p < 0.05$), cross cultural training ($\beta = 0.198$, $p < 0.05$) and family support ($\beta = 0.273$, $p < 0.05$) has a significant relationship on the research performance meanwhile cultural similarity ($\beta = 0.051$, $p > 0.05$) was not significantly related to research performance; therefore the Step 1 was fulfilled.

Next, step 2 needs the independent variables (self efficacy, cross cultural training, family support and cultural similarity) to be related to the mediator variable (CCA). The results from step 2 shows there is significant relationship between self efficacy ($\beta = 0.212$, $p < 0.05$), cross cultural training ($\beta = 0.199$, $p < 0.05$), family support ($\beta = 0.198$, $p < 0.05$), cultural similarity ($\beta = 0.170$, $p < 0.05$) and CCA; therefore the step 2 was fulfilled.

The third step requires the effect of the independent variables (self efficacy, cross cultural training and family support) must be controlled; as such the self efficacy, cross cultural training, family support (independent variables) and CCA (mediator variable) are regressed together against the dependent variable (research performance). The results from step 3 reveal that the effect of CCA on research

performance is significant and there is a relationship between CCA and research performance ($\beta = 0.183, p < 0.05$); therefore the requisite for mediation step 3 was fulfilled. At the same time, step 3 could not be fulfilled for cultural similarity because there is no significance between cultural similarity (independent variable) and research performance (dependent variable) in step 1 meanwhile there is a significant relationship between cultural similarity (independent variable) and CCA (mediator variable).

Following that, as recommended by Baron and Kenny (1986), step 4 is to ascertain whether full mediation has occurred or partial mediation has occurred. Step 4 necessitates the beta value of independent variables (self efficacy, cross cultural training and family support) in step 3 to be significantly lesser in size comparatively to beta value of independent variables (self efficacy, cross cultural training and family support) in step 1. As depicted in Table 4.10, the beta value of self efficacy ($\beta = 0.179, p > 0.05$), cross cultural training ($\beta = 0.164, p > 0.05$) and family support ($\beta = 0.241, p < 0.05$) in step 3 is smaller than the beta value of self efficacy ($\beta = 0.221, p < 0.05$), cross cultural training ($\beta = 0.198, p < 0.05$) and family support ($\beta = 0.273, p < 0.05$) in step 1. Hence, the beta value has decreased and it was still significant for family support and no significant for self efficacy and cross cultural training as such the conclusion that we can draw is that a partial mediation has taken place for family support but full mediation has taken place for self efficacy and cross cultural training.

At the same time, from the analysis, step 1 explains that there is no significance between cultural similarity (independent variable) and research performance (dependent variable) meanwhile there is a significant relationship between cultural

similarity (independent variable) and CCA (mediator variable). Thus, since step 1 shows no significance, there is said to be no mediation, and step 3 could not fulfilled, and the researcher concludes that there is no relationship between cultural similarity (independent variable) and research performance (dependent variable).

As a result, the relationship between family support and research performance was partially mediated by CCA and the relationship between self efficacy, cross cultural training and research performance was fully mediated by CCA but there is no mediation effect of CCA between cultural similarity and research performance. Thus, it can be concluded that independent variables (self efficacy, cross cultural training and family support) predicts mediator variable (CCA), while CCA also can predicts dependent variable (research performance) among academic expatriates in Malaysia. Hence, hypothesis H7(a), H7(b) and H7(c) supported and did not support hypothesis H7(d). At the same time, family support can also be directly related to research performance of academic expatriates.

Table 4.10: Results of Mediation Effects of Cross Cultural Adjustment on the Relationship between Self Efficacy, Cross Cultural Training, Cultural Similarity and Research Performance (N=114)

Variables	B	SE_B	β	<i>t</i>	<i>p</i>
Step 1					
Outcome: Research					
Predictor: Self Efficacy	.291	.130	.221	2.243	.027
CCT	.207	.097	.198	2.123	.036
Family Support	.312	.107	.273	2.922	.004
Cultural Similarity	.053	.086	.051	.623	.534
R Square:	.312				
Adj R Square:	.287				
<i>F</i>	12.376, p=.000				
<i>df</i>	4,109				
Step 2					
Outcome: Adjustment					
Predictor: Self Efficacy	.291	.139	.212	2.100	.038
CCT	.217	.104	.199	2.087	.039
Family Support	.236	.114	.198	2.075	.040
Cultural Similarity	.185	.091	.170	2.028	.045
R Square:	.282				
Adj R Square:	.255				
<i>F</i>	10.678, p=.000				
<i>df</i>	4,109				
Step 3					
Outcome: Research					
Predictor: Self Efficacy	.235	.128	.179	1.839	.069
CCT	.172	.097	.164	1.768	.080
Family Support	.275	.106	.241	2.592	.011
Mediator: Adjustment	.175	.087	.183	2.024	.045
R Square:	.335				
Adj R Square:	.310				
<i>F</i>	13.719, p=.000				
<i>df</i>	4,109				

4.5 Overall Hypotheses Results

The results of the hypothesis testing are summarized in Table 4.19 below as follows:

Table 4.11: Overall Hypotheses Results Table

Hypothesis	Regression Results	Decision
H1(a): There is a significant relationship between self efficacy and teaching performance of academic expatriates in Malaysia.	$\beta = .236, p < 0.05$	Accepted
H1(b): There is a significant relationship between self efficacy and research performance of academic expatriates in Malaysia.	$\beta = .221, p < 0.05$	Accepted
H2(a): There is a positive relationship between cross cultural training and teaching performance of academic expatriates in Malaysia.	$\beta = .206, p < 0.05$	Accepted
H2(b): There is a positive relationship between cross cultural training and research performance of academic expatriates in Malaysia.	$\beta = .198, p < 0.05$	Accepted
H3(a): There is a positive relationship between family support and teaching performance of academic expatriates in Malaysia.	$\beta = .229, p < 0.05$	Accepted
H3(b): There is a positive relationship between family support and research performance of academic expatriates in Malaysia.	$\beta = .273, p < 0.05$	Accepted
H4(a): There is a significant relationship between cultural similarity and teaching performance of academic expatriates in Malaysia.	$\beta = -.099, p > 0.05$	Rejected
H4(b): There is a significant relationship between cultural similarity and research performance of academic expatriates in Malaysia.	$\beta = .051, p > 0.05$	Rejected
H5(a): There is a significant relationship between cross cultural adjustment and teaching performance of academic expatriates in Malaysia.	$\beta = .462, p < 0.05$	Accepted
H5(b): There is a significant relationship between cross cultural adjustment and research performance of academic expatriates in Malaysia.	$\beta = .417, p < 0.05$	Accepted
H6(a): Relationship between self efficacy and teaching performance is mediated by cross cultural adjustment.	Step 1: $\beta = .236, p < 0.05$ Step 2: $\beta = .212, p < 0.05$ Step 3: $\beta = .206, p < 0.05$	Accepted
H6(b): Relationship between cross cultural training and teaching performance is mediated by cross cultural adjustment.	Step 1: $\beta = .206, p < 0.05$ Step 2: $\beta = .199, p < 0.05$ Step 3: $\beta = .130, p > 0.05$	Accepted

H6(c): Relationship between family support and teaching performance is mediated by cross cultural adjustment.	Step 1: $\beta=.229, p<0.05$ Step 2: $\beta=.198, p<0.05$ Step 3: $\beta=.147, p>0.05$	Accepted
H6(d): Relationship between cultural similarity and teaching performance is mediated by cross cultural adjustment.	Step 1: $\beta=-.099, p>0.05$ Step 2: $\beta=.170, p<0.05$ Step 3: -	Rejected
H7(a): Relationship between self efficacy and research performance is mediated by cross cultural adjustment.	Step 1: $\beta=.221, p<0.05$ Step 2: $\beta=.212, p<0.05$ Step 3: $\beta=.179, p>0.05$	Accepted
H7(b): Relationship between cross cultural training and research performance is mediated by cross cultural adjustment.	Step 1: $\beta=.198, p<0.05$ Step 2: $\beta=.199, p<0.05$ Step 3: $\beta=.164, p>0.05$	Accepted
H7(c): Relationship between family support and research performance is mediated by cross cultural adjustment.	Step 1: $\beta=.273, p<0.05$ Step 2: $\beta=.198, p<0.05$ Step 3: $\beta=.241, p<0.05$	Accepted
H7(d): Relationship between cultural similarity and research performance is mediated by cross cultural adjustment.	Step 1: $\beta=.051, p>0.05$ Step 2: $\beta=.170, p<0.05$ Step 3: -	Rejected

4.6 Conclusion

The results of the study reveal that self efficacy is significantly associated to expatriates effectiveness of job performance (teaching performance and research performance). It shows that greater level of self efficacy contributes to greater level of job performance of academic expatriates. CCT in this study was found to be positively related to job performance (teaching performance and research performance) and the greater level of CCT will give greater impact on job performance. Following that, family support has also a significant relationship to the effectiveness of job performance amongst academic expatriates. Greater supports from the family will lead to the greater level of job performance of expatriates. The results of the research show that there is no significant relationship between cultural similarity and job performance (teaching performance and research performance) of academic expatriates.

The study also reveals that CCA has significant relationship to both teaching performance and research performance. It explains by improving the level of CCA will lead to higher level of job performance. This study also reveals that CCA has a significant mediating relationship between self efficacy and job performance (teaching performance and research performance), CCT and job performance (teaching performance and research performance) and has significant mediating relationship between family support and job performance (teaching performance and research performance). CCA has no mediation effect between cultural similarity and job performance (teaching performance and research performance).

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Introduction

This final chapter summarizes the findings and concludes the study. This chapter comprises of four sections. The first section presents the discussion of the results and following that summarizes the findings of the study related to the objective of research. Third section discusses about the necessary contributions to the body of knowledge. Next section discussed about the limitations of study and following that is recommendation for future research. Finally, the conclusion of this chapter is outlined in section 5.6.

5.1 Discussion

The results from the regressions analysis between independent variables (self efficacy, CCT, family support and cultural similarity) and dependent variables (teaching performance and research performance) presents that there is a positive significant relationship between self efficacy, CCT, family support and job performance (teaching performance and research performance). Meanwhile, there is no significant relationship between cultural similarity and job performance (teaching performance and research performance).

Self efficacy of expatriates will lead to the high level of job performance (teaching and research performance). According to Osman-Gani et al. (2008) and Claus et al. (2011) found that the self efficacy has direct relationship with the job performance of expatriates. Previous researchers concluded that self efficacy has positive significant relationship and determine the level of job performance of expatriates. Bandura

(1989) stated in his research that those who have a high sense of efficacy will have positive attitudes towards task and provides positive guides for performance. The regression analysis of this study supports this literature and also shows that self efficacy has positive significant relationship with the job performance (teaching and research performance) among academic expatriates. Based on the results of multiple regressions, the researcher found that the proposed self efficacy was significantly related to the level of job performance (teaching and research performance) of expatriates.

Next, previous researchers explain that CCT has relationship with the job performance of expatriates. Black et al. (1990), in their study explain that CCT will lead to high performance of expatriates if it facilitates effective relationships with host nationals. Shen et al. (2009) in their studies of CCT and its impacts on expatriate performance in Australian MNEs reveals that high rigor CCT is more effective for higher level of job performance. Ko et al. (2011) examines the effect of CCT on job performance among Taiwanese expatriates and they found CCT enhance job performance of the expatriates. The present study found that CCT is significantly related to job performance (teaching performance and research performance).

Family support is one of the factors to determine the success of expatriates of both self initiated and assigned expatriates. Expatriates need their family to support and motivate them in their international career. Caligiuri et al. (1998) discussed about the role of a family whereby family has played and highly influenced the outcome or the job performance of the expatriates. The job performance of expatriates is influenced by family members because family motivates expatriate in their job by giving support to adjust and manage in the host country. Previous researchers have proved

that family support is needed for the effectiveness of expatriates. Black and Gregersen (1991), in their research examined that family support is related to the effectiveness (job performance) of expatriates.

Previous research (Fukuda et al. 1994) examines the relationship between family support and the outcome of expatriates of Japanese subsidiaries in Hong Kong and Taiwan. Thus, the analysis of this study shows that family support has relationship with the job performance (teaching performance and research performance) of academic expatriates. Based on the present studies results of multiple regressions, family support was significantly related to the job performance (teaching performance and research performance) of expatriates.

Cultural similarity describes the similarities between two countries and this study revealed that there is no significant relationship between cultural similarity and job performance (teaching performance and research performance) of academic expatriates. The result of this study shows that there is no significance between cultural similarity and job performance (teaching and research performance) because there might be dissimilarity perceived by the academic expatriates. Several prior studies have revealed that cultural similarity does not exactly influences the effectiveness of academic expatriates. Selmer (2007) and Jenkins and Mockaitis (2010) explained that expatriates face problem to adjust in a new country in both dissimilar and even similar culture. Thus, cultural similarity does not explain about the effectiveness of academic expatriates.

Based on the study, there is a positive significant relationship found between CCA and job performance (teaching performance and research performance). This result is supported by previous research, whereby Kraimer et al. (2001) in their study presents

that expatriate adjustment is positively related to their job performance. At the same time, expatriates job performance will be similar to such performance in the home country if they properly adjust themselves with the host country general environment (Lee & Sukoco, 2010).

Besides that, Mol et al. (2005) found that expatriate CCA have positive relationship to their job performance. Parker et al. (1993) in their studies have found a significant positive relationship between CCA and expatriate job performance among U.S expatriates who are assigned for international assignment in 12 various foreign countries. There is a significant positive relationship between CCA and job performance amongst the expatriates and their supervisors from three U.S-based Fortune 500 companies (Kraimer et al. 2001). Besides that, Bhaskar-Shrinivas et al. (2005) in their study found the CCA reliably related to expatriate performance in their international assignment.

Following that, the survey among U.S-based Korean expatriates found that the CCA is positively associated to the job performance of expatriates (Kim & Slocum, 2008). Thus, the findings of this study shows it is also identical with findings of the previous researches by Parker et al. (1993), Kraimer et al. (2001), Bhaskar-Shrinivas et al. (2005), Kim & Slocum (2008) and the previous researchers have also found relationship between CCA's dimension and job performance's dimension meanwhile researcher found relationship between CCA and job performance (teaching performance and research performance). Hence, based on the findings of the study CCA has significant relationship to the job performance (teaching performance and research performance).

The regression analyses in this study found that CCA partially mediates the relationship between self efficacy and job performance (teaching performance) and CCA partially mediated the relationship between family support and job performance (research performance) but CCA fully mediated the relationship between CCT, family support and job performance (teaching performance) and CCA fully mediated the relationship between self efficacy, CCT and job performance (research performance) while there is said to be no mediation between cultural similarity and job performance (teaching performance and research performance) because there is no significant relationship between cultural similarity and job performance (teaching performance and research performance). Many previous researchers such as Kraimer, Wayne and Jaworski (2001); Takeuchi, Yun and Tesluk, (2002); Kraimer and Wayne, 2004 have found that CCA plays a role as a mediator to mediate the relationship between various types of predictor (variables) and the effectiveness of expatriates in their international assignment.

Following that, Parker et al (1993) in their study have examined the relationship between individual factors, organizational factors and contextual factors and the effectiveness (e.g. performance). They have added that the CCA as mediator between the three antecedents: individual factors, organizational factors and contextual factors and the consequences such as performance of the expatriates. The present study is seemed to be in line with the previous research that has proposed a model of intercultural adjustment by Parker et al (1993) which found the mediating effects of CCA on the relationship between individual factors, organizational factors, contextual factors and job performance (teaching performance and research performance).

According Bhatti, Sundram and Hee (2012), expatriate with high self efficacy will take initiative to solve their problems and handle critical situations during their international assignment. Expatriate's individual factors (e.g. self efficacy) have direct relationship to job performance and at the same time CCA also mediates the relationship between individual factor (self efficacy) and expatriate job performance (Bhatti et al., 2012). The present study also found that CCA plays a role as to mediate the relationship between self efficacy and expatriate job performance (teaching performance and research performance).

A previous research conducted by Wang and Tran (2012) among expatriates in Vietnam found the outcome point out that pre-departure CCT, post-arrival CCT and language training are positively related to CCA and expatriate's CCA have significant impacts on job performance and at the same time CCA partially mediate the relationship between CCT and job performance of expatriates. Bhatti et al (2012) too proposed CCT as direct and indirect support from organization and CCA mediates the relationship between CCT and job performance. Researcher in the present study did not found the effects of CCA as mediator on the relationship between all the pre-departure CCT, post-arrival CCT, and language training and job performance specifically. On the other hand, researcher has presented that the mediating effects of CCA on the correlation between CCT and job performance. The present research also found that CCA mediate the relationship among CCT and job performance (teaching performance and research performance).

Black and Stephens (1989) in their study among American expatriate adjustment and intentions to stay influenced by their family/spouse. They explained that adjustment of spouse is positively related to expatriates intention to stay in the international

assignment. Parker et al. (1993) also proposed that inadequate adjustment will impact the performance of expatriates. The contextual factor (family/spouse support) affects the adjustment of expatriates in their international assignment and it will impact the performance level of expatriates. The present study found the CCA mediates the relationship between family support and job performance (teaching performance and research performance).

At the same time, the mediation analysis study reveals that the determinant factors self efficacy also directly related to the dependent variable (teaching performance) and family support directly related to (research performance) of academic expatriates in Malaysia.

5.2 Summary of Findings

This section presents the outline of research results and is discussed based on the research objectives of this study. Researcher has proposed six research objectives in this study and it was discussed separately.

5.2.1 Self Efficacy and Job Performance

The first objective of the study is to investigate the relationship between self efficacy and job performance (teaching performance and research performance) of academic expatriates in Malaysia. The result shows after regressed independent variable (self efficacy) with dependent variables (teaching performance and research performance) and the result reveals that self efficacy was significantly positively related to teaching performance and research performance of academic expatriates. According to Jones (1986), self efficacy is very important in cross cultural adjustment in terms

of impact on expatriate's ability to perform successfully in their international assignment.

Following that, self efficacy is 'beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations' (Bandura, 1997). Expatriate such as academic expatriate with high level of self efficacy will be able to manage challenges in any circumstances and will have good work outcomes specifically higher level of task performance (Lanaj et al. 2012). Self efficacy as individual factor (Parker et al., 1993; Claus et al., 2011) contributes to the level of expatriate performance and it has been documented in a Meta analysis (Stajkovic & Luthans, 1997; 1998). Similar to the finding in a majority of prior studies explains that individual factor (self efficacy) is significantly related to the job performance of academic expatriates. Based on the previous studies of expatriates, SIEs such academic expatriates show that the determinant factor (self efficacy) has significant relationship to the job performance (teaching performance and teaching performance). The present study reveals self efficacy has a significant positive relationship on job performance (teaching performance and research performance) of academic expatriates in Malaysia. Thus, the first research objective is met.

5.2.2 Cross Cultural Training and Job Performance

The second objective of this study is to determine the relationship between cross cultural training and the job performance (teaching performance and research performance) of academic expatriates in Malaysia. The result shows after regressed CCT with job performance (teaching performance and research performance) and the result reveals that CCT was significantly positively related to teaching performance and research performance of academic expatriates in Malaysia. CCT is significant for

expatriate success in their international assignment as lack of CCT will give impact on their level of performance (Romero, 2002) whereby it also impact to academic expatriates. Black and Mendenhall (1990) and Deshpande et al. (1992) in their studies found that CCT is effective in increasing cross cultural skill and job performance and they also found that most studies point out a positive relationship between CCT and job performance of expatriates. It shows that, the academic expatriates also greatly influence by the CCT.

Following that, Romero (2002) has proposed in his research paper that there is a positive relationship between CCT and job related expatriate effectiveness. He also defined the effectiveness of expatriate as the levels of productivity during international assignment. There have been few empirical studies conducted to find out the relationship between CCT and expatriate performance in their international task (Neil, 2008). Shen et al. (2009) in his studies found that there is a significant positive relationship with job performance. CCT also influences the level of job performances of academic expatriates and it indicates that the higher level of CCT will lead to a better job performance of academic expatriates.

Thus, few prior studies are similar to the findings of the study and explain that organizational factor: CCT has a significant positive relationship to the job performance of academic expatriates in Malaysia. The present study found that CCT have significant positive relationship on the job performance (teaching performance and research performance). Therefore, the second research objective is met.

5.2.3 Family Support and Job Performance

The third objective of this study is to find out the relationship between family support and job performance (teaching performance and research performance) of academic expatriates Malaysia. The result shows after regressed family support with job performance (teaching performance and research performance) and the result reveals that family support was significantly positively related to teaching performance and research performance of academic expatriates in Malaysia. It was found that family support has impact on both teaching performance research performance of academic expatriates in Malaysia.

Family related situations play vital roles and are frequently influencing the expatriate's ability to adjust and perform effectively in their international assignment (Tung, 1982; Black et al. 1991; Black et al. 1989; Parker et al. 1993; Palthe, 2004). Family/spouse support is a contextual factor or non work factor (Black et al. 1991; Parker et al. 1993) and they proposed that family is positively related to the expatriates' ultimate success. It also affects the effectiveness of SIEs such as academic expatriates. Schoepp et al. (2010) found family as a motivation to expatriates to remain or leave the host country which determines the job performance of expatriates. It can be explained that family support motivates the academic expatriates to remain in their international assignment. Andreason (2008) also proposed that family/spouse may affect the expatriate's ability and impact their performance.

Hence, there are few prior studies done and found that family support impacts on the outcome of expatriates (e.g. job performance), including the SIEs (academic expatriates). As such, the present study found that family support has a significant

positive relationship on the job performance (teaching performance and research performance) of academic expatriates in Malaysia. Therefore, the third research objective is met.

5.2.4 Cultural Similarity and Job Performance

The fourth research objective is to determine the relationship between cultural similarity and job performance (teaching performance and research performance) of academic expatriates in Malaysia. The result shows after regressed cultural similarity with job performance (teaching performance and research performance) of academic expatriates and the result reveals that cultural similarity was not significantly related to teaching performance and research performance of academic expatriates in Malaysia. It was found that cultural similarity has no impact on both teaching performance and research performance of academic expatriates in this study.

Few prior studies showed cultural similarity did not influence expatriate's willingness to move abroad (Wagner & Westaby, 2009). Following that, researchers have found that expatriates are still facing problems to adjust in abroad in both dissimilar and even similar culture (Selmer, 2007; Jenkins & Mockaitis, 2010). Jun & Gentry (2005) have indicated that there are two dimensions, in which is cultural similarity or personal fit can predict cultural adaptation of expatriate in host country. The studies provide results where the cultural similarity of home and host country influences academic expatriate's culture adaptation and those who previously experienced expatriation. On the other hand, the results showed expatriates behavioral and attachment with host country culture enhances expatriates to fit with the host country culture and adapt to it. It can be said that academic expatriates from various countries could not adapt to the new country with cultural similarity nor

dissimilarity and at the same time cultural similarity does not accurately predict the level of performance of academic expatriates.

Thus, the previous studies argued that cultural similarity are not exactly playing an important role to determine success of expatriation such SIEs (academic expatriates), and hence, the present study found there is no relationship between cultural similarity and job performance (teaching performance and research performance) of academic expatriates in Malaysia and therefore the fourth objective could not be met.

5.2.5 Cross Cultural Adjustment and Job Performance

The fifth objective that have proposed by the researcher is to determine the relationship between cross cultural adjustment and job performance (teaching performance and research performance) of academic expatriates in Malaysia. The result shows after regressed CCA with job performance (teaching performance and research performance) of academic expatriates and the result reveals that CCA was significantly positively related to teaching performance and research performance of academic expatriates in Malaysia.

Based on the previous research by Stahl et al. (2005), it was revealed that the adjustment of expatriates in foreign country is positively associated to the job performance. Numerous studies especially longitudinal study found expatriates' work adjustment is strongly related to job performance (Takeuchi, Wang & Marinova, 2005). This is consistent with other previous researchers that have found a positive relationship between expatriate CCA and their job performance (Kraimer, Wayne & Jaworski, 2001; Parker et al. 1993). Claus et al. (2011) also proposed that CCA is a predictor of expatriate's job performance. Academic expatriates are also

influenced by their level of CCA in the foreign country and it is directly related to the level of job performance. CCA is a path to fit the academic expatriates towards both the new work and non work environment.

Therefore, previous researchers have found similar findings to this study. Hence, the present study found there is a significant positive relationship between CCA and job performance (teaching performance and research performance) of academic expatriates in Malaysia. Therefore, the fifth research objective is met.

5.2.6 Mediating Effects of Cross Cultural Adjustment

The sixth objective of this research is to determine the mediating effect of cross cultural adjustment on the relationship between self efficacy, cross cultural training, family support, cultural similarity and job performance (teaching performance and research performance) of expatriates in Malaysia. The findings of present study revealed that cross cultural adjustment partially mediate the relationship between self efficacy and teaching performance while CCA partially mediate the relationship between family support and research performance of academic expatriates in Malaysia. At the same time, CCA fully mediate the relationship between cross cultural training, family support and teaching performance meanwhile cross cultural adjustment fully mediate the relationship between self efficacy, cross cultural training and research performance of academic expatriates in Malaysia. The results also revealed that there is no mediation effect of cross cultural adjustment between cultural similarity and job performance (teaching performance and research performance) of academic expatriates in Malaysia.

Claus et al. (2011), in their model of expatriate adjustment and job performance proposed that CCA mediates the relationship between individual level (self efficacy) and the job performance of expatriates. Bhatti (2012) and Wang et al. (2012) have also stated that the relationship between CCT and job performance mediated by CCA. Parker et al. (1993), in their model of intercultural adjustment proposed that family/spouse support makes expatriate to adjust and the adjustment will impact performance of expatriates. The mediation effect of CCA also influences the effectiveness (job performance) of academic expatriates because academic SIEs are also a particular type of expatriate (Selmer et al. 2010).

Finally, numerous previous researches found similar findings to this study whereby CCA has greater effects on academic expatriates. Hence the present study found there is a mediating effect of CCA between self efficacy, CCT, family support and job performance (teaching performance and research performance) of academic expatriates in Malaysia and no mediation effect of CCA and job performance (teaching performance and research performance) of academic expatriates in Malaysia. Therefore, the sixth research objective is met except for cultural similarity.

5.3 Implication of the Study

The findings of the study have contribution towards theoretical and practical. This study has contribution to the body of knowledge. The theoretical contribution of this study is gives an understanding of the effectiveness of expatriates in their international assignment. This study revealed that individual factor (self efficacy), organizational factor (cross cultural training), contextual factor (family support) and CCA significant predictors of expatriates job performance (teaching and research performance). Besides that, CCA also mediates the relationship between self

efficacy, CCT, family support and job performance (teaching and research performance) of academic expatriates. It explains that CCA influence the self efficacy, CCT and family support on the job performance (teaching and research performance). This study also contribute to have an understanding about the theoretical framework of international adjustment (Black et al. 1991) which is explains of expatriate's CCA. In addition, this study will contribute and explains that the level of CCA will give consequences towards the performance. The study reveals that the job performance (teaching and research performance) of academic expatriates in Malaysia is outcome of the CCA.

This study also has contribution on the some group of people. The practitioners of both academic institutions and academicians considering for international assignment will benefit from the study. The results of the study can assist the academic institutions to look for suitable and qualified candidates for their tasks. Expatriation is influenced by several factors based on this study, such as the individual factor (self efficacy), organizational factor (CCT) and contextual factor (family support) which determines the success of expatriation. These factors may influence the job performance of academic expatriates. Academic institutions should find out qualified candidates who have high belief to perform a task and achieve their goals. Besides finding the right academic expatriate candidates, organization should also provide an extensive CCT program for their candidates. This can avoid their maladjustment. Family support is one of important criteria for the success of expatriates and organizations must consider the expatriate's family and provide them training too. Following that, CCA mediate the relationship between self efficacy, CCT, family support and job performance. It is proposed that every organizations and institutions

need to take necessary actions to improve on the academic expatriate's CCA. An excellent CCA will lead to higher level of job performance of academic expatriates.

In addition, the results of the study will assist academic institutions in determining good strategies that can be applied in advance to reduce the problem encountered by academic expatriates. The management of university itself must have their own strategy to increase the efficiency in working environment to help these academic expatriates regarding their level of effectiveness in their task. Good situation about the job and workplace factor will increase their motivation to continue their international assignment and at the same time can help them to increase the level of effectiveness. Besides that, this study also contributes to academic expatriates as the candidates can gain better understanding about the job before being assigned for international assignment and makes them clear whether they can fit to the new culture and finally they should know the level of support from their own family.

5.4 Limitations of the Study

In conducting the study, there a few limitations that have to analyzed. The first limitation of the study is related to the low feedback of respondents. The low feedback from the respondents is lacking to summarize the results of study. Besides that, the sample of this study has limitation. Respondents of this study are focused in Malaysia and the respondents (expatriate) are adjusting to one particular culture although the respondents are from various country. Therefore the result of this study should not be generalized and compared to other country as different cultures may influence the result of the study. At the same time, the limitation of this study is the selection of universities located in northern region of Malaysia.

This study focused on the selected universities in northern region of Malaysia. The sample of the study focused in the selected universities in northern region of Malaysia. Thus, the study does not explain the effectiveness of academic expatriates in other universities in Malaysia. This study is also a cross sectional design because the data collected for the one point in time. Cross sectional design explains that a study can be done in which data are gathered just once, perhaps over a period of days, weeks or months in order to answer the research question. For example, the level of expatriates' adjustment might be change or be greater level after certain period of time.

5.5 Recommendation for Future Research

Based on the limitation of the study, this study suggests few recommendations for future research. It was suggested that researcher need to ensure the number of responses from their sample of respondents. Researcher should get a large number of respondents to conduct this study. So, researcher must continually follow up regarding the feedback from respondents. More time and actions should be taken in order to reach the respondents by visiting the particular universities and handing over the questionnaire to respondents. This will help researcher to get the feedback immediately.

In future, the study should be conducted on a larger population where researcher can collect data from all the academic expatriates hired by universities all over Malaysia. By doing so, the study will reach more respondents and the results will be more firm to summarize the effectiveness of academic expatriates in Malaysia. In addition, researcher should expand the study to include academic expatriates all over the country and should use longitudinal design to collect data of minimum two points

because the level of adjustment of academic expatriates will change and it will give great impact on the findings.

5.6 Conclusion

Finally, this study has discussed about the relationship between individual factor (self efficacy), organizational factor (CCT), contextual factor (family support and cultural similarity) and academic expatriate effectiveness (job performance) in their international task. It explains that self efficacy, CCT and family support are significant contributing factors for academic expatriate's effectiveness in their international assignment except for cultural similarity which does not relate to job performance. Following that, this study also provides important insights that CCA has a significant relationship on the job performance and at the same time CCA mediates the relationship between self efficacy, CCT, family support and job performance of academic expatriates in Malaysia and there is no mediation effect of CCA between cultural similarity and job performance of academic expatriates in Malaysia.

The goal of successful international assignment is to have good expatriates such as academic expatriates to work in the host country. It is important to know the determinants that could help academic expatriates to adjust well in the local environment to make sure that they can complete their international assignment successfully.

REFERENCES

- Adbulsalam, D., & Mawoli, M.A. (2012). *Motivation and Job Performance of Academic Staff of State Universities in Nigeria: The Case of Ibrahim Badamasi Babangida University, Lapai, Niger State*. *International Journal of Business and Management*, 7 (14).
- Aida, H.M., & Maimunah, I. (2007). *Cross-Cultural Challenges and Adjustments of Expatriates: A Case Study in Malaysia*. *Alternatives: Turkish Journal of International Relations*, 6 (3 & 4).
- Altman, Y. & Shortland, S. (2008). *Women and International Assignments: Taking Stock- A 25 Year Review*. *Human Resource Management*, 47 (2), 199-216.
- Andreason, A.W. (2008). *Expatriate Adjustment of Spouses and Expatriate Managers: An Integrative Research Review*. *International Journal of Management*, 25 (2).
- Arif, H., & Junaidah, H. (2011). *Role of organizational justice in determining work outcomes of national and expatriate academic staff in Malaysia*. *International Journal of Commerce and Management*, 21 (1), 82-93.
- Ashwini, K., Lukumon, O., Meding, J.V., Spillane, J., & Coates, R. (2012). *International Projects and Cross Cultural Adjustment of British Expatriates in Middle East: A Qualitative Investigation of Influencing Factors*. *Australasian Journal of Construction Economics and Building*, 12 (3), 31-54.
- Aycan, Z. (1997). *Expatriate adjustment as a multifaceted phenomenon: individual and organizational level predictors*. *The International Journal of Human Resource Management*, 8 (4).
- Aycan, Z., Abdul Basit Al-Hamadi., Davis, A. & Budhwar, P. (2007). *Cultural orientations and preferences for HRM policies and practices: the case of Oman*. *Int. J. of Human Resource Management* 18 (1), 11–32.
- Babiker, I.E., Cox, J.L., & Miller, P.M. (1980). *The Measurement of Cultural Distance and Its Relationship to Medical Consultations, Symptomatology and Examination Performance of Overseas Students at Edinburgh University*. *Social Psychiatry*, 15, 109-116.
- Baker, J.C & Ivancevich, J.M. (1971). *The Assignment of American Executives Abroad Systematic, Haphazard or Chaotic?* *California Management Review*, 13 (3).
- Baker, W.M & Roberts, F.D. (2006). *Managing the Costs of Expatriation*. *Strategic Finance*, 35-41.
- Bandura, A. (1977). *Self-efficacy: Toward a Unifying Theory of Behavioral Change*. 84 (2), 191-215.
- Bandura, A. (1989). *Regulation of Cognitive Processes Through Perceived Self-Efficacy*. 25 (5), 729-735.

- Bandura, A. (1997). *Self-efficacy: Toward a Unifying Theory of Behavioral Change*. *Psychological Review*, 84 (2), 191-215.
- Bank, M. & Rothmann, S. (2006). *Correlates of Expatriates' Cross Cultural Adjustment*. *Management Dynamics*, 15 (4).
- Baron, R.M., & Kenny, D.A. (1986). *The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations*. *Journal of Personality and Social Psychology*, 51 (6), 1173-1182.
- Bashir, S. (2012). *Perceived organizational support and the cross-cultural adjustment of expatriates in the UAE*. 5 (1), 63-82.
- Beaudoin, M., & Desrichard, O. (2011). *Are memory self-efficacy and memory performance related? A meta-analysis*. *Psychological Bulletin*, 137, 211–241.
- Bhaskar-Shrinivas, P., Harrison, D.A., Shaffer, M.A., & Luk, D.M. (2005). *Input-Based And Time-Based Models Of International Adjustment: Meta-Analytic Evidence And Theoretical Extensions*. *Academy Of Management Journal*. 48 (2), 257-281.
- Bhatti, M.A., Kaliani Sundram, V.P., & Hee, H.C. (2012). *Expatriate Job Performance and Adjustment: Role of Individual and Organizational Factors*. *Journal of Business & Management*, 1 (1), 29-39.
- Bhatti, M.A., Hee, H.C., & Kaliani Sundram, V.P. (2013). *A Guide for Beginners: Data Analysis Using SPSS & Amos*. Pearson Malaysia Sdn.Bhd.
- Biemann, T., & Andresen, M. (2010). *Self-initiated foreign expatriates versus assigned expatriates: Two distinct types of international careers*. *Journal of Managerial Psychology*, 25 (4), 430-448.
- Birdseye, M.G., & Hill J.S. (1995). *Individual, Organizational/Work and Environmental Influences on Expatriate Turnover Tendencies: An Empirical Study*. *Journal of International Business Studies*.
- Black, J.S. (1988). *Work Role Transitions: A Study Of American Expatriate Managers In Japan*. *Journal of International Business Studies*.
- Black, J.S., & Stephens, G.K. (1989). *The Influence of the Spouse on American Expatriate Adjustment and Intent to Stay in Pacific Rim Overseas Assignments*. *Journal of Management*, 15 (4), 529-544.
- Black, J.S. & Mendenhall, M. (1990). *Cross-Cultural Training Effectiveness: A Review and a Theoretical Framework for Future Research*. *Academy of Management Review*, 15 (1), 113-136.
- Black, J.S., Mendenhall, M., & Oddou, G. (1991). *Toward A Comprehensive Model of International Adjustment: An Integration Of Multiple Theoretical Perspectives*. *Academy of Management Review*, 16 (2), 291-317.

- Black, J.S. & Gregersen, H.B. (1999). *The Right Way to Manage Expats*. Harvard Business Review, 53-60.
- Bossard, A.B. & Peterson, R.B. (2005). *The repatriate experience as seen by American expatriates*. Journal of World Business, 40, 9-28.
- Brett, J.M. (1980). *The effects of Job transfer on employees and their families*. In Cooper CL, Payne R (Eds.), *Current concerns in occupational stress*, Chichester, U.K.: Wiley
- Caligiuri, P.M. (1997). *Assessing Expatriate Success: Beyond Just "Being There"*. *New Approaches to Employee Management*, 4, 117-140.
- Caligiuri, P. M., Hyland, M. A. M., Joshi, A., & Bross, A. S. (1998). *Testing a theoretical model for examining the relationship between family adjustment and expatriates' work adjustment*. Journal of Applied Psychology, 83, 598–614.
- Caligiuri, P.M., & Day, D.V. (2000). *Effects of Self-Monitoring on Technical, Contextual, and Assignment-Specific Performance*. *Group and Organization Management*, 25 (2), 154-174.
- Cameron, A.C. (2004). *The SAGE Encyclopedia of Social Science Research Methods: Kurtosis*. Sage Publications, Inc, 544-546.
- Cavusgil, T., Yavas, U., & Bykowicz, S. (1992). *Preparing Executives For Overseas Assignments*. *Management Decision*, 30 (1), 54-58.
- Cerimagic, S. (2011). *Cross-cultural adaptivity and expatriate performance in the United Arab Emirates*. 4 (4), 303-312.
- Chan, D. (2000). *Understanding Adaptation to Changes in the Work Environment: Integrating Individual Difference and Learning Perspectives*. *Research in Personal and Human Resource Management*, 18, 1-42.
- Chang, Y.Y., Gong, Y., & Peng, M.W. (2012). *Expatriate Knowledge Transfer, Subsidiary Absorptive Capacity, and Subsidiary Performance*. *Academy of Management Journal*, 55 (4), 927-948.
- Chang, W.W. (2009). *Cross-cultural adjustment in the multinational training programme*. *Human Resource Development International*, 12 (5), 561-569.
- Carr, S.C., Inkson, K., & Thorn, K. (2005). *From global careers to talent flow: Reinterpreting 'brain drain'*. *Journal of World Business*, 386-398.
- Chen, G., Kirkman, B.L., Kim, K., & Farh, C.I.C. (2010). *When does cross cultural motivation enhance expatriate effectiveness? A multinational investigation of the moderating roles of subsidiary support and cultural distance*. *Academy of Management Journal*, 53 (4), 1110-1130.
- Church, A. T. (1982). *Sojourner adjustment*. *Psychological Bulletin*, 9, 540-572.

- Claus, L., Lungu, A.P., & Bhattacharjee, S. (2011). *The effects of Individual, Organizational and Societal Variables on the Job Performance of Expatriate Managers*. International Journal of Management, 28 (1).
- Coff, R.W. (1997). *Human Assets And Management Dilemmas: Coping With Hazards On The Road To Resource-Based Theory*. Academy of Management Review, 22 (2), 307-402.
- Conner, J. (2000). *Developing The Global Leaders Of Tomorrow*. Human Resource Management, 39 (2&3), 147-157.
- Deepak, K.S., & Monika, P. (2012). *Dimensions of Indian expatriate adjustment in the USA: An exploratory study*. 22 (4), 320-328.
- Deshpande, S. P., & Viswesvaran, C. (1992). *Is Cross-cultural Training of Expatriate Managers Effective: A Meta Analysis*. International Journal of Intercultural Relations 16, 295-310.
- Dowling, P.J., Schuler, R.S., & Welch, D.E. (1999). *International Human Resource Management: Managing People in a Multinational Context*. 3rd ed., South-Western College, Cincinnati, OH.
- Escbach, D.M. (1996). *Cross Cultural Training A Tool for Developing Effective Expatriate Managers*. The Dissertation Degree of Doctor of Philosophy
- Fah, L.Y., & Hoon, K.C. (2009). *Introduction to Statistical Analysis in Social Science Research*. Venton Publishing.
- Feldman, D.C. & Tompson, H.B. (1992). *Entry Shock, Culture Shock: Socializing The New Breed Of Global Managers*. Human Resource Management, 31 (4), 345-362.
- Forster, N. (2006). *Expatriates and the impact of cross-cultural training*. Human Resource Management Journal, 10 (3).
- Froese, F.J., & Peltokorpi, V. (2010). Cultural distance and expatriate job satisfaction. International Journal of Intercultural Relations, 35, 49-60.
- Fukuda, K.J. & Chu, P. (1994). *Wrestling with Expatriate Family Problems Japanese Experience in East Asia*. Int. Studies of Mgt. & Org., 24 (3), 36-47.
- Giwencer, P. (2008). *The Effect of Stressors, Support and Adjustment on Career Outcomes of Expatriates*. Published Dissertation of National Cheng Kung University.
- Grieststein, A. & Wathieu, L. (2012). *Happily (mal)adjusted: Cosmopolitan identity and expatriate adjustment*. International Journal of Research in Marketing, 29, 337-345.
- Haslberger, A., & Brewster, C. (2008). *The expatriate family: an international perspective*. Journal of Managerial Psychology, 23 (3), 324-346.

- Harrison, D.A., & Shaffer, M.A. (2005). *Mapping the criterion space for expatriate success: task- and relationship-based performance, effort and adaptation*. *International Journal of Management*, 16 (8), 1454-1474.
- Harzing, A.W. (1995). The Persistent Myth of High Expatriate Failure Rates. *Human Resource Management*, 6, 457-475.
- Harzing, A.W., & Christensen, C. (2004). *Expatriate failure: time to abandon the concept?* *Career Development International*, 9 (7), 616-626.
- Haslina, H., Nik, A. R., & Bahtiar, M. (2013). *Oes Vs Sies: Exploring the Cross-Cultural Adjustment of Hotel Expatriates In A Multicultural Society*. *International Conference on Communication, Media, Technology and Design*.
- Heijden, J.A.V., Engen, M.L., & Paauwe, J. (2009). *Expatriate career support: predicting expatriate turnover and performance*. *The International Journal of Human Resource Management*, 20 (4), 831-845.
- Hemmasi, M., Downes, M., & Varner, I.I. (2010). *An empirically-derived multidimensional measure of expatriate success: reconciling the discord*. *The International Journal of Human Resource Management*, 21 (7), 982-992.
- Hill, W.L. (2005). *International Business: Competing in the Global Marketplace*, International ed. McGraw-Hill, New York, NY.
- Hofstede, G. (1980). *Culture's Consequences: International Differences in Work-Related Values*. *Cross Cultural Research and Methodology Series*, 5, Sage Publications.
- Hofstede, G., & Mooij, M. (2010). *The Hofstede model Applications to global branding and advertising strategy and research*. *International Journal of Advertising*, 29 (1), 85-110.
- Hornsey, M.J. (2008). *Social Identity Theory and Self-categorization Theory: A Historical Review*. *Social and Personality Psychology Compass*, 2 (1), 204-222.
- Inkson, K., Arthur, M.B., Pringle, J., & Barry, S. (1997). *Expatriate Assignment Versus Overseas Experience: Contrasting Models of International Human Resource Development*. *Journal of World Business*, 32 (4).
- Jenkins, E.M., & Mockaitis, A.I. (2010). *You're from where? The influence of distance factors on New Zealand expatriates' cross-cultural adjustment*. *The International Journal of Human Resource Management*, 21 (15), 2694-2715.
- Jokinen, T., Brewster, C., & Suutari, V. (2008). *Career capital during international work experiences: contrasting self-initiated expatriate experiences and assigned expatriation*. *The International Journal of Human Resource Management*, 19 (6), 979-998.
- Jones, G.R. (1986). *Socialization Tactics, Self-Efficacy, and Newcomers' Adjustments to Organizations*. *Academy of Management Journal*, 29 (2), 262-279.

- Judge, T.A., Jackson, C.L., Shaw, J.C., Scott, B.A., & Rich, B.L. (2007). *Self-Efficacy and Work-Related Performance: The Integral Role of Individual Differences*. *Journal of Applied Psychology*, 92 (1), 101-127.
- Jun, S., & Gentry, J.W. (2005). *An exploratory investigation of the relative importance of cultural similarity and personal fit in the selection and performance of expatriates*. *Journal of World Business*, 40, 1-8.
- Kalyani (2006). *An Empirical investigation of the Impact of Organizational factors on the Perceived Job Performance of Shop Floor Employees of Large scale Garments Industries in Sri Lanka*. 6 (1), 82-92.
- Kaye, M., & Taylor, W.G.K. (1997). *Expatriate culture shock in China: a study in the Beijing hotel industry*. *Journal of Management Psychology*, 12 (8), 496-510.
- Kim, K., & Slocum, J.W. (2008). *Individual differences and expatriate assignment effectiveness: The case of U.S.-based Korean expatriates*. *Journal of World Business*, 43, 109-126.
- Ko, H.C., & Yang, M.L. (2011). *The Effects of Cross-Cultural Training on Expatriate Assignments*.
- Kohonen, E. (2005). *Developing global leaders through international assignments: An identity construction perspective*. 34 (1), 22-36.
- Kraimer, M.L., Wayne, S.J., & Jaworski, R.A. (2001). *Sources of Support And Expatriate Performance: The Mediating Role Of Expatriate Adjustment*. *Personal Psychology*, 54.
- Kraimer, M.L., & Wayne, S.J. (2004). *An Examination of Perceived Organizational Support as a Multidimensional Construct in the Context of an Expatriate Assignment*. *Journal of Management*, 30 (2), 209-237.
- Lanaj, K., Chang, C.H.D., & Johnson, R.E. (2012). *Regulatory Focus and Work-Related Outcomes: A Review and Meta-Analysis*. 138 (5), 998-1034.
- Lazarova, M., Westman, M., & Shaffer, M.A. (2010). *Elucidating the positive side of the work-family interface on international assignments: a model of expatriate work and family performance*. 35 (1), 93-117.
- Lee, H.W. (2005). *The Factors Influencing Expatriates*. *The Journal of American Academy of Business*, Cambridge, 2.
- Lee, L.Y., & Sukoco, B.M. (2010). *The effects of cultural intelligence on expatriate performance: the moderating effects of international experience*. *The International Journal of Human Resource Management*, 21 (7), 963-981.
- Liu, X., & Shaffer, M.A. (2005). *An Investigation of Expatriate Adjustment and Performance A Social Capital Perspective*. *International Journal of Cross Cultural Management*, 5 (3), 235-254.

- Mohd Tahir, A.H., & Ismail, M. (2007). *Cross-Cultural Challenges and Adjustments of Expatriates: A Case Study in Malaysia*. Turkish Journal of International Relations, 6 (3&4).
- Mawoli, M.A., & Babandako, A.Y. (2011). *An Evaluation Of Staff Motivation, Dissatisfaction And Job Performance In An Academic Setting*. Australian Journal of Business and Management Research, 1 (9), 1-13.
- Mejia, L.R., Balkin, D.B., & Cardy, R.L. (2012). *Managing Human Resources*. 7th Eds, Pearson, Prentice Hall.
- Mendenhall, M., & Oddou, G. (1985). *The Dimensions of Expatriate Acculturation: A Review*. Academy of Management Review, 10 (1), 39-47.
- Motowidlo, S.J., & Scotter, J.R. (1994). *Evidence That Task Performance Should Be Distinguished from Contextual Performance*. Journal of Applied Psychology, 79 (4), 475-480.
- Motowidlo, S.J., Borman, W.C., & Schmit, M.J. (1997). *A Theory of Individual Differences in Task and Contextual Performance*. Human Performance, 10 (2), 71-83.
- Myers, B., & Pringle, J.K. (2005). *Self-initiated foreign experience as accelerate development: Influences of gender*. Journal of World Business, 40, 421-431
- Nasholm, M.H. (2012). *Global careerists identity construction A narrative study of repeat expatriates and international itinerants*. International Journal of Managing, 5 (4), 804-812.
- Neill, J. (2008). *The Expatriate Venture: What Role Does Cross-Cultural Training Play And What Theories Guide Research In The Field?* Schmidt Labor Research Center Seminar Research Series.
- Nordenflycht, A.V. (2010). *What Is A Professional Service Firm? Toward A Theory And Taxonomy Of Knowledge-Intensive Firms*. Academy of Management Review, 35 (1), 155-174.
- Okpara, J.O. & Kabongo, J.D. (2011). *Cross-cultural training and expatriate adjustment: A study of western expatriates in Nigeria*. Journal of World Business, 46, 22-30.
- Osman-Gani & Rockstuhl, T. (2008). *Antecedents and Consequences of Social Network Characteristics for Expatriate Adjustment and Performance in Overseas Assignments: Implications for HRD*. Human Resource Development Review, 7 (1), 32-57.
- Osman-Gani & Rockstuhl, T. (2009). *Cross-cultural training, expatriate self-efficacy, and adjustments to overseas assignments: An empirical investigation of managers in Asia*. International Journal of Intercultural Relations, 33, 277-290.

- Palthe, J. (2004). *The relative importance of antecedents to cross-cultural adjustment: implications for managing a global workforce*. *International Journal of Intercultural Relations*, 28, 37-59.
- Parker, B., & McEvoy, G.M. (1993). *Initial Examination of a Model Intercultural Adjustment*. *International Journal of Intercultural Relations*, 17, 355-379.
- Pelt, P.V., & Wolniansky, N. (1990). *The High Cost of Expatriation*. *Management Review*.
- Peltokorpi, V. (2008). *Cross-cultural adjustment of expatriates in Japan*. *The International Journal of Human Resource Management*, 19 (9), 1588-1606.
- Peltokorpi, V., & Froese, F.J. (2009). *Organizational expatriates and self-initiated expatriates: who adjusts better to work and life in Japan?* *The International Journal of Human Resource Management*, 20 (5), 1096-1112.
- Phillips, J. M., & Gully, S. M. (1997). *Role of goal orientation, ability, need for achievement, and locus of control in the self-efficacy and goal-setting process*. *Journal of Applied Psychology*, 82, 792-802.
- Point, S., & Dickman, M. (2012). *Branding international careers: An analysis of multinational corporations official wording*. *European Management Journal*, 30, 18-31.
- Puck, J.F., Kittler, M.G., & Wright, C. (2008). *Does it really work? Re-assessing the impact of pre-departure cross-cultural training on expatriate adjustment*. *The International Journal of Human Resource Management*, 19 (12), 2182-2197.
- Qin, C., & Baruch, Y. (2010). *The impact of cross-cultural training for expatriates in a Chinese firm*. 15 (3), 296-318.
- Richardson, J., & McKenna, S. (2002). *Leaving and Experiencing: Why academics expatriate and how they experience expatriation*. *Career Development International*, 7 (2), 67-78.
- Richardson, J., & McKenna, S. (2006). *Exploring relationships with home and host countries: A study of self-directed expatriates*. *Cross Cultural Management: An International Journal*, 13 (1), 6-22.
- Richardson, J. (2006). *Self-directed expatriation: family matters*. *Personnel Review*, 35 (4), 469-486.
- Romero, E.J. (2002). *The Effect of Expatriate Training on Expatriate Effectiveness*. *Journal of Management Research*, 2 (2).
- Salkind, N.J. (2009). *Exploring Research*. Pearson (7th Eds).
- Sanderson, K. (2012). *Academic expatriation: An investigation into the importance of connections when entering expatriate life*. *Research and Development in Higher Education*, 35.

- Schoepp, K., & Forstenlechner, I. (2010). *The role of family considerations in an expatriate majority environment*. *Team Performance Management*, 16 (5/6), 309-323.
- Selmer, J. (2002). *The Chinese connection? Adjustment of Western vs. overseas Chinese expatriate managers in China*. *Journal of Business Research*, 55 (1), 41-50.
- Selmer, J. (2006). *Munificence of Parent Corporate Contexts and Expatriate Cross-Cultural Training in China*. *Asia Pacific Business Review*, 12 (1), 39-51.
- Selmer, J. (2007). *Which Is Easier, Adjusting to a Similar or to a Dissimilar Culture? American Business Expatriates in Canada and Germany*. *International Journal of Cross Cultural Management*, 7(2), 185-201.
- Selmer, J., & Luring, J. (2009). *Cultural similarity and adjustment of expatriate academics*. *International Journal of Intercultural Relations*, 33, 429-436.
- Selmer, J., & Luring, J. (2010). *Self-initiated academic expatriates: Inherent demographics and reasons to expatriate*. 7, 169-179.
- Selemr, J., & Luring, J. (2011). *Acquired demographics and reasons to relocate among self-initiated expatriates*. *The International Journal of Human Resource Management*, 22 (10), 2055-2070.
- Shaffer, M.A., & Harrison, D.A. (1998). *Expatriates' Psychological Withdrawal From International Assignments: Work Nonwork, And Family Influences*. *Personal Psychology*, 51.
- Shaffer, M.A., Harrison, D.A., & Gilley, K.M. (1999). *Dimensions, Determinants, and Differences in the Expatriate Adjustment Process*. *Journal of International Business Studies*, 30 (3), 557-581.
- Shaffer, M.A., Harrison, D.A., Gregersen, H., Black, J.S., & Ferzandi, L.A. (2006). *You Can Take It With You: Individual Differences and Expatriate Effectiveness*. *Journal of Applied Psychology*, 91 (1), 109-125.
- Shanthi, N., Nurulnissa, A.K., Yusliza, M.Y., & Sofiah, K.K. (2011). *The Intercultural Training and Its Impact on Academic Expatriates' Adjustment and Performance in Malaysia: A Literature Review and Proposed Structural Model*. 2nd International Conference on Business and Economic Research.
- Shen, J., & Lang, B. (2009). *Cross-cultural training and its impact on expatriate performance in Australian MNEs*. *Human Resource Development International*, 12 (4), 371-386.
- Shen, Y., & Kram, K.E. (2011). *Expatriates developmental networks: Network diversity, base, and support functions*. *Career Development International*, 16 (6), 528-552.
- Shih, A.H., Chiang, H.Y., & Hsu, C.C. (2010). *High involvement work system, work-family conflict, and expatriate performance-Examining Taiwanese expatriates in China*. *The Journal of Human Resource Management*, 21 (1), 2013-2030.

- Society for Human Resource Management. (2011). *Employee Job Satisfaction and Engagement*.
- Solomon, C.M. (1995). Success Abroad Depends on More than just Job Skills. *Personnel Journal*, 73 (4), 51-54.
- Stahl, G.K., Miller, E.L., & Tung, R.L. (2002). *Toward the boundaryless career: A closer look at the expatriate career concept and the perceived implications of an international assignment*. *Journal of World Business*, 37, 216-227.
- Stahl, G.K., & Caligiuri, P. (2005). *The Effectiveness of Expatriate Coping Strategies: The Moderating Role of Cultural Distance, Position Level, and Time on the International Assignment*. *Journal of Applied Psychology*, 90 (4), 603-615.
- Stajkovic, A.D., & Luthans, F. (1997). *A meta-analysis of the effects of organizational behavior modification on task performance: 1975-1995*. *Academy of Management Journal*, 40, 1122-1149.
- Stajkovic, A. D. & Luthans, F. (1998). *Self-efficacy and work-related performance: A meta-analysis*. *Psychological Bulletin*, 124 (2), 240-62.
- Subramaniam, S.R., & Raduan, C.R. (2011). *Cultural Similarity and Expatriate Performance in Malaysia*. *International Business Management*, 5 (5), 239-246.
- Subramaniam, S.R., Wei, C.C., & Raduan, Che Rose (2011). *The effects of Cultural Intelligence on Cross Cultural Adjustment and Job Performance amongst Expatriates in Malaysia*. *International Journal of Business and Social Science*, 2 (9).
- Suutari, V., & Brewster, C. (2000). *Making their own way: international experience through self-initiated foreign assignments*. *Journal of World Business*, 35.
- Suutari, V., & Finland, V. (2003). *Global managers: career orientation, career tracks, life-style implications and career commitment*. *Journal of Managerial Psychology*, 18 (3), 185-207.
- Takeuchi, R., Yun, S., & Tesluk, P.E. (2002). *An Examination of Crossover and Spillover Effects of Spousal and Expatriate Cross-Cultural Adjustment on Expatriate Outcomes*. *Journal of Applied Psychology*, 87 (4), 655-666.
- Takeuchi, R., Wang, M., & Marinova, S.V. (2005). *Antecedents and Consequences of Psychological Work Place Strain during Expatriation: A cross sectional and longitudinal investigation*. *Personal Psychology*, 58, 925-948.
- Teijlingen, E.R., & Hundley, V. (2001). *Social Research Update: The Importance of Pilot Studies*.
- Teijlingen, E.R., & Hundley, V. (2002). *Getting your paper to the right journal: a case study of an academic paper*. *Methodological Issues in Nursing Research*, 37 (6), 506-511.

- Tucker, M.F., Bonial, R., & Lahti, K. (2004). *The definition, measurement and prediction of intercultural adjustment and job performance among corporate expatriates*. *International Journal of Intercultural Relations*, 28, 221-251.
- Tung, R. L. (1981). *Selection and Training of Personnel for Overseas Assignments*. *Colombia Journal of World Business*.
- Tung, R.L. (1982). *Selection and Training Procedures of U.S., European, and Japanese Multinationals*. *California Management Review*, 25 (1).
- Tung, R.L. (1987). *Expatriate Assignments: Enhancing Success and Minimizing Failure*. *Academy of Management Executive*, 1 (2), 117-126.
- Uma Sekaran (2003). *Research Methods For Business* (4th Edt).
- Wagner, M.R., & Westaby, J.D. (2009). The willingness to relocate to another country: The impact of cultural similarity, destination safety, and financial incentive. *International Journal of Psychology*, 44 (4), 257-265.
- Walsh, L.H., & Schyns, B. (2010). *Self initiated expatriates: Implication for HRM*. *The International Journal of Human Resource Management*, 21 (2), 260-273.
- Wang, M., & Takeuchi, R. (2007). *The Role of Goal Orientation During Expatriation: A Cross-Sectional and Longitudinal Investigation*. *Journal of Applied Psychology*, 92 (5), 1437-1445.
- Wang, M., & Tran, E. (2012). *Effects of cross-cultural and language training on expatriates' adjustment and job performance in Vietnam*. *Asia Pacific Journal of Human Resources*, 50, 327-350.
- Wood, E.D., & Mansour, B.E. (2010). *Performance Interventions That Assist Chinese Expatriates' Adjustment and Performance: Toward a Conceptual Approach*. *Human Resource Development Review*, 9 (2), 194-218.
- Woods, P.R., Barker, M.C., & Troth, A.C. (2012). *Cross Cultural Management Performance Elements In the Expatriate Context*. *Internatioanl Journal of Business Research*, 12 (3).
- Zikmund, W.G. (2003). *Business Research. Research design and Methodology*.