

ANTECEDENTS OF SELF-INITIATED EXPATRIATES' ADJUSTMENTS AND EXPATRIATION OUTCOMES: THE INFLUENCE OF CAREER CAPITAL ASPECTS ON FOREIGN ACADEMICS' CAREER OUTCOMES OF PUBLIC UNIVERSITIES IN MALAYSIA

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ABSTRACT

Self-Initiated expatriates are strategically valuable human resources for many universities, and because of talent shortages in many emerging economies there is an increasing demand for culturally flexible academic staff. For these reasons the objective of the study is to explore the cultural processes through which proactive personality, motivation for expatriation and cultural intelligence influences the expatriates' behavior. Data were collected from self-initiated expatriates; i.e. foreign academics working in public universities in major cities in Peninsular Malaysia. Results showed that cultural intelligence of foreign academics' dimension of career capital significantly influence both career satisfaction and job performance. Further, this research found that cultural intelligence significantly affects the ability of the expatriate academic to adjust to host culture. This research concludes with future research directions and limitations.

Keywords: Expatriates, Self-initiated Expatriates (SIEs), Cultural Intelligence, Career Capital, Expatriate Adjustment, Cross Culture, Job Performance

INTRODUCTION

Malaysian Higher Education Institutes are investing a large sum of financial resources to attract foreign academics to offer their skills and expertise to the local academics and students (Education, 2018). Because of talent shortages in many emerging economies and the increasing demand for culturally flexible academic staff (i.e. with the increased international student intake) with specialized skill sets, SIEs are strategically valuable human resources for many universities (Deloitte, 2010; Kim, Halliday, Zhao, Wang, & Von Glinow, 2018). However, it has been explained that the failure rates of foreign academics are high (Harzing & Christensen, 2004) and universities ultimately fail to reap the expected benefits from expatriate academics (Guttormsen, Francesco, & Chapman, 2018). Why expatriate university academic staff adjust to local culture and working environment and why their career capital influences adjustment capabilities and job performance remains to achieve less attention in research literature (Selmer & Luring, 2010) and thereby the phenomenon is less understood. Given the increasing level of expatriate academics and their increased contribution to universities all over the world, further research is needed to expound this complex phenomenon. Extant literature has proved that career capital and cultural adjustment are linked (Andresen, Goldmann, & Volodina, 2017; Dickmann, Suutari, Brewster, Mäkelä, Tanskanen & Tornikoski, 2016; Haslberger & Brewster, 2009). Three aspects of career capital namely cultural intelligence, motivation for expatriation and proactive personality have been found to influence cultural adjustment in past studies (Cao, Hirschi, & Deller, 2012). Furthermore, some studies indicated that only certain dimensions of career capital influence cultural adjustment (Haslberger & Brewster, 2009). Hence it is not clear how career capital of foreign academics' influence adjustment to host country especially in Malaysian context. In addition, existing expatriation studies show cultural adjustment as the prominent indicator of expatriation success and has been extensively researched (Bhaskar-Shrinivas, Harrison, Shaffer, & Luk, 2005). However, contradictory research outcomes have been reported on the influence of cultural adjustment and job/career performance relationships (Cappellen & Janssens, 2008). Most past studies investigated the influence of cultural adjustment on job performance ignoring the career/job satisfaction aspects which is equally important in academic environment.

Because of talent shortages in many emerging economies and the increasing demand for culturally flexible academic staff (i.e. with the increased international student intake) with specialized skill sets, SIEs are strategically valuable human resources for many universities (Deloitte, 2010). Increasing numbers of SIE academics in relation to domestic university staff are hired in many universities. Attracting and retaining internationally talented academic workforce is a main issue for many universities (Cao et al., 2012). But it has been stated in past literature, the failure rates of foreign academics are high (Cândido & Santos, 2015; Harzing & Christensen, 2004) and universities ultimately fail to reap the expected benefits from expatriate academics.

Despite the promising emerging body of research, there remains a dearth of research that explores the cultural *process* through which proactive personality, motivation for expatriation and cultural intelligence (CQ) influences the expatriates' behavior. Such explorations are important, not only because they advance our knowledge of the impact of cultural adjustment, but also because it provides insights as to what sorts of interventions might be more or less effective in enhancing expatriates performance. Such an exploration also allows to begin to understand the chain of causality behind the association between variables. Therefore, this study focuses on the determinants of self-initiated expatriates' adjustments and expatriation outcomes. Drawing from career capital theory (Inkson & Arthur, 2001), we propose that cultural adjustment can mediate the relationship between career capital aspects and foreign academics' career outcomes. Moreover, this study investigates whether career capital psychological aspects in the forms of proactive personality, motivation for expatriation and cultural intelligence could positively influence the cultural adjustment of self-initiated expatriates; i.e. foreign academics in ensuring positive career outcomes in the forms of higher career satisfaction and enhanced job performance.

In existing expatriation studies, cultural adjustment is the most prominent indicator of expatriation success and has been extensively researched (Malek, Budhwar, & Reiche, 2015; Bhaskar-Shrinivas et al., 2005). In this research, cultural adjustment is also regarded as important criteria that can mediate the relationship between the components of career capital (proactive personality, motivation for expatriation and cultural intelligence) and expatriation outcomes in the forms of career success and job performance. Cultural adjustment is defined as the degree of comfort or absence of stress associated with being an expatriate (Black & Gregersen, 1991), successful cultural adjustment is considered to be a fundamental initial step for SIEs' career management in the host country and can positively influence long-term career success.

This research is focusing on self-initiated expatriates (SIEs) instead of the usual company-backed expatriates due to an increasing number of SIEs employed in organizations around the world. This is because little research has been done on SIE academics while research has focused on organizational expatriates (Selmer & Luring, 2010). There is a dearth of research on how SIE academics adjust to host country settings and how their level of adjustment affects career outcomes. SIE is defined as employees who are not assigned to another country by an organization but have instead chosen to move to another country to work and live on their own arrangement (Tharenou & Caulfield, 2010), SIEs are in demand due to the talent shortages in many countries and the increasing demand for inter-culturally flexible employees with more differentiated skills set (Deloitte, 2010). In this research, SIEs in the forms of foreign academics are the central focus of investigation due to the increasing number of foreign academics employed in public universities in Malaysia. Therefore, this research will be of theoretical and practical significance especially as the Malaysian public universities increase their attention to attract and retain foreign talent. This research is based on an adaptation of a conceptual framework proposed by Cao et al. (2012) that emphasizes on the psychological processes in SIEs' career development by focusing on career capital theory (Inkson & Arthur, 2001) that explains how SIEs achieve career success during expatriation.

THEORETICAL FRAMEWORK AND HYPOTHESIS DEVELOPMENT

CAREER CAPITAL THEORY

Arthur, Hall, and Lawrence (1989) defined career as the unfolding sequence of a person's work experiences over time. Career Capital is defined as "the value of competencies, knowledge and individual personality attributes that an employee has to produce economic value". It is important for the career success of an individual. Career Capital can be increased through education, experience and attitudes and personality attributes that lead to identify and convert opportunities. Given the more volatile and unstable environment in contemporary university settings, more academics are likely to engage in boundaryless careers. Boundaryless careers transcend single university, country or limited job scope (Eby, Butts, & Lockwood, 2003). According to Eby et al. (2003), success of boundaryless careers depend on extend of career capital possessed by the individual. According to recent literature, career capital comprises of three dimensions of knowing (Cappellen & Janssens, 2005; Eby et al., 2003; Inkson & Arthur, 2001) namely knowing why, how and whom. Though research on expatriates with global careers is abound existing research has focused on the development of global competencies (knowing-how capital), while research focusing on the remaining two (knowing-why and knowing-whom) is very limited (Suutari & Mäkelä, 2007).

Knowing-why refers to energy, sense of purpose, motivation, self-confidence and evaluation of a certain career path (Eby et al., 2003). The knowing why component has three sub-dimensions (Eby et al., 2003). The extent to which the individual is aware of his/her career expectations, strengths and weaknesses and goals in term of career insight. It propels the career motivation. Secondly proactiveness of the individual also becomes useful to identify and grab the opportunities in the environment (Bateman & Crant, 1993). Third dimension, openness to experience measures the extent to which the individuals are imaginative, broad-minded and inquisitive (Barrick & Mount, 1991). Knowing-why competency of academics is measured using established scales of proactive personality (Bateman & Crant, 1993) and motivation for expatriation (Dickmann & Harris, 2005; Doherty, Dickmann, & Mills, 2011) in this research in line with previous research (Suutari & Mäkelä, 2007).

Knowing-how component of career capital includes work-related skills, knowledge and understanding needed for good job performance (Defillippi & Arthur, 1994). This component stresses the need to develop career related (i.e occupation related) skills than job-related skills and development of broad set of skills that can be transferred to a different setting (Suutari & Mäkelä, 2007). In the case of expatriate academics, how well they are aware and conscious about cultural nuances play a key role in determining career success (Deshwal & Choudhary, 2012; Jyoti & Kour, 2015). Recent research has proven that cultural intelligence significantly contributes toward task performance of expatriates (Jyoti & Kour, 2015). A broad knowledge spectrum about host country cultures and a high level of interaction skills with nationals of host country are very likely to enable effective intercultural communication and propel SIEs into better career success (Cao et al., 2012). Individual-level cultural intelligence (CQ) is measured using scale developed by Ang et al. (2007) to capture knowing-how dimension.

Knowing-whom career capital refers to career-related networks and contacts (Defillippi & Arthur, 1994). This is closely linked to social capital which is defined as "naturally occurring relationships to promote or aid the development of valued skills or characteristics" (Loury, 1977). It is "the sum of actual and potential resources embedded within, available through, and derived from the network of relationships possessed by an individual or social unit and it comprises both the network and the assets that may be mobilized through the network" (Nahapiet & Ghoshal, 1998). Although important aspect of career capital, knowing-whom play a lesser role in certain careers such as academic, medical practitioners etc. where foreign assignments are more objectively evaluated and offered (Suutari & Mäkelä, 2007).

PROACTIVE PERSONALITY ON CAREER SATISFACTION AND JOB PERFORMANCE

Proactive personality can be linked to career capital in such a way that one can acquire information and resources required for career growth by being proactive (Podolny & Baron, 1997). It plays an important role in expatriation career success and behavior because international opportunities are grabbed and materialized through conscious seek of information and relationships (Yang, Gong, & Huo, 2011). More proactive expatriate employees are likely to develop productive workplace relationships and trust (Scheufele & Shah, 2000), engage in frequent information exchange (Yang et al., 2011) and initiate new ideas in the organization (Crant, 2000). Trustworthy and strong social relationships within an organization are found to reduce foreign employee turnover. Hence proactive personality of expatriates should help to reduce failure of foreign assignments and thus leading to better career prospects. Previous research links proactive personality to career satisfaction (Seibert & Kraimer, 2001), job performance (Crant, 2000) career commitment (Vandenberghe & Basak Ok, 2013), career planning (Presbitero, 2015) and career success (Erdogan & Bauer, 2005; Yang et al., 2011). Recent research presents evidence that proactive personality also fosters workplace creativity (Jeou-Shyan, Hsuan, Chih-Hsing, Lin, & Chang-Yen, 2011). The need to develop a proactive personality is multiplied in foreign academic secondments where ability to adjust to ever-changing and demanding academic working conditions are crucial while responsibility for career progression and the development of useful networks are highly dependent on individual forte and interest than organizational (Hall & Mirvis, 1995). Accordingly, we propose that proactive personality may have an impact on career satisfaction and job performance. Therefore, we posit that:

H1a. There is a significant relationship between proactive personality and career satisfaction.

H1b. There is a significant relationship between proactive personality and job performance.

MOTIVATION FOR EXPATRIATION ON CAREER SATISFACTION AND JOB PERFORMANCE

Extant literature shows that individual, organizational and macro-level motivations of Self-initiated expatriates (SIEs) not only influence the choice of foreign employer and location, but also influence how his/her career success is defined and achieved (Froese, 2012). Educational institutions all over the world call upon expatriates to bridge expertise and skill gaps, develop international relationships and to develop an organizational identity of a global recognition and scale (Briscoe & S, 2004). However little research has been done on employee motivation for an international assignment (Haines, Saba, & Choquette, 2008). Motivations for expatriation are important in international assignments where performance is not only task-specific but includes dealing effectively with the cultural environment of host country (Suh & Lee, 2006). Baruch and Altman (2002) stated that contemporary expatriates are driven more by personal choices or desires than lured by organizational incentives such as better rewards, promotional opportunities etc.

When an academic decides to take employment opportunity abroad, it is necessary that his or her motivations for expatriation and measures of career success are well-matched. Career success can be in terms of job performance, job satisfaction or similar measures. The cost of not achieving the desired career outcome can be enormous for an academic leading to negative psychological impact to both himself and family, lowered self-esteem and negative repercussions for career prospects (Isakovic & Forseth Whitman, 2013). We suggest that motivation for expatriation can influence individual job performance and career success. We propose the following hypothesis:

H2a. There is a significant relationship between motivation for expatriation and career satisfaction.

H2b. There is a significant relationship between motivation for expatriation and job performance.

CULTURAL INTELLIGENCE (CQ) ON CAREER SATISFACTION AND JOB PERFORMANCE

CQ is defined as “the capability of a person to function in culturally diverse settings” (Ang & Van Dyne, 2015). Ang et al. (2007) defined “CQ as an ability that can be applied to different cultural settings”. Several empirical research state that CQ is positively linked to the capability of the individual to adapt to the host country (Huff, 2013). Moreover, CQ reduces stress levels in foreign assignments (Ramsey, Nassif Leonel, Zoccal Gomes, & Rafael Reis Monteiro, 2011), increase the chance of positive outcomes of cross cultural negotiations (Imai & Gelfand, 2010) and expatriate adjustment (Huff, 2013). Little research was focused on how cultural intelligence leads to career prospects or other outcomes of expatriate employees (Huff, 2013).

Further, some components of CQ has been reported to influence cross-cultural adjustment of expatriates (Templer, Tay, & Chandrasekar, 2006). In a study of international students, Ward, Leong, and Low (2004) reported that students with high CQ had fewer cultural adjustment problems. Following the past research, in this research CQ is linked to career success and cultural adjustment of foreign academics. A number of research have stated that CQ helps the expatriate employees to perform better in an overseas assignment (Aditi & Avery, 2009). Researchers have mentioned that higher CQ increases ability of an individual to function effectively across diverse cultural backgrounds thus increasing expatriate employee work effectiveness (Ang et al., 2007). This not only increase the chances of their career success but also helps them to enhance their job performance. On the same note, Lee and Sukoco (2010) found empirical evidence to prove that CQ is positively related to expatriate job performance. Accordingly, we propose that:

H3a. There is a significant relationship between cultural intelligence and career satisfaction.

H3b. There is a significant relationship between cultural intelligence and job performance.

MEDIATING ROLE OF CULTURAL ADJUSTMENT

Cultural adjustment is defined as the “degree of comfort or absence of stress associated with being an expatriate” (Black & Gregersen, 1991). According to Caligiuri (2000) it is “the degree of psychological comfort of an individual with several aspects of a new environment”. The link between career capital and cultural adjustment can be further elaborated through the following argument. SIEs with a high career capital (proactive personality, motivation for expatriation and cultural intelligence) are well aware of cultural differences (i.e they possess high CQ) thus in a position to understand nuances in cultures and repercussions of not obliging cultural imperatives (Cao et al., 2012). On the other hand, SIEs with high proactive personality proactively update their social behavior (e.g. rapid and productive networking with nationals of host country) and thinking patterns (language usage, values etc.) to work effectively in host country. Hence those with high career capital are likely to adjust faster and effectively to host country culture (Cao et al., 2012). Cultural adjustment can be linked to expatriate job performance (Bhaskar-Shrinivas et al., 2005). As Shaffer, Harrison, and Gilley (1999) pointed out, cultural adjustment is a key predictor of expatriate job performance. If career satisfaction is considered, the more SIEs are able to adjust to host country conditions, more emotional, cognitive or interpersonal support and resources will be at their disposal to achieve career success and general well-being. This should in turn lead to greater career satisfaction and an overall satisfaction with host country (Cao et al., 2012). Although historically academics are chosen for overseas assignments by the hiring education institute based on their competence and their intellectual ability (Black & Gregersen, 1991), recent evidence proves that more emphasis needs to be given to cross-cultural adjustment ability of foreign academics (Downes & Hemmasi, 2013).

Both organizations and expatriate employees encounter unique difficulties in foreign assignments. Costly failures in international secondments are common from the organizations side while individuals who have failed in international assignments suffer from negative psychological impacts (Isakovic & Forseth Whitman, 2013). According to Forster (2000) inability of expatriate staff adapt to living and working in the novel environment is the main root cause for majority of international staff failures. Hence past research indicates that expatriates will be able to utilize the career capital for career success through the mediation effect of their ability to adjust to host culture (Cao et al., 2012). Based on the above arguments, it can be suggested that expatriates having cultural intelligence, motivation for expatriation and proactive personality can have an impact of their career success and job performance through cultural adjustment. Therefore, it can be stated that:

H4: cultural adjustment mediates the relationship between career capital aspects and career outcomes.

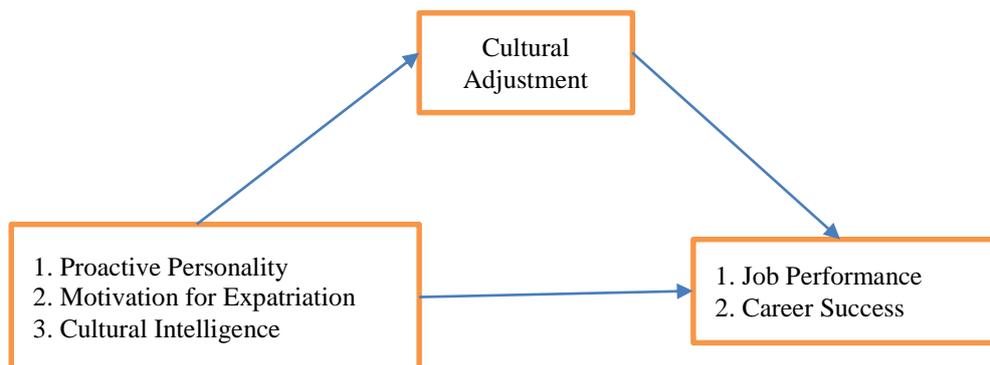


Figure 1

SAMPLE AND PROCEDURE

The sampling frame used for this study is the faculty members’ directories that are available in the websites of public universities in Malaysia. Population of the study is self-initiated expatriates; i.e. foreign academics working in public universities in major cities in Peninsular Malaysia. Manual count of the directory shows that there are around 800 self-initiated expatriates; i.e. foreign academics working in public universities in Malaysia. Researchers indicated that a sample size of less than 100 is regarded as small, sample size between 100 and 200 as medium, while a sample size of more than 200 is large (Hair, Black, Babin, & Anderson, 2010). For this research, the selected sample size is 200. A simple random sampling method was adopted in selecting the respondent. In total, 200 survey questionnaires were distributed through email. Some questionnaires were also sent by faxes as per respondent’s request. A follow up telephone call was made two weeks after the questionnaires were emailed to remind the respondents about the questionnaires. In addition, respondents were also assured of anonymity for themselves and their organization, together with a guarantee of the confidentiality of data they provided. The valid data is total of 105 observations with a response rate of 53%.

DEMOGRAPHIC CHARACTERISTICS

A total of 105 foreign academic are surveyed from different public universities in Malaysia. Majority of the foreign academics that has being surveyed are female (80%) while 20% are male. 66% of the respondents are of age of 35 to 45 while 25% are at the age of 30 to 25 while the rest are above 45 years old. Majority of the foreign academics in the public universities in Malaysia are married (70%) while the rest are single. 56% of them are staying here by their own while 49% are staying here in Malaysia as academicians with their family members. As of citizenship, these foreign academicians are consisting of 26% Indonesian, 12 %

and 11% are Nigerian and Indian respectively, while the rest are from different countries like United Kingdom, Bangladesh, Canada and others. When asked why these foreign academics chose to work in these different public universities in Malaysia, 27% said because of location, some say because of good reputation (23%) and good career move (20%) while other says because of family/friends suggestions (19%) and recognized institution (10%). In addition to that, majority of the respondents (73%) are their first time to work as an academician in Malaysia while the rest (28%) are not their first time. Appendix-A summarizes the respondents' demographic profile and background.

MEASUREMENT

The respondents were asked to rate their performance on how they are doing in their current roles on 7-point Likert scale. Survey questions is mainly Likert style questions with questions regarding the respondent's demographic variables in the initial pages. The relevant contact details are obtained from each public university's webpage.

To assess the internal consistency and reliability of the scales, we relied on Cronbach's alpha. These scales have shown reasonable internal consistency and reliability with values for all variables ranging from .87 to .91, larger than the recommended value of .70 (Nunnally, 1978). **Proactive Personality**, a 10-item shortened version adapted from Bateman and Crant (1993) proactive personality scale (Cronbach Alpha = .88). **Motivation for expatriation** of these foreign is measured using Dickmann, Brewster, and Sparrow (2008) and Doherty et al. (2011) motivation drivers to expatriation scale. (Cronbach Alpha = .95). **Cultural Intelligence (CQ)**, Individual- level cultural intelligence (CQ) that consist of metacognitive (strategy), cognitive (knowledge), motivation and behavioral CQ sub-components. Individual-level CQ is operationalized using a 20-item CQ scale suggested by Ang et al. (2007). (Cronbach Alpha = .96). **Cultural Adjustment** is measured by adopting the adjustment framework by Black and colleagues (Black, 1988; Black & Gregersen, 1991; Black & Stephens, 1989) and an updated version of the same scale by Shaffer et al. (1999). The 7-point Likert scale (1 = not adjusted at all, 7 = completely adjusted) measured adjustment to work (4 items), general environment (7 items) and interaction to host country nationals (4 items). (Cronbach Alpha = .93). **Career Satisfaction** of the foreign academics is measured based on the 5-item career satisfaction scale by Greenhaus, Parasuraman, and Wormley (1990). (Cronbach Alpha = .87). **Job Performance** of the foreign academics is measured using a combination of scales put forth by Caligiuri (2000) and Kraimer and Wayne (2004). (Cronbach Alpha = .89)

MEASUREMENT VALIDITY AND CONFIRMATORY FACTOR ANALYSIS

To test the validity of the measures in the model, we conducted a CFA with AMOS 23. To assess the validity of our model, we computed three alternative models and compared their level of fit (Anderson & Gerbing, 1988): First (Table 2), we loaded all items of the five constructs on a single factor (Model 1). Second, we computed a three-factor CFA regrouping the three aspects of career capital in a single construct (Model 2). Finally, we assessed the fit of a six-factor CFA (Model 3).

Whereas Models 1 and 2 returned a poor fit as shown in Table 2, the fit of the five-factor CFA is satisfactory. The chi-square statistic is 422.892, with a significance level of .001 and 189 degrees of freedom ($\chi^2/df = 2.23$), thus indicating a good fit (Kline, 2015). We examined two incremental fit indices: the Tucker–Lewis index (TLI) is .91, and the Confirmatory Fit Index (CFI) is .92, both above their recommended levels. In addition, the root mean square error of approximation (RMSEA) is .07, which is lower than the threshold of .08. The chi-square difference test (Table 02) also revealed that the five-factor model (Model 3) is significantly better than the alternative models (Model 1 and Model 2). These results provide initial support for the discriminant validity of the five-factor model.

Table 2: Confirmatory Factor Analysis

Alternative CFA Models	X ²	DF	X ² /DF	CFI	GFI	TLI	RMSEA
Single-factor CFA	3208.501	212	15.13	.28	.39	.30	.25
Three-factor CFA	2487.15	200	12.43	.49	.53	.40	.18
Six-factor CFA	422.892	189	2.237	.92	.87	.91	.07

Note: X²=chi-square value; DF= degree of freedom; TLI= Tucker-Lewis index; CFI= confirmatory fit index; GFI= Goodness-of-fit index; RMSEA= root mean square value

Then, to assess convergent validity, we examined the standardized loadings of all items on their respective factors. According to Kline (2015), a standardized value higher than .60 demonstrates a reasonably high factor loading. To further assess the convergent and discriminant validity of the six-factor measurement model, we used the average variance extracted (AVE) method proposed by Fornell and Larcker (1981). The AVE values and squared correlations are shown in Table 3. The AVE values for all variables are larger than the recommended value of .50 (Fornell & Larcker, 1981), providing support for convergent validity. In order to more fully assess the discriminant validity of the six factors in our model, we followed Fornell and Larcker (1981) procedure and compared the respective squared correlations between factors with the respective AVEs of the factors. This is a powerful method that can resolve the problems of difference in chi-square methods. The six variables differ from one another, as the AVE of each dimension is larger than their squared correlations (see Table 3).

Table 3: Convergent and Discriminant Validity

	AVE	MSV	ASV	JP	PP	MFE	CQ	CA	CS
JP	0.721	0.122	0.105	0.859					
PP	0.662	0.150	0.112	0.390	0.799				
MFE	0.710	0.179	0.101	0.270	0.220	0.859			
CQ	0.741	0.169	0.099	0.359	0.299	0.240	0.870		
CA	0.764	0.189	0.121	0.399	0.340	0.369	0.399	0.871	
CS	0.712	0.190	0.128	0.429	0.350	0.430	0.350	0.252	0.849

Note: AVE = Average Variance Extracted, MSV = Maximum Shared Squared Variance, ASV = Average Shared Squared Variance, JP = Job Performance, PP = Proactive Personality, MFE= Motivation for Expatriation, CQ = Cultural Intelligence, CA = Cultural Adjustment, CS = Career Success.

MODEL TESTING

We used structural equation modeling to test our model. We developed a structural regression model that enabled us to test all our hypotheses (direct effects and indirect effects: Figure 1) simultaneously (Table 4). Results of our study shows that there is a significant positive effect of career capital aspects (proactive personality, motivation for expatriation, and cultural intelligence) on the career outcomes (*for results see table 4*). Similarly, cultural adjustment mediates the relationship between career capital aspects and career outcomes ($\beta = .43, p < .001$ for job performance and $\beta = .42, p < .001$ for career success). The comparison of standardized regression weights suggests that cultural intelligence has the strongest influence on job performance and career success.

Table 4: Structural Model Regression Weights

Independent Variables	Dependent variables				
	Cultural Adjustment	Job Performance	Career Success	Job Performance	Career Success
	Direct Effect	Direct Effect	Direct Effect	Indirect Effects	
Proactive Personality	-----	.18***	.17***	-----	-----
Motivation for Expatriation	-----	.23***	.09***	-----	-----
Cultural Intelligence	-----	.34***	.23***	-----	-----
Career Capital Aspect	.74***			.43***	.32***

DISCUSSIONS AND CONCLUSION

The focus of this study was to study the factors that influence the career satisfaction and job performance of expatriate academics based in public universities in Malaysia. The career capital theory (Eby et al., 2003; Suutari & Mäkelä, 2007) was used to develop the theoretical framework of the study. In recapitulation of the results, it has been found that cultural intelligence of foreign academics’ dimension of career capital significantly influence both career satisfaction and job performance at a 95% confidence level ($p = .001$ and $p = .000$). Career capital explained 32% of the total variance of career success while it explained 43% of total variance in job performance of foreign academics. Further, this research found that cultural intelligence significantly affects the ability of the expatriate academic to adjust to host culture ($p = .001$). All dimensions of career capital together show positive impacts on career outcomes. Results further explained that cultural adjustment mediates the relationship between career capital aspects and career outcomes.

THEORETICAL CONTRIBUTION

As per the theoretical contribution, this study supports the CQ-job performance and career satisfaction direct relationship (Suutari & Mäkelä, 2007). This research also partially supports the theory of career capital in that knowing-how component of career capital theory substantially affects career success and cultural adjustment of expatriate academics in Malaysia (Eby et al., 2003). Although the career capital-job success relationship is frequently discussed in the organizational literature, it is not often explicitly associated with academics who work in cross-cultural settings especially in emerging economic context (Barakat, Lorenz, Ramsey, & Cretoiu, 2015). Hence this research adds novel and interesting theoretical input to existing literature on antecedents of career success in expatriate academics.

This study provides new evidence regarding antecedents which influence SIE academics cultural adjustment and career success and, through exploratory analysis, highlights factors which may need to be explored further in order to develop a thorough understanding of SIE sociocultural adjustment in Malaysian setting. This study adds theoretical value by identifying specific types of career capital critical for SIE academics in Malaysia and providing a conceptual underpinning for explaining how they interact and foster SIEs’ career success and cultural adjustment (Cao et al., 2012).

Majority of the past research on expatriate workers concentrated on macro-economic aspects such as economic and social impact, flow of intellectual capital etc (Reitz, 2007). Among these phenomena which are less frequently studied include issues

influencing the individual career success and job performance of immigrant professionals (Fang, Zikic, & Novicevic, 2009). Only few researches has been done about career progression of immigrant workers when they attempt to re-establish their careers in a host country (Bhagat & London, 1999; Fang et al., 2009).

This research outcome is in line with voluminous amount of research that indicates a positive relationship between cultural intelligence indicators of career capital and career outcomes (Suutari & Mäkelä, 2007). As per the work of Fang et al. (2009), career capital in terms of training on cultural know-how had a profound influence on career success of immigrant employees in Canada. Research results indicate that during an international assignment people acquire general management skills (such as social and planning skills) as well as more specific international competencies, such as cross-cultural skills and intelligence that influence career success of expatriate white-collar employees (Suutari & Brewster, 2000; Suutari & Mäkelä, 2007). Hence those with high cultural intelligence logically should perform better in jobs and achieve career satisfaction. The knowing-how competencies especially cultural know-how developed from the position of global manager increases job skills and general business understanding in international assignments leading to increased job performance (Cappellen & Janssens, 2005; Dickmann & Harris, 2005).

This study is consistent with the research of Barnett and Bradley (2007) which indicated that proactive personality positively related to career satisfaction in Australia. Some other research states that proactive personality demonstrated significant positive relationships with career satisfaction and job performance (Chiaburu, Baker, & Pitariu, 2006; Seibert & Kraimer, 2001). However, all above research was carried out on assigned expatriate workers (mainly managers) and students in non-academic settings and there was a wide variation in measurement of career satisfaction and success. Since current literature on expatriate careers focuses more on global managers, it can be expected that global managers' knowing-how competencies to be less culture-specific and more personality and motivational related, for academic expatriates in a complex cultural context such as Malaysia different outcome could result (Cappellen & Janssens, 2008). This research presents novel insights into current literature on career studies with empirical evidence for academic expatriates proving that motivational and altitudinal aspects of career studies are influential to career success in Malaysian context than cultural know-how.

Haslberger and Brewster (2009) explored to what extent aspects career capital and cross-cultural adjustment relate to each other. Surprisingly only cognitive and affective aspects of cross-cultural adjustment related to the gains in career capital. This supports the outcome of this research that only cultural intelligence influences the cultural adjustment. The link between cultural adjustment and career capital seems to hold true for more cognitive aspects for both directions (Haslberger & Brewster, 2009). Templer et al. (2006) proved that only CQ and realistic job preview influence cross cultural adjustment of professionals.

In a latter research Cao et al. (2012), showed that the relationship between career attitude (which resembles knowing-why dimension of career capital) and career satisfaction is mediated by career adjustment in German context. This research further adds to the research literature in that in Malaysian context more than career attitude, cultural intelligence (knowing-how) leads to career adjustment and career satisfaction. The fact that Malaysia is a multiracial, multiethnic country with unique cultural background may be a root cause for the difference in outcomes. In a multicultural country with unique and complex host country culture, the cultural intelligence supports the expatriate host country adjustment than career attitudes and motivations and subsequently leads to career and life satisfaction with development of more host country relational capital, less fatigue (Caligiuri, 2000) and increased job success (Kraimer & Wayne, 2004). The importance of cultural intelligence in cultural adjustment was further analyzed by Wu and Ang (2011). They found that cultural intelligence positively moderates the link between expatriate supporting practices and adjustment.

In this sense, the result that cultural intelligence significantly influences cultural adjustment is well in congruence of past research. Contextual factors could make motivational and attitudinal factors less relevant in complex cultural settings and cultural adjustment ability less relevant to job outcomes (Wu & Ang, 2011).

PRACTICAL IMPLICATIONS

In an endeavor to become an educational hub in eastern Asia (Education, 2018), the Malaysian government has been engaging in continuous attempt to increase the quality of academic staff in universities (Arokiasamy & Nagappan, 2012). Such an attempt will invariably include recruitment of foreign academics to increase quality of teaching and staff of universities. Real or virtual movement of students, teachers, knowledge and educational programs from one country to another is common as the education sector globalizes thus increasing percentage of foreign academics in Malaysia (Knight, 2002).

In order to fill this research gap, this research was designed to expound antecedents of career outcomes of expatriate academics in Malaysia. The results of this paper indicate a need for expatriates to understand the linkages among cultural knowledge and experience of the individual, academic adjustment, and their future career success (Haslberger & Brewster, 2009). The cultural knowledge and experience of the expatriate will be a valuable contribution for their career success in Eastern Asian settings.

The outcome is especially important as academics are prepared to take greater ownership of their career success. When selecting expatriation as a path for career growth, academics need to develop cultural skills. Associating and interacting with people who have different cultural backgrounds prior to expatriation and developing ability to tolerate cultural difference through personal coaching and education (Deshpande & Viswesvaran, 1992), increased cultural knowledge, cross-cultural training (Panaccio & Waxin, 2005) etc. are mandatory preparations for academic expatriates. The more different that culture is from that of the country of origin, the more important and necessary is the use of cross-cultural training programs. Stronger preparation by academics on cultural knowledge and experience leads to easy cultural adjustment and career success.

Academics who are knowledgeable about and able to understand and adjust to cultural differences might develop a more positive attitude about their job, leading to increased career satisfaction (Barakat et al., 2015). For most academics from western countries, working in a high cultural distance country such as Malaysia, is stressful. When individuals are over stressed, they are usually less satisfied with career and perform less. It is believed that this stress can be mitigated by selecting and training individuals' high is CQ for work in Malaysian context (Barakat et al., 2015). Hence Malaysian public universities need to fine tune their foreign academic hiring procedures. Through supportive programs to increase cultural adaptability at the initial stage of their foreign assignment, universities can increase the retention rate of talented expatriate academics by increasing career satisfaction. This will ultimately support the internationalization agenda of the hiring universities.

LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

The study was fully conducted in Malaysia and therefore generalization of the study results to other countries may be done with caution. While due to similarity in socio-cultural and economic structure in Eastern Asian countries, the results may be valid in this region, only future research would confirm whether the outcome of the research fits academics of other host countries. This study used self-administered questionnaire based quantitative methodology. While having advantages, it is having many disadvantages in capturing the outcome of a complex and time-dependent process such as cultural adjustment and career satisfaction. All data were cross-sectional from a single source. There is a dearth of longitudinal studies on SIE academic career studies (Cao et al., 2012). Longitudinal studies can complement to validate the findings and by employing longitudinal studies researchers can grasp more understanding about the complicated process of cultural adjustment and career satisfaction (Rong & Wilkinson, 2011). Further, mixed methods can be used to as triangulation to minimize the disadvantages of employing single quantitative method (Sekaran & Bougie, 2016).

Further, the large majority of the foreign academics that has being surveyed are female (80%) while 20% are male. Hence, it may not represent the total correct profile of expatriate academics in Malaysia and may be bias for gender. More balanced profile could be taken in future research for increased generalizability. Also, it is limited to public sector universities in Malaysia.

As for the recommendations, it can be suggested for future researchers to use different and improved operationalization and measurement tools to measure abstract constructs such as career capital, cultural adjustment and job satisfaction (Bücker, Furrer, & Lin, 2015). Such different operationalization will compare and contrast different research outcomes and increase understanding of theory of career capital. Secondly, future researchers are advised to compare and contrast the tentative research model across different contexts and countries. There is evidence from past research to infer that cultural distance (Ang et al., 2007) and social capital (Suutari & Mäkelä, 2007) has a moderating effect on these relationships.

CONCLUSION

The numbers of expatriate workers across the world are increasing at a rapid rate. Similarly, with the gradual movement to internationalize universities, ambition to diversify and increase the expertise and quality of academic staff and willingness to move up in the university rankings, more and more academic expatriates are welcomed by universities over the world. Malaysia has invested a large amount of resources to attract and retain foreign academics to gain their expertise, experience and skills for the development of the university and the country as a whole. But it has been stated in past literature, the failure rates of foreign academics are high (Harzing & Christensen, 2004) and universities ultimately fail to reap the expected benefits from expatriate academics. The academics who are not assigned by organizations but chose to work in foreign universities on their own arrangement have become in demand in academic field due to shortage of skills especially in emerging economies (Deloitte, 2010). Although in most occasions of SIE academics, the individual academic selected the country on their own and even the employing university, the failure rates in terms of work performance and satisfaction from work are still at a higher level. Nonetheless, there is little agreement among the researchers and scholars on the factors that give rise to high failure rates of SIE academic assignments and also international expatriate assignments in general.

This research outcome is in line with voluminous amount of research that indicates a positive relationship between career capital aspects and career outcomes. This research presents novel insights into current literature on career studies with empirical evidence for academic expatriates proving that motivational and altitudinal aspects of career studies are less influential to career success in Malaysian context than cultural know-how. The result that cultural intelligence significantly influences cultural adjustment is well in congruence of past research. Contextual factors could make motivational and attitudinal factors less relevant in complex cultural settings. The outcome of this research will enhance the understanding of antecedents of career success of foreign academics in Malaysia and provide insights for individual academics, university authorities and policy makers especially in emerging economies.

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Appendix - A

Table 1: Summary of Demographic and Background Details

	Frequency	Proportion of Sample (%)
Gender		
Male	21	20.0
Female	84	80.0
Age		
Below 30	0	0
30 - 35	27	25.7
35 - 40	38	36.2
40 - 45	32	30.5
45 - 50	6	5.7
Above 50	2	1.9
Marital Status		
Single	31	29.5
Married	74	70.5
Country of Citizenship		
Algeria	1	1.0
Australia	1	1.0
Bangladesh	7	6.8
Canada	7	6.8
China	2	1.9
France	1	1.0
Germany	1	1.0
India	11	10.7
Indonesia	25	26.2
Iraq	1	2.0
Ireland	1	1.0
Ivory Co	1	1.0
Japan	2	1.9
Jordan	1	1.0
Malaysia	1	1.0
Nigeria	12	11.7
Pakistan	3	2.9
Philippines	2	1.9
Poland	1	1.0

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