

**Impact of Cultural Intelligence on Expatriates' Intention to Stay in the Host
Country: The Mediating Role of Psychological Acculturation among Gen Z
Expatriates in Taiwan**

By

Jason

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Advisor: Yi-Chun Lin, Ph.D.

National Taiwan Normal University

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ABSTRACT

This research examines the relationship between cultural intelligence (CQ) and expatriates' intention to stay in the host country, Taiwan, with psychological acculturation tested as a mediating variable. This study employed a cross-sectional design and utilized a questionnaire survey to collect data. Non-probability sampling methods were used to recruit participants, including convenience and snowball sampling. The study targeted Generation Z (Gen Z) expatriates in Taiwan, non-Taiwanese, aged 18–28 who have lived in Taiwan for over six months and are currently working full-time or part-time. A total of 215 valid responses were collected. Data were analyzed using descriptive statistics, Pearson correlation, T-tests, ANOVA, hierarchical regression, and PROCESS Model 4 for mediation analysis. The results indicate that CQ significantly influences expatriates' intention to stay in Taiwan, with psychological acculturation as a mediating factor. Overall, Gen Z expatriates in Taiwan reported relatively high levels of CQ, intention to stay, and moderately high levels of psychological acculturation. These findings suggest that, despite varying acculturation experiences, Gen Z expatriates can adapt to different cultures and express strong intentions to remain in Taiwan. This study contributes theoretically to the literature on cultural intelligence and psychological acculturation, particularly within Taiwan's Gen Z expatriate context. Practically, the findings offer valuable insights for multinational organizations and human resource developers (HRDs) in Taiwan seeking to improve the retention of young international talents.

Keywords: cultural intelligence, psychological acculturation, intention to stay, Gen Z expatriates

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CHAPTER I INTRODUCTION

Background of the Study

Rapid technological advancements have made international mobility more accessible in the era of globalization. Due to the ease with which information can be accessed online, many people are looking abroad to improve their quality of life, whether for education, work, or other reasons. Eventually, this will help the growth of expatriate populations finding employment in many countries, including Taiwan. In recent years, a shrinking population of young talents has been observed in Taiwan. The birth rate in Taiwan has been declining for nine consecutive years since 2016, resulting in a projected shortage of young professionals in the years to come. According to the European Chamber of Commerce (ECCT, 2024), Taiwan's government is well aware of the current and projected shortages of blue-collar and white-collar workers. Policies have been implemented to boost Taiwan's falling birth rate, and even if they are successful, they can only go so far. The remaining labor shortages will need to be filled by foreign workers. In 2023, an estimated 851,900 foreigners were residing in Taiwan. The most significant number came from Southeast Asian countries, including Indonesia, Vietnam, and the Philippines (Textor, 2025). Taiwan's government has introduced several policies to attract and retain foreign workers and talents. In addition to the primary Employment Gold Card program, the government has loosened policies targeting skilled foreign workers and implemented a long-term retention plan for migrant workers. The Taiwan government established the Talent Taiwan Center and the Long-term Retention of Migrant Workers Service Center in 2023, aiming to assist employers in streamlining the process of retaining white-collar talent and skilled blue-collar workers (ECCT, 2024). By implementing these strategies, Taiwan aims to become more welcoming to foreign talent and attract as many young people as possible, particularly Generation Z, to relocate and work there.

Generation Z, also called Gen Z, Zoomers, or the Post-Millennial Generation, has grown up alongside the rapid evolution of technology. Born between 1997 and 2012, they have reached the productive age to enter the labor industry (Pew Research Center, 2019). Compared to their previous generation, Gen Z is more open to accepting differences in religion, social class, race, and/or ethnicity. They are also characterized by flexibility, independence, and diversity (Kapil & Roy, 2014). Gentina (2020) explained that Gen Z is a generation raised by technology and the internet, making them digital natives. This allows them to see the wider world quickly, shaping them into individuals with multiple identities, creative and collaborative values, and a propensity for looking forward. Gen Z's primary considerations in making career decisions are opportunities for personal skill growth, social interaction, and maintaining a work-life balance (Abeyrathna & Pathirana, 2022). Gen Z is described as a generation with high career expectations through these traits. Not only do they care about their salary, but they also seek meaning and want to contribute positively to something greater.

However, the Taiwanese government faces other challenges besides attracting many foreigners. Keeping these expatriates and encouraging them to stay for the long haul is a more complicated problem. Cultural differences are the key reason why keeping Gen Z expats in Taiwan is still challenging despite continuous attempts. Coming from another country, Taiwan's culture and daily life are naturally different, including its unique work culture. Differences in language, communication styles, social norms, beliefs, and lifestyles that Gen Z expatriates faced may present additional factors to their decision to stay in Taiwan. Therefore, cultural intelligence (CQ), a person's ability to operate successfully in a culturally diverse environment (Earley & Ang, 2003), is an important factor in the adaptation process of expatriates in another country. Findings

consistently linked CQ to beneficial outcomes such as intercultural adjustment, psychological well-being, and adaptive performance in multicultural settings (Ng et al., 2012)

A survey conducted by the International Talent Taiwan Office in 2023 among the gold card community reveals several positive aspects of living in Taiwan, including good healthcare, safety, education, and friendliness. On the other hand, some issues that many expatriates still face include language barriers, the banking system, road safety, housing discrimination, and access to essential services (Taiwan Employment Gold Card Office, 2023). Foreign graduates of universities in Taiwan, who have already spent a few years living in the country, have successfully adjusted to the local culture and community. However, minimal salaries and an unfriendly working atmosphere in small and medium-sized businesses may have driven them to seek other career opportunities elsewhere (Ayanoglu, 2025). These kinds of issues highlighted the importance of psychological acculturation, a process of internal negotiation between the individual's established values and internal systems of alignment and the external world and its imposed conditions (Berry, 1997), which play a crucial role in determining how expatriates perceive their life in another culture and influence their decision whether to stay in the host country.

Statement of the Problem

Although some previous research has explored cultural intelligence and psychological acculturation within the context of expatriate adjustment, the interaction between these variables and their influence on intention to stay has not been widely investigated. In addition, the role of psychological acculturation as a connecting factor between cultural intelligence and the intention to stay has never been explored in depth. Building upon these observations, this paper aimed to investigate what factors might have influenced expatriates' intention to stay in Taiwan.

Purpose of the Study

This research aimed to examine several main aspects. First, this research analyzed whether CQ influenced the intention of expatriates in Taiwan to stay and to what extent this influence occurred. Second, this research investigated whether psychological acculturation mediated the association between cultural intelligence and the intention to stay. Third, this research identified the level of CQ and psychological acculturation among Gen Z expatriates in Taiwan and assessed whether these two factors could significantly predict their intention to stay. Finally, this research was of consideration for companies, organizations, and other stakeholders in Taiwan in retaining expatriate workers, particularly from Generation Z.

Significance of the Study

First, this study tested cultural intelligence to predict intention to stay in the host country. Secondly, this research examined psychological acculturation as a variable that bridged the relationship between cultural intelligence and intention to stay among Gen Z expatriates. Third, this research provided insights about how Gen Z expatriates perceive cultural differences and their intentions to stay in Taiwan, as well as practical contributions to companies and organizations that help them adapt culturally. Companies and organizations in Taiwan could utilize this research to develop strategies for attracting, recruiting, and retaining Gen Z expatriates. Thus, this research not only provided a more in-depth understanding, especially of the dynamics of cultural differences among Gen Z expatriates, but could also contribute to cross-cultural human resource management strategies worldwide.

Definition of Terms

Cultural Intelligence

Cultural intelligence refers to the ability of a person to operate successfully in a culturally diverse environment (Earley & Ang, 2003).

Intention to Stay

The intention to stay in the host country refers to a person's future plans to continue living in the host country or their willingness to settle permanently (Cao et al., 2014).

Psychological Acculturation

Berry (1997) explained that psychological acculturation occurs when an individual comes into contact with a new culture, leading to changes in values, identity, and behaviors.

Expatriates

Expatriates refer to people who temporarily relocate abroad to accomplish individual and organizational goals (McNulty & Vance, 2017).

Generation Z

Generation Z, commonly referred to as Gen Z and also known as the Post-Millennial Generation, was born between 1997 and 2012 (Pew Research Center, 2019).

CHAPTER II LITERATURE REVIEW

Cultural Intelligence

The concept or term of cultural intelligence (CQ) was first introduced by Earley and Ang in 2003. They refer to CQ as a person's capability to perform and adapt effectively to new cultural contexts (Earley & Ang, 2003). It is the ability to effectively adapt to different cultural norms by understanding new cultural contexts. Many other experts also define CQ as an individual's ability to collect, interpret, and respond to diverse cultural differences in order to function effectively in a multicultural environment or setting (Earley & Peterson, 2004); the capacity to engage or interact successfully with people from another culture (Thomas, 2006); the ability of a person to operate successfully in a culturally diverse environment (Ang et al., 2007); a framework of linked skills and knowledge, connected by cultural metacognition, that enables individuals to adjust, select, and modify the cultural aspects of their surroundings (Thomas et al., 2008).

Earley and Ang (2003) then introduced four dimensions of CQ: cognitive CQ, motivational CQ, behavioral CQ, and metacognitive CQ. These dimensions were developed based on Sternberg's concept of multiple intelligences. Ang et al., (2007) described CQ as a multifaceted concept intended to address situations involving interactions across cultures based on diversity in race, ethnicity, and nationality. The term cognitive CQ describes a person's level of cultural knowledge or awareness of their surroundings or environment. Understanding oneself in the cultural context of one's surroundings is a component of cultural knowledge. This component has an impact on people's thoughts and actions. People with high cognitive CQ can communicate more effectively with others from different cultural backgrounds. The term motivational CQ refers to a person's interest, drive, and energy level in engaging with cross-cultural learning. This component plays a crucial role, as it is the primary motivation source. Individuals with high motivational CQ

tend to exhibit curiosity and confidence when interacting in culturally diverse environments. Behavioral CQ refers to a person's ability to modify verbal and nonverbal behaviors to align with cultural norms in cross-cultural interactions. This component is the most noticeable in social interaction. Individuals with high behavioral CQ are generally adaptable and capable of adjusting their actions to suit their cultural context. The term metacognitive CQ refers to a person's level of cultural awareness and conscious reflection during cross-cultural interactions. This component encourages active thinking and adopts different strategies to accommodate various cultural situations. People with high metacognitive CQ are typically well-informed about cultural values and norms both before and during intercultural exchanges. These four components of CQ should be simultaneously emphasized so people can better navigate and understand foreign cultures and shape their behavior in a culturally diverse setting (Earley & Ang, 2003; Earley & Mosakowski, 2004).

Numerous empirical studies have explored the antecedents of CQ. The most frequently examined factor in the CQ literature is the Big Five personality traits, which consist of conscientiousness, agreeableness, emotional stability, extraversion, and openness, and are correlated with all four CQ aspects (Ang et al., 2006). Other factors such as intercultural experience, the degree to which the individuals were exposed to multicultural environments (Harrison, 2012), Social Intelligence (Depaula et al., 2016), language proficiency, and international orientation (Li et al., 2013) have all been positively related to overall CQ. The length of previous experience was also found to have a positive correlation with overall CQ as well as all four aspects of CQ (Li et al., 2013).

According to Shu et al. (2017), all four dimensions of cultural intelligence are positively associated with cross-cultural adjustment. Individuals with high CQ are generally more effective

in engaging with people from diverse cultural backgrounds, comprehending local cultural norms, and modifying their behavior to align with new cultural expectations (Lin et al., 2012). Such individuals are driven to learn about new cultures and feel confident in their ability to adapt culturally, which leads to a smoother adjustment in their overseas life. Jurásek and Wawrosz (2024) discovered similar findings, highlighting that CQ has a significant and positive direct effect on cross-cultural adjustment, overall life satisfaction, and the ability to navigate cultural novelty. CQ also shows a significant negative relationship with culture shock. These findings suggested that individuals with greater cultural intelligence are more likely to adjust better to a new cross-cultural setting and feel more satisfied while living abroad.

Intention to Stay in the Host Country

The theory of planned behavior helps provide understanding and predict human actions within specific contexts (Ajzen, 1991). According to Ajzen (1991), the intention to perform certain behaviors can be accurately predicted based on one's attitude toward the action, subjective norms, and perceived behavioral control. These intentions, and perceived behavioral control significantly contribute to explaining actual behavior. Intention is a concept that refers to an individual consciously and actively directing themselves towards a particular goal (Anscombe, 1957). As Anscombe (1957) noted, intention plays a key role in understanding and explaining the motivation behind a person's actions. The intention to stay in the host country refers to a person's plans to continue living in the host country or their willingness to settle permanently (Cao et al., 2014). Therefore, the intention to stay in the host country can also be concluded as an individual's desire to reside and settle their life there.

Expatriates are individuals who temporarily relocate to a host country to achieve both personal and professional objectives (McNulty & Vance, 2017). Expatriates are typically categorized as either self-initiated expatriates (SIEs) or assigned expatriates (Lauring & Selmer, 2018). Expatriates play a vital role in the internationalization of multinational corporations, serving as key links between the headquarters and foreign subsidiaries (Chang et al., 2023). Several factors that influence expatriates' intention to stay in a host country, include family or romantic relationships, financial factors, and the approach to acculturation (Lin & Kingminghae, 2017). Huang (2023) conducted a case study regarding key factors that influence international students' intention to immigrate to Taiwan; it shows that the two primary factors that determine intention to stay are their desire and attitude toward the host country, and this desire and attitude are affected by perceived behavioral control, perception of the labor market, and subjective norms. Additionally, Huang (2023) stated that both positive and negative anticipated emotions served as antecedents to the desire to stay in the host country. Other elements that may affect one's intention to stay in the host country, such as current immigration policies, religious identity, the process of adjusting to life abroad, social support, family relationships, perception of ethnic differences, subjective acceptance, subjective norms, cost of living, perception of career, career planning, as well as relation to the home country and ethnic background (Alberts & Hazen, 2005; Kruanak & Ruangkanjanases, 2014; McGill, 2018; Wu & Wilkes, 2017).

Although there are no prior studies that directly demonstrate a relationship between CQ and expatriates' intention to stay in the host country, numerous studies has indicated the existence of an indirect effect between these variables. For example, Chen et al. (2024) found that SIEs' CQ is positively associated to organizational and community embeddedness, which in turn leads to greater career satisfaction. Furthermore, the researchers also noted that expatriates with higher

cultural intelligence are more likely to experience a sense of community embeddedness and career satisfaction, especially when they perceive the diversity climate in the host country as low. This suggests that while CQ is critical to expatriates' ability to adapt and feel satisfied with their careers, the diversity of the host country's communities also impacts their personal lives. When communities are perceived as less diverse, CQ becomes crucial to make expatriates feel like they belong and are satisfied with their lives outside of work. Based on this understanding, expatriates who feel accepted and satisfied with their work and social life thanks to cultural intelligence, they will be more likely to have a higher intention to stay in the host country.

Some previous studies, such as Presbitero (2017), found that overall CQ is positively linked to both psychological and sociocultural adaptation, with intrinsic motivation moderating the relationship. When both psychological and sociocultural adaptation is accomplished, it can lead to effective and successful sojourns (Brisset et al., 2010; Chiu et al., 2009; Smith & Khawaja, 2011). Thus, it can be concluded that there is an indirect effect between CQ and retention intention in expatriates, assuming that individuals with high CQ will be more successful in adapting, which in turn can influence their retention intention. Supporting this, Ward et al. (2011) found that CQ negatively predicts adaptation problems consisting of psychological symptoms and sociocultural difficulties. Similarly, Ren et al. (2021) investigated the factors leading to expatriate thriving and its effect on retention, finding that CQ directly enhances thriving, which ultimately leads to actual expatriate retention. Therefore, this study explores whether CQ can positively predict expatriates' intention to stay. Thus, the first hypothesis in this study is:

H1: Cultural intelligence (CQ) has a positive relationship with the intention to stay.

Psychological Acculturation

Psychological acculturation occurs when a person goes through a complex process of adjusting to a new culture (Berry, 1997). This process requires adjustments in various aspects of their life, from daily habits to personal values. People must determine, for instance, the extent to which they want to accept a new culture while maintaining their original one. Psychological acculturation can be understood as a process of internal negotiation between the individual's established values and internal systems of alignment and the external world and its imposed conditions. Initially, psychological acculturation was viewed as a unidimensional process, where individuals were believed to give up their original culture as they adapted to a new one (Gordon, 1964). However, more recent perspectives recognize it as a bidimensional or even multidimensional process, allowing individuals to maintain their heritage culture while simultaneously adjusting to a new cultural environment (Matsudaira, 2006).

There are various ways of acculturation or strategies that individuals can use when they encounter a cross-cultural situation. According to Berry (1997), individuals use four main strategies during acculturation: assimilation, integration, separation, and marginalization. Assimilation involves individuals in close contact with new or majority cultures and trying to adapt to that culture. On the other hand, they are low maintenance in their own culture of origin. Integration refers to those in contact with both new and minority cultures and their home culture. They tend to want a balance between the two. Separation describes those who have little contact with new cultures and want to maintain their original culture. They tend to interact as little as possible with the majority culture and have high contact with their culture of origin. Marginalization is characterized by individuals with limited contact with both cultures, including their new and home cultures. They tend to feel like they do not belong in either cultural community

and isolate themselves. Each individual can acculturate to a new culture in different ways. Some choose to completely assimilate by adopting a new culture, while others try to balance both by integrating aspects of both. Some opt to remain true to their origins, and others may feel alienated from both cultures. There are no universally correct strategies to adapt, as each individual can develop their own effective approach based on their preferences and experiences.

Lin et al. (2012) found that cultural intelligence significantly increases cross-cultural adjustment. Cross-cultural adjustment reflects the psychological outcomes of adapting to a new situation, indicating how well an individual feels settled in their new role and how effectively they have adapted to its requirements. Similar to this concept, psychological acculturation is defined as the internal process by which individuals adapt to a new cultural environment, encompassing changes in values, beliefs, and self-identity (Berry, 1997). CQ plays an important role in facilitating someone's acculturation process when adapting to a culturally diverse environment. Based on the above studies, CQ can influence psychological acculturation in several ways, including understanding cultural norms and values differences, communicating verbally or non-verbally in social interactions, building relationships between new and majority cultures, and increasing tolerance (Earley & Ang, 2003). Therefore, this study posits that:

H2: Cultural intelligence (CQ) has a positive relationship with psychological acculturation.

On the other hand, the success of a person's psychological acculturation will determine their intention to remain in the host country. It is known that each of the four primary acculturation strategies has its unique way of influencing expatriates' experiences abroad and how they behave in the various situations they face. Individuals who are successful with assimilation tend to adopt

the host country culture completely, which is predicted to increase their intention to stay in the host country. Individuals who choose an integration strategy also tend to have a high intention to stay in the host country if they successfully balance their two cultures and feel a sense of belonging in the host country without discarding their culture of origin. A separation strategy, where individuals are very persistent in maintaining their culture and rejecting new cultures, will tend to reduce their intention to stay because there is a higher possibility that they will not have a sense of belonging in the host country. Lastly, individuals who adopt a marginalization strategy can reduce their intention to stay because they are alienated from both cultures and lack a cultural identity in either (Berry, 1997). Therefore, those who choose a separation and marginalization strategy tend to be low in accepting the new culture. Based on the assumptions above, the following research hypothesis is:

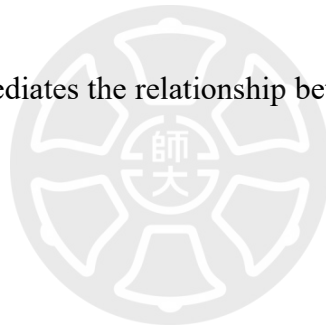
H3: Psychological acculturation has a positive relationship with intention to stay.

Psychological Acculturation as a Mediator

Ward and Rana-Deuba (1999) found that psychological acculturation significantly mediates the relationship between social integration and quality of life. This process entails adjustments in many areas of their life. People have to choose, for instance, how much they want to embrace a new culture and how much they want to preserve their original culture. Psychological acculturation is an internal negotiation between the individual's established values and internal systems of alignment and the external world and its imposed conditions. Besides, Ang et al. (2007) explained that individuals with high CQ are associated with better acculturation abilities, where acculturation mediates the relationship between CQ and expatriates' adjustment in their work,

social interactions, and overall living conditions. Based on the previously discussed hypotheses with additional references from previous research, the researcher posits that psychological acculturation functions as a mediating factor in the relationship between cultural intelligence and the intention to stay in the host country. When individuals have a high cultural intelligence, they are not only capable to recognize cultural differences but are also able to navigate themselves effectively in different cultural situations. The role of psychological acculturation here is as a bridge or mediator, where it can explain why the individuals with a high CQ are likely to feel comfortable and acculturate successfully in the host country, which in turn increases their intention to stay in the host country. The final hypothesis in this study is:

H4: Psychological acculturation mediates the relationship between cultural intelligence (CQ) and the intention to stay.



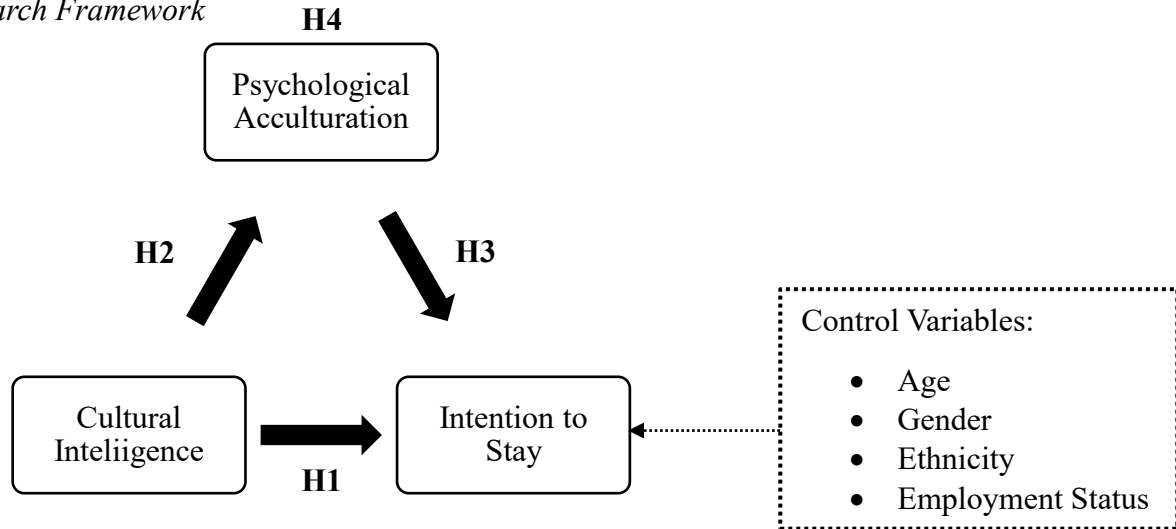
CHAPTER III RESEARCH METHODS

Research Framework

This research employed a quantitative approach to investigate the roles of CQ and psychological acculturation in the intention of Gen Z expatriates to stay in Taiwan. This research employed a cross-sectional design, utilizing a questionnaire survey method to collect the data. This design was chosen because data collection was carried out only at one time. The predictor variable in this research is cultural intelligence. Meanwhile, this research's criterion variable is the intention to stay in the host country. The mediator variable in this research is psychological acculturation. This study employed non-probability sampling methods, including convenience and snowball sampling, to reach Gen Z expatriates in Taiwan. The instrument used to measure the CQ variable was the Cultural Intelligence Scale (CQS) by Ang et al. (2007). The Psychological Acculturation Scale (PAS) by Tropp et al. (1999) was used to measure psychological acculturation, and intention to stay was measured using four items obtained from Chang et al. (2023). The data analysis to be carried out includes reliability tests, validity tests, descriptive statistics, correlation, t-test, ANOVA, hierarchical regression, and mediation analysis.

Figure 3.1

Research Framework



Research Hypothesis

The hypotheses proposed in this study are as follows:

H1: Cultural intelligence (CQ) has a positive relationship with the intention to stay.

H2: Cultural intelligence (CQ) has a positive relationship with psychological acculturation.

H3: Psychological acculturation has a positive relationship with intention to stay.

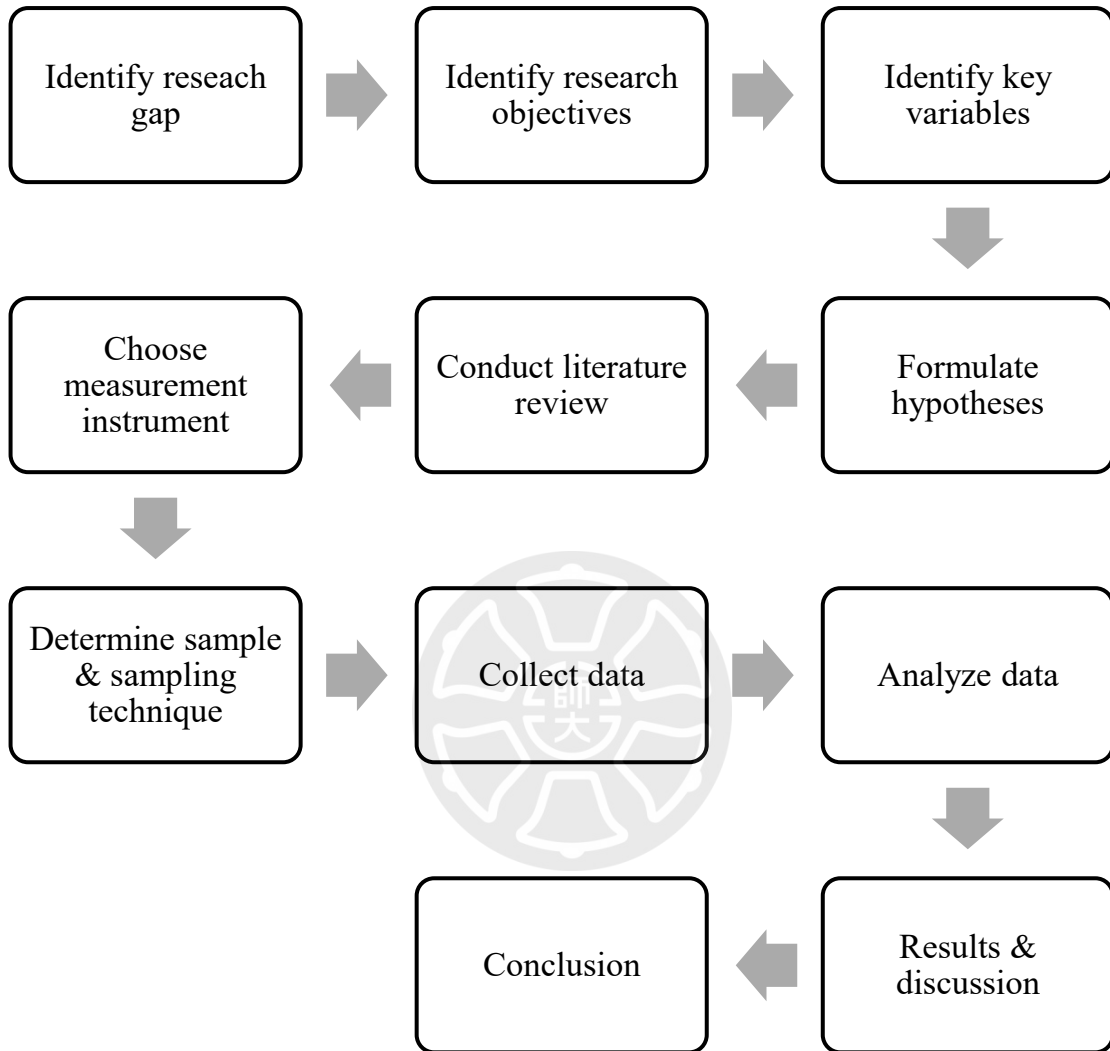
H4: Psychological acculturation mediates the relationship between cultural intelligence (CQ) and the intention to stay.

Research Procedure

The research followed several structured steps to ensure the study was carried out systematically and effectively, as shown in Figure 3.2 below. The first step was identifying the research gap, which involved reviewing existing literature to find areas that have not been fully explored or addressed. This helped justify the need for the study. After identifying the gap, the research objectives were clearly defined, along with the key variables that would be examined in the study. These elements provided a clear direction for the research. Next, a detailed literature review was conducted to better understand previous findings and theoretical frameworks related to the topic. This step helped build a strong foundation for the study and supported the development of relevant hypotheses. Afterward, a suitable measurement instrument (such as a questionnaire or survey) was selected or developed to collect the necessary data. Once the instrument was ready, the sampling method was determined to ensure that the data collected would be representative of the target population. This included deciding how many participants to include and how they would be selected. Then, the data collection process took place, during which responses were gathered from participants. Following data collection, appropriate data analysis methods were applied to interpret the results and test the hypotheses. This analysis provided insights into the relationships between variables and helped answer the research questions. The final steps involved drawing conclusions based on the findings and presenting the results and discussion, where the outcomes were explained in relation to the original objectives, previous research, and potential implications for future studies or practical application.

Figure 3.2

Research Procedure



Research Sample and Data Collection

Sample and Participant Selection

The subjects of this research are Gen Z expatriates in Taiwan. The intended sample included men and women aged 18–28, who are non-Taiwanese and have lived in Taiwan for over six months, and are working full-time or part-time in Taiwan. The researcher used non-probability sampling techniques to select participants because this research required participants from a specific group, such as Generation Z expatriates. Therefore, the sampling technique that was used is a combination of convenience sampling and snowball sampling.

The researcher initially reached out to several acquaintances who met the criteria for participation in the study. These participants were then encouraged to refer or invite other colleagues within their networks who also met the same criteria for this study. This approach was the combination of convenience sampling and snowball sampling to efficiently speed up data collection time and expand the participant pool.

Data Collection

Data collection was carried out using Google Forms. Participants could start filling out the survey after agreeing to the informed consent listed in the Google Forms. The survey consisted of four sections. The first section contained twenty Cultural Intelligence Scale (CQS) items. The second section comprised ten items from the Psychological Acculturation Scale (PAS). The third section comprised four items to measure the intention to stay. The last section provided demographic information about the participants, including age, gender, nationality, ethnicity, employment status, length of stay in Taiwan, education, Chinese language ability and proficiency, and reasons for staying in Taiwan. After completing the survey, participants could enter their email address to participate in the lucky draw at the end of the survey. A total of ten lucky participants received 200 NTD each as a form of appreciation.



Measurement

The Cultural Intelligence Scale (CQS), developed by Ang et al. (2007), comprises of four dimensions and 20 items. The Metacognitive CQ dimension has four items (Cronbach Alpha 0.71), Cognitive CQ has six items (Cronbach Alpha 0.85), Motivational CQ has five items (Cronbach Alpha 0.71), and Behavioral CQ has five items (Cronbach Alpha 0.83). This instrument does not have reversed items. Scoring is done on a scale of 1 to 5, where 1 is “strongly disagree” and 5 is “strongly agree”. The items for CQS is presented in Table 3.1 below.

Table 3.1*Cultural Intelligence Scale*

Dimension	Item
Metacognitive CQ	I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.
	I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.
	I am conscious of the cultural knowledge I apply to cross-cultural interactions.
	I check the accuracy of my cultural knowledge as I interact with people from different cultures.
Cognitive CQ	I know the legal and economic systems of other cultures.
	I know the rules (e.g., vocabulary, grammar) of other languages.
	I know the cultural values and religious beliefs of other cultures.
	I know the marriage systems of other cultures.
	I know the arts and crafts of other cultures.
	I know the rules for expressing non-verbal behaviors in other cultures.
Motivational CQ	I enjoy interacting with people from different cultures.
	I am confident that I can socialize with locals in a culture that is unfamiliar to me.
	I am sure I can deal with the stresses of adjusting to a culture that is new to me.
	I enjoy living in cultures that are unfamiliar to me.
	I am confident that I can get accustomed to the shopping conditions in a different culture.
Behavioral CQ	I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.
	I use pause and silence differently to suit different cross-cultural situations.
	I vary the rate of my speaking when a cross-cultural situation requires it.
	I change my non-verbal behavior when a cross-cultural situation requires it.
	I alter my facial expressions when a cross-cultural interaction requires it.

The Psychological Acculturation Scale (PAS), developed by Tropp et al. (1999), comprises 10 items. The instrument has a Cronbach’s Alpha value of 0.85, and there are no reversed items. We modified the items to suit the context of the study. The item “With which group(s) of people do you feel share most of your beliefs and values?” was modified to “I share the most of my beliefs and values with Taiwanese people.” The item “With which group(s) of people do you feel you have the most in common?” was modified to “I feel I have the most in common with Taiwanese people” and so on. Scoring of participant responses is based on a 7-point Likert scale from 1 (Strongly Disagree) to 7 (Strongly Agree). The PAS items are listed in Table 3.2 below.

Table 3.2

Psychological Acculturation Scale

Psychological Acculturation Scale Items
1. I share most of my beliefs and values with Taiwanese people
2. I have the most in common with Taiwanese people.
3. I feel the most comfortable with Taiwanese people.
4. I feel that Taiwanese people best understand my ideas and way of thinking.
5. I feel proud to be part of Taiwanese culture.
6. I know how things are done in Taiwanese culture and can do them easily.
7. I feel confident that I know how to act in Taiwanese culture.
8. I understand Taiwanese people the best.
9. I know what is expected of a person in various situations in Taiwanese culture.
10. I have a strong knowledge of Taiwanese culture’s history, traditions, and customs.

The instrument to measure intention to stay in the host country was adapted from Chang et al. (2023). Cronbach's Alpha for this instrument is 0.81, and there are no reversed items. Scoring was done with a five-point Likert scale from 1 (totally disagree) to 5 (totally agree). The items can be seen in Table 3.3 below.

Table 3.3

Intention to Stay Items

Intention to Stay Items
1. My decision to work in Taiwan is obviously a good one.
2. I do not have any intentions to leave, even if I had other job opportunities.
3. I have never thought about quitting because this job is my duty.
4. I am willing to stay and continue developing my career in Taiwan if my company requires me to work here in the long term.

Control Variable

This study had four control variables: age, gender, ethnicity, and employment status. The goal of controlling these variables was to ensure that the study's findings accurately represented the link between the primary variables, rather than the previously noted influence of outside variables. Age and gender were controlled because they had been proven in previous studies to influence the intention to stay in an environment or country. For example, Tsang and Nguyen (2023) controlled for age and gender in predicting intention to stay, showing that these two factors could shape individual decisions. In addition, gender was also known to have a relationship with the acculturation process (Barry & Grilo, 2002), so it needed to be controlled in this study, which

also measured psychological acculturation. Ethnicity was considered an important variable because differences in cultural backgrounds could affect the level of cultural intelligence, acculturation experiences, and a person's willingness to acculturate to the local culture. Employment status was a factor because individuals with full-time employment tended to have different attachments and experiences than those with part-time employment, which could impact the acculturation process and intention to stay. This study aimed to control these four variables to ensure that the relationship between psychological acculturation, cultural intelligence, and intention to stay could be observed objectively and was not influenced by additional factors that were not the main objectives.

Reliability and Validity

Convergent validity assesses the degree of correlation between various measurements of the same topic. The degree to which the measurement score is uncorrelated with the measurement of a conceptually distinct variable is known as discriminant validity. Composite reliability (CR) and average variance extracted (AVE) are the primary indicators used to assess the convergent and discriminant validity of a measurement. A scale or measure's internal consistency can be determined by its CR. In social science research, CR values of 0.7 or higher are typically considered acceptable (Hair et al., 1998). The amount of variance in a group of items that a concept captures is measured by the average variance extracted (AVE). According to Fornell and Larcker (1981), AVE values of 0.5 or greater can be considered good.

According to the results, CR and AVE were the following values respectively: overall CQ (CR = .95, AVE = .51), metacognitive CQ (CR = .81, AVE = .52), cognitive CQ (CR = .87, AVE = .54), motivational CQ (CR = .80, AVE = .45), behavioral CQ (CR = .79, AVE = .43),

psychological acculturation (CR = .92, AVE = .53), and intention to stay (CR = .83, AVE = .56). The CR values for all variables meet the minimum threshold of .70, indicating strong internal consistency. Although the AVE values for motivational CQ and behavioral CQ were slightly below the threshold of .50, they are still considered acceptable due to their sufficient reliability. Overall, the CR and AVE results validate the instrument's consistency and its effectiveness in measuring the intended constructs.

To confirm the accuracy of the measuring instrument in this research, we conducted a Cronbach's Alpha test on the data of 215 respondents. The Cronbach's alpha value shows that all variables and their dimensions are highly reliable. Tables 3.4, 3.5, and 3.6 below show the result of the analysis.

Table 3.4

Cronbach's Alpha for the Cultural Intelligence Scale

Variable	Dimension	Number of items	Cronbach's Alpha
Cultural Intelligence	Metacognitive CQ	4	.83
	Cognitive CQ	6	.87
	Motivational CQ	5	.83
	Behavioral CQ	5	.81
	Overall CQ	20	.92

Table 3.5

Cronbach's Alpha for the Psychological Acculturation Scale

Variable	Number of items	Cronbach's Alpha
Psychological Acculturation	10	.90

Table 3.6*Cronbach's Alpha for the Intention to Stay Instrument*

Variable	Number of items	Cronbach's Alpha
Intention to Stay	4	.73

Data Analysis

The collected data were processed using Microsoft Excel, SPSS 25, and PROCESS. First, a reliability test was conducted using Cronbach's alpha to assess consistency of the measuring instrument. Furthermore, CR and AVE were calculated to ensure internal consistency, as well as convergent and discriminant validity. Second, a descriptive analysis summarized respondents' demographic information, such as age, gender, nationality, ethnicity, education, occupation, and length of stay. Then, Pearson correlation tested the relationship between variables. The Pearson correlation coefficient indicated the strength of the relationship and the direction, whether positive or negative. T-tests and ANOVA examined differences between groups in cultural intelligence, psychological acculturation, and intention to stay. The number of groups distinguished the T-test and ANOVA. A t-test was used if there were only two groups, such as male vs female, or full-time vs part-time employees. In comparison, ANOVA was used when comparing more than two groups, such as based on level of education, ranging from high school diploma to PhD. Hypothesis testing used hierarchical regression to examine effects of cultural intelligence and psychological acculturation on intention to stay in the host country. PROCESS Model 4 analyzed the mediating effect of psychological acculturation on the relationship between cultural intelligence and intention to stay.

CHAPTER IV RESULTS

This chapter presents the research results of the sample demographics, the relationship among variables, and the hypothesis testing. IBM SPSS 25 and PROCESS MACRO were used for the analyses.

Sample Demographics

This survey successfully collected 253 respondents' data for this study. However, after the data-checking process, it was discovered that 38 of the data points had errors or were missing and did not meet the eligibility criteria for further analysis. Therefore, the number of valid data points to be processed in further analysis is 215. The results of the demographic analysis of respondents are illustrated in Table 4.1. 215 respondents who are Generation Z expatriates in Taiwan participated in this study. First, the number of female respondents (61.9%) is greater than that of male respondents (38.1%). Based on age, approximately 78.6% of respondents are aged 21-28, while the remaining are under 20. Most respondents come from Asia (Hong Kong, India, Indonesia, Japan, Malaysia, Myanmar, Pakistan, Philippines, Singapore, South Korea, Thailand, Vietnam) with a percentage of 83.7%, followed by 9.3% of respondents from the Americas (North, Central, and South), 5.6% of respondents from Europe (Austria, Belgium, England, France, Hungary, Italy, and Russia), 0.9% from Africa, and 0.5% from Oceania. Asians represent the largest ethnic group (85.1%), followed by Westerners (10.2%) and others/mixed (4.7%). More respondents work part-time/contract (58.6%) than full-time (41.4%). More than half of the respondents (55.8%) have lived in Taiwan for 1-3 years. The majority of respondents held a Bachelor's degree (42.8%), while the fewest held a Doctorate/PhD (4.2%). Lastly, most respondents reported having Chinese language proficiency at the upper intermediate (B2) level, with a percentage of 31.2%, and the intermediate (B1) level, with a percentage of 20.5%.

Table 4.1*Frequency Table on Demographic Information*

Variables	Category	Frequency	Percentage (%)
Gender	Male	82	38.1
	Female	133	61.9
Age	18-20	46	21.4
	21-24	90	41.9
	25-28	79	36.7
Continent	Americas	20	9.3
	Europe	12	5.6
	Asia	180	83.7
	Africa	2	.9
	Oceania	1	.5
Ethnicity	Western	22	10.2
	Asian	183	85.1
	Others/Mixed	10	4.7
Employment Status	Full-time	89	41.4
	Part-time/Contract	126	58.6
Length of Stay	6-12 months	19	8.8
	1-3 years	120	55.8
	3-5 years	52	24.2
	>5 years	24	11.2
Highest Level of Education	High School Diploma	37	17.2
	Associate's Degree	27	12.6
	Bachelor Degree	92	42.8
	Master Degree	50	23.3
	Doctorate/PhD	9	4.2
Chinese Language Proficiency	None	30	14
	A1 (Basic)	16	7.4
	A2 (Elementary)	19	8.8
	B1 (Intermediate)	44	20.5
	B2 (Upper Intermediate)	67	31.2
	C1 (Advanced)	28	13
	C2 (Proficient)	11	5.1

Note. N=215

Figures 4.1 to 4.4 below illustrate respondents' Chinese language skills across the listening, reading, writing, and speaking aspects. Noted that these results are based on self-reports from each respondent. Overall, respondents' Chinese language skills are at a fairly good level, especially in speaking, listening, and reading aspects, where most are at levels 4 and 5. Meanwhile, writing skills show greater variation, with a fairly even distribution from low to high levels. These findings indicate that respondents are generally quite confident in using Chinese, especially in oral communication.

Figure 4.1
Participants' Self-Report of Chinese Listening Skills

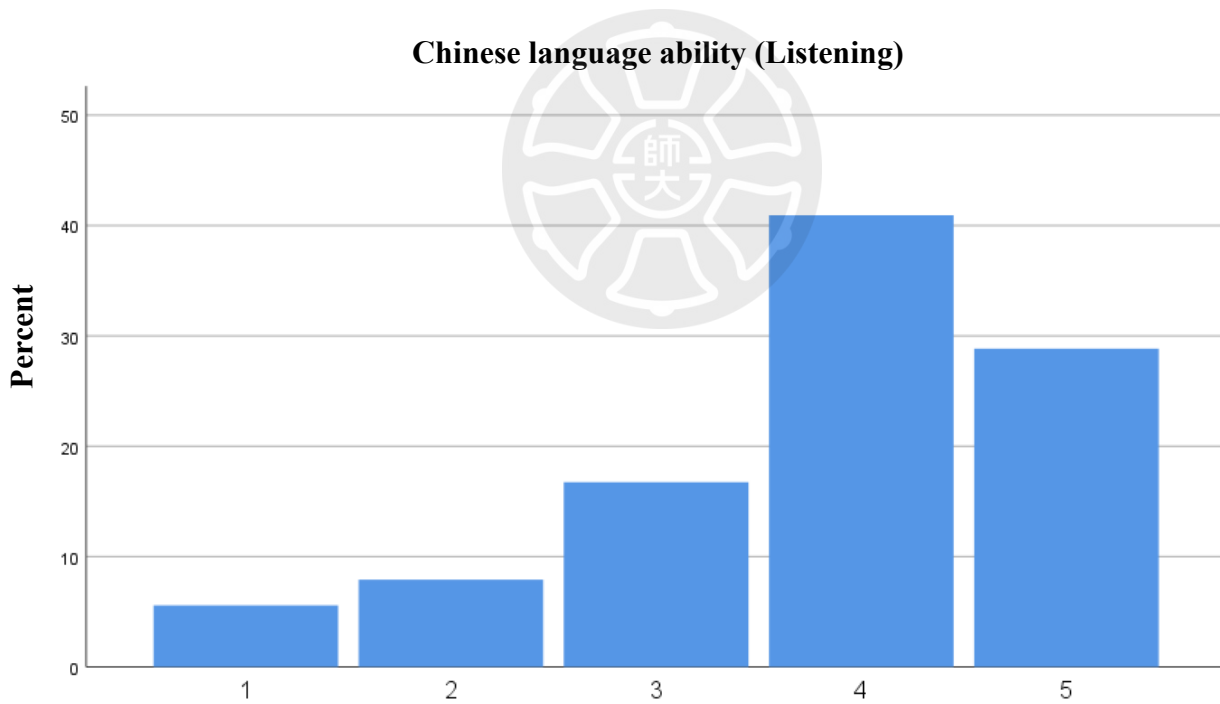


Figure 4.2

Participants' Self-Report of Chinese Reading Skills

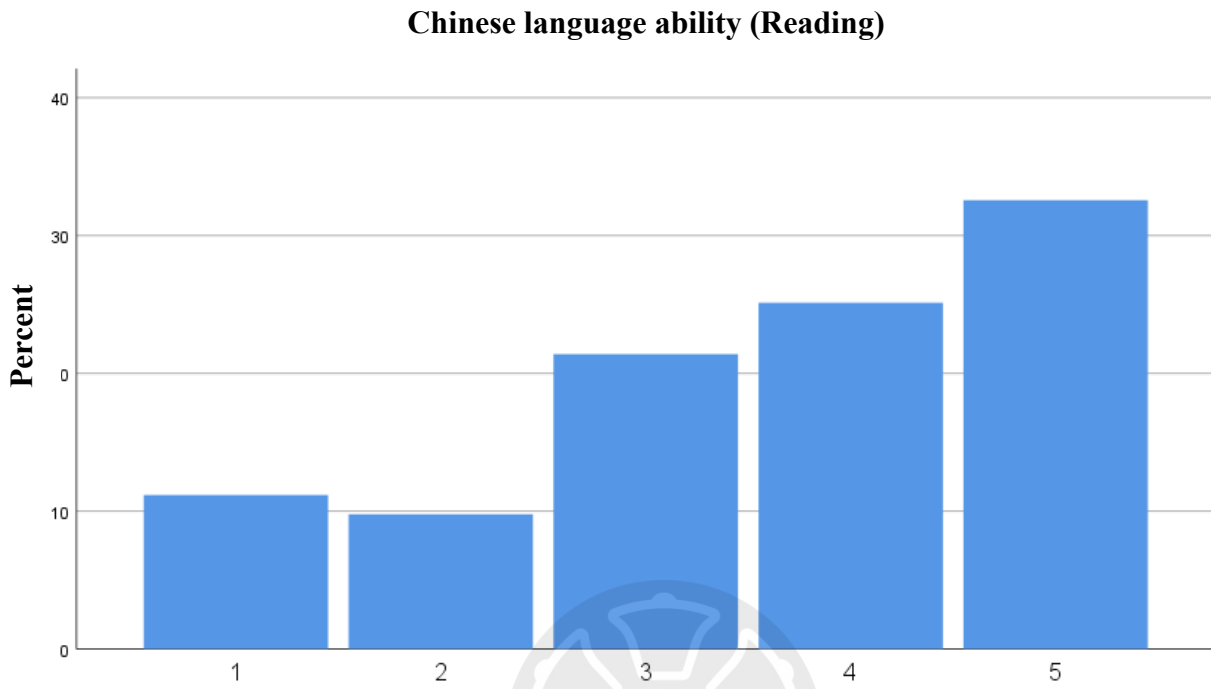


Figure 4.3

Participants' Self-Report of Chinese Writing Skills

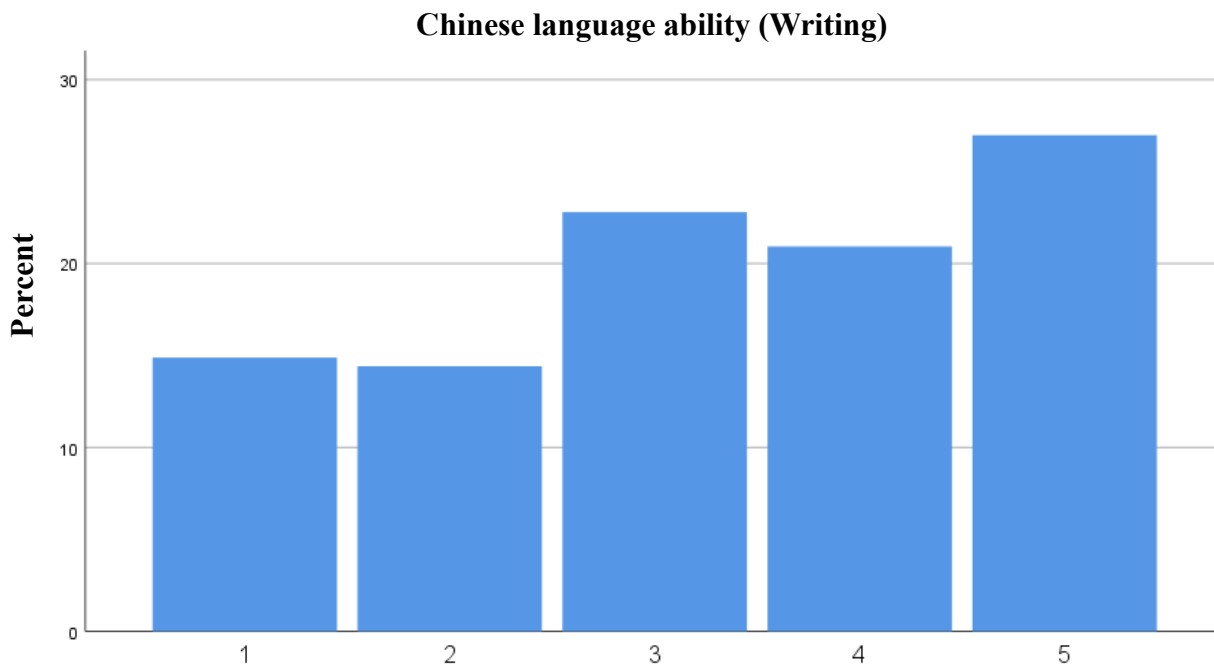


Figure 4.4
Participants' Self-Report of Chinese Speaking Skills

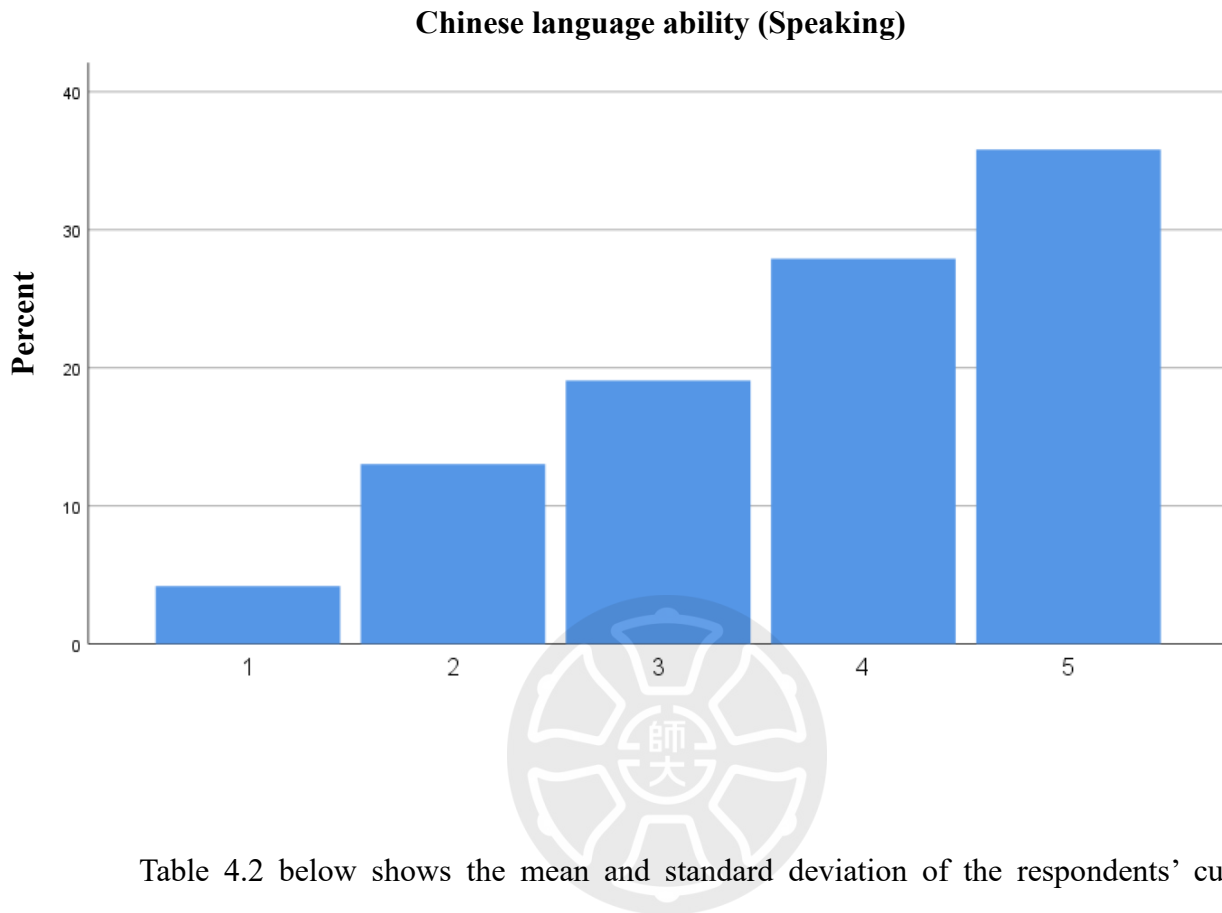


Table 4.2 below shows the mean and standard deviation of the respondents' cultural intelligence, psychological acculturation, and intention to stay scores. First, the respondents' cultural intelligence is relatively high, with an average of 3.92, indicating that they are cognitively and behaviorally capable of interacting and adapting to a foreign culture. Second, the respondents' psychological acculturation score is at an average of 4.70, indicating that the respondents' ability to acculturate to Taiwanese culture is quite good. Finally, intention to stay averages 3.70 on a scale of 1–5, reflecting the respondents' relatively high desire to stay in the host country. Overall, all three variables show average scores above the midpoint of their respective scales, indicating that the respondents have good cross-cultural skills, have psychologically adapted, and have a positive intention to stay.

Table 4.2*Descriptive Statistics for CQ, PA, and IS*

Variable	Mean	Std. Deviation
Cultural Intelligence	3.92	.61
Psychological Acculturation	4.70	1.08
Intention to Stay	3.70	.86

Note. N=215

Correlation

The correlation analysis was used to examine the relationships among all variables in this study, primarily cultural intelligence, psychological acculturation, and intention to stay. Table 4.3 shows the results of the analysis. First, cultural intelligence has a significant positive correlation with psychological acculturation ($r = .59, p < .01$) and intention to stay ($r = .38, p < .01$). Psychological acculturation also has a positive and significant correlation ($r = .52, p < .01$).

Table 4.3*Means, Standard Deviations, Correlations, and Reliability among Variables*

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7
1. Age	23.17	2.64	-						
2. Gender	-	-	-.20**	-					
3. Ethnicity	-	-	.17*	-.00	-				
4. Employment	-	-	-.20**	.18**	.16*	-			
5. CQ	3.92	.61	.27**	-.11	-.10	-.35**	(.92)		
6. PA	4.70	1.08	.27**	-.23**	-.19**	-.36**	.59**	(.90)	
7. IS	3.70	.86	.11	-.19**	-.18**	-.22**	.38**	.52**	(.73)

Notes. N=215. Numbers in the parentheses represent Cronbach's alpha value. Gender, Ethnicity, and Employment were coded as dummy variables. ** $p < .01$. * $p < .05$. CQ = cultural intelligence, PA = psychological acculturation, IS = intention to stay.

T-Test & ANOVA

A t-test analysis was conducted to determine the difference in mean scores between the two groups. The t-test conducted was an independent sample t-test to analyze the difference in cultural intelligence, psychological acculturation, and intention to stay scores based on gender groups (male and female) and employment status (full-time and part-time/contract). The t-test results in Table 4.4 and Table 4.5 showed that there was no significant difference in CQ scores between males ($M = 4.01, SD = 0.64$) and females ($M = 3.87, SD = 0.59$), $t(213) = 1.63, p > .05$. There was a significant difference in scores between males and females in psychological acculturation and intention to stay scores. Psychological acculturation scores were significantly higher in males ($M = 5.01, SD = 1.08$) compared to females ($M = 4.50, SD = 1.03$), $t(213) = 3.43, p < .01$. The intention to stay scores were also higher in males ($M = 3.91, SD = 0.84$) compared to females ($M = 3.58, SD = 0.84$), $t(213) = 2.84, p < .01$. These results suggest that, despite having equal levels of CQ intelligence between the two gender groups, males tend to acculturate more effectively psychologically and exhibit a higher intention to stay in the host country than females.

Table 4.4

Mean Difference of CQ, PA, and IS by Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
CQ	Male	82	4.01	.64	.07
	Female	133	3.87	.59	.05
PA	Male	82	5.01	1.08	.12
	Female	133	4.50	1.03	.09
IS	Male	82	3.91	.84	.09
	Female	133	3.58	.84	.07

Notes. CQ = cultural intelligence, PA = psychological acculturation, IS = intention to stay.

Table 4.5*Results of the Independent-sample T-test for Gender*

		Levene's Test		t-test for Equality of Means				
		F	Sig.	t	Sig. (2-tailed)	Std. Error Difference	95% Confidence Interval	
							Lower	Upper
CQ	Equal variances assumed	1.35	.25	1.63	.105	.09	-.03	.31
PA	Equal variances assumed	.27	.60	3.43	.001	.15	.21	.80
IS	Equal variances assumed	.13	.72	2.84	.005	.12	.10	.57

Notes. CQ = cultural intelligence, PA = psychological acculturation, IS = intention to stay.

Tables 4.6 and 4.7 show the results of the independent sample t-test for employment status. There was a significant difference in CQ, PA, and IS scores between full-time and part-time/contract employees. Full-time employees ($M = 4.18$, $SD = 0.55$) had higher CQ scores than part-time/contract employees ($M = 3.74$, $SD = 0.59$), $t(213) = 5.48$, $p < .001$. There was a significant difference in PA scores between full-time employees ($M = 5.15$, $SD = 0.98$) and part-time/contract employees ($M = 4.38$, $SD = 1.03$), $t(213) = 5.57$, $p < .001$. There was a significant difference in IS scores between full-time employees ($M = 3.93$, $SD = 0.86$) and part-time/contract employees ($M = 3.54$, $SD = 0.82$), $t(213) = 3.33$, $p < .001$. These results conclude that full-time employees had higher cultural intelligence, better psychological acculturation, and higher intention to stay in the host country than the part-time/contract employees.

Table 4.6*Mean Difference of CQ, PA, and IS by Employment Status*

	Occupation	N	Mean	Std. Deviation	Std. Error Mean
CQ	Full-time employee	89	4.18	.55	.06
	Part-time/Contract employee	126	3.74	.59	.05
PA	Full-time employee	89	5.15	.98	.10
	Part-time/Contract employee	126	4.38	1.03	.09
IS	Full-time employee	89	3.93	.86	.09
	Part-time/Contract employee	126	3.54	.82	.07

Notes. CQ = cultural intelligence, PA = psychological acculturation, IS = intention to stay.

Table 4.7*Results of the Independent-sample T-test for Employment Status*

		Levene's Test		t-test for Equality of Means				
		F	Sig.	t	Sig. (2-tailed)	Std. Error Difference	95% Confidence Interval	
							Lower	Upper
CQ	Equal variances assumed	.09	.76	5.48	.000	.08	.28	.60
PA	Equal variances assumed	.01	.94	5.57	.000	.14	.50	1.05
IS	Equal variances assumed	1.28	.26	3.33	.001	.12	.16	.62

Notes. CQ = cultural intelligence, PA = psychological acculturation, IS = intention to stay.

The results of one-way ANOVA analysis show differences in CQ, PA, and IS scores among educational levels. First, from Table 4.9, the ANOVA results on CQ showed a significant difference among educational levels ($F(4, 210) = 7.64, p < .001$). A post hoc test using the Scheffe multiple comparisons revealed that CQ was significantly higher for those holding an Associate's degree ($M = 4.42, SD = 0.31$) and Doctorate/PhD ($M = 4.26, SD = 0.50$) compared to those holding a Master's degree ($M = 3.93, SD = 0.62$), Bachelor's degree ($M = 3.82, SD = 0.63$), and High school diploma ($M = 3.70, SD = 0.53$). Secondly, ANOVA results on PA also showed a significant difference among educational levels ($F(4, 210) = 10.60, p < .001$). A post hoc test using the Scheffe multiple comparisons revealed that PA was significantly higher for those holding an Associate's degree ($M = 5.58, SD = 0.59$) and Doctorate/PhD ($M = 5.31, SD = 1.14$) compared to those holding a Master's degree ($M = 4.93, SD = 1.03$), Bachelor's degree ($M = 4.43, SD = 1.02$), and High school diploma ($M = 4.24, SD = 1.06$). Lastly, ANOVA results on IS also showed a significant difference among educational levels ($F(4, 210) = 6.90, p < .001$). A post hoc test using the Scheffe multiple comparisons revealed that IS was significantly higher for those holding Doctorate/PhD ($M = 4.44, SD = 0.66$) and Associate's degree ($M = 4.31, SD = 0.51$) compared to those holding a Master's degree ($M = 3.65, SD = 0.89$), Bachelor's degree ($M = 3.52, SD = 0.88$), and High school diploma ($M = 3.61, SD = 0.74$).

Table 4.8*Descriptive Statistics for CQ, PA, and IS by Educational Level*

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval	
						Lower	Upper
CQ	High School Diploma	37	3.70	0.53	0.09	3.53	3.88
	Associate's Degree	27	4.42	0.31	0.06	4.29	4.54
	Bachelor Degree	92	3.82	0.63	0.07	3.69	3.96
	Master Degree	50	3.93	0.62	0.09	3.76	4.11
	Doctorate/PhD	9	4.26	0.50	0.17	3.87	4.64
	Total	215	3.92	0.61	0.04	3.84	4.00
PA	High School Diploma	37	4.24	1.06	0.18	3.89	4.60
	Associate's Degree	27	5.58	0.59	0.11	5.35	5.82
	Bachelor Degree	92	4.43	1.02	0.11	4.22	4.64
	Master Degree	50	4.93	1.03	0.15	4.64	5.23
	Doctorate/PhD	9	5.31	1.14	0.38	4.43	6.19
	Total	215	4.70	1.08	0.07	4.55	4.84
IS	High School Diploma	37	3.61	0.74	0.12	3.36	3.86
	Associate's Degree	27	4.31	0.51	0.10	4.10	4.51
	Bachelor Degree	92	3.52	0.88	0.09	3.34	3.70
	Master Degree	50	3.65	0.89	0.13	3.40	3.90
	Doctorate/PhD	9	4.44	0.66	0.22	3.94	4.95
	Total	215	3.70	0.86	0.06	3.59	3.82

Notes. CQ = cultural intelligence, PA = psychological acculturation, IS = intention to stay.

Table 4.9*One-way ANOVA for CQ, PA, and IS by Educational Level*

		Sum of Squares	df	Mean Square	F	Sig.
CQ	Between Groups	10.27	4	2.57	7.64	.000
	Within Groups	70.52	210	.34		
	Total	80.79	214			
PA	Between Groups	41.58	4	10.40	10.60	.000
	Within Groups	205.96	210	.98		
	Total	247.54	214			
IS	Between Groups	18.25	4	4.56	6.90	.000
	Within Groups	138.79	210	.66		
	Total	157.04	214			

Notes. CQ = cultural intelligence, PA = psychological acculturation, IS = intention to stay.

The results of one-way ANOVA analysis in Tables 4.10 and 4.11 show differences in CQ, PA, and IS scores among the lengths of stay. First, ANOVA results on CQ showed a significant difference in length of stay ($F(3, 211) = 7.59, p < .001$). A post hoc test using the Scheffe multiple comparisons revealed that the lowest CQ scores were found in respondents who had lived for 6-12 months ($M = 3.34, SD = 0.71$), and the highest were found in respondents who had lived for 1-3 years ($M = 4.02, SD = 0.57$). Secondly, ANOVA results on PA also showed a significant difference in length of stay ($F(3, 211) = 2.81, p < .05$). Lastly, ANOVA results on IS did not show a significant difference in length of stay ($F(3, 211) = 0.95, p > .05$).

Table 4.10*Descriptive Statistics for CQ, PA, and IS by Length of Stay*

		N	Mean	Std. Deviation	Std. Error	95% CI	
						Lower	Upper
CQ	6-12 months	19	3.34	0.71	0.16	2.99	3.68
	1-3 years	120	4.02	0.57	0.05	3.92	4.12
	3-5 years	52	3.88	0.60	0.08	3.71	4.04
	> 5 years	24	3.98	0.53	0.11	3.75	4.21
	Total	215	3.92	0.61	0.04	3.84	4.00
PA	6-12 months	19	4.36	0.78	0.18	3.98	4.73
	1-3 years	120	4.88	1.05	0.10	4.69	5.07
	3-5 years	52	4.44	1.10	0.15	4.14	4.75
	> 5 years	24	4.62	1.21	0.25	4.11	5.13
	Total	215	4.70	1.08	0.07	4.55	4.84
IS	6-12 months	19	3.87	0.57	0.13	3.60	4.14
	1-3 years	120	3.75	0.87	0.08	3.60	3.91
	3-5 years	52	3.55	0.92	0.13	3.29	3.80
	> 5 years	24	3.67	0.85	0.17	3.31	4.02
	Total	215	3.70	0.86	0.06	3.59	3.82

Notes. CQ = cultural intelligence, PA = psychological acculturation, IS = intention to stay.

Table 4.11*One-way ANOVA for CQ, PA, and IS by Length of Stay*

		Sum of Squares	df	Mean Square	F	Sig.
CQ	Between Groups	7.87	3	2.62	7.59	.000
	Within Groups	72.92	211	.35		
	Total	80.79	214			
PA	Between Groups	9.50	3	3.17	2.81	.041
	Within Groups	238.04	211	1.13		
	Total	247.54	214			
IS	Between Groups	2.09	3	.70	.95	.418
	Within Groups	154.95	211	.73		
	Total	157.04	214			

Notes. CQ = cultural intelligence, PA = psychological acculturation, IS = intention to stay.

The results of one-way ANOVA analysis show differences in CQ, PA, and IS scores among the Chinese language proficiency levels. ANOVA results on CQ showed a significant difference ($F(6, 208) = 4.81, p < .001$). The results showed that the average score of cultural intelligence tended to be higher in respondents with better Chinese language skills than those with lower proficiency levels. Secondly, ANOVA results on PA also showed a significant difference ($F(6, 208) = 2.95, p < .05$). This showed that psychological acculturation also increased along with increasing Chinese proficiency levels. Lastly, ANOVA results on IS did not show a significant difference ($F(6, 208) = 0.48, p > .05$). This means that differences in Chinese language proficiency levels did not significantly differ in respondents' intention to stay.

Table 4.12*Descriptive Statistics for CQ, PA, and IS by Chinese Language Proficiency*

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval	
						Lower	Upper
CQ	None	30	3.70	0.61	0.11	3.47	3.93
	A1 (Basic)	16	3.72	0.76	0.19	3.31	4.13
	A2 (Elementary)	19	3.62	0.80	0.18	3.23	4.00
	B1 (Intermediate)	44	3.80	0.50	0.08	3.65	3.96
	B2 (Upper Intermediate)	67	4.07	0.57	0.07	3.94	4.21
	C1 (Advanced)	28	4.29	0.39	0.07	4.14	4.44
	C2 (Proficient)	11	3.94	0.60	0.18	3.54	4.34
	Total	215	3.92	0.61	0.04	3.84	4.00
PA	None	30	4.37	1.16	0.21	3.94	4.81
	A1 (Basic)	16	4.64	1.08	0.27	4.06	5.22
	A2 (Elementary)	19	4.46	1.14	0.26	3.91	5.01
	B1 (Intermediate)	44	4.37	1.08	0.16	4.04	4.70
	B2 (Upper Intermediate)	67	4.94	1.00	0.12	4.69	5.18
	C1 (Advanced)	28	5.18	0.90	0.17	4.83	5.53
	C2 (Proficient)	11	4.71	1.02	0.31	4.02	5.39
	Total	215	4.70	1.08	0.07	4.55	4.84
IS	None	30	3.63	0.87	0.16	3.30	3.95
	A1 (Basic)	16	3.94	0.86	0.22	3.48	4.40
	A2 (Elementary)	19	3.83	0.98	0.22	3.36	4.30
	B1 (Intermediate)	44	3.59	0.75	0.11	3.36	3.81
	B2 (Upper Intermediate)	67	3.74	0.83	0.10	3.54	3.94
	C1 (Advanced)	28	3.69	1.01	0.19	3.30	4.08
	C2 (Proficient)	11	3.64	0.92	0.28	3.02	4.25
	Total	215	3.70	0.86	0.06	3.59	3.82

Notes. CQ = cultural intelligence, PA = psychological acculturation, IS = intention to stay.

Table 4.13*One-way ANOVA for CQ, PA, and IS by Chinese Language Proficiency*

		Sum of Squares	df	Mean Square	F	Sig.
CQ	Between Groups	9.84	6	1.64	4.81	.000
	Within Groups	70.94	208	.34		
	Total	80.79	214			
PA	Between Groups	19.38	6	3.23	2.95	.009
	Within Groups	228.16	208	1.10		
	Total	247.54	214			
IS	Between Groups	2.13	6	.36	.48	.825
	Within Groups	154.90	208	.75		
	Total	157.04	214			

Notes. CQ = cultural intelligence, PA = psychological acculturation, IS = intention to stay.

Hypotheses Testing

Hierarchical regression analysis was used to test this study's four hypotheses and the direct effects of the first, second, and third hypotheses. The fourth hypothesis, which examined the indirect effect of cultural intelligence on intention to stay, was tested using the PROCESS Model 4 in SPSS version 25, with 5,000 bootstrap samples and a 95% confidence interval.

The following Table 4.14 presents the results of the hierarchical regression analysis used to test Hypothesis 1. In Model 1, age, gender, ethnicity, and employment status were entered as control variables and explained 10.2% of the variance in intention to stay ($R^2 = .102$, $F(4,210) = 5.979$, $p < .001$). In Model 2, cultural intelligence was added, resulting in a significant increase of 9.1% to the variance in intention to stay ($\Delta R^2 = .091$, $p < .001$). The overall model explained 19.3% of the variance in intention to stay ($R^2 = .193$, $F(5,209) = 9.992$, $p < .001$). Therefore, the first Hypothesis is accepted because cultural intelligence was a significant and positive predictor of

intention to stay ($\beta = .332, p < .001$), indicating that higher levels of CQ are associated with stronger intention to stay in the host country.

Table 4.14

Summary of Hierarchical Regression Model for Hypothesis 1

Variables	Intention to Stay	
	Model 1	Model 2
<i>Control Variables</i>		
Age	.078	.002
Gender	-.148*	-.144*
Ethnicity	-.170*	-.138*
Employment Status	-.154*	-.058
<i>Main Effect</i>		
Cultural Intelligence		.332***
<i>F</i>	5.979***	9.992***
<i>R</i> ²	.102	.193
<i>Adj. R</i> ²	.085	.174
ΔR^2	.102	.091
ΔF	5.979***	23.483***

Notes. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 4.15 presents the results of Hypothesis 2. In Model 1, age, gender, ethnicity, and employment status as the control variables were entered and explained 22% of the variance in psychological acculturation ($R^2 = .220, F(4,210) = 14.792, p < .001$). Cultural intelligence was added in Model 2 resulting in a significant increase of 20.6% to the variance in psychological acculturation ($\Delta R^2 = .206, p < .001$). The overall model explained 42.6% of the variance in psychological acculturation ($R^2 = .426, F(5,209) = 75.094, p < .001$). CQ was a significant and

positive predictor of psychological acculturation ($\beta = .500, p < .001$), indicating that individuals with high CQ tend to acculturate better psychologically than those with lower CQ.

Table 4.15

Summary of Hierarchical Regression Model for Hypothesis 2

Psychological Acculturation		
Variables	Model 1	Model 2
<i>Control Variables</i>		
Age	.224***	.109
Gender	-.138*	-.131*
Ethnicity	-.186**	-.137*
Employment Status	-.258***	-.114*
<i>Main Effect</i>		
Cultural Intelligence		.500***
<i>F</i>	14.792***	31.028***
<i>R</i> ²	.220	.426
<i>Adj. R</i> ²	.205	.412
ΔR^2	.220	.206
ΔF	14.792***	75.094***

Notes. * $p < .05$, ** $p < .01$, *** $p < .001$

The following Table 4.16 presents the results of the hierarchical regression analysis used to test Hypothesis 3. In Model 1, age, gender, ethnicity, and employment status as the control variables were entered and explained 10.2% of the variance in intention to stay ($R^2 = .102, F(4,210) = 5.979, p < .001$). In Model 2, psychological acculturation was added, resulting in a significant increase of 18.4% to the variance in intention to stay ($\Delta R^2 = .184, p < .001$). The overall model explained 28.7% of the variance in intention to stay ($R^2 = .287, F(5,209) = 53.978, p < .001$).

Psychological acculturation was a significant and positive predictor of intention to stay ($\beta = .486$, $p < .001$), supporting Hypothesis 3. This indicates that individuals who acculturate better psychologically will have a stronger intention to stay in the host country.

Table 4.16

Summary of Hierarchical Regression Model for Hypothesis 3

Variables	Intention to Stay	
	Model 1	Model 2
<i>Control Variables</i>		
Age	.078	-.030
Gender	-.148*	-.081
Ethnicity	-.170*	-.080
Employment Status	-.154*	-.028
<i>Main Effect</i>		
Psychological Acculturation		.486***
<i>F</i>	5.979***	16.786***
<i>R</i> ²	.102	.287
<i>Adj. R</i> ²	.085	.269
ΔR^2	.102	.184
ΔF	5.979***	53.978***

Notes. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 4.17 below shows the test of the mediation effect of psychological acculturation on the relationship between cultural intelligence and intention to stay. It can be seen that the total effect of cultural intelligence on intention to stay through psychological acculturation is significant ($effect = .462$, $p < .001$). However, the direct effect of cultural intelligence on intention to stay is not significant ($effect = 0.168$, $p > .05$). Meanwhile, the indirect effect mediated by psychological

acculturation shows a significant effect ($effect = .295$), with a 95% confidence interval that does not include zero ($Lower = .161, Upper = .447$). Thus, because the direct effect is not significant, and the indirect effect is significant, it can be concluded that the mediation effect that occurs is full mediation.

Table 4.17

Summary of PROCESS Model 4 for Hypothesis 4

H4: Testing mediation	Effect	Std. Error	t	Sig.	95% Confidence Interval	
					Lower	Upper
Total effect	.462	.095	4.846	.000	.274	.650
Direct effect	.168	.104	1.611	.109	-.038	.373
Indirect effect	.295	.073			.161	.447

CHAPTER V CONCLUSION AND RECOMMENDATION

Conclusions

This study examined the relationships between CQ, psychological acculturation, and intention to stay among Generation Z expatriates in Taiwan, focusing on the role of psychological acculturation as a mediator. The results showed a relatively strong positive relationship between cultural intelligence, psychological acculturation, and intention to stay. These findings supported our assumptions in this research that people with high CQ are more likely to adapt to new cultures and are more likely to remain in the host country. Psychological acculturation also had a strong positive relationship with intention to stay, meaning that the more deeply they felt psychologically integrated with the Taiwanese culture, the greater their intention to stay. Importantly, the analysis showed that CQ predicted intention to stay and psychological acculturation, while psychological acculturation also predicted intention to stay. The full mediation effect of psychological acculturation means that CQ increases intention to stay primarily through increasing psychological adaptation to the host culture.

Moreover, several interesting findings were also found in the analysis results. First, there are gender differences in psychological acculturation and intention to stay, with males showing higher scores than females. Although no significant differences were found in the level of cultural intelligence between the two groups, these findings suggest that gender factors may psychologically influence the acculturation experience and adaptation process. This result aligns with the findings of Hilario et al. (2014), who investigated the differences in acculturative stress among young immigrant men and women in Canada, revealing that men experience a more favorable acculturation process than women. However, the results of this study contradict the study

of Güngör and Bornstein (2009), who found that girls acculturate better than boys. Other studies found that male and female acculturative stress levels did not differ significantly (Alzukari & Wei, 2024). This finding is interesting because gender affects psychological acculturation and the intention to stay differently depending on the context. This difference indicates a gap for further research, especially considering contextual factors such as generation (Gen Z), cultural backgrounds, and the dynamics in the host country, such as Taiwan.

Second, compared to part-time or contracted workers, full-time employees tended to have greater CQ, psychological acculturation, and intention to stay, indicating that having a stable work and reliable income helps them feel more secure and comfortable, encouraging them to adapt and stay longer in the country. Education levels are also important, with those holding Associate's or Doctorate degrees showing higher CQ, psychological acculturation, and intention to stay compared to those with Bachelor's or Master's degrees. This suggests that specific education or maturity levels help adapt to a new culture. The length of stay affected cultural intelligence and acculturation but did not influence the intention to stay, meaning other factors also play a role in deciding whether to remain in the country. Similarly, better Chinese proficiency also helped with adaptation but did not directly affect the decision to stay.

Overall, Gen Z expatriates in Taiwan showed relatively high levels of CQ and intention to stay, as well as moderate high degrees of psychological acculturation. Meaning that even while their experiences with psychological acculturation are still varied, this suggests that gen z expatriates are highly capable of adjusting to different cultures and have strong intention to stay in Taiwan.

Implications

This study makes theoretical contributions to the literature on CQ and psychological acculturation, particularly in the context of Gen Z expatriates in Taiwan. The findings suggest that CQ significantly affects expatriates' intention to stay in Taiwan, which is mediated by psychological acculturation. This helps explain the psychological mechanisms underlying the cultural adaptation and the decision to stay in the host country. While previous research has examined CQ in relation to cross-cultural adjustment and expatriate performance (Ng et al., 2012), this study expands the scope by linking CQ to behavioral outcomes and psychological intentions, specifically the intention to stay in the host country. By introducing psychological acculturation as a mediating variable, the study helps explain how an individual's cultural competencies are linked to their decision to stay long-term in a foreign country.

From a practical perspective, this study provides valuable input for multinational organizations and HRDs in Taiwan in developing young expatriate retention strategies. First, companies can arrange cross-cultural training programs or workshops that explain the differences in values, culture, work ethics and social norms in Taiwan to enhance the cultural intelligence of expatriates. Then, providing support for their psychological acculturation process can also help, including providing local mentors or fellow expatriates with experience in facilitating the adaptation process. Creating a positive and supportive environment in the work environment can provide emotional support for expatriates. This also helps address challenges such as an unfriendly working atmosphere or lack of psychosocial support, which are the factors reinforcing expatriates to leave Taiwan. In addition, the selection process for new expatriates can include checking candidates' CQ level and cultural readiness and providing early orientation to better prepare them psychologically to adjust to life in Taiwan.

There are a few inputs for Taiwanese government policies in attracting and retaining young foreign talents, especially Gen Z. By understanding the role of Cultural Intelligence and Psychological Acculturation, the government can design programs that are not only administratively attractive (work visas for example) but also support the psychological and cultural aspects of expatriate life. Currently, the Employment Gold Card program has provided administrative convenience and practical guidance to help expatriates adapt to life in Taiwan. However, considering that cultural challenges and lifestyle differences are still significant obstacles for Gen Z expatriates to stay longer, further development is needed, such as Cultural Intelligence training, more in-depth cultural orientation programs, and psychological support through counseling services and support communities. These steps are important to increase long-term retention rates and create a more welcoming environment for young expatriates in Taiwan.

Limitations and Recommendations

Several limitations should be noted. First, this study employed a cross-sectional method to collect the data, which captured the information from the participants at one time. This may limit the ability to determine whether there is a causal relationship among the variables examined. Future studies could consider a longitudinal design to examine better how cultural intelligence (CQ) and psychological acculturation develop over time and how these changes may impact expatriates' intention to stay in the host country.

Second, this study operationalized psychological acculturation as a unidimensional variable even though it is commonly acknowledged as a multidimensional construct. This decision was taken to simplify the analysis and focus on the participants' overall sense of connection with the host culture (Taiwanese culture). However, using a unidimensional approach may not fully

reflect the complex acculturation experiences, especially for individuals who still feel connected to their heritage while adapting to the host culture. Combining all aspects into a single score might miss important differences in how people relate to each culture. As a result, this approach may limit the depth of the findings. Future studies are encouraged to use a multidimensional approach to better capture psychological acculturation's diverse and dynamic nature.

Third, the sample was dominated by Asian expatriates, limiting the generalizability of the findings to other ethnic groups or regions. This study had an imbalance in the proportion of participants based on nationality and ethnicity. Of the 215 data collected, most participants came from Asian countries (83.7%), with Indonesia the highest at 46.5%. This means the results mainly show the experiences and cultural adjustments of Asian, and particularly Indonesian, expatriates. Because of this, the findings might not apply well to expatriates from other parts of the world, like Europe, the Americas, Africa, or Oceania. Bias may also result from excessive participants belonging to a single ethnic group. Values, communication styles, and approaches to unfamiliar situations vary among cultures. For instance, expats from Indonesia may adjust to their new country differently than those from Western or African nations. Due to this imbalance, the study's findings cannot be confidently generalized to all Gen Z expatriates globally. Future research should involve a broader range of individuals from different nations to accurately reflect the worldwide expatriate community. The results would be more accurate and applicable to various cultural groups.

Finally, other recommendations for future consideration are that factors beyond those examined, such as organizational support or family influence, were not included but may significantly affect acculturation and intention to stay. Conduct a similar study in other host countries. This would help determine whether the relationships found in this study are consistent

across different cultural and national contexts, thereby enhancing the generalizability of the findings. Additionally, future studies may explore other potential mediators or moderators that may influence the relationship between cultural intelligence and intention to stay, such as social support, job satisfaction, or perceived organizational support. Including these variables could offer a more comprehensive understanding of the factors affecting expatriate retention.



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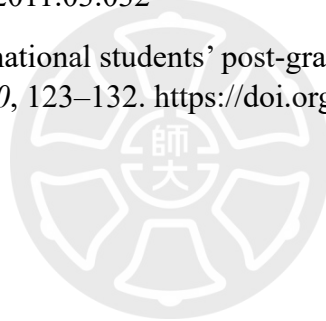
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APPENDIX: Research Questionnaire

Dear Participant,

Thank you for considering participation in this academic research project. This study aims to explore the experiences and perspectives of expatriates living in Taiwan. Your participation involves completing this anonymous questionnaire based on your personal experiences. There are no right or wrong answers, and your responses will be kept strictly confidential. The collected data will be anonymized and used solely for academic purposes, ensuring your privacy is protected. Participation in this study is entirely voluntary, and you may withdraw at any time without any consequences or need for explanation. By completing this questionnaire, you confirm that you have read and understood the purpose and procedures of the study, are voluntarily participating. If you have any questions or concerns, please contact the graduate student, Jason (陳業生). Your valuable input is crucial to the success of this research, and your assistance is deeply appreciated.

Sincerely,

Jason 陳業生

National Taiwan Normal University

Graduate Institute of Human Resource Development

Academic Advisor: 林怡君

Graduate Student: Jason 陳業生

To participate in this questionnaire, you must meet the following criteria:

- Age 18-28
- Non-Taiwanese
- Lived in Taiwan for more than six months
- Currently working as part-time/full-time in Taiwan

Do you meet the criteria above?

No, please end up your answering here, Thank you.

Yes, please proceed to next section.



Part 1: Read the following statements and choose the most appropriate answer based on your thoughts. 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree	1	2	3	4	5
1. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.	1	2	3	4	5
2. I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.	1	2	3	4	5
3. I am conscious of the cultural knowledge I apply to cross-cultural interactions.	1	2	3	4	5
4. I check the accuracy of my cultural knowledge as I interact with people from different cultures.	1	2	3	4	5
5. I know the legal and economic systems of other cultures.	1	2	3	4	5
6. I know the rules (e.g., vocabulary, grammar) of other languages.	1	2	3	4	5
7. I know the cultural values and religious beliefs of other cultures.	1	2	3	4	5
8. I know the marriage systems of other cultures.	1	2	3	4	5
9. I know the arts and crafts of other cultures.	1	2	3	4	5
10. I know the rules for expressing non-verbal behaviors in other cultures.	1	2	3	4	5
11. I enjoy interacting with people from different cultures.	1	2	3	4	5
12. I am confident that I can socialize with locals in a culture that is unfamiliar to me.	1	2	3	4	5
13. I am sure I can deal with the stresses of adjusting to a culture that is new to me.	1	2	3	4	5
14. I enjoy living in cultures that are unfamiliar to me.	1	2	3	4	5
15. I am confident that I can get accustomed to the shopping conditions in a different culture.	1	2	3	4	5
16. I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.	1	2	3	4	5
17. I use pause and silence differently to suit different cross-cultural situations.	1	2	3	4	5
18. I vary the rate of my speaking when a cross-cultural situation requires it.	1	2	3	4	5
19. I change my non-verbal behavior when a cross-cultural situation requires it.	1	2	3	4	5
20. I alter my facial expressions when a cross-cultural interaction requires it.	1	2	3	4	5

Part 2: Read the following statements and choose the most appropriate answer based on your thoughts. 1 = Strongly Disagree 2 = Disagree 3 = Somewhat Disagree 4 = Neutral 5 = Somewhat Agree 6 = Agree 7 = Strongly Agree	1	2	3	4	5	6	7
1. I share most of my beliefs and values with Taiwanese people.	1	2	3	4	5	6	7
2. I have the most in common with Taiwanese people.	1	2	3	4	5	6	7
3. I feel the most comfortable with Taiwanese people.	1	2	3	4	5	6	7
4. I feel that Taiwanese people best understand my ideas and way of thinking.	1	2	3	4	5	6	7
5. I feel proud to be part of Taiwanese culture.	1	2	3	4	5	6	7
6. I know how things are done in Taiwanese culture and can do them easily.	1	2	3	4	5	6	7
7. I feel confident that I know how to act in Taiwanese culture.	1	2	3	4	5	6	7
8. I understand Taiwanese people the best.	1	2	3	4	5	6	7
9. I know what is expected of a person in various situations in Taiwanese culture.	1	2	3	4	5	6	7
10. I have a strong knowledge of Taiwanese culture's history, traditions, and customs.	1	2	3	4	5	6	7

Part 3: Read the following statements and choose the most appropriate answer based on your thoughts. 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree	1	2	3	4	5
1. My decision to work in Taiwan is obviously a good one.	1	2	3	4	5
2. I do not have any intentions to leave even if I had other job opportunities.	1	2	3	4	5
3. I have never thought about quitting because this job is my duty.	1	2	3	4	5
4. I am willing to stay and continue developing my career in Taiwan if my company require me to work here in the long term.	1	2	3	4	5

Part 4: Demographic Information

Please provide the following demographic information. Your responses will help us better understand the diversity of participants. All information provided will be kept confidential and used only for research purposes.

Age	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other (please specify):
Nationality	
Ethnicity	<input type="checkbox"/> Asian <input type="checkbox"/> Caucasian <input type="checkbox"/> African <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Other (please specify):
Employment Status	<input type="checkbox"/> Full-time employee <input type="checkbox"/> Part-time/Contract employee <input type="checkbox"/> Other (please specify):
Length of Stay in Taiwan	<input type="checkbox"/> 6 – 12 months <input type="checkbox"/> 1 – 3 years <input type="checkbox"/> 3 – 5 years <input type="checkbox"/> More than 5 years

Highest Level of Education	<input type="checkbox"/> High School Diploma (or Equivalent) <input type="checkbox"/> Associate's Degree <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctorate/PhD
Chinese Language Ability (Listening) 1= Not fluent 5= Fluent	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Chinese Language Ability (Reading) 1= Not fluent 5= Fluent	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Chinese Language Ability (Writing) 1= Not fluent 5= Fluent	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Chinese Language Ability (Speaking) 1= Not fluent 5= Fluent	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Chinese Language Proficiency -	<input type="checkbox"/> None <input type="checkbox"/> A1 (Basic) <input type="checkbox"/> A2 (Elementary) <input type="checkbox"/> B1 (Intermediate) <input type="checkbox"/> B2 (Upper Intermediate) <input type="checkbox"/> C1 (Advanced) <input type="checkbox"/> C2 (Proficient)
Reason for Staying	<input type="checkbox"/> Employment/Career <input type="checkbox"/> Education <input type="checkbox"/> Family/Relationship <input type="checkbox"/> Cultural Experiences/Lifestyle <input type="checkbox"/> Better Quality of Life <input type="checkbox"/> Other (please specify):
Email (for Lucky Draw)	