

FACTORS INFLUENCING WILLINGNESS TO WORK
ABROAD AMONG MALAYSIA UNIVERSITY
STUDENTS

CHOO WAI TING
NG WOON HUI

BACHELOR OF INTERNATIONAL BUSINESS
(HONS)

UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF ACCOUNTANCY AND MANAGEMENT
DEPARTMENT OF INTERNATIONAL BUSINESS

APRIL 2019

FACTORS INFLUENCING WILLINGNESS TO WORK
ABROAD AMONG MALAYSIA UNIVERSITY
STUDENTS

BY

CHOO WAI TING
NG WOON HUI

A final year project submitted in partial fulfillment of the
requirement for the degree of

BACHELOR OF INTERNATIONAL BUSINESS (HONS)

UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF ACCOUNTANCY AND MANAGEMENT
DEPARTMENT OF INTERNATIONAL BUSINESS

APRIL 2019

Copyright @ 2019

ALL RIGHTS RESERVED. No part of this paper may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, graphic, electronic, mechanical, photocopying, recording, scanning, or otherwise, without the prior consent of the authors.

DECLARATION

We hereby declare that:

- (1) This undergraduate FYP is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
- (2) No portion of this FYP has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
- (3) Equal contribution has been made by each group member in completing the FYP.
- (4) The word count of this research report is 16210.

Name of Student:	Student ID:	Signature:
1. Choo Wai Ting	15UKB03324	_____
2. Ng Woon Hui	15UKB05754	_____

Date: 16 APRIL 2019

ACKNOWLEDGEMENTS

This UKMZ3016 Research Project has definitely equipped us with a completely different and brand new skillsets as it is our maiden time conducting a research. Despite facing numerous obstacles and coming across bottlenecks on several occasions, all sorts of assistance, encouragement and motivation have propelled us through alongside perseverance and persistence.

Family and friends are two of the most important parties in life and it is no different when it comes to completing this research. They have been very helpful, motivating, supportive, inspiring and understanding in pushing us to work relentlessly to finish the research. Besides, they have also provided some very constructive comments and feedback in helping us with the research. Next, we have to acknowledge the generous and thoughtful feedback and opinions from our supervisor, Ms Cheah Lee Fong, which prove to be very precious and invaluable. Her patience and time in assisting and advising us throughout the completion journey of this research is second to none, and certainly a million of appreciation would not suffice for what she has done for us. Before forgetting, to those respondents who have taken time to answer our questionnaire, their responses are the basis of our analysis and beyond any doubts, we could not have proceeded without that.

Finally, it is of highest expectation and hope that this research would not only benefit us in completing our bachelor's degree but can be utilized as a really useful tool in analyzing the willingness of Malaysia university students to work abroad.

DEDICATION

Upon the completion of this research, we would like to extend our sincerest gratitude and thereby dedicate this research to our most supportive, loving and understanding parents who have been providing unconditional and limitless encouragement, inspiration and motivation throughout this journey. Without them, this research would not be even completed, thus it is truly gratifying to have them by our side.

Apart from that, we would like to dedicate this research to our very strict yet helpful and respected supervisor, Ms Cheah Lee Fong, who has given us plenty of invaluable advice opinions by sharing her own perceptions and experiences in helping us to arrive at completion of this research.

Finally, we wish to also dedicate this research to all our friends and anyone who has extended a very kind helping hand or offered any forms of verbal or non-verbal support in helping us to successfully wrap this research up.

TABLE OF CONTENTS

	Page
Copyright Page.....	ii
Declaration.....	iii
Acknowledgements.....	iv
Dedication.....	v
Table of Contents.....	vi
List of Tables.....	xi
List of Figures.....	xiii
List of Appendices.....	xiv
List of Abbreviations.....	xv
Preface.....	xvi
Abstract.....	xvii
CHAPTER 1 INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Research Background.....	1
1.2 Research Problem.....	3
1.3 Research Objectives.....	5
1.4 Research Questions.....	6
1.5 Hypotheses of the Study.....	6
1.6 Research Significance.....	7
1.7 Chapter Layout.....	8
1.8 Conclusion.....	10

CHAPTER 2 LITERATURE REVIEW	11
2.0 Introduction	11
2.1 Review of Variables	11
2.1.1 Willingness to Work Abroad	11
2.1.2 Cultural Intelligence (CQ)	13
2.1.2.1 Behavioral Cultural Intelligence (CQ)	14
2.1.2.2 Cognitive Cultural Intelligence (CQ)	15
2.1.2.3 Metacognitive Cultural Intelligence (CQ)	15
2.1.2.4 Motivational Cultural Intelligence (CQ)	16
2.1.3 Quality of Life	16
2.1.4 Extraversion	18
2.2 Review of the Underlying Theories	20
2.2.1 The Theory of Planned Behavior	20
2.2.2 The Social Cognitive Theory	22
2.3 Reviews of Relevant Theoretical Models	23
2.3.1 Review of Theoretical Model 1	23
2.3.2 Review of Theoretical Model 2	24
2.3.3 Review of Theoretical Model 3	25
2.4 Hypotheses Development	26
2.4.1 Relationship between Behavioral Cultural Intelligence (CQ) and Willingness to Work Abroad	26
2.4.2 Relationship between Cognitive Cultural Intelligence (CQ) and Willingness to Work Abroad	27
2.4.3 Relationship between Metacognitive Cultural Intelligence (CQ) and Willingness to Work Abroad	28

2.4.4 Relationship between Motivational Cultural Intelligence (CQ) and Willingness to Work Abroad	29
2.4.5 Relationship between Quality of Life and Willingness to Work Abroad.....	30
2.4.6 Relationship between Extraversion and Willingness to Work Abroad	31
2.5 Conclusion.....	32
CHAPTER 3 METHODOLOGY	33
3.0 Introduction	33
3.1 Research Design.....	33
3.1.1 Quantitative Research.....	33
3.1.2 Causal Research.....	34
3.2 Data Collection Methods.....	34
3.2.1 Primary Data.....	35
3.2.2 Secondary Data.....	35
3.3 Sampling Design	36
3.3.1 Target Population	36
3.3.2 Sampling Frame and Sampling Location	37
3.3.3 Sampling Elements	37
3.3.4 Sampling Technique	38
3.3.5 Sampling Size	38
3.4 Research Instrument.....	39
3.4.1 Questionnaire.....	39
3.4.2 Questionnaire Design	40
3.4.3 Origins of Construct	42
3.5 Construct Measurement.....	42
3.5.1 Scale of Measurement	42

3.5.1.1 Nominal Scale	43
3.5.1.2 Ordinal Scale.....	43
3.5.1.3 Interval Scale	43
3.6 Data Processing.....	44
3.6.1 Data Checking	44
3.6.2 Data Editing.....	44
3.6.3 Data Coding.....	45
3.6.4 Data Transcribing	45
3.6.5 Data Cleaning	45
3.7 Data Analysis	46
3.7.1 Descriptive Analysis.....	46
3.7.2 Scale Measurement.....	46
3.7.2.1 Reliability Test.....	47
3.7.3 Inferential Analysis.....	47
3.7.3.1 Pearson Correlation Coefficient Analysis.....	48
3.7.3.2 Multiple Regression Analysis	48
3.8 Proposed Conceptual/ Theoretical Framework	49
3.9 Conclusion.....	50
CHAPTER 4 DATA ANALYSIS	51
4.0 Introduction	51
4.1 Descriptive Analysis	51
4.1.1 Respondent Demographic Profile	51
4.1.1.1 Gender.....	52
4.1.1.2 Age.....	53
4.1.1.3 Race.....	54

4.1.1.4 Marital Status	55
4.1.1.5 Education Level	56
4.1.1.6 Type of University	58
4.1.1.7 Year of Study	59
4.2 Scale Measurement	60
4.2.1 Reliability Analysis	60
4.3 Inferential Analysis	61
4.3.1 Pearson Correlation Coefficient Analysis	61
4.3.2 Multiple Regression Analysis.....	69
4.4 Conclusion.....	70
CHAPTER 5 DISCUSSION, CONCLUSION AND IMPLICATIONS	71
5.0 Introduction	71
5.1 Major Findings	71
5.2 Implications of the Study	72
5.3 Limitations of the Study	73
5.4 Recommendations for Future Research	75
5.5 Conclusion.....	76
References.....	78
Appendices.....	85

LIST OF TABLES

	Page
Table 3.1: Origins of Construct	42
Table 3.2: Rules of Thumb about Cronbach's Alpha Coefficient Size	47
Table 3.3: Rules of Thumb about Correlation Coefficient	48
Table 4.1: Gender of the Respondents	52
Table 4.2: Age of the Respondents	53
Table 4.3: Race of the Respondents.....	54
Table 4.4: Marital Status of the Respondents	55
Table 4.5: Education Level of the Respondents	56
Table 4.6: Type of University of the Respondents	58
Table 4.7: Year of Study of the Respondents	59
Table 4.8: Reliability Test of All Variables.....	60
Table 4.9: Pearson Correlation Coefficient for Behavioral CQ and Willingness to Work Abroad	61
Table 4.10: Pearson Correlation Coefficient for Cognitive CQ and Willingness to Work Abroad	62
Table 4.11: Pearson Correlation Coefficient for Metacognitive CQ and Willingness to Work Abroad	64
Table 4.12: Pearson Correlation Coefficient for Motivational CQ and Willingness to Work Abroad	65
Table 4.13: Pearson Correlation Coefficient for Quality of Life and Willingness to Work Abroad	66
Table 4.14: Pearson Correlation Coefficient for Extraversion and Willingness to Work Abroad	68

Table 4.15: Model Summary	69
Table 4.16: ANOVA of Model	70
Table 5.1: Summary of Hypotheses and Results	71

LIST OF FIGURES

	Page
Figure 2.1: The Theory of Planned Behavior	20
Figure 2.2: Propensity to Work Abroad amongst Generation Y Working Adults in Malaysia.....	23
Figure 2.3: Goodbye Germany! The Influence of Personality and Cognitive Factors on the Intention to Work Abroad	24
Figure 2.4: Working in the “Global Village”: The Influence of Cultural Intelligence on the Intention to Work Abroad	25
Figure 3.1: Proposed Conceptual/ Theoretical Framework	49
Figure 4.1: Gender of the Respondents.....	52
Figure 4.2 Age of the Respondents.....	53
Figure 4.3: Race of the Respondents	54
Figure 4.4: Marital Status of the Respondents.....	55
Figure 4.5: Education Level of the Respondents	57
Figure 4.6: Type of University of the Respondents	58
Figure 4.7: Year of Study of the Respondents.....	59

LIST OF APPENDICES

	Page
Appendix 3.1: Questionnaire	85
Appendix 4.1: SPSS Output: Reliability Test.....	93
Appendix 4.2: Pearson Correlation Analysis.....	97
Appendix 4.3: Multiple Regression Analysis	99

LIST OF ABBREVIATIONS

CQ	Cultural Intelligence
MOHR	Ministry of Human Resource Malaysia
OECD	Organisation for Economic Co-operation and Development
TPB	Theory of Planned Behavior
TRA	Theory of Reasoned Action
PBC	Perceived Behavioral Control
SCT	Social Cognitive Theory
QLI	Quality of Life Index
SPSS	Statistical Package for Social Sciences

PREFACE

As more and more Malaysians, particularly the younger Z generation, is heading for the exit door to other countries where this scenario is more famously known as brain drain, it has adversely impacted the country as it is losing more talents as well as slowing down the economy. This UKMZ3016 Research Project is conducted as part of the Bachelor of International Business course structure, which is compulsory prior to completing the bachelor's degree. As such, it is both a requirement of the bachelor's degree program and serves as very resourceful reference for academicians and practitioners in zooming the willingness among Malaysia university students to work abroad.

As a result of conducting this research, hypotheses have been developed and the significance of association between the independent variables identified and the dependent variable is also justified. By closely looking at the persuasive and dissuasive factors for Malaysia university students to work abroad, the implications of having them staying and leaving the country are closely focused as well. Therefore, this research is indeed of massive use to mitigate the brain drain issue in country. It is certainly essential to retain local talents besides being able to attract other talents as the saying goes by, how can you even attract other talents if you cannot keep yours?

Through this research, the relationships of the independent variables and factors triggering the willingness to work abroad alongside the implications are closely scrutinized. Conclusively, it is hopeful that this research is able to provide a much clearer picture on the willingness among Malaysia university students to work abroad.

ABSTRACT

The primary objective of this research is to investigate the willingness of Malaysia university students to work abroad alongside the factors stimulating it. Further to that, it also scrutinizes closely the influence of cultural intelligence (CQ), quality of life and extraversion on the willingness to work abroad. This research has combined the insights from previous research studies and aims to be a resourceful reference for practitioners and academicians by developing some hypotheses from data collected.

A sample size of 200 respondents has been selected to answer the questionnaire prepared and the survey has been conducted in an unbiased and just manner as it is designed specifically and distributed randomly to Malaysia university students. As they represent the future workforce of the nation, they are the undisputed suitable respondents for this questionnaire to find out exactly what is on their mind. To further enhance the reliability and relevance of the data analysis, the Statistical Package for Social Sciences (SPSS) software version 23.0 has been made use of.

As such, by carefully gathering the necessary data and laying down the questionnaire's responses to converting the data into information before further analysis and interpretation, this research has managed to justify the hypotheses developed apart from finding out the positive or negative significant association between independent and dependent variables. Also, the limitations of this research have been properly identified and recommendations have been proposed as well.

Last but not least, this research has been conducted in a way that does not only seek to fulfill personal needs but also to benefit future researchers and practitioners by providing precise and particular information about the willingness to work abroad. In an even bigger picture, the government can even take a look to curb the worsening brain drain problem that is taking place as more and more talents are more than willing to work abroad.

CHAPTER 1: INTRODUCTION

1.0 Introduction

This research will be started with a chapter that outlines the background of the research done, followed by the research problem, research objectives and research questions. Subsequently, it will be followed by the hypotheses, research significance, chapter layout and conclusion.

1.1 Research Background

In today's world of globalization, individuals are increasingly exposed to various cultures around the world. Through the development of global transportations and media communications, differences between regions of the world are bridged. Individuals are able to seize international job opportunities, travel for leisure and migrate to new countries in pursuit of better lives.

Other than that, across university institutions, study abroad offerings and exchange programs are increasing which enable university students to immerse themselves into foreign cultures. As students study abroad, they must adapt to the local culture and negotiate their new found cultural identity. In positive cases of adaptation, individuals engage in integration, a process in which both the host culture and the culture of origin are merged together (Gonzalez, Pang, Sweeney, & Wang, 2017). Due to the reasons, the willingness to work abroad will increase immensely.

For years, Malaysia has been experiencing an outflow of talents to other countries because 93 per cent of current jobseekers admit they would consider leaving Malaysia to work overseas (Hays, n.d.). These candidates want to gain a job overseas because employers increasingly value local talents with international experience and mindset. These candidates are even more highly valued than expatriates since they combine

their Westernized ways of thinking and experience of how business is done overseas with local cultural understanding. Also, the readiness to be geographically mobile is a factor of the expanding presence of multinationals in the region that requires talents with international experience.

Next, pursuing career outside home country is becoming increasingly common among Malaysians. According to Hays (n.d.), it shows that 93% of Malaysians possess the willingness to work abroad in another country which is considered quite a high figure. 84% of them choose to leave because of job-related factors such as job opportunities, high salary, career development and working environment. As for the remaining 9%, they consider leaving the country due to the lifestyle factors such as life pace and social environment.

Furthermore, according to Teh (2015), the number of skilled Malaysians living or working abroad has risen 300 per cent in the last two decades, with two out of every ten Malaysians with tertiary education opting to leave for either Organisation for Economic Co-operation and Development (OECD) countries or Singapore. For instance, approximately 350,000 Malaysians work in Singapore and approximately 386,000 Malaysians have permanent Singapore's residency status. The report also concludes that about 20% of Malaysian graduates choose to leave the country.

Lastly, according to Ling (2017), Datuk Shamsuddin Bardan states that it is not entirely a bad phenomenon despite losing talents because to those who are working overseas, they are carrying the name and pride of Malaysia. Therefore, they can boost the reputation of Malaysia(n) workers globally. Moreover, those working overseas will be sending money back to their family in Malaysia which is a form of contribution and the money usually will be spent locally in Malaysia, thereby boosting the local economy.

1.2 Research Problem

Willingness to work abroad has become a worldwide popular issue due to rapid globalization. This issue has become alarming and should be discussed extensively as working abroad will plausibly lead to brain drain and bring negative impact on the country's development. In the current developing society that drives towards globalization, brain drain is not a strange term to any countries. It has been spreading throughout various countries dramatically and it has been a social phenomenon that everyone starts to take consideration of the impacts towards the countries. Although the development of globalization has brought about convenience for international mobility, it has stimulated talents indirectly to migrate from their home country to overseas too. Human capital, especially skilled workers and knowledge workers, is valued as an important asset to a country. In addition, brain drain issue exists in many middle-income and even high-income nations (Jian, Tee, Poh, & Shi, 2013).

Other than that, according to Zunaira Saieed (2016), many developing countries are facing a shortfall of skilled workers due to their willingness to find a job in high-income nations. Shortfall of skilled workers may lead firms to substitute unskilled workers for skilled workers thereby reducing productivity. Without sufficient skilled workers, the economy will find it more difficult to move up the value chain and will not be able to attract large capital investments because a better and bigger proportion of skilled workers are needed for the economy to move up the value chain and be globally competitive.

Furthermore, the kidnapping and armed robberies issues have increasingly become a concerning point in Malaysia and this will drive Malaysian talents to work abroad in safer and more peaceful countries such as Australia, New Zealand and Singapore. These countries will be the top priorities of working destinations of Malaysian talents due to the ability to maintain social harmony and security under the enforcement of strong laws against discrimination of all kinds and provide better quality of life.

Apart from that, individuals who have international exposure and experiences due to globalization are willing to work abroad because they are already exposed to various

cultures of the world, hence more than ready to gain further exposure. As such, individuals are skilled and flexible about understanding a culture, tend to be more sympathetic to the culture, learning increasingly more about it and one's behavior to be more tuned and appropriate when interacting with others from the culture (Sozibilir and Yesil, 2016). Hence, individuals with high cultural intelligence (CQ) will adapt to new cultural settings successfully and this leads to willingness to work abroad which causes talents outflow.

Additionally, another issue that should be discussed extensively is the personality of the individuals. For instance, one of the personalities is extraversion where the extravert is sociable, highly adaptable and outgoing and this could relate to job performance along with other variables such as language ability and cultural sensitivity. As such, it will increase the probability of working abroad and this personality play an important role as it may leads to other problems such as brain drain.

Moreover, there are few studies which discover that willingness to work abroad is influenced by various factors such as quality of life, financial incentives, and job satisfaction. Next, the low salary and benefits offered in home country are the main factors that contribute to the Malaysians seeking career alternatives in another country. Also, culture intelligence, depreciation of ringgit Malaysia and personality are other factors that Malaysians are willing to work abroad (Hays, n.d.).

In a nutshell, the purpose of this research is to investigate the factors that influence the willingness to work abroad among Malaysia university students. Although the phenomenon has become trendy, the prolific of research studies are somehow outdated, the study is relatively rare and the factors of influencing the willingness to work abroad are still under-researched. Also, there is a limited research conducted solely in Malaysian context with Malaysia university students, therefore in this research, the scope is narrowed down by targeting the Malaysia university students. This is because fresh graduates are the main divisions included in the population who choose to work abroad among Malaysians and they are the backbone of a country playing an important role in a country's future development.

1.3 Research Objectives

In this research, the general objective is to determine the key factors influencing the willingness to work abroad among Malaysia university students and understand how the factors influence the decision in seeking employment abroad among them. Besides, this research is to investigate whether there is any relationship between independent variables (cultural intelligence (CQ), quality of life and extraversion) and dependent variable (willingness to work abroad). The independent variables of cultural intelligence (CQ) include behavioral cultural intelligence (CQ), cognitive cultural intelligence (CQ), metacognitive cultural intelligence (CQ) and motivational cultural intelligence (CQ).

There are some specific objectives which are relative to the factors influencing the willingness to work abroad among Malaysia university students addressed in this research. The specific objectives are as follows:

- I. To determine whether behavioral CQ influences the willingness to work abroad among Malaysia university students.
- II. To determine whether cognitive CQ influences the willingness to work abroad among Malaysia university students.
- III. To determine whether metacognitive CQ influences the willingness to work abroad among Malaysia university students.
- IV. To determine whether motivational CQ influences the willingness to work abroad among Malaysia university students.
- V. To determine whether quality of life influences the willingness to work abroad among Malaysia university students.
- VI. To determine whether extraversion influences the willingness to work abroad among Malaysia university students.

1.4 Research Questions

In this research, some research questions have been developed to examine and investigate the factors influencing the willingness to work abroad among Malaysia university students. Those research questions are as below:

1. What are the factors influencing the willingness to work abroad among Malaysia university students?
2. What is the relationship between behavioral CQ and willingness to work abroad?
3. What is the relationship between cognitive CQ and willingness to work abroad?
4. What is the relationship between metacognitive CQ and willingness to work abroad?
5. What is the relationship between motivational CQ and willingness to work abroad?
6. What is the relationship between quality of life and willingness to work abroad?
7. What is the relationship between extraversion and willingness to work abroad?

1.5 Hypotheses of the Study

There are some hypotheses developed in this research which are:

H1a: There is a significant positive association between behavioral CQ and willingness to work abroad

H1b: There is a significant positive association between cognitive CQ and willingness to work abroad

H1c: There is a significant positive association between metacognitive CQ and willingness to work abroad

H1d: There is a significant positive association between motivational CQ and willingness to work abroad

H2: There is a significant positive association between quality of life and willingness to work abroad

H3: There is a significant positive association between extraversion and willingness to work abroad

1.6 Research Significance

One of the keys of this research is to enhance the understanding on the reasons prompting Malaysia university students to work abroad. It can be a resourceful reference for others to learn and comprehend the reasons behind the willingness to leave one's home to work abroad. By doing so, individuals can then gauge the pros and cons of staying at their own countries or taking a leap of faith of heading overseas. Some of the common reasons are quality life abroad and the abilities to cope with different cultures elsewhere and learn from them, as a reflection of cultural intelligence.

Furthermore, this research can be utilized in future researches and studies to scrutinize the relationship between personal willingness to work abroad. On many occasions, people tend to perceive individuals working abroad on the grounds of a few reasons such as higher pay, better exposure and experience, and perhaps a stepping stone to obtain permanent residency. Somehow, the relationship between the willingness and all these factors is overlooked that people would not understand why individuals are willing to work abroad.

Apart from that, this research can facilitate the connection and correlation of Malaysia's economic conditions and stability with the willingness to work abroad among Malaysia university students. It might be more of a misconception that poor economic conditions in Malaysia drive Malaysia university students away. Then, it might stimulate the motivational cultural intelligence to remain and help to further improve own country's economy instead of choosing to work abroad.

On the other hand, this research can help employers to have a better grasp on the comprehension of the willingness among Malaysia university students to work abroad. In doing so, better and more competitive human resource policies with more attractive and appealing benefits, perks and pay structures can be designed. Besides being able to entice local talents to work for them, it also indirectly helps the country to retain the talents to build a potentially defining workforce for the better future of the country. Extraversion might be a factor to work abroad, particularly in fresh graduates, hence they would prefer to be more adventurous with exciting and less rigid practices which could be set by the employers.

Additionally, the Ministry of Human Resource Malaysia (MOHR) can have a real hard look at what is on track and what is not by referring to this research. A thorough revision and revamp of the basic human resource policies can massively push MOHR forward. By revising existing human resource policies to better ones for corporations to comply with, brain drain can be mitigated so that skilled talents remain in the country.

Last but not least, the government able to work closely with the relevant ministries to keep the people happy with this research. If one is happy and satisfied, he or she would never choose to leave his or her home to work abroad. This research can be of great use to point out exactly the reasons behind brain drain in the country and from there, precautionary steps and plausible solutions can be formed and implemented to minimize that. Having talents flowing out to other countries is only going to do other countries a whole lot of good by boosting their economy yet Malaysia's economy would be stagnant.

1.7 Chapter Layout

Chapter 1: Research Overview

Chapter 1 is the introductory chapter that provides a brief overview of the entire research. It contains the research background, research problem, research objectives

and research questions. Hereby, it also discusses the hypotheses to be tested and followed by the research significance, chapter layout and conclusion of the chapter.

Chapter 2: Literature Review

Chapter 2 deals with reviews and analyses of past literatures. In this chapter, the underlying theories related to the research and reviews of relevant theoretical models will be explained. Also, the hypotheses are proposed as well to be justified by past literatures.

Chapter 3: Methodology

Chapter 3 is the description of methodology which addressed how the research is carried out in term of research design, sampling design, data collection method, research instrument, constructs measurement, data processing and methods of data analysis. Also, the theoretical or conceptual framework is proposed to provide the conceptual foundation to continue identifying the network of relationships among the research variables.

Chapter 4: Data Analysis

Chapter 4 presents the patterns and analyses of the results in graphical and table forms which are relevant to the research questions and hypotheses. All information collected from respondents are examined, processed and interpreted through a sequence of analysis that includes descriptive analysis and inferential analysis. There are also some discussions on the major findings to validate the research objectives and hypotheses.

Chapter 5: Discussion, Conclusion and Implications

Chapter 5 provides the summary of the entire research that includes the synopsis of the major findings and implications of the research. The limitations of the research will be discussed and appropriate recommendations will be provided for future research as well.

1.8 Conclusion

As a conclusion, this chapter has presented a brief introduction on the willingness to work abroad and contributed a preliminary understanding of how a research is established to meet the research objectives and to figure out the problem from the research background. Also, research questions have been developed, hence it can serve as a guideline to develop literature review with the relevant theories. In the next chapter, literature review will provide a better insight in development of hypotheses for the research.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

In this chapter, a further discuss on theoretical foundation of willingness to work abroad and review of the prior empirical studies based on each variables will be made. Other than that, reviews of relevant theoretical models and hypotheses development will also be presented in this chapter.

2.1 Review of Variables

2.1.1 Willingness to Work Abroad

According to Selmer and Luring (2013), because of the fast globalization of the world, individuals are increasingly exposed to various cultures and increase the willingness to work abroad. Job on offer, the opportunity to have new experiences and learning possibilities, and personal interest in international experience are the motives for the individual in willingness to work abroad. Besides, an individual's international exposure affects their cultural intelligence, which in turn influences the willingness to work abroad. Prior international exposure indirectly influences the willingness to work abroad mediated through attitudinal, behavioral and cognitive variables rather than having a direct impact on willingness (Dickmann, Doherty, Mills, & Brewster, 2008).

Additionally, according to Tharenou (2008), as compared to internationally inexperienced employees, employees with prior international experience should be more able to anticipate dealing with the challenges and uncertainties

to be faced in a foreign environment. Employees with international experience have accumulated knowledge and learned the skills to deal with a foreign environment and the uncertainties abroad. On the other hand, the willingness of people to work abroad can be best explained by the Theory of Planned Behavior (TPB). This theory is useful to predict people actual actions based on their willingness (Wahab, 2014). According to Ajzen (1991), the willingness to perform behavior will be higher when the individual has a positive evaluation about performing it.

Next, according to Wahab (2014), Malaysians preferred to work abroad rather than work in Malaysia is because of low starting salary of fresh graduate, nepotism working culture, depreciation of ringgit Malaysia and promised career opportunities. A new employment survey shows that 93% of Malaysians willing to work abroad in searching for jobs and experience. Also, Ishak and Abdul Aziz (2014) state that most of the Malaysians left to work abroad are professional status such as accountants, architects, engineers, lawyer and technicians.

Other than that, the top three factors that drove Malaysians willing to work overseas are career prospects (66%), social justice (60%) and compensation (54%) (Wahab, 2014). It is found that many Malaysians work in Singapore (54%), Australia (15%), the United States (10%) and the United Kingdom (5%). Singapore is the most popular destination for many Chinese Malaysians to work due to several reasons such as closer physical proximity to Malaysia, higher salary and compensations, more favourable treatment from the Chinese government, and also higher currency exchange.

Furthermore, according to Wahab (2014), the factors such as salary and compensation, economic condition, quality of life, cultural intelligence and personality would influence the student's willingness to work overseas. Lack of career prospect, less attractive compensation, quality of life and sense of social injustice would increase the willingness to work abroad (Choong, Keh, Tan, Lim, & Tho, 2013). Moreover, the economical (low wages,

unemployment), social (low education, bad living and working conditions), political (political instability, persecution) and personal (cultural pressures, religious and ideological discrimination) factors also will affect the willingness to work abroad. Besides, better wages and employment condition, better information, recruitment and cheaper transportation are the factors that encourage the skilled workers to seek jobs and opportunities in the developed countries (Wahab, 2014).

Apart from that, the role of host country conditions is also another factor of willingness to work abroad. Overall, some studies have found that people prefer to work in culturally similar, economically developed and English-speaking countries (Froese, Jommersbach, & Klautzsch, 2013). People's willingness to work abroad would be higher if the host countries' cultural and common practices are similar to the home country (Mansor & Adnan, 2014). In addition, the role of individual differences has increasingly considered in the research as well. Tharenou (2008) found that individual traits and attributes such as self-efficacy can influence individuals' willingness to work abroad. More recently, contextual variables such as foreign travel and language ability are the strongest predictors of the willingness, followed by the specific predictors such as cultural flexibility and cultural sensitivity.

2.1.2 Cultural Intelligence (CQ)

According to Earley and Ang (2003), cultural intelligence (CQ) is the capability of a person for successfully adapt to new cultural settings that is for unfamiliar settings attributable to cultural context. CQ is defined as an individual's ability to adapt to and function effectively in culturally diverse situations (Sozbilir and Yesil, 2016). Besides, CQ is people skill for global workplace and it defined as being skilled and flexible about understanding a culture, learning increasingly more about it, and gradually shaping thinking of one to be more sympathetic to the culture and behavior of one to be more

tuned and appropriate when interacting with others from the culture. Also, CQ explains why some people can operate appropriately and effectively in new cultures or among people with unfamiliar backgrounds while others flounder (Sozbilir and Yesil, 2016).

Other than that, individuals will enter a national framework with cultural norms and values that might differ greatly from those of their native countries when willing to work abroad. Working abroad requires changing from the accustomed behavior of the respective native culture to new cultural repertoires (Remhof, Gunkel, & Schlaegel, 2014). Then, comprised of a set of skills and capabilities, CQ helps one to interpret unfamiliar behaviors or cultural situations if one is a member of that culture. Individuals with a high level of CQ demonstrate a pronounced interest in unfamiliar and new cultures. They also possess the necessary skills to adapt to changes within intercultural settings (Remhof et al., 2014).

Furthermore, according to Remhof, Gunkel, & Schlaegel (2013), CQ improves the ability to deal with confusion in the interaction with others from different cultures. Individuals reduce their uncertainty by imitating and learning behaviors that are appropriate in the new culture. In addition, CQ is a multidimensional concept consists of metacognitive, cognitive, motivational, and behavioral component (Earley and Ang, 2003).

2.1.2.1 Behavioral Cultural Intelligence (CQ)

Behavioral cultural intelligence (CQ) focuses on the capabilities of individual at the actions level. It defines one's capability to change behavior to fit in other cultures. It includes non-verbal behaviors such as body language, physical gestures, and facial expressions and verbal behaviors such as accent, tone, and expressiveness, thus showing flexibility (Remhof et al., 2013). According to Ramalu, Rose, Uli, & Kumar (2012), those with high behavioral CQ capable at exhibit situational appropriate behaviors based on their broad

range of verbal and nonverbal capabilities, such as displaying culturally appropriate words, tone, gestures, and facial expressions when interacting with others in cross-cultural situations.

2.1.2.2 Cognitive Cultural Intelligence (CQ)

According to Remhof et al. (2013), cognitive cultural intelligence (CQ) defines the understanding of the idea of a culture and the knowledge about the ways in which cultures are similar or different from each other. It covers individual knowledge and knowledge structures. Cognitive CQ is the knowledge and information about other cultures that an individual acquires and stores for future use which is similar to the traditional concept of intelligence (Ott & Michailova, 2016). Also, the cognitive CQ reflects the knowledge of practices, norms and conventions in different cultures gained from experience and formal education, as well as culture-specific. This includes the knowledge of legal, economic, social systems of different cultures, subcultures and knowledge of basic frameworks of cultural values. Individual with high cognitive CQ understands similarities and differences across cultures (Ramalu et al., 2012).

2.1.2.3 Metacognitive Cultural Intelligence (CQ)

According to Remhof et al. (2013), metacognitive cultural intelligence (CQ) reflects the knowledge and control of cognition such as an individual's process of acquiring and understanding knowledge. Besides, it is one's capability to think strategically about culture and cultural differences, as well as to understand different cultural contexts.

Next, metacognitive CQ includes of the cognitive strategies that used to acquire and generate coping strategies (Earley and Ang, 2003). According to

Ramalu et al. (2012), it states that metacognitive CQ is the cultural conscious and awareness of the individuals which thus manifest in the ability to question cultural assumptions. Those capabilities include planning, monitoring and revising mental models of cultural norms for countries or groups of people.

2.1.2.4 Motivational Cultural Intelligence (CQ)

Motivational cultural intelligence (CQ) focuses on the direction of energy as a locus of intelligence. It reflects one's interest, drive and energy in experiencing other cultures and adapting cross-culturally as well as the extent to which an individual calculates their own capability to interact with people who have different cultural backgrounds effectively (Remhof et al., 2013).

Furthermore, Ramalu et al. (2012) state that motivational CQ goes beyond recognizing cultural differences and deals with the motivation behind cognitive processes and cognitive knowledge. It reflects the interest in engaging others and the desire to adapt to the other cultures. Also, according to Earley and Ang (2003), motivational CQ includes three primary motivators which are enhancement (wanting to feel good about oneself), growth (wanting to challenge and improve oneself) and continuity (the desire for continuity and predictability in ones' life).

Additionally, according to Earley and Ang (2003), motivational CQ directs and motivates one's adaptation to a new cultural setting and such motivational capacities provide agentic control of affect, cognition and behavior that facilitate goal accomplishment.

2.1.3 Quality of Life

According to Kagan (2017), quality of life is defined as an important component to measure a person's happiness with the overall conditions under

which she or he choose to stay and it play an important role in many financial decisions. The standard to measure the quality of life is encompassed on multiple aspects of their life which leads to a person's level of the satisfaction with the current environment they choose to live. Factors that influencing the measurement of quality of life are very subjective and vary according to personal preferences, but those factors often include financial security, job satisfaction, family life, level of health and safety emotional reactions to life occurrences, sense of satisfaction and life fulfillment.

Next, individual's measurement on the quality of life will affect the decision to work abroad as quality of life act as one of a major factors that leading to brain drain phenomenon. Javed (2011) states that young people such as fresh graduates will prefer to stay in developed countries such as Australia and New Zealand because of the safety and security issues under the enforcement of strong laws that protect the citizens, high standard of living and freedom given.

Furthermore, the kidnapping and armed robberies issues in Malaysia have increasingly become a concerning point for Malaysia talents to work abroad in the country which is more peaceful. Generally, the countries such as Australia, New Zealand and Singapore will be the priority working destination of Malaysia talents due to these countries maintains social harmony under the enforcement of strong law against discrimination of all kinds.

Other than that, according to Ishak & Abdul Aziz (2014), the environment or surrounding category comprised of lower quality lifestyle such as low level safety and cleanliness will contribute to the willingness of Malaysians to work abroad with the expectation of having better quality of life which cannot be satisfied in own home country. One of the examples for lower quality lifestyle is bad work-life balance experienced by Malaysians.

Apart from that, Huang, Chi, & Lawler (2005) state that those favorable working conditions such as work-life balance are one of the important elements covered in quality of life. Some individual's perspective in

enjoyment of life is weighed against earning salary, therefore they will work in the country that can provide them this kind of lifestyle they desire. Some of the skilled workers seek for better career development outside the country with the proficient skill they owning but some left the home country to work abroad for non-financial reasons such as looking for a better concept of quality of life which matching their preference (Jauhar, Ghani, Joarder, & Subhan, 2015).

Moreover, workplace conditions are another aspect of quality of life. For instance, different jobs may require workers to perform under extreme exertion such as heavy lifting or repetitive labor that can tax the body over time and possibly leading to long-term physical impairments. There are also jobs that can expose employees to potential hazards such as harmful chemicals, heavy machinery and high-risks of falling or other injury. These could affect their enjoyment of life against earning a salary to provide the type of lifestyle they desires for themselves and their family members.

2.1.4 Extraversion

Extraversion is one of the five core traits included in Big Five theory personality which are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (Costa & McCrae, 1992). Extraversion is determined by the degree of the sociability, talkativeness, assertiveness, excitability and emotional expressive. For example, extravert tend to seek for social stimulation and opportunities to engage with others and these groups of individuals are often described as being full of life, energy and positivity. Also, extraverts are likely to talk often and voice out for their opinion in group situations (Cherry, 2019).

Next, Cherry (2019) states that being high in this personality trait is linked to a number of different tendencies where extraversion is associated with

leadership behavior. Since extraverts are more likely to assert themselves in groups, it makes sense that these individuals often take on leadership roles when working with other people. They are less likely to experience anxiety over negative feedback and have a very positive outlook on life as well as being friendly, energetic and highly adaptable. All of these tendencies can serve a person well, particularly in certain social situations such as particularly well suited to jobs that require a great deal of interaction with other people.

Furthermore, individuals with a high level of extraversion may show their traits of adventurous and optimistic which will lead them desire in higher levels of achievement motivation as working abroad can be considered to be more challenging than purely domestic tasks due to a person need to adapt different culture and norms in different country. Also, they seek for the sensation of working abroad and are less worried about the uncertainty consists in proceed to work abroad because they can easily cope with the stress environment and more tolerant with ambiguity such as cultural differences. This is because stress will become an imminent in work abroad and extraversion had been proposed as an important personality trait in determining an individual's willingness to work abroad (Costa & McCrae, 1992).

Other than that, Bloeser, McCurley, & Mondak (2011) state that extraversion helps individuals overcome cultural barriers to civic engagement and produce willingness to work abroad. Past empirical research regarding personality influences on willingness to work abroad has consistently found personality to be consequential. According to Winchic & Carment (1988), the person with traits of extraversion has strong effects for variables such as sensation seeking and preference for new people.

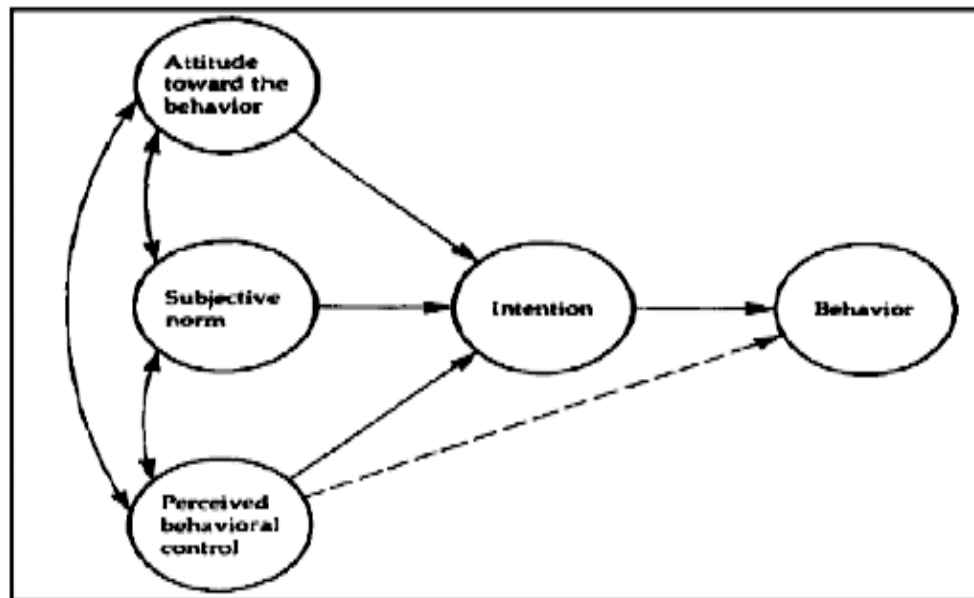
Moreover, there are propositions linking willingness to work abroad with reference to individual personality traits. The effects of Big Five variables are explored and it is found that willingness to work abroad will be influenced by extraversion (Jokela, Kivimaki, Elovainio, & Keltikangas-Jarvinen, 2009).

Next, according to Boneva & Frieze (2001), those who has willingness to work abroad compared to those who do not has the willingness to work abroad in a foreign country tended to be more achievement and power, but less affiliation oriented and overall more work oriented.

2.2 Review of the Underlying Theories

2.2.1 The Theory of Planned Behavior

Figure 2.1: The Theory of Planned Behavior



Source: Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179-211.

Figure 2.1 shows the Theory of Planned Behavior (TPB) developed by Ajzen (1991) which adapt by the researchers in this research. The researchers will substitute the word of 'intention' in the figure above to the word of 'willingness' in the following explanation below in order to suit this research.

First of all, TPB is an extension of the Theory of Reasoned Action (TRA) with addition a third determinant of willingness and behavior which is perceived behavioral control (PBC). TPB provides a way to understand and forecast an individual's willingness to engage in a behavior by approach to cognitive self-regulation. Also, it pointed that individual behavior is directed by behavior willingness where the behavior willingness are driven by three immediate antecedents which are an individual's attitude toward behavior, subjective norms and perceived behavioral control (Ajzen, 1991).

The first termed of behavioral willingness is attitudes towards the behavior. It is formulated by "behavioral beliefs" and refers to the perceived outcomes of performing the behavior and the subjective values or evaluations of these consequences. Therefore, behavioral beliefs are readily accessible in memory which used to evaluation toward the behavior (Autio, Keeley, Klofsten, Parker, & Hay, 2001).

Then, according to Armitage & Conner (2001), a second kind of consideration is the subjective norms which are deal with the impact of social forced from important referent individuals or group exist in people's lives combined with the person's motivation to comply with them. These considerations are termed normative beliefs whether to exercise or not exercise certain behavior. The social pressures are readily accessible in memory which combine with the willingness to comply with the imitate referents to produce a norm with respect to performing the behavior.

Furthermore, perceived behavioral control is the third factors of behavioral willingness and interpreted with an individual's control beliefs regarded how simple or hard carried out the behavior would be. It reflected on the past experience with the performance of the behavior or presence of factors and anticipated obstacles that could influence a person's ability to perform the behavior (Bandura & Adams, 1977).

Generally, this theory has concluded that the more favorable the attitude and subjective norm, the greater the perceived control, the more likely that a person will form a willingness to perform the behavior. Once a behavior is performed, it provides information about consequences, the reactions of significant referents and the level of difficulty to perform the behavior.

However, it needs to be cautious that the rationality is not considered in this theory because the readily accessible beliefs that provide the basis for willingness can be poorly informed reflect unconscious biases, paranoid tendencies, wishful thinking, self-serving motives or other irrational processes. TPB only assumed that people's willingness and behaviors follow reasonably and consistently from their beliefs no matter how these beliefs were created (Ajzen, 1991).

2.2.2 The Social Cognitive Theory

Social Cognitive Theory (SCT) is another underlying theory that adaptes by the researchers in this research. SCT offers an important theoretical foundation for explaining how people acquire and maintain certain behavioral patterns including addictive behaviors. SCT is based on the assumption that social-cognitive determinants such as self-efficacy, motivation, outcome expectations and social support that serve as predictors of behavior (Bandura, 1986).

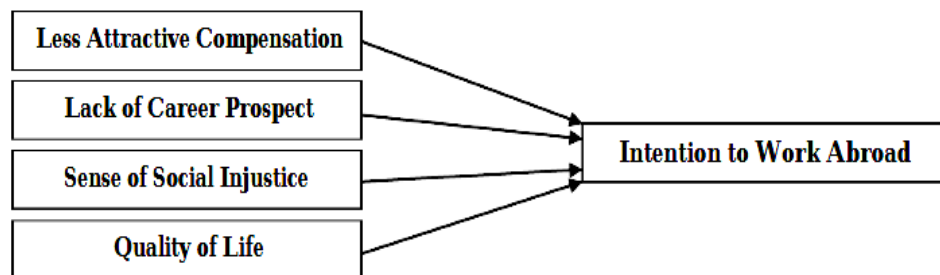
One's perceived self-efficacy has direct effects on both initiation of and persistence in behavior. Besides, motivation is a central element in achieving successful long-term and post treatment outcomes based on SCT. It is because high levels of motivation are necessary to enact coping behaviors during situations with high risk for relapse and low motivation to quit can predict less treatment success (Eslami, Norozi, Hajihosseini, Ramazani, & Miri, 2017).

Next, Bandura (1986) states that another predictor of a person's behavior is outcome expectations. It is defined as a person's estimate that a certain behavior will lead to certain positive or negative consequences. Other than that, according to Eslami et al. (2017), a person's perceived social support is also a key element in influencing treatment outcomes where studies indicated that the social support available to substance users can have an impact on treatment outcomes.

2.3 Reviews of Relevant Theoretical Models

2.3.1 Review of Theoretical Model 1

Figure 2.2: Propensity to Work Abroad amongst Generation Y Working Adults in Malaysia



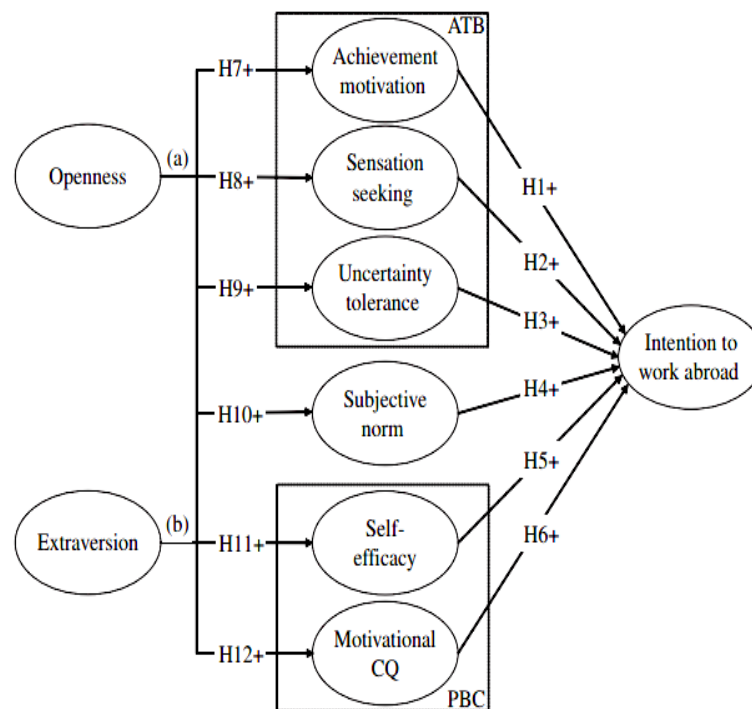
Source: Choong, Y. O., Keh, C. G., Tan, Y. T., Lim, Y. H., & Tho, M. S. (2013). *Propensity to work abroad amongst generation Y working adults in Malaysia*. Proceeding of the International Conference on Social Science Research, 695-705.

This is a model developed by Choong et al. (2013) with the purpose of examining the antecedents of intention to work abroad amongst Generation Y working adults in Malaysia. In the research, the independent variables are less attractive compensation, lack of career prospect, sense of social injustice and

quality of life. The results shows that all factors are significantly predicted intention to work abroad. The result further indicated that career prospect is the strongest predictor.

2.3.2 Review of Theoretical Model 2

Figure 2.3: Goodbye Germany! The Influence of Personality and Cognitive Factors on the Intention to Work Abroad



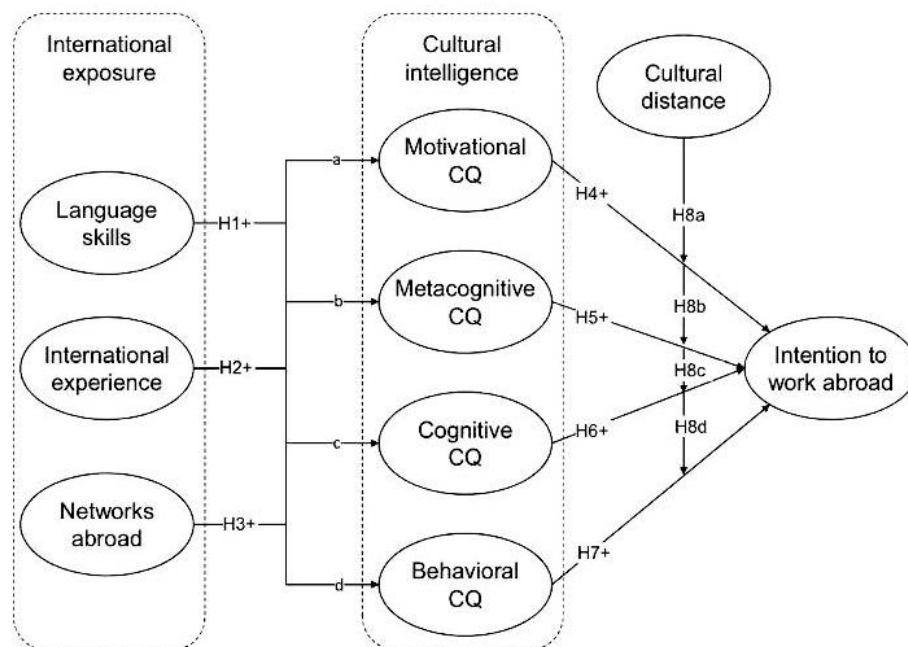
Source: Remhof, S., Gunkel, M., & Schlaegel, C. (2014). Goodbye Germany! The influence of personality and cognitive factors on the intention to work abroad. *The International Journal of Human Resource Management*, 25(16), 2319–2343.

This model is developed by Remhof et al. (2014) in order to examine the influence of specific personality traits through the cognitions described in the

TPB on the intention to work abroad of potential applicants. This research bolsters the claim that Big Five personality in general, especially extraversion has inseparable relationship with a person's intention to work abroad. The results show that of the utilized belief-based TPB constructs, sensation seeking, subjective norm and motivational CQ significantly increase individuals' intention to work abroad, whereas achievement motivation, uncertainty tolerance and self-efficacy have insignificant effects on intention.

2.3.3 Review of Theoretical Model 3

Figure 2.4: Working in the “Global Village”: The Influence of Cultural Intelligence on the Intention to Work Abroad



Source: Remhof, S., Gunkel, M., & Schlaegel, C. (2013). Working in the “global village”: The influence of cultural intelligence on the intention to work abroad. *German Journal of Human Resource Management: Zeitschrift Für Personalforschung*, 27(3), 224–250.

This model is developed by Remhof et al. (2013) to examine the determinants of intention to work abroad. Moreover, the authors proposed that cultural intelligence (CQ) functions as a mediator of the relationship between international exposure and the intention to work abroad where CQ includes attitudinal, behavioral, and cognitive elements that are affected by international exposure and in turn affect individual intention to work abroad. It is found that all relationships are positively associated. Results obtained from the research are utilized to gain a clearer picture of the relationships among and between the intention to work abroad determinants by featuring relationships among international exposure and cultural intelligence (CQ).

2.4 Hypotheses Development

2.4.1 Relationship between Behavioral Cultural Intelligence (CQ) and Willingness to Work Abroad

First of all, Remhof et al. (2013) state that cultural intelligence (CQ) is a prerequisite for a successful cross cultural adjustment such as to work, life and interactions in new cultural environments. Behavioral cultural intelligence (CQ) may influence the willingness to work abroad as it includes changes in both verbal and nonverbal actions with the aim to meet the specifics of respective cultural interactions or settings. Since living and working in a new intercultural setting requires willingness to modify verbal and nonverbal behavior in response to the respective cultural surrounding, hence a high level of behavioral CQ may have a positive influence on the willingness to work abroad.

Other than that, a high level of behavioral CQ helps to demonstrate appropriate behaviors such as verbal and non-verbal actions, and therewith

helps individuals to cope with work situations and interactions. It might likewise increase the willingness to adapt behavior to meeting the specifics of the cultural setting which may positively influence willingness to work abroad (Schlaegel, Richter, & Taras, 2017). Also, according to Earley and Ang (2003), individuals with high behavioral CQ are more expressive and articulate in demonstrating the right situational behavior based on their broad range of verbal and nonverbal capabilities, such as displaying culturally appropriate facial expressions, tone, gestures and words when interacting with others in cross-cultural situations.

H1a: There is a significant positive association between behavioral CQ and willingness to work abroad.

2.4.2 Relationship between Cognitive Cultural Intelligence (CQ) and Willingness to Work Abroad

According to Earley and Ang (2003), cognitive cultural intelligence (CQ) reflects one's understanding of how cultures are similar or differ and this capability may act as a predictor of willingness to work abroad. Moreover, cognitive CQ is the relevant intercultural competencies such as ability to elaborate cultural schemes and all are expected to reduce the misunderstandings when an individual works abroad (Remhof et al., 2013). Individuals with high cognitive CQ understand similarities and differences across cultures.

Besides, according to Yurtkoru, Dauda, & Sekarawisut (2017), working and living in a foreign country involves the ability to deal with unfamiliar cultural environments which can be very different from those in one's own country. Also, a high level of cognitive CQ should imply an open attitude toward working in other countries and should mean more awareness of working abroad. Hence, more positive subjective norm, more knowledge about the

country of destination and the more behavioral control a person should perceive regarding working there.

H1b: There is a significant positive association between cognitive CQ and willingness to work abroad.

2.4.3 Relationship between Metacognitive Cultural Intelligence (CQ) and Willingness to Work Abroad

According to Remhof et al. (2013), metacognitive cultural intelligence (CQ) covers one's strategic thinking about cultural differences. A high level of metacognitive CQ enables individuals to understand the importance of preparation or planning for intercultural interactions when an individual lives and works abroad. Preparing and planning include cross-cultural training programs or exposure to different cultural norms and values in advance of intercultural interactions. These preparatory steps can be seen as a strong predictor of the willingness to work abroad.

Additionally, individuals with a high metacognitive CQ have the capability to learn about the new culture, appropriate behaviors and interactions in the work environment. It positively affects general and especially interaction and work adjustment, as well as job satisfaction. Also, understanding the importance of preparation and planning such as cross-cultural training involved in metacognitive CQ may advance the willingness to work abroad (Schlaegel et al., 2017).

Moreover, high metacognitive CQ enables individuals to anticipate and understand the cultural systems and the social interaction in oversea. They are aware of how their own values may bias their perception of behaviors and how these relate to others' expectations and enable the adjustment of mental models in interaction (Remhof et al., 2013).

H1c: There is a significant positive association between metacognitive CQ and willingness to work abroad.

2.4.4 Relationship between Motivational Cultural Intelligence (CQ) and Willingness to Work Abroad

According to Remhof et al. (2014), the motivational cultural intelligence (CQ) reflects the magnitude and direction of energy applied toward learning about and efficient functioning in cross-cultural situations and settings. Motivational CQ is shown to have a strong relationship with self-efficacy as successful intercultural interaction is based on an individual's general sense of confidence for social discourse in a new and unfamiliar setting. Therefore, self-efficacious individuals are more interested in understanding a new culture because they have the sense of challenge and excitement necessary for this unknown setting (Earley and Ang, 2003). Individuals with a high degree of motivational CQ have better skills to adapt to a foreign country and result in higher levels of willingness to work abroad.

Besides, those with a high level of motivational CQ are attracted to intercultural situations due to the fact that they appreciate the benefits of intercultural interactions. They are confident in their ability to cope with the inherent challenges of cultural differences which they confront when leaving their home country. Also, they direct attention and energy towards cross-cultural situations and tasks which facilitates learning about goal accomplishment (Remhof et al., 2013).

Apart from that, Remhof et al. (2013) state that individuals with a high motivational CQ are motivated to explore cultural situations and enjoy new experiences, which make motivational CQ probably the most important predictor of the willingness to work abroad. In addition, they are more willing to engage in different ways of working in the new environment and are more

likely to achieve comfort and satisfaction from new work demands hence result in higher levels of willingness to work abroad (Schlaegel et al., 2017).

H1d: There is a significant positive association between motivational CQ and willingness to work abroad.

2.4.5 Relationship between Quality of Life and Willingness to Work Abroad

The desire of one's to improve living condition will be the factor to encourage people seeks employment abroad especially in developed nation which allow them to conduct their individual freedom. Wahab (2014) states that students' perceptions of career dissatisfaction, limited job opportunities and lower quality of life in term of social and security issues will affect their willingness to work abroad. Unsatisfied with current condition in the home country would contribute to the willingness to work abroad as well.

Besides, according to Sharma (2013), Asian parents who wanted to have better quality of life for themselves and their children in the future will lead to willingness to work abroad. In addition, low quality of life in rural places will let individuals move to better environment that can get an improvement of life. However, it is a bad sign for a country as it will contribute to the phenomenon of brain drain.

On the other hand, Quality of Life Index (QLI) for country which measures how satisfied the citizens are with life in the country, Malaysia is rates lower than most developed countries such as Singapore, Australia and Great Britain ("Cost of Living," 2019). Besides, according to Chandar, Jauhar, & Ghani (2015), safety, security and social issues, work-life balance and working hours will increase the willingness to work abroad. For instance, Malaysia still consider in the state of anxiety on social and security issues which will stress the willingness to work abroad. There are a lot of issues and cases in Malaysia

that have been discussed and disseminated through media social such as assassination, armed robberies and kidnappings especially the high impact stories which happen in Sabah. Hence, social and security issue in home country are the factors to leave among the citizens.

H2: There is a significant positive association between quality of life and willingness to work abroad.

2.4.6 Relationship between Extraversion and Willingness to Work Abroad

According to Mol, Born, Willemsen, & Van der Molen (2005), extraversion, emotional stability, agreeableness and conscientiousness are reliable predictor of willingness to work abroad. Also, the personality factor linked with various outcomes such as ability to make adjustment in host country regarding of different culture and different living conditions will contribute to the willingness to work abroad.

Besides, personality defined as enduring emotional, interpersonal, experiential, attitudinal and motivational style that explains individual's behavior in different situations (Costa & McCrae, 1992). Moreover, the idea of Big Five personality characteristics was a useful tool to predict that a person's behavior which related to the willingness of an individual to work abroad. According to Hough (1992) and Digman (1997), extraversion, conscientiousness, agreeableness, openness to experience and neuroticism are the five trait dimensions subsequently labeled as the Big Five personality.

Other than that, Remhof et al. (2014) state that extraversion is positively associated with motivational cultural intelligence (CQ) which fully mediates the relationship between extraversion and the willingness to work abroad. This is because work abroad will required an individual to been through the adaptation process of the new environment while extraversion is desirable in

terms of general living adjustment. Moreover, according to Zajenkowska & Zimmerman (2013), extraversion has high willingness to work abroad and was negatively related to the desire to return to home country.

H3: There is a significant positive association between extraversion and willingness to work abroad.

2.5 Conclusion

In Chapter 2, it explores literature review of previous researches with the aim to support and to adjoin any gaps due to research inadequacy. It also provides some relevant issues and review of literature background in order to have better understanding of the current research. In next chapter, there will be the detailed steps of this research methodology.

CHAPTER 3: METHODOLOGY

3.0 Introduction

Chapter 3 presents a clear and detailed research methodology description which includes collection of data, sampling details and the type of instruments used to analyze and interpret data obtained through collection. Also, proposed conceptual framework will be presented in this chapter.

3.1 Research Design

Research design is a master plan that specifies the methods and procedures for collecting and analyzing the needed information (Zikmund, Babin, Carr, and Griffin, 2013). Also, according to Parahoo (2006), research design is a blueprint with proper explanation on how research data is gathered and analyzed. Furthermore, quantitative research and causal research have been chosen in conducting this research.

3.1.1 Quantitative Research

According to Saunders, Lewis, and Thornhill (2012), quantitative research method is an approach that produces the numerical data by using the collected data for the study that is in the forms of numeric, statistic and mathematic via questionnaires comprising a large amount of respondents.

In this research, quantitative research method has been used to investigate the factors influencing the willingness to work abroad among Malaysia university students. This method uses numerical coding and statistical analysis to

analyze the required information, provide in-depth information to the scope of study. Also, it tests for the significance of the developed hypotheses as well.

3.1.2 Causal Research

A causal research has been carried out for this research where casual research is the research conducted to identify cause and effect relationships (Zikmund et al., 2013). Causal research can be used to study how the impacts of the independent variables influence the dependent variable. In comparison with others, causal research is more appropriate for the researchers to use in this research to examine the relationship between the independent variables (cultural intelligence (CQ), quality of life, extraversion) and the dependent variable (willingness to work abroad) among Malaysia university students.

3.2 Data Collection Methods

Collection of data is a systematic way to collect information stemming from many different resources to incur a clearer image of the area of interests. Data collection is an important aspect of any types of research study which will be used to answer the hypothesis and research questions are described. Data has been categorized into two groups which are primary data and secondary data.

Primary data is the first hand data collected by researchers by distributing questionnaire or other survey methods to get the information directly from the respondents. Secondary data is the data which exists or is done by previous researcher and can be obtained from journals, articles, textbook, or any other materials. In order to conduct this research, both primary data and secondary data are collected.

3.2.1 Primary Data

According to Kothari (2004), the primary data can be described as the fresh, new and first hand original data collected by the researchers for the purpose of specifically solving the research problem. Primary data can be gathered via a variety of approaches such as observation method, interview method, questionnaires, survey methods and through schedules (Saunders et al., 2012).

In this research, the primary sources of data have been collected by using Google form questionnaires method. The questionnaire is adapted from relevant research journals rather than developing own questions in order to confirm the questions accuracy. The objective of the questionnaire is to acquire information from the Malaysia university students regarding the factors that will affect the willingness to work abroad.

The questionnaire consists of fixed-alternative questions with Likert scale and it is created in a manner of simple format. Hence, by using fixed-alternative questions, it can minimize variability in the result and improves reliability of the responses. Also, questionnaire is real time data, relatively more accurate, specific and quick way to collect data and information compared to other methods.

3.2.2 Secondary Data

According to Zikmund et al. (2013), secondary data is the data that is obtained and recorded by other people prior to the present needs of researchers. Also, secondary data refers to the second-hand information which has been gathered and analyzed by researchers or existing sources. Textbooks, handbooks, magazine, newspaper articles, public and administrative records and journals are some examples of secondary data. This kind of data is time saving and

economical and can provide comprehensive and contextual data over primary data collection. However, the information might be outdated and does not match the research objectives.

In this research, the secondary data is collected from journals and textbooks available in the libraries and Internet. Additionally, researchers also obtain data from e-database such as UTAR library, Emerald, EBSCOhost, Elsevier and Google Scholar. This data from well known organizations that could be found in market research report is more reliable, trustable and suitable to provide information to researchers to answer research questions and meet research objectives.

3.3 Sampling Design

Sampling describes a series of procedures in selecting a subset of individuals that fairly represent the population as a whole with similar characteristic. It permits the researchers to draw an inference about a population based on a sample (Zikmund et al., 2013). Also, sampling design is the framework that serves as the fundamental foundation of choosing survey sample. It allows the researcher to define the target population, sampling location, sampling frame, sampling elements, sampling size and sampling techniques.

3.3.1 Target Population

The target population is the complete group of objects or elements relevant to the research which they possess the information the research is designed to collect (Zikmund et al., 2013). The target population for this research is full-time Malaysian university students currently pursuing their study in public or private university. This is because once the students have graduated, they will

be part of the nation's workforce and future leaders. Hence, they might have the probability to work abroad.

3.3.2 Sampling Frame and Sampling Location

According to Zikmund et al. (2013), sampling frame is as complete a list as possible of all the elements in the population from which the sample is drawn. In this research, it does not include sampling frame as the non-probability method is implicated.

Besides, the place where the target population can be found is known as sampling location (Zikmund et al., 2013). In this research, the target respondents are 200 Malaysian who are full-time university students and they are all from Malaysia regardless of state and university.

3.3.3 Sampling Elements

The sampling element for this research is limited to respondents who are 18 years old and above and who are full-time Malaysian university students. For those who could not fulfill the necessary requirements, they are not entitled to participate in this research. In addition, the questionnaires involve different ranges such as gender, age, marital status, education levels, year of study, and type of university. This information helps the researchers to obtain different insights from the respondents with different background and this allows the research to be more reliable.

3.3.4 Sampling Technique

According to Zikmund et al. (2013), sampling technique can be divided into two main categories which are probability sampling and non-probability sampling. Probability sampling is each element of the population has a known, but not necessarily equal, probability of being selected in a sample while non-probability sampling means not every element of the target population has a chance of being selected because the inclusion or exclusion of elements in a sample is left to the discretion of the researcher. Besides, the types of probability sampling methods include simple random sampling, systematic sampling, stratified sampling, cluster sampling and multi-stage cluster sampling. Also, the types of non-probability sampling methods include convenience sampling, judgment sampling, quota sampling and snowball sampling.

In this research, judgment sampling is applied to test the relationship between dependent variable and the independent variables. Under this non-probability sampling method, a group of respondents are selected deliberately by the researchers according to the own judgment regarding the sample characteristics suitable for this research. Such technique is considered as affordable and effective as it allows the researchers to obtain a representative sample from the whole population within a shorter time frame.

3.3.5 Sampling Size

Sample size is the number of units or observation selected from the population being studied (Zikmund et al., 2013). It is an essential element in a statistic concept of a research as a proper sample size can influence the significance of the findings in terms of calculation, evaluation and judgment. Also, sufficient sample size will increase validity and reliability of the studies.

Besides, Roscoe (1975) proposes rules of thumb for determining the sample size and states that sample sizes larger than 30 and less than 500 are appropriate for most researches. Hair, Money, Samouel, and Page (2007) claim that 200 sample sizes are sufficient for any acceptable statistical data analysis. Thus, the sample size of 200 respondents is expected in this research to lower the chances of error in generalizing the population, thereby increasing the accuracy of result.

3.4 Research Instrument

3.4.1 Questionnaire

Questionnaire consists of a range of questions relating to the research topic that are developed either in printed or electronic form and then will be sent to the target respondents with a request to answer the questions in the predetermined order (Kothari, 2004). According to Zikmund et al. (2013), questionnaire is a quick, inexpensive, efficient and accurate way for researchers to collect the relevant data and compile the collected data easily.

The questionnaire of this research is designed and developed by adaption from relevant research journals. Other than that, this questionnaire has been checked and modified under the direction of supervisor before distributing to the target respondents. Also, the questionnaire of this research is in Google form and it will be more convenient, cheaper, more efficient, without interviewer bias and geographical barrier when it is compared to the other research instruments.

Besides, the questionnaire is designed and presented in a simple and unbiased manner by the researchers whereby the target respondents can understand the questions easily and provide accurate answers. It is a structured questionnaire

where fixed-alternative questions are given. With these fixed-alternative questions which are also known as close ended questions, it requires less interviewing skills, takes less time to answer, provides comparability of answers and is easier for respondents to answer (Zikmund et al., 2013). Moreover, a brief introduction and purpose of conducting this research are attached at the cover page of the questionnaire and English is used as the predominant language in this questionnaire.

3.4.2 Questionnaire Design

First of all, a filter question is asked at the beginning of the questionnaire which is “Are you a full-time Malaysian university student?” in order to screen out respondents who are not qualified to answer the following questions. This questionnaire is separated into three sections, namely Section A, B and C.

Section A

This section is demographic profile which consists of the respondent’s demographic data and general information. It has seven nominal and ordinal types of items in this section which are gender, age, race, marital status, education levels, type of university and year of study. Respondents are required to choose one response from multiples alternatives.

Section B

This section is the measurement of the primary dependent variable in this research which is measured with five items use of interval scale. Five out of six measurement items are adapted from Weerasinghe and Kumar (2014) such as “It is likely that I will try to find an overseas job in near future”. The seven-point Likert scale ranging from strongly disagree (1) to strongly agree (7) is measured by Weerasinghe and Kumar (2014). However, the researchers adapt

it to five-point Likert scale ranging from 1-5 where 1= Strongly Disagree, 2= Disagree, 3=Neutral, 4= Agree and 5= Strongly Agree. The respondents are only allowed to select one option for each of the statements.

Section C

This section is designed specifically to examine whether the willingness to work abroad will be influenced by the three independent variables which include cultural intelligence (CQ), quality of life and extraversion. For the first independent variable namely cultural intelligence (CQ), it has four components which are metacognitive cultural intelligence (CQ), cognitive cultural intelligence (CQ), motivational cultural intelligence (CQ) and behavioral cultural intelligence (CQ). Each of the components is measured with four items use of interval scale that is adapted from Ang et al. (2007). For metacognitive CQ, four of the measurement items are adapted such as “I am conscious of the cultural knowledge I apply to cross-cultural interactions”; for cognitive CQ, four out of six measurement items are adapted such as “I know the legal and economic systems of other cultures”; for motivational CQ, four out of five measurement items are adapted such as “I enjoy interacting with people from different cultures”; and for behavioral CQ, four out of five measurement items are adapted such as “I change my nonverbal behavior when a cross-cultural situation requires it”.

According to Ang et al. (2007), all the items of four components are measured in seven-point Likert scale, the researchers adapt it to five-point Likert scale ranging from 1-5 where 1= Strongly Disagree and 5= Strongly Agree. The respondents only can select one response which best describes their capabilities.

Furthermore, in section C, the second independent variable is quality of life which is measured by five items use of interval scale and are adopted from Lee, Lee, Teng, Wong, and Yee (2014). One of the items is “I believe that standards of living are better abroad”. It is measured in five-point Likert scale

ranging from 1-5 where 1= Strongly Disagree and 5= Strongly Agree. The respondents only can select one option for each of the statements.

Lastly, in section C, the third independent variable is extraversion which is measured with four items use of interval scale and that are adapted from Eysenck, Eysenck, and Barrett (1985). One of the items is “Are you a talkative person?”. The simple-dichotomy questions are used to require respondents to choose one from two alternatives where 1 indicates Yes and 2 indicates No.

3.4.3 Origins of Construct

Table 3.1: Origins of Construct

Constructs/Variables	Source(s)
Behavioral cultural intelligence (CQ)	Ang et al. (2007)
Cognitive cultural intelligence (CQ)	Ang et al. (2007)
Metacognitive cultural intelligence (CQ)	Ang et al. (2007)
Motivational cultural intelligence (CQ)	Ang et al. (2007)
Quality of life	Lee, Lee, Teng, Wong, and Yee (2014)
Extraversion	Eysenck, Eysenck, and Barrett (1985)

Source: Developed for the research

3.5 Construct Measurement

3.5.1 Scale of Measurement

According to Hair et al. (2007), a scale is a measurement tool that can be used to measure a question with a predetermined number of outcomes. Also,

according to Sekaran and Bougie (2016), a scale is used to distinguish the variables of interest to the study. There are four levels of scale measurement which are nominal, ordinal, interval and ratio. In this research, nominal, ordinal and interval are used.

3.5.1.1 Nominal Scale

According to Zikmund et al. (2013), nominal scale assigns a value to an object for identification or classification purposes without quantitative value. In this research, the demographic information in Section A such as gender, race, marital status, type of university and year of study is developed by using nominal scale. Also, the items in independent variable of extraversion in Section C are developed by nominal scale where the respondents answer yes or no in which 1 indicates Yes and 2 indicates No. These items do not contain ranking or quantitative value.

3.5.1.2 Ordinal Scale

Ordinal scale is the ranking scale which allows things to be arranged based on how much of some concept they possible (Zikmund et al., 2013). Ordinal scale is a quantitative scale which shows that the items can be measured and grade. In this research, ordinal scale has been developed in the demographic information in Section A which are age and education level.

3.5.1.3 Interval Scale

According to Zikmund et al. (2013), interval scale captures information about differences in quantities of a concept. It has both nominal and ordinal properties. In this research, five-point Likert scale is used in Section B and

Section C to measure the dependent variable and two of the independent variables. Likert scale is under interval scale. The five-point Likert scale is ranging from 1-5 where 1= Strongly Disagree, 2= Disagree, 3=Neutral, 4= Agree and 5= Strongly Agree. It indicates the extent to which the respondent agrees or disagrees with the variable mentioned.

3.6 Data Processing

Data processing is the phase whereby the quantitative data assembly from the respondents will undergo a series of procedures to convert into information content which can be easily understood and controlled by the researcher before they can be used in statically analysis. It is mainly done to achieve completeness and accuracy, and to ensure that the data is filled by the relevant respondents. The data processing includes checking, editing, coding, transcribing and cleaning.

3.6.1 Data Checking

Researchers typically start the processing of data with questionnaire checking. Questionnaire checking involves the revision of the questions relevance and appropriateness as well as the quality of completion of questionnaire. All the collected data is checked repeatedly to detect any mistakes or errors. This is done so that the reliability of the tests and the quality can be maintained.

3.6.2 Data Editing

Data editing process will be carried out to review and examine the data omissions, reliability and legibility in order to turn them into more complete, understandable, consistent and precise data that is ready for the subsequent

steps, coding and transfer to storage (Zikmund et al., 2013). In this research, the questionnaire uses Google form, all of the questions are required to be answered by the respondents, thus there is no or little change that has been made.

3.6.3 Data Coding

Data coding is the code of identity assignation in order to symbolize specific responses to specific questions alongside the record of data and position of column occupied by the code. Besides, the data analysis software which is Statistical Package for Social Sciences (SPSS) version 23.0 is used. It requires the numerical data as an input so that it could provide assistance in analyzing the information. Therefore, each response will be differentiated by different numbers. For example, the question of gender in Section A, 1 is coded as “male” while 2 is coded as “female”. Also, the level of agreeability from “strongly disagree” to “strongly agree” can be decoded from 1 to 5 in Section B and C.

3.6.4 Data Transcribing

Once the checking, editing and coding of data are done, data transcribing is performed. Data transcription is a process transferring the coded data from the questionnaires into the computers. After that, it is analyzed by using Statistical Package for Social Sciences (SPSS) version 23.0.

3.6.5 Data Cleaning

Data cleaning is the process where the data and input accuracy are being verified from the questionnaire to the Statistical Package for Social Sciences

(SPSS) software. By using the software, any unreliable or ambiguous data can be detected. Furthermore, the SPSS software is used to check the consistency of the data collected.

3.7 Data Analysis

Data analysis is the the process of systematically applying statistical techniques to describe, illustrate and evaluate data. The aim of data analysis is to produce meaningful information that can be used to produce inductive inferences and conclusions. In this research, Statistical Package for Social Sciences (SPSS) version 23.0 is used and several statistical tests and analyses are carried out by using this SPSS, which are descriptive analysis, scale measurement and inferential analysis.

3.7.1 Descriptive Analysis

According to Zikmund et al. (2013), descriptive analysis is the elementary transformation of data in a way that describes the basic characteristics such as central tendency, distribution and variability. The most common descriptive techniques include central tendency such as mean, median and mode as well as dispersion such as range, variance and standard deviation. Researchers are able to summarize and describe the characteristic of the sample of interest.

3.7.2 Scale Measurement

In this research, levels of scale measurement are used to measure the variables. Researchers have used nominal scale, ordinal scale and interval scale throughout the design of the questionnaire.

3.7.2. 1 Reliability Test

According to Zikmund et al. (2013), reliability refers to the extent to which a measure is free from error and therefore produces stable and consistent result. Reliability analysis is one that determines the degree of consistency, validity and repeatability of the measurement in the questionnaire after repeated testing is conducted. According to Saunders et al. (2009), reliability is an indicator of a measure's internal consistency where internal consistency is concerned with the homogeneity of the measure. In order to measure internal consistency of a multiple item scales, Cronbach's alpha method has been used.

Table 3.2: Rules of Thumb about Cronbach's Alpha Coefficient Size

Alpha Coefficient Range	Strength of Association
< 0.6	Poor
0.6 – <0.7	Moderate
0.7 – <0.8	Good
0.8 – <0.9	Very Good
>= 0.9	Excellent

Source: Hair, J. F., Money, A. H., Samouel, P., & Page, M. (2007). *Research methods for business*. West Sussex, England: John Wiley and Sons.

3.7.3 Inferential Analysis

According to Sekaran (2016), inferential analysis is a group of statistical techniques and procedures used in confirmatory data to draw conclusions about a population from quantitative data collected from a sample.

3.7.3.1 Pearson Correlation Coefficient Analysis

Pearson correlation coefficient is a technique to measure the strengths and the direction of the association between two variables and it is used to measure how the data related. Pearson correlation coefficient also can define how strong the relationship between the dependent variable and independent variable is. The range of the coefficient value is between -1.0 and +1.0. When the coefficient value is negative range, the relationship between two variables is negatively correlated. Meanwhile, when the coefficient value is positive range, the relationship between two variables is positively correlated. When the coefficient value is zero, the relationship between two variables is zero correlation (Zikmund et al., 2013).

Table 3.3: Rules of Thumb about Correlation Coefficient

Coefficient Range	Strength of Association
+/- 0.91 to +/- 1.00	Very strong
+/- 0.71 to +/- 0.90	High
+/- 0.41 to +/- 0.70	Moderate
+/- 0.21 to +/- 0.40	Small but definite association
+/- 0.00 to +/- 0.20	Small, almost negligible

Source: Hair, J. F., Money, A. H., Samouel, P., & Page, M. (2007). *Research methods for business*. West Sussex, England: John Wiley and Sons.

3.7.3.2 Multiple Regression Analysis

Multiple regressions analysis is a statistical method used to establish the relationship between two or more independent variables on a single dependent variable where all variables must be in interval or ratio scale (Saunders et al., 2012).

The multiple regression equation is as follow:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots$$

Where Y = Dependent variable

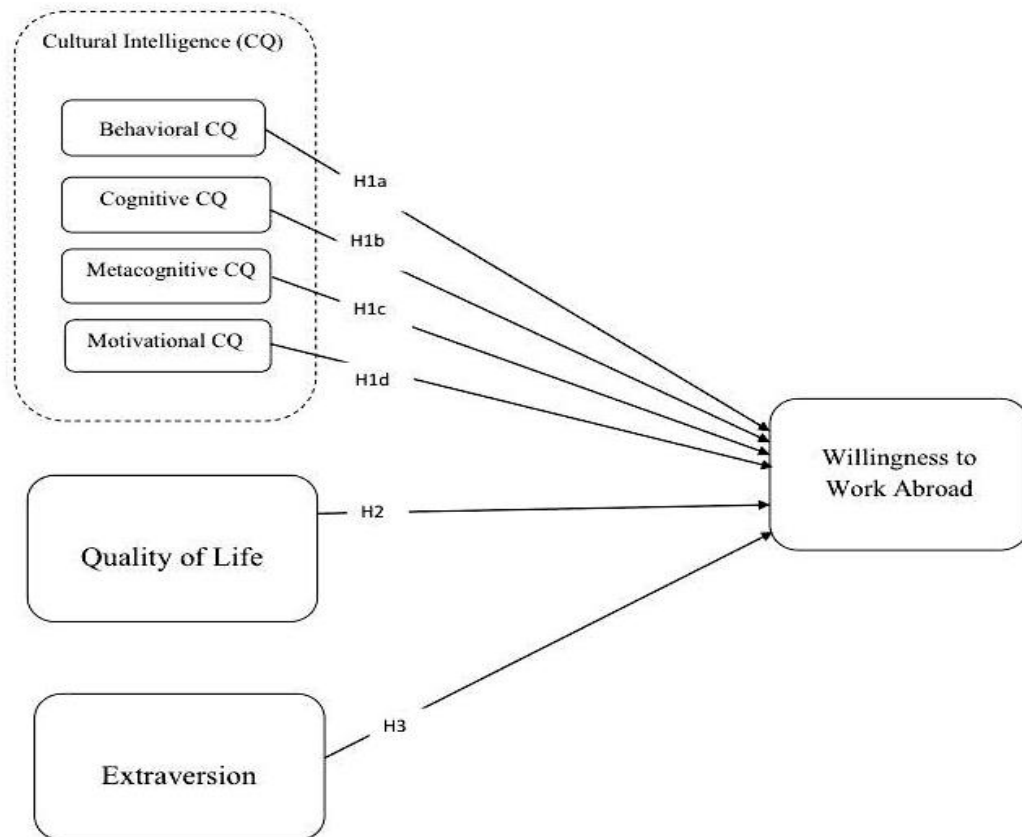
X = Independent variables

a = Constant value / Y-intercept

b = Unstandardized coefficient

3.8 Proposed Conceptual/ Theoretical Framework

Figure 3.1: Proposed Conceptual/ Theoretical Framework



Source: Developed for the research

Figure 3.1 illustrates the proposed conceptual or theoretical framework that serves as the basis for this research. It is used to examine and investigate the relationship among seven variables which include three independent variables (cultural intelligence (CQ), quality of life and extraversion) and one dependent variable (willingness to work abroad). Behavioral cultural intelligence (CQ), cognitive cultural intelligence (CQ), metacognitive cultural intelligence (CQ) and motivational cultural intelligence (CQ) are the components of cultural intelligence (CQ). In this proposed model, there are six hypotheses to test the relationships between the variables which are discussed in hypotheses development.

3.9 Conclusion

In this chapter, it can be concluded that the research methodologies being used for this research are research design, data collection method, sampling design, research instruments, construct measurement, data processing and data analysis. Also, a proposed conceptual or theoretical framework is formulated. In Chapter 4, it will describe the finding and analyses of the research result which has been obtained from the respondents.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

Chapter 4 presents graphical and table forms results that include descriptive analyses describing the demographic profile of 200 respondents, scale measurements of Cronbach's Alpha and also inferential analyses consisting of Pearson Correlation Coefficient and Multiple Regression. Results will be obtained and generated using Statistical Package for Social Sciences (SPSS) software Version 23.0.

4.1 Descriptive Analysis

4.1.1 Respondent Demographic Profile

In this research, there are seven questions asked under demographic profile in Section A which include gender, age, race, marital status, education level, type of university and year of study.

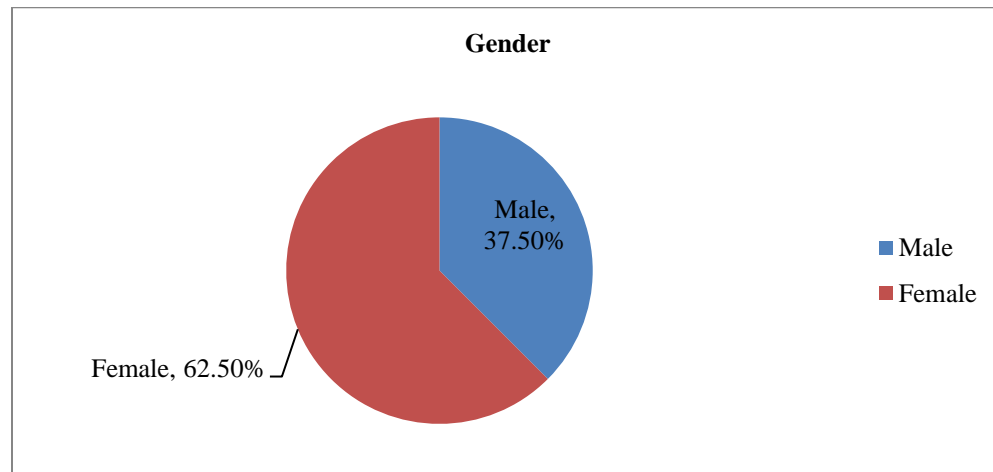
4.1.1.1 Gender

Table 4.1: Gender of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	75	37.5	37.5	37.5
	Female	125	62.5	62.5	100.0
	Total	200	100.0	100.0	

Source: Developed for the research

Figure 4.1: Gender of the Respondents



Source: Developed for the research

Table 4.1 and Figure 4.1 show the frequency and percentage of the respondents based on gender. In a total of 200 respondents, 125 of them are female and 75 of them are male. The female respondents consist of 62.5% while the male respondents make up the remaining 37.5%.

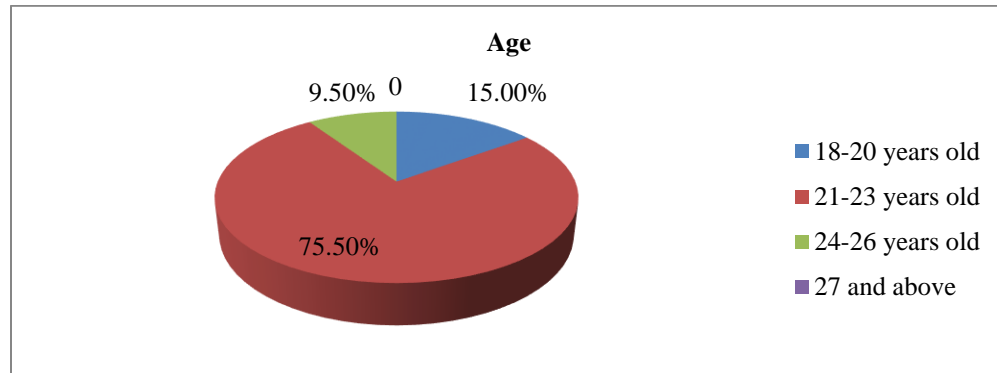
4.1.1.2 Age

Table 4.2: Age of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20 years old	30	15.0	15.0	15.0
	21-23 years old	151	75.5	75.5	90.5
	24-26 years old	19	9.5	9.5	100.0
	Total	200	100.0	100.0	

Source: Developed for the research

Figure 4.2: Age of the Respondents



Source: Developed for the research

Table 4.2 and Figure 4.2 show the age group range from 18 years old to 27 years old and above. The age group is categorized into four groups which are 18 to 20 years old, 21 to 23 years old, 24 to 26 years old and 27 years old and above. Majority of the respondents are from the age of 21 to 23, which is made up of 75.50% (151 respondents). This is then followed by the age group of 18 to 20 years old, consisting of 15% (30 respondents). Meanwhile the minority proportion age group among 200 respondents is 24 to 26 years old which is 9.50% or 19 respondents. Lastly, there is no age group of 27 years old and above taking part in this survey.

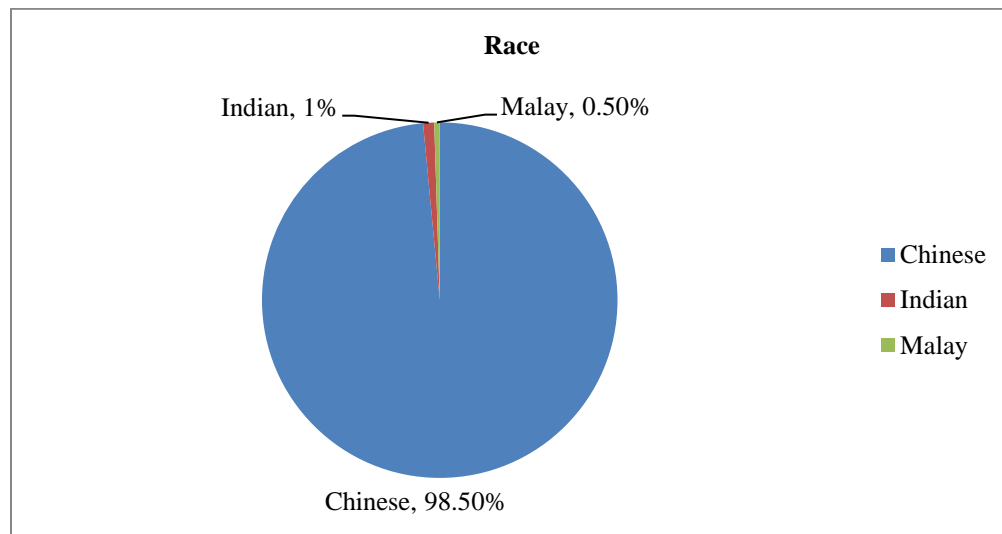
4.1.1.3 Race

Table 4.3: Race of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese	197	98.5	98.5	98.5
	Indian	2	1.0	1.0	99.5
	Malay	1	0.5	0.5	100.0
	Total	200	100.0	100.0	

Source: Developed for the research

Figure 4.3: Race of the Respondents



Source: Developed for the research

From the table and figure above, it show the race of the respondents. Among the 200 respondents, the majority race is Chinese totaling to 98.5% or 197 respondents. Meanwhile, there are 2 Indian respondents and 1 Malay respondent which consist of 1% and 0.50% respectively. There are no other races respondents who take part in the research.

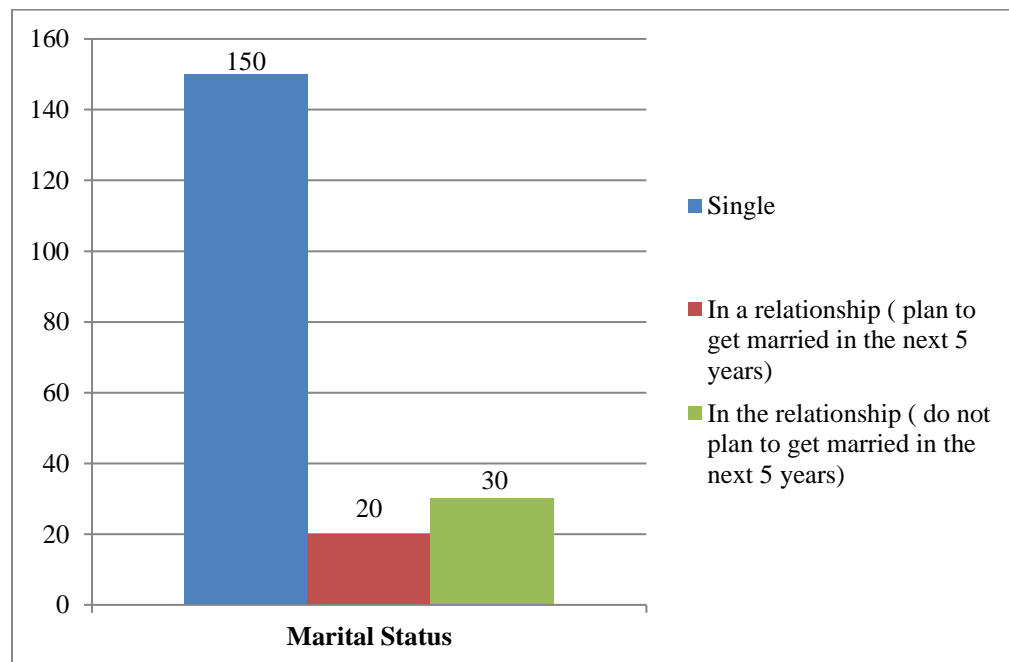
4.1.1.4 Marital Status

Table 4.4: Marital Status of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	150	75.0	75.0	75.0
	In a relationship (plan to married in the next 5 years)	20	10.0	10.0	85.0
	In a relationship (do not plan to married in the next 5 years)	30	15.0	15.0	100.0
	Total	200	100.0	100.0	

Source: Developed for the research

Figure 4.4: Marital Status of the Respondents



Source: Developed for the research

Table 4.4 and Figure 4.4 illustrate the marital status of the respondents. From the bar chart above, it shows that majority of the respondents are single which accounts for 150 respondents (75%). This is then followed by the status of in

a relationship and planning to get married in the next 5 years and the status of in a relationship and do not plan to get married in the next 5 years, it consists of 20 respondents (10%) and 30 respondents (15%) respectively. In this research, there are no respondents representing the group of married, divorce, separated widowed.

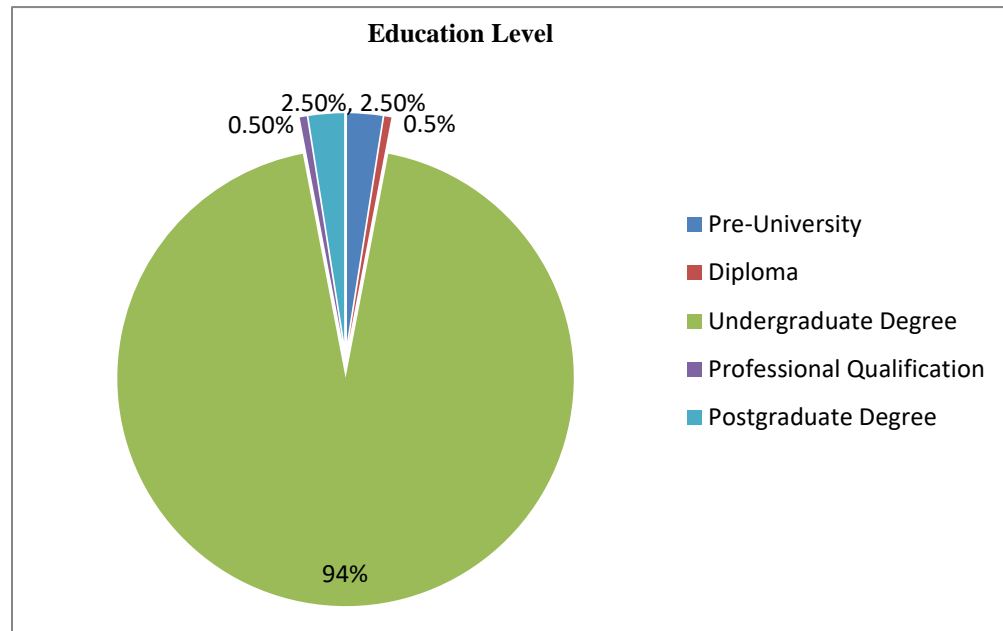
4.1.1.5 Education Level

Table: 4.5: Education Level of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pre-University	5	2.5	2.5	2.5
	Diploma	1	0.5	0.5	3.0
	Undergraduate Degree	188	94.0	94.0	97.0
	Postgraduate Degree	5	2.5	2.5	99.5
	Professional Qualification (ACCA/CIMA/CAP)	1	0.5	0.5	100.0
	Total	200	100.0	100.0	

Source: Developed for the research

Figure 4.5: Education level of the Respondents



Source: Developed for the research

As mentioned in Table 4.5 and Figure 4.5, it shows the education level of the respondents. From the pie chart, it shows that the majority of the respondents hold an Undergraduate Degree, which amounts to 94 % (188 respondents). Meanwhile, there are 5 respondents (2.5%) who are from Pre-University and Postgraduate Degree. Also, the minority is the Diploma and Professional Qualification holders, which only consists of one respondent (0.5%) for each category in this survey.

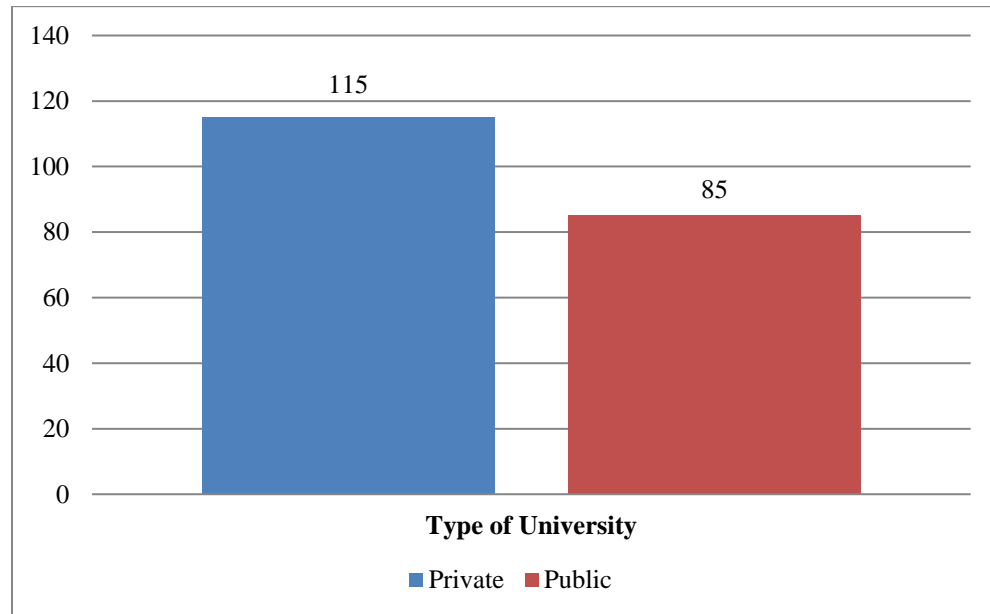
4.1.1.6 Type of University

Table 4.6: Type of University of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public	85	42.5	42.5	42.5
	Private	115	57.5	57.5	100.0
	Total	200	100.0	100.0	

Source: Developed for the research

Figure 4.6: Type of University of the Respondents



Source: Developed for the research

From the table and figure above, it shows the type of university among the 200 respondents. Based on the bar chart, it shows that the majority of respondents are from private university, which consists of 115 respondents (57.5%). Meanwhile, only 85 respondents are from public university which makes up 42.5%.

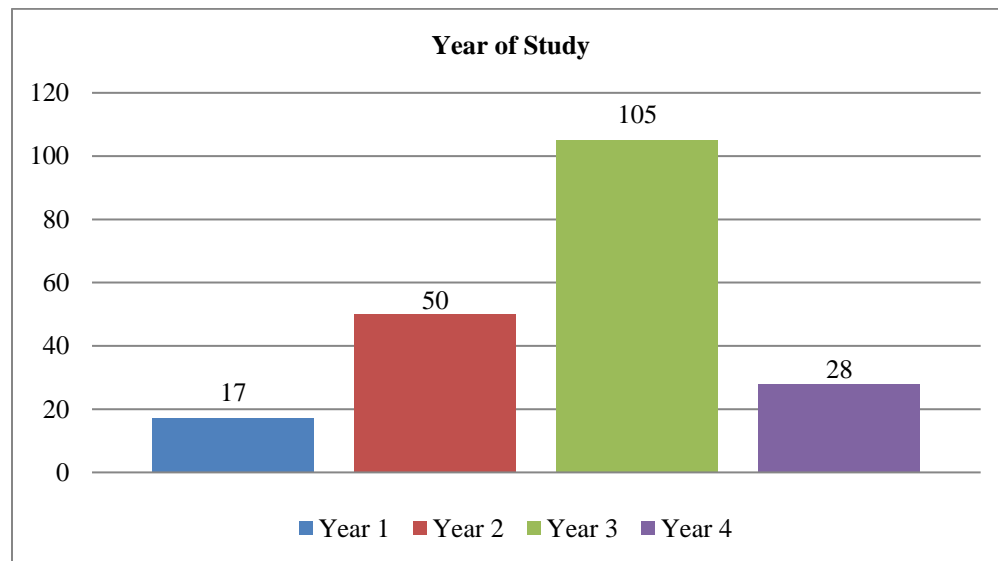
4.1.1.7 Year of Study

Table 4.7: Year of Study of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Year 1	17	8.5	8.5	8.5
	Year 2	50	25.0	25.0	33.5
	Year 3	105	52.5	52.5	86.0
	Year 4 and above	28	14.0	14.0	100.0
	Total	200	100.0	100.0	

Source: Developed for the research

Figure 4.7: Year of Study of the Respondents



Source: Developed for the research

Based on Table 4.7 and Figure 4.7, it illustrates that majority of respondents fall in the category of year 3 students, comprises 105 respondents or 52.5%. There is a minor representation of 17 respondents (8.5%) from the year 1 students. Next, year 2 students and year 4 and above students consists of 50 respondents (25.0%) and 28 respondents (14%) respectively.

4.2 Scale Measurement

4.2.1 Reliability Analysis

Table 4.8: Reliability Test of All Variables

Variables	Cronbach's Alpha	Number of item
Metacognitive CQ	0.915	4
Cognitive CQ	0.909	4
Motivational CQ	0.912	4
Behavioral CQ	0.915	4
Quality of life	0.905	5
Extraversion	0.761	4
Willingness to work abroad	0.927	5

Source: Developed for the research

Cronbach's Alpha is one of the most common methods to test the reliability of the scale measurement of each variable. The general rule of thumb about Cronbach's Alpha coefficient size is when it is less than 0.60, it is poor strength of association, 0.60 to less than 0.70 is moderate, 0.70 to less than 0.80 is good, 0.80 to less than 0.90 is very good and more or equal to 0.90 is excellent. In this research, Cronbach's Alpha is used to measure the internal consistency reliability of a total of 30 items.

Table 4.8 shows the value of Cronbach' Alpha for all the variables. The Cronbach's Alpha coefficient of metacognitive CQ is 0.915; cognitive CQ is 0.909; motivational CQ is 0.912; behavioral CQ is 0.915; quality of life is 0.905; extraversion is 0.761; and willingness to work abroad is 0.927. The result shows that the highest Cronbach's Alpha coefficient is 0.927, measured by the 5 items of willingness to work abroad while the lowest Cronbach's

Alpha coefficient is 0.761 represented by extraversion. As mentioned above, the value of Cronbach's Alpha 0.70 to less than 0.80 is good and more or equal to 0.90 is excellent, hence it can be concluded that all the variables have a strong reliability and internal consistency level.

4.3 Inferential Analysis

4.3.1 Pearson Correlation Coefficient Analysis

H1a: There is a significant positive association between behavioral CQ and willingness to work abroad

Table 4.9: Pearson Correlation Coefficient of Behavioral CQ and Willingness to Work Abroad

Correlations		Willingness to Work Abroad	Behavioral CQ
Willingness to Work Abroad	Pearson Correlation	1	.670**
	Sig. (2-tailed)		.000
	N	200	200
Behavioral CQ	Pearson Correlation	.670**	1
	Sig. (2-tailed)	.000	
	N	200	200

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

Source: Developed for the research

Pearson Correlation Coefficient Analysis is used to identify hypothesis and correlation relationship between behavioral CQ and willingness to work abroad. According to table 4.9, it shows that behavioral CQ has significant positive association with willingness to work abroad ($r=0.670$, $n=200$, $p<0.01$). Thus, **H1a is accepted.**

Based on the results, the coefficient value is 0.670 and the p-value is 0.000 which is less than 0.01, hence it is indicative that behavioral CQ has significant positive association with willingness to work abroad. When individuals are living and working in a new intercultural setting, it requires the willingness to modify verbal and nonverbal behavior in response to the respective cultural surrounding. Therefore, a high level of behavioral CQ may have a positive influence on the willingness to work abroad (Remhof et al., 2013). Next, according to Schlaegel et al. (2017), high level of behavioral CQ will help individuals to cope with work situations and interactions as appropriate behaviors such as verbal and non-verbal actions will be demonstrated. For instance, individuals with high behavioral CQ will display culturally appropriate facial expressions, tone, gestures and words when interacting with others in cross-cultural situations (Earley and Ang, 2003).

H1b: There is a significant positive association between cognitive CQ and willingness to work abroad

Table 4.10: Pearson Correlation Coefficient of Cognitive CQ and Willingness to Work Abroad

Correlations		Willingness to Work Abroad	Cognitive CQ
Willingness to Work Abroad	Pearson Correlation	1	.591**
	Sig. (2-tailed)		.000
	N	200	200
Cognitive CQ	Pearson Correlation	.591**	1
	Sig. (2-tailed)	.000	
	N	200	200

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

Source: Developed for the research

Pearson Correlation Coefficient Analysis is used to identify hypothesis and correlation relationship between cognitive CQ and willingness to work abroad. Based on table 4.10, it shows that cognitive CQ has significant positive association with willingness to work abroad ($r=0.591$, $n=200$, $p<0.01$). Thus, **H1b is accepted.**

As stated in table 4.10, it shows that the outcome of coefficient value is 0.591 and the p-value is 0.000 which is less than 0.01 which means that the cognitive CQ has significant positive association with willingness to work abroad. Cognitive CQ refers to the individual's knowledge of similarities and differences between cultures. If the individuals have high level of cognitive CQ, they will be more willing to work abroad as they have the ability to deal with unfamiliar cultural environments because when individuals are working and living in a foreign country, the cultural environment is different from home country (Yurtkoru et al., 2017).

According to Yurtkoru et al. (2017), individuals with high level of cognitive CQ would imply an open attitude toward working in other countries, meaning to say more awareness of working abroad, hence more positive subjective norm, more knowledge about the country of destination and more behavioral control a person would perceive pertaining to working there.

H1c: There is a significant positive association between metacognitive CQ and willingness to work abroad

Table 4.11: Pearson Correlation Coefficient of Metacognitive CQ and Willingness to Work Abroad

Correlations		Willingness to Work Abroad	Metacognitive CQ
Willingness to Work Abroad	Pearson Correlation	1	.576**
	Sig. (2-tailed)		.000
	N	200	200
Metacognitive CQ	Pearson Correlation	.576**	1
	Sig. (2-tailed)	.000	
	N	200	200

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

Source: Developed for the research

Pearson Correlation Coefficient Analysis is used to identify hypothesis and correlation relationship between metacognitive CQ and willingness to work abroad. Based on table 4.11, it shows that metacognitive CQ has significant positive association with willingness to work abroad ($r=0.576$, $n=200$, $p<0.01$). Thus, **H1c is accepted**.

Table 4.11 shows that the coefficient value is 0.576 and the p-value is 0.000 which is less than 0.01 which points out that metacognitive CQ has significant positive association with willingness to work abroad. According to Remhof et al. (2013), understanding the importance of preparation and planning such as cross-cultural training involved in metacognitive CQ may advance the willingness to work abroad. Individuals with high level of metacognitive CQ have the capability to learn about the new culture, appropriate behaviors and interactions in the work environment when they are working abroad. These preparatory steps can be seen as a strong predictor of the willingness to work abroad (Schlaegel et al., 2017). Besides, individuals with high metacognitive

CQ are able to anticipate and understand the cultural systems and the social interaction when working abroad. They are aware of how their own values may bias their perception of behaviors and how these relate to others' expectations thereby enabling the adjustment of mental models in interaction ((Remhof et al., 2013).

H1d: There is a significant positive association between motivational CQ and willingness to work abroad

Table 4.12: Pearson Correlation Coefficient of Motivational CQ and Willingness to Work Abroad

Correlations		Willingness to Work Abroad	Motivational CQ
Willingness to Work Abroad	Pearson Correlation	1	.678**
	Sig. (2-tailed)		.000
	N	200	200
Motivational CQ	Pearson Correlation	.678**	1
	Sig. (2-tailed)	.000	
	N	200	200

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

Source: Developed for the research

Pearson Correlation Coefficient Analysis is used to identify hypothesis and correlation relationship between motivational CQ and willingness to work abroad. Based on table 4.12, it shows that motivational CQ has significant positive association with willingness to work abroad ($r=0.678$, $n=200$, $p<0.01$). Thus, **H1d is accepted.**

According to table 4.12, it shows that the coefficient value is 0.678 and the p-value is 0.000 which is less than 0.01. It shows that motivational CQ has significant positive association with willingness to work abroad. According to Remhof et al. (2014), individuals with high motivational CQ have better skills

to adapt to a foreign and this result in higher levels of willingness to work abroad. This is because motivational CQ is shown to have a strong relationship with self-efficacy as successful intercultural interaction is based on an individual's general sense of confidence for social discourse in a new and unfamiliar setting. Thus, self-efficacious individuals are more interested in understanding a new culture because they will feel more challenging and excitement when they are in unknown setting (Earley and Ang 2003). Also, the individuals are confident in their ability to cope with the inherent challenges of cultural differences, direct attention and energy towards cross-cultural situations and enjoy new experiences which make motivational CQ to have positive influence on willingness to work abroad (Remhof et al., 2013).

H2: There is a significant positive association between quality of life and willingness to work abroad

Table 4.13: Pearson Correlation Coefficient of Quality of Life and Willingness to Work Abroad

Correlations		Willingness to Work Abroad	Quality of life
Willingness to Work Abroad	Pearson Correlation	1	.643**
	Sig. (2-tailed)		.000
	N	200	200
Quality of life	Pearson Correlation	.643**	1
	Sig. (2-tailed)	.000	
	N	200	200

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

Source: Developed for the research

Pearson Correlation Analysis is conducted to identify hypothesis and correlation relationship between quality of life and willingness to work abroad. Based on the table above, it shows that quality of life has significant

positive association with willingness to work abroad ($r= 0.643$, $n=200$, $p < 0.01$). Thus, **H2 is accepted.**

Table 4.13 shows that the coefficient value is 0.643 and the p-value is 0.000 which is less than 0.01 which means that quality of life has significant positive association with willingness to work abroad. Bashir, Xu, Zaman, and Akhmat (2014) states that people move to other countries due to the difference in quality of life. In this research, the quality of life is a crucial representation for the foreign country. Thus, the quality of life of foreign country is a critical factor on willingness to work abroad among Malaysia university students. According to Bashir et al. (2014), it results that majority of the graduates has willingness to work abroad and quality of life is one of the factors. Also, Javed (2011) mentions that young people are attracted to stay in rich countries because of individual freedom, general peace in rural and urban areas, rule of law and justice as well as high standard of living. Thus, when perceived quality of life is high, willingness to work abroad is high as well.

H3: There is a significant positive association between extraversion and willingness to work abroad

Table 4.14: Pearson Correlation Coefficient of Extraversion and Willingness to Work Abroad

Correlations		Willingness to Work Abroad	Extraversion
Willingness to Work Abroad	Pearson Correlation	1	.804**
	Sig. (2-tailed)		.000
	N	200	200
Extraversion	Pearson Correlation	.804**	1
	Sig. (2-tailed)	.000	
	N	200	200

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

Source: Developed for the research

Pearson Correlation Analysis is used to identify hypothesis and correlation relationship between extraversion and willingness to work abroad. According to table 4.14, it illustrates that extraversion has significant positive association with willingness to work abroad ($r=0.804$, $n=200$, $p<0.01$). Thus, **H3 is accepted.**

Based on the table 4.14, it shows that the coefficient value is 0.804 and the p-value is 0.000 which is less than 0.01. It is an indication that extraversion has significant positive association with willingness to work abroad. According to Uitto, Juuti, Lavonen, Byman, & Meisalo (2011), personality could be an important predictor to determine a person's willingness to work abroad. This is because personal characteristics such as ability to deal with stress, emotional stability, self-esteem, adaptability, willingness to change, willingness to communicate, conflict resolution orientation, kindness, cultural sensitivity, dependability and responsibility are included in extraversion that will affect the willingness to work abroad. Besides, there is a strong linkage between extraversion and willingness to work abroad because a stable

disposition, personality is a vital intercultural competency to facilitate individual adaptation to new cultural setting (Ramalu, Rose, Kumar, & Uli, 2010).

4.3.2 Multiple Regression Analysis

Table 4.15: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.870 ^a	.758	.751	.50253

a. Predictors: (Constant), Metacognitive CQ, Cognitive CQ, Motivational CQ, Behavioral CQ, Quality of Life, Extraversion

Source: Developed for the research

Table 4.15 shows that how well the dependent variable can be explained by the independent variables of the model by measuring the correlation coefficient value (R value) which is 0.870. The independent variables consist of metacognitive CQ, cognitive CQ, motivational CQ, behavioral CQ, quality of life and extraversion while the dependent variable is willingness to work abroad. According to the value of Adjusted R Square, it indicates 75.10% of the dependent variable can be explained by the independent variables. Despite the 75.10 % being explained, the remaining 24.90% cannot be explained in this research. This means that there are other important variables which are critical in explaining the willingness to work abroad among the Malaysia university students.

Table 4.16: ANOVA of Model

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	153.087	5	30.617	121.241	.000 ^b
	Residual	48.991	194	.253		
	Total	202.078	199			

a. Dependent Variable: Willingness to work abroad

b. Predictors: (Constant), Metacognitive CQ, Cognitive CQ, Motivational CQ, Behavioral CQ, Quality of Life, Extraversion

Source: Developed for the research

F-value determines whether the model as a whole is significant to influence the dependent variable. Based on table 4.16, the F-value is 121.241 and the significant value (p-value) is 0.000. Therefore, it means that the F value is significant. This ANOVA model indicates that the independent variables which are metacognitive CQ, cognitive CQ, motivational CQ, behavioral CQ, quality of life and extraversion are significant in explaining the dependent variable which is willingness to work abroad.

4.4 Conclusion

Conclusively, descriptive analysis, scale measurement and inferential analyses are carried out to analyze and interpret the data collected. This result is useful for the researchers to discuss further in the major findings. In Chapter 5, a more detailed conclusion of the research will be provided.

CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATIONS

5.0 Introduction

Chapter 5 provides the summary of the major findings, managerial implications, limitations and recommendations so that future research can be further enhanced and improved.

5.1 Major Findings

Table 5.1: Summary of Hypotheses and Results

Hypotheses	Results	Accepted/Rejected
H1a: There is a significant positive association between behavioral CQ and willingness to work abroad	Pearson Correlation Coefficient Value= .670**	Accepted
H1b: There is a significant positive association between cognitive CQ and willingness to work abroad	Pearson Correlation Coefficient Value= .591**	Accepted
H1c: There is a significant positive association between metacognitive CQ and willingness to work abroad	Pearson Correlation Coefficient Value= .576**	Accepted

H1d: There is a significant positive association between motivational CQ and willingness to work abroad	Pearson Correlation Coefficient Value= .678**	Accepted
H2: There is a significant positive association between quality of life and willingness to work abroad	Pearson Correlation Coefficient Value= .643**	Accepted
H3: There is a significant positive association between extraversion and willingness to work abroad	Pearson Correlation Coefficient Value= .804**	Accepted

Source: Developed for the research

Hypotheses serve as an important statement for the prediction of the relationship between behavioral CQ, cognitive CQ, metacognitive CQ, motivational CQ, quality of life, extraversion and willingness to work abroad. Table 5.1 concludes that the six hypotheses proposed in this research are all accepted.

5.2 Implications of the Study

This research establishes a fundamental study to further explore the influence of cultural intelligence (CQ), quality of life and extraversion on the willingness to work abroad among Malaysia university students. The results indicate that the factors are significantly positive associated with the willingness to work abroad. By going through the overall findings of the research, there are some important implications that should be contemplated.

First of all, the management can make some improvements to increase the salary of employees to match the salary with standard of living. Thus, it is likely to attract fresh graduates or new employees into the organization. Besides, Human Resource Personnel should revise the salary scheme by conducting a compensation and perks

surveys on various positions and job classes. Also, Human Resource Management should offer better pay that is at least comparative to inflation or rise in costs of living. Better and more competitive human resource policies with more attractive and appealing benefits, perks and pay structures able to entice local talents to work for them.

Other than that, government can have ideas about the minimum wages, job reward and incentives that need to be offered by comparing with other countries' minimum wages paid to increase the quality of life of individuals. Additionally, government should strengthen the regulations and rules of laws enforcement to combat various types of crimes to ensure safer communities so that skilled talents remain in the country.

Next, extraversion is another factor to work abroad. Extraverts will prefer to be more adventurous with exciting and less rigid practices. Extraverts are passionate and enthusiastic about solving issues in the workplace, they are sociable and comfortable with communication and interaction. Therefore, management should assign them with group work, team lead and customer-care positions. Also, management can delegate some challenging tasks to them and praise them accordingly, give external motivations and rewards. This will in turn improve the productivity and they will be highly motivated and work well in teams. As such, it helps to retain the talents to build a potentially defining workforce for the better future of the country.

Lastly, retained employees will be important because it can attract more multinational companies to expand in Malaysia and hence improve foreign direct investment. Hence, this will promote the creation of high-paid job opportunities.

5.3 Limitations of the Study

There are several limitations that have been identified during the progress of conducting this research and it is important to point out in order for the researchers to learn and acknowledge for future references.

Sample size can be one of the possible limitations encountered in present research. A total of 200 full-time Malaysian university students participated in the survey may not be exhaustive enough since the sample size is considered as minute. Therefore, the results obtained may not accurately reflect the willingness to work abroad among Malaysia university students. Even so, the size of the respondents cannot be a strong representation or voice for a far more substantial and massive population of Malaysia university students. That being said, the responses received have been processed objectively with no prejudice in arriving at the analytical judgment of this research and also construing the results.

The second limitation is certainly time constraint. Despite being able to achieve literally all of the objectives of the research, the findings and results could have been further enhanced with better grounds and justifications should there have been even more room and time to put the puzzles together in interpreting the data and information gathered more analytically and affirmatively. There could have been little things that are overlooked here and there in processing the results and arriving at certain hypotheses but that being said, the research has been conducted in the most unbiased and impartial manner in deducing the conclusions.

Furthermore, different educational backgrounds could affect the willingness to work abroad among Malaysia university students too. As such, having different students pursuing their tertiary studies in different universities with different courses and different subjects would often affect their willingness to work abroad upon graduation. As mentioned earlier, the sample size for this research is not great, which might impair the precision of the information collected and conclusion derived. However, this research is still conducted in a neutral and independent manner by thorough and relentless studies and references that have been looked into.

Last but not least, another hindrance faced in conducting and completing this research is searching for the appropriate journals and articles as corroborative evidence to support the research. As most of the renowned and established journal publications required payments to download them, with minimal cost budgeted for this research, more time has to be spent on looking for free of charge references to justify the

research. Even so, there could be some areas in the study lacking of information which could have caused the results to be less accurate and desirable. Limited choices of compatible and suitable journals and articles is another obstacle as quite a number of materials is not in Malaysia context, deterring the use of it and having to put in extra efforts to seek for Malaysia context ones. All in all, despite having to commit quite some time in reaching out to fitting references, it is worthwhile as this research could be strongly supported and evidenced.

5.4 Recommendations for Future Research

One of the recommendations that is plausible for future research is to allocate more time and effort in reaching out to a bigger sample size. In order to corroborate hypotheses and presumptions even stronger, a bigger sample size tends to be far more persuasive, offering more conviction in a research because it is able to represent the far larger population. It is not necessarily confirmed that a bigger sample size would assure a good and solid research, but the possibility is there and much higher. When a research is closely studied and scrutinized, figures and facts would be looked into closely instead of merely figures and that is when the research data collection is perceived to be persuasive or dissuasive. Apparently, both facts and figures go hand in hand as they back each other up very essentially, as facts rely on figures to support the justification and validation while figures depend on facts to reflect the meaning and interpretation of them.

Apart from that, the topic and subject matter of the research perhaps could have been further expanded for the better good. Beyond the willingness to work abroad among Malaysia university students, the factors driving the willingness and reluctance, the implications of having more Malaysia students abroad, the obstacles that stop them or make it more difficult to settle down abroad, all these could have been very legitimate and compelling points to give the research even more meaning. Whether it is for future academic references or practitioners like employers or employees, it certainly would have served a much better purpose. By having all these in place, it can be

better understood about what Malaysia university students are actually thinking of and the surrounding variables behind working abroad.

Additionally, the respondents of the survey could expand beyond merely current Malaysia university students, it could involve recent graduates such as for the past five years and working individuals as they have been students too and they would comprehend exactly the reasons behind and the implications of working abroad, especially for those who has prior experiences working abroad. Their insights could be very meaningful added on values to the research too as they could provide some different viewpoints and perceptions having both experiences of tertiary education and working.

Conclusively, with ample resources, a work could be done more effectively and efficiently with better end products, this saying goes very closely with, with great power comes greater responsibility. This research has been completed on a very tight budget and deadline, and it is inevitably inappropriate to claim that the results might have been adversely impacted due to this. However, the research would more likely have better figure-driven facts if it could reach out to a bigger audience in completing the survey and also able to access to more journal publications, not only being restricted to those free of charge ones. Therefore, it is strongly recommended that a research has to be given sufficient amount of time with adequate manpower alongside some financial capacity as well. Without a doubt, a study has to be done in its own way when there are certain constraints here and there, as such, this research as reiterated earlier, has been managed and completed using its limited resources to the best possible outcome.

5.5 Conclusion

In a nutshell, this research has provided a better insight about what factors influencing the willingness to work abroad among Malaysia university students. This research has revealed that cultural intelligence (CQ) (behavioral CQ, cognitive CQ, metacognitive

CQ and motivational CQ), quality of life and extraversion are significantly positive associated to willingness to work abroad. Besides, all of the objectives of this research are able to be achieved. Some limitations have been identified by the researchers throughout the entire process of this research, it is important to point out in order for the researchers to learn and acknowledge for future references. Also, the research has been conducted in the most unbiased and impartial manner in deducing the conclusions. In addition, recommendations are suggested in order to enhance the quality of this research for further investigation.

REFERENCES

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211.
- Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2007). Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. *Management and Organization Review*, 3(03), 335–371.
- Armitage, C. J., & Conner, M. (2001). Efficacy of the theory of planned behaviour: A meta-analytic review. *British journal of social psychology*, 40(4), 471–499.
- Autio, E., Keeley, R. H., Klofsten, M., Parker, G. G. C., & Hay, M. (2001). Entrepreneurial intent among students in Scandinavia and in the USA. *Enterprise and Innovation Management Studies*, 2(2), 145–160.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*, Englewood Cliffs, New Jersey, US: Prentice-Hall, Inc.
- Bandura, A., & Adams, N. E. (1977). Analysis of self-efficacy theory of behavioral change. *Cognitive Therapy and Research*, 1(4), 287–310.
- Bashir, M. F., Xu, C., Zaman, K., & Akhmat, G. (2014). Key factors determining the rationale for brain drain: An irony never recovered. *International Journal of Economics and Empirical Research (IJEER)*, 2(8), 308–320.
- Bloeser, A. J., McCurley, C., & Mondak, J. J. (2011). Jury service as civic engagement. *American Politics Research*, 40(2), 179–204.
- Boneva, B. S., & Frieze, I. H. (2001). Toward a concept of a migrant personality. *Journal of Social Issues*, 57(3), 477–491.

- Chandar, H., Jauhar, J., & Ghani, A. B. A. (2015). Postgraduates' perception about the causes of brain drain among Malaysian professionals. *Journal of Problems and Perspectives in Management*, 13(2), 365-370.
- Cherry, K. (2019). *How extroversion in personality influences behavior*. Retrieved February 8, 2019, from <https://www.verywellmind.com/what-is-extroversion-2795994>
- Choong, Y. O., Keh, C. G., Tan, Y. T., Lim, Y. H., & Tho, M. S. (2013). *Propensity to work abroad among generation Y working adults in Malaysia*. Proceeding of the International Conference on Social Science Research, 695-705.
- Cost of living index rate*. (2019). Retrieved February 13, 2019, from https://www.numbeo.com/cost-of-living/rankings_current.jsp
- Costa, P. T., & McCrae, R. R. (1992). The five-factor model of personality and its relevance to personality disorders. *Journal of Personality Disorders*, 6(4), 343-359.
- Dickmann, M., Doherty, N., Mills, T., & Brewster, C. (2008). Why do they go? Individual and corporate perspectives on the factors influencing the decision to accept an international assignment. *The International Journal of Human Resource Management*, 19(4), 731-751.
- Earley, P.C., & Ang, S. (2003). *Cultural Intelligence: Individual Interactions across Cultures*. Stanford, CA: Stanford University Press.
- Eslami, A. A., Norozi, E., Hajihosseini, M., Ramazani, A. A., & Miri, M. R. (2017). Social cognitive theory as a theoretical framework to predict sustained abstinence 6 months after substance use treatment. *Journal of Substance Use*, 23(3), 300-306.
- Eysenck, S. B. G., Eysenck, H. J., & Barrett, P. (1985). A revised version of the psychoticism scale. *Personality and Individual Differences*, 6(1), 21-29.

- Froese, F. J., Jommersbach, S., & Klautzsch, E. (2013). Cosmopolitan career choices: A cross-cultural study of job candidates' expatriation willingness. *The International Journal of Human Resource Management*, 24(17), 3247-3261.
- Gonzalez, E., Pang, K., Sweeney, G., & Wang, A. (2017). Studying abroad and willingness to relocate overseas. *Pepperdine Journal of Communication Research*, 5(13).
- Hair, J. F., Money, A. H., Samouel, P., & Page, M. (2007). *Research methods for business*. West Sussex, England: John Wiley and Sons.
- Huang, T. J., Chi, S. C., & Lawler, J. J. (2005). The relationship between expatriates' personality traits and their adjustment to international assignments. *The International Journal of Human Resource Management*, 16(9), 1656-1670.
- Ishak, N., & Abdul Aziz, A. R. (2014). *Malaysian construction professionals: Why are they leaving?*. Paper presented at the Procs 30th Annual ARCOM Conference, Portsmouth, UK.
- Jauhar, J., Ghani, A. B. H. A., Joarder, M. H. R., & Subhan, M. (2015). Brain drain to Singapore: A conceptual framework of Malaysians' diaspora. *The Social Sciences*, 10(6), 702-711.
- Javed, I. S. (2011). Brain drain: Why people leave their motherland? (Implications for the developed and developing economies). *Journal of Managerial Science*, 1(1), 62-74.
- Jian, A. Y., Poh, K. N., Tee, S. C., & Shi, S. Y. B. (2013). *Brain drain in Malaysia: Undergraduate students perception*. Paper presented at the International Conference on Economics and Business Research, Penang, Malaysia.

- Jokela, M., Kivimäki, M., Elovainio, M., & Keltikangas-Järvinen, L. (2009). Personality and having children: A two-way relationship. *Journal of Personality and Social Psychology*, 96(1), 218-230.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Delhi: New Age International (P) Limited.
- Lee, K. S., Lee, W. S., Teng, K. M., Wong, S. F., & Yee, C. C. (2014). *The factors that cause brain drain among Malaysian in workplace*. Unpublished degree's thesis, Universiti Tunku Abdul Rahman, Malaysia.
- Ling, K. (2017). *Malaysian millennial graduates prefer to work overseas compared to own country*. Retrieved February 1, 2019, from <https://www.worldofbuzz.com/malaysian-millennial-graduates-prefer-work-overseas-compared-country/>
- Mansor, Z. D., & Adnan, N. (2014). Factors contributing for Malaysian employees' willingness to accept international assignment. *International Journal of Economics and Management*, 8(S), 67–80.
- Mol, S. T., Born, M. P., Willemsen, M. E., & Van der Molen, H. T. (2005). Predicting expatriate job performance for selection purposes: A quantitative review. *Journal of Cross-Cultural Psychology*, 36(5), 590-620.
- Most Malaysians would consider leaving to work overseas*. (n.d.). Retrieved February 1, 2019, from https://www.hays.com.my/press-releases/HAYS_259353
- Ott, D. L., & Michailova, S. (2016). Cultural intelligence: A review and new research avenues. *International Journal of Management Reviews*, 20(1), 99–119.
- Parahoo, K. (2006). *Nursing research: Principles, process and issues* (2nd ed.). New York: Palgrave Macmillan.

- Ramalu, S. S., Rose, R. C., Kumar, N., & Uli, J. (2010). Personality and expatriate performance: The mediating role of expatriate adjustment. *Journal of Applied Business Research*, 26(6), 113-122.
- Ramalu, S. S., Rose, R. C., Uli, J., & Kumar, N. (2012). Cultural intelligence and expatriate performance in global assignment: The mediating role of adjustment. *International Journal of Business and Society*, 13(1), 19 – 32.
- Remhof, S., Gunkel, M., & Schlaegel, C. (2014). Goodbye Germany! The influence of personality and cognitive factors on the intention to work abroad. *The International Journal of Human Resource Management*, 25(16), 2319–2343.
- Remhof, S., Gunkel, M., & Schlaegel, C. (2013). Working in the “global village”: The influence of cultural intelligence on the intention to work abroad. *German Journal of Human Resource Management: Zeitschrift Für Personalforschung*, 27(3), 224–250.
- Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research methods for business students* (6th ed.). United Kingdom, England: Pearson Education Limited.
- Schlaegel, C., Richter, N., & Taras, V. (2017). Cultural intelligence and work-related outcomes: A meta-analytic review. *Academy of Management Proceedings*, 2017(1), 14152.
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*, (7th ed.). Denver: John Wiley & Sons.
- Selmer, J., & Luring, J. (2013). Cognitive and affective reasons to expatriate and work adjustment of expatriate academics. *International Journal of Cross Cultural Management*, 13(2), 175–191.
- Sozbilir, F., & Yesil, S. (2016). The impact of cultural intelligence (CQ) on cross-cultural job satisfaction (CCJS) and international related performance (IRP). *International Journal of Human Sciences*, 13(1), 2277-2294.

- Teh, W. S. (2015). *Working in Singapore vs Malaysia: Is the grass always greener on the other side?*. Retrieved February 1, 2019, from <http://www.malaysiandigest.com/opinion/559568-working-in-singaporevs-malaysia-is-the-grass-always-greener-on-the-other-side.html>
- Tharenou, P. (2008). Disruptive decisions to leave home: Gender and family differences in expatriation choices. *Organizational Behavior and Human Decision Processes*, 105(2), 183–200.
- Uitto, A., Juuti, K., Lavonen, J., Byman, R., & Meisalo, V. (2011). Secondary school students' interests, attitudes and values concerning school science related to environmental issues in Finland. *Environmental Education Research*, 17(2), 167-186.
- Wahab, M. A. (2014). The occurrence of brain drain in Malaysia: Perceptions on to work or not to work overseas in the future. *Journal of Emerging Trends in Economics and Management Sciences*, 5(5), 480-489.
- Weerasinghe, C. A. K., & Kumar, S. (2014). Intention to pursue overseas jobs among university students and graduates: A case study from university of Peradeniya, Sri Lanka. *Tropical Agricultural Research*, 26 (1), 94 – 108.
- Winchie, D. B., & Carment, D. W. (1988). Intention to migrate: A psychological analysis1. *Journal of Applied Social Psychology*, 18(9), 727–736.
- Yurtkoru, S. E., Dauda, E., & Sekarawisut, W. (2017). The theory of planned behavior augmented with cognitive cultural intelligence and work related perceptions in predicting intention to work abroad. *Journal of Advanced Management Science*, 5(3).
- Zajenkovska, A. M., & Zimmerman, J. M. (2013). Relative culture: A study on contexting and extraversion among American and Polish expatriates. *Baltic Journal of Management*, 9(1), 2-21.

Zikmund, W.G., Babin, B.J., Carr, J.C. & Griffin, M. (2013). *Business research methods* (9th ed.). Ohio: South-Western Pub.

Zunaira Saieed. (2016). Malaysia's skilled labour shortage. *The Star Online*. Retrieved February 1, 2019, from <https://www.thestar.com.my/business/business-news/2016/11/26/malaysias-skilled-labour-shortage/>

APPENDICES

Appendix 3.1: Questionnaire



UNIVERSITI TUNKU ABDUL RAHMAN FACULTY OF ACCOUNTANCY AND MANAGEMENT

Dear Respondent

We are final year students currently pursuing Bachelor of International Business (Hons) in Universiti Tunku Abdul Rahman (UTAR), from Faculty of Accountancy and Management (FAM). We are conducting a research project on the topic of “Factors Influencing Willingness to Work Abroad among Malaysia University Students”. Thus, you are invited to take part in this survey of the research project.

Your participation is completely voluntary, and the responses received are kept anonymous and strictly confidential under the Personal Data Protection Act 2010 (PDPA). There are no right or wrong answers, so please feel free to mark at the sections provided that best describes you and your opinions or position. All the answers will be used solely for academic purpose.

The completion of this form will take you approximately 5 to 10 minutes. If you have any questions or concerns regarding this survey, please do not hesitate to contact Choo Wai Ting at wtlavenderyting1@gmail.com or Ng Woon Hui at woonhui0120@gmail.com.

Thank you very much for your time and cooperation. We greatly appreciate the help in furthering this research endeavour.

Yours faithfully
Choo Wai Ting
Undergraduate Student
Universiti Tunku Abdul Rahman (UTAR)

Are you a full-time Malaysian university student?

- ☐ Yes
☐ No (Not applicable for subsequent questions)

Section A :Demographic Information

Please tick on relevant answer, each question should have only ONE answer.

1. Gender

- ☐ Male
☐ Female

2. Age

- ☐ 18-20 years old
☐ 21-23 years old
☐ 24-26 years old
☐ 27 and above

3. Race

- ☐ Malay
☐ Chinese
☐ Indian
☐ Others

4. Marital Status

- ☐ Single
☐ Married
☐ In a relationship (plan to get married in the next five years)
☐ In a relationship (do not plan to get married in the next five years)
☐ Divorced/ Separated/ Widowed

5. Education Level

- Pre-university
- Diploma
- Undergraduate Degree
- Postgraduate Degree
- Professional Qualification (ACCA/CIMA/CAP)

6. Type of University

- Public
- Private

7. Year of Study

- Year 1
- Year 2
- Year 3
- Year 4 and above

Section B : Primary Dependent Variable

Please kindly read and select only ONE option for each statement below.

Strongly Disagree (SD) = 1, Disagree (D) = 2, Neither Agree nor Disagree (N) = 3, Agree (A) = 4, Strongly Agree (SA) = 5

	SD	D	N	A	SA
1. I intend to secure an overseas job in near future. (i.e. soon after graduation)	1	2	3	4	5
2. It is likely that I will try to find an overseas job in near future.	1	2	3	4	5
3. I predict that I will do an overseas job in the future.	1	2	3	4	5
4. Although it is likely that I would find an overseas job, I think that I might work in Malaysia instead as it is tough to hunt a job abroad.	1	2	3	4	5
5. I expect that I will work overseas after my graduation.	1	2	3	4	5

Section C: Factors Influencing Willingness to Work Abroad

Independent Variables

1) The Cultural Intelligence Scale (CQS)

Please kindly read and select only ONE response that best describes your capabilities below.

Strongly Disagree (SD) = 1, Disagree (D) = 2, Neither Agree nor Disagree (N) = 3, Agree (A) = 4, Strongly Agree (SA) = 5

a) Metacognitive CQ	SD	D	N	A	SA
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

b) Cognitive CQ	SD	D	N	A	SA
1. I know the legal and economic systems of other cultures.	1	2	3	4	5
2. I know the rules (e.g., vocabulary, grammar) of other languages.	1	2	3	4	5
3. I know the cultural values and religious	1	2	3	4	5

beliefs of other cultures.					
4. I know the rules for expressing nonverbal behaviors in other cultures.	1	2	3	4	5

c) Motivational CQ	SD	D	N	A	SA
1. I enjoy interacting with people from different cultures.	1	2	3	4	5
2. I am confident that I can socialize with locals in a culture that is unfamiliar to me.	1	2	3	4	5
3. I am sure I can deal with the stresses of adjusting to a culture that is new to me.	1	2	3	4	5
4. I enjoy living in cultures that are unfamiliar to me.	1	2	3	4	5

d) Behavioral CQ	SD	D	N	A	SA
1. I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.	1	2	3	4	5
2. I vary the rate of my speaking when a cross-cultural situation requires it.	1	2	3	4	5
3. I change my nonverbal behavior when a cross-cultural situation requires it.	1	2	3	4	5
4. I alter my facial expressions when a cross-cultural interaction requires it.	1	2	3	4	5

2) Quality of Life

Please kindly read and select only ONE option for each statement below.

Strongly Disagree (SD) = 1, Disagree (D) = 2, Neither Agree nor Disagree (N) = 3, Agree (A) = 4, Strongly Agree (SA) = 5

	SD	D	N	A	SA
1. I am more satisfied with foreign countries as a living place as compared to my local area.	1	2	3	4	5
2. I feel more secured in foreign countries when compared with Malaysia.	1	2	3	4	5
3. I will leave my country if I can get better education opportunities for my children in other countries.	1	2	3	4	5
4. I believe that standards of living are better abroad.	1	2	3	4	5
5. I intend to move to other countries due to family related matters.	1	2	3	4	5

3) Extraversion

Please kindly read and select only ONE option for each statement below. (Yes=1, No=2)

	YES	NO
1. Are you a talkative person?	1	2
2. Can you usually let yourself go and enjoy yourself at a lively party?	1	2
3. Do you enjoy meeting new people?	1	2
4. Do you usually take the initiative in making new friends?	1	2

-----You have reached the end of the questionnaire. -----

Thank you very much for participating in this research. Your assistance is greatly appreciated.

Appendix 4.1: SPSS Output (Reliability Test)

Willingness to Work Abroad

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.927	.928	5

Metacognitive CQ

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.915	.917	4

Cognitive CQ

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.909	.909	4

Motivational CQ

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.912	.912	4

Behavioral CQ

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.915	.916	4

Quality of life

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.905	.906	5

Extraversion**Case Processing Summary**

		N	%
Cases	Valid	200	100.0
	Excluded ^a	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.761	.762	4

Appendix 4.2: Pearson Correlation Coefficient Analysis

Metacognitive CQ

Correlations		Willingness to Work Abroad	Metacognitive CQ
Willingness to Work Abroad	Pearson Correlation	1	.576**
	Sig. (2-tailed)		.000
	N	200	200
Metacognitive CQ	Pearson Correlation	.576**	1
	Sig. (2-tailed)	.000	
	N	200	200

Cognitive CQ

Correlations		Willingness to Work Abroad	Cognitive CQ
Willingness to Work Abroad	Pearson Correlation	1	.591**
	Sig. (2-tailed)		.000
	N	200	200
Cognitive CQ	Pearson Correlation	.591**	1
	Sig. (2-tailed)	.000	
	N	200	200

Motivational CQ

Correlations		Willingness to Work Abroad	Motivational CQ
Willingness to Work Abroad	Pearson Correlation	1	.678**
	Sig. (2-tailed)		.000
	N	200	200
Motivational CQ	Pearson Correlation	.678**	1
	Sig. (2-tailed)	.000	
	N	200	200

Behavioral CQ

Correlations		Willingness to Work Abroad	Behavioral CQ
Willingness to Work Abroad	Pearson Correlation	1	.670**
	Sig. (2-tailed)		.000
	N	200	200
Behavioral CQ	Pearson Correlation	.670**	1
	Sig. (2-tailed)	.000	
	N	200	200

Quality of life

Correlations		Willingness to Work Abroad	Quality of life
Willingness to Work Abroad	Pearson Correlation	1	.643**
	Sig. (2-tailed)		.000
	N	200	200
Quality of life	Pearson Correlation	.643**	1
	Sig. (2-tailed)	.000	
	N	200	200

Extraversion

Correlations		Willingness to Work Abroad	Extraversion
Willingness to Work Abroad	Pearson Correlation	1	.804**
	Sig. (2-tailed)		.000
	N	200	200
Extraversion	Pearson Correlation	.804**	1
	Sig. (2-tailed)	.000	
	N	200	200

Appendix 4.3: Multiple Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.870 ^a	.758	.751	.50253

a. Predictors: (Constant), Metacognitive CQ, Cognitive CQ, Motivational CQ, Behavioral CQ, Quality of Life, Extraversion

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	153.087	5	30.617	121.241	.000 ^b
	Residual	48.991	194	.253		
	Total	202.078	199			

a. Dependent Variable: Willingness to work abroad

b. Predictors: (Constant), Metacognitive CQ, Cognitive CQ, Motivational CQ, Behavioral CQ, Quality of Life, Extraversion