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THE MEDIATING ROLE OF CULTURAL INTELLIGENCE IN THE RELATIONSHIP BETWEEN PERSONALITY AND CROSS CULTURAL ADAPTABILITY: A RESEARCH ON GRADUATE STUDENTS (*)

KİŞİLİK İLE KÜLTÜRLERARASI ADAPTASYON ARASINDAKİ İLİŞKİDE KÜLTÜREL ZEKANIN ARACI ROLÜ: LİSANSÜSTÜ ÖĞRENCİLERİ ÜZERİNE BİR ARAŞTIRMA

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Abstract: Individuals' desire to live in different nations to improve their living standards grows as globalization accelerates and countries' environmental conditions change. Even though people have a strong desire to do so, it is extremely difficult to adapt to a new culture. There are numerous factors that influence people's cross-cultural adaptability. The concept of cultural intelligence, which plays an important role in helping individuals understand individuals from different cultures and behave appropriately in that culture, is the most important of these factors. Cultural intelligence analysis can help individuals overcome or avoid these challenges. Individuals' personalities, in addition to cultural intelligence, are considered as another factor that has a significant impact on the results. The analysis of personality structures can reveal whether or not they can adapt to different cultures. The purpose of this study is to investigate the concepts of cross-cultural adaptability, cultural intelligence, and personality in the context of Business Administration graduate students' intentions to live abroad and to determine the extent to which these three concepts are related.

Keywords: Culture, Cross Cultural Adaptability, Cultural Intelligence, Personality, Five Factor Theory of Personality

JEL: M10, M16, M19

Öz: Küreselleşme hızlandıkça ve ülkelerin çevresel koşulları değiştikçe, bireylerin yaşam standartlarını arttırmak amacıyla, farklı ülkelerde yaşama isteği artmaktadır. Bu istek bireylerde her ne kadar güçlü olsa da, farklı bir kültüre adaptasyon sağlamak hiç de kolay olmamaktadır. Bireylerin kültürlerarası adaptasyonlarını sağlamasına etki eden çeşitli faktör bulunmaktadır. Bu faktörlerin başında bireylerin farklı kültürden bireyleri anlamasını ve o kültüre uygun davranmasında önemli bir rol oynayan kültürel zeka kavramı gelmektedir. Kültürel zeka analizi, bireylerin bu zorlukların üstesinden gelmesine veya bu zorluklardan kaçınmasına yardımcı olmak için önemli bir konumda olmaktadır. Kültürel zekanın yanı sıra bireylerin kişilikleri de sonuçlara önemli derecede etki eden bir diğer unsur olarak ele alınmaktadır. Bireylerin kişilik yapılarının analizi, bu bireylerin farklı kültürlere adaptasyon sağlayıp sağlayamayacakları hakkında ön görüşler ortaya koyabilmektedir. Bu

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çalışmanın amacı, İşletme lisansüstü öğrencilerinin yurtdışında yaşama niyetleri bağlamında, kültürlerarası adaptasyon, kültürel zeka ve kişilik kavramlarını ele alarak, bu üç kavram arasındaki ilişkinin boyutunu ortaya koymaktır.

Anahtar Kelimeler: Kültür, Kültürlerarası Adaptasyon, Kültürel Zeka, Kişilik, Beş Faktör Kişilik Kuramı

1. Introduction

As communication and transportation technologies advance, people's lives become more complicated while simultaneously providing opportunities to raise their level of living. It is almost inevitable for people to interact with people from different cultural backgrounds in both their personal and professional lives due to this dimension's highly interactive and advanced information network that the world has attained (Ferguson and Bornstein, 2012; Taylan and Arklan, 2008; Aksoy, 2013).

Many people move to another country for a variety of reasons, such as to work or study, or they daydream about doing so (Fujita, 2007; Miyagiwa, 1991). Although moving to a foreign country sounds appealing, it is not always as simple as it seems and is known to come with a number of challenges. One of the major issues is a lack of language competence (Altbach, 1989; Spencer-Rodgers and McGovern, 2002). Cultural factors, in addition to language competence, have a considerable impact (Kolman et al. 2003). When discussing cultural values, it is nearly impossible to speak of a single truth. What is correct in one culture could be incorrect in another (Smircich, 1983). Individuals may disagree and even argue as a result of this relative condition. To avoid this predicament emerging from value differences, when interacting with someone from a different culture, it is vital to act without ignoring that person's values (Zhou et al. 2008). Individuals' capacity for cross-cultural adaptability is at the root of these challenges (Haslberger, 2005; Gartner et al. 2017). It is crucial to analyse cultural intelligence in order to help people solve these issues or avoid them altogether. Because it has been seen that people with high degrees of cultural intelligence have acquired empathy abilities and can readily engage with people from other cultures (Brislin et al. 2006; Thomas, 2006). Furthermore, increasing individuals' cultural intelligence makes cross-cultural adaptability easier (Earley and Mosakowski, 2004; Yeşil, 2010). There is a comparable relationship between the cultural intelligence level of the individual and the healthy interaction in this mental process that involves empathy (Cai and Rodriguez, 1997; Williams, 2005).

Personality assessments are considered to be another dimension that significantly affects the outcomes in addition to cultural intelligence. Individuals have distinct personality structures due to the experiences they have gathered since birth and throughout their lives (McCrae, 2010). Individuals react differently to the same problems due to differences in personality (Saritaş, 1997). In the face of new situations, some people are willing while others are hesitant, and some of the willing people are assertive while others are timid. Besides, individual personality structures differ due to cultural variances between societies (Schmitt et al. 2007). Personalities play a key role for achieving cross-cultural adaptability. It has been observed that some personality traits of individuals have a significant impact on adaptation in different cultural environments, whereas others have the opposite effect (Ang et al. 2006; Caligiuri, 2000). Different personality qualities are thought to be a key determinant in the development of people' cultural intelligence levels and cross-cultural adaptability (Heine et al. 2002; Schmitt et al. 2007; Ang et al. 2007).

By describing the concepts of cross-cultural adaptability, cultural intelligence and personality, respectively, this study aims to show the extent of the relationship between these three concepts. When we examine the relationship between cross-cultural adaptability and cultural intelligence, it is observed that there is a positive and significant relationship (Jyoti and Kour, 2007; Templer et al. 2006; Ramalu et al. 2010; Karroubi et al. 2014). When we examine the relationship between cross-cultural adaptability and personality, we find that there is a relationship between the dimensions of cross-cultural adaptability and the dimensions of personality (Huang et al. 2005; Ward and Chang, 1997; Ramalu et al. 2010). When we examine the relationship between cultural intelligence and personality, we find that it is statistically significant (Ang et al. 2006; Li et al. 2016; İşleyen and Doğan, 2020).

Due to economic and social difficulties, there has been a noticeable exponential increase in the intention to live in another country in recent years. This rise is seen in the number of research that have been done on this idea and published in the literature (Tosun and Cerev, 2023; Erdem et al. 2023). The goal of this research is to fill a gap in the literature about the intentions of university students to live abroad, despite the fact that the number of these studies is growing daily. Furthermore, we believe our research will significantly contribute to the literature because there aren't many studies looking at these three concepts combined (Evans, 2012; Huff et al. 2013; Kanaslan, 2017).

2. Literature Review

2.1. Cross-Cultural Adaptability

Regarding the word's etymology, it comes from the Latin "colere" or "cultura," which means to tend to or cultivate. The term "culture" was created by Voltaire to emphasise the existence, growth, and significance of intelligence. In the 1800s, civilizations were described using the word "culture" (Çüçen, 2005).

Each civilization needs a variety of instruments to address issues and provide for people in certain circumstances. These resources are constrained and altered in accordance with the individual's relationship to the people he or she lives with, the type of mutual influences that exist between them, the environmental conditions in which they are used, and their respective abilities and dexterities in relation to the demands that biological beings feel on them. In all forms of human societies—from the most primitive to the most developed—there is a common phenomenon known as culture that serves to meet all these needs (Köse et al. 2001).

While Craig and Douglas define "*culture as a dynamic phenomenon that shapes social interactions and behaviours*", Hofstede defines "*it as a collective mindset that distinguishes one human community from another*" (Craig and Douglas, 2006; Hofstede, 1980).

Enculturation is the development of one's own culture, which encompasses aspects such as language, values, beliefs, behaviours, surroundings, and traditions. It defines cultural values as a socialization process that begins and continues with family members, friends, and other members of society teaching them (Ferguson et al. 2016). Acculturation is the socialization process that occurs when people from two or more cultures meet. Individual acculturation levels have increased dramatically as a result of the enormous increase in technological innovations and the globe becoming a tiny village (Ferguson and Bornstein, 2012).

Multiculturalism can be defined as the interaction of people from many cultural backgrounds who share a common denominator (Soldier, 1985; Hussain, 2008). Multiculturalism has been around for a while, but it appears that globalization has given it more momentum. Due to racial issues, environmental issues, and financial hardships, a lot of individuals immigrate to other countries. According to these reasons, a multicultural framework is created when individuals from many cultures or subcultures coexist (Temel, 2010). When various cultural structures interact, it is seen that these structures alter and are impacted by one another (Hussain, 2018).

The number of multicultural structures is increasing as the world gets increasingly globalized. Individuals are exposed to multicultural environment in literally every part of their lives, from daily activities to professional life, as multicultural structures become more prevalent (Aksoy, 2013). Because it is unavoidable for people to connect with people who have different cultural values, it is suggested that cross-cultural adaptability is required in order to live more effectively (Matsumoto et al. 2001).

When interacting with a different cultural environment, the concept of cross-cultural adaptability is defined as the individual's adaptation to the values of that culture and the development of positive relationships with the people in that culture. Nevertheless, cross-cultural adaptability is a very challenging and complex process (Haslberger, 2005).

The largest obstacles to cross-cultural adaptability are considered to be linguistic differences. Unquestionably, one of the most important aspects of interpersonal connection is language, which is the most fundamental feature in human communication. In a setting with a different cultural perspective, the person cannot naturally make sense of the aspects they do not comprehend (Gartner, Sadilek and Zadrazilova, 2017).

When we look at the literature, we can see that there are a lot of research that look at the outcomes of people's cross-cultural adaptability (Karaeminoğulları et al. 2009; Gartner et al. 2017; Haslberger, 2005; Davis and Finney, 2005). This study will address the cross-cultural adaptability model created by Kelley and Meyer. The Cross-Cultural Adaptability Inventory, created by Collen Kelley and Judith Myers, is a measurement tool that demonstrates an individual's level of adaptability to another culture as well as their awareness while interacting with someone from another culture (Nguyen, Biderman and McNary, 2010). According to Kelley and Meyers, the cross-cultural adaptability inventory can be used to any culture. They claims that everyone who adapts to a new culture goes through the same sentiments and experiences. In addition to being applicable to any culture, this inventory is considered to be appropriate for all professions, from management to nurse, from teacher to student. Furthermore, it is stated that this inventory is used to assess cross-cultural adaptability variables such as second language proficiency, impression management, and general personality traits (Davis and Finney, 2006).

The cross-cultural adaptability inventory has four dimensions. The emotional resilience dimension reflects an individual's ability to maintain emotional equilibrium in the face of unexpected situations and experiences in varied cultural backgrounds. The flexibility/openness component reflects an individual's tolerance for variances in diverse cultural environments (Williams, 2005). The perceptual acuity component demonstrates an individual's sensitivity while dealing with others in different cultural

situations by making sense of the environmental verbal and nonverbal cultural indicators. Personal autonomy is the degree to which an individual is aware of and maintains his or her own personal ideals while also honouring the values of that culture in a different cultural environment (Davis and Finney, 2006).

2.2. Cultural Intelligence

The concept of intelligence, which comprises of the terms knowledge and understanding, is defined as persons modifying their internal conditions in order to adapt to external conditions (Drigas and Papoutsis, 2018; Mayer and Salovey, 1993). It is clear that each type of intelligence plays a different role in an individual's success in their relationships and workplaces, where they become increasingly dependent on one another day by day. As globalization accelerates and multicultural environments become more common, the concept of cultural intelligence gain importance (Jyoti and Kour, 2015).

One of the key elements influencing an individual's ability to adapt to other cultures is their level of cultural intelligence. Cultural intelligence refers to a person's capacity for a depth of cultural knowledge, the ability to analyse cultural differences and demonstrate flexibility, the capacity for effective intercultural communication, and the capacity for cross-cultural adaptability (Thomas and Inkson, 2005).

Each person has different levels of difficulty when it comes to intercultural communication and empathy. People need to have particular competences in order to overcome these obstacles. A four-stage cultural intelligence model developed by Brislin et al. (2006) explains the qualities that a person needs to possess in order to interact and empathise with other cultures (Brislin, Worthley and Macnab, 2006):

- Analysing personal behaviour in a multicultural setting.
- Making sense of these behaviours' causes in light of various cultural ideals.
- Examine emotional expressions associated with behaviour.
- It is the incorporation of this new information into other behaviours that raises the level of cultural intelligence

Individuals with a high level of cultural intelligence benefit greatly from perceiving and interpreting the cultural values of others. These people have extensive cultural knowledge, which they efficiently handle. When evaluating individuals in a different cultural setting, they do not make rash decisions and thoroughly examine the individuals. It has been found that the qualities of displaying suitable behaviours have also evolved in various cultural situations. They are ready to learn about various cultural values and to easily adapt to various cultural circumstances (Crowne, 2009).

When we look at the literature, we can see that numerous theories and models on cultural intelligence have been produced. In this study, the cultural intelligence scale developed by Ang et al. (2007), which is widely used in the literature, will be used. This four-dimensional model depicts the attributes that individuals have and should have in order to create good connections in various cultural situations (Ang et al. 2007; Triandis, 2006). The first dimension of this model, metacognitive cultural intelligence, entails understanding differences and adjusting behaviours accordingly

when interacting with people from different cultures. The cognitive cultural intelligence dimension includes learning about different cultures' norms, traditions, rituals, and lifestyles, as well as their economic, legal, and social structures, as a result of education and experience (Ang et al. 2006). The dimension of motivational cultural intelligence expresses individuals' effort and willingness to understand the other side when they encounter different cultural environments. The behavioural cultural intelligence dimension includes individuals' ability to use verbal and nonverbal behaviours in accordance with the cultural environment when they are in different cultural environments (Ng et al. 2009).

According to Triandis (2006), several competences must be present in order to develop cultural intelligence. One of the most crucial of these competences is having enough information to make decisions. It is vital to collect every detail in order to make sound decisions. While culture influences perceptions, perceptions influence attitudes and behaviours. In the face of this circumstance, which vary from culture to culture, it is vital to recognise these distinctions and adopt suitable behaviours in order to avoid intercultural conflicts (Triandis, 2006).

Being in culturally diverse environment is one of the most effective variables in the acquisition and development of cultural intelligence. Understanding the behaviour of people from other cultures is the first step in developing cultural intelligence. As a result, an individual with a high level of cultural intelligence will be able to demonstrate appropriate behaviours in light of the values of the environment they have learned (Earley and Peterson, 2004).

Cultural intelligence has been found to have a relationship with cross-cultural adaptability (Jyoti and Kour, 2017; Templer et al. 2006; Lin et al. 2012; Karroubi et al. 2014). It has been noted that people with high levels of cultural intelligence adjust to new cultural contexts more quickly and easily, and they also report higher levels of job and life satisfaction than other people who interact with different cultures (Jyoti and Kour, 2017). Cultural intelligence, characterised by the ability to effectively communicate with, understand, and manage people from different cultures, is critical to ensuring cross-cultural adaptability (Chen et al. 2014; Wu and Ang, 2011).

2.3. Personality

Personality is a concept that consists of qualities that change from individual to individual, and it is seen that it sometimes makes the individual's life easier, and sometimes it adds numerous obstacles to the individual's life. Personality refers to the emotions, ideas, and behaviours that are unique to the individual and have a consistent structure at different periods (Buss, 2008).

From birth until death, a person's personality is influenced by a variety of variables. The smallest alteration in personality causes a shift in the individual's attitude and behaviour. When we look at the development of personality, we see that both genetic and environmental factors have an impact. The rate of change of the personality, which begins at a young age, is slowing with each passing year (Develioğlu and Tekin, 2013).

It has been discovered that culture has a powerful influence on an individual's values, beliefs, and assumptions. These values, beliefs, and assumptions form the foundation of a person's personality. Aside from general cross-cultural differences, it has been observed that different behaviour patterns occur in individuals from different subcultures who share a common denominator (Saritaş, 1997).

Because personality is a concept that has been used frequently in almost every research field involving humans for many years, many models relating to personality can be found in the literature. We might claim that each theory has provided a unique and distinct perspective on personality. These differences are considered as a source of wealth when analysing personality. The Five-Factor Theory of Personality, created by Robert McCrae and Paul Costa in 1985, is examined in our study.

The Five-Factor Theory of Personality, which is often used in social sciences to analyse personality, is a personality model that explores individual differences. This five-factor personality model demonstrates that, while all components exist in each individual, they are dispersed at different rates. Individuals perceive and interpret the parameters they receive from the external environment in different ways as a result of these proportional differences (Envick and Langford, 2000; Costa, McCrae and Kay, 1995).

The first dimension of this personality theory, extraversion, is essentially a phenomenon associated to an individual's propensity to interact more with his or her surroundings and express itself more easily. The agreeableness dimension is an important factor in adapting to one's environment and being reliable. The conscientiousness dimension is a phenomenon that demonstrates an individual's dedication to his or her tasks and their readiness to accomplish these duties (Barrick and Mount, 1991; Srivastava, 2015). The emotional instability component, often known as neuroticism, is a phenomenon that explains an individual's inner balance (Thoms, Moore and Scott, 1996). This factor is addressed in our research in the opposite direction, as emotional stability. The dimension of openness to experience is a phenomenon that reflects people's attitudes towards new experiences, changes, and differences (Johnson and Ostendorf, 1993).

It is proposed that the Five-Factor Theory of Personality can be used to predict whether expats will be successful or not. This personality theory, which is widely acknowledged as a global testing method, demonstrates how successful individuals with various personality qualities may be in diverse cultural situations. Applying this personality theory to company can make it easier and less expensive to find the proper people to work abroad (Ang et al. 2006; Caligiuri, 2000).

A person's personality plays a significant role in their ability to adapt to different cultures. While there are differences in the ways that various personality structures influence people's ability to adapt to different cultures, the research's conclusions are not consistent. Huang et al. (2005), Bhatti et al. (2014), and Mak and Tran (2001) discovered a positive and significant relationship between the extraversion dimension of personality and cross-cultural adaptability in their studies, whereas Ward and Chang (1997) found no statistically significant relationship between these two scales.

According to research, there is a significant relationship between the Five-Factor Theory of Personality and cultural intelligence. Ang et al. (2006) explored the relationship between the dimensions of cultural intelligence and the Five-Factor Theory of Personality. Examining the findings reveals that the extraversion and openness to experience dimensions interact with all dimensions of cultural intelligence, the conscientiousness dimension of personality interacts with metacognitive cultural intelligence, and the agreeableness and emotional instability dimensions interact with behavioural cultural intelligence.

3. Methodology

The desire to live abroad has grown steadily in our country in recent years. People wish to live in another country for a variety of reasons. Within the scope of these dreams, we can discuss interest in a country as an internal motivation or the desire to have better economic and living conditions, better educational opportunities, and better job opportunities. When it comes to living in another country, however, the issue is far more complicated and tough than it appears. Individuals' travels with large dreams might terminate in a relatively short period owing to numerous problems, which can lead to a lot of frustration.

The purpose of this study is to determine the impact of cultural intelligence's mediating role in the relationship between personality and cross-cultural adaptability in the context of Business Administration graduate students' intention to live abroad.

While studies between cross-cultural adaptability and personality, cross-cultural adaptability and cultural intelligence, and cultural intelligence and personality are common, the number of studies that include all three scales at the same time is almost non-existent. The idea of living abroad, which is becoming more popular in our nation, plus the fact that there are very few studies in the literature that cover all three scales at the same time drive us to do this study.

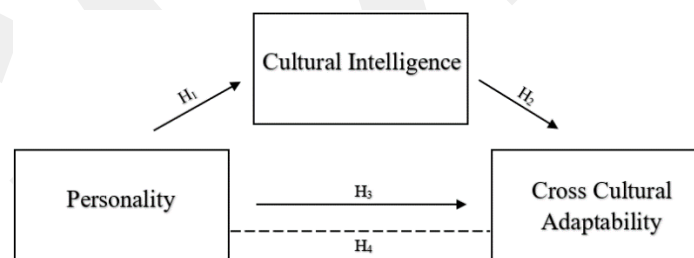


Figure 1. Research Model

In the research's conceptual model, the independent variable is personality, the dependent variable is cross-cultural adaptability, and the mediating variable is cultural intelligence. Our research hypothesis are as follows:

H₁: Personality affects cultural intelligence.

H₂: Cultural intelligence affects cross-cultural adaptability.

H₃: Personality affects cross-cultural adaptability.

H₄: Cultural intelligence mediates the relationship between personality on cross-cultural adaptability.

Our research participants are graduate students from Istanbul's public universities' Department of Business Administration. The choice of this sample, which serves as a link between education and the business world, stems from a desire to have higher levels of validity and reliability of the results obtained within the scope of our research. Thus, by taking into account these students' intentions to live abroad, their perceptions of their ability to achieve cross-cultural adaptability within the scope of their personalities and cultural intelligence are measured. With the assistance of the relevant people, we estimated the universe of our research to be around 4,000 based on the quotas of these programmes. The formula below was used to calculate the sample size which can represent the study universe (Naing et al. 2006; Kılıç, 2012).

$$n = \frac{N(t^2)(p.q)}{[s^2(N-1) + s^2(p.q)]}$$

n=Sample size

N=Universe size

t=The t table value displays the accepted significance level and the discovered error level.

p=The condition's occurrence rate in the study

q=(1-p)

s=Standard deviation

$$n = \frac{4000(1.96^2)(0.7*0.3)}{[0.05^2(4000-1) + 0.05^2(0.7*0.3)]}$$

n=322

Using a 4000 estimate for the size of our universe, the sample size is 322. The convenience sampling method was used to collect data from our sample. A survey was done with 339 people within the boundaries of the research's goal and sample.

The data for the study were obtained face to face using the survey method and over the internet using social media. The data was entered into the SPSS programme and analysed. First, questions about the demographic characteristics of the participants are included in the questionnaire form. Following these questions, participants are asked if they want to work abroad within their capabilities, and their desire to live in a country with a different cultural structure is assessed. Scales related to personality, cross-cultural adaptability, and cultural intelligence are used in the following sections of our questionnaire, as explained below.

Ten-Item Personality Inventory: The personality scale used in our research was developed by Gosling et al. (2003) and translated into Turkish by Atak (2013). Due to the length of our questionnaire, we used this short scale of ten items to conduct personality analysis. Personality is separated into five dimensions in the Ten-Item Personality Scale, and personality analysis is accomplished by asking two questions in each dimension.

Cross-Cultural Adaptability Inventory: The cross-cultural adaptability measure used in our study was created by Kelley and Meyers and translated into Turkish by Karaeminoğulları et al. (2009). This scale, designed to assess individuals' level of cross-cultural adaptability, is organised into four components and consists of 50 items in total. However, in the Turkish-adapted version of this scale, a question was removed from the questionnaire because it could not be understood. (Davis and Finney, 2006; Karaeminoğulları et al. 2009). Its creators claim that this inventory can

be adapted to all cultures (Davis and Finney, 2006). It is stated that this inventory can be utilised to select employees to be deployed abroad (Karaeminoğulları et al. 2009).

Cultural Intelligence Scale: The cultural intelligence measure used in this study was developed by Ang et al. (2007) and translated into Turkish by Arastaman (2018). This method, which assesses individuals' cultural intelligence, appears frequently in the literature. Individuals' cultural intelligence levels are measured using a total of 20 questions on this scale, which divides cultural intelligence into four components.

The data gathered in the research is analysed and interpreted using the SPSS programme. To begin with, demographic information is included in the research findings. Then, reliability analysis, correlation analysis, and regression analyses are performed to assess the accuracy of the research hypotheses.

4. Analysis and Findings

When we examine the gender distribution of the participants, we observe that it is nearly equal, with female participants (52.8%) and male participants (47.2%). The age distribution of the participants appears to be the most common (34.8%) with the 25-27 age range and the lowest (3.2%) with the 22-24 age range. When we look at the marital status, we observe that the percentage of single participants (69.0%) is higher than the rate of married individuals (31.0%). Based on the participants' educational levels, it was determined that (61.9%) were master's level and (38.1%) were doctoral level. Finally, when asked if they wanted to work abroad within their means, three-quarters (75.5%) said yes, while the remaining (24.5%) said no.

First, it is determined whether the data are normally distributed or not. Skewness values within the normal distribution should be between 3 and -3, and kurtosis values should be between 10 and -10 (Jondeau, Rockinger, 2003; Land, 2009). When the values in the study scales are examined, we can observe that the mean is between 1.7021 and 4.6018, the standard deviation is between 0.60167 and 1.21739, the skewness is between -1.662 and 1.689, and the kurtosis is between -0.920 and 4.017. As a result of these discoveries, it is clear that all values have a normal distribution.

Table 1. Reliability Analysis

	Personality	Cross-Cultural Adaptability	Cultural Intelligence
Kaiser-Meyer-Oklin	,715	,877	,891
Bartlett Test of Sphericity	633,205	8508,920	4050,597
Df	45	1176	190
Sig.	,001	,001	,001
Reliability	,707	,916	,921

It explains the relationship between the partial correlations and the sum of the squares of the correlations using the Kaiser-Meyer-Oklin (KMO) analysis to provide information about the sample's adequacy. Acceptable data for this analytical method should be more than 0.50 (Kaiser, 1970). The Bartlett Test of Sphericity (BKT) analysis displays the degree of similarity between the variables on the scale. In this method of analysis, the acceptable range of values, sig. value is less than 0.05.

(Jackson, 1993). The results obtained from these two methods of analysis are acceptable.

The stability and consistency of a measurement tool's results are referred to as its reliability. Cronbach's Alpha values are one of the most widely used metrics for analysing reliability. As a consequence of the analyses, the Cronbach Alpha values obtained are greater than 0.70, indicating that the results are credible (Cronbach, 1951). When we look at the results of our study's reliability analysis in Table 1, we see that the reliability levels of all the scales used were higher than the Cronbach Alpha limit value of 0.70.

Karl Pearson developed correlation analysis in 1896 as a tool for determining the direction and intensity of a link between two or more variables. The correlation coefficient is graded between -1 and 1 in this analytical approach, and it is determined whether the link between the numbers is positive or negative. As the correlation coefficient approaches 1 and -1, the intensity of the relationship between the variables grows, and as it approaches 0, it weakens (Ratner, 2009). Because all of the variables in the study had a normal distribution, Pearson correlation analysis was determined to be appropriate.

Table 2. Correlation Analysis

Variables	Mean	SD	CCA	CI	Personality
Cross-Cultural Adaptability	3,86	,39	1		
Cultural Intelligence	3,58	,57	,767**	1	
Personality	3,86	,50	,632**	,464**	1

Note: *sig.<.05, **sig.<.01, n=339, SD: Standard Deviation, CCA: Cross-Cultural Adaptability, CI: Cultural Intelligence.

Table 2 shows that there is a positive and significant relationship between the cross-cultural adaptability and cultural intelligence ($r=.767$, sig.<.01). There is also a positive and significant relationship between cross-cultural adaptability and personality ($r=.632$, sig.<.01). Finally, there is a positive and significant relationship between cultural intelligence and personality ($r=.464$, sig.,01).

When we look at the correlation analysis results, we see that the highest correlation is between cross-cultural adaptability and cultural intelligence. It can be seen that the correlation between personality and cross-cultural adaptability is stronger than the relationship between personality and cultural intelligence.

Regression analysis is a statistical tool for determining the relationship between variables. To begin any regression analysis, hypotheses about the relationships between the relevant variables are developed. In these relationships, the influencing component expresses the notion of independent variable, while the afflicted component expresses the concept of dependent variable. As a consequence of the regression analysis, sig.<.05 in the ANOVA test analysis suggests that the stated hypothesis is significant (Sykes, 1993).

Table 3. Cultural Intelligence's Affects on Cross-Cultural Adaptability

Variable	β	SD	t	Sig.
Constant	1,976	,087	22,705	,001
Cultural Intelligence	,526	,024	21,944	,001
R= ,767, R2= ,588, F= 481,533, sig.<,05.				

Note: Independant variable: Cultural Intelligence. Dependant Variable: Cross-Cultural Adaptability.

Table 3 shows that there is a statistically significant and positive relationship between cultural intelligence and cross-cultural adaptability ($\beta = ,526$, $t = 21,944$, sig.<,05). The extent of the established relationship between cultural intelligence and cross-cultural adaptability was determined to be 76.7% ($R = ,767$). The proportion of the change in cross-cultural adaptability defined by the cultural intelligence variable was 58.8% ($R^2 = ,588$). As a result of the findings, the H_2 theory was accepted.

Table 4. Cultural Intelligence Mediates The Relationship Between Personality on Cross-Cultural Adaptability

Variables	Model 1			Model 2			Model 3		
	β	SD	Sig.	β	SD	Sig.	β	SD	Sig.
Constant	1,117	,286	,000	1,312	,127	,000	1,761	,169	,000
Gender	,033	,055	,551	-,016	,024	,516	-,002	,033	,943
Education Status	-,086	,063	,178	-,057	,028	,041	-,091	,037	,016
Marital Status	-,032	,065	,621	,031	,028	,277	,018	,039	,644
Age	,060	,028	,036	-,007	,012	,554	,017	,017	,320
Desire to Live Abroad	,199	,065	,002	,080	,028	,005	,160	,038	,000
Personality	,530	,055	,000	,272	,027	,000	,485	,032	,000
Cultural Intelligence				,402	,024	,000			
R	,498			,837			,665		
R ²	,248			,700			,442		
F	18,283			110,546			43,858		
Sig.	,000			,000			,000		

Note: Independant Variable: Personality. Dependant Variable: Cross-Cultural Adaptability. Mediate Variable: Cultural Intelligence. SD: Standard Deviation.

The "Process Macro" plugin developed by Hayes was used in the SPSS programme to measure the mediator variable effect. Model 4, which consists of three models, is utilised in this Hayes a supplement to determine the effect of the mediator variable

(Hayes and Rockwood, 2020). Table 4 shows the three Hayes models used in our study. When we evaluate Model 1, we notice that the independent variable personality has a statistically significant and positive effect on the mediating variable cultural intelligence ($\beta = .530$, $t = 9.645$, $\text{sig.} < .05$). In this model, age ($\beta = .060$, $t = 2.106$, $\text{sig.} < .05$) and desire to live abroad ($\beta = .199$, $t = 3.078$, $\text{sig.} < .05$), in addition to personality, have a statistically significant and positive effect on cultural intelligence. In light of these findings, the H_1 theory was accepted.

Model 2 reveals that the mediating effect of cultural intelligence ($\beta = .402$, $t = 16.891$, $\text{sig.} < .05$) on the effect of personality ($\beta = .272$, $t = 10.089$, $\text{sig.} < .05$) on cross-cultural adaptability is statistically significant and positive. Aside from personality and cultural intelligence, educational status ($\beta = -.057$, $t = -2.052$, $\text{sig.} < .05$) and desire to live abroad ($\beta = .080$, $t = 2.821$, $\text{sig.} < .05$) appear to have statistically significant effects.

Finally, when we evaluate Model 3, we see that the independent variable personality has a statistically significant and positive effect on the dependent variable cross-cultural adaptability ($\beta = .485$, $t = 14.941$, $\text{sig.} < .05$). In addition to this personality impact, educational status ($\beta = -.091$, $t = -2.428$, $\text{sig.} < .05$) and desire to work abroad ($\beta = .160$, $t = 4.194$, $\text{sig.} < .05$) appear to have a statistically significant and positive effect. As a result of the findings, the H_3 theory was accepted.

The data in Table 5 show that, despite the fact that the effect of personality on cross-cultural adaptability declines with the mediating effect of cultural intelligence, it still exists. The mediating effect of cultural intelligence on the affect of personality on cross-cultural adaptability is statistically significant and positive ($\gamma = .213$, $SD = .028$, $\%95 \text{ CI } [.159, .271]$). As a result of the assessments, the H_4 theory is also accepted.

Table 5. Regression Analysis of Total, Direct, and Indirect Effects on Cross-Cultural Adaptability

Total Effect of Personality on Cross-Cultural Adaptability					Effect	SD	LLCI	ULCI
					,485	,032	,421	,549
The Direct Effect of Personality on Cross-Cultural Adaptability					Effect	SD	LLCI	ULCI
					,272	,027	,219	,325
The Indirect Effect of Personality on Cross-Cultural Adaptability through Cultural Intelligence								
Independent Variable		Mediate Variable		Dependant Variable	Effect	SD	LLCI	ULCI
Personality	>	CI	>	CCA	,213	,028	,159	,271

Note: CI: Cultural Intelligence. CCA: Cross-Cultural Adaptability. SD: Standard Deviation. LLCI: Lower Limit Confidence Interval. ULCI: Upper Limit Confidence Interval.

5. Conclusion and Recommendations

In the context of our study, the mediating role of cultural intelligence in the relationship between personality and cross-cultural adaptability was studied, and all hypotheses were accepted.

It is clear that cross-cultural adaptability is vital in the relationships that people have with people from other cultures, as well as in their ability to live their lives in other

cultural environment. Individuals who wish to achieve happiness and success in their life must adapt to changing cultural conditions in order to be successful in the face of new cultural conditions (Yoo et al. 2006). With the widespread impact of globalization, it is not surprising that a variety of educational programmes have begun to gain prominence in order to ensure cross-cultural adaptability, which has become a requirement. However, it seems that cross-cultural adaptability is not easy at all (Anderson, 1994). Individuals may encounter a conflict when all of the cultural values they have learned from birth until that moment interact with different cultural values. This cultural conflict can have a significant impact on the lives of individuals as well as their families (Vashishtha and Garg, 2014).

Because personality structure differs from individual to individual and can change as a result of experiences gained over time, different outcomes can be achieved in the face of the same events. This situation can make it difficult for individuals to find a common way to cross-cultural adaptability (Gardner et al. 2017). Furthermore, differences in personality structure may result in differences in the time required for individuals to adapt. However, while this situation makes some people's lives easier, it makes some people's lives more difficult (Sarıtaş, 1997).

Cultural intelligence, in addition to differences in personality structure, has a significant impact on ensuring cross-cultural adaptability. Individuals with high levels of cultural intelligence appear to be more open to new ideas and differences than others. These individuals, with their adaptable structures, can more easily adapt to other cultures (Sharma and Hussain, 2017). Cross-cultural experiences raise individuals' cultural intelligence, allowing them to recognise and accept cultural differences more easily (Triandis, 2006). However, because people have diverse personality types, experiences can lead to differences in how well a person develops their cultural intelligence and cross-cultural adaptability (Sims and Schraeder, 2004).

The rapid shift in economic, cultural, and social dynamics around the world challenges individuals with the prospect of temporarily or permanently relocating to another country with better living conditions. Individuals' desire to live to a different cultural frameworks in order to improve their living situations might promote brain drain and have a detrimental impact on a country's welfare level (Fujita, 2007). Within the context of this willingness, we studied cross-cultural adaptability, cultural intelligence, and personality qualities, as well as the links between these variables.

The changes in the world's dynamics that occur every day have a tremendous impact on the decisions and lives of humans. Parallel to the belief that technological innovations will grow exponentially in the coming years, it is predicted that the world will become even more global than it is now (Ferguson and Bornstein, 2012). Individuals are expected to improve their cultural intelligence more than ever before in order to build positive interactions with people who hold different cultural values or to adapt to diverse cultural frameworks. Businesses are expected to assess these employees' personality analyses in addition to their professional competencies to identify the most qualified employees in light of evolving living and working environments. Country economies and welfare levels are also shifting on a daily basis.

Apparently, three of every four participants in our study intention to live abroad. These people have the potential to significantly impact the level of development in the nations they live by improving their living conditions and welfare in an effort to access better opportunities.

The fact that graduate students from the Department of Business Administration make up our research sample is significant factor in the high intention to live abroad. Business students' intention to live abroad and their ambition to work for foreign businesses are greatly influenced by the fact that the main companies that drive the business world are primarily headquartered in America and Europe.

The fact that the investigated studies are mainly in Asian and Middle Eastern countries may limit the reach of the research topic. Within the scope of our research model, it is thought that evaluating individuals from different cultures who travel to America, Europe, and African countries, or individuals who travel to countries with a different cultural structure than America, Europe, and African countries, will allow us to enrich our research topic.

When we look at the samples of the research, we can observe that the occupational categories that are the subject of social sciences are generally discussed. Examining the occupational groups included in health sciences and physical sciences within this scope is regarded to be helpful in identifying the boundaries of the study subject more clearly in order to further deepen the research subject.

It is believed that the daily changes in world balances will have a detrimental impact on the consistency of our study findings. As a result, it is advised to conduct the same study at different time intervals with the same sample in order to obtain more solid data regarding the sample.

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