

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

**The Role of Acculturation and Acculturation Fit in  
Finding Full Employment and Career Satisfaction: A  
Study of Highly Skilled Asian Migrants to New Zealand**

**A thesis presented in partial fulfilment of the requirements for the**

**degree of**

**Master of Arts**

**in**

**Psychology**

**at Massey University, Palmerston North, New Zealand.**

**Kanchana Erandathi Pathirana**

**2008**

## **ABSTRACT**

The process of cultural change and adjustment within the context of skilled migrants finding employment has been an under researched area. A further shortfall in research is that acculturation and ‘acculturation fit’ theory, and the concept of career satisfaction have been neglected by psychologists in the context of skilled migrants’ finding employment. The present research attempted to fill this gap in research by testing a model based on the theory of acculturation and ‘acculturation fit’ and the concept of career satisfaction during the process of skilled Asian migrants finding full employment (i.e. proximity to full employment) in New Zealand. Proximity to full employment was hypothesised to partially mediate the relationship between psychological acculturation and career satisfaction, and the relationship between ‘acculturation fit’ and career satisfaction. Significant differences in mean scores of proximity to full employment and career satisfaction amongst acculturation styles were expected. Postal or electronic questionnaires were completed by 153 skilled Asian migrants and 30 experienced recruitment agents and human resource personnel in New Zealand. Measures included the ‘Acculturation’ measure (adapted from Mace, 2004), ‘Rank Order Acculturation Style’ measure (adapted from Mace), ‘Guttman scale’ for measuring proximity to full employment (adapted from Mace; Tharmaseelan, 2005), ‘Under-Over employment’ measure of employment status at present (adapted from Tharmaseelan), and the ‘Overall Career Satisfaction’ measure (adapted from Tharmaseelan). Regression analyses showed that employment status at present partially mediated the relationship between adapting to New Zealand culture and career satisfaction without controlling for the influence of age and duration in New Zealand. New Zealand acculturation directly predicted proximity to full employment. Significant differences in mean proximity to full employment and

career satisfaction amongst acculturation styles were found before controlling for 'other' variables. No significant relationships were found when 'acculturation fit' was the independent variable. Limitations included the snowballing and networking sampling techniques utilized, which could explain the reason for obtaining a large proportion of employed Asian migrants. Despite limitations, findings indicated the importance of adapting to New Zealand culture and the major role of employment status at present in predicting career satisfaction of skilled Asian migrants in New Zealand.

**This thesis is dedicated to Ammi, Thathi,  
and to the loving memory of Chumpa Aunty**

Ammi and Thathi, I am grateful for the sacrifices you have made to provide me with the best of opportunities. The three of you have given me tremendous amount of support, love and encouragement. You have been a role model for hard work, dedication and perseverance in my life. I thank you from the bottom of my heart for believing in me and guiding me in your own ways to persist in this endeavour.

## ACKNOWLEDGEMENTS

I would like to express my gratitude and heartfelt thanks to my supervisors Prof. Stuart Carr and Dr. Pernice, your unwavering support and encouragement both academic and personal has been tremendous and much appreciated. Thank you both very much for your invaluable knowledge and guidance that you have given me for the past year.

I would also like to acknowledge the Massey Human Ethics Committee for approving my research. I am also grateful for the support and advice from the staff at the Psychology department at Turitea campus. Special thanks to Prof. Ian Evans for giving me your advice and support and to Duncan Hedderly for helping me with my numerous statistical queries. I am grateful to all the participants and countless friends, and friends of friends who helped me with getting participants and piloting, without whom I would not have been able to conduct this research.

I would like to dedicate this thesis to my parents and my aunt. Ammi and Thathi there are no words to express how much I appreciate and am grateful for having such wonderful, caring and understanding parents like you. Thathi, thank you so much for your enthusiasm and for all your help with getting participants and for doing the tedious task of proofreading this thesis. Ammi, your patience and love mean the world to me, thank you for making sure I have my 5+ fruits per day and take rests, even if I didn't need it! Chumpa aunty, you will always be in my heart and I will always endeavour to make you proud of me.

Shavin, thank you for your unrelenting efforts to cheer me up when I am grumpy or sad and for putting on the guilt trip ever so cunningly when I am too tired of being at my second home (psych postgrad room). Akki, your achievements in life has always given me the drive to do the best I can. I am grateful to have such a

loving sister like you. Thanks goes out to all my grandparents, aunts, uncles, cousins and friends who love and believes in me. Finally (and not at all in the least) thank you lix for being my comfort, and my magic de-stress ball.

## CONTENTS

<b>TITLE .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>v</b>
<b>CONTENTS.....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>xii</b>
<b>LIST OF FIGURES .....</b>	<b>xiii</b>
 <b>CHAPTER 1 INTRODUCTION .....</b>	 <b>1</b>
<b>Rationale and Significance of the Research.....</b>	<b>1</b>
<b>Research Model .....</b>	<b>3</b>
<b>Theoretical Framework.....</b>	<b>4</b>
Psychological Acculturation .....	4
<i>Berry's Acculturation Model.....</i>	<i>5</i>
Proximity to Full Employment .....	9
Career Satisfaction in New Zealand.....	11
'Acculturation Fit' .....	16
<i>Interactive Acculturation Model .....</i>	<i>18</i>
Partial Mediation.....	23
'Other' Variables.....	25
Hypotheses .....	27

<b>CHAPTER 2 METHOD .....</b>	<b>28</b>
<b>Participants.....</b>	<b>28</b>
Asian Migrants.....	28
Employers .....	29
<b>Measures .....</b>	<b>30</b>
Asian Migrant Questionnaire.....	30
Employer Questionnaire.....	30
<i>'Acculturation'</i> .....	31
<i>Guttman scale</i> .....	32
<i>Overall Career Satisfaction</i> .....	33
<i>'Rank Order Acculturation Style'</i> .....	34
<i>Demographic variables</i> .....	36
<b>Procedure .....</b>	<b>36</b>
 <b>CHAPTER 3 RESULTS .....</b>	 <b>41</b>
<b>Data Screening.....</b>	<b>41</b>
<b>Data Reduction .....</b>	<b>41</b>
<b>Evaluation of Measures .....</b>	<b>44</b>
'Acculturation' Measure .....	44
<i>Acculturation Styles</i> .....	46
Guttman Measure .....	47
<i>Proximity to full employment</i> .....	47
Overall Career Satisfaction Measure .....	51
Rank Order Acculturation Style Measure .....	52
<i>'Acculturation Fit'</i> .....	52

<b>Data Analysis .....</b>	<b>56</b>
Preliminary Inspection .....	56
Multiple Regression Analysis .....	58
<i>Hypothesis 1: Proximity to full employment will partially mediate the relationship between acculturation and career satisfaction. ....</i>	<i>60</i>
<i>Hypothesis 2. A relationship between 'acculturation fit' and career satisfaction in New Zealand will be partially mediated by proximity to full employment. ....</i>	<i>68</i>
<b>Resultant Model .....</b>	<b>69</b>
Analysis of Variance .....	70
<i>Hypothesis 3: There will be significant differences in mean career satisfaction scores between the four acculturation styles. ....</i>	<i>70</i>
<i>Hypothesis 4: Significant differences between mean proximity to full employment scores for the four acculturation styles will be observed. .</i>	<i>72</i>
<b>Post Hoc Analyses .....</b>	<b>75</b>
<i>Model.....</i>	<i>79</i>
 <b>CHAPTER 4 DISCUSSION.....</b>	 <b>81</b>
Hypothesis 1: Proximity to full employment is predicted to partially mediate the relationship between acculturation dimensions (country of origin acculturation and New Zealand acculturation) and career satisfaction in New Zealand. ....	81
Hypothesis 2. The relationship between 'acculturation fit' and career satisfaction in New Zealand would be partially mediated by proximity to full employment. ....	87
Hypothesis 3: There will be significant differences in mean career satisfaction scores between the four acculturation styles. ....	90
Hypothesis 4: Significant differences between mean proximity to full employment scores for the four acculturation styles will be observed. ....	91
<b>Limitations of the Research.....</b>	<b>92</b>
<b>Merits of the research .....</b>	<b>94</b>
<b>Implications .....</b>	<b>97</b>

**Recommendations for Future Research ..... 98**

**Conclusions ..... 101**

**REFERENCES..... 102**

**APPENDIX A ..... 114**

**APPENDIX B ..... 1253**

**APPENDIX C ..... 1370**

**APPENDIX D ..... 1341**

**APPENDIX E ..... 1353**

LIST OF TABLES

Table 1. Demographic Summary of Asian Migrant Participants..... 134

Table 2. Principle Component Factor Solution for the ‘Acculturation’ measure for the Asian for the Asian Migrants ..... 45

Table 3. Principle Component Factor Analysis of the ‘Overall Career Satisfaction’ measure for Asian Migrants ..... 51

Table 4. Comparisons between responses of employers and Asian migrants mean ranks and number of times each acculturation style was considered first preference from the ‘Rank Order Acculturation Style’ measure ..... 53

Table 5. Correlation coefficients between each of the operational variables in Figure 7 ..... 57

Table 6. Step One Mediation Testing: Beta Coefficients for Country of Origin Acculturation and Kiwi Acculturation Dimensions with Career Satisfaction as the Dependent Variable..... 61

Table 7. Step Two Mediation Testing: Beta Coefficients for Kiwi Acculturation Dimensions with Proximity to Full Employment as the Dependent Variable.....62

Table 8. Step Three/Four Mediation Testing: Beta Coefficients of Independent Variables with Career Satisfaction as the Dependent Variable..... 63

Table 9. Summary of Predictors of the Dependent Variables in Each Step of Mediation Testing..... 63

Table 10. Step Two Mediation Testing: Beta Coefficients for Kiwi Acculturation Dimension with Employment Status at Present as the Dependent Variable..... 65

Table 11. Step Three/Four Mediation Testing: Beta Coefficients for Independent Variables with Career Satisfaction as the Dependent Variable.....	66
Table 12. Summary of Predictors for the Dependent Variable in Each Step of Mediation Testing .....	67
Table 13. Step One Mediation Testing: Summary of Regression Solution for ‘Acculturation Fit’ with Career Satisfaction as the Dependent Variable.....	69
Table 14. Frequencies, Means and Standard deviations of Career Satisfaction Scores for Each Acculturation Style .....	71
Table 15. Frequency, Means and Standard Deviations of Proximity to Full Employment scores (Using Guttman Scale) for Each Acculturation Style.....	72
Table 16. Frequency, Means and Standard Deviations of Proximity to Full Employment Scores (Using Composite Measure) for Each Acculturation Style.....	74
Table 17. Principle Component Factor Analysis of the ‘Job Search Behaviours’ Measure .....	131
Table 18. Bivariate Pearson Correlations Between Other Variables and the Proximity to Full Employment and Career Satisfaction Variables .....	132
Table 19. Summary of Hierarchical Multiple Regression Analysis with Age, Duration in New Zealand and Kiwi Acculturation as Independent Variables and Career Satisfaction as the Dependent Variable.....	77
Table 20. Summary of Hierarchical Multiple Regression Analysis with Age, Duration in New Zealand and Kiwi Acculturation as Independent Variables and Employment Status at Present as the Dependent Variable.....	78

## LIST OF FIGURES

<i>Figure 1.</i> Model of predictors for Asian migrants' finding employment that matches their qualifications and career satisfaction in New Zealand (Adapted from Mace, 2004; Tharmaseelan, 2005).....	3
<i>Figure 2.</i> Berry's four Acculturation Styles (Berry et al, 1989).....	7
<i>Figure 3.</i> Scatter plot of total country of origin acculturation and total Kiwi acculturation scores with median splits, for the Asian migrant participants. ....	47
<i>Figure 4.</i> Model with the predicted relationships between variables .....	55
<i>Figure 5.</i> Partial mediation model (adapted from Kenny, 2008).....	59
<i>Figure 6.</i> Model A) after removing non-significant relationships using Guttman measure of proximity to full employment and B) after removing non-significant relationships using the Under-Over measure of proximity to full employment.....	69
<i>Figure 7.</i> Model B) after removing non-significant relationships using the Under-Over employment measure of employment status at present and controlling for age and duration in New Zealand .....	79

## **CHAPTER 1 INTRODUCTION**

### **Rationale and Significance of the Research**

The movement of skilled migrants between countries and the increasingly competitive nature of the world labour market has resulted in some smaller economies in the Organization for Economic Co-operation and Development countries experiencing skill shortages (Department of Labour [DOL], 2005, 2008b; Gurriá, 2007). Skilled migrants are defined as individuals who have formal educational qualifications and experience relevant to their field (Tharmaseelan, 2005). For New Zealand, attracting skilled migrants is one of the best options to overcome the present skill shortage in the country as they provide significant social and economic contributions to the country (Firkin, 2004). At the macro level, the need to attract skilled migrants has seen important changes to New Zealand immigration policies, encouraging migration on the basis of skills rather than on the basis of country of origin (Bhagat & London, 1999; DOL, 2005, 2008a; Phillips, 2007). From the skilled migrants' perspective, employment is crucial to the migrants' well-being, their capacity to provide for basic needs, and their participation in different spheres of social life (Spoonley, Macpherson & Pearson, 2004). Understanding the micro level processes of skilled migrants' finding full employment is important for both the migrants and the host country. Hence, the present research will consider the psychological predictors of Asian migrants' finding full employment and consequent career satisfaction, from the perspective of Asian migrants in New Zealand.

Migrants from the Asian continent make up the fourth largest ethnic group in New Zealand and are the fastest growing skilled ethnic group with numbers

reaching 313,100 354,552 in 2006 (Ho, Au, Bedford & Cooper, 2002; Leong et al., 2006; Statistics New Zealand, 2007a, 2007b). According to Ho et al. (2002), Chinese and Indian migrants were twice more likely than the general New Zealand population to hold a university qualification in the year 2001. However, they also found that Asians in general had double the unemployment rates to that of the New Zealand total population (Ho et al., 2002). Pernice, Trlin, Henderson and North (2000) found that 83% of South Africans of European background skilled migrants were employed full-time, after being in New Zealand on average for five months, compared to only 11% of Chinese and 25% of Indian skilled migrants. In addition to research by Ho et al. and Pernice et al., there is increasing evidence that migrants from Asian countries such as India are more likely to be unemployed or underemployed compared to the New Zealand Europeans despite a demand for skilled migrants in New Zealand (Podsiadlowski, 2008). Accordingly, improving our understanding of the psychology of Asian migrants' current situation of skill waste is a very important topic that has been under-researched in New Zealand.

Better understanding of the psychological predictors of finding full employment within the Asian migrant population in New Zealand can be useful for certain groups. For instance, organizations and agencies that are involved in recruiting or helping Asian migrants find employment can use these research findings and apply them when hiring or helping migrants find full employment. Thus, gaining a more integrative knowledge of the psychological theories related to finding full employment and career satisfaction of Asian migrants is a current and relevant topic for research. The psychological concepts that will be tested in this thesis are depicted in Figure 1.

Research Model

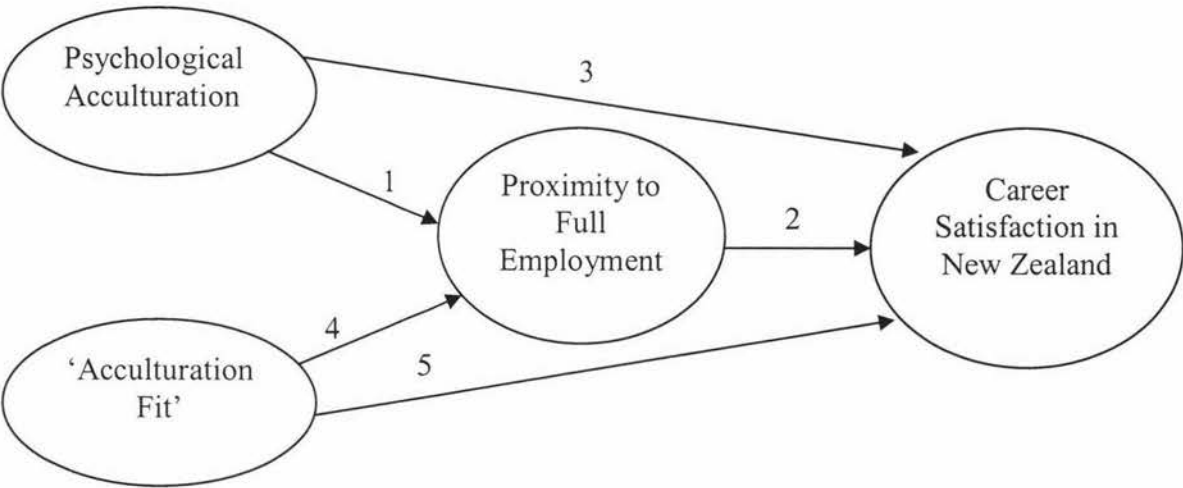


Figure 1. Model of predictors for Asian migrants’ finding employment that matches their qualifications and career satisfaction in New Zealand (Adapted from Mace, 2004; Tharmaseelan, 2005).

The following review will first discuss the links 1, 2, and 3 in the top half of the model depicted in Figure 1 starting from the left circle to the right circle. Then, the discussion will move to the bottom half of the model and explore links 4 and 5 of the model, in that order. Finally, the partial mediation relationship depicted in the top half of the model will be discussed followed by a discussion of the partial mediation relationship in the bottom half of the model.

## Theoretical Framework

### *Psychological Acculturation*

Two of the concepts in Figure 1 relate to the importance of culture when finding full employment and career satisfaction. Understanding the cultural context of adjustment is arguably one of the most important research goals for the 21<sup>st</sup> century, particularly in the area of employment (Schmitz, 2001; Schwartz & Montgomery, 2002). The growing number of research on migrant employment show that difficulties in attaining full employment are particularly likely when a person migrates to a country with a culture that is unlike the cultural background one was brought up in (Ayman & Berry, 1996; Berry, Segall, & Kagitcibasi, 1997; Carmon, 1996). Hence, the present thesis will research the process of finding full employment by migrants from a culturally different background (i.e. Asians) to that of the dominant culture in New Zealand.

The concept of acculturation was first described by Redfield, Linton and Herskovits (1936) as the culturally (i.e. set of values, beliefs and observable behavioural manifestation of culture such as dress, food, and language use) based change processes that occur within a group or both groups when continuous contact of two groups from different cultures takes place. Acculturation was originally explored as a phenomenon operating at a group level, but it is now mainly studied at the individual level (Berry, Kim, Minde & Mok, 1987). The concept of an individual level of acculturation, first proposed by Graves (1967), is known as psychological acculturation. Psychological acculturation is defined as the cultural change in behaviours and internal characteristics such as attitudes, values and beliefs of individuals experiencing acculturation (Berry, Kim, Power, Young, & Bujaki, 1989; Sam & Berry, 2006). With increasing number of studies suggesting that individual

acculturation preferences could differ from the group level acculturation preferences resulting in outcomes different from that of the group (Berry et al., 1997; Mace, Atkins, Fletcher & Carr, 2005; Navas, Garcia, Sanchez, Rojas, Pumares, & Fernandez, 2005; Nesdale & Mak, 2000), the present study will focus on this individual level of acculturation (i.e. psychological acculturation) in Asian migrants (see Figure 1).

### *Berry's Acculturation Model*

Berry's acculturation model (Berry et al., 1989), has received much research attention and support for its validity in cross-cultural psychology outside the context of finding full employment (Abe-Kim, Okazaki, & Goto, 2001; Arends-Toth & van de Vijver, 2004; Berry et al., 1987, 1997; Bourhis, Moise, Perreault, & Senecal, 1997; Christopher, 2000; Leong, 2001; Leong et al., 2006; Nesdale & Mak, 2000; Orr, Mana, & Mana, 2003; Williams & Berry, 1998). Most of these studies have been based in the United States, Canada and the United Kingdom (Berry et al., 1987; Bourhis et al., 1997; Christopher, 2000; Leong, 2001). Additionally, most research including studies conducted outside of the United States, Canada, and the United Kingdom, predominantly focuses on migrants' adjustment or adaptation to life in general including mental health, identity and social life (Alpass et al., 2007; Schwartz & Montgomery, 2002; Orr, Mana & Mana, 2003; Rudmin, 2003; Thapa & Hauff, 2005; Nesdale & Mak, 2000). Although having such a large quantity of research in countries other than New Zealand is important, generalising these findings to New Zealand, especially within the context of employment is difficult due to differences in contexts. As such, the present research intends to check whether psychological acculturation, based on Berry's acculturation model, is related to

Asian migrants' finding full employment and to their career satisfaction in New Zealand.

Berry's acculturation model was the first to identify that the acculturation process occurs in two independent dimensions, representing a bidimensional model of acculturation. According to Berry et al. (1989), these two dimensions can be understood under two basic, separate questions. One dimension is about how much an individual prefers to maintain their culture of origin, which is labelled as country of origin 'cultural maintenance' in Berry's (1998, 2001) studies. The other dimension is about how much one prefers to acquire and adapt to the new host country culture, labelled as host society 'contact-participation' in Berry's (1998; 2001) studies. For the purpose of avoiding confusion and maintaining simplicity, the present research utilizes the labels 'country of origin acculturation' and 'host country acculturation' for these two dimensions (see Figure 2).

Berry et al. (1989) explain that depending on the answer for the two separate dimensions, either a yes (i.e. a high score on the specific dimension of a measure of acculturation) or a no answer (i.e. a low score on the particular dimension of a measure of acculturation), an individual can be categorised as preferring one of the four acculturation styles as shown in Figure 2.

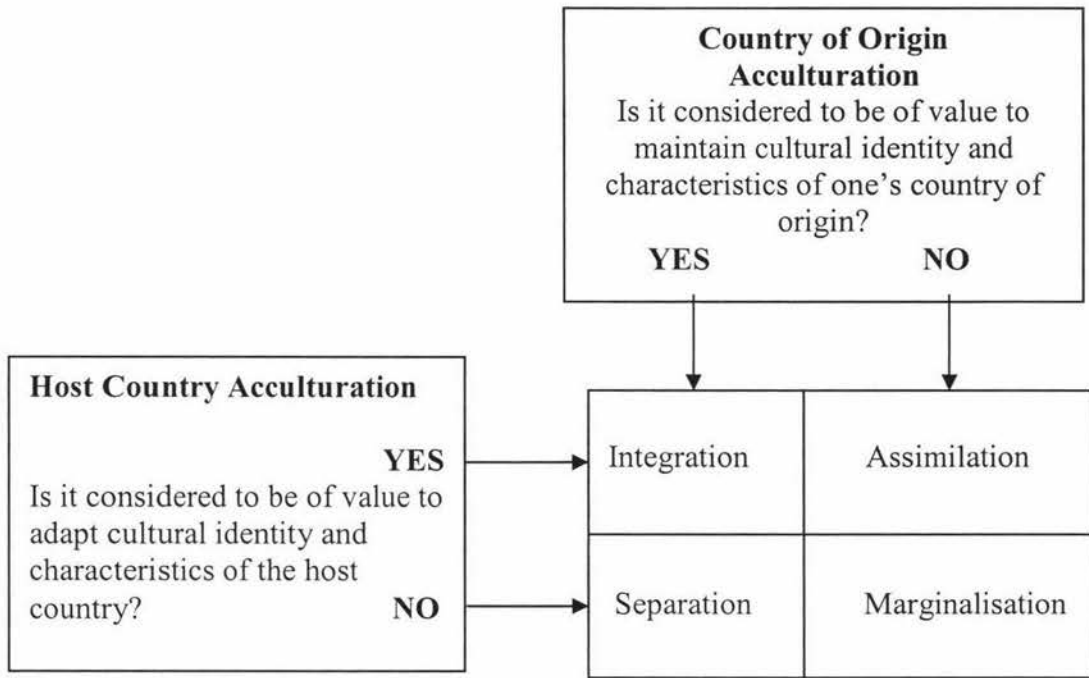


Figure 2. Berry's four Acculturation Styles (Berry et al, 1989)

Figure 2 illustrates how each acculturation style is understood according to Berry's model. 'Integration' acculturation style results when individuals prefer to maintain their country of origin culture as well as adapt to the culture of the host country. Figure 2 show that an integration style would be based on high scores, indicated by a 'yes' answer on both 'country of origin acculturation' and 'host country acculturation' dimensions separately. Individuals who prefer to adapt to the host country culture and relinquish their country of origin culture are said to be using the 'assimilation' acculturation style.

The 'separation' acculturation style is used when individuals prefer to maintain their country of origin culture and do not want to adapt to the host country culture. Figure 2 illustrates that this style would be a result of high (a 'yes' answer)

‘country of origin acculturation’ and low ‘host country acculturation’ (a ‘no’ answer) dimensions. Individuals who do not maintain both their country of origin culture and the host country culture are considered to be in the ‘marginalised’ acculturation style category (Berry et al., 1989; Leong et al., 2006).

Berry et al.’s (1989) acculturation model indicates two methods of measuring psychological acculturation. The first method is using the data obtained from the two independent acculturation dimensions (see Figure 2), country of origin acculturation and host country acculturation (Ward & Rana-Deuba, 1999). The second method requires further reduction of the data by dichotomising the scores on the two independent acculturation dimensions into high and low scores in order to obtain the four acculturation style categories (see Figure 2). Research is undecided on which method of operationally defining psychological acculturation is best. Researchers also recommend use of multiple methods for measuring psychological acculturation (Dillman, 1978; Rudmin, 2003). There are studies indicating that both methods need to be used rather than using just the four styles that require further reduction of the data (Ward & Kennedy, 1994; Ward & Rana-Deuba, 1999).

Ward and Kennedy (1994) highlighted the importance of using both operational definitions of acculturation. Part of Ward and Kennedy’s study included exploring the association between acculturation and psychological adaptation. Participants were sojourners from New Zealand on various overseas assignments including Hong Kong, Switzerland, Canada, and the Philippines. Ward and Kennedy described psychological adaptation as psychological satisfaction and well-being of an individual within a new cultural setting. The new cultural setting can include an individual’s career. Thus, psychological adaptation is indirectly relevant to the present research’s outcome variable of career satisfaction (see Figure 1) as it can be

conceptualised that psychological adaptation encompasses satisfaction in a new cultural setting such as one's place of employment.

Ward and Kennedy (1994) found that both methods of operationally defining acculturation, specifically the four acculturation styles (Figure 2) and the two dimensions (country of origin and host country acculturation), predicted satisfaction in a new cultural setting. Ward and Kennedy's study support the importance of making the conceptual distinction between the two dimensions (i.e. country of origin and host country acculturation dimensions) and the four acculturation styles (i.e. assimilation, integration, separation and marginalisation acculturation styles). Hence, on the basis of Ward and Kennedy's evidence and other researchers recommendations (Rudmin, 2003; Ward & Rana-Deuba, 1999), the present research will utilize both methods (the two dimensions and the four categorical acculturation styles) for measuring the concept of psychological acculturation.

#### *Proximity to Full Employment*

There has not been international research that has studied the antecedents and consequences of unemployment and underemployment (i.e. not being able to find full employment), to the best of the present researcher's knowledge. One of the few New Zealand based studies that looked at antecedents and consequences of unemployment and underemployment was by Mace et al. (2005). Part of Mace et al.'s study explored the relationship of cognitions and behaviours with 'proximity to full employment'. Proximity to full employment was defined by Mace et al., and defined in the present study (see Figure 1), as how close migrants get to finding a job that matches their qualifications. Mace et al.'s sample consisted of 70 (including Asian, European and Middle East) migrants in Auckland, out of which 43 were

students. Mace et al. found that host country acculturation dimension was significantly associated with proximity to full employment. Although based largely on student participants, Mace et al.'s findings are important because they suggest that psychological acculturation (specifically, the quantitative degree of acculturation to host country) may predict proximity to full employment among migrants in the current study. Thus, a relationship between degree of host country acculturation and proximity to full employment is hypothesised in the present thesis by arrow 1 in Figure 1.

Mace et al. (2005) measured proximity to full employment using a continuous Guttman scale. Guttman scales such as the one used by Mace et al. are theoretically well suited to measure proximity to full employment. Guttman scales are cumulative, which means earlier steps are the foundation for later ones. For example, a migrant has to be interviewed before being short-listed, short-listed before being hired and so on. Reliability of a measure on a Guttman scale is assessed by the extent to which agreement to items further 'up' a theoretical hierarchy (e.g. interviewed, short-listed, hired) is consistently preceded by agreement with items lower down in the theoretical hierarchy (Guest, 2000; McIver & Carmines, 1981; Menzel, 1953). Consequently, a final score on a Guttman scale measuring proximity to full employment indicates that a person would have agreed with all the items above the final score and be closer to full employment than a person with a lower score, thereby effectively capturing the construct of proximity to full employment on a continuous scale. Mace et al. were able to demonstrate that this type of measure formed a reliable scalogram in the context of a New Zealand migrant sample and with respect to migrant employment. Therefore, the present research will attempt to

use Mace et al.'s Guttman scale to measure the construct of proximity to full employment, in Figure 1.

### *Career Satisfaction in New Zealand*

Finding full employment with a specific organisation is not the only source or measure of success for migrants. Satisfaction is also an important source of success for migrants. Within an occupational setting, migrants' satisfaction level with their employment status is also an important source of success that requires attention in research.

One study of psychological adaptation was conducted by Ayman and Berry (1996). Ayman and Berry defined psychological adaptation as satisfaction in different areas of life such as housing and educational opportunities in a new country and satisfaction with their lives relative to groups in the country of origin and in the host country. Part of Ayman and Berry's study focused on the degree of unemployment to full employment of Turkish migrants in Canada. Ayman and Berry found that being unemployed or underemployed resulted in less life satisfaction in Canada. Overall, Ayman and Berry's findings supported that full employment lead to increased satisfaction with life in general of Turkish migrants to Canada. However, in the occupational context of New Zealand (the focus of the present thesis), Ayman and Berry's findings are not as relevant, because they studied satisfaction with life and in Canada. Both context and construct are not directly relevant to the present occupational context of New Zealand.

Job, occupational, and career satisfaction are however more closely related to the occupational context that is the focus of the present thesis. Accordingly, it is of importance in psychological research to distinguish between job or occupational satisfaction and career satisfaction. Job satisfaction can only be tested for individuals

who are employed (i.e. under-employed, fully employed, or over-employed) at the time of conducting the study. Career satisfaction on the other hand, is relevant for individuals who are either unemployed or employed (i.e. unemployed, under-employed, fully employed, or over-employed) at the time of conducting the study.

Career satisfaction is arguably the more relevant construct for the present thesis as career satisfaction includes individuals from the entire range of possible employment situations (from unemployed to over-employed) of Asian migrants. For the most part, career satisfaction measures comprise the pleasure an individual receive from certain discrete elements of their careers; career progress, pay and prospects of improvement over the span of an individual's career (Greenhaus, Parasuraman & Wormley, 1990; Judge, Cable, Boudreau & Bretz, 1995; Tharmaseelan, 2005). The present study will measure these aspects of career satisfaction.

Whilst the measurement of career satisfaction has received some focus in research, there is less research on the antecedents that might predict career satisfaction. Tharmaseelan's (2005) study is the only study that investigated the predictors of career satisfaction among Sri Lankan immigrants in New Zealand, as far as the present researcher is aware of. Part of Tharmaseelan's study also considered the antecedents and consequences of employment status (at the time of conducting the study) of Sri Lankan migrants in New Zealand. Employment status at the time of testing measured the degree of unemployment to over employment (unemployment, under-employed, fully employed, or over-employed), which is similar to the outcome variable proximity to full employment investigated in the present thesis. Tharmaseelan found a significant positive relationship between employment status at the time of testing and career satisfaction in New Zealand.

Though Tharmaseelan's study did not measure proximity to full employment as operationally defined in the present thesis using a Guttman scale, her study does provide direct support that unemployment and underemployment decreases career satisfaction of Sri Lankan immigrants in New Zealand.

Research such as Tharmaseelan's (2005) has only indirectly considered the predictive power of proximity to full employment on levels of career satisfaction of Asian migrants. One study that did look at the predictive power of proximity to full employment, as defined in the present thesis, on levels of occupational satisfaction of migrants in New Zealand was by Mace et al (2005). Mace et al. defined occupational satisfaction as satisfaction with job search process and outcome. Mace et al. found that proximity to full employment was significantly negatively related to occupational satisfaction. Specifically, Mace et al. found that those closest to full employment also had the lowest level of satisfaction, which was rationalised as being due to 'relative deprivation'. Highly qualified migrants have raised expectations of employment that might not be met even when full employment is achieved (Carr, 2004; Davies, 1969; Stouffer, Suchman, DeVinney, Star, & Williams, 1949). Since both occupational satisfaction and career satisfaction include both employed and unemployed migrants it can be conceptualised that Mace et al.'s findings are important as a basis for the present study's hypothesis.

However, relying on Mace et al.'s (2005) findings must be considered with caution. Mace et al.'s sample largely consisted of students (61%), so their experiences might be different to other migrants. Also, their measure of occupational satisfaction was based on a single item measure (Faces scale). Though the Faces scale has been found to be a good indicator of emotions cross culturally, (Brief & Roberson, 1989; Mace et al., 2005; Rousseau, 1978; Yang, 2002) it is only a single

item measure that might not capture the construct of satisfaction with job search process and outcome as defined in Mace et al. accurately. In contrast, Tharmaseelan (2005) utilized a multi-item measure of career satisfaction on a sample of Sri Lankan (Asian country) migrants that could be more reliable and relevant to the present study. Consequently, Tharmaseelan's 'Overall career satisfaction' measure of career satisfaction was adopted and modified to suit the context of the present thesis.

Both Tharmaseelan (2005) and Mace et al. (2005) provide indirect support that proximity to full employment (measured on a Guttman scale) predicts career satisfaction of migrants in New Zealand as hypothesised in the present thesis. It is evident that there is a scarcity of occupational research on the role of proximity to full employment on career satisfaction. Therefore, the present thesis wishes to add to the existing occupational research by testing the role of proximity to full employment on career satisfaction as shown by arrow 2 in Figure 1.

Another predictor of career satisfaction that has been suggested in research is psychological acculturation. There are only a few studies that have tested the relationship between psychological acculturation and satisfaction related to one's career, as depicted by arrow 3 in Figure 1. Nguyen, Huynh and Lonergan-Garwick (2007) explored the relationship between the two acculturation dimensions (i.e. country of origin acculturation and host country acculturation) and career satisfaction. The sample consisted of Asian/Pacific Islander migrant staff at four Californian universities in America. Nguyen et al. had originally predicted that the two acculturation dimensions (country of origin and host country acculturation dimensions) would moderate the relationship between mentoring and career satisfaction. But their hypothesis was not supported. Instead, a significant, direct and positive relationship between Asian/Pacific Islander migrants who preferred to

maintain their country of origin culture and career satisfaction was found. Nguyen et al.'s findings indicate a direct relationship between Asian migrants' psychological acculturation (specifically, host country acculturation) and career satisfaction as predicted by arrow 3 in Figure 1 of the present research.

Nevertheless, generalising findings from Nguyen et al.'s research directly to the New Zealand population is difficult; especially within the context of employment and migrant research where multiple differences exist from one setting to the next (such as differences in dominant host society cultures). Furthermore, all participants in Nguyen et al.'s study were University staff members in California, decreasing the generalizability of the findings to larger population of Asian and Pacific Islander migrants. On the other hand, Tharmaseelan (2005) applied the concept of psychological acculturation and tested its' relationship to career satisfaction in New Zealand. Findings included a significant positive relationship between host country acculturation dimension and career satisfaction, directly on a sample of Sri Lankan migrants in New Zealand. Hence, Tharmaseelan's findings provide further support to the relationship predicted by arrow 3 in Figure 1 between psychological acculturation and career satisfaction within New Zealand.

In terms of acculturation style, research suggests that maintaining country of origin culture as well as adapting to host country culture (integration acculturation style) is most preferred and marginalisation is the least preferred by migrants, especially from countries that are culturally different to the host country (Berry, 1999, 2005; Berry et al., 1989; 1997; Bhagat & London, 1999; Navas et al., 2005; Nesdale & Mak, 2000). However, the findings related to acculturation style are largely based in countries other than New Zealand and explored concepts such as sociocultural adaptation that are not directly relevant to the present study's

occupational setting in New Zealand. Thus, specific distinctions on which acculturation style (Figure 2) is related to closer proximity to full employment or higher career satisfaction will not be predicted in the present study. Rather, differences in proximity to full employment and career satisfaction scores are expected amongst the four acculturation styles of Asian migrants in New Zealand.

In summary, there is a lack of research on factors that have an impact on migrants' career satisfaction, particularly Asian migrants in New Zealand. Studying how acculturation and proximity to full employment are associated to Asian migrants' career satisfaction is important for successful migration of individuals from Asian countries to New Zealand. Thus, the present study will explore the contribution of psychological acculturation and proximity to full employment on career satisfaction in the special setting of Asian migration to New Zealand (see Figure 1).

#### *'Acculturation Fit'*

In recent years, acculturation theory has been challenged for not paying enough attention to social context and for focusing too much on migrant or minority adjustment and less on societal or dominant group acculturation (Bourhis et al., 1997; Lazarus, 1997; Rudmin, 1996; 2003). According to Berry et al.'s (1989) definition, acculturation is an interactive process where *two groups* are in continuous contact influencing cultural change in one or both groups. This dual, interactive nature of the acculturation process has not received much focus in research. Instead, most studies look at only the migrants' point of view (Altrocchi & Altrocchi, 1995; Schwartz & Montgomery, 2002; Thapa & Hauff, 2005). The present research wishes to test a model that incorporates this dual interactive nature of the acculturative process (i.e. 'fit') within the occupational context of finding full employment.

Given the shortfall of acculturation theories on this concept of 'fit' in the past, one can look for clues to the importance of the concept of 'fit' in conventional organisational psychology, which is not focused on culture per se, but on 'fit' between the worker and the job. There are vocational theories that incorporate the interactive nature of organizations and its employees (i.e. 'fit') other than theories of acculturation. One such well-known vocational theory is Holland's Person-Environment fit theory. The Person-Environment fit theory conceptualises that a match or fit between the person and the environment (i.e. the organizational setting) results in better outcomes such as job satisfaction, decreased turnover and increased productivity (Holland, 1985). In the present thesis's context of finding full employment, one can conceptualise (based on Person-Environment fit theory) that a 'fit' between migrant (the 'person' part of the Person-Environment fit theory) and employers (the 'environment' part of the Person-Environment fit theory) result in good outcomes such as finding full employment.

However, Arnold (1991) criticizes Holland's theory by highlighting that the Person-Environment fit theory might not be sufficiently focusing on the role of an individual's cultural values. Similar to Arnold and O'Reilly, Chatman and Caldwell (1991) emphasise that culture plays an essential component when determining the successful incorporation of a person within an organizational context. Researchers agree that a definition of culture can be conceptualised to consist of a set of basic values, assumptions, and behavioural manifestations of norms and expectations shared by members of a social unit (O'Reilly et al., 1991). The present thesis proposes that focusing on *both groups* who are experiencing the dual and interactive process of acculturation (cultural change process) could play a central role in filling the lack of research on the concept of culture within 'fit' theory. Focusing on both

groups is specifically important within the present occupational context of migrants' finding full employment. Having a 'fit' or match between the employer's acculturation preference and Asian migrant's acculturation preference is labelled as 'acculturation fit' in Figure 1.

### *Interactive Acculturation Model*

The concept of 'acculturation fit' in Figure 1 was adapted from Bourhis et al.'s (1997) Interactive Acculturation Model. The Interactive Acculturation Model is an expansion on Berry et al.'s (1989) theory of acculturation, which defines acculturation as a mutual cultural change process between host and migrant, yet primarily focused on the migrant change process. In Bourhis et al.'s model however, there are four not two (as Berry et al.'s theory) key components of the acculturation process.

The first component in Bourhis et al.'s (1997) model is style of acculturation. According to Bourhis et al., there are five styles of acculturation; including the four acculturation styles in Berry's model (Figure 2, assimilation, integration, separation and marginalisation acculturation styles) and the fifth style is the preference of an individualistic style. The individualistic style is categorised in a similar fashion to the marginalized acculturation style in Figure 2 (i.e. low on both country of origin and host country acculturation dimensions). However, the difference lies in the way oneself and others are identified in the individualistic style and in the marginalized acculturation style. Marginalized individuals identify themselves and others as part of a group (i.e. part of host majority and/or migrant group) even if it is at a low identification level (see Figure 2). Individualistic people identify others and themselves as individuals instead of affiliating themselves or others as a member of any particular group (i.e. part of host majority and/or migrant

group). Hence, the present thesis will incorporate the five styles including a measure of individualistic style when measuring ‘acculturation fit’.

The second component in Bourhis et al.’s (1997) Interactive Acculturation Model is the host society preferences of specific groups of migrants’ acculturation style. According to Bourhis et al. an integrative model of acculturation needs to incorporate *both groups* that are in continuous contact with each other rather than just the migrant’s preferred acculturation style. Accordingly, the present study will incorporate the New Zealand employer community’s preferences of migrant acculturation style (i.e. as host society preferences) as well as migrants’ preferences of acculturation style within the context of finding full employment.

The third component in Bourhis et al.’s (1997) Interactive Acculturation Model predicts that different degrees of match between host societies’ preferred acculturation style (second component) and immigrant acculturation style (first component) would result in various ‘relational outcomes’. The interaction between the first two components will be measured in the present thesis by the degree of ‘acculturation fit’, which is the match between the employment community and Asian migrant acculturation preferences. Bourhis et al. labels the degree of ‘acculturation fit’ as concordant when there is an exact match between preferences. If the degree of match between acculturation preferences of the two groups is very little or not at all, ‘acculturation fit’ is labelled as being discordant. A high degree of concordance is predicted to result in positive outcomes, high discordance with negative outcomes, and moderate degree of concordance is predicted to result in discrimination and some negative emotional well-being. The present research expects that a high degree of ‘acculturation fit’ will predict ‘proximity to full employment’ and career satisfaction (see Figure 1).

In addition to the three components, the Interactive Acculturation Model's fourth component suggests a theoretical link between host country policy at the macro level, and host society and immigrant group preferences towards acculturation style at the micro level (emphasising the interactive nature of the process of acculturation). To elaborate, host country policies could accentuate or attenuate the prior mentioned 'relational outcomes'. For instance, New Zealand encourages an integration acculturation style due to the multicultural emphasis in the immigration policies of the country; including providing funding and support to minority groups such as migrant communities' private activities (Bourhis et al., 1997; DOL, 2008). Therefore, according to Bourhis et al.'s theory, the positive 'relational outcomes' of a concordant 'acculturation fit' between host society and migrants would be weakened if the host country policy, at the macro level, does not fit with the host society and migrants' preferred acculturation style at the micro level.

Bourhis et al.'s (1997) model, especially the 'acculturation fit' concept has not received much focus in acculturation research (Rudmin, 2003). An exception that incorporated Bourhis et al.'s model was in Zagefka and Brown (2002) study. Zagefka and Brown compared acculturation style preferences of Germans and migrants to Germany. They found that a misfit (i.e. discordance) between the host and immigrant favoured styles led to the most negative outcomes of in-group bias, perceived discrimination and poor intergroup relations, supporting the negative 'relational outcomes' predicted in the Interactive Acculturation Model. Zagefka and Brown emphasised the importance of measuring subjective 'acculturation fit' of the two groups in contact for understanding the relationship with outcome variables than simply measuring acculturation style preferences of one group. In terms of the present research, Zagefka and Brown's study provide support for considering

‘acculturation fit’ as an important construct in understanding its role on the present thesis’ outcome variables of ‘proximity to full employment’ and career satisfaction, as illustrated in Figure 1.

According to similarity-attraction theory, individuals may be drawn to organizations that are perceived to have similar values, backgrounds, preferences and attitudes to their own and vice versa (Byrne, 1971; O’Reilley et al., 1991; Schneider, 1987). For example, employers might prefer migrants to adapt to host culture (i.e. assimilation acculturation style) or to identify themselves with both acculturation dimensions (i.e. integration acculturation style). Moreover, since New Zealand is primarily an individualistic country than collectivistic, New Zealand employers might prefer migrants who have individualistic values rather than collectivistic values that are held in most Asian countries (Ho et al., 2002). According to Zagefka and Brown’s (2002) findings of negative relational outcomes such as discrimination and the similarity-attraction theory’s explanation (Byrne, 1971; O’Reilley et al., 1991; Schneider, 1987), migrants who prefer only to maintain their country of origin culture (i.e. separation acculturation style) would be less preferred and discriminated by employers due to discordant ‘acculturation fit’. As a consequence to the discrimination by employers, the present research predicts that lack of ‘acculturation fit’ between Asian migrant and employer community acculturation preferences would directly lead to less unemployment and underemployment. Hence, a direct positive relationship is predicted between ‘acculturation fit’ and proximity to full employment as shown by arrow 4 in Figure 1.

Mace et al.’s (2005) is the only New Zealand study that explored the role of ‘acculturation fit’ on proximity to full employment. Mace et al.’s ‘acculturation fit’ measure was based on Bourhis et al.’s (1997) model, similar to the present study.

Mace et al. initially attempted to use the 'Acculturation Index' data from both their migrant and recruitment agent participants to obtain a correlation of 'acculturation fit'. However, due to issues of sample size and skewed distribution of data from the recruitment agent sample, Mace et al. could not obtain a correlation of 'acculturation fit' from the 'Acculturation Index'. Consequently, they obtained a correlation coefficient of 'acculturation fit' for each migrant participant by requesting both their migrant and recruitment agent participants to rank order their acculturation style preferences. The present research will utilize a similar rank order measure of acculturation style preferences in addition to the 'Acculturation' measure data to obtain a coefficient of 'acculturation fit'.

Mace et al. (2005) could not find a significant relationship between migrant's 'acculturation fit' and proximity to full employment. Only having recruitment agents as employer participants could explain the non-significant results between 'acculturation fit' and proximity to full employment. A further limitation was that individualistic style was not measured. In order to avoid such sampling and measurement inadequacies, the present research will include a measure of individualistic style, plus both recruitment agents and human resource personnel as representatives of the range of employers in New Zealand.

Limitations notwithstanding, Mace et al. (2005) did find a mismatch (i.e. discordance) between perceptions of acculturation preferences of their migrant sample and recruitment agent sample, similar to Zagefka and Brown (2002). Specifically, Mace et al.'s recruitment agent sample thought that the New Zealand employer community preferred migrants to adapt an integrative acculturation style. The migrant sample however, viewed the employment community in New Zealand preferred migrants to be more assimilatory rather than the integrative style that the

recruitment agent sample perceived. The present research aims to explore whether Mace et al.'s non-significant results hold in a sample of Asian migrants to New Zealand or whether 'acculturation fit' does play a critical role in the process of Asian migrants' finding full employment (Bourhis et al., 1997; O'Reilly et al, 1991; Schneider, 1987).

Negative affect or emotional well being is predicted as part of the negative relational outcomes due to low (discordant) 'acculturation fit' in the Interactive Acculturation Model. According to O'Reilly et al. (1991), failure to match organizational culture with the person could result in dissatisfaction with one's job. According to Lofquist and Dawis (1969) a good fit (i.e. concordance) and suitability between the individual and their environment (i.e. in the present research this would be employer's preferences) and vice versa, will result in employment related satisfaction. Based on Bourhis et al.'s (1997) negative relational outcomes due to discordant 'acculturation fit' and explanations by some researchers' such as O'Reilley et al. and Lofquist and Dawis, the present study postulates that a good 'acculturation fit' (i.e. concordance) between Asian migrant and employer community acculturation preferences would be positively and directly associated with career satisfaction as illustrated by arrow 5 in Figure 1.

#### *Partial Mediation*

The importance of 'acculturation fit' might not be solely in direct relationship to career satisfaction. 'Acculturation fit' could also be important in its relationship with other variables, such as proximity to full employment as argued in the present thesis, that in turn are related to migrants' career satisfaction. For instance a good fit (i.e. concordant) between acculturation style preferences of employers and migrants would lead directly to migrants' being more satisfied with their career.

Nonetheless, one can conceptualise that a good fit could also lead to increased satisfaction through gaining proximity to full employment, as better ‘acculturation fit’ is more likely to lead to finding full employment. Therefore, the relationship between ‘acculturation fit’ and career satisfaction is hypothesised to be partially mediated by ‘proximity to full employment’ as shown in Figure 1.

Similar to the partially mediating role of proximity to full employment on the relationship between ‘acculturation fit’ and career satisfaction; the relationship between psychological acculturation and career satisfaction (as depicted by arrow 3 in Figure 1) is expected to be partially mediated by proximity to full employment. For instance, research have found that individuals who prefer to adapt to host country culture (assimilated acculturation style) would be more likely to find proximity to full employment (Mace et al., 2005; Tharmaseelan, 2005). Whilst assimilated individuals (i.e. high on host country acculturation dimension) are more satisfied with their career due to sharing similar cultural values and beliefs of host culture, one can conceptualise that these individuals could also be more satisfied indirectly since they are more likely to find proximity to full employment. Hence, the present research predicts that proximity to full employment will partially mediate the relationship between psychological acculturation and career satisfaction as depicted in Figure 1.

In summary, the present research will explore the bidimensional model of acculturation by utilizing Berry et al.’s (1989) acculturation model as a basis. It will also extend on Berry’s model by incorporating the concept of ‘acculturation fit’ utilizing the Interactive Acculturation Model as a basis. The Interactive Acculturation Model proposes that the result of the interaction between host and migrant acculturation preferences, in other words the mutual change process of

acculturation, is vital for understanding the ‘relational outcomes’ of the acculturative process (Bourhis et al., 1997). However, there is only a sparse amount of literature studying this phenomenon, especially within an organizational setting. The present research seeks to fill this gap in research by testing the link between ‘acculturation fit’ and ‘proximity to full employment’ as depicted by arrow 4, and ‘acculturation fit’ and career satisfaction as shown by arrow 5 in Figure 1. In addition to the hypotheses depicted by arrows 4 and 5, the present research conceptualises that proximity to full employment is a main variable that is related to satisfaction levels of migrants; and both psychological acculturation and ‘acculturation fit’ are hypothesised to be related to career satisfaction through ‘proximity to full employment’ as illustrated in Figure 1.

### *‘Other’ Variables*

The main focus of the present research is to explore the role of psychological acculturation and ‘acculturation fit’ on proximity to full employment and career satisfaction. However, research supports that certain other variables such as age, duration in host country, highest educational qualification, and certain job search behaviours predict full employment and satisfaction (Aycan & Berry, 1996; Tharmaseelan, 2005).

In the New Zealand context, lower qualified Asian migrants might find full employment than individuals who are highly qualified, because higher qualifications from Asian countries may not be as readily recognised as those of migrants from European countries for instance (Ho et al., 2002). Duration in New Zealand on the other hand could be a significant predictor of proximity to full employment. For example, Tharmaseelan (2005) found that length of time in New Zealand significantly predicted employment status at the time of testing (the degree of

unemployment to full employment), which is similar to the concept of proximity to full employment in the present thesis. Also, on a logical basis one could conceptualise that the longer migrants look for employment and have not been successful in finding full employment, then their satisfaction with their career would decrease. Hence, it will be interesting to check whether the predictors of the hypothesised model in Figure 1 still hold once possible influences of highest qualifications and duration in New Zealand on the mediator variable (proximity to full employment) and dependent variable (career satisfaction) are accounted for.

There is some debate in research as to whether the number of job search behaviours or the type of job search behaviours utilised are predictive of employment outcome. Mau and Kopischke (2001) found that there is a significant association between the number of job search methods utilized and the number of job interviews achieved. Their findings were extended to 'proximity to full employment' in Mace et al.'s (2005) study that utilized a job search index to obtain scores indicative of the number of job search behaviours used rather than the type of job search behaviours utilized. Mace et al. found job search behaviours significantly positively predicted 'proximity to full employment'. In contrast, Niklas and Dormann (2005) recommend using different job search questionnaire items as they tap into different aspects of job search behaviour. Tharmaseelan (2005) found that only the information seeking component out of the six components obtained from her job search behaviour measure significantly predicted full employment. This is indicative that certain job search behaviours predict employment outcome more so than others. Hence, the present study will utilize a measure that looks at various behaviours of job search similar to Tharmaseelan.

### *Hypotheses*

Based on the above discussion of research and theories of acculturation and ‘acculturation fit’, the following hypotheses are proposed in the present research:

**Hypothesis 1:** Proximity to full employment is predicted to partially mediate the relationship between acculturation dimensions (country of origin acculturation and New Zealand acculturation) and career satisfaction in New Zealand.

**Hypothesis 2:** Proximity to full employment will partially mediate the relationship between ‘acculturation fit’ and career satisfaction in New Zealand.

**Hypothesis 3:** There will be significant differences in mean career satisfaction scores between the four acculturation styles.

**Hypothesis 4:** Finally, significant differences between mean proximity to full employment scores amongst the four acculturation styles are predicted.

## CHAPTER 2 METHOD

### Participants

Based on the Interactive Acculturation Model's emphasis on collecting data from the two groups that are involved in the acculturation process, the present research collected data from both groups that are involved in the acculturation process within the context of migrants' finding full employment. The first group was a group of migrants to New Zealand from the Asian continent and the other group was obtained from the employer community (recruitment agents and human resource personnel) in New Zealand. Participants from both groups in the present thesis came from Auckland, Wellington and Palmerston North. The concentration of recruited participants from the two major cities in New Zealand reflects the report by Statistics New Zealand (2007c) based on the 2006 Census data that Asian migrants are largely distributed in Auckland and Wellington regions.

#### *Asian Migrants*

A total of 337 Asian migrant questionnaires were sent with 307 via post and 30 by email. The researcher received 156 responses, from which three were removed due to missing data. The response rate (with the three missing data questionnaires removed) was 43.3% for the postal version of the questionnaire, and 66.7% for the email version with an overall response rate of 45.4%. A total of 54.4% of the participants had an IELTS score between 6.0 and 6.5, which is a good indication of the sample's proficiency to comprehend the questionnaire.

The Asian migrant sample consisted of 45.1% females and 54.9% males, with a mean age of 39.73 years, a minimum age of 20 and a maximum of 65 years

(S.D. = 10.254). More than half of the migrant participants were Sri Lankan ( $n = 58$ ) or Indian ( $n = 35$ ). Participants also included migrants from China ( $n = 27$ ), Philippines ( $n = 11$ ), Malaysia ( $n = 7$ ), Thailand ( $n = 4$ ), Bangladesh ( $n = 3$ ), Japan ( $n = 2$ ), whilst one migrant each originally came from Indonesia, Nepal, Singapore, South Korea, Taiwan, Thailand, and Pakistan. Half of the migrant sample has migrated under the 'skilled' category with 59.5% having postgraduate diploma/certificate or a higher educational qualification. The mean duration in New Zealand was six years, six months and seven weeks (S.D. = 4.70). From Table 1 in Appendix C, 11.8% ( $n = 18$ , S.D. = .323) of the Asian migrants were currently unemployed, and 88.2% ( $n = 135$ ) were employed at the time of filling the questionnaire. Out of the 135 employed participants, 62.7% were in a full-time permanent contract. The mean duration of unemployment before getting the first job in New Zealand was 1 year and 7 months (SD = 3.466). Thus, the migrant sample had a large proportion of highly skilled migrants from various countries in Asia with a range of unemployed to employed, enabling testing of the predictors that contribute to employment criterion of the skilled Asian migrant population in New Zealand.

### *Employers*

A total of 58 employer questionnaires (Appendix E) were distributed out of which 50 were sent by post and 8 were sent by email to recruitment agents and human resource personnel. Out of the 58 sent out, 31 received responses of which 30 were fully completed questionnaires. The response rate (with the one missing data questionnaires removed) was 50% for the postal version of the questionnaire, and 62.5% for the email version. Hence, the resulting overall response rate was 51.7%.

The employer sample (human resource personnel or recruitment agents) consisted of 17 males and 13 females with 13 out of 30 identifying themselves as

migrants. The employer participants had a mean of 12 years and five months ( $SD = 10.3$ ) experience 'of working as a human resource or recruitment agent' with a minimum of one year to a maximum of 40 years, and 87.1% of employers had experience in recruiting migrants ( $SD = .31$ ). Employer participants recruited individuals for a range of occupational sectors including social science, management, science, law and accountancy, with the largest percentage of 29% being for the science sector. Overall, sample characteristics indicate that the employer sample had a variety of experience in recruiting employees.

## Measures

### *Asian Migrant Questionnaire*

The measures mentioned in the following and analysed in Chapter 3 of the present thesis are part of a larger migrant questionnaire, which has a postal and an electronic version (Appendix A and B respectively). Since the present researcher experienced lack of access to standardized psychometric tests for measuring constructs such as acculturation, the measures in the questionnaire were adapted from measures developed by Mace (2004) and Tharmaseelan (2005). Mace and Tharmaseelan's measures were modified to adapt to the target population of skilled Asian migrants in the present thesis.

### *Employer Questionnaire*

The questionnaire, a postal and an electronic version, given to the employer group utilised a subset of the measures contained in the questionnaire distributed to migrants. The specific measures contained in the questionnaire for employers (as well as in the migrant questionnaire) consisted of an 'Acculturation' measure, a

‘Rank Order Acculturation Style’ measure and demographic questions mentioned below (Appendix E).

Both questionnaires (i.e. migrant and employer) were pilot tested, as described in the procedure section of this chapter, and adjusted prior to distribution of the final version (see Appendix A and E).

### *‘Acculturation’*

The ‘Acculturation’ measure used in both the Asian migrant (Part III of the questionnaire in Appendix A) and employer questionnaires (Appendix E) of the present thesis was a modification of Mace’s (2004) ‘Acculturation Index’. Mace adapted her measure in turn from Ward and Rana-Deuba (1999). Both questionnaires (migrant and employer) also adapted all nine items from Tharmaseelan’s (2005) ‘Acculturation Strategies’ measure. Mace reported a Cronbach’s Alpha of .87 and Tharmaseelan reported a Cronbach’s Alpha of .7 for two subscales (acculturation with ‘country of origin’ and acculturation with ‘host country’) in their studies. Thus, both the ‘Acculturation Index’ and ‘Acculturation Strategies’ measures appeared to be internally reliable.

Although the studies in Mace (2004) and Tharmaseelan (2005) were conducted in New Zealand like the present research, there are differences in the respective samples. Mace’s sample contained migrants from countries all around the world whilst Tharmaseelan had only Sri Lankan migrants in her sample. Since the participants in the current thesis (as described above) were from a range of countries in Asia, Mace’s and Tharmaseelan’s measures were modified to suit the present cultural context and background. The unclear and possibly confusing nature of the ‘proportional continuum scale’ (participants were asked to indicate the proportion of usage of a particular item) in Tharmaseelan’s study, and the nature of each item (i.e.

using single words instead of sentences) in the 'Acculturation Index' measure were considered potentially problematic since participants might not understand what each item is asking. Hence, modifications of both measures were conducted upon pilot testing to produce the 'Acculturation' measure of the present research.

Specifically, the scale was changed from asking for migrant's attitude to asking for frequency of experiences/behaviour relating to each item. Participants rated the frequency of their experiences/behaviours on a 5-point scale, ranging from 1 indicating 'Never' and 5 indicating 'Always'. All nine items from Tharmaseelan's (2005) 'Acculturation Strategies' measure were adopted in the present measure. Items such as religion, beliefs, employment activity and values were conceptually derived from Mace's (2004) 'Acculturation Index' and modified to create the 30 item measure of the present 'Acculturation' measure. The two subscales of 'Country of Origin' and 'Kiwi' culture in the present research's 'Acculturation' measure were also a modification of Mace's 'Acculturation Index' and Tharmaseelan's 'Acculturation Strategies' measures.

#### *Guttman scale*

Mace (2004) developed an internally reliable Guttman scale to assess proximity to full employment of migrants to New Zealand (Coefficient of Reproducibility was .93). Hence, the present thesis adopted Mace's 'Guttman scale' measure (Part II of questionnaire in Appendix A) for the Asian migrant questionnaire. In the 'Guttman scale' measure of the present thesis, participants were asked to indicate 'which stages they have accomplished/gone through when looking for a job(s)'. The items used in Mace's, and in the present study's migrant questionnaire, were:

- Item 1 - 'Searched for jobs relevant to my qualifications'
- Item 2 - 'Applied for jobs matching my qualifications'
- Item 3 - 'Received a letter back from a company acknowledging receiving my Curriculum Vitae'
- Item 4 - 'Received a rejection letter back from the company'
- Item 5 - 'Went to an interview'
- Item 6 - 'Had my references (i.e. from previous employers) checked'
- Item 7 - 'Received a rejection letter after interview'
- Item 8 - 'Was placed on a short list for the position'
- Item 9 - 'Went to a second interview'
- Item 10 - 'Received a rejection letter after second interview'
- Item 11 - 'Currently working/worked in a job that is either at a lower or higher level to my qualifications'
- Item 12 - 'Currently working/worked in a job that matches my qualifications'
- Item 13 - 'Other (please specify)'

### *Overall Career Satisfaction*

The construct of career satisfaction was measured with the 'Overall Career Satisfaction' measure (Part V, question 'u' of the questionnaire in Appendix A). The 'Overall Career Satisfaction' measure was developed by Tharmaseelan (2005). Tharmaseelan's measure had an internal reliability Cronbach's Alpha of .94. Tharmaseelan's sample was Sri Lankan migrants, which is not exactly the same as the sample of migrants in the present study. Hence, the 'Overall Career Satisfaction' measure in the present thesis was modified after piloting, it consisted of the following five items on a Likert scale ranging from a minimum of one indicating

‘Never’ satisfied and five indicating ‘Always’ (Part V, question ‘u’ of the questionnaire in Appendix A).

Item 1 – ‘I am satisfied with the success I have achieved in my career in New Zealand’

Item 2 – ‘I am satisfied with the progress I have made towards meeting my overall career goals in New Zealand’

Item 3 – ‘I am satisfied with the progress I have made towards meeting my goals for income in New Zealand’

Item 4 – ‘I am satisfied with the progress I have made for career advancement in New Zealand’

Item 5 – ‘I am satisfied with the progress I have made towards meeting my goals for the development of new skills in New Zealand’

#### *‘Rank Order Acculturation Style’*

Two measures of ‘acculturation fit’ were utilized in the present research. Both the Asian migrant and employer questionnaires contained the ‘Acculturation Style Rank Order’ measure and the ‘Acculturation’ measure. One was the ‘Acculturation’ measure (described earlier), which would be used to produce a correlation of ‘acculturation fit’ between the acculturation style preferences of Asian migrant group and employer group. The second was the ‘Rank Order Acculturation Style’ measure (Part III, question ‘p’ of the questionnaire in Appendix A), which would be utilised to obtain a correlation of ‘acculturation fit’ between the Asian migrant group and employer group.

The 'Rank Order Acculturation Style' measure had five items. The five items asked which particular acculturation style (i.e. integration, assimilation, separation, marginalisation acculturation style, or the individualistic style) would be most preferred by a typical employer in New Zealand, indicated by a rank. Responses for each of the five items were given a rank ranging from 1 indicating agree with the least (i.e. prefer the least) to 5 indicating agree with the most (i.e. prefer the most), with the possibility of tied rankings.

The question description was 'which of the following statements (each item) would you think a typical New Zealand employer agree with the most and the least?'

'If an Asian migrant comes to New Zealand, they need to:'

Item 1 - 'Adopt the Kiwi culture and keep their country of origin culture as well'

Item 2 - 'Adopt the Kiwi culture and put their country of origin culture in the background'

Item 3 - 'Keep their country of origin culture and put the Kiwi culture in the background'

Item 4 - 'Put both their country of origin culture and the Kiwi culture in the background'

Item 5 - 'Identify themselves as an individual rather than member of any particular cultural group (e.g. country of origin or New Zealand)'

Items 1 – 4 above were directly adopted from the rank order measure Mace (2004) developed in her study (based on Berry et al.'s four acculturation styles, 1989). The fifth item 'Identify themselves as an individual rather than a member of any particular cultural group' was included in the present rank order measure

(Appendix A) to incorporate the individualistic aspect discussed in Bourhis et al.'s (1997) research.

### *Demographic variables*

Demographic variables such as age, gender and educational level were collected for the Asian migrant questionnaire (Part VI of the questionnaire in Appendix A). Duration in New Zealand, subject of educational qualification, present job, highest English language qualification or IELTS score, the length of the unemployed period before getting the first job in New Zealand, employment contract type, and perception of current or previous employment matching qualifications were also assessed to gain an understanding of each participant's labour market experiences (Part I of the questionnaire in Appendix A). For the employer questionnaire, demographic questions such as age and length of experience working as an employer were collected (see Appendix E).

### **Procedure**

Upon ethical approval from the Massey University Human Ethics Committee, a pilot study of the Asian migrant and Employer questionnaires, including information sheets (Appendix A and E) was conducted. The pilot study consisted of one employer and six Asian migrants with a range from low to high level of English proficiency. The six Asian migrants were randomly assigned to two groups. One group received the postal version of the questionnaire (Appendix A) and the other half the email version (Appendix B). The employer pilot participant was given the postal version of the questionnaire (Appendix E).

All pilot study participants were instructed to first read the information sheet carefully and then complete the questionnaire. They were asked to record how

long it takes to read the information sheet and complete the questionnaire. They were asked whether there was anything that would not be understood by someone with a moderate to low proficiency level in English and whether there were any items in the questionnaire that were confusing. Pilot study participants were asked whether the scales (e.g. Likert scales ranging from 1 to 5) made sense and if not what was confusing or problematic with them, and whether there were any questions that people might not want to answer or have issues answering in the questionnaire.

The pilot study participants did not find any problems understanding the information sheet. However, they found that the migrant questionnaire took 40 minutes on average to complete and certain measures and items in the questionnaire were difficult to comprehend, which resulted in the following changes to certain measures of both employer and Asian migrant questionnaires. Pilot study resulted in changing 'New Zealand' culture subscale to 'Kiwi' culture subscale of the 'Acculturation' measure and rewording of few items that were too confusing or ambiguous. For example, 'wearing traditional dress from' was changed to 'wearing clothes or traditional dress from' since Kiwi culture does not have a formal traditional dress. Items 10 and 11 of the 'Proximity to Full Employment: Guttman scale' measure were added to Mace's (2004) original measure (see Appendix A).

Selection criteria for Asian migrants included individuals who are either looking for employment, have previously been employed (but not necessarily looking for employment at present) and currently employed. They also required to have resided in New Zealand 15 years or less, to be between the ages of 20 and 65 years, be seeking permanent residency or have permanent residency in New Zealand, and be proficient in English (Appendix A). The only criteria for recruiting employer participants (recruitment agents and/ or human resource personnel) was the

necessity to have at least one month of experience of hiring individuals – Asian migrants or otherwise (Appendix E).

Previous studies encountered considerable problems acquiring an adequate sample size from Asian migrant communities in New Zealand, even by using a convenience sampling method as opposed to a randomised technique (Mace et al., 2005; Tharmaseelan, 2005). Consequently, the present researcher decided to use her personal contacts within the Asian community in New Zealand as part of snowballing and convenience sampling techniques in order to ensure adequate numbers of participants. The researcher believed that including employers such as human resource personnel as well as recruitment agents - contrary to only having recruitment agent participants as Mace et al. (2005) did - was an important aspect for the purpose of measuring acculturation attitudes of a broader representative range of employers in this research.

Recruitment of participants was conducted via snowballing and networking sampling techniques of personally contacting organizations that employ migrants, contacting acquaintances of the researcher in New Zealand and posting a notice at the ethnic centre in Palmerston North. The three techniques used when recruiting participants from both groups were (a) requesting interested individuals to contact the investigator using the email address provided in the information sheet (Appendix A), (b) obtaining interested individuals' preferred contact details, (c) giving interested individuals a package with the information sheet and questionnaire personally.

Additionally, the researcher enquired from the employer participants whether they were willing to provide consent to passing on questionnaires to fellow employers and/or any Asian migrants they might be acquainted with - a similar

technique was utilized for the Asian migrant participants (see Appendix A). Postal and email versions of the forms and questionnaire were created in order to increase chances of recruiting a larger sample of participants by providing individuals with more options for responding.

Recruitment of employer participants was conducted using similar networking techniques to that utilized for recruiting Asian migrant participants. Human resource personnel and/or recruitment agents working for large organizations based in Palmerston North were contacted (either by phone, email or in person) to enquire interest in participation. Yellow Pages of the Telecom telephone directory were utilized to find contact details of recruitment agencies based in Palmerston North.

The contact details obtained as described above were used to get in touch with Asian migrant participants and participants from the employer community in order to send out packages by post or as email attachments. The package or email attachment contained a detailed description of the research in the form of an information sheet (Appendix A and E), either a postal (see Appendix A) or electronic version of the questionnaire (see Appendix B), and a freepost envelope for returning responses for postal replies. The electronic version of the questionnaire was identical to the postal version except that the participants answered the questions in the electronic version by either typing on the spaces provided or by highlighting the answer in bold. The next posting or email attachment was sent out to participants who volunteered to pass on an identical package to other Asian migrants and/or employer acquaintances. Simultaneously, the contact details of organizations, which migrant and employer participants provided were also used to obtain permission to recruit other Asian migrants and/or employer participants.

The collected questionnaires were then numbered for convenience of data entry. A total of 307 Asian migrant questionnaires were distributed via post and 30 by email. Also, 50 employer questionnaires by post and 8 electronic attachments were sent. After collecting the responses for the two groups, statistical analysis using the SPSS 14.0 software was conducted.

Data reduction techniques were utilized to decrease the data from measures to a manageable and reliable number of variables for use in subsequent hypotheses testing. Univariate analyses of variance and multiple regression analyses were then conducted to check whether the hypotheses in the present research were supported. Upon conclusion of the thesis, a summary of the research results was sent by post or email to participants who requested it.

## CHAPTER 3 RESULTS

### Data Screening

Prior to the commencement of data analysis, the raw data were screened for data entry errors. Frequency distributions, case summaries, outlier checks, measures of central tendency, normality, and variability were utilized to screen the raw data thoroughly (Coakes & Steed, 2007). Missing values were deleted pairwise rather than listwise. Pairwise deletion can lead to potential inconsistency of the correlation matrix in multivariate analyses (Cool, 2000; de Vaus, 2002). Nevertheless, it is the recommended technique for analyses using small sample sizes as it retains the most number of participants by excluding only specific items that a participant has not answered (Cool, 2000; de Vaus, 2002; Pallant, 2007). As a precaution against fluctuations in sample size between analyses, the sample size ( $N$ ) was reported for each analysis.

Before testing the model presented in Figure 1, data reduction was undertaken to derive internally reliable measures of the constructs in the model.

### Data Reduction

The main method for reducing data in the present study was factor analysis. Factor analysis takes two major forms, Exploratory and Confirmatory. Confirmatory factor analysis is utilised when measures have been carefully developed and endured prior to exploratory analyses (Brannick, 2008; Fabrigar, Wegener, MacCallum, & Strahan, 1999; Meyers, Gamst, & Guarino, 2005; Stewart, 2001; Wuensch, 2006). In Confirmatory analyses, the underlying theoretical structure of a measure is reasonably well articulated *prior* to examining the data (Tabachnick & Fidell, 2007;

Wuensch, 2006). Exploratory factor analysis is utilized when the underlying structure is *not* necessarily apparent or certain prior to testing the data (Meyers et al., 2005; Stewart, 2001). Exploratory factor analysis is used for scale development, or for testing an existing, tentative measure in novel contexts or with new groups such as culturally distinctive migrant groups (Meyers et al., 2005; Tabachnick & Fidell, 2007). The current thesis is inherently exploratory in nature, as there are cultural differences in the country of origin in the present study (novel research sample), compared to the samples on which the measures were first developed and tentatively tested (Mace, 2004; Tharmaseelan, 2005). As such, the underlying structure of measures in the present study is far from clear. Because of the lack of clarity of the structure of measures, the present thesis used Exploratory rather than Confirmatory factor analysis.

Exploratory factor analysis based on Principle Components was utilized in the present research (Giles, 2002). Principal Components were utilized because it was the dominant technique in previous, comparable research from which the measures were first developed (Mace et al., 2005; Tharmaseelan, 2005). Factorability was measured using the Kaiser-Meyer-Olkin statistic with a threshold of .8, and Bartlett's test of sphericity that indicated whether the data were from a population in which all correlation coefficients were zero at the  $p < .05$  significance level (Hair, Anderson, Tatham, & Black, 1998; Hutcheson & Sofroniou, 1999; Norusis, 2005; Tabachnick & Fidell, 2007). For Exploratory factor analysis to be viable, it is recommended that there are at least five cases per item (Tabachnick & Fidell, 2007). The longest measure used in the present research had 30 items and  $N = 150$ . Accordingly, the sample size in the current study was adequate for Exploratory factor analysis based on Principal Components to be conducted. In line with previous

research (Mace, 2004), and for the purpose of comparison, factor rotation was conducted with Varimax rotation.

The protocol when conducting Exploratory factor analysis was as follows. First, an initial run was made to assess overall consistency with the dimensions proposed in earlier research (Mace, 2004; Ward & Rana-Deuba, 1999). Items with factor loadings larger than .3 were retained. Items with Communalities smaller than .3, indicating lack of a linear relationship to the other items were removed (Tabachnick & Fidell, 2007). Items had to have item-corrected total score correlations that were statistically significant in order to be retained. If deletion of a certain item increased Coefficient Alpha, the item was deleted. Runs were iterated until a satisfactory solution (loadings all significant and higher on the appropriate factor, plus a reasonable proportion of variance explained) was obtained.

One exception to using Exploratory factor analysis was made for the 'proximity to full employment' variable (Figure 1). Following Mace (2004), proximity to full employment was measured by reducing a set of items (in the 'Proximity to Full Employment: Guttman Scale' measure) to a Guttman Scalogram. A Guttman scale is formed when its Coefficient of Reproducibility reaches .9 and its Coefficient of Scalability is .6 or above (Guest, 2000; Menzel, 1953).

A second exception to factor analyses concerns the variable 'acculturation fit' (Figure 1, Chapter 1). Rank ordered data were reduced to correlation coefficients to derive 'acculturation fit' scores (after Mace, 2004). Specifically, employers were asked to indicate, using ranks, which acculturation styles they thought most New Zealand employers would prefer to be displayed by potential Asian migrant employees. The mean rank order was calculated on these employers' ranks. The employers' mean rank order was then correlated with each individual Asian migrant

participant's rank ordering of the same styles of acculturation (in the current study, five styles were measured as opposed to Mace's four styles). Accordingly, adapting from Mace, the correlation coefficient between (a) each individual migrant's rankings of the five acculturation styles, and (b) the mean rankings given by the employers, provided an operational definition of 'acculturation fit' (in Figure 1).

### **Evaluation of Measures**

Two measures in the present thesis were subjected to factor analyses, namely the 'Acculturation' and 'Career Satisfaction' measures.

#### *'Acculturation' Measure*

The Kaiser-Meyer-Olkin test statistic was .760 and Bartlett's test statistic of sphericity was 1641.694 ( $p < .05$ ), indicating the factorability of the 'acculturation' measure in the present research (i.e., for the Asian migrant sample). Based on Berry et al.'s (1989) theoretical structure for the tentative measure, two dimensions (country of origin acculturation and host country acculturation) were specified. The items 'using Kiwi language for communication outside of home' and 'wearing clothes from Kiwi culture' did not load on either of the two pre-specified components. The item 'wearing clothes from country of origin' had an item corrected total score correlation that was below .3<sup>1</sup>. These three items were subsequently deleted, and the analysis was rerun. The resulting factor solution was clear and interpretable, with a minimum of factor overlap. The solution is depicted in Table 2.

---

<sup>1</sup> Loadings below .3 have been suppressed in the factor analysis.

Table 2.

Principle Component Factor Solution for the ‘Acculturation’ measure for the Asian Migrants (*N* = 146)

	Component	
	Country of Origin Acculturation	Kiwi Acculturation
Practicing country of origin social customs	.746	
Celebrating country of origin cultural events	.739	
Friendships with individuals from country of origin	.715	
Eating country of origin food at home	.710	
Attending country of origin cultural programs	.616	
Eating country of origin food at work	.604	
Using skills and knowledge developed in country of origin	.566	
Using country of origin language for communication at home	.551	
Having values similar to those from country of origin	.539	
Conducting country of origin employment activities	.512	
Membership country of origin associations/clubs/organizations	.505	
Using country of origin language for communication outside of home	.451	
Feeling comfortable working with people from country of origin	.433	
Holding religious beliefs held in country of origin	.378	
Having values similar to those from kiwi		.721
Practicing kiwi social customs		.712
Friendships with individuals from kiwi		.669
Attending kiwi cultural programs		.648
Celebrating kiwi cultural events		.624
Holding kiwi religious beliefs		.551
Membership in kiwi associations/clubs/organizations		.550
Using kiwi language for communication at home		.541
Eating kiwi food at home		.525
Using skills and knowledge developed in kiwi		.521
Feeling comfortable working with people from kiwi		.466
Conducting kiwi employment activities		.441
Eating kiwi food at work		.429
Eigenvalues	5.108	4.511
Percentage of variance (%)	18.920	16.709
Cronbach’s Alpha	.845	.830

The solution in Table 2 contains two meaningful and high loading (.429 and above) components. There are no cross-loadings. A total of 36% in variance is explained by the two components. All items load consistently on the appropriate component, with a minimum of item deletion from the original measure (Appendix A). Hence, the solution was retained and item scores for each component were added together to create a single 'country of origin acculturation' score and a single 'Kiwi acculturation' score. These composite scores were then used in the main analysis, testing the model in Figure 7 (see below).

From Chapter 1, acculturation has been measured in a second way in the acculturation literature (Berry et al., 1989; Ward & Kennedy, 1994). In addition to the two components in Table 2 ('country of origin acculturation' and 'Kiwi acculturation'), the scores on these two components (composite measures) can be further reduced to acculturation styles.

### *Acculturation Styles*

After Berry et al. (1989), the four acculturation styles were computed by further reducing the two component scores (Table 2) using a median split. In the present study, as in previous research, the split was based on a scatter plot of the composite scores derived from Table 2. Each axis of the scatter plot (country of origin acculturation and Kiwi acculturation dimensions) was split along the median for that axis into high and low scores, as shown in Figure 4. Median splits are meaningful in the present research, since in Figure 4 there is an even distribution of composite scores across the four corners of the scatter plot. In Figure 4, the square marked 'b' was coded as integration (high scores on both components), 'a' as separation (high scores on country of origin acculturation component and low scores on Kiwi acculturation component), 'c' as marginalisation (low scores on both

components) and ‘d’ as assimilation (high scores on Kiwi acculturation component and low scores on country of origin acculturation component) acculturation style.

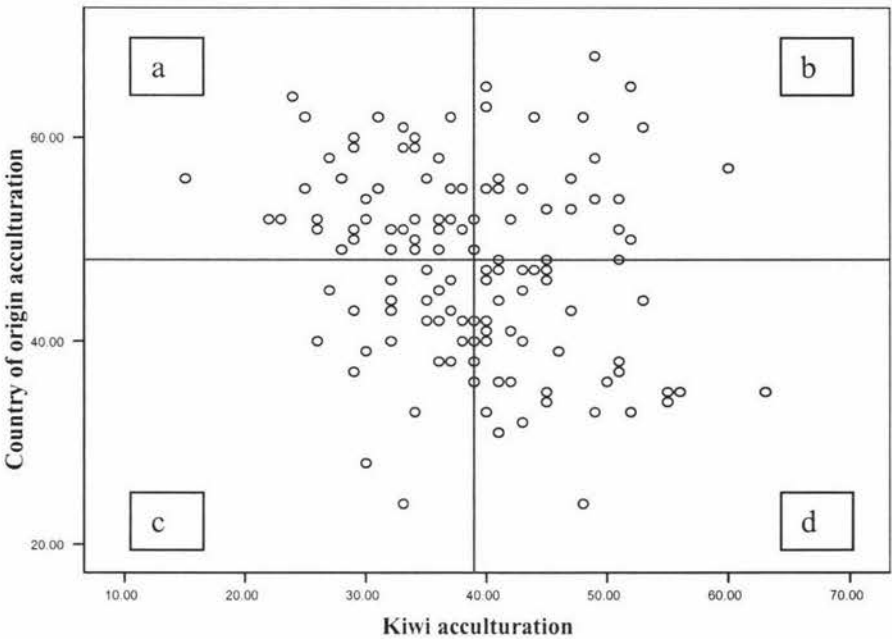


Figure 3. Scatter plot of total country of origin acculturation and total Kiwi acculturation scores with median splits, for the Asian migrant participants.

*Guttman Measure*

*Proximity to full employment*

Two key methods for developing a Guttman scale were used: The Guttman method (as in Mace, 2004) and the Goodenough-Edwards method for calculating error (recommended as an alternative in McIver & Carmines, 1981). Both methods revealed that items 6, 9, 10, 11 and 12 had high error scores. The most problematic of these items were item 11 (‘Currently working/worked in a job that is either at a lower or higher level to my qualifications’) and item 12 (‘Currently

working/worked in a job that matches my qualifications'). In retrospect, both items 11 and 12 (which were modified from Mace, 2004) are inherently ambiguous. To rectify the ambiguity of items 11 and 12, but to also retain these concepts (whether a migrant is fully employed or not); items from other parts of the questionnaire were used as a substitute. Specifically, item 'h' (part I of questionnaire, Appendix A) also captures a similar concept<sup>2</sup> whether a migrant is fully employed or not, but is expressed in a less ambiguous form than the Guttman items 11 and 12.

Item 'h' measures what level of educational qualification is required for their present job compared to their educational qualifications. Unlike the items of the Guttman scale, item 'h' is not on a dichotomous scale. Rather, response options for item 'h' was 1 (Very Much Lower), 2 (Lower), 3 (Not Sure), 4 (Similar), 5 (Higher), and 6 (Very Much Higher) (modified from Mace, 2004; Tharmaseelan, 2005). Due to ambiguity of the response option 3 (Not Sure), participants who answered using this option ( $N = 8$ ) were removed from further analysis. A new dichotomous variable that measures 'Currently working in a job that matches my qualifications' was created based on the responses for item 'h' (excluding participants who answered the 'Not Sure' option). Specifically, participants who answered 'Match qualification' or 'Very much higher' or 'Higher' were recoded as 1 (Yes), indicating that the current job *does* match qualifications, and migrants who answered 'Very much lower' or 'Lower' were coded as 2 (No), indicating current job *does not* match qualifications.

For the modified scale with the original Guttman items 6, 9, 10, 11 and 12 removed (similar to the process of eliminating unwanted error variance in Mace,

---

<sup>2</sup> Item 'g' (part I of questionnaire, Appendix A) that measured what level of educational qualification was required for the migrant's current job in comparison to their best job they had in their country of origin was initially also considered as an alternative to Guttman items 11 and 12. However, considering the number of participants that will be lost when removing participants who answered 'Not Sure' ( $N = 22$ ), the researcher decided not to include it as an alternative to Guttman items 11 and 12.

2004) and the new dichotomised variable included, the Coefficient of Reproducibility was .92 and the Coefficient of Scalability was .64 using the Guttman method for calculating error. These two coefficients meet the minimum for a reliable Guttman hierarchy (Coefficient of Reproducibility  $> .9$  and Coefficient of Scalability  $> .6$ ). Hence, the questions on the modified Guttman scale were reduced to a single cut-score for each migrant participant based on the number of positive responses (similar to Guest, 2000; Mace et al., 2005). The final items of the Guttman scale are shown below.

Item 1 - Searched for jobs relevant to my qualifications

Item 2 - Applied for jobs matching my qualifications

Item 3 - Received a letter back from a company acknowledging receiving my Curriculum Vitae

Item 4 - Received a rejection letter back from the company

Item 5 - Went to an interview

Item 6 - Received a rejection letter after the interview

Item 7 - Was placed on a short list for the position

Item 8 (replaced variable) – Currently working in a job that matches my qualifications

When calculating a Guttman hierarchy, there is a relatively conservative method for counting errors, termed the Goodenough-Edwards technique. This technique for counting errors is sometimes suggested instead of the Guttman technique (Guest, 2000; McIver & Carmines, 1981; Menzel, 1953). The Goodenough-Edwards technique reduced the Coefficient of Reproducibility to .87 and Coefficient of Scalability to .45. With the use of the more stringent error

calculation, the Coefficient of Scalability falls noticeably below the recommended cut-off score of .6. Hence, the Guttman scale was used with relative caution in the present research.

### *Employment status at present*

Accordingly, an additional measure to the Guttman scale, namely the Under-Over employed variable measuring employment status at present was utilized. The Under-Over employed variable was created using a combination of item 'd', which asks 'are you currently employed', and item 'g' (with participants who answered the 'Not Sure' option removed,  $N = 8$ ) as described above. Specifically, participants who answered negatively ('No') to item 'd' (indicating they were currently unemployed) were coded as zero indicating unemployed. For those who answered positively ('Yes') to item 'd' (indicating they were currently employed) their scores on the item 'g' (without participants who answered the 'Not sure' option) was used. Consequently, the Under-Over employed variable had a score on a continuum ranging from 0 (unemployed), 1 and 2 (indicating underemployed), 3 (indicating job matches qualifications), to 4 and 5 (indicating over employed). Consequently, the Under-Over employment variable obtained additional data to that of the Guttman scale, namely it measured over employed migrants as well as fully employed migrants. For the purpose of maintaining clarity and understanding, the concept that is measured by the Under-Over employment variable was labelled employment status at present (employment status at the time of conducting the study), because it measures over employment in addition to full employment that is the highest employment status captured by the Guttman measure.

*Overall Career Satisfaction Measure*

Career satisfaction was measured by reducing the data obtained in the current thesis using Tharmaseelan’s (2005) ‘Overall Career Satisfaction’ measure (Part V of the questionnaire shown in Appendix A). A significant Bartlett’s test of sphericity of 516.588 ( $p < .05$ ) and Kaiser-Meyer-Olkin of .863 indicated factorability of the present ‘Career Satisfaction’ measure. An initial factor run, using Principal Components, found one component for the ‘Overall Career Satisfaction’ measure in the current research. None of the items indicated any low communality scores, or loadings below .3. The single component found in the current research is indicated in Table 3. Table 3 shows that Cronbach’s Alpha for the single component is .911, with 74% of the total variance being explained. Hence, scores of the five items on the component (Table 3) were added to produce a single ‘career satisfaction’ variable.

Table 3.

Principle Component Factor Analysis of the ‘Overall Career Satisfaction’ measure for Asian Migrants ( $N = 151$ )

	Career Satisfaction
Satisfaction with progress made towards meeting career goals	.910
Satisfaction with progress made for career advancement	.899
Satisfaction with progress made towards goals for income	.851
Satisfaction with success achieved in career	.846
Satisfaction with meeting goals for development of new skills	.790
Eigenvalues	3.702
Percentage of variance (%)	74.035
Cronbach’s Alpha	.911

### *Rank Order Acculturation Style Measure*

#### *'Acculturation Fit'*

The sample of employers ( $N = 30$ ) did not meet the criteria for at least five participants per item in order to conduct an Exploratory Factor analysis based on Principal Components (for the 'Acculturation' measure). Following Mace (2004), the present research utilised the 'Rank Order Acculturation Style' measure to obtain a coefficient of 'acculturation fit'. The 'Rank Order Acculturation Style' measure had asked the employer participants (human resource personnel and recruitment agents) what acculturation style (integration, assimilation, separation, marginalisation, or individualistic) would be most preferred by a typical employer in New Zealand. Mean ranks for each of the five items were obtained for the employer group as a whole. The obtained five *mean* ranks were used as a 'bench-mark' against which the 'acculturation fit' of each individual migrant's ranks (for the same question as was asked by the employer participants) could be correlated. The non-parametric Kendall's tau-b correlation coefficient was used to calibrate 'acculturation fit' for each Asian migrant (Tabachnick & Fidell, 2007).

Table 4 shows the summary data from the employer participants (recruitment agents and human resource personnel) and Asian migrant participants for the 'Rank Order Acculturation Style' measure. Table 4 illustrates that employers are indicating that New Zealand employers would prefer Asian migrants to adopt an assimilation acculturation style. Individualism was the second most preferred acculturation style according to the present employer sample. Integration was the

third preferred acculturation style whilst both separation and marginalisation acculturation styles were the least preferred.

Table 4.

Comparisons between responses of employers and Asian migrants mean ranks and number of times each acculturation style was considered first preference from the ‘Rank Order Acculturation Style’ measure

	Assimilation	Integration	Separation	Marginalisation	Individualism
Employer’s mean rank	1.35	2.45	3.29	3.39	1.94
Asian migrant’s mean rank	1.56	2.08	3.22	3.23	1.81
Employer’s number of times estimated 1 <sup>st</sup> preference	22	5	3	4	12
Asian migrant’s number of times estimated 1 <sup>st</sup> preference	90	54	11	10	64

Key:

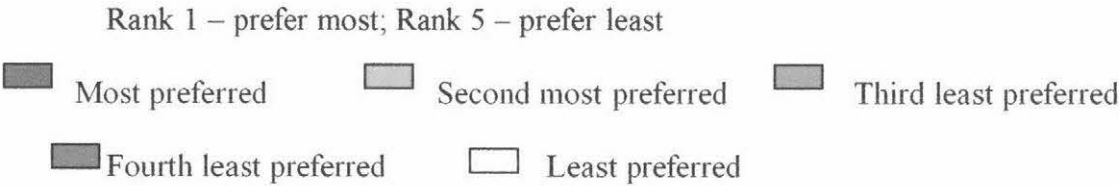


Table 4 also shows that Asian migrants agreed with human resource and recruitment agents' rankings of acculturation style preferences for the 'Rank Order Acculturation Style' measure. Specifically, migrants considered New Zealand employers prefer Asian migrants to adopt an assimilation acculturation style, with individualism the second most preferred, integration being preferred next, and both marginalisation and separation being preferred the least.

In addition to the mean ranks of both Asian migrants and employers, Table 4 shows the number of times (frequency) each acculturation style was considered (responses of both Asian migrant and employer participants is shown) as the most preferred (rank 1) acculturation style by typical employers in New Zealand. The largest number of participants (both migrant and employer participants) considered assimilation acculturation style to be the most preferred (rank 1) style by typical employers in New Zealand. Thus, the frequency of first preference (rank 1) further confirms the mean rank findings that assimilation was considered (by both groups of participants in the present thesis), as the most often preferred style by typical employers in New Zealand.

The operational variables as a result of the data reduction conducted above are summarised in Figure 4.

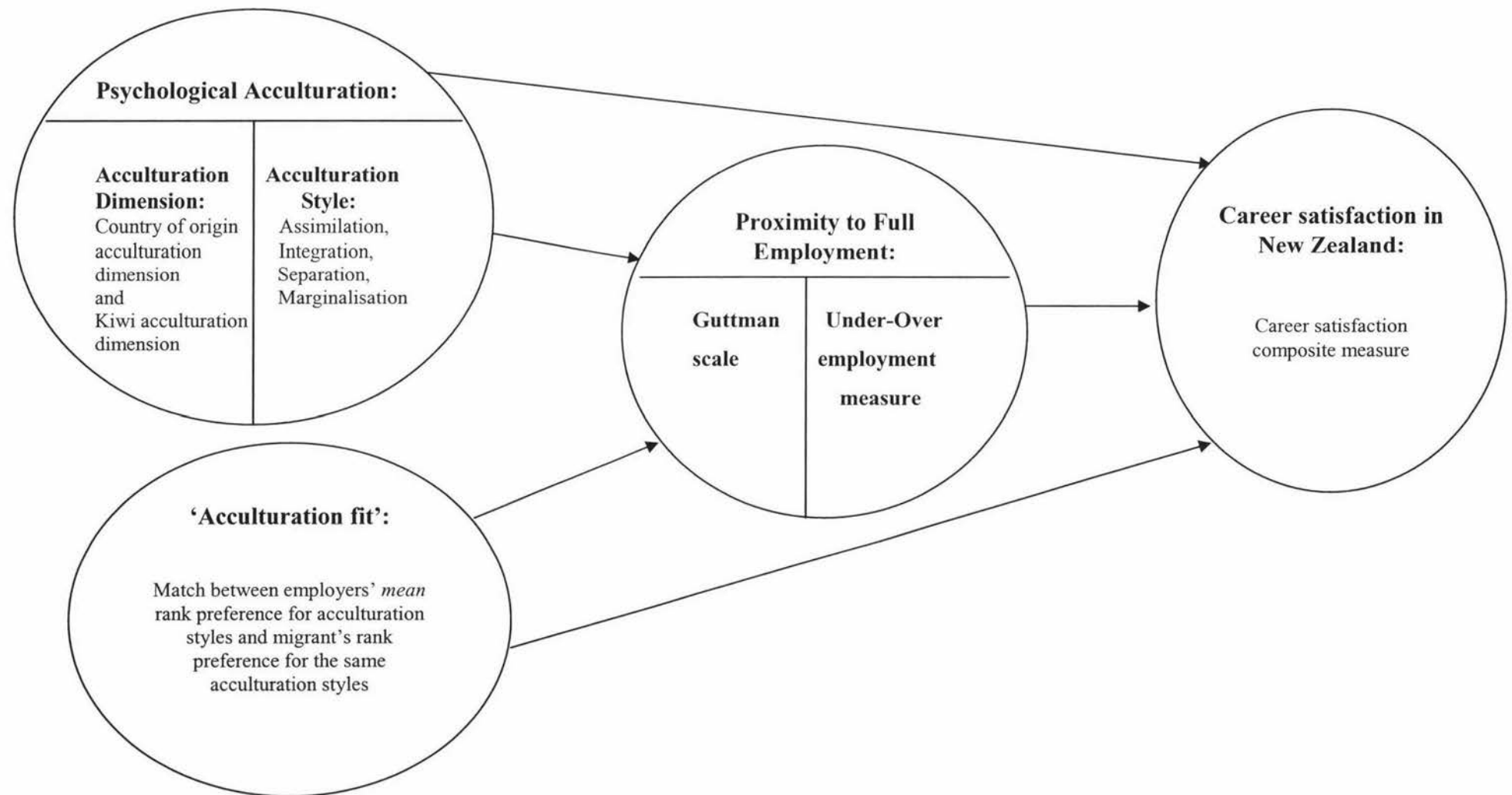


Figure 4. Model with the predicted relationships between variables

## Data Analysis

### *Preliminary Inspection*

Table 5 contains correlation coefficients and their significance levels (two-tailed) between the operational variables in Figure 4. The table is suggestive of links between the variables in Figure 4. In particular, Kiwi acculturation score is correlated positively with proximity to full employment ( $p < .01$ ), employment status at present ( $p < .05$ ), and career satisfaction ( $p < .01$ ). Employment status at present is correlated positively with career satisfaction ( $p < .01$ ). ‘Acculturation fit’ does not correlate with the mediator (proximity to full employment or employment status at present) or the dependent variable (career satisfaction) from Figure 4. Hence, initial inspection indicates the likelihood of a relationship between acculturation, employment and career satisfaction whilst a relationship between ‘acculturation fit’, employment and career satisfaction was unlikely. Regression analyses were next conducted to further evaluate the hypothesised relationships between the operational variables depicted in the proposed model (Figure 4).

Table 5.

Correlation coefficients between each of the operational variables in Figure 7

	Career Satisfaction	Proximity to full employment ( <b>Guttman</b> scale)	Employment status at present ( <b>Under-Over</b> <b>employment</b> measure)	Country of origin acculturation	Kiwi acculturation
Career Satisfaction	-				
Proximity to full employment ( <b>Guttman</b> scale)	.090 ( <i>N</i> = 150)	-			
Employment status at present ( <b>Under-Over employment</b> measure)	.534** ( <i>N</i> = 136)	.308** ( <i>N</i> = 139)	-		
Country of origin acculturation	-.049 ( <i>N</i> = 136)	.079 ( <i>N</i> = 139)	-.083 ( <i>N</i> = 127)	-	
Kiwi acculturation	.365** ( <i>N</i> = 136)	.251** ( <i>N</i> = 139)	.227* ( <i>N</i> = 126)	-.202* ( <i>N</i> = 137)	-
Acculturation Fit	.111 ( <i>N</i> = 137)	.037 ( <i>N</i> = 139)	.080 ( <i>N</i> = 126)	-.047 ( <i>N</i> = 128)	-.041 ( <i>N</i> = 128)

\*\* Correlation is significant at  $p < .01$  level (two-tailed)

\* Correlation is significant at  $p < .05$  level (two-tailed)

### *Multiple Regression Analysis*

Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, multicollinearity and homoscedasticity (Pallant, 2007; Tabachnick & Fidell, 2007). The bi-variate correlation coefficients between the independent variables were below .9 (Table 5), tolerance value was more than .10, and VIF values were below 10, indicating that multi-collinearity and singularity were met in the present research (Pallant, 2007). There were no apparent outliers in the sample. The normal probability plot and the scatterplot of multiple regression outputs indicated that the data were distributed normally and were linearly related. All three independent variables (country of origin acculturation, New Zealand acculturation and 'acculturation fit'), the mediator and the dependent variable met the criteria of level of measurement being continuous. According to the equation provided in Pallant, the present research consistently met the  $N > 50 + 8m$  ( $m$  representing number of independent variables) criteria, since  $50 + (8 \times 9) = 122$  which is smaller than the sample size ( $N=150$ ) of the present research. Hence, the assumptions for multiple regressions were met.

The present research used the four steps suggested by Kenny (2008), which was based on Baron and Kenny's (1986) steps for testing mediation, to check for a mediation model (see Figure 5).

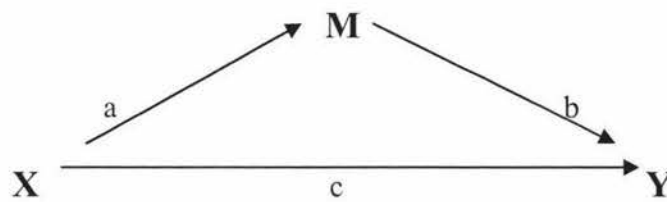


Figure 5. Partial mediation model (adapted from Kenny, 2008)

The first step to verifying full mediation is to check for a ‘direct effect’; whether the independent variable (X) is directly related to the dependent variable (Y) as shown in Figure 5 by arrow ‘c’. The second step is to check whether the independent variable (X) is directly related to the mediating variable (M) as indicated by arrow ‘a’ in Figure 5. The third step is to check arrow ‘b’ in Figure 5, which is whether the mediating variable (M) is related to the dependent variable (Y) [while accounting for an influence of arrow ‘c’, the independent variable (I) on the dependent variable (Y)]. The final step is to measure whether the relationship between the independent variable (X) and the dependent variable (Y) is *zero*, while accounting for the influence of the mediating variable (M) on the dependent variable (Y) as illustrated by arrow ‘b’ (Baron & Kenny, 1986; Frazier, Tix, & Barron, 2004; Kenny, 2008; Kenny, Kashy, & Bolger, 1998). The third and fourth steps of checking for mediation can be conducted in one regression analysis, which requires regressing both the independent variable (X) and mediating variable (M) together on the dependent variable (Y).

Fulfilment of the preceding steps is required prior to progression to the next step of mediation analysis (Baron & Kenny, 2008; Kenny, 2008; Preacher & Hayes,

2004). If all four steps were met, then the coefficient of the independent variable (X) would be less in the indirect link to career satisfaction (third regression result for checking step 3 and 4) than in the 'direct effect' (second regression result for checking step 2). To establish partial mediation, the first three steps, but not step four as outlined above must be met (Kenny, 2008). For both partial and full mediation, checking for the absolute size of the coefficients in each step as well as checking for the significance of the influence of the independent variable (X) on the dependent variable (Y) through the mediating variable (M) using Sobel's (1982) significance test is required.

*Hypothesis 1: Proximity to full employment will partially mediate the relationship between acculturation and career satisfaction.*

The first step in mediation testing is to test for any direct relationship between the independent variables (acculturation dimension: country of origin and Kiwi acculturation dimensions) and the dependent variable (career satisfaction). Standard multiple regression with the two independent variables and career satisfaction as the dependent variable was conducted. The model as a whole significantly explained 13.4% of the variance in career satisfaction,  $F(2, 133) = 10.250, p < .001$ . Table 6 illustrating the overall model shows that Kiwi acculturation was the only variable that uniquely explained the variance in career satisfaction. Thus, higher scores on Kiwi acculturation were related to higher scores on career satisfaction, meeting step one of mediation testing (arrow 'c' in Figure 5).

As country of origin acculturation dimension did not significantly explain the variance in career satisfaction, this variable was consequently dropped from further analyses of potential partial mediation (following Baron & Kenny, 1986; Kenny, 2008).

Table 6.

Step One Mediation Testing: Beta Coefficients for Country of Origin Acculturation and Kiwi Acculturation Dimensions with Career Satisfaction as the Dependent Variable (*N* = 139)

Independent variable	Standardized Coefficients Beta	Sig.
Country of origin acculturation dimension	.026	.757
Kiwi acculturation dimension	.370	.000****

\*\*\*\* Correlation is significant at *p* < .001 level

*Multiple regressions using Guttman scale of proximity to full*

*employment.* The second step in mediation testing requires testing whether the surviving independent variable - Kiwi acculturation dimension - is directly related to the mediating variable. Regression with Kiwi acculturation dimension as the independent variable and proximity to full employment (using the Guttman scale) as the dependent variable was conducted. The overall model with Kiwi acculturation significantly explained 6.3% of the variance in proximity to full employment,  $F(1, 137) = 9.24, p < .005$ . Table 7 showing the overall model illustrates that Kiwi acculturation dimension uniquely contributed to the variance in proximity to full employment. Thus, migrants who obtained higher scores on Kiwi acculturation tended to also have higher scores on proximity to full employment than migrants who scored lower on Kiwi acculturation variable.

Table 7.

Step Two Mediation Testing: Beta Coefficients for Kiwi Acculturation Dimensions with Proximity to Full Employment as the Dependent Variable (*N* = 139)

Independent variable	Standardized Coefficients Beta	Sig.
Kiwi acculturation dimension	.251	.003***

\*\*\* Correlation is significant at *p* < .005 level

According to Kenny (2008), the third and fourth steps in mediation testing required a multiple regression analysis with Kiwi acculturation dimension and proximity to full employment (using Guttman scale) as independent variables, and career satisfaction in New Zealand as the dependent variable. The model as a whole (with Kiwi acculturation and proximity to full employment) explained 13.3% of the variance in career satisfaction,  $F(2, 133) = 10.19, p < .001$ .

As indicated by Table 8, only the Kiwi acculturation dimension had a significant beta value that uniquely explained the variance in career satisfaction scores. Hence, the third step of checking for the relationship in arrow ‘b’ (Figure 5): mediating variable (using the Guttman scale for measuring proximity to full employment) predicting career satisfaction, with the influence of Kiwi acculturation dimension on career satisfaction controlled, was not confirmed.

Table 8.

Step Three/Four Mediation Testing: Beta Coefficients of Independent Variables with Career Satisfaction as the Dependent Variable (*N* = 139)

Independent variable	Standardized Coefficients Beta	Sig.
Kiwi acculturation dimension	.365	.000****
Proximity to full employment (Guttman scale)	-.002	.979

\*\*\*\* Correlation is significant at *p* < .001 level

As the third step in checking for full mediation using the Guttman scale was not met in the present analysis, the fourth step (independent variable predicting the dependent variable once controlling for the influence of the mediating variable) was not necessary (following Kenny, 2008). Table 9 is a summary of the predictors of the dependent variables of each step for testing mediation conducted above.

Table 9.

Summary of Predictors of the Dependent Variables in Each Step of Mediation Testing (*N* = 139)

Step	Predictor	Dependent Variable	R Square change	Beta value	Sig.
1	Kiwi acculturation dimension	Career satisfaction	.134	.37	.000****
2	Kiwi acculturation dimension	Proximity to full employment (Guttman scale)	.063	.25	.003****
3/4	Kiwi acculturation dimension	Career satisfaction	.133	.37	.000****

\*\*\* Correlation is significant at *p* < .005 level

\*\*\*\* Correlation is significant at *p* < .001 level

In summary, instead of a partial mediation, there was a direct relationship between Kiwi acculturation dimension and career satisfaction, and Kiwi acculturation dimension and proximity to full employment (using Guttman scale). In the next section, the same steps for mediation testing were conducted with the alternative Under-Over employment measure of employment status at present.

***Multiple regressions using Under-Over employment variable of proximity to full employment.*** The first step in mediation testing (country of origin and Kiwi acculturation dimension predicting career satisfaction) was already conducted on page 60 and Kiwi acculturation dimension was found to significantly predict the variance in career satisfaction. Following Kenny (2008), and Baron and Kenny (1986), the country of origin acculturation dimension was dropped from subsequent analyses as it did not significantly explain the variance in career satisfaction at step one of mediation testing.

The second step in mediation testing was to examine whether Kiwi acculturation dimension as an independent variable was directly related to employment status at present using the Under-Over employment variable as a dependent variable. The overall model with Kiwi acculturation significantly explained 5.2% of the variance in employment status at present,  $F(1, 124) = 6.75$ ,  $p < .01$ . Table 10 illustrates that Kiwi acculturation dimension uniquely contributed to the variance in employment status at present. Hence, migrants who obtained higher scores on Kiwi acculturation thus tended to have higher scores on employment status at present than migrants who scored lower on the Kiwi acculturation variable.

Table 10.

Step Two Mediation Testing: Beta Coefficients for Kiwi Acculturation Dimension with Employment Status at Present as the Dependent Variable (*N* = 139)

Independent variable	Standardized Coefficients Beta	Sig.
Kiwi acculturation dimension	.227	.011**

\*\* Correlation is significant at *p* < .01 level

The third and fourth steps in mediation testing (following Kenny, 2008) required a multiple regression analysis with Kiwi acculturation dimension and employment status at present (using Under-Over employment measure) as independent variables, and career satisfaction in New Zealand as the dependent variable. After entering the two independent variables (Kiwi acculturation and employment status at present, the model as a whole explained 34.8% of the variance in career satisfaction,  $F(2, 123) = 32.77, p < .001$ .

Table 11 shows that employment status at present (using the Under-Over employment measure) was the largest contributor that predicted career satisfaction, followed by Kiwi acculturation dimension. Thus, the significant beta value of employment status at present (using the Under-Over employment measure) in Table 11 supports step three (arrow ‘b’ in Figure 5) of mediation analysis.

Table 11.

Step Three/Four Mediation Testing: Beta Coefficients for Independent Variables  
with Career Satisfaction as the Dependent Variable (*N* = 139)

Independent variable	Standardized Coefficients Beta	Sig.
Kiwi acculturation dimension	.256	.001***
Proximity to full employment (Under-Over employment variable)	.476	.000****

\*\*\* Correlation is significant at  $p < .005$  level  
\*\*\*\* Correlation is significant at  $p < .001$  level

Step four of mediation testing requires the relationship between the Kiwi acculturation dimension and career satisfaction (upon controlling for the influence of proximity to full employment on career satisfaction) to be *zero*. According to Kenny (2008), the fourth step in checking for *partial* mediation needs to produce a non-zero relationship between the independent variable and dependent variable once the influence of the mediator is controlled for. The significant beta value of the Kiwi acculturation dimension in Table 11 provides evidence that the Kiwi acculturation dimension does in fact predicts career satisfaction scores even after accounting for the variance in employment status at present. Thus, the above results support the hypothesised partial mediation of the relationship between the Kiwi acculturation dimension and career satisfaction by employment status at present (using the Under-Over employment measure). Table 12 is a summary of the predictors of the dependent variables in each step of mediation analyses conducted above.

Table 12.

Summary of Predictors for the Dependent Variable in Each Step of Mediation

Testing ( $N = 139$ )

Step	Predictor	Dependent Variable	R Square change	Beta value	Sig.
1	Kiwi acculturation dimension	Career satisfaction	.134	.37	.000****
2	Kiwi acculturation dimension	Employment status at present (Under-Over employment measure)	.052	.23	.011**
3/4	Kiwi acculturation dimension	Career satisfaction	.348	.26	.001***
3/4	Employment status at present (Under-Over employment measure)	Career satisfaction	.348	.48	.000****

\*\* Correlation is significant at  $p < .01$  level  
\*\*\* Correlation is significant at  $p < .005$  level  
\*\*\*\* Correlation is significant at  $p < .001$  level

Finally, the Sobel test using Preacher and Leonardelli (2006) and Soper’s (2004) Sobel’s test calculators was computed in order to calrify whether the indirect effect of Kiwi acculturation dimension on career satisfaction in New Zealand through employment status at present (using the Under-Over employment measure) was indeed significant. The unstandardized beta coefficient of .029 and standard error of .011 between Kiwi acculturation dimension and employment status at present (using the Under-Over employment measure), and the unstandardised beta coefficient of 2.027 and Standard Error of .319 between employment status at present (using Under-Over employment measure) and career satisfaction were inputed into the online Sobel’s test calculators (Preacher & Leonardelli, 2006; Soper, 2004). Sobel Tests static was  $Z = 2.435092$  with  $p$  (one-tailed) = 0.007 and  $p$  (two-

tailed) = .0149. Sobel's test statistics indicate that the change in standardised beta coefficient of .37 for Kiwi acculturation dimension directly predicting the variance in career satisfaction (step 1, Table 12) to standardised beta coefficient of .26 once employment status at present (using the Under-Over employment measure) is controlled for (step 3/4, Table 12) was a significant reduction. Thus, results of the Sobel's test provided further evidence that the mediation effect was indeed significant in accordance with expectations (Hypothesis 1).

*Hypothesis 2. A relationship between 'acculturation fit' and career satisfaction in New Zealand will be partially mediated by proximity to full employment.*

Checking for partial mediation predicted in hypothesis two involved conducting the first step in mediation testing following Kenny (2008). The first step in mediation testing is to check that a direct relationship between the independent variable ('acculturation fit') and the dependent variable career satisfaction is present. Since this first step in checking for mediation did not produce any significant results (Table 13), the next steps in checking for mediation were not necessary (Baron & Kenny, 1986; Kenny, 2008). Thus, the second hypothesis of the relationship between 'acculturation fit' and career satisfaction being partially mediated by proximity to full employment (or employment status at present) was not supported in the present thesis.

Table 13.

Step One Mediation Testing: Summary of Regression Solution for ‘Acculturation Fit’ with Career Satisfaction as the Dependent Variable (*N*=139)

Independent variable	R Square	Standardized Coefficients Beta	Sig.
‘Acculturation fit’	.012	.111	.198

Resultant Model

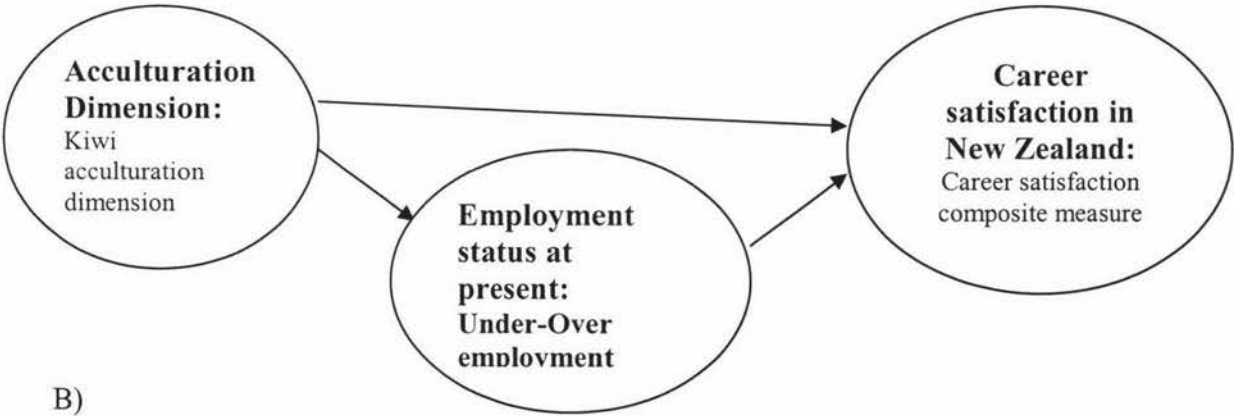
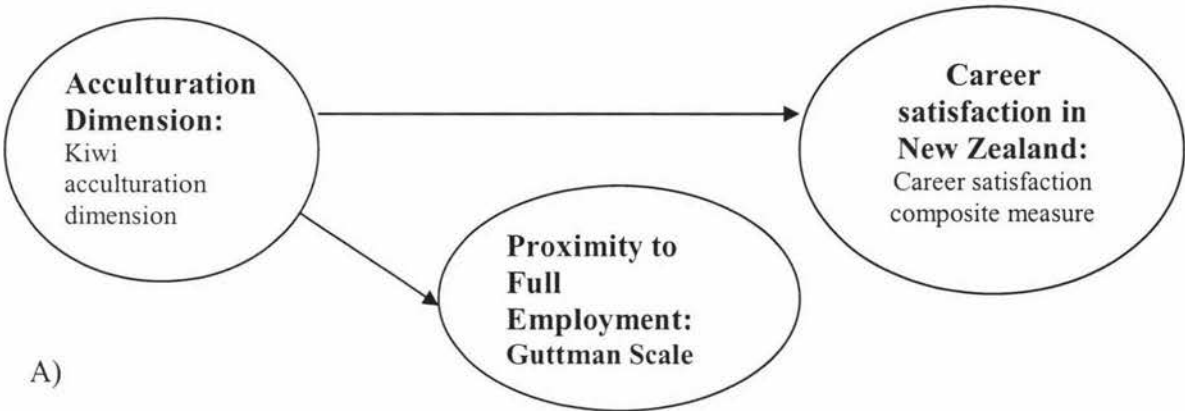


Figure 6. Model A) after removing non-significant relationships using Guttman measure of proximity to full employment and B) after removing non-significant relationships using the Under-Over measure of employment status at present

### *Analysis of Variance*

Univariate analyses of variance were conducted to check the influence of the four acculturation styles - assimilation, integration, separation and marginalisation – on mean scores of the dependent variables (proximity to full employment, employment status at present, and career satisfaction). The present thesis did not make any specific hypotheses about which mean differences amongst the acculturation styles will be significant, thereby supporting use of simple pairwise comparisons (Spicer, 2005). Consequently, once the F statistics were found to be significant in the present thesis suggesting that at least one of the mean differences (between two acculturation style groups) was unlikely to be due to chance, Post Hoc comparisons were undertaken to find exactly which differences in mean scores were significant (Spicer, 2005). Spicer recommends using Tukey's Honest Significant Difference test in contrast to the more stringent Scheffé's test when F statistics are found to be significant and simple pairwise comparisons are undertaken. Therefore, the present thesis used Tukey's Honest Significant Difference test to check between which acculturation style groups the significant differences in mean scores occurred.

*Hypothesis 3: There will be significant differences in mean career satisfaction scores between the four acculturation styles.*

Table 14 illustrates the frequencies, means and standard deviations for each of the four acculturation styles with career satisfaction as the dependent variable. Table 14 shows that the largest and the most satisfied ( $M=18.12$ ) group of migrants were in the separation acculturation style group ( $N=34$ ) whilst the integration acculturation style was preferred the least ( $N=21$ ) by Asian migrants. Assimilation

and marginalisation had 34 Asian migrants each and had the lowest career satisfaction mean scores.

Table 14.

Frequencies, Means and Standard deviations of Career Satisfaction Scores for Each Acculturation Style ( $N = 134$ )

Acculturation Style	Frequency (N)	Mean (M)	Standard Deviation (SD)
Assimilation acculturation style	34	18.12	3.72
Integration acculturation style	21	17.10	5.30
Separation acculturation style	45	15.02	4.59
Marginalisation acculturation style	34	15.47	4.36

*Note.* The range for the 'Acculturation' measure was 27 items on a scale of one to five.

A univariate Analysis of Variance was conducted with acculturation styles (assimilation, integration, separation and marginalisation) as the independent variables and career satisfaction as the dependent variable. The assumption of homogeneity of variance was not violated in the present analysis. There was a statistically significant difference in the mean scores of career satisfaction for the four acculturation style groups:  $F(3, 130) = 3.74, p < .01$ , eta squared was .080.

Post-hoc comparisons using Tukey's Honest Significant Difference revealed that the mean career satisfaction for the 'assimilation' acculturation style ( $M = 18.12$ ) was significantly different ( $p < .005$ ) from the mean career satisfaction score for the migrants preferring 'separation' acculturation style ( $M = 15.02$ ), and significantly different ( $p < .05$ ) from the migrant group preferring 'marginalisation' acculturation style ( $M = 15.47$ ). 'Integration' ( $M = 17.10$ ) acculturation style groups

did not differ significantly from the rest of the acculturation style groups. Hence, adapting to host country culture and not maintaining country of origin culture (assimilation) was related to more career satisfaction than not adapting to host culture while maintaining or not maintaining migrants’ country of origin culture (separation or marginalisation).

*Hypothesis 4: Significant differences between mean proximity to full employment scores for the four acculturation styles will be observed.*

Table 15 shows the frequency, means and standard deviations of proximity to full employment (using Guttman cut-point) scores across the four acculturation styles. The highest mean score in proximity to full employment was found in the integrated acculturation style group ( $N=24$ ). Both separation and marginalisation acculturation styles had similar low mean scores for proximity to full employment than the other two acculturation styles.

Table 15.

Frequency, Means and Standard Deviations of Proximity to Full Employment scores (Using Guttman Scale) for Each Acculturation Style ( $N = 137$ )

Acculturation Style	Frequency	Mean (M)	Standard Deviation (SD)
Assimilation acculturation style	34	5.56	2.25
Integration acculturation style	24	6.25	2.07
Separation acculturation style	45	4.71	2.15
Marginalisation acculturation style	34	4.79	2.19

A univariate Analysis of Variance was conducted to check whether the mean proximity to full employment (using Guttman scale) scores, the dependent variable, were significantly different amongst the four acculturation styles (assimilation, integration, separation and marginalisation), the independent variable. The assumption of homogeneity of variance was not violated in the present analysis. There was a statistically significant difference in mean scores of proximity to full employment between the four acculturation style groups shown in Table 15,  $F(3, 133) = 3.34, p < .05$ .

Post-hoc comparison using Tukey's Honest Significant Difference revealed that the mean proximity to full employment for the 'integration' acculturation style ( $M = 6.25$ ) was significantly different ( $p < .05$ ) from the mean career satisfaction score for the migrants preferring 'separation' acculturation style ( $M = 4.71$ ) as well the 'marginalisation' acculturation style ( $M = 4.79$ ). Thus, migrants who adapt to host country culture and maintain their country of origin culture (integrate) were more likely to find full employment than those who did not adapt to the host country culture whilst maintaining or not maintaining their country of origin culture (separation or marginalisation). In the next section, the same steps for variance testing are conducted with the alternative Under-Over employment measure of employment status at present.

Table 16 shows the frequency, means and standard deviations of proximity to full employment scores (using composite measure) amongst the four acculturation styles. Table 16 depicts that the largest group of participants ( $N = 40$ ) is the separated acculturation style group. Assimilation acculturation style group had the highest proximity to full employment mean score (using composite measure). Both integration and marginalisation acculturation style groups had similar mean scores of

proximity to full employment whilst separation acculturation style had the lowest mean score of proximity to full employment. The descriptive statistics depicted in Table 16 suggest that assimilated migrants would find full employment more so than separated migrants.

Table 16.  
Frequency, Means and Standard Deviations of Proximity to Full Employment Scores (Using Composite Measure) for Each Acculturation Style (*N* = 125)

Acculturation Style	Frequency	Mean (M)	Standard Deviation (SD)
Assimilation acculturation style	29	2.48	1.18
Integration acculturation style	24	2.21	1.06
Separation acculturation style	42	1.90	1.08
Marginalisation acculturation style	30	2.27	1.14

A univariate Analysis of Variance was conducted to check if the differences in mean score of proximity to full employment using the composite measure (dependent variable) between the acculturation styles (assimilation, integration, separation and marginalisation) found in Table 16 were significant. The assumption of homogeneity of variance was not violated in the present analysis. However, significant ( $p < .05$ ) differences in mean scores were not found between the four acculturation style groups (independent variable) for employment status at present ( $F(3, 1) = 1.63, ns^3$ )

<sup>3</sup>  $p = .186$

### Post Hoc Analyses

Chapter 1 also introduced that the variables 1) age, 2) duration in New Zealand, 3) certain job search behaviours, and 4) highest educational qualifications have been found to relate to employment status at present and to career satisfaction (Kanfer, Wanberg, & Kantrowitz, 2001; Tharmaseelan, 2005; Edwin et al., 2004). Hence, even though checking the relationship between the above variables and the present study's dependent variables was not part of the main analyses, the researcher wanted to check whether these variables changed the partial mediating model found in the main analyses (see Figure 9, model B).

Research has found that certain job search behaviours predict employment outcome more so than others (Tharmaseelan, 2005). Consequently, Exploratory factor analysis based on Principle Components utilizing the same protocol as in previous factor analyses (page 42 - 43), was first performed to reduce the data of the 'Job Search Behaviours' (Part II, question 1 in Appendix A) measure. Kaiser-Meyer-Olkin of .860 and 607.838 ( $p < .05$ ) value of Bartlett's test of sphericity indicated factorability of the 'Job Search Behaviours' measure in the present research. Removal of three items ('found job before arriving to New Zealand', 'go to English courses', and 'Take work home') resulted in a more simple and meaningful loading of items<sup>4</sup>. Total variance of 57.3% was explained by the three components. Thus, the solution was retained and item scores for each component were added to create the three specific job search behaviours, namely 'network building', 'career planning and development', and 'applying' (Table 17, Appendix D).

---

<sup>4</sup> Loadings below .3 have been suppressed in the factor analysis.

Table 18 (Appendix D) illustrates the Pearson bivariate correlations that were conducted between the post hoc variables (age, duration in New Zealand, network building, career planning and development, applying, and highest educational qualification) and dependent variables of the present thesis depicted in Figure 4. Only significant bivariate correlations between the post hoc variables mentioned above and the dependent variables (career satisfaction, proximity to full employment, and employment status at present) in Figure 4 were included in subsequent regression analyses.

Age and duration in New Zealand (Table 18, Appendix D) were entered at step one to check whether the significant relationship between Kiwi acculturation dimension (as independent variable) and career satisfaction (dependent variable) remained once the influence of the two post hoc variables were kept constant. Age and duration in New Zealand accounted for 16.8% of the variance in career satisfaction at step one. The model as a whole (age, duration in New Zealand, Kiwi acculturation dimension) explained 22.2% of the variance in career satisfaction,  $F(3,132) = 12.57, p < .001$ . Table 19 shows that duration in New Zealand with a beta value of .29 ( $p < .005$ ) is the largest unique contributor to the variance in career satisfaction. Kiwi acculturation dimension with a beta value of .25 ( $p < .005$ ) is the next variable that uniquely explained the variance in career satisfaction scores. Kiwi acculturation dimension significantly explained 5.4% of the variance in career satisfaction when age and duration were controlled for,  $F(1,132) = 9.13, p < .005$ .

Table 19.

Summary of Hierarchical Multiple Regression Analysis with Age, Duration in New Zealand and Kiwi Acculturation as Independent Variables and Career Satisfaction as the Dependent Variable (*N* = 139)

Step and Independent variable	R square change	Standardized Coefficients Beta	Significance Value
<b>Step 1</b>			
Age	.168	.091	.250
Duration in New Zealand	.168	.287	.001***
<b>Step 2</b>	.054	.251	.003***
Kiwi acculturation dimension			

\*\*\* Correlation is significant at *p* < .005 level

Since the partial mediation model was only supported using the Under-Over employment measure (based on two items) of employment status at present (see Figure 6, Model A), step two, three and four of mediation testing following Kenny (2008) were checked using only the Under-Over employment measure of employment status at present, rather than the Guttman measure. Age and duration in New Zealand (Table 20) were entered at step one of the hierarchical multiple regression to check whether the significant relationship between Kiwi acculturation dimension (as independent variable) and employment status at present (dependent variable) remained once the influence of the two post hoc variables were kept constant. The model as a whole with age, duration in New Zealand and Kiwi acculturation dimension explained 12.5% of the variance in employment status at present,  $F(3, 122) = 5.82, p < .005$ . Table 20 illustrates that duration in New Zealand

was the only variable that uniquely explained the variance in employment status at present. Thus, once the influence of age and duration in New Zealand on employment status at present was controlled for, Kiwi acculturation dimension did not significantly explain the variance in employment status at present.

Table 20.

Summary of Hierarchical Multiple Regression Analysis with Age, Duration in New Zealand and Kiwi Acculturation as Independent Variables and Employment Status at Present as the Dependent Variable (*N* = 139)

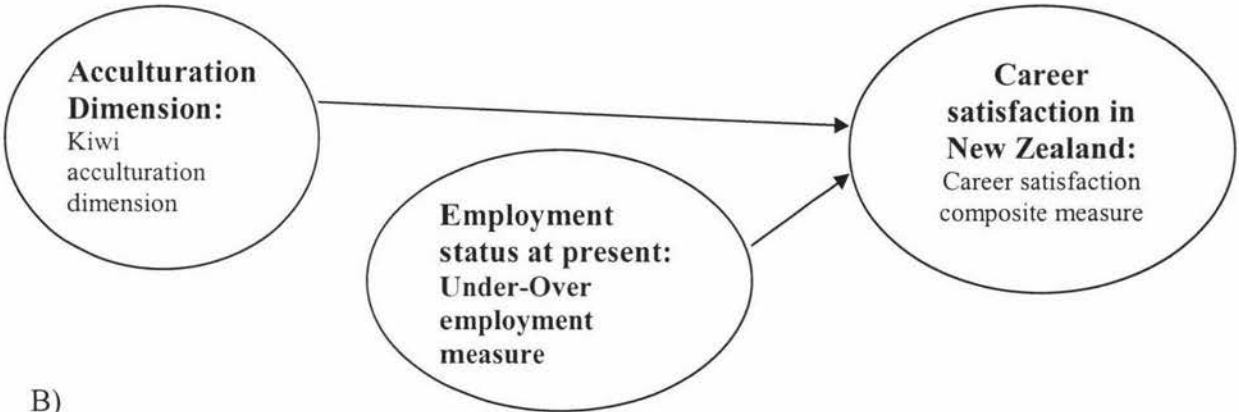
Step and Independent variable	R square change	Standardized Coefficients Beta	Sig.
<b>Step 1</b>			
Age	.113	.070	.424
Duration in New Zealand	.113	.267	.005*
<b>Step 2</b>	.013	.122	.186
Kiwi acculturation dimension			

\* Correlation is significant at *p* < .05 level

As step two was not supported once the influence of age and duration in New Zealand on employment status at present was accounted for, the next two steps in mediation testing were not conducted (Kenny, 2008). In summary, the significant direct relationship between Kiwi acculturation dimension and employment status at present that was found in Figure 6 (Model B) of the data analysis section remained once the influence of age and duration in New Zealand were accounted for. However, the predictive power of Kiwi acculturation on the scores of employment status at present did not remain once age and duration in New Zealand were controlled. Consequently, the previously significant partial mediation of the

relationship between Kiwi acculturation and career satisfaction by employment status at present did not remain once age and duration in New Zealand were controlled for. The significant relationships that remained upon controlling for age and duration in New Zealand are illustrated in Figure 7.

Model



B)

Figure 7. Model B) after removing non-significant relationships using the Under-Over employment measure of employment status at present and controlling for age and duration in New Zealand

According to Pallant (2007), only covariates that are strongly correlated with each other need to be considered for removal from Analyses of Covariance. Considering the highest correlation between the post-hoc variables (correlation between network building and applying was  $r = .57, p < .001$ ) was moderate in strength none of the post-hoc variables that had significant bivariate correlations (see

Table 18, Appendix D) with the dependent variables (career satisfaction, proximity to full employment or employment status at present) in Figure 6 were excluded in subsequent Analyses of Covariance.

Analysis of Covariance was conducted to check whether the significant differences found (see Analysis of Variance section above) in mean scores of dependent variables career satisfaction across the four acculturation styles (assimilation, integration, separation and marginalisation acculturation styles) remained significant once the influence of age and duration in New Zealand on career satisfaction scores were controlled for. Results indicated that once the significant linear relationship between duration in New Zealand and career satisfaction was controlled for, career satisfaction mean scores did not significantly differ by acculturation style,  $F(3, 126) = 1.2, ns^5$ .

Analysis of Covariance was also conducted to test whether the significant difference in mean proximity to full employment scores (using Guttman scale) across acculturation styles that were found earlier (see Analysis of Variance section above), remained significant once duration in New Zealand, network building, career planning and development, applying, and highest educational qualification were controlled for. Results indicated that once the significant relationships between the post-hoc variables – duration in New Zealand, network building, career planning and development, applying, and highest educational qualification - were controlled for, proximity to full employment mean scores did not significantly differ by acculturation style,  $F(3, 115) = 1.96, ns^6$ .

---

<sup>5</sup>  $p = .31$

<sup>6</sup>  $p = .12$

## CHAPTER 4 DISCUSSION

The present thesis explored the role of psychological acculturation (two acculturation dimensions and the four acculturation styles) and ‘acculturation fit’ on the process of Asian migrants’ finding full employment and consequent career satisfaction in New Zealand, a timely issue of unemployment and underemployment amongst Asian migrants (Aycan & Berry, 1996; Basnayaka, 1999; Ho et al, 2002; Trlin, Henderson, & North, 2004). The results of the present study need to be considered with caution and cannot be generalized to all Asian migrants living in New Zealand due to the exploratory nature of the research.

The concept of psychological acculturation was a major part of the present research. Psychological acculturation is defined as culturally based changes in behaviours and internal characteristics (such as attitudes, values and beliefs) when individuals experience continuous contact with groups and individuals from different cultures (Berry et al., 1989; Sam & Berry, 2006). The present thesis studied the process of finding full employment by Asian migrants who are culturally different to that of the dominant culture in New Zealand.

*Hypothesis 1: Proximity to full employment is predicted to partially mediate the relationship between acculturation dimensions (country of origin acculturation and New Zealand acculturation) and career satisfaction in New Zealand.*

When the Guttman scale for measuring proximity to full employment was utilized, the present study found that proximity to full employment did not partially mediate the relationship between acculturation dimensions (country of origin acculturation and New Zealand acculturation) as predicted in hypothesis one. Instead, two independent and significantly positive direct relationships between Kiwi

acculturation dimension and career satisfaction, and between proximity to full employment and career satisfaction were found.

In contrast to the present study, Mace et al. (2005) did find a significant relationship between host country acculturation dimension (labelled as New Zealand acculturation dimension in the present study) and proximity to full employment. Additionally, Mace et al. found a significant negative relationship between proximity to full employment and occupational satisfaction in their sample of migrants in New Zealand. Though occupational satisfaction is not exactly the same construct as career satisfaction, it is comparable in the sense that they both included employed and unemployed migrants' satisfaction levels. The similarities in findings of Mace et al.'s study to the findings of the present study indicate the possibility of measurement problems with the Guttman scale.

The present thesis found that the more conservative Goodenough-Edwards method for calculating errors produced a Coefficient of Reproducibility that was below the accepted .6 cut-point (Guest, 2000; McIver & Carmines, 1981; Menzel, 1953). As a result, the Guttman measure was used with relative caution in the present research and an additional measure to the Guttman measure, namely the Under-Over employed measure of employment status at present was utilized. Perhaps a Guttman scale that captures underemployment and over employment separately might have made a difference to the non-significant findings, as was found with the Under-Over employment measure of employment status at present that was utilized in the present thesis.

The Under-Over employment measure was the most effective measure of employment in the present study. The first hypothesis predicted that employment status at present would partially mediate the relationship between acculturation

dimensions (country of origin acculturation and New Zealand acculturation) and career satisfaction. In order for this partial mediation relationship to occur, a direct relationship between acculturation dimensions and employment status at present was necessary (following Baron & Kenny, 1986; Kenny, 2008). The present thesis found that adapting to New Zealand culture is an important predictor of how close the present sample of Asian migrants got to attaining full employment or over employment.

There has not been any international literature that has studied the direct relationship between acculturation and employment status at present as far as the present researcher is aware of. However, there are New Zealand based research findings consistent with the results of the present thesis, supporting the direct link between host country acculturation dimension (labelled as New Zealand acculturation dimension in the present thesis) and employment status at present (Mace et al., 2005). For example, Mace et al. found that migrants who are high on host country acculturation were significantly more likely to find jobs that matched their qualifications in New Zealand.

Both employers and Asian migrants in the present study indicated that typical employers in New Zealand would most prefer migrants to assimilate (adapt to New Zealand culture and to not maintain their country of origin culture). Suggesting that discrimination and barriers that Asian migrants encounter when searching for full employment could be augmented if migrants do not adapt to New Zealand culture. According to similarity-attraction theory, employers may be attracted to individuals that are perceived to have similar values, backgrounds, preferences and attitudes to their own and vice versa (Byrne, 1971; O'Reilly et al., 1991; Schneider, 1987). Thus, it is reasonable to expect that migrants would be more likely to find full

employment if they are culturally similar to (or have similar preferences towards acculturation as) employers. Specifically in the New Zealand context, the present study's finding suggests that the main preference is to adapt to New Zealand culture.

The present thesis also expected a direct relationship between acculturation dimensions and career satisfaction. Analyses using the Under-Over employment measure of employment status at present found that the more migrants adapt to New Zealand culture the more likely they are satisfied with their career in New Zealand. These findings are in contrast to the non-significant results between acculturation and occupational satisfaction of Mace et al.'s (2005) findings. The difference in results could be due to the use of a single item measure of occupational satisfaction in Mace et al.'s research. Additionally, Mace et al.'s study consisted largely of student migrants who's employment related experiences and expectations could be different.

The finding that New Zealand culture was the significant predictor of career satisfaction was contradictory to Nguyen et al.'s (2007) significant, direct and positive relationship between Asian and Pacific Islander migrants (staff at four Californian universities) who preferred to maintain their country of origin culture and career satisfaction. In contrast to Nguyen et al.'s findings, Tharmaseelan (2005) found a significant positive relationship between host country acculturation (New Zealand) dimension and career satisfaction of Sri Lankan migrants in New Zealand. Tharmaseelan's finding supports the finding that adaptation to New Zealand culture is related to an increase in career satisfaction in New Zealand in the present Asian migrant sample.

The contradictory findings of Nguyen et al. (2007) to that of the present research and of Tharmaseelan (2005) could be due to the differences in context of

employment in America and New Zealand as well as the sample characteristics. Perhaps skilled Asian migrants in New Zealand find cultural adaptation much easier than the Asian/Pacific Islander university staff in America. Additionally, Nguyen et al.'s sample consisted of both Asian and Pacific Islander staff from only four Universities in California, in contrast to Tharmaseelan's sample, which was more similar in context and to the nature of the sample that was studied in the present thesis (Sri Lankan migrants in New Zealand including both unemployed and employed migrants). Consequently, Tharmaseelan's study is more relevant and comparable to the present thesis unlike Nguyen et al.'s study. Further support to the existence of a relationship predicted between acculturation dimensions, specifically New Zealand acculturation dimension and career satisfaction is provided by the significant relationship, even after controlling for employment status at present. Thus, based on statistical evidence it can be reasonably concluded that Asian migrants who adapt to New Zealand culture in the present sample were satisfied with their career life in New Zealand.

In order for the partial mediation relationship predicted in hypothesis one to occur, a direct relationship between employment status at present and career satisfaction is required. When the Under-Over employment measure of employment status at present was utilized, the relationship between employment status at present and career satisfaction was the strongest relationship in the present thesis. Thus, migrants who had jobs that matched their qualifications (fully employed) or had jobs that required higher-level qualifications (over employed) were more satisfied with their careers in New Zealand than those who were unemployed or underemployed. Furthermore, how close a migrant was to full employment or over employment was a

stronger predictor of career satisfaction of Asian migrants in New Zealand than how much they adapt to New Zealand culture.

Research on career satisfaction is few and more so on the direct relationship between acculturation and career satisfaction, or employment status at present and career satisfaction. Nevertheless, studies suggest that unemployment and underemployment lowers emotional well-being that is a similar construct to career satisfaction. For instance, unemployment and underemployment in Asian migrants lowered emotional well-being in Chinese who have resided for less than two years in New Zealand (Ho et al., 2002). Ho et al. explain that such low satisfaction levels due to unemployment is not only because unemployment leads to financial strain, but it also leads to loss of status and self-esteem, and limiting social contact.

Tharmaseelan (2005) explored the relationship between employment status at the time of conducting the study and career satisfaction. Tharmaseelan found that unemployment and underemployment decreases career satisfaction of Sri Lankan immigrants in New Zealand, which support the significant findings (using the Under-Over employment measure of employment status at present) of the present thesis. Furthermore, this relationship between employment status at present and career satisfaction was retained even after controlling for the influence of age and duration in New Zealand on career satisfaction levels.

In contrast to the predictive importance of adapting to New Zealand, the present study did not find evidence to support the hypothesis that the relationship between country of origin acculturation and career satisfaction in New Zealand would be partially mediated by employment status at present. Specifically, the present study did not find evidence to support that maintaining country of origin culture predicted employment status at present or career satisfaction in New Zealand

contrary to what was expected. Interestingly, although not significant, maintaining country of origin culture was negatively correlated with employment status at present and career satisfaction (Table 7, Chapter 3).

Summarising the above findings between the three constructs: psychological acculturation, proximity to full employment and career satisfaction, indicated that when the Under-Over employment variable was used to measure employment status at present, the first partial mediation hypothesis was supported. Specifically, the present thesis found that the positive relationship between New Zealand acculturation dimension and career satisfaction was partially mediated by employment status at present. The support for a partial mediation by employment status at present on the relationship between acculturation and career satisfaction was a new finding compared to Mace (2004) who found that host country acculturation was directly related to proximity to full employment, and proximity to full employment in turn was directly related to occupational satisfaction.

However, once the influence of age and duration in New Zealand on employment status at present were accounted for, the relationship between adapting to New Zealand culture and employment status at present was not significant. This finding was contrary to what Mace et al. (2005) found in their study. However, unlike the present thesis, Mace et al. did not consider other possible variables such as age and duration in New Zealand that have been found to be related to employment status at present (Tharmaseelan, 2005).

*Hypothesis 2. The relationship between 'acculturation fit' and career satisfaction in New Zealand would be partially mediated by proximity to full employment.*

The present thesis aimed to extend on Berry's model by incorporating the concept of 'acculturation fit' utilizing the Interactive Acculturation Model as a basis.

The Interactive Acculturation Model proposes that the result of the interaction between host and migrant acculturation preferences is vital for understanding the ‘relational outcomes’ of the acculturative process (Bourhis et al., 1997). However, there is only a sparse amount of literature studying this phenomenon, especially within an organizational setting. The present research wished to fill this gap in research by testing whether ‘acculturation fit’ is directly related to career satisfaction and through ‘proximity to full employment’ as illustrated in Figure 1.

The ‘acculturation fit’ data did not produce any significant results with either proximity to full employment, employment status at present or career satisfaction variables, contrary to what Bourhis et al. (1997) predicted in their Interactive acculturation model, and what O’Reilly et al. (1991) and Zagefka and Brow (2002) found. According to Bourhis et al.’s conceptualisation and Zagefka and Brown’s findings, ‘acculturation fit’ is a significant predictor of positive ‘relational outcomes’ such as satisfaction. Hence, the present research did not confirm the Interactive acculturation model’s conceptualisation that a high ‘fit’ between migrant and host society preferences of acculturation style leads to positive outcomes: namely proximity to full employment, high employment status or career satisfaction in New Zealand.

Due to the exploratory nature of the present research, the findings related to ‘acculturation fit’ will require further investigation in future studies with a larger sample of employers that could enable categorising of acculturation styles. Moreover, nearly half of the present study’s employer participants ( $N = 13$ ) are migrants themselves. Furthermore, other variables such as discrimination, organizational fit, and prejudice may be stronger predictors of positive outcomes such as finding full employment and career satisfaction than issues of ‘acculturation

fit' in the *occupational* context in New Zealand (Barak & Levin, 2002; DeFrank & Ivancevich, 1998; Mace et al., 2005). Also, perhaps the role of 'acculturation fit' might be better understood with a longitudinal study as it may play a bigger role in migrant's satisfaction levels in the long run.

Bourhis et al.'s (1997) conceptualisation that host country policies could accentuate or attenuate the outcomes of 'acculturation fit' between the migrant and host group could also explain the non-significant findings related to hypothesis two. According to the Interactive Acculturation Model, the positive 'relational outcomes' of a concordant 'acculturation fit' between migrants and host society would be weakened if the host country policy, at the macro level, does not match with the host society and migrants' preferred acculturation style at the micro level. The integration acculturation style that is encouraged by the New Zealand government (as discussed in Chapter 1; Bourhis et al., 1997; DOL, 2008) may have weakened the 'acculturation fit' between employers and migrants' preference for the assimilation style.

Nevertheless, descriptive analysis of the 'acculturation fit' resulted in some interesting findings, which future research could build upon. Both migrants and employer participants in the present study agreed that typical employers in New Zealand would most prefer Asian migrants to adapt an assimilation acculturation style. Individualistic style of acculturating was preferred second most. Separation and marginalisation were least preferred. Both groups of participants' (Asian migrants and employer participants) perception of typical employers preferring integration style seemed to create a split response, with some participants strongly preferring it and others strongly not preferring the integration style. Overall, findings related to 'acculturation fit' seem to suggest that both Asian migrants and

employers agree that typical New Zealand employers would prefer Asian migrants to adapt to New Zealand culture and not maintain their country of origin culture.

*Hypothesis 3: There will be significant differences in mean career satisfaction scores between the four acculturation styles.*

The present study predicted that there would be significant differences in mean career satisfaction scores between the four acculturation styles. Results indicated that on average the assimilated acculturation style migrant group was significantly more satisfied with their careers than the migrants who preferred the separation or marginalisation acculturation style. Inconsistent with Berry's acculturation theory (Berry, 1999; Berry et al., 1989), a balance between retaining country of origin culture and embracing host culture (integration acculturation style) was not related to more career satisfaction than adapting to host country culture and not maintaining country of origin culture (assimilated acculturation style) in the present thesis.

The positive findings of a preference for 'assimilation' acculturation style in the present study reflects migrants and employers' perceptions of what they thought New Zealand employers preferred (see Table 4, Chapter 3). Additionally, the migrant sample had a high employment rate, which could indicate why assimilated migrants in the present study are satisfied even though they are not maintaining their country of origin culture. However, once the influence of age and duration in New Zealand was accounted for, the significant difference in mean career satisfaction scores were not significant.

*Hypothesis 4: Significant differences between mean proximity to full employment scores for the four acculturation styles will be observed.*

Finally, significant differences between mean proximity to full employment scores for the four acculturation styles were predicted. Using Guttman scale, significant differences in mean scores of proximity to full employment using the Guttman scale were found. Specifically, migrants who adapted to New Zealand culture and maintained their country of origin culture (integration acculturation style) were more likely to find full employment than those who were not adapting to New Zealand culture whilst maintaining or not maintaining their country of origin culture (separation or marginalisation styles). Consequently, results indicate that adapting to New Zealand culture is the important aspect that distinguishes whether migrants find full employment or not. However, once the influence of other variables (duration in New Zealand, network building, career planning and development, applying, and highest educational qualification) were controlled for, differences in mean scores of proximity to full employment were not significant. Additionally, results indicated that there were no significant differences in mean scores of employment status at present (using the Under-Over employment measure) amongst the four acculturation styles.

Another interesting finding was that duration in New Zealand was positively related to employment status at present and career satisfaction. This relationship indicated that the longer one lives in New Zealand the more likely a migrant would find full employment or over employment, and be satisfied with their career. This finding is similar to Tharmaseelan's (2005) finding that length of time in New Zealand positively predicted employment status at the time of conducting the study, as well as career satisfaction after migrating to New Zealand. The significant

finding related to duration in New Zealand and the criterion variables of the present study could be, because the longer the migrants live in New Zealand they may have adjusted to their employment situation (either unemployed or employed), and consequently are relatively more satisfied than those who have just arrived in New Zealand and have not had time to adjust to their employment situation. To elaborate, perhaps unemployed migrants who have lived in New Zealand for longer have given up hoping to find full employment as they are more aware of the possible difficulties in finding full employment, whereas new migrants may be more hopeful and expect to find employment relatively quickly. Additionally, migrants who have lived longer in New Zealand are also more likely to find full employment, possibly since they know more about what New Zealand employers are looking for and have had time to build relationships with employers, recruitment agents, and other migrants who might help them find employment.

### **Limitations of the Research**

One major limitation of the present research was the lack of random selection of participants. The current thesis utilized snowballing and networking techniques to obtain migrant, recruitment agent and human resource personnel participants. Use of such techniques results in particular selection biases. For instance most of the present researcher's personal contacts were employed, which could account for the large proportion of employed participants (88.2%) in the present study. Additionally, generalizability of the present study's findings to the larger population of Asian migrants in New Zealand is decreased due to the sample size of the present study and the sample not consisting proportional number of migrants from countries in Asia that are living in New Zealand.

However, previous research in New Zealand and in other countries has indicated difficulties in obtaining adequate numbers of migrant participants (Kosic, 2002, 2004; Leong et al., 2006; Mace et al., 2005; Schmitz, 2001; Tharmaseelan, 2005). Considering the time restraints and the scope of the present thesis, the sample size of Asian migrants and employer participants in the present thesis were improved from comparable research such as Mace (2004).

One major issue that was encountered in the present research was that the Guttman scale of proximity to full employment measure did not meet the required cut off value for the coefficient of scalability when using the more stringent Goodenough-Edwards technique of error calculation. This resulted in using two measures of proximity to full employment (the Guttman scale and the composite measure) in the present research contrary to what was previously planned. The variable that was used in place of the Guttman scale for measuring proximity to full employment, namely the Under-Over employment measure of employment status at present, utilised only two items. Nevertheless, the Under-Over employment variable is adding to the comparative study findings of Mace et al. (2005) and Tharmaseelan (2005). For example, Mace et al. only measured employment outcome up to full employment, whereas the Under-Over employment measure in the present thesis was able to capture over employed migrants as well as migrants who were fully employed.

The present research aimed to increase our understanding of the role of 'acculturation fit' in the process of finding full employment and consequent career related satisfaction. The obtained data regarding 'acculturation fit' did not produce any significant results. This lack of significant findings related to 'acculturation fit' could be due to the small sample size of the employer participants and the rank

analysis method that was utilized to measure fit. The 30 recruitment agents and human resource personnel participants had a variety of experiences recruiting employees, yet 13 of these employers were migrants themselves. Thus, the migrant employer participants might have different preferences for acculturation than New Zealand born employers, which might have influenced the high ‘acculturation fit’ scores obtained in the present research. However, considering similarity of findings by Mace et al. (2005) to those of present research, one could conceptualise that ‘acculturation fit’ might not be a key variable in the process of Asian migrants finding employment in New Zealand.

### **Merits of the research**

Considering the time constraints and difficulties previous researchers have encountered in obtaining adequate sample sizes (Mace, 2004; Tharmaseelan, 2005) the present research managed to achieve a good response rate. To the present researcher’s awareness there has not been a study conducted solely on Asian migrants and their process of finding full employment in New Zealand. Unlike Mace et al.’s (2005) study, which had migrants ranging from European, Asian and Middle Eastern countries, the present study looked at only Asian migrants thereby improving sampling characteristics. Thus, the present research provides a starting point for research on Asian migrants in New Zealand and their process of finding full employment. Additionally, the present study was able to improve on Mace’s employer sample, which only had recruitment agents, by including human resource personnel in addition to recruitment agents.

The present thesis also built on the measurement of acculturation from Mace et al.’s (2005), and Tharmaseelan’s (2005) studies by modifying the measures (see Chapter 3) and testing them with a new sample of participants. In contrast to

Mace et al.'s study, the present research was able to use the data from the 'Acculturation' measure to obtain Berry's four acculturation styles, demonstrating that a larger sample of participants and improved measure as in the present research would enable categorisation of the acculturation styles.

Additionally, the concepts of proximity to full employment and psychological acculturation were both measured by two different methods. According to Dillman (1978) multiple methods of measuring constructs need to be utilized to improve construct validity of measures. Thus, the present findings indicate that using multiple methods for measuring a particular construct is important as different methods could lead to different findings. Specifically, observed correlations in findings in the present study and in other comparable research (Mace et al., 2005; Tharmaseelan, 2005) could be largely due to the similarity of methods used to measure the construct. Contradictory findings could be largely due to different type of method used to measure the construct. For example, proximity to full employment was not found to partially mediate the relationship between acculturation and career satisfaction when using the Guttman measure in Mace et al.'s study whilst in the present study partial mediation was supported when using the Under-Over employment measure.

Mace (2004) did not report the coefficient of scalability score for her proximity to full employment measure using the Guttman scale. Failure to report the coefficient of scalability, which is also an important indication of whether the scale is a Guttman hierarchical scale, lead to some doubt in reliance on Mace's Guttman scale of measuring proximity to full employment. The low Coefficient of Scalability found using the more conservative Goodenough-Edwards method for calculating error further supported that the present study's (and perhaps Mace's study) Guttman

scale need to be considered with some caution. Use of different measures of full employment (Guttman scale and Under-Over employment measure) resulted in contradictory findings in the present study, further supporting the importance of using multiple methods of measuring a construct since one measure might not adequately capture a particular construct.

Moreover, results found using the Under-Over employment measure provide further information and understanding of the role of employment in addition to the comparative study findings of Mace et al. (2005) and Tharmaseelan (2005). For example, Mace et al. only measured employment outcome up to full employment (similar to the present study's Guttman scale), whereas the Under-Over employment measure in the present thesis was able to capture over employed migrants as well as migrants who were fully employed.

The present study also considered additional variables such as age and duration in New Zealand that have been found to predict employment status at present and career satisfaction (Tharmaseelan, 2005). In contrast, Mace et al. (2005) only explored whether the variables in their hypothesised model were related as predicted. Controlling for other variables such as age and duration in New Zealand is important in order to decrease error due to confounding influences on the dependent variables (Pallant, 2007). Thus, by controlling for the influences of other variables on the outcome variables (proximity to full employment, employment status at present and career satisfaction) of the present study, it was possible to obtain a less contaminated indication of the relationships between the variables of interest (see Figure 1, Chapter 1).

## **Implications**

Results from this study could aid participants of the study, future Asian and other migrants coming to New Zealand, and government or other organizations in New Zealand that are involved in recruiting or helping migrants find employment to develop and better understand the processes of finding employment. For example, the present study found that Asian migrants who adopt New Zealand culture are more likely to find full employment. Consequently, migrants could attempt to adapt to New Zealand culture to increase the probability of finding full employment.

Furthermore, the findings that by adapting to New Zealand culture the Asian migrants could achieve full employment and career satisfaction in New Zealand, add to the understanding of how to overcome difficulties that migrants could be facing during the transitional stage of adjusting to New Zealand and during the process of finding employment. Better understanding of migrant difficulties such as difficulties adapting to New Zealand culture when finding employment can be beneficial for multicultural workplaces as well as agencies involved with migrants. For instance, understanding that difficulties in adapting to New Zealand culture might be a possible reason why a certain new Asian migrant employee is not satisfied with their career can enable human resource personnel to take necessary steps to aid this new employee in adapting to Kiwi culture through mediation.

Additionally, the study findings of the direct and indirect role of psychological acculturation of Asian migrants with their career satisfaction in New Zealand contribute to further understanding of acculturation theories that are directly relevant to the occupational setting of New Zealand. For instance, the present thesis found that country of origin acculturation was not a significant predictor of proximity to full employment and career satisfaction in New Zealand whereas New

Zealand acculturation was a significant predictor. Hence, New Zealand acculturation might be the main focus in occupational settings in New Zealand.

The lack of significant findings related to ‘acculturation fit’ could be due to the small sample size of the employer participants and the rank analysis method that was utilized to measure fit. Additionally, though the concepts of proximity to full employment and acculturation had multiple methods of measuring the concepts, the concept of ‘acculturation fit’ had only one method of measurement. However, the present study did improve the rank order measure of Mace’s (2004) original measure by introducing the item measuring individualistic style. Nevertheless, as Mace’s findings were similar to results of the present research, one could conceptualise that ‘acculturation fit’ might not be a key variable in the process of Asian migrants finding employment in New Zealand.

### **Recommendations for Future Research**

Future research could test the research model (Figure 1) between groups of migrants from Asian countries so that comparison between groups can be conducted. Cultural differences between different groups of Asian migrants could influence the type of acculturation style adopted by migrants (Leong et al., 2006; Navas et al., 2005).

The difficulties encountered with the proximity to full employment using the Guttman scale in the present research could have been because the items were not in a hierarchical scale. Future research could develop better measures of proximity to full employment in order to improve the testing of the hypothesised model in Figure 1.

The present research utilized a quantitative methodology. However, if more time were allowed to conduct this study, it would have been worthwhile to have a qualitative analysis section by conducting interviews with individuals who obtained jobs that matched their qualifications and with unemployed migrants. Even though due to time restraints this was not possible, the quantitative analysis of the sample produced important information about the process of Asian migrants finding employment in New Zealand.

The research could also be expanded to include a comparison group consisting of individuals who are originally from New Zealand and are seeking employment or are employed at present, preferably having similar occupations and qualifications to the migrant sample. This 'Kiwi' group could be compared to the Asian migrants and could produce valuable information about possible differences and similarities in experiences between the Asian migrants and 'Kiwi' comparison group. New Zealand born participants could be restricted to individuals who are currently employed or looking for (better) work, preferably working in the same organization or occupational sector as the migrant sample.

Future research could further extend the present research findings to particular organizations and check whether the role of 'acculturation fit' is more important after obtaining employment. The comparison of the acculturation styles to obtain 'acculturation fit' could not be conducted in the present research, similar to Mace (2004). The present researcher suggests obtaining a larger sample of employers and developing a measure using Bourhis et al.'s (1997) 'relational outcomes' would perhaps enable better exploration of 'acculturation fit' in the field of occupational psychology.

Future research could also explore whether other factors such as organizational-fit, self-efficacy, and factors from the country of origin (acculturation style of the country of origin) play an important role in the process of finding employment. Asian migrant's reasons for migrating to New Zealand could also be explored in prospective research. Some research suggests that reasons for migration can also play some role in the process of finding full employment (Berry et al., 1987; Kunz, 1973). According to Kunz (p.131), "migration is based on push and pull factors". The push factors are the reasons for leaving the country of origin, whilst the pull factors are the reasons the particular host country provides that draws the migrant to migrate to that country. For instance, Carr, Inkson and Thorn (2005) explain five types of motivations to migrate: economic, political, cultural, family and career factors.

According to Berry et al.'s (1987) rationale, migrants who voluntarily migrate (e.g. for economic, career development or academic reasons) to the host country would experience less difficulty in adjusting (i.e. finding full employment in the context of the present research) than migrants who do not have a choice. Kunz's (1973) push-pressure-pull theory suggests that migrants who migrated due to political unrest in their country of origin for instance (who are primarily motivated by push factors), would more likely prefer to maintain their country of origin culture (separation acculturation style) than adopting to host culture (assimilation acculturation style) than those who migrated for career building or economic reasons and are mainly motivated by pull factors.

## **Conclusions**

Both methods of measuring psychological acculturation (the two dimensions and the four acculturation styles) indicated that adapting to New Zealand culture is the significant predictor of increased career satisfaction in the present Asian migrant sample. Despite some limitations, the present exploratory research has found that skilled Asian migrants who adapt to New Zealand culture are more satisfied with their career in New Zealand than those who do not adapt to New Zealand culture. Adapting to New Zealand culture may or may not mean that one would have to change behaviours, thought patterns, values that had previously worked in one's country of origin. The findings also suggest that migrants who are fully employed or over employed are more likely to be satisfied with their career in New Zealand than those who are unemployed or underemployed.

## REFERENCES

- Abe-Kim, J., Okazaki, S., & Goto, S. G. (2001). Unidimensional versus multidimensional approaches to the assessment of acculturation for Asian American populations. *Cultural Diversity & Ethnic Minority Psychology, 7*, 232-246.
- Alpass, F., Flett, R., Trlin, A., Henderson, A., North, N., Skinner, M., & Wright, S. (2007). Psychological wellbeing in three groups of skilled immigrants to New Zealand. *Australian Journal of Rehabilitation Counselling, 13*, 1-13.
- Altrocchi, J., & Altrocchi, L. (1995). Polyfaceted psychological acculturation in Cook Islanders. *Journal of Cross-Cultural Psychology, 26*, 426-440.
- Arends-Toth, J., & van de Vijver, F. J. R. (2004). Domains and dimensions in acculturation: Implicit theories of Turkish-Dutch. *International Journal of Intercultural Relations, 28*, 19-35.
- Arnold, J. (2004). The congruence problem in John Holland's theory of vocational decisions. *Journal of Occupational and Organizational Psychology, 77*, 95-113.
- Aycan, Z., & Berry, J. W. (1996). Impact of employment-related experiences on immigrants' psychological well-being and adaptation to Canada. *Canadian Journal of Behavioural Science, 28*, 240-251.
- Barak, M. E. M., & Levin, A. (2002). Outside of the corporate mainstream and excluded from the work community: a study of diversity, job satisfaction and well-being. *Community, Work & Family, 5*, 132-157.
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical

- considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.
- Basnayake, A. (1999). *Employment experiences of Sri Lankan migrants in New Zealand: Nga ahuatanga mahi a nga manene o hiri ranaka kei Aotearoa*. Auckland: Equal Employment Opportunities Trust.
- Berry, J. W. (1998). Acculturation and health: Theory and research. In S. S. Kazarian, & D. R. Evans (Eds.), *Cultural clinical psychology: Theory, research, and practice* (pp. 39-57). New York: Oxford University Press.
- Berry, J. W. (1999). Intercultural relations in plural societies. *Canadian Psychology*, 40, 1-9.
- Berry, J. W. (2001). A psychology of immigration. *Journal of Social Issues*, 57, 615-631.
- Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29, 697-712.
- Berry, J. W., Kim, U., Minde, T., & Mok, D. (1987). Comparative studies of acculturative stress. *International Migration Review*, 21, 491-511.
- Berry, J. W., Kim, U., Power, S., Young, M., & Bujaki, M. (1989). Acculturation attitudes in plural societies. *Applied Psychology: An International Review*, 38, 185-206.
- Berry, J. W., Segall, M. H., & Kagitcibasi, C. (Eds.). (1997). *Handbook of cross-cultural psychology: social behaviour and applications* (2nd ed.). Boston: Allyn & Bacon.
- Bhagat, R. S., & London, M. (1999). Getting started and getting ahead: Career dynamics of immigrants. *Human Resource Management Review*, 9, 349-365.

- Bourhis, R. Y., Moise, L. C., Perreault, S., & Senecal, S. (1997). Towards an interactive acculturation model: A social psychological approach. *International Journal of Psychology, 32*, 369-386.
- Brannick, M. T. (2008). *Confirmatory factor analysis*. Retrieved May 27, 2008, from <http://luna.cas.usf.edu/~mbrannic/>
- Byrne, D. (1971). *The Attraction Paradigm*. New York: Academic Press.
- Carr, S. C. (2004). *Globalization and culture at work: Exploring their combined glocality*. Dordrecht, Netherlands: Kluwer.
- Carr, S. C., Inkson, K., & Thorn, K. (2005). From global careers to talent flow: Reinterpreting 'brain drain'. *Journal of World Business, 40*, 386-398.
- Christopher, K. A. (2000). Determinants of psychological well-being in Irish immigrants. *Western Journal of Nursing Research, 22*, 123-140.
- Coakes, S. J., & Steed, L. (2007). *SPSS version 14.0 for Windows: Analysis without anguish*. Milton, Queensland, Australia: John Wiley & Sons.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). New York: Academic Press.
- Cool, A. L. (2000, January). *A review of methods for dealing with missing data*. Paper presented at the annual meeting of the Southwest Educational Research Association, Dallas, Texas. Retrieved May 25, 2008 from <http://ericae.net/ft/tamu/cool1.pdf>
- Davies, J. C. (1979). The J-curve of rising and declining satisfaction as a cause of some great revolutions and a contained rebellion. In H. D. Graham, & T. R. Gurr (Eds.), *The history of violence in America* (pp. 690-739). New York: Bantam.

- DeFrank, R. S., & Ivancevich, J. M. (1998). Stress on the job: An executive update. *Academy of Management Executives*, 12, 55-66.
- Department of Labour. (2005). *Migration trends 2004/2005*. Wellington, New Zealand: Department of labour. Retrieved October 8, 2007, from <http://www.immigration.govt.nz/NR/rdonlyres/E05EABDB-9F88-4B68-9104-20D6D86C07EC/0/MigrationTrends200405.pdf>
- Department of Labour. (2008a). *A future together: The New Zealand settlement strategy in outline*. Retrieved June 01, 2008, from <http://www.immigration.govt.nz/NR/rdonlyres/7137ABC7-9569-4BAE-BB09-227914CECE50/0/NZImmigrationSettlementStrategyOutline.pdf>
- Department of Labour. (2008b). *Migration trends 2006/07*. Retrieved May 27, 2008, from <http://www.immigration.govt.nz/NR/rdonlyres/814ACAD1-743B-4B8E-A4FB-A2B492360FFD/0/MigrationTrends200607.pdf>
- de Vaus, D. (2002) *Analysing social science data: 50 key problems in data analysis*. London: Sage Publications.
- Dillman, D.A. (1978). *Mail and telephone surveys: The total design method*. New York: Wiley-Interscience.
- Edwin, A. J., Hooft, V., Born, M. P. H., Taris, T. W., Flier, H. V. D., & Blonk, R. W. B. (2004). Predictors of job search behavior among employed and unemployed people. *Personnel Psychology*, 57, 25-59.
- Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluating the use of exploratory factor analysis in psychological research. *Psychological Methods*, 4, 272-299.
- Firkin, P. (with Dupuis, A., & Meares, C.). (2004). *Summary report: The experiences of professional migrants working in New Zealand: A*

- biographical - narrative approach* (Working paper No. 13). Auckland, New Zealand: Massey University, Labour Market Dynamics Research Programme.
- Frazier, P. A., Tix, A. P., & Barron, K. E. (2004). Testing moderator and mediator effects in counseling psychology research. *Journal of Counseling Psychology, 51*, 115-134.
- Giles, D. C. (2002). *Advanced research methods in psychology*. New York: Routledge.
- Graves, T. D. (1967). Psychological acculturation in a tri-ethnic community. *Southwestern Journal of Anthropology, 23*, 337-350.
- Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes. *The Academy of Management Journal, 33*, 64-86.
- Guest, G. (2000). Using Guttman scaling to rank wealth: Integrating quantitative and qualitative data. *Field Methods, 12*, 346-357.
- Gurría, A. (2007, March 6). The shifting power equation: Implications for smaller countries. *Organisation for Economic Co-operation and Development*. Speech given at "Avenir Suisse" Foundation in Zürich. Retrieved April 5, 2008, from [http://www.oecd.org/document/63/0,3343,en\\_33873108\\_33844430\\_38377151\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/63/0,3343,en_33873108_33844430_38377151_1_1_1_1,00.html)
- Hair, J. F. Jr., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis with readings* (5th ed.). Prentice Hall, Inc.

- Ho, E., Au, S., Bedford, C., & Cooper, J. (2002). *Mental health issues for Asians in New Zealand: A literature review*. Hamilton, New Zealand: University of Waikato.
- Holland, J. L. (1985). *Making vocational choices: A theory of vocational personalities and work environments* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Hutcheson, G. D., & Sofroniou, N. (1999). *The multivariate social scientist*. London: Sage Publications.
- Judge, T. A., Cable, D. M., Boudreau, J. W., & Bretz, R. D. (1995). An empirical investigation of the predictors of executive career success. *Personnel Psychology, 48*, 485-519.
- Kanfer, R., Wanberg, C. R., & Kantrowitz, T. M. (2001). Job search and employment: A personality-motivational analysis and meta-analytic review. *Journal of Applied Psychology, 86*, 837-855.
- Kenny, D. A. (2008). *Mediation*. Retrieved April 18, 2008, from <http://davidkenny.net/cm/mediate.htm>
- Kenny, D. A., Kashy, D. A., Bolger, N. (1998). Data analysis in social psychology. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (Vol. 1, 4th ed., pp. 233-265). New York: McGraw-Hill.
- Kosic, A. (2002). Acculturation attitudes, need for cognitive closure, and adaptation of immigrants. *Journal of Social Psychology, 142*, 179-201.
- Kosic, A. (2004). Acculturation strategies, coping process and acculturative stress. *Scandinavian Journal of Psychology, 45*, 269-278.
- Kunz, E. F. (1973). The refugee in flight: Kinetic models and forms of displacement. *International Migration Review, 7*, 125-146.

- Lazarus, R.S. (1997). Acculturation isn't everything. *Applied Psychology: An International Review*, 46, 39-43.
- Leong, F. T. (2001). The role of acculturation in the career adjustment of Asian American workers: A test of Leong and Chou's (1994) formulations. *Cultural Diversity & Ethnic Minority Psychology*, 7, 262-273.
- Leong, F. T., Inman, A., Ebreo, A., Yang, L. H., Kinoshita, L. M., & Fu, M. (Eds.). (2006). *Handbook of Asian American psychology* (2nd ed.). Thousand Oaks, California: Sage Publications.
- Lofquist, L., & Dawis, R. (1969). *Adjustment to Work*. New York: Appleton-Century-Crofts.
- Mace, K. A. (2004). *Psycho-social correlates of employment amongst skilled newcomers to New Zealand*. Unpublished master's thesis, Massey University, Albany, New Zealand.
- Mace, K. A., Atkins, S., Fletcher, R., & Carr, S. C. (2005). Immigrant job hunting, labour market experiences, and feelings about occupational satisfaction in New Zealand: An exploratory study. *New Zealand Journal of Psychology*, 34, 97-109.
- Mau, W.-C., & Kopischke, A. (2001). Job search methods, job search outcomes, and job satisfaction of college graduates: A comparison of race and sex. *Journal of Employment Counseling*, 38, 141-149.
- McConaghy, M. J. (1975). Maximum possible error in Guttman scales. *The Public Opinion Quarterly*, 39, 343-357.
- McIver, J. P., & Carmines, E. G. (1981). *Unidimensional scaling*. Beverly Hills: Sage Publications.

- Menzel, H. (1953). A new coefficient for scalogram analysis. *The Public Opinion Quarterly*, 17, 268-280.
- Meyers, L. S., Gamst, G., & Guarino, A. J. (2005). *Applied multivariate research: Design and interpretation*. Thousand Oaks: Sage Publications.
- Murphy, E. J., & Mahalingam, R. (2006). Perceived congruence between expectations and outcomes: Implications for mental health among Caribbean immigrants. *American Journal of Orthopsychiatry*, 76, 120-127.
- Navas, M., Garcia, M. C., Sánchez, J., Rojas, A. J., Pumares, P., & Fernández, J. S. (2005). Relative Acculturation Extended Model (RAEM): New contributions with regard to the study of acculturation. *International Journal of Intercultural Relations*, 29, 21-37.
- Nesdale, D., & Mak, A. S. (2000). Immigrant acculturation attitudes and host country identification. *Journal of Community & Applied Social Psychology*, 10, 483-495.
- Nguyen, A.-M. D., Huynh, Q.-L., & Lonergan-Garwick, J. (2007). The role of acculturation in the mentoring-career satisfaction model for Asian/Pacific Islander American university faculty. *Cultural Diversity and Ethnic Minority Psychology*, 13, 295-303.
- Niklas, C., & Dormann, C. (2005). The impact of state affect on job satisfaction. *European Journal of Work and Organizational Psychology*, 14, 367-388.
- Norusis, M. J. (2005). *SPSS 14.0: Statistical procedures companion*. New Jersey: Prentice Hall.
- O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). People and organizational culture: A profile comparison approach to assessing person-organization fit. *Academy of Management Journal*, 34, 487-516.

- Orr, E., Mana, A., & Mana, Y. (2003). Immigrant identity of Israeli adolescents from Ethiopia and the former USSR: Culture-specific principles of organization. *European Journal of Social Psychology, 33*, 71-92.
- Pallant, J. (2007). SPSS survival manual: A step-by-step guide to data analysis using SPSS for Windows (3<sup>rd</sup> ed.). Crows Nest, New South Wales, Australia: Allen & Unwin.
- Pernice, R., Trlin, A., Henderson, A., & North, N. (2000). Employment and mental health of three groups of immigrants to New Zealand. *New Zealand Journal of Psychology, 29*, 24-29.
- Phillips, J. (2007). *History of immigration*. Retrieved April 3, 2008, from <http://www.TeAra.govt.nz/NewZealanders/NewZealandPeoples/HistoryOfImmigration/en>
- Podsiadlowski, A. (2008). Facilitating migrants' entry and integration into the workplace. Retrieved May 24, 2008, from <http://www.victoria.ac.nz/cacr/research/migrantentry-com.aspx>
- Preacher, K. J., & Hayes, A. F. (2004). SPSS and SAS procedures for estimating indirect effects in simple mediation models. *Behavior Research Methods, Instruments, & Computers, 36*, 717-731.
- Preacher, K. J., & Leonardelli, G. (2006). *Calculation for the Sobel test: An interactive calculation tool for mediation tests*. Retrieved May 26, 2008, from <http://www.people.ku.edu/~preacher/sobel/sobel.htm>
- Redfield, R., Linton, R., & Herskovits, M. J. (1936). Memorandum for the study of acculturation. *American Anthropologist, 38*, 149-152.
- Rousseau, D. M. (1978). Relationship of work to nonwork. *Journal of Applied Psychology, 63*, 513-517.

- Rudmin, F. W. (1996, August). *Critical review of acculturation*. Paper presented at the XII Congress of the International Association for Cross-Cultural Psychology, Montreal, Quebec, Canada.
- Rudmin, F. W. (2003). Critical history of the acculturation psychology of assimilation, separation, integration, and marginalisation. *Review of General Psychology*, 7, 3-37.
- Sam, D. L., & Berry, J. W. (Eds.). (2006). *Cambridge handbook of acculturation psychology*. Cambridge: Cambridge University Press.
- Schmitz, P. G. (2001). Psychological aspects of immigration. In L. L. Adler, & U. P. Gielen (Eds.), *Cross-Cultural topics in psychology* (2nd ed., pp. 229-246). Westport, Connecticut: Praeger Publishers.
- Schneider, B. (1987). The people make the place. *Personnel Psychology*, 40, 437-453.
- Schwartz, S. J., & Montgomery, M. J. (2002). Similarities or differences in identity development? The impact of acculturation and gender on identity process and outcome. *Journal of Youth and Adolescence*, 31, 359-372.
- Sobel, M. E. (1982). Asymptotic confidence intervals for indirect effects in structural equations models. In S. Leinhardt (Ed.), *Sociological methodology* (pp. 290-312). San Francisco: Jossey-Bass.
- Soper, D. S. (2008). Statistics calculator: Sobel test calculator for the significance of mediation. Retrieved April 18, 2008, from <http://www.danielsoper.com/statcalc/calc31.aspx>
- Spicer, J. (2005). *Making sense of multivariate data analysis*. California: Sage Publications.

- Spoonley, P., Macpherson, C., & Pearson, D. (Eds.). (2004). *Tangata tangata: The changing ethnic contours of New Zealand*. Southbank, Victoria, Australia: Dunmore Press.
- Statistics New Zealand. (2007a, June 12). *Quick stats about culture and identity: 2006 data*. Retrieved October 12, 2007, from <http://www.stats.govt.nz/NR/rdonlyres/5F1F873C-5D36-4E54-9405-34503A2C0AF6/0/quickstatsaboutcultureandidentity.pdf>
- Statistics New Zealand. (2007b). *Permanent and long-term migration by country of birth*. Retrieved November 15, 2007, from <http://www.stats.govt.nz/NR/rdonlyres/2C292EB6-4835-4915-9441-4E9332413E8E/0/Table907.xls>
- Statistics New Zealand. (2007c). *Regional summary tables: 2006 census population and dwellings*. Retrieved November 15, 2007m from <http://www.stats.govt.nz/census/2006-census-data/regional-summary-tables.htm>
- Stewart, D. (2001). Exploratory versus confirmatory factor analysis. *Journal of Consumer Psychology, 10*, 76-77.
- Stouffer, S. A., Suchman, E. A., DeVinney, L. C., Star, S. A., & Williams, R. M. (1949). *The American soldier: Adjustment during army life, vol. 1*. New Jersey: Princeton University Press.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston: Allyn & Bacon.
- Thapa, S. B., & Hauff, E. (2005). Gender differences in factors associated with psychological distress among immigrants from low- and middle-income

- countries: Findings from the Oslo Health Study. *Social Psychiatry and Psychiatric Epidemiology*, 40, 78-84.
- Tharmaseelan, N. (2005). *Careers in cross-cultural context: A study of Sri Lankan immigrants in New Zealand*. Unpublished doctoral dissertation, Massey University, Albany, New Zealand.
- Trlin, A., Henderson, A., & North, N. (2004). Skilled Chinese and Indian immigrant workers. In P. Spoonley, A. Dupuis, & A. de Bruin (Eds.), *Work and working in twenty-first century New Zealand* (pp. 205-219). Palmerston North, New Zealand: Dunmore Press.
- Wanberg, C. R., Kanfer, R., & Rotundo, M. (1999). Unemployed individuals: Motives, job-search competencies, and job-search constraints as predictors of job seeking and reemployment. *Journal of Applied Psychology*, 84, 897-910.
- Ward, C., & Kennedy, A. (1994). Acculturation strategies, psychological adjustment, and sociocultural competence during cross-cultural transitions. *International Journal of Intercultural Relations*, 18, 329-343.
- Ward, C., & Rana-Deuba, A. (1999). Acculturation and adaptation revisited. *Journal of Cross-Cultural Psychology*, 30, 422-442.
- Wuensch, K.L. (2006). *Exploratory factor analysis*. Retrieved May 25, 2008, from <http://core.ecu.edu/psyc/wuenschk/StatHelp/StatHelp.htm>
- Yang, H. (2002). Subjective wellbeing and self-concept of elementary school teachers. *Chinese Mental Health Journal*, 16, 322-330.
- Zagefka, H., & Brown, R. (2002). The relationship between acculturation strategies, relative fit and intergroup relations: immigrant-majority relations in Germany. *European Journal of Social Psychology*, 32, 171-188.

## APPENDIX A



**Massey University**

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Te Kura Pūkenga Tangata

School of Psychology  
Te Kura Hinengaro Tangata  
Private Bag 11 222  
Palmerston North  
New Zealand  
T 64 6 356 5099 extn 2040  
F 64 6 350 5673  
www.massey.ac.nz

**The Role of Attitudes and Behaviours When Finding Employment:  
Study of Skilled Asian Migrants to New Zealand**

**INFORMATION SHEET**

Dear Sir/Madam,

My name is Kanchana Pathirana and I am exploring what behaviours and attitudes skilled Asian migrants to New Zealand use and what employer community view as important for finding work that matches their qualifications in New Zealand. This research is part of the requirements for my Master of Arts degree in Psychology. As part of this research I would like to receive information from you, from other Asian migrants and from Human Resource personnel and/or recruitment agents.

Participation in this study is for Asian migrants:

- Who are skilled migrants of Asian origin
- Who are between the age of 20 and 65
- Who have been in New Zealand for 15 years the most
- Participation in this study is for Asian migrants who are seeking/ have been but not necessarily looking for employment at present/ are currently employed
- Who have or are seeking permanent residency in New Zealand
- Asian migrants who are fluent in English

Finding employment is an important part of people's lives and I wish to find out the different processes that Asian migrants go through when looking for employment in New Zealand. I hope to help employers and migrants better understand this process and improve individual success of finding employment.

Participation in the study involves answering a questionnaire, which would take approximately 30 minutes of your time. No name or other identifiable details are required on the questionnaire, so your questionnaire results will not be identified as your results. The questionnaire asks questions about why you came to New Zealand, the methods you have used to search for jobs, feelings you have experienced in trying to find a job and how important cultural aspects are for you. Additionally, I would be grateful if you could pass on this information or pass on a questionnaire or provide contact details of any Asian migrants and possibly any Human Resource personnel and/or recruitment agents you know of for purposes of gathering information about their attitudes on finding employment in New Zealand.

You are under no obligation to accept this invitation and if you have decided not to participate in this study thank you very much for considering participating. If you do decide to participate in the study, please complete all relevant sections of the [package/ attached file] including the questionnaire and relevant section of the information sheet, and return it via the [pre-paid envelope provided/ email address provided]. Once all questionnaires have been collected, only group results will be reported in the study. The questionnaires collected will be safely stored at Massey University for 5 years and will only be accessed by my supervisors and myself.

Once the information has been obtained it will be used for writing the thesis for a Master's degree, for summarising the results to participants upon request, and possibly for publishing the results in a journal article. If you fill in and return the questionnaire, I will assume that you have given permission for the information contained within the questionnaire to be used as described above. You have the right to decline answering any particular question.

If there are any issues that arise while filling out this questionnaire, the following counselling help line would be available to help you (free of charge).

Lifeline                      0800 111 777

This research is being conducted by Kanchana Pathirana for her Master of Arts degree in Psychology and is being supervised by Prof. Stuart C. Carr and Dr. Regina Pernice of Massey University, Albany and Palmerston North campus. If you have questions regarding this study please do not hesitate to contact Kanchana Pathirana by email at [kanchp@gmail.com](mailto:kanchp@gmail.com). Prof. Stuart Carr on 09 414-0800, Ext 41228 or email at [S.C.Carr@massey.ac.nz](mailto:S.C.Carr@massey.ac.nz) and Dr. Regina Pernice on 06 356 9099 Ext 2242 or email at [R.E.Pernice@massey.ac.nz](mailto:R.E.Pernice@massey.ac.nz).

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application 07/041. If you have any concerns about the conduct of this research, please contact Associate Professor Ann Dupuis, Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 extension 9054, email <[humanethicsnorth@massey.ac.nz](mailto:humanethicsnorth@massey.ac.nz)>.

**Thank you for participating or considering participating in this research.**

**Please complete the response form and return with your completed questionnaire.**

## APPENDIX A

## Questionnaire For Skilled Asian Migrants

Thank you for agreeing to take part in this research. For each question, please select the relevant answer that most closely represents your situation. **Please note that there is no right or wrong answer.**

**Part I: The first part of this questionnaire asks about your employment related details and your reasons for migrating to New Zealand.**

a) What is your current **highest** educational qualification(s) (including any you have taken in New Zealand)? (Please **tick** ✓ the relevant qualification)

- |  |   |
|--|---|
| <input type="checkbox"/> No formal Qualification <sup>1</sup>      | <input type="checkbox"/> Postgraduate Diploma or Certificate <sup>5</sup> |
| <input type="checkbox"/> High School Secondary School <sup>2</sup> | <input type="checkbox"/> Masters <sup>6</sup>                             |
| <input type="checkbox"/> Certificate/ Diploma <sup>3</sup>         | <input type="checkbox"/> PhD <sup>7</sup>                                 |
| <input type="checkbox"/> Bachelors/University Degree <sup>4</sup>  | <input type="checkbox"/> Other <sup>8</sup> (please specify) _____        |

b) What are the subject(s) of your educational qualification(s) to question 'a' above (e.g. Hospitality, Medicine or Engineering)? \_\_\_\_\_

c) Have you ever been employed in New Zealand? (If YES please go to the **next** question, If NO please move to question 'k'; Please **tick** ✓ the relevant answer) Yes<sup>1</sup>/No<sup>2</sup>

d) Are you currently employed? (If YES please go to the **next** question; If NO please move to question 'i'; Please **tick** ✓ the relevant answer) Yes<sup>1</sup>/No<sup>2</sup>

e) What is your current job? \_\_\_\_\_

f) My current job is (Please **tick** ✓ the relevant contract):

- |  |   |
|--|---|
| <input type="checkbox"/> Part time on a fixed term contract <sup>1</sup> | <input type="checkbox"/> Full time on a permanent contract <sup>4</sup> |
| <input type="checkbox"/> Part time on a permanent contract <sup>2</sup>  | <input type="checkbox"/> Casual <sup>5</sup>                            |
| <input type="checkbox"/> Full time on a fixed term contract <sup>3</sup> |   |

g) My current job is at a Very Much Lower<sup>1</sup>/ Lower<sup>2</sup>/ Not Sure<sup>3</sup>/ Similar<sup>4</sup>/ Higher<sup>5</sup>/ Very Much Higher<sup>6</sup> educational qualification level than my best job in my country of origin. (Please **circle** what applies to you)

h) My current job is at a Very Much Lower<sup>1</sup>/ Lower<sup>2</sup>/ Not Sure<sup>3</sup>/ Similar<sup>4</sup>/ Higher<sup>5</sup>/ Very Much Higher<sup>6</sup> level than my educational qualifications. (Please **circle** what applies to you)

i) How long have you been unemployed (if ever) before getting into your **first** employment in New Zealand? \_\_\_\_\_ (Months) \_\_\_\_\_ (Years)

j) Please write down what previous employment you have had in New Zealand, if any.

---



---

k) Why did you migrate? Using the scale below indicate how much **each** of the following contributed to your decision to migrate to New Zealand (Please **circle** the relevant number).

1 No contribution	2 Contributed very little	3 Contributed somewhat	4 Contributed	5 Greatly contributed	
<sup>1</sup> I enjoy seeing the world	1	2	3	4	5
<sup>2</sup> I wanted to give a peaceful life to my family	1	2	3	4	5
<sup>3</sup> I wanted to have a greater political freedom	1	2	3	4	5
<sup>4</sup> I had to earn more for my family	1	2	3	4	5
<sup>5</sup> I had achieved to the maximum possible level in my career where I was	1	2	3	4	5
<sup>6</sup> I love to visit different places	1	2	3	4	5
<sup>7</sup> I needed an exciting environment to face	1	2	3	4	5
<sup>8</sup> I wanted to give high quality education to my children	1	2	3	4	5
<sup>9</sup> I wanted to earn high	1	2	3	4	5
<sup>10</sup> I needed new challenges	1	2	3	4	5
<sup>11</sup> My poor financial situation in my country of origin led me to migrate	1	2	3	4	5
<sup>12</sup> I wanted to learn more to upgrade my home country career	1	2	3	4	5
<sup>13</sup> I like to see new things	1	2	3	4	5
<sup>14</sup> I wanted to escape from the ethnic conflict	1	2	3	4	5
<sup>15</sup> I was eager to learn the modern technological developments to take back to my country and progress my career there	1	2	3	4	5
<sup>16</sup> I enjoy living in different countries	1	2	3	4	5
<sup>17</sup> I wanted to give a good quality of life to my family	1	2	3	4	5
<sup>18</sup> I wanted something different from what I had in my country of origin	1	2	3	4	5
<sup>19</sup> I faced lot of difficulties due to the political situation in my country of origin	1	2	3	4	5
<sup>20</sup> I wanted to give my children a better life	1	2	3	4	5
<sup>21</sup> My family decided to migrate	1	2	3	4	5
<sup>22</sup> New Zealand has better opportunities than my country of origin	1	2	3	4	5
<sup>23</sup> My parents decided to migrate	1	2	3	4	5
<sup>24</sup> I felt I could get better education and experience in New Zealand than in my country of origin	1	2	3	4	5
<sup>25</sup> I was a victim of war	1	2	3	4	5

**Part II: This part of the questionnaire asks you about methods and strategies that you have used and how close you have got when trying to get a job in New Zealand.**

l) Which of these have you done to find a job in New Zealand? Use the scale below to indicate how much you have done each of the following. (Please **circle** the relevant number)

	1	2	3	4	5
	Never	Very little	Half of the time	Most of the time	Always
<sup>1</sup> I answered advertisements (either in newspapers and/or in professional journals)	1	2	3	4	5
<sup>2</sup> I approached employers directly (either by mail, in person or by telephone)	1	2	3	4	5
<sup>3</sup> I asked friends and/or neighbours about jobs	1	2	3	4	5
<sup>4</sup> I went to employment agencies	1	2	3	4	5
<sup>5</sup> I went to Work and Income New Zealand (WINZ)	1	2	3	4	5
<sup>6</sup> I went to a career exposition or job days	1	2	3	4	5
<sup>7</sup> I did volunteer work in any organisation	1	2	3	4	5
<sup>8</sup> I modified my Curriculum Vitae/Resume	1	2	3	4	5
<sup>9</sup> I researched for jobs at the local library or on the internet	1	2	3	4	5
<sup>10</sup> I gained more qualifications (either in the same area or different area/subjects)	1	2	3	4	5
<sup>11</sup> I went/go to courses to improve my English language skills	1	2	3	4	5
<sup>12</sup> I kept career options open	1	2	3	4	5
<sup>13</sup> I developed skills which may be needed in future career positions	1	2	3	4	5
<sup>14</sup> I thought of self-strengths and weaknesses in terms of career goals	1	2	3	4	5
<sup>15</sup> I made connections with members of the same occupation	1	2	3	4	5
<sup>16</sup> I take/ took my work home (if it is appropriate to the job)	1	2	3	4	5
<sup>17</sup> I found a job before I arrived in New Zealand	1	2	3	4	5
<sup>18</sup> Other (please specify)	1	2	3	4	5

m) The following is a sequence of stages individuals go through when looking for a job. Which stages have you accomplished/gone through when looking for a job(s)? (Please **tick** ✓ **all that apply**)

- ☐ Searched for jobs relevant to my qualifications<sup>1</sup>
- ☐ Applied for jobs that matches my qualifications<sup>2</sup>
- ☐ Received a letter back from a company acknowledging receiving my Curriculum Vitae<sup>3</sup>
- ☐ Received a rejection letter back from the company<sup>4</sup>
- ☐ Went to an interview<sup>5</sup>
- ☐ Had my references (i.e. from previous employers) checked<sup>6</sup>
- ☐ Received a rejection letter after interview<sup>7</sup>
- ☐ Was placed on a short list for the position<sup>8</sup>
- ☐ Went to a second interview<sup>9</sup>
- ☐ Received a rejection letter after second interview<sup>10</sup>
- ☒ Currently working/worked in a job that is either at a lower or higher level to my qualifications<sup>11</sup>
- ☐ Currently working/worked in a job that matches my qualifications<sup>12</sup>
- ☐ Other (please specify)<sup>13</sup> \_\_\_\_\_

**Part III: This section of the questionnaire asks about how much you identify with your country of origin culture and/or that of the New Zealand culture.**

n) Below are some items dealing with how individuals express their culture in their daily experiences in New Zealand. How much of the time do you have the following **daily experiences/behaviours from your Country of Origin culture and/or Kiwi culture** in New Zealand? (Please **circle** the appropriate number)

1

2

3

4

5

Never
Very little
Half of the time
Most of the time
Always

The following example shows how someone might answer this question:

	Country of origin					Kiwi				
Using <u>(Country of Origin/Kiwi)</u> language for communication at home	1	2	3	4	5	1	2	3	4	5
Eating food at work that is similar to <u>(Country of Origin/Kiwi)</u> food	1	2	3	4	5	1	2	3	4	5

Now, please give your responses to the following items:

	Country of origin					Kiwi				
<sup>1</sup> Wearing clothes <b>or</b> traditional dress from_____ in general	1	2	3	4	5	1	2	3	4	5
<sup>2</sup> Language used for communication at home:_____	1	2	3	4	5	1	2	3	4	5
<sup>3</sup> Language used for communication outside of home: _____	1	2	3	4	5	1	2	3	4	5
<sup>4</sup> Celebrating cultural events from _____	1	2	3	4	5	1	2	3	4	5
<sup>5</sup> Attending cultural programmes from _____	1	2	3	4	5	1	2	3	4	5
<sup>6</sup> Memberships and activities in community based organizations/associations/clubs from _____	1	2	3	4	5	1	2	3	4	5
<sup>7</sup> Friendships and/or relationships with individuals originally from _____	1	2	3	4	5	1	2	3	4	5
<sup>8</sup> Using skills and knowledge developed in _____	1	2	3	4	5	1	2	3	4	5
<sup>9</sup> Holding religious beliefs that are held in _____	1	2	3	4	5	1	2	3	4	5
<sup>10</sup> Having values similar to that from _____	1	2	3	4	5	1	2	3	4	5
<sup>11</sup> Practicing social customs from _____	1	2	3	4	5	1	2	3	4	5
<sup>12</sup> Conducting employment activities similar to that from _____	1	2	3	4	5	1	2	3	4	5
<sup>13</sup> Eating food at home that is similar to _____ food	1	2	3	4	5	1	2	3	4	5
<sup>14</sup> Feeling comfortable working with people from_____	1	2	3	4	5	1	2	3	4	5
<sup>15</sup> Eating food at work that is similar to _____ food	1	2	3	4	5	1	2	3	4	5

o) Which of the following statements would you think an Asian migrant agree with the most and the least? Please place (by **circling** the relevant number) each of these statements in order from 1 to 5, **1 = agree with the least, to 5 = agree with the most.**

If an Asian migrant comes to New Zealand, they need to:

<sup>1</sup> Adopt the Kiwi culture and keep their country of origin culture as well	1	2	3	4	5
<sup>2</sup> Adopt the Kiwi culture and put their country of origin culture in the background	1	2	3	4	5
<sup>3</sup> Keep their country of origin culture and put the Kiwi culture in the background	1	2	3	4	5
<sup>4</sup> Put both their country of origin culture and the Kiwi culture in the background	1	2	3	4	5
<sup>5</sup> Identify themselves as an individual rather than member of any particular cultural group (e.g. country of origin or New Zealand)	1	2	3	4	5

p) Which of the following statements would you think a typical New Zealand employer agrees with the most and the least? Please place (by **circling** the relevant number) each of these statements in order from 1 to 5, **1 = agree with the least, to 5 = agree with the most.**

If an Asian migrant comes to New Zealand, they need to:

<sup>1</sup> Adopt the Kiwi culture and keep their country of origin culture as well	1	2	3	4	5
<sup>2</sup> Adopt the Kiwi culture and put their country of origin culture in the background	1	2	3	4	5
<sup>3</sup> Keep their country of origin culture and put the Kiwi culture in the background	1	2	3	4	5
<sup>4</sup> Put both their country of origin culture and the Kiwi culture in the background	1	2	3	4	5
<sup>5</sup> Identify themselves as an individual rather than member of any particular cultural group (e.g. country of origin or New Zealand)	1	2	3	4	5

**Part IV: This section of the questionnaire is about how you feel about your present employment situation (either unemployed or employed) in New Zealand.**

q) Which of the following statements best describes how you feel about your current employment situation at the time of filling out this questionnaire? (Please **circle** your answer)

I hate it<sup>1</sup>    I dislike it<sup>2</sup>    I am indifferent to it<sup>3</sup>    I like it<sup>4</sup>    I love it<sup>5</sup>

r) Which of the following indicates how much of the time you feel satisfied with your current situation? (Please **circle** your answer)






Never<sup>1</sup>    Seldom<sup>2</sup>    About half of the time<sup>3</sup>    Most of the time<sup>4</sup>    All of the time<sup>5</sup>

s) Which one of the following indicates how much of the time you feel like changing your current situation? (Please **circle** your answer)

Never<sup>1</sup>    Seldom<sup>2</sup>    About half of the time<sup>3</sup>    Most of the time<sup>4</sup>    All of the time<sup>5</sup>

**Part V: This section of the questionnaire is about the feelings that you have experienced in your entire career life in New Zealand. Please remember that this section is about your whole career experiences and does not mean simply the job you perform. It consists of all your past and present work-related experiences including unemployment or employment experiences in New Zealand.**

t) The following faces show different feelings individuals might experience during the process of finding a job in New Zealand. Which face best shows how you feel or felt about your experience of **job searching** in New Zealand? (Please **circle** the ‘X’ mark under **one face**)

				
X <sup>1</sup>	X <sup>2</sup>	X <sup>3</sup>	X <sup>4</sup>	X <sup>5</sup>

u) The following statements describe how you may feel about various aspects of your **career in New Zealand**. Indicate the number beside each statement that matches how you feel on each aspect when thinking of your **whole work life** (including unemployment and employment experiences) in New Zealand. (Please **circle** the relevant number)

	1	2	3	4	5
	Never	Very little	Half of the time	Most of the time	Always
<sup>1</sup> I am satisfied with the success I have achieved in my career in New Zealand	1	2	3	4	5
<sup>2</sup> I am satisfied with the progress I have made towards meeting my overall career goals in New Zealand	1	2	3	4	5
<sup>3</sup> I am satisfied with the progress I have made towards meeting my goals for income in New Zealand	1	2	3	4	5
<sup>4</sup> I am satisfied with the progress I have made for career advancement in New Zealand	1	2	3	4	5
<sup>5</sup> I am satisfied with the progress I have made towards meeting my goals for the development of new skills in New Zealand	1	2	3	4	5

**Part VI: The final part of this questionnaire asks some information about yourself for statistical purposes only. No identifiable information such as name or address will be required.**

Are you:      Male<sup>1</sup>/Female<sup>2</sup>

Age (Years): \_\_\_\_\_

Country of origin: \_\_\_\_\_

How long have you lived in your country of origin: \_\_\_\_\_ (Months) \_\_\_\_\_ (Years)

What is your heritage culture? (This is the culture that has influenced you most – other than New Zealand culture. It may be the culture of your birth, the culture in which you have been raised, or another culture that forms part of your background. Please write one culture that has influenced you the most) \_\_\_\_\_

How long have you been in New Zealand? \_\_\_\_\_ (Months) \_\_\_\_\_ (Years)

Do you have a New Zealand residence visa? (Please **circle** the relevant answer) Yes<sup>1</sup>/No<sup>2</sup>

- i. Under which migration category did you gain a residence visa in New Zealand (e.g. Family category)?

\_\_\_\_\_

Is English your first language? Yes<sup>1</sup>/No<sup>2</sup> (If YES please skip the last question, if NO please move to the next question; Please **circle** the relevant answer)

Please write down your **highest** English language qualification (e.g. an English course you have done) you have gotten or your overall IELTS score (International English Language Testing System). Please specify:

\_\_\_\_\_  
\_\_\_\_\_

**Thank you very much for your assistance in completing this questionnaire.**

Please put the completed questionnaire in the pre-paid envelope along with the tear off section on the information sheet and post it to the researcher.

**I would appreciate if you could please return the questionnaire within 7 days.**

Email Version

## Questionnaire For Skilled Asian Migrants

Thank you for agreeing to take part in this research. For each question, please select the relevant answer that most closely represents your situation. **Please note that there is no right or wrong answer.**

**Part I: The first part of this questionnaire asks about your employment related details and your reasons for migrating to New Zealand.**

a) What is your current **highest** educational qualification(s) (including any you have taken in New Zealand)? (Please **bold** the relevant qualification)

- |  |   |
|--|---|
| <input type="checkbox"/> No formal Qualification <sup>1</sup>      | <input type="checkbox"/> Postgraduate Diploma or Certificate <sup>5</sup> |
| <input type="checkbox"/> High School Secondary School <sup>2</sup> | <input type="checkbox"/> Masters <sup>6</sup>                             |
| <input type="checkbox"/> Certificate/ Diploma <sup>3</sup>         | <input type="checkbox"/> PhD <sup>7</sup>                                 |
| <input type="checkbox"/> Bachelors/University Degree <sup>4</sup>  | <input type="checkbox"/> Other <sup>8</sup> (please specify) _____        |

b) What are the subject(s) of your educational qualification(s) to question 'a' above (e.g. Hospitality, Medicine or Engineering)? \_\_\_\_\_

c) Have you ever been employed in New Zealand? (If YES please go to the **next** question, If NO please move to question 'k'; Please **bold** the relevant answer) Yes<sup>1</sup>/No<sup>2</sup>

d) Are you currently employed? (If YES please go to the **next** question; If NO please move to question 'i'; Please **bold** the relevant answer) Yes<sup>1</sup>/No<sup>2</sup>

e) What is your current job? \_\_\_\_\_

f) My current job is (Please **bold** the relevant contract):

- |  |   |
|--|---|
| <input type="checkbox"/> Part time on a fixed term contract <sup>1</sup> | <input type="checkbox"/> Full time on a permanent contract <sup>4</sup> |
| <input type="checkbox"/> Part time on a permanent contract <sup>2</sup>  | <input type="checkbox"/> Casual <sup>5</sup>                            |
| <input type="checkbox"/> Full time on a fixed term contract <sup>3</sup> |   |

g) My current job needs a Very Much Lower<sup>1</sup>/ Lower<sup>2</sup>/ Not Sure<sup>3</sup>/ Similar<sup>4</sup>/ Higher<sup>5</sup>/ Very Much Higher<sup>6</sup> educational qualification level than my best job in my country of origin. (Please **bold** what applies to you)

h) My current job is at a Very Much Lower<sup>1</sup>/ Lower<sup>2</sup>/ Not Sure<sup>3</sup>/ Similar<sup>4</sup>/ Higher<sup>5</sup>/ Very Much Higher<sup>6</sup> level than my educational qualifications. (Please **bold** what applies to you)

i) How long have you been unemployed (if ever) before starting your **first** employment in New Zealand? \_\_\_\_\_ (Months) \_\_\_\_\_ (Years)

j) Please write down what previous employment you have had in New Zealand, if any.

---



---

k) Why did you migrate? Using the scale below indicate how much **each** of the following contributed to your decision to migrate to New Zealand. (Please **bold** the relevant number).

1 No contribution	2 Contributed very little	3 Contributed somewhat	4 Contributed	5 Greatly contributed	
<sup>1</sup> I enjoy seeing the world	1	2	3	4	5
<sup>2</sup> I wanted to give a peaceful life to my family	1	2	3	4	5
<sup>3</sup> I wanted to have greater political freedom	1	2	3	4	5
<sup>4</sup> I had to earn more for my family	1	2	3	4	5
<sup>5</sup> I had achieved to the maximum possible level in my career where I was	1	2	3	4	5
<sup>6</sup> I love to visit different places	1	2	3	4	5
<sup>7</sup> I needed an exciting environment to face	1	2	3	4	5
<sup>8</sup> I wanted to give high quality education to my children	1	2	3	4	5
<sup>9</sup> I wanted to earn high	1	2	3	4	5
<sup>10</sup> I needed new challenges	1	2	3	4	5
<sup>11</sup> My poor financial situation in my country of origin led me to migrate	1	2	3	4	5
<sup>12</sup> I wanted to learn more to upgrade my home country career	1	2	3	4	5
<sup>13</sup> I like to see new things	1	2	3	4	5
<sup>14</sup> I wanted to escape from the ethnic conflict	1	2	3	4	5
<sup>15</sup> I was eager to learn the modern technological developments to take back to my country and advance my career there	1	2	3	4	5
<sup>16</sup> I enjoy living in different countries	1	2	3	4	5
<sup>17</sup> I wanted to give a good quality of life to my family	1	2	3	4	5
<sup>18</sup> I wanted something different from what I had in my country of origin	1	2	3	4	5
<sup>19</sup> I faced lot of difficulties due to the political situation in my country of origin	1	2	3	4	5
<sup>20</sup> I wanted to give my children a better life	1	2	3	4	5
<sup>21</sup> My family decided to migrate	1	2	3	4	5
<sup>22</sup> New Zealand has better opportunities than my country of origin	1	2	3	4	5
<sup>23</sup> My parents decided to migrate	1	2	3	4	5
<sup>24</sup> I felt I could get better education and experience in New Zealand than in my country of origin	1	2	3	4	5
<sup>25</sup> I was a victim of war	1	2	3	4	5

Part II: This part of the questionnaire asks you about methods and strategies that you have used and how close you have got when trying to get a job in New Zealand.

l) Which of these have you done to find a job in New Zealand? Use the scale below to indicate how much you have done each of the following. (Please **bold** the relevant number)

	1	2	3	4	5
	Never	Very little	Half of the time	Most of the time	Always
<sup>1</sup> I answered advertisements (either in newspapers and/or in professional journals)	1	2	3	4	5
<sup>2</sup> I approached employers directly (either by mail, in person or by telephone)	1	2	3	4	5
<sup>3</sup> I asked friends and/or neighbours about jobs	1	2	3	4	5
<sup>4</sup> I went to employment agencies	1	2	3	4	5
<sup>5</sup> I went to Work and Income New Zealand (WINZ)	1	2	3	4	5
<sup>6</sup> I went to a career exposition or job days	1	2	3	4	5
<sup>7</sup> I did volunteer work in any organisation	1	2	3	4	5
<sup>8</sup> I modified my Curriculum Vitae/Resume	1	2	3	4	5
<sup>9</sup> I researched for jobs at the local library or on the internet	1	2	3	4	5
<sup>10</sup> I gained more qualifications (either in the same area or different area/subjects)	1	2	3	4	5
<sup>11</sup> I went/go to courses to improve my English language skills	1	2	3	4	5
<sup>12</sup> I kept career options open	1	2	3	4	5
<sup>13</sup> I developed skills which may be needed in future career positions	1	2	3	4	5
<sup>14</sup> I thought of self-strengths and weaknesses in terms of career goals	1	2	3	4	5
<sup>15</sup> I made connections with members of the same occupation	1	2	3	4	5
<sup>16</sup> I take/ took my work home (if it is appropriate to the job)	1	2	3	4	5
<sup>17</sup> I found a job before I arrived in New Zealand	1	2	3	4	5
<sup>18</sup> Other (please specify)	1	2	3	4	5

m) The following is a sequence of stages individuals go through when looking for a job. Which stages have you accomplished/gone through when looking for a job(s)? (Please **bold all that apply**)

- ☐ Searched for jobs relevant to my qualifications<sup>1</sup>
☐ Applied for jobs matching my qualifications<sup>2</sup>
☐ Received a letter back from a company acknowledging receiving my Curriculum Vitae<sup>3</sup>
☐ Received a rejection letter back from the company<sup>4</sup>
☐ Went to an interview<sup>5</sup>
☐ Had my references (i.e. from previous employers) checked<sup>6</sup>
☐ Received a rejection letter after interview<sup>7</sup>
☐ Was placed on a short list for the position<sup>8</sup>
☐ Went to a second interview<sup>9</sup>
☐ Received a rejection letter after second interview<sup>10</sup>
☐ Currently working/worked in a job that is either at a lower or higher level to my qualifications<sup>11</sup>
☐ Currently working/worked in a job that matches my qualifications<sup>12</sup>
☐ Other (please specify)<sup>13</sup>

**Part III: This section of the questionnaire asks about how much you identify with your country of origin culture and/or that of the New Zealand culture.**

n) Below are some statements dealing with how individuals express their culture in their daily experiences in New Zealand. How much of the time do you have the following **daily experiences/behaviours from your Country of Origin culture and/or Kiwi culture** in New Zealand? (Please **bold** the appropriate number)

1                                  2                                  3                                  4                                  5  
Never                          Very little                          Half of the time                          Most of the time                          Always

The following example shows how someone might answer this question:

	Country of origin					Kiwi				
Using <u>(Country of Origin/Kiwi)</u> language for communication at home	1	2	<b>3</b>	4	5	1	2	3	<b>4</b>	5
Eating food at work that is similar to <u>(Country of Origin/Kiwi)</u> food	1	2	3	4	<b>5</b>	<b>1</b>	2	3	4	5

Now, please give your responses to the following items:

	Country of origin					Kiwi				
<sup>1</sup> Wearing clothes <b>or</b> traditional dress from _____ in general	1	2	3	4	5	1	2	3	4	5
<sup>2</sup> Language used for communication at home: _____	1	2	3	4	5	1	2	3	4	5
<sup>3</sup> Language used for communication outside of home: _____	1	2	3	4	5	1	2	3	4	5
<sup>4</sup> Celebrating cultural events from _____	1	2	3	4	5	1	2	3	4	5
<sup>5</sup> Attending cultural programmes from _____	1	2	3	4	5	1	2	3	4	5
<sup>6</sup> Memberships and activities in community based organizations/associations/clubs from _____	1	2	3	4	5	1	2	3	4	5
<sup>7</sup> Friendships and/or relationships with individuals originally from _____	1	2	3	4	5	1	2	3	4	5
<sup>8</sup> Using skills and knowledge developed in _____	1	2	3	4	5	1	2	3	4	5
<sup>9</sup> Holding religious beliefs that are held in _____	1	2	3	4	5	1	2	3	4	5
<sup>10</sup> Having values similar to that from _____	1	2	3	4	5	1	2	3	4	5
<sup>11</sup> Practicing social customs from _____	1	2	3	4	5	1	2	3	4	5
<sup>12</sup> Conducting employment activities similar to that from _____	1	2	3	4	5	1	2	3	4	5
<sup>13</sup> Eating food at home that is similar to _____ food	1	2	3	4	5	1	2	3	4	5
<sup>14</sup> I am comfortable working with people from _____	1	2	3	4	5	1	2	3	4	5
<sup>15</sup> Eating food at work that is similar to _____ food	1	2	3	4	5	1	2	3	4	5

o) Which of the following statements would you think an Asian migrant agree with the most and the least? Please place (by putting the relevant number in **bold**) each of these statements in order from 1 to 5, **1 = agree with the least, to 5 = agree with the most**.

If an Asian migrant comes to New Zealand, they need to:

<sup>1</sup> Adopt the Kiwi culture and keep their country of origin culture as well	1	2	3	4	5
<sup>2</sup> Adopt the Kiwi culture and put their country of origin culture in the background	1	2	3	4	5
<sup>3</sup> Keep their country of origin culture and put the Kiwi culture in the background	1	2	3	4	5
<sup>4</sup> Put both their country of origin culture and the Kiwi culture in the background	1	2	3	4	5
<sup>5</sup> Identify themselves as an individual rather than member of any particular cultural group (e.g. country of origin or New Zealand)	1	2	3	4	5

p) Which of the following statements would you think a typical New Zealand employer agrees with the most and the least? Please place (by putting the relevant number in **bold**) each of these statements in order from 1 to 5, **1 = agree with the least, to 5 = agree with the most**.

If an Asian migrant comes to New Zealand, they need to:

<sup>1</sup> Adopt the Kiwi culture and keep their country of origin culture as well	1	2	3	4	5
<sup>2</sup> Adopt the Kiwi culture and put their country of origin culture in the background	1	2	3	4	5
<sup>3</sup> Keep their country of origin culture and put the Kiwi culture in the background	1	2	3	4	5
<sup>4</sup> Put both their country of origin culture and the Kiwi culture in the background	1	2	3	4	5
<sup>5</sup> Identify themselves as an individual rather than member of any particular cultural group (e.g. country of origin or New Zealand)	1	2	3	4	5

**Part IV: This section of the questionnaire is about how you feel about your present employment situation (either unemployed or employed) in New Zealand.**

q) Which of the following statements best describes how you feel about your current employment situation at the time of filling out this questionnaire? (Please **bold** your answer)

I hate it<sup>1</sup>      I dislike it<sup>2</sup>      I am indifferent to it<sup>3</sup>      I like it<sup>4</sup>      I love it<sup>5</sup>

r) Which of the following indicates how much of the time you feel satisfied with your current situation? (Please **bold** your answer)






Never<sup>1</sup>      Seldom<sup>2</sup>      About half of the time<sup>3</sup>      Most of the time<sup>4</sup>      All of the time<sup>5</sup>

s) Which one of the following indicates how much of the time you feel like changing your current situation? (Please **bold** your answer)

Never<sup>1</sup>      Seldom<sup>2</sup>      About half of the time<sup>3</sup>      Most of the time<sup>4</sup>      All of the time<sup>5</sup>

**Part V: This section of the questionnaire is about the feelings that you have experienced in your entire career life in New Zealand. Please remember that this section is about your whole career experiences and does not mean simply the job you perform. It consists of all your past and present work-related experiences including unemployment or employment experiences in New Zealand.**

t) The following faces show different feelings individuals might experience during the process of finding a job in New Zealand. Which face best shows how you feel or felt about your experience of **job searching** in New Zealand? (Please **bold** the 'X' mark under **one face**)

				
X <sup>1</sup>	X <sup>2</sup>	X <sup>3</sup>	X <sup>4</sup>	X <sup>5</sup>

u) The following statements describe how you may feel about various aspects of your **career in New Zealand**. Indicate the number beside each statement that matches how you feel on each aspect when thinking of your **whole work life** (including unemployment and employment experiences) in New Zealand. (Please **bold** the relevant number)

	1	2	3	4	5
	Never	Very little	Half of the time	Most of the time	Always
<sup>1</sup> I am satisfied with the success I have achieved in my career in New Zealand	1	2	3	4	5
<sup>2</sup> I am satisfied with the progress I have made towards meeting my overall career goals in New Zealand	1	2	3	4	5
<sup>3</sup> I am satisfied with the progress I have made towards meeting my goals for income in New Zealand	1	2	3	4	5
<sup>4</sup> I am satisfied with the progress I have made for career advancement in New Zealand	1	2	3	4	5
<sup>5</sup> I am satisfied with the progress I have made towards meeting my goals for the development of new skills in New Zealand	1	2	3	4	5

**Part VI: The final part of this questionnaire asks about some information about yourself for statistical purposes only. No identifiable information such as name or address will be required.**

Are you:      Male<sup>1</sup>/Female<sup>2</sup>

Age (Years): \_\_\_\_\_

Country of origin: \_\_\_\_\_

How long have you lived in your country of origin: \_\_\_\_\_ (Months) \_\_\_\_\_ (Years)

What is your heritage culture? (This is the culture that has influenced you most – other than New Zealand culture. It may be the culture of your birth, the culture in which you have been raised, or another culture that forms part of your background. Please write one culture that has influenced you the most) \_\_\_\_\_

How long have you been in New Zealand? \_\_\_\_\_ (Months) \_\_\_\_\_ (Years)

Do you have a New Zealand residence visa? (Please **bold** the relevant answer) Yes<sup>1</sup>/No<sup>2</sup>

- i. Under which migration category did you gain a residence visa in New Zealand (e.g. Family category)? \_\_\_\_\_

Is English your first language? (If YES please skip the last question, if NO please move to the next question; Please **bold** the relevant answer) Yes<sup>1</sup>/No<sup>2</sup>

Please write down your **highest** English language qualification (e.g. an English course you have done) you have gotten or your overall IELTS score (International English Language Testing System). Please specify:

---



---

**Thank you very much for your assistance in completing this questionnaire.**

Please attach the completed questionnaire and Response form and email it to the researcher at [kanchp@gmail.com](mailto:kanchp@gmail.com).

**I would appreciate if you could please return the questionnaire within 7 days.**

## APPENDIX C

Table 1.

## Demographic Summary of Asian Migrant Participants

Demographic Category	Category level	Percent
Country of Origin	Sri Lanka	37.9%
	India	22.9%
	Chinese	17.6%
	Other (Bangladesh, Indonesia, Japan, Malaysia, Nepal, Pakistan, Philippines, Singapore, South Korea, Taiwan, Thailand)	21.6%
Job Contract (for the employed participants)	Part-time Fixed Term Contract	2.6%
	Part-time Permanent Contract	5.2%
	Full-time Fixed Term Contract	10.5%
	Full-time Permanent Contract	62.7%
	Casual	6.5%
	Self Employed	.7%
	Missing	11.8%
Currently Employed	Yes	88.2%
	No	11.8%
Gender	Male	54.9%
	Female	45.1%
English Proficiency	None	5.9%
	English Course	9.8%
	English Medium Studies (High School and Tertiary Studies)	33.3%
	IELTS (5.5-6.5) or TOEFL 200-300	20.9%
	IELTS (7.0-8.5) or TOEFL 500-600	19%
	Missing	11.1%
Migrant Category	Skilled	48.4%
	Family	20.3%
	General Skills Category	17%
	Other (work visa and student visa)	13.2%
	Missing	1.1%
Highest Educational Qualification	H/S or Secondary School	1.3%
	Certificate/ Diploma	8.5%
	Bachelors/ Degree	30.7%
	Postgraduate Diploma/Certificate	6.5%
	Masters	34%
	PhD	19%

## APPENDIX D

Table 17.

Principle Component Factor Analysis of the 'Job Search Behaviours' Measure ( $N = 140$ )

	Component		
	Network Building	Career Planning	Applying
Ask Friends/Neighbours About Jobs	.720		
Go to WINZ	.680		.421
Go to Career Exposition/Job Days	.642		
Approach Employers Directly	.601		
Volunteer Work in Any Organization	.587		.356
Go to Employment Agencies	.561		
Develop Skills for Future Career Positions		.830	
Think of Self-Strengths and Weaknesses in Terms of Career Goals		.764	
Make Connections with Members of the Same Occupation	.395	.619	
Gain More Qualifications		.608	
Answer Advertisements			.798
Search for Jobs at the Library or on the Internet		.317	.746
Modify Curriculum Vitae		.369	.710
Eigenvalues	4.738	1.617	1.091
Percentage of variance (% of variance)	21.108	18.359	17.808
Cronbach's Alpha	.773	.785	.794

Table 18.

Bivariate Pearson Correlations Between Other Variables and the Proximity to Full Employment and Career Satisfaction Variables ( $N = 130$ )

	Career satisfaction	Proximity to full employment (Guttman scale)	Employment status at present (Under-Over employment measure)
Age	.169*	.079	.136
Duration in New Zealand	.402**	.262**	.329**
Network building	-.114	.336**	-.107
Career planning and development	.044	.293**	-.058
Applying	-.141	.568**	-.069
Highest educational qualification	-.087	.236**	.026

\* Correlation is significant at  $p < .05$  level

\*\* Correlation is significant at  $p < .01$  level

## APPENDIX E



**Massey University**

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Te Kura Pūkenga Tangata

School of Psychology  
Te Kura Hinengaro Tangata  
Private Bag 11 222  
Palmerston North  
New Zealand  
T: 64 6 356 9039 extn 2040  
F: 64 6 350 5673  
www.massey.ac.nz

**The Role of Attitudes and Behaviours When Finding Employment:  
Study of Skilled Asian Migrants to New Zealand**

**INFORMATION SHEET**

Dear Sir/Madam,

My name is Kanchana Pathirana and I am exploring what behaviours and attitudes skilled Asian migrants to New Zealand use and what employer community view as important for finding work that matches their qualifications in New Zealand. This research is part of the requirements for my Master of Arts degree in Psychology. As part of this research I would like to receive information from you, other Human Resource personnel and/or recruitment agents and Asian migrants.

Participation in this study is for **Human Resource personnel and/or recruitment agents:**

- Who have been working as Human Resource personnel and/or recruitment agents for at least one month

Finding employment is an important part of people's lives and I wish to find out the different processes that individuals go through when looking for employment in New Zealand. I hope to help employers and migrants better understand this process and improve individual success of finding employment.

Participation in the study involves answering a questionnaire, which would take approximately 20 minutes of your time. No name or other identifiable details are required on the questionnaire, so your questionnaire results will not be identified as your results. The questionnaire asks questions about what behaviours and attitudes migrants need or should have during the process of finding employment. Additionally, I would be grateful if you could pass on this information or pass on a questionnaire or provide contact details of any Asian migrants and possibly any Human Resource personnel and/or recruitment agents you know of for purposes of gathering information about their attitudes on finding employment in New Zealand.

You are under no obligation to accept this invitation and if you have decided not to participate in this study thank you very much for considering participating. If you do decide to participate in the study, please complete all relevant sections of the [package/ attached file] including the questionnaire and relevant section of the information sheet, and return it via the [pre-paid envelope provided/ email address provided]. Once all questionnaires have been collected, only group results will be reported in the study. The questionnaires collected will be safely stored at Massey University for 5 years and will only be accessed by my supervisors and myself.

Once the information has been obtained it will be used for writing the thesis for a Master's degree, for summarising the results to participants upon request, and possibly for publication in a journal article describing the results. If you fill in and return the questionnaire, I will assume that you have given permission for the information contained within the questionnaire to be used as described above. You have the right to decline answering any particular question.

If there are any issues that arise while filling out this questionnaire, the following counselling help line would be available to help you (free of charge).

Lifeline        0800 111 777

This research is being conducted by Kanchana Pathirana for her Master of Arts degree in Psychology and is being supervised by Prof. Stuart C. Carr and Dr. Regina Pernice of Massey University, Albany and Palmerston North campus. If you have questions regarding this study please do not hesitate to contact Kanchana Pathirana by email at [kanchp@gmail.com](mailto:kanchp@gmail.com). Prof. Stuart Carr on 09 414-0800, Ext 41228 or email at [S.C.Carr@massey.ac.nz](mailto:S.C.Carr@massey.ac.nz) and Dr. Regina Pernice on 06 356 9099 Ext 2242 or email at [R.E.Pernice@massey.ac.nz](mailto:R.E.Pernice@massey.ac.nz).

This project has been reviewed and approved by the Massey University Human Ethics Committee: Northern, Application 07/041. If you have any concerns about the conduct of this research, please contact Associate Professor Ann Dupuis, Chair, Massey University Human Ethics Committee: Northern, telephone 09 414 0800 extension 9054, email [humanethicsnorth@massey.ac.nz](mailto:humanethicsnorth@massey.ac.nz).

**Thank you for participating or considering participating in this research.**

**Please complete the response form and return with your completed questionnaire.**

Questionnaire For Employers

Thank you for agreeing to take part in this research. For each question, please select the relevant answer that most closely represents your situation. **Please note that there is no right or wrong answer.**

**Part I: This part of the questionnaire asks you about methods and strategies that you think Asian migrants need to use when trying to get a job in New Zealand.**

a) Which of these do you think Asian migrants need to do to find a job in New Zealand? Use the scale below to indicate how much they would need to do each of the following. (Please **circle** the relevant number)

	1	2	3	4	5
	Not at all	Very little	Neither sure nor unsure	Most of the time	Always
<sup>1</sup> I answered advertisements (either in newspapers and/or in professional journals)	1	2	3	4	5
<sup>2</sup> I approached employers directly (either by mail, in person or by telephone)	1	2	3	4	5
<sup>3</sup> I asked friends and/or neighbours about jobs	1	2	3	4	5
<sup>4</sup> I went to employment agencies	1	2	3	4	5
<sup>5</sup> I went to Work and Income New Zealand (WINZ)	1	2	3	4	5
<sup>6</sup> I went to a career exposition or job days	1	2	3	4	5
<sup>7</sup> I did volunteer work in any organisation	1	2	3	4	5
<sup>8</sup> I modified my Curriculum Vitae/Resume	1	2	3	4	5
<sup>9</sup> I researched for jobs at the local library or on the internet	1	2	3	4	5
<sup>10</sup> I gained more qualifications (either in the same area or different area/subjects)	1	2	3	4	5
<sup>11</sup> I went/go to courses to improve my English language skills	1	2	3	4	5
<sup>12</sup> I kept career options open	1	2	3	4	5
<sup>13</sup> I developed skills which may be needed in future career positions	1	2	3	4	5
<sup>14</sup> I thought of self-strengths and weaknesses in terms of career goals	1	2	3	4	5
<sup>15</sup> I made connections with members of the same occupation	1	2	3	4	5
<sup>16</sup> I take/ took my work home (if it is appropriate to the job)	1	2	3	4	5
<sup>17</sup> I found a job before I arrived in New Zealand	1	2	3	4	5
<sup>18</sup> Other (please specify)	1	2	3	4	5

**Part II: This section of the questionnaire asks about how much you think Asian migrants identify with their country of origin culture and/or that of the New Zealand culture.**

b) Below are some items dealing with how individuals express their culture in their daily experiences in New Zealand. How much of the time do you think Asian migrants have the following **daily experiences/behaviours from their Country of Origin culture and/or kiwi culture** in New Zealand? (Please **circle** the appropriate number)

1                      2                      3                      4                      5  
Never              Very little              Half of the time              Most of the time              Always

The following example shows how someone might answer this question:

	Country of origin					Kiwi				
Using ( <u>Country of Origin/Kiwi</u> ) language for communication at home	1	2	3	4	5	1	2	3	4	5
Eating food at work that is similar to ( <u>Country of Origin/Kiwi</u> ) food	1	2	3	4	5	1	2	3	4	5

Now, please give your responses to the following items:

	Country of origin					Kiwi				
<sup>1</sup> Wearing clothes <b>or</b> traditional dress from _____ in general	1	2	3	4	5	1	2	3	4	5
<sup>2</sup> Language used for communication at home: _____	1	2	3	4	5	1	2	3	4	5
<sup>3</sup> Language used for communication outside of home: _____	1	2	3	4	5	1	2	3	4	5
<sup>4</sup> Celebrating cultural events from _____	1	2	3	4	5	1	2	3	4	5
<sup>5</sup> Attending cultural programmes from _____	1	2	3	4	5	1	2	3	4	5
<sup>6</sup> Memberships and activities in community based organizations/associations/clubs from _____	1	2	3	4	5	1	2	3	4	5
<sup>7</sup> Friendships and/or relationships with individuals originally from _____	1	2	3	4	5	1	2	3	4	5
<sup>8</sup> Using skills and knowledge developed in _____	1	2	3	4	5	1	2	3	4	5
<sup>9</sup> Holding religious beliefs that are held in _____	1	2	3	4	5	1	2	3	4	5
<sup>10</sup> Having values similar to that from _____	1	2	3	4	5	1	2	3	4	5
<sup>11</sup> Practicing social customs from _____	1	2	3	4	5	1	2	3	4	5
<sup>12</sup> Conducting employment activities similar to that from _____	1	2	3	4	5	1	2	3	4	5
<sup>13</sup> Eating food at home that is similar to _____ food	1	2	3	4	5	1	2	3	4	5
<sup>14</sup> Feeling comfortable working with people from _____	1	2	3	4	5	1	2	3	4	5
<sup>15</sup> Eating food at work that is similar to _____ food	1	2	3	4	5	1	2	3	4	5

o) Which of the following statements would you think an Asian migrant agree with the most and the least? Please place (by **circling** the relevant number) each of these statements in order from 1 to 5, **1 = agree with the least, to 5 = agree with the most.**

If an Asian migrant comes to New Zealand, they need to:

<sup>1</sup> Adopt the Kiwi culture and keep their country of origin culture as well	1	2	3	4	5
<sup>2</sup> Adopt the Kiwi culture and put their country of origin culture in the background	1	2	3	4	5
<sup>3</sup> Keep their country of origin culture and put the Kiwi culture in the background	1	2	3	4	5
<sup>4</sup> Put both their country of origin culture and the Kiwi culture in the background	1	2	3	4	5
<sup>5</sup> Identify themselves as an individual rather than member of any particular cultural group (e.g. country of origin or New Zealand)	1	2	3	4	5

p) Which of the following statements would you think a typical New Zealand employer agree with the most and least? Please place (by **circling** the relevant number) each of these statements in order from 1 to 5, **1 = agree with the least, to 5 = agree with the most.**

If an Asian migrant comes to New Zealand, they need to:

<sup>1</sup> Adopt the Kiwi culture and keep their country of origin culture as well	1	2	3	4	5
<sup>2</sup> Adopt the Kiwi culture and put their country of origin culture in the background	1	2	3	4	5
<sup>3</sup> Keep their country of origin culture and put the Kiwi culture in the background	1	2	3	4	5
<sup>4</sup> Put both their country of origin culture and the Kiwi culture in the background	1	2	3	4	5
<sup>5</sup> Identify themselves as an individual rather than member of any particular cultural group (e.g. country of origin or New Zealand)	1	2	3	4	5

**Part III: The final part of this questionnaire asks some information about yourself and your experience of employing individuals for statistical purposes only. No identifiable information such as name or address will be required.**

Are you:     Male/Female

Are you a migrant yourself? (If YES please go to question i below, if NO please skip i and ii; Please **circle** the relevant answer) Yes<sup>1</sup>/No<sup>2</sup>

i.     If YES what is your country of origin? \_\_\_\_\_

ii.    How long have you been in New Zealand? \_\_\_\_\_ (Months) \_\_\_\_\_ (Years)

Please write down the occupational sector(s) that you are involved in recruiting/hiring individuals for (e.g. Science):

\_\_\_\_\_

How long have you been working as a Recruitment Agent/ Human Resource personnel?  
       \_\_\_\_\_ (Months)        \_\_\_\_\_ (Years)

Have you ever had experience recruiting a migrant? Yes<sup>1</sup>/No<sup>2</sup>

**Thank you very much for your assistance in completing this questionnaire.**

Please put the completed questionnaire in the pre-paid envelope along with the tear off section on the information sheet and post it to the researcher.

**I would appreciate if you could please return the questionnaire within 7 days.**