

# **The Role of Facebook Use With Home and Host Country Relations in Sojourner's and Expatriate's Adaptation to the Netherlands**

Success or Failure due to Facebook Use?

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## **ABSTRACT**

Over the years, a lot of research has been done in the field of intercultural or cross-cultural adaptation, especially in relation to sojourners or expatriates. In fact, various studies focused on a variety of factors relating to sojourners'/ expatriates' well-being and well-doing in life in regard to work and business assignments/ study or exchange program. The more recent studies in this field also took into account the internet and social media, that offers certain opportunities for acculturating and adapting to a new country, for instance, by making it easier to stay in touch with family and friends from home or build new relationships in the new environment. The present study picks up on that by researching the question whether Facebook use is helping or hindering the process of acculturation/ adaptation that sojourners and expatriates have to get through. In fact, it digs deeper by dividing Facebook use into two categories. One being Facebook use with home country relations and the other Facebook use with host country relations.

The study was executed in form of a survey with 147 non-Dutch respondents who either work or study in the Netherlands. On the basis of this quantitative approach, data was collected and then analyzed with IBM SPSS 24. Bridging the existing knowledge gap between intercultural adaptation studies and social media studies, this study's findings were able to provide new insights. The results, for instance, indicate that Facebook use with host country relations in particular does have a significant relation with other factors of acculturation and adaption, such as contact and participation and psychological adaptation. Furthermore, it has been found that the emotional well-being of sojourners/ expatriates does have a significance relation to adaptive outcomes such as satisfaction with life, satisfaction with job/ study and intention to leave.

**KEYWORDS:** Intercultural adaptation, sojourner adjustment, expatriate failure, Facebook use, social networking sites, cultural maintenance, contact and participation, psychological adjustment, sociocultural adjustment, satisfaction with study/ job, satisfaction with life, intention to leave

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## 1 Introduction

*'Globalization' has become the great tag phrase, but when we talk about it, it's nearly always in terms of the global marketplace or communications technology - either data or goods that are whizzing around. We forget that people are whizzing around more and more. On them, it takes a toll.*

– Pico Iyer

In times of globalization, international operations and culturally diverse working climates play an ever increasing role for multinational business successes (Cohn, 2017; Hofhuis, Rijt & Vlug, 2016; Leswing, 2017; Levitt, 1993). In fact, a lot of businesses choose to expand internationally to keep global competitive competency, and the benefits thereof can be enormous (Sarkiunaite & Rocke, 2015; Xing, 2015). Major motivations for businesses to go abroad, for instance, are the expansion of new markets, the wish to find new economic advantages and new technologies and to strengthen and/ or grow international business (Boode, 2005; Shen et al, 2006; Xing, 2015). This process of internationalization, however, “cannot be separated from international human resource management, as a consequence of which employees have to form new working and communication skills within a short period of time in order to be able to keep up with the changes.” (Sarkiunaite & Rocke, 2015, p. 21). This means that alongside the expansion of global operations, the demand of competent employees, who are able to adjust quickly to new, sometimes culturally challenging environments and are also willing to relocate for *international assignments* is growing. Expatriates are what the about-to-be-sent-abroad-employees are called, who are supposed to work in a new environment for a defined period of time (e.g., foreign subsidiary of a particular company in a different country). Within this given time, the selected expats, usually the best and most skill-full, higher ranking managers with organizational experience (Hung-Wen, 2007; Randel, Dean, Ehrhart, Chung & Shore, 2016; Sarkiunaite & Rocke, 2015) are sent abroad to increase a multinational corporation’s (MNC) effectiveness. This includes a variety of tasks, where they are expected to “introduce technology, build the effective communication with the headquarters, supervise the implementation of operations, transfer and build organizational culture and establish the operations for new markets” (Xing, 2015, p.4). If an international assignment can be completed, it is usually referred to as success. If the expatriate fails by returning home early, underperforms at work or is not able to adjust properly to the new professional or cultural environment, it is called expatriate failure. The latter case in particular has been of interest in literature, since it is linked with tremendous financial (e.g., money) as well as personal loss (e.g., depression) (Abbott, Stening, Atkins & Grant, 2006; Hogan & Goodson, 1990; Xing, 2015) and can lead to further complications such as societal segregation and - as Koch (2011) describes it - fear of the other. Furthermore, it is also in the interest of MNCs to examine this process, since this is not only a costly but also quite a

common phenomenon. In fact, on average 20% - 40% of expatriates do not complete their international assignments by either returning home early or performing poorly (Xing, 2015).

In this context, scholars such as Hogan and Goodson (1990) believe that expatriate failure is caused by a lack of understanding of the host country's culture and values as well as a lack of proper *acculturation*, relating to the actual efforts made to adopt new cultural traits. Similar problems of acculturation, where people of different cultures come across each other and face intercultural difficulties, take also place outside the work and business sphere, such as the educational sector. Taking a closer look at the current numbers of university students in the Netherlands, EP-Nuffic (2016), an organization governed by Dutch law, shows that 75.000 international students account for 10,7 % of students in the Netherlands. EP-Nuffic (2016) also points out that the total number of international students enrolled in higher education in the Netherlands increased by 6 % in the academic year of 2015-2016. This upward trend over the last couple of years suggests that there will be an ongoing increase in the Netherlands in the future. In general, an increase of international exchanges worldwide is visible among students ("Increase in Number of International Students", 2012), which thereby confirms the rising importance of the global marketplace. In order to become employable and meet companies' high demands of cross-cultural expertise, students can use international exchanges to become more culturally aware and fit. As international students, also called sojourners, they have to face several challenges (e.g., adjusting to a new school system, new culture and environment) when beginning their studies abroad. They are therefore likely to experience various stages of intercultural adaptation, including positive (e.g., excitement) and negative encounters (e.g., culture shock) that will possibly make a useful impact on them (e.g., ability to understand cultural differences).

Research in this field which aims to explain and define these encounters between two or more different cultures, however, is comprised of a rather limited consensus as to what adaptation means and how it is constructed. A lot of scholars depict the first stage of adjustment as a positive one, ruled by excitement and fascination with the new culture (Adler, 1975; Lysgaard, 1955; Mohamed, 2002). The positive first stage is then followed by several others, where sojourners undergo stressful times including feelings of loneliness, confusion and aggression towards the host country and eventually a recovery phase leading to adaptation. In contrast to these models, other scholars (Biddle, 1979; Furnham, 1995; Ward et al., 2001) believe that "transition is better understood as a process of change that is especially stressful at first, with problems being the greatest upon arrival and stress decreasing as a function of various variables" (Brown & Holloway, 2008, p. 34). In general, it can be said, that there is disagreement when talking about culture shock – or if this kind of stress within the transition phase should be referred to as a shock in the first place. Some scholars prefer the term *acculturative stress* (Ausubel, 1960; Barnett, Broom, Siegel, Vogt, & Watson, 1954; Berry, 2005). Berry (2005), for instance, believes the term 'shock' to carry

only negative connotations, which is similar to the notion of stress commonly connoted with negative experiences, too. In the field of health psychology, however, stress can vary from positive (eustress) to negative (dis-stress) in valence. Since acculturation has both, positive (e.g., new opportunities, new skills, new language) and negative (e.g., discrimination, depression) aspects, the concept of stress fits better with the range of experiences during transition (Berry, 2005).

In respect of the various experiences made during adaptation, Berry (2005) states further, that there are four ways to acculturate into a new country. Migrants, sojourners or expatriates either integrate, assimilate, separate or marginalize. The distinction of these acculturation strategies is based on how willing these individuals are to have daily interactions with other cultural groups and also on their wishes to maintain their cultural roots (cultural identity and heritage). Acculturation processes are, to say the least, very complex, because they are influenced by so many variables. Due to age, gender, personality, characteristics of society of origin, characteristics of society of settlement (welcoming or offensive attitudes towards immigration), migration motivation or the expected length of stay in a new country shapes people and therefore the way individuals adapt may differ extensively. This is also the reason why research tries to facilitate this complex phenomenon and make acculturation a less complicated and smoother experience.

Several more recent studies have also taken into account another interesting aspect that has a massive influence on acculturation and adaptation processes. That aspect being technological change. Needless to say that new technological innovations, such as the invention of the telegraph, the telephone, the computer and the mobile phone as well as the rise of the internet in the early 1990's, altered the communication landscape and thus many other departments of life (Fang, 1997). Concerning intercultural adaptation, the internet and its many advantages, Social Networking Sites (SNSs) in particular, have become massive game changers and truly altered people's ways of acculturating (e.g., staying in touch with family and friends from home or making new friendships online). Due to this ever ongoing and fast paced technological change, the complexity of technological advancements makes it necessary to establish knowledge resources regarding adaptation.

In fact, the first steps in this direction were already taken. Contemporary research has shown that the use of social media networks, such as Facebook, Instagram and Twitter, can help sojourners and expats to keep in touch with family and friends and have therefore become an important means to maintain existing friendships and other ties, as well as to foster one's cultural identity (Anderson & Rainie, 2014; Croucher, 2011; Fox & Rainie, 2014). Other research confirms, that social networking sites encourage contact and participation between people and different cultures (Anderson & Rainie, 2014; Sawyer & Chen, 2012), saying that social media has turned the world into a "global village" (p.151). Sawyer and Chen state further, that in what they refer to as the process of intercultural adaptation, social media enables people to inform themselves and

therefore learn about their new host country and its culture they are migrating to. Next to these studies that proclaim positive effects of sojourners' social media use, other research suggests different outcomes. In a longitudinal study from 2006 to 2012, Croucher and Rahmani (2015) found that Muslim immigrants in the United States of America (USA) developed an increased negative perception of their host country as their Facebook use increased. This negative effect, however, could have been caused by a mixture of various complex circumstances, such as cultural distance, migration motivation, a host country that is not accepting the migrants' cultural identity and encourages segregation rather than multiculturalism. Furthermore, another possible option is that the constant exposure to home country content is actually hindering a sojourner to adapt fully. The exchange with friends from home in the online world, could serve as a substitution for actual interaction offline and therefore increase the sojourner's feelings of loneliness and stress. It can therefore also be argued that social media use might strengthen home country relations (HomeCR) while potentially weakening host country relations (HostCR). The fact that these conflicting theories exist show that there is still a lot to explore and examine regarding the influence of social media and whether it helps or hinders acculturation. Until now, studies including this new angle within the field of intercultural research are scarce and as such, this topic is to be considered as currently understudied.

In order to bridge this knowledge gap, this cross-sectional study examines the role of Zuckerberg's popular SNS Facebook in regard to sojourners' and expatriates' adaptation to the Netherlands, and aims to find potential implications for organizations as well as educational institutions to facilitate seamless acculturation to enhance expatriate success. And indeed, for governments and universities, wanting to gain a good reputation or receive financial benefits due to successful exchange programs, as well as MNCs, relying more and more on expatriate success for an overall bottom-line profit, the potential power of social media use during acculturation should not be underestimated. This is the reason why the present thesis investigates the question whether Facebook use is helping or hindering acculturation, and also to what extent it relates to expatriate/sojourner satisfaction in life, satisfaction with job/ study and intention to leave. To gain more in-depth information on acculturating individuals' Facebook use, this study makes a distinction between Facebook use with home country and host country relations and treats them as two independent variables throughout the analyses. Also, whereas most of previous research focused on either students (Ellison, Steinfield & Lampe, 2007; Kalpidou, Costin, & Morris, 2011) or non-students only (Black & Gregersen, 1990; Black & Stephens, 1989) this work includes both parties which potentially leads to a more accurate sample of the actual acculturating population in the Netherlands. Accordingly, the research question is formulated as follows:

*What is the effect of Facebook use on the acculturation processes of sojourners and expatriates studying and working in the Netherlands?*

## 2 Theoretical Framework

In this chapter the concepts of acculturation and adaptation, as well as social media and social networking sites will be reviewed. In a first step, the terms sojourner, expatriate and expatriate success/ failure require a clearer definition. Secondly, literature on the phenomenon of intercultural adaptation will be discussed in further detail. This topic has been of interest for over two decades and various approaches – some overlapping, some contradicting each other – have been introduced (Adler, 1975; Church, 1982; Furnham & Bochner, 1986; Hendrickson, Rosen, & Aune, 2011; Kim, 1988; Masgoret, 2006; Rudmin, 2009; Ward & Kennedy, 1999; Ward, Leong, & Low, 2004; Ward & Searle, 1991). For the purpose of this particular study, however, this research relies primarily on the works of John W. Berry. Thirdly, an in-depth look into current research on social networking sites (SNSs) and its relevance today will help constitute an appropriate framework for the conceptual model of the present study (boyd & Ellison, 2007; Burke & Kraut, 2011; Chen & Lee, 2013; Croucher & Rahmani, 2015; Kaplan & Haenlein, 2010; Steinfield et al., 2009; Sheldon, 2008; Wang, Jackson, Gaskin & Wang, 2014).

### 2.1 Expatriate and Sojourner Success

In literature the terms *expatriate* or *expat* are often used for non-student employees working in a country other than their country of origin for a defined time period ("Definition of expatriate", 2017). Global businesses, for instance, send expatriate managers abroad to set up their company's subsidiaries and expect them to transfer the corporate message or vision in the most efficient way. Xing (2015) claims that for the majority of international assignments, MNCs choose employees from the home country, who are more familiar with "the company culture, technique and working process, to transfer organizational knowledge and cooperate the global business line" (p.4). The expected length of a typical *international assignment*, also called expatriate assignment, – with or without family – usually varies from two to five years ("Definition of expatriate", 2017; Sarkiunaite & Rocke, 2015). The term *sojourner* is reserved for international or overseas students, who live temporarily in "a foreign country and ha[ve] to achieve specific academic objectives within a defined, and limited, period of time" (Cox, 1988, p.179). In this study, both terms are used since it focuses on both target audiences, being students and employees living abroad. Furthermore, this study also includes sojourners/ expatriates that decide to stay in the country of settlement after the fulfillment of study or work assignment.

Speaking of work or study fulfillment, in regard to the completion of a business assignment, literature usually talks about *expatriate success*, whereas the failing thereof is called *expatriate failure* (Hogan & Goodson, 1990; Hung-Wen, 2007; Xing, 2015). Out of the higher education's



perspective, there does not seem to exist a commonly used term yet, which is why the researcher has chosen to refer to a successful student exchange (meaning smooth acculturation and no early returns) as *sojourner success* and the contrary thereof as *sojourner failure*. In general, an assignment or exchange is considered as failed when the individual returns early, is not able to adapt to the host society's culture and/ or business environment and cannot meet the expected performance (Xing, 2015). This failing entails several bad consequences for the organization as well as the expatriating/ sojourning individual (Chipman, 2016). From a business perspective, a company which invested a lot of money in an expatriate to work a certain assignment loses a lot of money and also ruins the respective expatriate manager's record if he or she performed poorly abroad. At the same time, this manager's loyalty towards the company might have shrunk due to the bad experiences. In addition to this, Deshpande and Viswesvaran (1992) have found that *expatriate failures* could cost a company up to 2 billion per year. Bearing in mind that these numbers are from the early 1990s and taking into account the economy's growth over the years, the current numbers must be considerably higher. Moreover, also considering the fact that the final expenses of a failed assignment depend on the expatriating manager's salary level, the size of his/ her family and the destination country, Chipman (2016), president of FIDI and CEO of Asian Tiger Mobility in Hong Kong, is able to give an average estimate of \$400,000 of hard costs per person that generally falls on the employer. These costs include salary and benefits (\$250,000 by the year), transportation costs (Air Fare \$5,000 x 2 for look-see trip, Air Fare \$5,000 x 4 at beginning of assignment, Air Fare \$5,000 x 4 at end of assignment), household goods shipment to the destination and back again (\$15,000 x 2) and possibly school fees depending on whether or not the respective expatriate has a family with children that are staying abroad, too (Chipman, 2016).

From a university's perspective or a governmental department of education, sojourner failure entails several negative consequences, too: Lack of financial benefits received due to tuition fees, no work contribution of foreign students (e.g., postgraduate doctors in training positions to sustain the National Health System) and possible negative word of mouth (WOM) that might lead to a negative or bad international reputation (Cox, 1988).

Lastly, a failing experience could take a mental and emotional toll on the sojourner/ expatriate – and in the case of an expatriate manager this might even have an impact on his/ her family, too. It thus appears clear, that expatriate or sojourner failure should be avoided. Having said this, it is necessary to underline that it is not only expatriate managers who should receive support to properly acculturate. Diving deep into the long-term perspective regarding this issue, it is in everybody's interest to improve acculturation for students, too, since they are the future employers and employees. In general, scholars agree that acculturation and the reduction of acculturative stress – possibly achieved by proper pre-departure training (e.g., understanding of cultural differences, behavior and history) and other sufficient preparation (e.g., language classes) – might

be the key to success here (Boode, 2005; Chipman, 2016; Hogan & Goodson, 1990; Hung-Wen, 2007; Oddou, 2005; Xing, 2015). To say it with Hogan and Goodson's words: "Acculturation can mean the difference between profitable success and a costly failure" (1990, p.50).

## 2.2 Acculturation and Adaptation

As addressed before, sojourner adaptation has been an important and well-researched phenomenon for many years. Whereas some approaches are investigating the migrating individuals' work adjustment (Caligiuri, Hyland, Joshi & Bross, 1998; Templer, Tay & Chandrasekar, 2006) or their personality traits' influence on intercultural adaptation (Huang, Chi & Lawler, 2005), others are looking into the variety of coping strategies (Hendrickson, Rosen, & Aune, 2011; Van Tilburg, Vingerhoets, & Van Heck, 1997; Ward & Kennedy, 2001). Several scholars have also explored the effects of interaction adjustment (Templer et al., 2006) to get a better understanding of this phenomenon. Although these findings are interesting, most of them are one-sided since the focus of these studies are on the migrating individuals/ group only and leave aside the society of the host country.

In Berry's theory (Berry, 1997; Berry 2005; Berry 2009), however, it is clear that the society of origin (home country) and the society of settlement (host country) both play a part in the acculturation process. According to Berry, acculturation is a dynamic and "dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members" (p.698, 2005). In other words, for successful acculturation it is necessary to place importance on the homeland and its culture as well as the new host country, including its culture and attitudes towards multiculturalism.

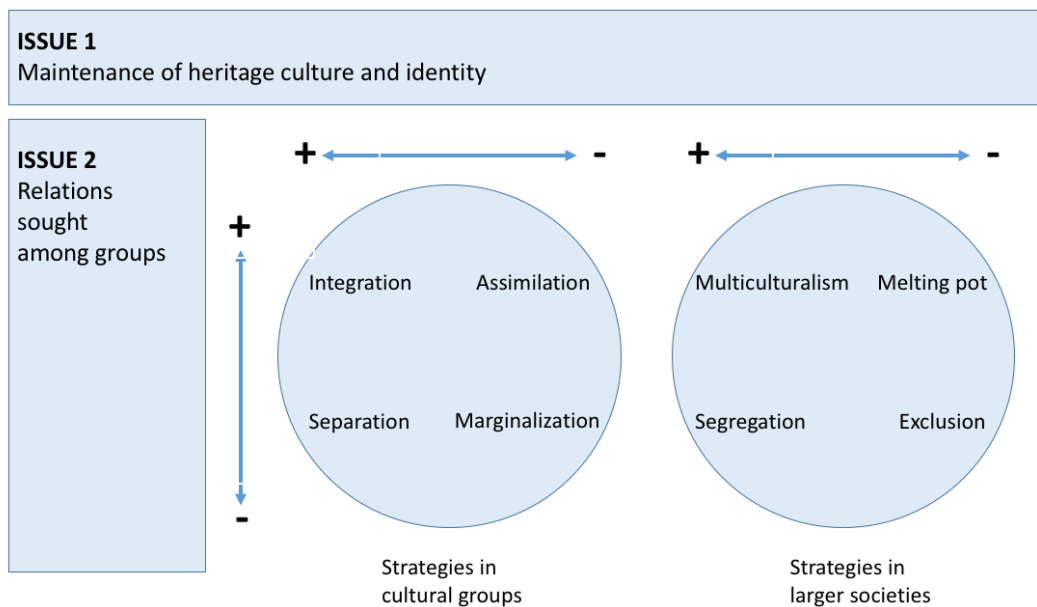
To get a better understanding of the concept of acculturation - first defined by Redfield, Linton and Herskovits (1936) as the result of "first-hand contact between groups of individuals of differing cultural origins" (Ward et al., 2010, p. 26) - it should be mentioned that it is distinct from the concept of *enculturation*. Enculturation relates to the acquisition of a culture's beliefs, values and norms during development (Ward et al., 2010). Thus, once a person is born and learns to live in a particular culture, he or she follows the social traits of the respective surrounding culture. In contrast to this, acculturation takes place when two or more culturally different individuals meet. Furthermore, acculturation is generally situated within three theoretical frameworks: cultural learning (Furnham & Bochner, 1982; Wilson, 2013), stress and coping (Berry, 1974; Hendrickson, Rosen, & Aune, 2011; Ward & Kennedy, 2001), and social identification (Ward, 2001). The cultural learning paradigm focuses on individuals' abilities to effectively negotiate social or interactive aspects of new cultural settings as well as on the difficulties that can arise along with it (e.g., lack of knowledge and skills including language proficiency, normative behavior and rules) (Ward et al.,

2010; Ward & Kennedy, 1999; Wilson, 2013). The framework of stress and coping emphasizes difficulties with major life changes and ways to deal with acculturative stresses (e.g., coping in form of receiving social support and help). The approach of social identification is far and foremost interested in the ways in which individuals or groups identify with cultures - their own as well as others - and gain a sense of belonging (Ward, 2001; Ward et al., 2010).

In the beginning of the 1970s, Berry proposed that there are two key issues underlying the process of acculturation, dealing with the question of how people acculturate. The bi-dimensional concept includes (1) *cultural maintenance*, describing the relative preference to maintain heritage and cultural identity and (2) *contact and participation*, referring to relationships and interactions sought among groups (Berry, 1974, 1997, 2005; Berry & Annis, 1974). In other words, to what extent are cultural identity and cultural characteristics perceived to be important and strived for and to what extent is someone getting involved with another cultural group and/ or remains either alone or within his/ her original group (Hernández-Plaza, Alonso-Morillejo & Pozo-Muñoz, 2006). On the basis of the two independent dimensions, the following strategies can be derived (Berry, 1997, 2005, 2009): The *integration strategy* takes place, when individuals wish to maintain their heritage and cultural identity, while also seeking daily interactions with other cultures. When individuals are not interested in maintaining their original culture, but strive for relationships with other cultures *assimilation strategy* is described. This is in contrast to *separation strategy*, where the interest of the individual lies in the maintenance of the original culture only, while avoiding interaction with other culture groups. Lastly, there is *marginalization strategy*, that refers to no interest in cultural heritage as well as no interest in interactions with other cultural groups. At this point, it should be made clear, that these definitions are formulated out of the perspective of the migrating individuals/ group, who might not have the chance to choose how to acculturate. As mentioned before, the way acculturation takes place is also dependent on the host country and if the receiving society fully accepts the concept of diversity (*multiculturalism*), demands conformity (*melting pot*) or enforces separation (*segregation*) and marginalization (*exclusion*) (Berry, 2005). For further clarification, Figure 1 provides an overview of aforesaid acculturation strategies.

Moreover, the general framework by Berry (2005) is very clear on the distinction between the terms acculturation and adaptation, which will be adopted for this study. Therefore, acculturation describes a process of cultural learning (Ward, Bochner, & Furnham, 2001; Wilson, 2013) and “what people are trying to do during acculturation” (Berry, 2005, p.704), whereas adaptation refers to the long-term outcomes. These adjustive outcomes can be divided into two categories: sociocultural and psychological adaptation.

Figure 1. A Framework for Acculturation Strategies in Groups and in the larger Society (Berry, 2009)



*Sociocultural adaptation*, on the one hand, is defined as an outcome of cultural learning by acquiring skills to facilitate living in an environment (Ward & Kennedy, 1999). In fact, it could also be referred to as *well-doing* due to the competency of acquiring the correct skills to act properly in the respective host culture and fit in (Searle & Ward, 1990). It is therefore best explained within the aforementioned culture learning paradigm, that also acknowledges the importance of interpersonal relationships for learning the social behavior of a new culture (Searle & Ward, 1990; Ward & Kennedy, 1999; Wilson, 2013).

*Psychological adaptation*, on the other hand, is best defined as adjustive outcome within the scope of a person's emotional and psychological *well-being* (Searle & Ward, 1990), situated within the stress and coping framework as mentioned by Ward et al. in 2010. According to Ward and Kennedy (1999) it is generally affected by life changes, personality traits, coping styles or mechanisms and social support. In regard to expats and sojourners, though, the most fitting psychological difficulties are due to major life changes, feelings of loneliness, stress and malfunctioning coping styles (Berno & Ward, 1998; Searle & Ward 1990; Ward & Kennedy 1999).

For the purpose of this study the two inter-related, yet conceptually different, categories have been divided even further so that the following domains can be used to measure and help identify them: Language Proficiency (LP), Communication (C), Ecological Adaptation (EA), Involvement (I) (Wilson, 2013), and perceived homesickness and stress (Demes et al., 2014). With the help of the behavioral factors, high sociocultural adaptation, for instance, can be assessed with high local language skills, strong performances of adequate communication including changes of behavior to meet Dutch social norms, and a generally smooth adaptation to the new environment and host nationals. Low sociocultural adaptation can be identified by low host country language skills,

improper communication and general disinterest in the new culture, community and people. The affective factors (perceived homesickness and stress), in comparison, help identify psychological adaptation, a not to be underestimated indicator for expatriate or sojourner success or the failure thereof. This is due to the fact that psychological well-being can significantly influence behavior (Rutten, 2016; Ward & Kennedy 1999). For example, a perceived strong feeling of fitting into the host country will possibly have an impact on the adjustment to the ecological environment, the competence and willingness to interact with others and to showing interest in the new community. In fact, according to recent research (van Tubergen, Maas, & Flap, 2004; Ward et al., 2010), a better understanding of the language, the ability to include oneself in society and developing or maintaining interests are major contributors of both positive psychological and successful sociocultural adaptation. Negative feelings, however, might lead to negative socio-cultural consequences, such as a slower learning process or less motivation to adapt. Hence, they could also be relevant for the expat's decision to leave his/ her host country before having accomplished the defined goal (e.g., completing an exchange or finishing an international business assignment).

### **2.3 Social Networking Sites**

As the Greek philosopher Heraclitus once said, change is the only constant in life. This statement seems to be ringing true in many situations and is also part of what inspired this study. One of the biggest changes in the last centuries has been the development and accessibility of the internet and social media to people all over the world (Curran, 2012; Cohen-Almagor, 2011; Ngini, Furnell & Ghita, 2002). In 2017, for instance, over 3.6 billion – representing around 40% of the world's population – have access to internet ("Number of Internet Users (2016) - Internet Live Stats", 2017). This is even more impressive compared to the fact that in 1995 it was only 1% of the world population ("Number of Internet Users (2016) - Internet Live Stats", 2017). However, with the combination of technological drivers (e.g., increased broadband availability, improved hardware and software etc.), economic drivers (e.g., availability for tools to enable user-generated content) and social drivers (e.g., digital natives that possess the technical know-how and are eager to engage online), the way internet is used evolved quickly (Curran, 2012; Kaplan & Haenlein, 2010). In regard to the current trend towards social media and Web 2.0, for example, Kaplan and Haenlein (2010) talk about an evolution of the internet. They describe it as a re-transformation of the so-called World Wide Web (WWW) and what it was originally created for, namely facilitating the exchange of information between internet users (Kaplan & Haenlein, 2010). With Web 2.0 as technological foundation, providing an adequate platform for participatory and interactive online activities, social media have become more important not only for individuals for reasons of self-presentation and

receiving or giving social support, but also for organizations and businesses (e.g., economic growth) (Goffman, 1959; Kaplan & Haenlein, 2010; Ngini, Furnell, & Ghita, 2002; Schau & Gilly, 2003). *Social networking sites* (SNS) in particular, radically altered the way people and businesses communicate and share information, thoughts and feelings in shape of text, pictures and videos on a daily basis (boyd & Ellison 2007). These applications enable users to create profiles, (re-)connect with others while having the possibility to oversee one's own and others' networks, and what is even more important, the communication options via SNS are not restricted by distance (boyd & Ellison 2007). They provide the option to foster relationships between users and easily connect people from all over the world (Chen & Zhang, 2010). This instant form of communication is generally useful for everybody, but especially for sojourners and expatriates who tend to live far distant from their loved ones, this immediate and cheap communication opportunity is quite an advantage in contrast to what it used to be 20 or more years ago. Before the golden age of the internet and smartphones, writing letters that were to be sent overseas could take days, sometimes weeks, international landline phone-calls could be very uncomfortable depending on the respective time-zones and circumstances, and generally were very expensive. Then the invention of the internet 25 years ago, Tim Berner's World Wide Web, certainly heralded a new era. Former written letters were likely to be replaced by cost-efficient emails with no further expenses such as stamps or the time it took to get to the post office. Soon after this, smartphones and SNSs provided even faster opportunities. And nowadays, based on current living standards and today's technology (including private and public internet access possibilities and gadgets to use for communication online) instant real life communication over long distances is not an impossible thing to do anymore ("Statistics and facts about Smartphones", n.d.). Moreover, according to Statista's forecast the number of smartphones users is to grow from 2.1 billion in 2016 up to 2.5 billion in 2019 ("Number of smartphone users worldwide 2014-2020", n.d.). The forecast further suggests, that by 2018 around 36% of the world population is using smartphones. In 2011, it was only 10%. These facts certainly imply that today's expatriates and sojourners have several advantages in terms of connecting and staying in touch with family and friends from home (Berry, 2005; Chen & Lee, 2013), building new relationships with new acquaintances or learning about one's host country and the new cultural surroundings (Sawyer & Chen, 2012).

These factors are without a doubt major influences on the daily lives of sojourners and expatriates who are likely to experience a variety of new challenges – good and bad – in every aspect of life: The climate, the language, the clothing, the food, the behavior, the beliefs and values, the living arrangements, the entire environment might be completely different to what a person is used to, depending on the cultural distance. The different requirements at work or in a study program as well as the fact that sojourners and expatriates tend to not know anybody in their new environment at first (e.g., do not have any pre-existing friends in their host country) could also

lead to a person's unease during acculturation. In addition to this, sojourning or expatriating individuals/ groups are not only challenged by a new environment and culture, they also struggle with feelings of homesickness, loss of physical connection with family and friends from home, and the overall fear of not fitting in (Adler, 1975; Van Tilburg, Vingerhoets, & Van Heck, 1997; Ye, 2006). To overcome these fears and negative feelings caused by acculturative stress (Berry, 2005; Chen & Lee, 2013), a solid social support system can be of help here. Social support, for instance, can exist both in real life interactions or virtually and entails potential social sources (e.g., friends, fellow students, co-workers) giving advice, feedback or any other kind of supportive behavior (James, Hunsley, Navara, & Alles, 2004).

With SNSs providing the opportunity to create and maintain mixed networks of connections with weak ties (e.g., acquaintances, friends of friends) and close ties (e.g., friends, family), while offering actions such as sending instant messages, sharing pictures or videos, video-chatting, voice-mailing etc., the ways to give or receive social support have not only been multiplied, they have been made more accessible and easier, too (Bryant & Marmo, 2012; Hansen, 1999; Kraut, Fish, Root, & Chalfonte, 1990; Steinfield et al., 2009). Due to a large network consisting out of weaker ties living in the same country as the sojourner/ expatriate, the user is able to gain and share a lot of information and experiences online (e.g., recommendations on local restaurants, activities, events or insights on local news, etc.) and might feel more included or connected to the new society. The closer ties usually relate more to emotional support that is needed in order to cope with feelings of loneliness and homesickness (Putnam, 2000). Theoretically speaking, it can be assumed that when a sojourner's network is able to provide this kind of social support, the acculturative process should get easier over time.

That being said, it is also worth mentioning that not all research on social media use and acculturation result in positive outcomes. Whereas SNS such as Facebook, Instagram or Twitter can serve as outlets to cope with feelings of acculturative stress on the one hand, it could also be an ever-lasting avoiding mechanism on the other. Ward et al. (1998) describe the latter as "expatriate bubble" (p. 281) that can occur, when sojourners/ expatriates happen to mainly interact with other co-nationals while not having any host country interactions. This avoidance, though, can hinder sojourners to get in touch with its new surroundings. The learning process of how to integrate successfully into the host culture is therefore slower or – in extreme cases – non-existent. In 2011, for instance, Croucher and Cronn-Mills found that French-Muslim immigrants used SNS to strengthen their culture identities of their home countries while ignoring the chance to build identities with their host country. Instead of integrating they were separating from French society. Therefore, it is safe to assume that the intercultural contact with host nationals – online as well as offline – is an important key factor, when it comes to adaptation.

This is in line with scholars (Berry, 2005; Croucher, 2011; Kim, 1988; Raman & Harwood, 2008) positing that it is indeed both cultures that are equally important to the acculturation process. Transmitting this to the online world, this claim is to be mirrored for SNS use with home country and host country relations.

Again, the conflicting theories explained above demonstrate the current knowledge gap on SNS and its impact on acculturation/ adaptation and thus emphasize the need for this research. In order to draw an adequate picture of the current situation in the Netherlands, and to find whether intercultural adaptation can or cannot be improved by Facebook use, a conceptual model that helps structuring this study has been developed.



### **3 Conceptual Model**

Generally speaking, the model's base consists out of Berry's (1997) bi-dimensional concept of acculturation orientation, which relates to both sociocultural and psychological adaptation, which then relates to three adaptive outcomes. In more detail, this refers to the two issues underlying the acculturative process, called cultural maintenance and contact and participation, which – in theory – do have different effects on adaptive factors, such as language proficiency (LP), communication (C), involvement (I), ecological adaptation (EA) and psychological adaptation (PA). These factors, in return, are supposed to predict satisfaction with job/ study, satisfaction with life and intention to leave.

#### **3.1 Cultural Maintenance**

When beginning with the issue of cultural maintenance and how it potentially affects the sociocultural factors of LP, C, I and EA, it is helpful to keep in mind that sociocultural adaptation in general is interpreted within the theoretical framework of cultural learning and entails a person's behavioral responses to acculturation (Ward et al., 2010). With that said, an assumption integrated in this cultural learning paradigm is that the longer an individual is exposed to and surrounded by new cultural influences, including a new language and behavior, the easier it is for the individual to copy cultural cues. Besides, research has confirmed that the skill set of sojourners and expatriates is likely to grow and improve over time, similar to a learning curve (Ward et al., 2010). In other words, the longer an individual lives in a new country, the better he or she will adapt.

This, however, is also dependent on the individual's attitude and whether or not he or she is willing to learn new behaviors. For instance, in case of a one-sided viewpoint, where an individual considers his/ her original culture and all factors associated with it (such as language, behavior, values etc.) more important than the new culture and thus loses all interest in learning social skills and behaviors of the host country, separation and a wish to leave the new country are potential consequences. Contrary to this scenario, it can be argued that the backing from family and friends from home (e.g., parents encouraging their children studying abroad to learn the local language, etc.) increases a sojourning individual's motivation to learn and to culturally adapt.

In comparison, strong ties to the motherland including the maintenance of relations with friends and family from home can also be very useful regarding the psychological aspects of adaptation. They, for instance, act as general social support systems which can help reinforce one's cultural identity. In that regard, a study that set out to investigate the role of social support in overseas relocations prior to the invention of the world wide web, Fontaine (1986) found that having systems of support is vital for successful psychological adaptation, since they can act as a

defense system against stress and culture shock. Fontaine's relatively broad definition of such a system is as follows: "A network of ties with other people and groups that plays an important role for psychological and physical health" (1986, p.362). This could include family and friends, roommates, fellow students, co-workers, neighbors, expat groups and many more, who can all help form coping strategies to deal with various levels of acculturative stress. At least in the beginning of the transition, though, it can be assumed that it's mostly family and friends from home, since a newly arrived sojourner/ expatriate usually does not have a lot of close local contacts right from the start. Staying connected to one's original roots is therefore a reasonable sentiment, that sojourners and expatriates strive for and possibly has great influence on how successful or unsuccessful they adapt on a sociocultural and psychological level.

On the bases of this, the following hypotheses have been derived:

*H1: There is a positive relationship between cultural maintenance and sociocultural adaptation.*

*H2: There is a positive relationship between cultural maintenance and psychological adaptation.*

### **3.2 Contact and Participation**

The second dimension, where relations and interactions among groups are strived for, is also assumed to be related with the four sociocultural factors (LP, C, I, EA) included in the present study. The more contact and practice an individual has within the new society, for example by simply being surrounded by a new language and new behavior, the better the results or skills in the end (Ward et al., 2010; Wilson, 2013). Apart from the fact that plain observation can be of use to sojourners/ expatriates to pick up on cultural cues, the new friendships with locals might also serve as stimulation to increase an individual's willingness to learn. In that regard, a longitudinal study on Muslim immigrants in the US by Croucher and Rahmani (2015) showed that increased contact between immigrants and nationals – sometimes referred to as "intergroup contact" (Wilson, 2013, p.26) – related positively to an increase of motivation to culturally adapt.

Moreover, for achieving positive psychological adaptation (e.g., satisfied expatriate that feels at home in his/ her host country) the decrease of negative acculturative stress is a necessity for success. In that regard a study by Hendrickson et al. (2010) also mentions the minimization of homesickness as vital to successful adaptation. This seems rather logical since the depressing feeling of longing for familiar environments and faces is defined as a main component of acculturative stress (Hendrickson, Rosen & Aune, 2010; Poyrazli & Lopez, 2007; Shin & Abell, 1999). If not reduced or controlled, it reflects badly on sojourners'/ expatriates' decision making skills and makes them withdraw themselves from enjoyable activities that could cause social alienation, which is a strong predictor of psychological well-being likely to result in negative adaptation

(Messina, 2007; Sandhu & Asrabadi, 1994). It can be assumed that the more frequent and intense the interactions with host nationals, the better the real life social support for coping with these feelings of homesickness and loneliness. Thus, the assumption is that the more contact and participation an individual strives for, the higher are the chances for successful adaptation.

Therefore, the following is hypothesized:

*H3: There is a positive relationship between contact & participation and sociocultural adaptation.*

*H4: There is a positive relationship between contact & participation and psychological adaptation.*

### **3.3 Adaptation and Adaptive Outcomes**

It can be assumed that increased levels of both, sociocultural and psychological adaptation can lead to fewer difficulties when adapting to a new country, including all three adaptive outcome variables: satisfaction with life, satisfaction with job/ study and intention to leave.

#### **3.3.1 Satisfaction with Job / Study**

For instance, being able to appropriately communicate with fellow students and professors at university or people at work, might lead to higher job/ study satisfaction. This is due to the fact, that sojourners and expatriates can benefit from these interactions not only by gaining social acceptance, but also by getting assistance when help is needed as well as by generally retrieving material resources (Steinfeld et al., 2009). Briefly focusing on the work life of internationals in MNCs, an interesting study looked into job satisfaction among expatriates and developed a model with three factors potentially influencing it (Birdseye & Hill, 1995): They were divided into individual factors (e.g., age, education, spouse satisfaction), work/ organizational factors (e.g., job duties, salary, supervisor relationship, co-worker relationship) and environmental factors (e.g., standard of living, medical facilities, educational facilities). After having tested their model Birdseye & Hill (1995) found that expatriates scoring high on the items mentioned above, are more satisfied with their jobs and are less likely to leave their jobs than those with difficulties to cope with the new working and living environment. It is especially the third factor that is of interest here regarding this model's sociocultural factor of ecological adaptation which is supposed to predict job/ study satisfaction in the current study. In general, it can be assumed that a sojourner or expatriate that feels comfortable in his/ her new living environment, is able to speak the host's language and properly communicate with locals while also building and maintaining new relationships is likely to adapt better within the working sphere, as well.

Similar to higher scores in sociocultural adaptation, higher scores in psychological adaptation presumably influence an individual's job satisfaction, too. The equation is pretty straight forward, since the more socially accepted and content an individual feels with his or her new life and the people in it, the more satisfied he or she is. And an individual's satisfaction should not be underestimated, since sojourning individuals seem to perform better at their respective tasks when they are content (Korobova, 2012; Vozzo, 2013). A study by Korobova in 2012, for example, found that international students, who were enrolled at a supportive university focusing on integrating its international members, had higher levels of satisfaction with their educational experience. The high score of the supported students' satisfaction coincided with the higher levels of academic success. Students on less supportive universities showed less satisfaction and less academic success.

In addition to this, a more recent study by Mahmood in 2014, looked into the overall satisfaction of international students with their college experience. Based on the assessment of variables similar to the present study, such as language proficiency, interpersonal communication, personal interests and community, ecological adaptation and academic/ work performance, Mahmood's findings showed that students who on average scored higher on all aforementioned items, were more satisfied with their study program and their university. This certainly highlights yet again the tight interrelation between sociocultural accomplishments and emotional well-being.

Thus, the next two hypotheses are formulated as follows:

*H5a: There is a positive relationship between sociocultural adaptation and satisfaction with job / study.*

*H5b: There is a positive relationship between psychological adaptation and satisfaction with job / study.*

### 3.3.2 Satisfaction with Life

In Sam's exploratory study in 2001, the satisfaction of life among international students is investigated. Similar to his work, this research defines satisfaction with life (SWL) as "the global evaluation of a person's quality of life" (p.316). Nevertheless, the way SWL is assessed is not a universally established measurement and is strongly related to an individual's subjective well-being and this person's conscious estimation of his or her own quality of life (Pavot & Diener, 1993). This implies that a successful adaptation of an individual – with focus on his/ her psychological and emotional well-being – is strongly linked with this person's overall satisfaction with life.

Moreover, it can also be assumed that sociocultural adaptation has an effect on SWL, too. After all, being able to speak and understand and communicate with locals in an appropriate manner, adapt fully to one's new environment and engage with Dutch society, are variables that if

fulfilled have a high potential for success. In fact, a study by Takeuchi et al. in 2002, confirms that a high level of overall adjustment (e.g., living conditions) positively relates with general satisfaction. In the reverse case, if a sojourner or expatriate is failing at all of these variables of adaptation, it is probable that this individual is unsatisfied with his or her life abroad.

Therefore, the following is expected:

*H6a: There is a positive relationship between sociocultural adaptation and satisfaction with life.*

*H6b: There is a positive relationship between psychological adaptation and satisfaction with life.*

### 3.3.3 Intention to Leave

Lastly, sojourner's and expatriate's intention to leave will be addressed. To clarify, this means that the sojourner/ expatriate decides to quit the international experience before the study program / international assignment has officially finished and he/ she returns home early. Again, according to previous research, adaptation seems to be playing an important role concerning sojourners / expatriates and their decision making of leaving or staying in their host country. In Willcoxson's (2010) literature review of her study on factors influencing international students' intention to leave, there are several relevant key elements that can be broadly summarized as follows: person-environment fit, social and academic integration into the university, grade point average, personality, age, choice and clarity of classes for a clear career direction. An interesting aspect with respect to all of the factors mentioned above, is that Willcoxson found that they seem to influence students with different intensity at different periods of time. Factors for withdrawal within the first year from university, for instance included learning environments that were perceived unsupportive and unengaging. In the second year, reasons for higher intentions of leaving focused primarily on personal difficulties dealing with issues such as health, finance or social integration. The third year is strongly associated with a lack of sensitivity towards the student's needs. Her study therefore shows that there are many issues playing a part in forming a decision to leave a country. However, one of the major elements in this matter seem to be the quantity and quality of personal and interpersonal interactions (Tinto, 1993; Willcoxson, 2010). In correspondence with a study by Black and Stephens (1989), it was discovered that expatriates' social interactions were generally positively related to their intentions to stay. In other words, this would mean that the higher the sojourner's/ expatriate's involvement with others – and in line with this the higher the social integration – the lesser the intention to leave (Tompson & Tompson, 1996).

With respect to expatriate managers, Steers and Mowday (1981) proposed an interesting model to explain early turnover processes. According to them, the intent to leave relies on affective responses to job expectations, that may or may not lead to job satisfaction, which in turn,

influences the intention to leave. About nine years later Black and Gregersen (1990) slightly modified Steers and Mowday's (1981) model and added non-job related elements (e.g., general expectations about the foreign environment), since they believed them to be of particular significance for expatriate managers. In the end, their data also showed significant results for a relation between job satisfaction, general satisfaction and the intention to leave. All in all it was found that the higher the satisfaction, the lesser the intention to leave. Implied here is that on top of satisfaction with life and study or work, feelings of being adjusted as well as improved intercultural skills can increase a sojourner's or expatriate's desire to stay in the country.

Thus, the following hypotheses have been derived:

*H7a: There is a negative relationship between sociocultural adaptation and intention to leave.*

*H7b: There is a negative relationship between psychological adaptation and intention to leave.*

### **3.4 Facebook Use**

After having established the base of the model, one of the greatest challenges of the present study is to combine two major fields of research - new media and intercultural studies. To this date, only a few prior works explored the effects of SNSs such as Facebook, Twitter and others on cross- and intercultural adaptation (Chen, Bennett, & Maton, 2008; Croucher & Rahmani, 2015; Shuter, 2011). However, none of them were structured like the current model. In order to answer the research question, whether Facebook use helps or hinders adaptation, the variables of Facebook use with home country relations and Facebook use with host country relations take precedence in the model (see Figure 2).

This study's first proposition is that the use of Facebook affects expatriate's/ sojourner's willingness to hold on to the ties to their original culture and identity (cultural maintenance) as well as their orientation towards the new culture and its people (contact and participation). This is due to the fact that Facebook can act as a mediator that seems to give them what they need most: Interpersonal relationships. For individuals living far away from their original homes, this mean of immediate communication is able to provide instant relief by offering social support in form of recognition, affirmation, advice, sharing resources and experiences, validation of beliefs and/ or actions, and companionship or friendship (Fontaine, 1986). Moreover, Facebook can establish a perceived connectedness and a sense of belonging, where a piece of home is only just a click away, and is therefore able to fulfill one's personal and emotional needs (Auter & Elkarhili, 2014; Hendrickson, Rosen & Aune, 2010). At the same time, it can help to make connections with host nationals and provide information on the new culture and therefore spark one's interest and willingness to integrate (AmaraSingham, 1980; Wang, Huang, Huang, & Wang, 2009). This means

that Facebook use involving both home country and host country relations both positively relate to the two dimensions underlying the acculturation process.

In spite of these positive assumptions, Croucher and Rahmani (2015) have reason to believe that there are also negative aspects that are to be taken under consideration. In their analysis in 2015, their findings indicated that the more time acculturating individuals spend on Facebook, the lesser their motivation to adapt to their host society. Modifying this to the current study's target audience, it would mean that even though some sojourning individuals are likely to increasingly connect with Dutch culture the longer they live in the Netherlands, others might not because of their discomfort and negative attitude towards their host country (Chen et al., 2008; Croucher & Cronn-Mills, 2011; Croucher & Rahmani, 2015; Tufekci, 2008). Then again it could also be the attitude of the receiving society (hostility versus hospitality), that affects a sojourner's and expatriate's motivation and actions to acculturate in a certain way. As Berry (2005) concluded, even the most willing sojourning individual, who wants to embrace one's own roots and also accept its host's culture, might never fully integrate, when the receiving society is not open towards accepting him or her. Thus, a lot of hostility towards sojourning individuals that is mirrored on social media, might therefore have a negative effect on sojourners'/ expatriates' willingness to adapt. In such a case Facebook might even serve as enhancement of the separation strategy (Berry, 1997), since the network could thus be used as primary source to get in touch with co-nationals of the same culture, while Dutch nationals could be entirely ignored (Wang et al., 2009). As a general rule it can be suggested that equal to offline theories, a focus entirely on one way of Facebook use might lead to imbalanced results regarding sojourners' acculturation orientation, where the preference of only one dimension disregarding the other can undermine the entire process and is more likely to lead to less positive adaptive outcomes (Berry, 1997; Berry, Phinney, Sam & Vedder, 2006; Phinney, 1990).

On the basis of this, the following hypotheses have been derived:

*Ha: There is a positive relationship between Facebook use with HomeCR and cultural maintenance.*

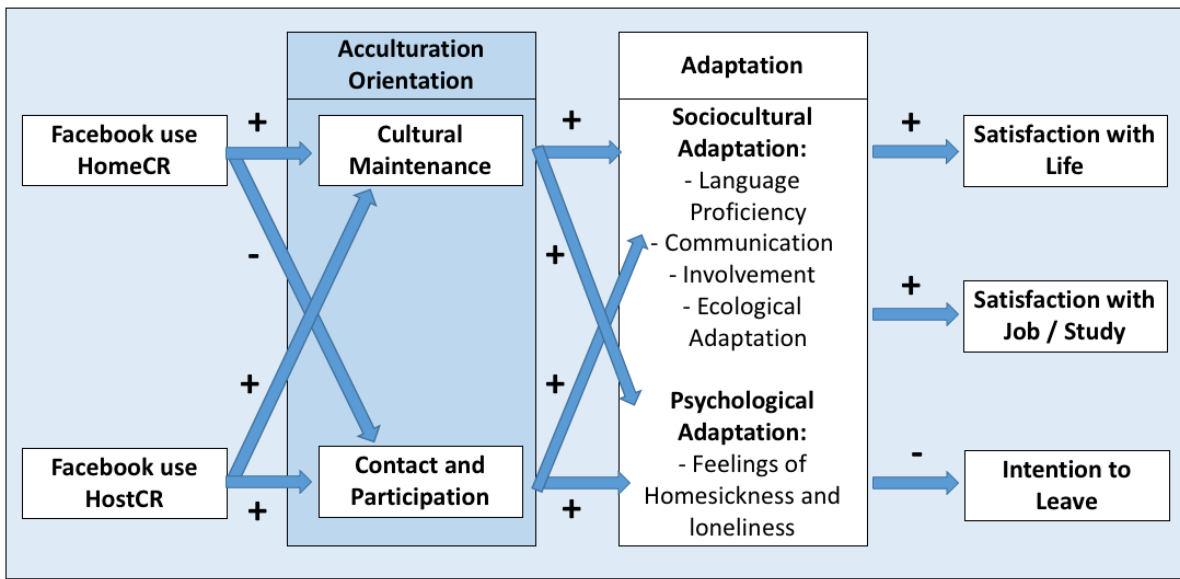
*Hb: There is a positive relationship between Facebook use with HostCR and cultural maintenance.*

*Hc: There is a negative relationship between Facebook use with HomeCR and contact & participation.*

*Hd: There is a positive relationship between Facebook use with HostCR and contact & participation.*

The conceptual model including all factors and hypothesized relations can be found in Figure 2.

Figure 2. Conceptual Model for Adaptation Processes and Outcomes





## **4 Methods**

To be able to answer the research question and test the aforementioned hypotheses, a quantitative approach in form of an online survey, explaining phenomena with the help of numerical data collection (Muijs, 2011; Gilbert, 2008), works best. According to Wright (2005) an online survey is an ideal tool to collect a lot of data within a short amount of time, few costs and without any physical borders, since an online survey is not bound by location. It is therefore well-suited for the purpose of this study. To ensure validity and reliability, too, a careful selection and adequate adaptation of well-known scales of former research has been considered and will be explained in further detail throughout this chapter.

### **4.1 Pre-test**

In order to find out which social media networks have the most impact on the lives of students and expats, a small pre-test was conducted. Via email and Facebook chat, the pre-test consisting of an introduction of the purpose of this study and eleven questions asking about the respondents' age, gender, nationality but also their preferences and habits of social media use was sent to 4 sojourners from the personal network of the researcher. The response rate was 100 percent.

In accordance with Statista ("Number of Facebook users worldwide 2008-2017 | Statistic", n.d.) that describe Facebook, currently having 1.94 billion active monthly members, as one of the most dominant social networking sites worldwide, the pre-test confirmed this statement. For instance, among the participants, all of them use Facebook to maintain/ to build new relationships in their host country and three out of four named Facebook first, when asked which social networking site they use most often. For the purpose of this study, it was therefore decided to focus on Facebook as tool to measure sojourners' / expatriates' social media use.

### **4.2 Data Collection**

To ensure the survey's clarity, a pilot-test was send out to five respondents with different nationalities, ages and educational backgrounds. The gained feedback was incorporated into the survey and the questionnaire was adapted accordingly. The revised version of the anonymous online survey, which has been developed via the well-known online tool Qualtrics.com, was distributed during the months of April and May 2017. All of the respondents were contacted online, since the link to the online survey was shared on expat- and student community websites, blogs and forums (e.g., InterNations.com, ExpatExchange.com, lamexpat.nl) as well as on other relevant groups on Facebook (Expatriates in the Netherlands, Work in the Netherlands, Expat Republic Rotterdam, Vietnamese Gang in Rotterdam, Expats in The Hague (Den Haag), Deutsche Fachkräfte

in den Niederlanden, Language Institute and Couchsurfing). The members and followers of these communities were then asked to fill out the 10-minute survey. Despite potential selection bias due to snowball sampling, limiting the validity of the sample, the participants were encouraged to share this survey with their friends and family that also meet the criteria of being non-Dutch and working/studying in the Netherlands (Atkinson & Flint, 2001).

The survey started out with a short introduction of the study and asked the participants for their confirmation of having read the initial information. Next, the first five questions addressed Facebook use and the respondents' home and host country relations, including Facebook frequency and how many times certain online activities are performed on the Facebook platform. This was followed by two questions related to the respondents' acculturation orientation toward their home and host country, and what acculturation strategy resonates most with them. The next question asked the respondents to give an estimation of their sociocultural adaptation skills, followed by a set of questions related to their satisfaction with their lives and jobs or study program, as well as their intention to leave the Netherlands. Finally, three control variables were incorporated within the last seven demographic questions of the survey, such as nationality, occupation, gender, age, education, months spent living in the Netherlands and the planned duration of the stay. At the very end, respondents were thanked for their participation and were also able to give feedback or ask questions to the researcher. Furthermore, they have been provided with an email address to contact the researcher directly if necessary. For this study, only participants that met the criteria, were a Facebook member, non-Dutch, either working or studying in the Netherlands, and completed the survey were included in the sample and considered in the analyses. The collected data was then organized and analyzed via IBM's SPSS (Field, 2013; Muijs, 2011).

### **4.3 Sample**

The survey for this study was completed by 147 participants, out of whom 95 (65%) were sojourners (e.g., international students) and 52 (35 %) were expatriates (e.g., non-students in paid employment) that live in the Netherlands but have not been born there. In total, 59% were female and 41 % were male. The majority of the respondents were from Germany (45%), followed by Italy (11%), Spain (7%), and France (7%). The mean age was 26 ( $SD= 5.53$ ) with a range from 18 to 50. Most of the respondents check in on Facebook 10 times ( $SD= 8.23$ ) a day. The majority of this sample was considered lower educated (63%). For a detailed overview of the sample's relevant descriptive characteristics, such as education, months living in the Netherlands and their number of friends and close friends on Facebook and their received cultural training prior their stay, see Table 1.

Table 1. *Descriptive Statistics of Respondents (N = 147) with 95% bias corrected and accelerated confidence intervals. Confidence intervals and standard errors based on 5000 bootstrap samples.*

<b>Variable</b>	<b>Value</b>	<b>Count</b>	<b>Percent</b>	
Gender	Male (=0)	60	40.8 %	
	Female (=1)	87	59.2 %	
Education	High school (=0)	15	10.2 %	
	Some college (=0)	9	6.1 %	
	Bachelor's degree (=0)	68	46.3 %	
	Master's degree (=1)	46	31.3 %	
	Professional degree (=1)	3	2.0 %	
	Doctorate degree (=1)	5	3.4 %	
	Other (=1)	1	.7 %	
Occupation	Student (=0)	95	63.8 %	
	Non-student (=1)	52	34.9 %	
Nationality	Germany	45	31.3 %	
	Italy	11	7.6 %	
	Spain	7	4.9 %	
	France	7	4.9 %	
	UK	6	4.2 %	
	Greece	6	4.2 %	
	Poland	6	4.2 %	
	Belgium	4	2.8 %	
	Other	52	35.9 %	
Prior cultural training	No (=0)	199	81.5 %	
	Yes (=1)	27	18.5 %	
		<b>Range</b>	<b>Mean</b>	<b>SD</b>
Age		18 - 50	26.15	5.53
Months living in NL		2 - 201	31.26	35.26
Facebook friends		50 - 2000	577.64	325.44
Close Facebook friends		0 - 200	29.34	33.33
Close Facebook friends in NL		0 - 200	9.59	20.65
Frequency Facebook use check ins		1 - 50	9.99	8.23

#### 4.4 Measures

To answer the research question and perform adequate hypotheses testing, the variables were operationalized applying multiple-item scales (see Table 2). All the scales employed are based on previous research in the fields of intercultural, and new media studies (Berry, 2009; Berry, 2005; Berry 2012; Demes & Geeraert, 2014; Diener, Emmons, Larsen & Griffin, 1985; Ellison, Steinfield, & Lampe, 2011; Junco, 2012; Ward & Kennedy 1999; Valkenburg & Peter, 2007; Wilson, 2013; Wilson, 2009). Though, some were slightly modified for the purpose of this study, they still ensure a sufficient level of reliability as well as validity. One of the minor modifications, for instance, is the adjustment of the response format. Whereas some of the original scales had different sizes, this study preferred a consistent 7-point Likert scale format. In the following section, a detailed description of all measurements and modifications ensures further reliability and validity of this study (Salkind, 2011).

*Facebook Use with HomeCR.* Although there are many conflicting views on how to measure Facebook use, in general it can be said that there are two different types of SNS use (Sheldon, 2008; Wang et al., 2014). The first one is a solitary form of SNS use (simply observing something), whereas the other one is interactive/ communicative (liking, sharing, chatting, etc.). In this study, the researcher includes both types of SNS use, since both are relevant for the acculturation process. To measure Facebook use that involves home country relations, an adapted scale developed by Junco (2012) was used. In the original version, the question “How frequently do you perform the following activities when you are on Facebook?” is answered on a 5-point Likert scale with 14 items. They describe 14 Facebook activities, such as playing games (Candy Crush, Mafiawars, etc.), posting status updates, sharing links, sending private messages, commenting (on statuses, wall posts, pictures, etc.), posting/ tagging/ viewing photos or videos, etc. For the purpose of this study, the response format was adapted, so that the new scale within the questionnaire ranged from 1 (“always”) to 7 (“never”). Next, the two items “checking on current news” and “friending strangers” were added and the original ranking of the items was modified. Most importantly, the question was formulated more specifically to home country relations. In a next step, the scale was examined for normality and internal reliability. Based on the graphical assessment with histograms, several items within the data set resulted in somewhat normal or slightly skewed distributions, while six out of the 16 variables did not pass the visualization check. The items “Posting videos”, “Tagging videos”, “Creating or RSVPing to events”, “Friending strangers”, “Playing games” and “Chatting” were considered as un-normally distributed and therefore removed from the data set. Reasons for the extreme skewedness of these items might be dependent on the present study’s sample, where the majority of the respondents almost never to never play games connected with Facebook and also do not post or tag videos themselves, but prefer watching what others have uploaded. In

correspondence to Ellison et al.'s findings (2011), the majority of this study's respondents did not use Facebook to initiate relationships with complete strangers either. Concerning the item "Chatting", the histogram indicated that most of the respondents communicate via Facebook chat, which then displayed a highly positively skewed result that had to be excluded from further analyses. At this point, all the remaining items were reverse coded, so that a higher score related to a higher frequency of an activity. The remaining ten items constituted a reliable scale with a Cronbach's alpha of .80 for Facebook use with home country relations.

*Facebook Use with HostCR.* Similar to the measurement of Facebook use and HomeCR, the scale by Junco (2016) was adapted. The original question changed into "How frequently do you perform the following Facebook activities involving your friends/ colleagues and new culture in the Netherlands?" with 16 items to respond to, including the two items added analogous to the previous scale. However, the graphical assessment indicates that six items, also matching the Facebook use with HomeCR scale were un-normally distributed and were therefore also excluded from the study. For Facebook use with host country relations, the remaining ten items were reverse coded, too, so that a higher score related to a higher frequency. Additionally, the scale showed a highly internal consistency ( $\alpha=.81$ ). See Table 3 for an overview of frequencies, mean scores and standard deviations of both Facebook use variables.

*Cultural Maintenance & Contact and Participation.* Two questions were used to measure acculturation orientation. The first scale was developed by Demes and Geeraert (2014) and adapted to the Netherlands. On a scale from 1 ("strongly agree") to 7 ("strongly disagree") the respondents were asked to what extent they consider having home country and host country relations important. Their answers were given based on eight items, where four items related to cultural maintenance, the other four to contact and participation. The two subscales of acculturation orientation were able to form a high internal reliability: cultural maintenance ( $\alpha=.86$ ) and contact and participation ( $\alpha=.87$ ). Again, in the process of the analysis the scale was reverse coded, so that a higher score indicated a higher level of agreement. The second question provided four statements reflecting John Berry's four acculturation strategies. The respondents were asked to pick one that related to them the most. However, the histogram showed a highly un-normal distribution – positively skewed towards integration – so that this question had to be removed from the data set.

*Sociocultural Adaptation.* Gudykunst considers the 29-item SCAS scale developed by Ward and Kennedy (1999) as "the most empirical foundation of any measure used in the study of intercultural relations" (1999, p.553) and claims that this method is highly reliable as well as valid in regard to the measurement of behavioral adaptability. However, for the purpose of improving the fit of the scale even more, the revised version that digs deeper in terms of the linguistic, interpersonal and ecological domains is utilized (Wilson, 2013). Using the revised version of the sociocultural

adaptation scale, SCAS-R by Wilson (2013), the following variables were measured: Language Proficiency (2 items), Communication (3 items), Involvement (3 items) and Ecological Adaptation (3 items). In her work, Wilson (2013) initially suggests that SCAS-R is also able to measure a fifth variable, academic/ work performance. Her findings, however, showed insufficient results in this regard. Based on this, it was decided to leave this variable out for this study. Furthermore, several modifications were made to improve the questionnaire's validity, clarity and suitability. The original seven items for communication have been narrowed down to three items, focusing on the possible acquiring of verbal and non-verbal communication skills. The four items of involvement were reduced to three items relating to the building and maintaining of relationships and hobbies. Lastly, the original three items of ecological adaptation were completely swapped for a better fit. Instead of asking the respondents to indicate their level of competency in adapting to the noise level in the neighborhood or the population density, they were asked to what extent they feel competent to accept and understand the local political system, being aware of local news and adapting to the new accommodation (Wilson, 2013). In the end, the respondents answered a list of eleven behaviors that were to be filled out on a 7-point Likert scale ranging from "extremely competent" to "extremely incompetent", which was reverse coded during the analyses. Furthermore, all eleven items checked for normal distribution and formed an overall high internal reliability ( $\alpha=.83$ ). The four interrelated subscales that were introduced above also showed acceptable to excellent internal consistency: language proficiency ( $\alpha=.95$ ), communication ( $\alpha=.62$ ), involvement ( $\alpha=.75$ ) and ecological adaptation ( $\alpha=.60$ ).

*Psychological Adaptation.* Demes and Geeraert (2014) created the 8-item scale used to ask the respondents about their psychological adaptation, meaning their feelings and personal well-being within the last two weeks. The original version was adapted to the Netherlands. For instance, participants were asked the following: "In the last two weeks, how often have you felt happy with your day-to-day life" or "In the last two weeks, how often have you felt homesick when you think of your home country?". In line with the overall response format, answers could be given on a 7-point Likert scale, ranging from (1) "never" to (7) "always". Six out of the eight items were negatively worded and had to be reverse coded so that a higher score indicated a higher perceived positive psychological adaptation. Also, after assessing the scale for normality the item "Frustrated by difficulties adapting to the Netherlands" had to be excluded and resulted in a high Cronbach's alpha of .81 for the remaining seven items.

*Satisfaction with Job/ Study.* With the Michigan Organizational Assessment Questionnaire Job Satisfaction Subscale (MOAQ-JSS) (Cammann, Fichman, Jenkins, & Klesh, 1979, as cited in Bowling & Hammond, 2008) the contentment with either the expatriate's job or study was enquired. This was achieved with the help of three statements (e.g., "In general, I like working/ studying here") to

which the respondents could agree or disagree with on a 7-point Likert-scale, which was then reverse coded. Thus, a higher score would relate to higher satisfaction with job/ study. Altogether the three items formed a reliable scale ( $\alpha=.78$ ).

*Satisfaction with Life.* This variable will be measured with the Satisfaction with Life Scale (SWLS) by Diener, Emmons, Larsen and Griffin (1985). According to the studies by Pavot, Diener, Colvin and Sandvik (1991) and Pavot and Diener (1993) SWLS can be considered a reliable and valid tool to measure an individual's self-reported and therefore subjective satisfaction with life as a whole. On the basis of five items (e.g., "I am satisfied with my life"), to be answered on a scale ranging from 1 ("strongly agree") to 7 ("strongly disagree"), the respondent's satisfaction with life was assessed. After reversing the scale, a reliability test was performed and showed a high internal consistency ( $\alpha=.87$ ).

*Intention to leave.* A set of five questions was used to measure the respondent's intention to leave the Netherlands. The original 4-item scale (Yu et al., 2005, as cited in Rizwan, Arshad, Munir, Iqbal & Hussain, 2014) was slightly modified, so that the word "job" was replaced with "the Netherlands". Hence, respondents were asked to what extent they agree or disagree with statements such as "I often think about leaving the Netherlands" or "It's likely that I will actively look for a new country to live in next year". Also, since sojourners and expats sometimes have no say in whether they can or cannot stay in the Netherlands for another year or longer (e.g., end of exchange program, end of visa, etc.), two additional statements were added. The questions were formulated in a way that asked specifically for the individual's desire to stay (e.g., "If I could choose, I would like to stay in the Netherlands for the next year", "If I could choose, I would like to permanently stay in the Netherlands"). In line with the response format, answers were given on a 7-point Likert scale. In order to be adaptable to the other scales, the three positively worded items were reverse coded so that a higher score indicates a higher intention to leave. Lastly, to ensure normality one of the newly added items ("I'd like to permanently stay in the Netherlands") had to be removed again. The remaining items thus formed a highly reliable scale with a Cronbach's alpha of .86.

*Control variables.* In this study, various control variables were included in the analysis. According to Lysgaard (1995), for instance, the amount of time a sojourner/ an expatriate has stayed in a host country has an effect on intercultural adaptation. Therefore, time will be included in this study as a control variable. Respondents were asked two time-related questions, namely for how long they have been living in their host country already and how long are they planning to stay in the Netherlands. Further control variables are gender, age, education, occupation, prior intercultural training and number of close Facebook friends. According to Allport's (1954) intergroup contact theory, the quantity of friends and quality of friendships (e.g., closeness of

friends) influence behavior and can diminish prejudices towards others. This theory has been adapted to social media, which is why respondents are asked several questions about their amount of Facebook friendships and how many they consider close friends. To include occupation and education in the regression analyses, too, two dummy-variables were created. The responses for studying was recoded into 0 and working into 1. For lowly educated (“Bachelor’s degree” or lower) the responses were recoded into 0 and the highly educated (“Master’s degree” or higher) into 1.

Table 2. Mean scores and standard deviations of variables (N = 149)

<b>Variable</b>	<b>Mean</b>	<b>Std. deviation</b>
Facebook use with home country relations	4.24	.83
Facebook use with host country relations	4.24	.91
Cultural maintenance	4.57	1.24
Contact and participation	4.78	1.25
Language proficiency	3.77	1.86
Communication	5.34	1.04
Involvement	5.30	1.07
Ecological adaptation	4.92	1.01
Psychological adaptation	5.06	.84
Satisfaction with study / job	5.36	1.04
Satisfaction with life	5.07	1.06
Intention to leave	3.69	1.45



Table 3. *Frequencies, mean scores and standard deviations of the variable Facebook Use with home country relations (N = 149)*

	Posting Status Updates		Sharing Links		Posting Photos	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Never (1)	30	20.1	14	9.4	10	6.7
Almost never (2)	44	29.5	34	22.8	28	18.8
Rarely (3)	41	27.5	33	22.1	41	27.5
Sometimes (4)	14	9.4	42	28.2	45	30.2
Somewhat frequently (5)	8	5.4	16	10.7	12	8.1
Frequently (6)	11	7.4	10	6.7	9	6.0
Always (7)	1	.7			4	2.7
	Mean	Std. deviation	Mean	Std. deviation	Mean	Std. deviation
	2.75	1.46	3.28	1.36	3.43	1.37
	Tagging Photos		Viewing Photos		Viewing Videos	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Never (1)	18	12.1	1	.7	4	2.7
Almost never (2)	35	23.5	1	.7	5	3.4
Rarely (3)	39	26.2	8	5.4	13	8.7
Sometimes (4)	28	18.8	14	9.4	24	16.1
Somewhat frequently (5)	15	10.1	36	24.2	35	23.5
Frequently (6)	12	8.1	66	44.3	50	33.6
Always (7)	2	1.3	23	15.4	18	12.1
	Mean	Std. deviation	Mean	Std. deviation	Mean	Std. deviation
	3.21	1.49	5.50	1.14	5.03	1.44

Table 3. *Frequencies, mean scores and standard deviations of the variable Facebook Use with home country relations (N = 149)*

	Sending private messages		Commenting (on statuses, etc.)	
	Frequency	Percent	Frequency	Percent
Never (1)			1	.7
Almost never (2)	4	2.7	14	9.4
Rarely (3)	14	9.4	27	18.1
Sometimes (4)	19	12.8	43	28.1
Somewhat frequently (5)	27	18.1	27	18.1
Frequently (6)	48	32.2	31	20.8
Always (7)	37	24.8	6	4.0
	Mean	Std. deviation	Mean	Std. deviation
	5.42	1.38	4.33	1.38
	Checking to see what so. is up to		Checking on current news	
	Frequency	Percent	Frequency	Percent
Never (1)	8	5.4	3	2.0
Almost never (2)	9	6.0	6	4.0
Rarely (3)	22	14.8	14	9.4
Sometimes (4)	40	26.8	21	14.1
Somewhat frequently (5)	33	22.1	41	27.5
Frequently (6)	26	17.4	39	26.2
Always (7)	11	7.4	25	16.8
	Mean	Std. deviation	Mean	Std. deviation
	4.36	1.53	5.07	1.46

Table 3. *Frequencies, mean scores and standard deviations of the variable Facebook Use with host country relations (N = 149)*

	Posting Status Updates		Sharing Links		Posting Photos	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Never (1)	30	20.1	17	17.4	17	11.4
Almost never (2)	36	24.2	26	17.4	18	12.1
Rarely (3)	30	20.1	38	25.5	37	24.8
Sometimes (4)	30	20.1	43	28.9	47	31.5
Somewhat frequently (5)	11	7.4	10	6.7	9	6.0
Frequently (6)	10	6.7	12	8.1	16	10.7
Always (7)	2	1.3	3	2.0	5	3.4
	Mean	Std. deviation	Mean	Std. deviation	Mean	Std. deviation
	2.96	1.54	3.34	1.46	3.54	1.54
	Tagging Photos		Viewing Photos		Viewing Videos	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Never (1)	23	15.4			3	2.0
Almost never (2)	15	10.1	1	.7	6	4.0
Rarely (3)	40	26.8	11	7.4	14	9.4
Sometimes (4)	38	25.5	24	16.1	35	23.5
Somewhat frequently (5)	13	8.7	36	24.2	29	19.5
Frequently (6)	14	9.4	55	36.9	45	30.2
Always (7)	6	4.0	22	14.8	17	11.4
	Mean	Std. deviation	Mean	Std. deviation	Mean	Std. deviation
	3.46	1.62	5.34	1.17	4.91	1.44

Table 3. *Frequencies, mean scores and standard deviations of the variable Facebook Use with host country relations (N = 149)*

	Sending private messages		Commenting (on statuses, etc.)	
	Frequency	Percent	Frequency	Percent
Never (1)	2	1.3	3	2.0
Almost never (2)	6	4.0	12	8.2
Rarely (3)	9	6.0	28	18.8
Sometimes (4)	28	18.8	43	28.9
Somewhat frequently (5)	21	14.1	24	16.1
Frequently (6)	53	35.6	28	18.8
Always (7)	30	20.1	11	7.4
	Mean	Std. deviation	Mean	Std. deviation
	5.28	1.45	4.35	1.47
	Checking to see what so. is up to		Checking on current news	
	Frequency	Percent	Frequency	Percent
Never (1)	8	5.4	7	4.7
Almost never (2)	8	5.4	8	5.4
Rarely (3)	14	9.4	17	11.4
Sometimes (4)	39	26.2	28	18.8
Somewhat frequently (5)	38	25.5	32	21.5
Frequently (6)	29	19.5	36	24.2
Always (7)	13	8.7	21	14.1
	Mean	Std. deviation	Mean	Std. deviation
	4.54	1.53	4.76	1.63

## 5 Results

The data were downloaded as an SPSS file directly from Qualtrics, screened for anomalies and then further analyzed in SPSS 24. To illustrate the demographic characteristics of the sample as well as their Facebook use, descriptive statistics were conducted and the correlations between all variables were examined (see Appendix A). In order to answer the research question, ten multiple regression analyses were performed to determine whether Facebook use does have an influence on acculturation orientation and its adaptive outcomes. Berry's two acculturative dimensions, the scale of psychological adaptation as well as the four subscales of sociocultural adjustment were used individually as dependent variables. Next, all analyses, all using 95% confidence intervals, were conducted to test whether the data met the assumptions of regression analyses and among other things checked for normality, collinearity and homoscedasticity (Field, 2013). Additionally, all analyses were performed undertaking a bootstrap estimation approach of 1000 samples.

*Facebook use and acculturation orientation.* The regression model predicting cultural maintenance with Facebook use with home country relations and host country relations as the two independent variables was significant after controlling for the control variables ( $R^2 = .14$ ,  $F(10,121) = 2.03$ ,  $p = .04$ ). The analysis showed that none of the independent variable coefficients are statistically significantly different from 0. Therefore, in this study, cultural maintenance could not be predicted with Facebook use neither with home nor home country relations when the control variables were controlled for. Facebook - in regard to this sample - does not seem to influence aspects of cultural maintenance and  $H_a$  and  $H_b$  are to be rejected. However, based on the multiple regression that was run to predict contact and participation from Facebook use with home or host country relations, it was found that Facebook use with the host country added significantly to the prediction when the control variables were controlled for ( $R^2 = .22$ ,  $F(10,121) = 3.34$ ,  $p = .001$ ). The unstandardized coefficient shows that as Facebook use with host country relations increases by one unit – or one point higher on the scale – the contact and participation increases by .33 points,  $b = .33$ ,  $SE B = .13$ ,  $t = 2.27$ ,  $p < .01$ , 95%  $CI [.07, .63]$ . In other words, contact and participation could be predicted by Facebook use with host country relations, while the coefficient for Facebook use with home country relations indicated statistical insignificance. Therefore,  $H_c$  is rejected while  $H_d$  is supported.

*Cultural maintenance and adaptation.* Multiple regressions were performed for all four subscales of sociocultural adaptation. The regression model showed that cultural maintenance does not predict any of the four proposed dimensions ascribed to sociocultural adaptation when the control variables were controlled for: language proficiency,  $b = -.30$ ,  $SE B = .16$ ,  $t = -.21$ ,  $p = .86$ , 95%  $CI [-.35, .28]$ , communication,  $b = -.02$ ,  $SE B = .09$ ,  $t = -.21$ ,  $p = .84$ , 95%  $CI [-.18, .14]$ , involvement,  $b = -.04$ ,  $SE B = .09$ ,  $t = -.48$ ,  $p = .68$ , 95%  $CI [-.22, .15]$  and ecological adaptation,  $b = -.03$ ,  $SE B = .09$ ,  $t =$

-.33,  $p = .78$ , 95% CI [-.23, .16]. On a similar note, the regression model that was run to predict psychological adaptation demonstrated that cultural maintenance does not seem to have an effect on it either ( $R^2 = .17$ ,  $F(12,119) = 2.09$ ,  $p = .02$ ) when all control variables were controlled for:  $b = -.14$ ,  $SE B = .08$ ,  $t = -2.08.43$ ,  $p = .08$ , 95% CI [-.27, -.02]. Based on this study's sample, H1 and H2, that both assumed a relationship between cultural maintenance and adaptation, can be rejected.

*Contact and participation and adaptation.* In this case, the regression model analyses showed that contact and participation predicted two out of the five total factors for adaptation when all control variables were controlled for, namely ecological adaptation ( $b = .19$ ,  $SE B = .09$ ,  $t = 2.17$ ,  $p = .04$ , 95% CI [.04, .34].) and psychological adaptation ( $b = .22$ ,  $SE B = .07$ ,  $t = -2.43$ ,  $p = .00$ , 95% CI [.09, .35]). As a consequence, H3 is partially supported while H4 is fully supported. Also, see Table 4 for an overview of all relevant outcomes of the regression analyses.

*Adaptation and satisfaction with study /job.* A multiple regression including all control variables was run to predict satisfaction with study / job ( $R^2 = .26$ ,  $F(15,116) = 2.70$ ,  $p = .001$ ). According to the regression model psychological adaptation, communication and involvement significantly predicted satisfaction with study/ job (see Table 4). Psychological adaptation and the sociocultural factor of involvement were both positively related to satisfaction with study/ job, while communication was negatively related with the same outcome variable. In other words, when the perceived psychological adaptation increases by one unit, the satisfaction increases by .31 ( $b = .31$ ,  $SE B = .13$ ,  $t = -2.55$ ,  $p = .02$ , 95% CI [.06, .55]). When the competence of involvement increases by one unit, the satisfaction with job or study increases by .25. Contrary to these positive relations, communication related negatively to the outcome variable. This means that when the competence of communication increases by one unit, the level of job/ study satisfaction decreases by -.31 on the scale. While the positive effects of involvement and psychological adaptation on job/ study satisfaction make sense, it is certainly surprising that more competence in communication predicted lesser job/ study satisfaction. It's therefore possible that the items were not clear enough for the respondents and are in need of adjustment for future research.

Moreover, approximately 25,9 % ( $R^2 = .26$ ) of the variance in perceived satisfaction with study / job was accounted for psychological adaptation and the other predictors such as language proficiency, ecological adaptation, communication, involvement and the control variables (see Table 5). Language proficiency and ecological adaptation, however, did not predict satisfaction with study / job. Thus, H5a is partially supported, while H5b is fully supported.

*Adaptation and satisfaction with life.* The multiple regression analyses displayed that out of all potential factors only psychological adaptation significantly predicted higher satisfaction with life when all control variables were controlled for (see Table 6). Language proficiency, communication,

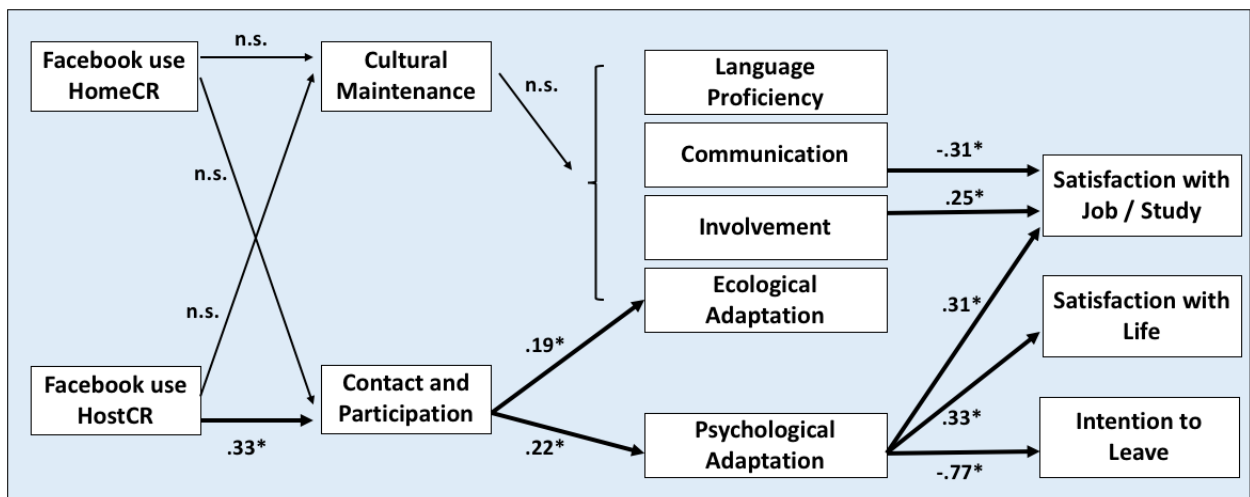
involvement and ecological adaptation did not predict satisfaction with life. On the basis of these findings, *H6a* is rejected while *H6b* is fully supported.

*Adaptation and intention to leave.* Despite the fact that the sociocultural factor of communication had a p-value of .054 and can therefore be considered marginally significant, the analysis showed that only psychological adaptation ( $R^2 = .25$ ,  $F(15,116) = 2.61$ ,  $p = .00$ ) was a significant predictor of intention to leave,  $b = -.77$ ,  $SE B = .17$ ,  $t = -4.43$ ,  $p = .00$ , 95%  $CI [-1.12, -.42]$ . The relation was negative and an increase of psychological adaptation coincides with a decrease of the intention to leave the Netherlands. Thus, *H7a* can be rejected while *H7b* is supported.

*Control variables.* All analyses included a control for gender, age, education, occupation (student, non-student), amount of months living in the Netherlands, number of Facebook friends and close Facebook friends as well as the frequency for Facebook check ins. Based on the regression model, the frequency of Facebook check ins turned out to be a marginally significant predictor of contact and participation  $b = -.02$ ,  $SE B = .01$ ,  $t = 1.97$ ,  $p = .01$ , 95%  $CI [.01, .04]$  while still controlling for the other seven controls. For cultural maintenance, for instance, no significant predictors were found. Next, language proficiency could be significantly predicted by months living in the Netherlands when all control variables and the two factors of acculturation orientation were controlled for (Table 5). Respondents who had been living in the Netherlands for a longer time, generally achieved a higher competency in mastering the Dutch language. For a better overview, Table 7 depicts all correlations between the control variables and the factors.

To give a better overview, the final model (see Figure 3) summarizes the findings of all performed analyses by displaying all significant as well as two marginally significant unstandardized regression-coefficients.

Figure 3. Conceptual model with significant unstandardized regression-coefficients



Note. \* $p < .05$

Table 4. *Linear model of predictors of different types of cultural maintenance, and contact and participation with 95% bias corrected and accelerated confidence intervals. Confidence intervals and standard errors based on 1000 bootstrap samples*

Predictor	Cultural Maintenance					Contact and Participation				
	b	SE B	95% CI	$\beta$	t	b	SE B	95% CI	$\beta$	t
FB use HomeCR	.12	.19	[-.23, .48]	.08	.66	.29	.16	[-.06, .65]	.21	1.71
FB use HostCR	.18	.17	[-.16, .51]	.13	1.24	.33*	.13	[.07, .63]	.25	2.27
<i>Controls</i>										
Gender	.45	.25	[-.03, .98]	.18	1.96	.01	.24	[-.48, .50]	.00	.04
Age	-.00	.03	[-.06, .04]	-.02	-.14	-.02	.02	[-.06, .02]	-.08	-.71
Education	.35	.28	[-.21, 1.00]	.14	1.36	.19	.23	[-.25, .64]	.08	.78
Occupation	-.27	.25	[-.84, .28]	-.11	-1.08	-.14	.25	[-.70, .41]	-.06	-.57
Months in NL	-.00	.00	[-.11, .00]	-.11	-1.13	.00	.00	[-.00, .01]	.08	.89
FB friends	.00	.00	[.00, .00]	.06	.62	.00	.00	[-.00, .00]	.01	.10
Close FB friends	.00	.00	[-.01, .01]	-.00	-.04	-.01	.01	[-.01, .00]	-.14	-1.57
FB use freq.	-.02	.01	[-.04, 0.1]	-.12	-1.30	.02*	.01	[.01, .04]	.17	1.92
Model fit	$R^2=.14, F(10,121)=2.03, p=.04$					$R^2=.22, F(10,121)=3.34, p=.001$				

*Note.* FB use HomeCR = Facebook use with home country relations, FB use HostCR = Facebook use with host country relations, Education = Lower or higher education, Occupation = Working or studying, FB friends = Facebook friends, Close FB friends = Number of Facebook friends considered as close, FB use freq. = Frequency of general Facebook check ins

\* $p < .05$ .



Table 5. Predictors of different types of sociocultural adaptation (N = 132) with 95% bias corrected and accelerated confidence intervals. Confidence intervals and standard errors based on 1000 bootstrap samples

Predictor	Language proficiency					Communication					Involvement				
	b	SE B	95% CI	$\beta$	t	b	SE B	95% CI	$\beta$	t	b	SE B	95% CI	$\beta$	t
CM	-.03	.16	[-.35, .28]	-.02	-.21	-.02	.09	[-.18, .14]	-.02	-.21	-.04	.10	[-.21, .13]	-.05	-.48
CP	.24	.16	[-.04, .56]	.15	1.54	.13	.09	[-.05, .33]	.16	1.50	.10	.09	[-.07, .28]	.11	1.09
<i>Controls</i>															
Gender	.20	.38	[-.51, .89]	.05	.58	-.05	.19	[-.43, .33]	-.03	-.26	.01	.21	[-.43, .42]	.00	.03
Age	-.05	.04	[-.12, .03]	-.14	-1.26	-.02	.02	[-.07, .02]	-.12	-1.02	-.03	.02	[-.07, .01]	-.14	-1.29
Education	-.49	.38	[-1.25, .28]	-.13	-1.30	-.04	.22	[-.51, .37]	-.02	-.20	-.21	.20	[-.60, .16]	-.10	-.95
Occupation	.28	.39	[-.46, .98]	.07	.73	.02	.21	[-.41, .43]	.01	.09	.58*	.23	[.05, 1.13]	.26	2.57
Months in NL	.02*	.00	[.01, .03]	.40	4.29	.01*	.00	[.00, .01]	.24	2.43	.01	.00	[-.00, .01]	.17	1.76
FB friends	.00	.00	[.00, .00]	.15	1.56	.00	.00	[.00, .00]	-.15	1.53	.00	.00	[.00, .00]	.10	1.04
Close FB friends	.00	.01	[-.00, .02]	.07	.76	.00	.00	[-.00, .01]	.07	.75	.00	.00	[-.00, .01]	.09	.98
FB use freq.	.02	.02	[-.02, .05]	.08	.87	-.02	.01	[-.05, .01]	-.15	-1.51	-.03*	.01	[-.06, -.00]	-.23	-2.44
FB use HomeCR	-.12	.29	[-.72, .49]	-.06	-.44	-.00	.15	[-.32, .27]	-.00	-.01	-.25	.20	[-.62, .18]	-.20	-1.56
FB use HostCR	.25	.26	[-.23, .79]	.12	1.07	-.04	.13	[-.29, .25]	-.04	-.30	.39*	.16	[.09, .71]	.34	2.87
Model fit	$R^2 = .21, F(12,119) = 2.58, p = .005$					$R^2 = .11, F(12,119) = 1.25, p = .26$					$R^2 = .18, F(12,119) = 2.21, p = .015$				

Note. CM = Cultural maintenance, CP = Contact and participation, Education = Lower or higher education, Occupation = Working or studying, FB friends = Facebook friends, Close FB friends = Number of Facebook friends considered as close, FB use freq. = Frequency of general Facebook check ins, FB use HomeCR = Facebook use with home country relations, FB use HostCR = Facebook use with host country relations

\* $p < .05$ .

Table 5. Predictors of different types of sociocultural adaptation and psychological adaptation (N = 132), with 95% bias corrected and accelerated confidence intervals. Confidence intervals and standard errors based on 1000 bootstrap samples

Predictor	Ecological adaptation					Predictor	Psychological adaptation				
	b	SE B	95% CI	$\beta$	t		b	SE B	95% CI	$\beta$	t
CM	-.03	.09	[-.23, .16]	-.03	-.33	CM	-.14	.08	[-.27, -.02]	-.20	-2.08
CP	.19*	.09	[.04, .34]	.22	2.17	CP	.22*	.07	[.09, .33]	.31	3.06
<i>Controls</i>						<i>Controls</i>					
Gender	-.23	.20	[-.62, .19]	-.11	-1.19	Gender	-.21	.17	[-.53, .11]	-.13	-1.33
Age	-.03	.02	[-.07, .01]	-1.48	-1.133	Age	-.00	.02	[-.04, .03]	-.01	-.08
Education	-.25	.22	[-.75, .21]	-.12	-1.17	Education	-.32	.19	[-.68, .03]	-.19	-1.86
Occupation	.47*	.22	[-.03, .94]	.22	2.18	Occupation	.23	.19	[-.21, .72]	.13	1.32
Months in NL	.01	.00	[-.00, .01]	.16	1.73	Months in NL	.00	.00	[-.00, .01]	.05	.55
FB friends	.00	.00	[.00, .00]	.12	1.26	FB friends	.00	.00	[.00, .01]	.08	.80
Close FB friends	.00	.00	[-.01, .01]	.01	.10	Close FB friends	.00	.00	[-.01, .01]	.02	.18
FB use freq.	-.03*	.01	[-.06, -.01]	-.22	-2.42	FB use freq.	-.02	.01	[-.04, .01]	-.20	-2.19
FB use HomeCR	-.04	.16	[-.37, .27]	-.03	-.26	FB use HomeCR	-.14	.13	[-.45, .17]	-.14	-1.10
FB use HostCR	.25	.16	[-.04, .62]	.23	1.93	FB use HostCR	.16	.13	[-.13, .42]	.18	1.52
Model fit	$R^2=.18$ , $F(12,119)=2.20$ , $p=.015$					$R^2=.17$ , $F(12,119)=2.09$ , $p=.022$					

Note. CM = Cultural maintenance, CP = Contact and participation, Education = Lower or higher education, Occupation = Working or studying, FB friends = Facebook friends, Close FB friends = Number of Facebook friends considered as close, FB use freq. = Frequency of general Facebook check ins, FB use HomeCR = Facebook use with home country relations, FB use HostCR = Facebook use with host country relations

\* $p < .05$ .

Table 6. Predictors of different outcome variables (N=132) with 95% bias corrected and accelerated confidence intervals. Confidence intervals and standard errors based on 1000 bootstrap samples

DV	IV	<i>b</i>	<i>SE B</i>	95% <i>CI</i>	$\beta$	<i>t</i>	<i>R</i> <sup>2</sup>	<i>F</i> (15,116)
Satisfaction with study / job	Language proficiency	-.09	.06	[-.20, .01]	-.16	-1.68	.26	2.70*
	Communication	-.31*	.12	[-.58, -.11]	-.30	-2.87	.26	2.70*
	Involvement	.25*	.12	[.01, .05]	.26	2.03	.26	2.70*
	Ecological adaptation	.10	.11	[-.12, .33]	.09	.86	.26	2.70*
	Psychological adaptation	.31*	.13	[.06, .55]	.25	2.55	.26	2.70*
Satisfaction with life	Language proficiency	-.03	.06	[-.14, .08]	-.05	-.51	.26	2.77*
	Communication	-.09	.12	[-.31, .10]	-.08	-.80	.26	2.77*
	Involvement	.20	.13	[-.06, .52]	.21	1.61	.26	2.77*
	Ecological adaptation	-.08	.11	[-.30, .15]	-.08	-.70	.26	2.77*
	Psychological adaptation	.33*	.13	[.06, .59]	.26	2.65	.26	2.77*
Intention to leave	Language proficiency	-.02	.08	[-.17, .12]	-.02	-.24	.25	2.61*
	Communication	.29	.15	[.01, .54]	.19	1.86	.25	2.61*
	Involvement	.10	.18	[-.25, .46]	.08	.58	.25	2.61*
	Ecological adaptation	-.14	.16	[-.49, .24]	-.10	-.91	.25	2.61*
	Psychological adaptation	-.77*	.17	[-1.12, -.423]	-.43	-4.43	.25	2.61*

*Note.* Gender, age, education, occupation (student or non-student), amount of months living in the Netherlands, total number of Facebook friends, number of close Facebook friends, frequency of general Facebook check ins, Facebook use with home country relation and Facebook use with host country were controlled for in all analyses.

DV = Dependent variable, IV = Independent variable

\**p* < .05.

Table 7. Pearson correlations between factors and control variables (N=149) with 95% bias corrected and accelerated confidence intervals. Confidence intervals and standard errors based on 1000 bootstrap samples

Control var.	Gender	Age	Educ.	Occup.	FB friends	FB use freq.
Factors						
FB use HomeCR	.31**	.13**	.10**	-.12**	.16**	.20**
FB use HostCR	.18**	.08**	.03**	-.23**	-.05**	.12**
CM	.22**	-.01**	.03**	-.17**	.09**	-.09**
CP	.11**	.01**	.02**	-.10**	-.03**	.20**
LP	.08**	-.07**	-.13**	.01	.04**	.07**
C	-.02**	-.05**	-.01**	-.03**	.14**	-.14**
I	-.00	-.02**	.02**	.11**	.02**	-.19**
EA	-.06**	-.03**	-.08**	.08**	.06**	-.15**
PA	-.14**	-.12**	-.09**	.05**	.01**	-.11**
Satisf. study/ job	-.08**	.02**	-.02**	.04**	.12**	-.05**
Satisf. life	.18**	.08**	.07**	.04**	.14**	-.13**
Int. to leave	.02**	-.16**	-.07**	-.17**	.01**	.02**

*Note.* FB use HomeCR = Facebook use with home country relations, FB use HostCR = Facebook use with host country relations, CM = Cultural maintenance, CP = Contact and participation, LP = Language Proficiency, C = Communication, I = Involvement, EA = Ecological adaptation, PA = Psychological adaptation, Satisf. study/ job = Satisfaction with job/ study, Satisf. life = Satisfaction with life, Int. to leave = Intention to leave  
\* $p < .01$  (2-tailed).

## 5.1 Conclusion & Discussion

The purpose of this study was to investigate whether Facebook use is helping or hindering acculturation and its adaptive outcomes. To find out more about these potential relationships, it was first looked into the relationships of Facebook use and adaptation, which were related with the two acculturative factors of cultural maintenance and contact and participation. In a next step, it was examined how the aspects of adaptation (language proficiency, communication, involvement, ecological adaptation and psychological adaptation) were related to job/ study satisfaction, satisfaction with life and the intention to leave. In addition to this, several demographics acted as control variables (e.g., age, gender, education, occupation, etc.).

Based on the findings of the analyses, it can be concluded that contrary to this study's assumption, Facebook use with home country relations did not have a statistically significant effect on neither cultural maintenance nor contact and participation. And cultural maintenance did not respond to any of the selected adaptive factors. That being said, it should be mentioned that these statistically insignificant findings do not offer credible evidence that there are relations between the aforementioned variables. Though, at the same time there is no proof that there are not any. So far, these findings can be considered as new and are not directly comparable to other studies. Since this study is the first one using this particular conceptual model, it would be interesting to compare results of future studies that apply a similar structure in research.

Next, it was found that Facebook use with relations to the Netherlands significantly predicted contact and participation among sojourners and expatriates. Contrary to Croucher and Rahmani's (2015) study, the higher the frequency of online activities with Dutch media or online contact with Dutch nationals, the higher the willingness to interact among intercultural groups. This finding is, however, in line with other research confirming that online communication with people in the host country is very common, especially after an increasing length of time in the host country (Sawyer & Chen, 2012). The longer a sojourner/ expatriate is living in a new country, the more likely it is for new offline and online intercultural friendships to form and grow (Sawyer & Chen, 2012).

Furthermore, in correspondence with Sawyer and Chen (2012), it was found that contact and participation plays a significant role with perceived psychological adaptation and how well integrated and connected sojourners/ expatriates feel towards their new host society. The results indicated that respondents who considered it important to have Dutch friends and participate in Dutch traditions reported higher levels of psychological adaptation. An interesting observation to make at this point, is that the findings – yet statistically insignificant – also showed that cultural maintenance related to poorer emotional adjustment. This somewhat contradicts former theory that both dimensions of acculturation can lead to a more successful adaptation (Berry, 1997; Kim et al., 2011). Nevertheless, it is on the basis of these relevant studies (Berry, 1997; Kim et al., 2011),

that it is indeed more likely that both dimensions are important. An explanation could be that for sojourners/ expatriates, extensive contact with people in the host country possibly outweighs the potential effects of having home country connections, especially after an increasing amount of time living in the host country. If so, having a network of friends in the host country but no social support from home is more probable to lead to higher psychological adaptation than the other way around. In addition to this, the willingness to interact with others turned out to be a solid predictor of ecological adaptation, too. This positive relation could be explained by the assumption that sojourners and expatriates who consider it important to connect to their new host culture and Dutch nationals are also more eager to be informed about local news and politics, and are therefore more open-minded towards adapting to their new accommodations.

Contradicting this study's assumptions, there were no statistically significant relations predicting language proficiency, communication, and involvement found in this study. Neither contact and participation nor cultural maintenance corresponded to any of these factors. As for language proficiency, a possible reason for its non-significant relationships with both acculturative factors is that expatriates/ sojourners and Dutch nationals might have chosen another language to communicate with each other. The sample is being comprised of a high amount of international students (66 %) where the majority has to speak English as a mandatory condition to enter their program, while Dutch citizens learn English as their first compulsory language in school. It can be speculated that the mastery of the Dutch language is not necessary at first in order to acculturate, especially when the sojourning/ expatriating party as well as the receiving society have one language such as English in common. Another influencing factor in this matter could be related to the unequal distribution of the sample regarding nationality. The majority of respondents is European and especially the number of German participants was quite high (45%). This could be of interest here, since the German and the Dutch language share a certain linguistic affinity so that even without prior language training, communication is possible. Hence, it is likely that there is a relationship between acculturation orientation and language proficiency, but the language in question might not necessarily be Dutch. This is definitely an interesting aspect for future research, where this issue should be addressed in more detail. As far as the findings for communication and involvement in relation to the two acculturative factors are concerned, the items constructing the scale are in need of adjustment for this particular study. For future research an extensive pre-testing phase with more items ascribed to each dimension which then can be examined via factor analysis might be of use here, so that the subscales in respect of acculturation orientation can be improved.

Concerning satisfaction with job/ study, satisfaction with life and intention to leave, the results showed that two of the sociocultural factors (communication and involvement) as well as psychological adaptation have had an effect on one or more of the three outcome variables. The

overall result certainly puts an emphasis on the importance of sojourners' and expatriates' personal well-being, since psychological adaptation was a predictive key factor for all three outcomes. This again confirms former research where emotional well-being related positively to satisfaction with life and satisfaction with job or study, and negatively to sojourners' and expatriates' intentions to leave their host country (Van der Vaart et al., 2015).

## **5.2 Theoretical Implications**

On the basis of these findings, it can be stated that the knowledge gap between acculturation and intercultural adaptation studies and social media studies has been reduced further. In fact, this study is able to provide interesting new theoretical insights. While most of previous research focused on Facebook use in general as a potential influence on successful adaptation, this paper chose to make a clear distinction between Facebook use with home country relations and Facebook use with host country relations. Hence, the present study provides a clearer picture of social (online) relations and their influence on several factors of adaptation as well as their adaptive outcomes. Simultaneously it also stimulates altered approaches for research that is yet to come. For instance, the results suggest that Facebook use with host country relations may be more positively related with successful psychological adaptation than Facebook use with home country relations. Psychological adaptation in exchange, turned out to be an important key factor for satisfaction with life, job/ study and intention to leave.

Therefore, it is particularly the role of Facebook use with host relations that seems to relate more to the emotional well-being of a sojourner/ expatriate (e.g., coping with stress) than to the sociocultural aspects such as learning new skills or behaviors. Thus, a final recommendation for future studies is to slightly change this model's structure by concentrating more on Facebook use influence on affective aspects and let psychological adaptation precede sociocultural adaptation.

## **5.3 Practical Implications**

The study shows that Facebook use can help build and maintain relationships with host nationals that positively impacted on aspects of psychological adaptation, such as reducing feelings of homesickness and loneliness. At the same time, Facebook use with home country relations did not have a positive, but also no negative effect on acculturation and adaptation. In general, this implies that Facebook use is rather helping instead of hindering sojourners and expatriates. It also clearly highlights the importance of establishing a new network in the host country as well as the fact that Facebook seems to be an adequate tool to do so.

Therefore, it is proposed that organizations make use of this online tool instead of banning it from company or university computers. In 2013, Richter found that one out of five American workplaces blocked their employees' access to Facebook to ensure productivity. However, as Vozza (2013) explains, this can backfire and result in general mistrust and disloyalty. In regard to expatriate managers it might be even worse, since they are shorn of the opportunity to build and strengthen relationships online. In fact, a successful way to establish a network in a new environment can become much more difficult with such a ban – and that is despite the fact that small breaks during work, whether spent on Facebook, personal emails or talking at the water cooler, have proven to maintain and even increase productivity (Vozzo, 2013). Additionally, Facebook might be a great way of helping expatriates adjust by simply becoming more emotionally balanced and therefore more content. Thus, encouraging expatriates to use Facebook is beneficial for both, the expatriating individual and the organization. Similar conclusions can be drawn for sojourners, who are likely to profit from a solid network in their new environment, too, simply because SNSs can help unleash creativity, discussion, diverse thinking and innovation, and generally make information more mobile (Berg, 2013). In other words, services such as SNSs could be of particular use to sojourners or expatriates, who are otherwise “network disadvantaged” during their international stay, possibly leading to less satisfying outcomes on a personal as well as professional level. This being said, the investment of maintaining ties with home for social support etc. should not be underestimated. The present study might not have found significant evidence for Facebook use with relations to one's home that influence adjustment, however others have (Rutten, 2016).

In sum, the present study not only adds to theory but also contributes to aspects of practical knowledge, that can be used to optimize the intercultural or cross-cultural experience of individuals as well as organizations, such as businesses and educational institutions.

#### **5.4 Limitations & Further Research**

In the overall study, there are several important limitations worth mentioning. First of all, gaining access to participants meeting the criteria was harder than expected, since none of the five businesses and five universities that were contacted regarding this study were willing to share this survey among their international students or employees and many Facebook groups for expatriates and sojourners also did not allow surveys. In addition to this, the response rates to the posts and entries that I was allowed to do within expatriate and sojourner groups on Facebook or web-communities such as InterNations.com were moderately successful. One post in a Facebook group for German expatriate called “Deutsche Fachkräfte in den Niederlanden” was, however, more



successful. This, however, resulted in a higher number of German participants, which might have an impact on the survey's findings. Future research, preferably with more time to collect data, should aim to gain more access to organizations and educational institutions in order to try to ensure a more balanced distribution of nationalities within the sample.

Another minor limitation of the sample as such deals with homogeneity, since more than half of the sample is female (60%). There is a possibility that the findings of this study might be less applicable to males and limit this study in terms of reliability and generalizability. At the same time though, all analyses were controlled for gender and thus the risks due to this low discrepancy are remedied.

Next, the data was derived from only one period of time without a post-test to compare responses of the same individuals and check for potential biases. At this point it is necessary to acknowledge the predictive limitations of this study. In general, it can be said that the "primary limitation of the cross-sectional study design is that because the exposure and outcome are simultaneously assessed, there is generally no evidence of a temporal relationship between exposure and outcome" (Carlson & Morrison, 2009, p.78). Furthermore, the design is unable to determine cause and effect and analyze behavior over time. Thus the "snapshot" (Carlson & Morrison, 2009, p.77) taken of a group of individuals at a certain time might not be entirely representative of the population being studied.

Also, due to the fact that self-reported measures were used to collect the data, answers given by the respondents might be inaccurate based on recall error, exaggeration or conformation bias and therefore further limit the data's reliability. To overcome this problem, a potential improvement for the measurement might include a direct examination of the respondents Facebook pages, which however, fail to give insights on activities such "private messages" and "chatting". Thus, a mixed method approach could be of use here, since respondents would be able to voice their experiences with their own words and are not restricted to scales that might also be misunderstood by some. Yet another option that future studies could consider useful, is the input of other sources. By also investigating friends, fellow students/ colleagues, professors or supervisors, the data becomes more objective and therefore potentially less biased.

Furthermore, the focus on Facebook possibly leads to several restrictions. First of all, Facebook being only one single social networking site certainly limits this study's ability to draw conclusions for other popular SNSs, such as Instagram, Twitter, Pinterest, etc. For a clearer understanding of the situation, an overall study that includes several types of SNSs and their online activities, seems to be a step towards the right direction for future research. This much broader approach would also help with the second drawback that the concentration on Facebook entails. This problem being, that although sojourners and expatriates might be Facebook members and use it frequently, there is no uniform usage regarding how, how intense and on what platform they chose to stay in touch

with friends and family from home or build and maintain relationships in the hosting country. Facebook's general popularity ("Number of Facebook users worldwide 2008-2017 | Statistic", n.d.) does not necessarily reflect sojourner's or expatriate's first choice or opportunity of SNS to counteract feelings of homesickness, loneliness, etc. In fact, several countries censored or even banned Facebook entirely (Rottwilm, 2016). Above all, North Korea and China are particularly strict, where the first one is likely to be the most secretive nation in the world where little is known about internet access in general, and the latter with a rather aggressive control over the internet and a seemingly everlasting Facebook ban (Kirkland, 2014). Hence, sojourners/ expatriates from North Korea and China, but also people from less Internet-controlled countries such as Iran and Cuba might experience extreme difficulties to reach out to their loved ones back home via Facebook, since gaining access to the site is complicated and in some cases close to impossible (Kirkland, 2014). On a less extreme level, even without a governmental Facebook ban, it might not be the preferred tool of communication for sojourning/ expatriating individuals and therefore limit this research. To resolve this, future studies should take into account additional online communications tools, such WhatsApp, Instagram and Snapchat.

Lastly, several variables that were proven to be related to the acculturation process and adaptation were excluded from this study, because they would have exceeded the scope of this study. Nevertheless, for an overall overview, future studies may consider including personality traits, cultural distance (Furnham & Bochner, 1982; Wilson, 2013), adjustment of the spouse for expatriates (Black & Stephens, 1989), social support (Goffman, 1959; Kaplan & Haenlein, 2010; Ngini, Furnell, & Ghita, 2002; Schau & Gilly, 2003; Ward and Kennedy, 1999), migration motivation (Church, 1982; Croucher & Rahmani, 2015; Searle & Ward, 1999), and the role of discrimination (Berry et al., 2006) into their research. The latter also refers to the potential influence of the attitude prevalent in the receiving country, where the government directly as well as indirectly exemplifies a certain strategy to welcome non-nationals into their country. To implement this, Dutch participants could be included to the study. Their input could help insofar, that researcher can assess the respective climate and whether it is sojourner and expatriate- friendly or not.

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## Appendix A – Correlation Matrix

With 95% bias corrected and accelerated confidence intervals. Confidence intervals and standard errors based on 1000 bootstrap sample

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
1 FB use HomeCR	-												
2 FB use HostCR	.64**	-											
3 CM	.23**	.22**	-										
4 CP	.36**	.39**	.41**	-									
5 LP	.06**	.13**	.02**	.18**	-								
6 C	-.03**	-.02**	.03**	.10**	.30**	-							
7 I	-.03**	.15**	-.01	.08**	.27**	.55**	-						
8 EA	.06**	.17**	.05**	.20**	.38**	.45**	.61**	-					
9 PA	-.04**	-.09**	-.11**	.18**	-.01**	.26**	.51**	.29**	-				
10 Satisf. st. / job	.14**	.03**	.19**	.14**	-.14**	-.07**	.20**	.14**	.33**	-			
11 Satisf. life	.23**	.11**	.23**	.10**	-.09**	.04**	.22**	.06**	.28**	.34**	-		
12 Int. to leave	-.05**	-.11**	-.07**	-.40**	.01**	.08**	-.13**	-.12**	-.38**	-.27**	-.19**	-	
13 Gender	.31**	.18**	.22**	.11**	.08**	-.02**	-.00	-.06**	-.14**	-.08**	.18**	.02**	-
14 Education	.10**	.03**	.03**	.02**	-.13**	-.01**	.02**	-.08**	-.09**	-.02**	.07**	-.07**	.00
15 Age	.13**	.08**	-.01**	.01**	-.07**	-.05**	-.02**	-.03**	-.02**	.02**	.08**	-.16**	-.06**
16 Occupation	-.12**	-.23**	-.17**	-.10**	.01	-.03**	.11**	.08**	.05**	.04**	.04**	-.17**	-.11**
17 Months in NL	-.16**	-.04**	-.12**	-.00**	.30**	.19**	.20**	.16**	.10**	-.04**	-.13**	-.10**	.04**
18 FB friends	.16**	-.05**	.09**	-.03**	.04**	.14**	.02**	.06**	.01**	.12**	.14**	.01**	-.15**
19 Cl. FB friends	.20**	.12**	.05**	-.03**	.09**	.07**	.04**	-.01**	-.03**	-.06**	.13**	.17**	-.01**
20 FB use freq.	.20**	.12**	-.09**	.20**	.07**	-.14**	-.19**	-.15**	-.11**	-.05**	-.13**	.02**	-.06**
21 Pr. cult. train.	.10**	-.06**	.05**	.03**	-.15**	-.16**	-.22**	-.31**	.02**	.02**	-.00	.09**	.02**

Note. FB use HomeCR = Facebook use with home country relations, FB use HostCR = Facebook use with host country relations, CM = Cultural maintenance, CP = Contact and participation, LP = Language Proficiency, C = Communication, I = Involvement, EA = Ecological adaptation, PA = Psychological adaptation, Satisf. st. / job = Satisfaction with study/ job, Satisf. life = Satisfaction with life, Int. to leave = Intention to leave, Cl. FB friends = Close Facebook friends, Pr. cult. train. = Prior intercultural training

\*\* $p < .01$  (2-tailed)

Correlation matrix with 9 % bias corrected and accelerated confidence intervals. Confidence intervals and standard errors based on 1000 bootstrap samples

Variables	14	15	16	17	18	19	20	21
1 FB use HomeCR								
2 FB use HostCR								
3 CM								
4 CP								
5 LP								
6 C								
7 I								
8 EA								
9 PA								
10 Satisf. st. / job								
11 Satisf. life								
12 Int. to leave								
13 Gender								
14 Education	-							
15 Age	.56**	-						
16 Occupation	.39**	.44**	-					
17 Months in NL	.18**	.32**	.26**	-				
18 FB friends	.03**	-.05**	-.13**	-.21**	-			
19 Cl. FB friends	-.05**	-.07**	-.14**	-.11**	.33**	-		
20 FB use freq.	-.10**	-.08**	.04**	-.17**	-.04**	.17**	-	
21 Pr. cult. train.	-.03**	.01**	-.14**	-.20**	-.07**	.01**	.17**	-

Note. FB use HomeCR = Facebook use with home country relations, FB use HostCR = Facebook use with host country relations, CM = Cultural maintenance, CP = Contact and participation, LP = Language Proficiency, C = Communication, I = Involvement, EA = Ecological adaptation, PA = Psychological adaptation, Satisf. st. / job = Satisfaction with study/ job, Satisf. life = Satisfaction with life, Int. to leave = Intention to leave, Cl. FB friends = Close Facebook friends, Pr. cult. train. = Prior intercultural training

\*\* $p < .01$  (2-tailed)

## Appendix B – Pre-test

Dear participant,

Thank you for your interest and time in this study. Be assured that your input will be very valuable for my thesis and therefore highly appreciated.

To shortly introduce myself, I am Franziska Lutz, currently working on my final thesis for my Master in Media and Business at Erasmus University in Rotterdam. In this project, I will focus on the influence of social media use (computer-mediated technologies, including social networks and apps) and its influence on successful intercultural adaptation for expatriates living in the Netherlands. In order to get my research started and design a conceptual model, I would like to ask you 11 questions in total.

Please note, that only people born and raised abroad, who are currently working in the Netherlands can participate.

Your answers will remain anonymous and you can withdraw your participation at any time.

Note: Please respond to all questions and make your answers as detailed and honest as possible. Preferably you could copy the questions into a separate email, type out your responses underneath and send them back to me at [458049fl@eur.nl](mailto:458049fl@eur.nl). In case of complications or question, don't hesitate to contact me at any time.

Thank you again for your help.

Best,  
Franziska

1. What is your age?
2. What is your gender?
3. What is your nationality?
4. What is your occupation? (job/study)
5. For how long have you been living in the Netherlands?
6. Which social media platforms do you use? (Please name all of them)
7. Which social media platform(s) do you use most often? (Please name at least three of them arranged in a ranking from 1 – 3)
8. Do you use social media to maintain/ build relations in your home country?
9. If you do, which social media platforms do you use?
10. Do you use social media to maintain/ build relations in the Netherlands?
11. If you do, which social media platforms do you use?

## Results Pre-test

Question	Respondent 1	Respondent 2	Respondent 3	Respondent 4
1	23	22	26	25
2	Male	Female	Female	Female
3	German	Vietnamese	Italian	American
4	Studying	Study	Study	Media and Business Master
5	13 months	3.5 years	1 year	8 months
6	Facebook, YouTube, Pinterest	Facebook, Twitter, Instagram, Snapchat, Quora	Facebook, LinkedIn, Twitter, Snapchat	Facebook, Instagram, Snapchat, WhatsApp (is WhatsApp Social media?), Pinterest (is Pinterest social media?), LinkedIn
7	1. Facebook, 2. Pinterest, 3. YouTube	Facebook, Instagram	Twitter, Facebook, WhatsApp	Facebook, Instagram, WhatsApp, Snapchat
8	Yes	Not really	Yes	Yes
9	Facebook	Facebook	Facebook, WhatsApp	Facebook, Instagram, Snapchat
10	Yes	Yes	Yes	Yes
11	Facebook	Facebook, Instagram	Facebook, WhatsApp	Facebook, WhatsApp, LinkedIn, Instagram



## Appendix C – Questionnaire

Dear participant,

you are invited to take part in a research about intercultural adaptation. The purpose of this study is to understand the impact of Facebook use on the acculturation processes of expatriates who are studying or working in the Netherlands. Hence, the participants of this survey have to live in the Netherlands while having a NON-DUTCH nationality.

Your acceptance to participate in this study means that you accept to participate in the following survey of 21 questions, that will take you about 10-15 minutes to fill out. In general, I want to inform you that your participation is voluntary and you are free to interrupt or stop at any point. Furthermore, you can be assured that I will use the material from the survey exclusively for my academic work and your data will be handled anonymously and confidentially.

In case you have questions or remarks about the research and this survey, you can contact the researcher directly: Franziska Lutz, 458049fl@eur.nl

By confirming that you have read and understood this brief introduction, your consent is sufficient and you are free to begin with the survey.

I have read the information above and agree to participate in this study.

*Info.* The next five questions are about how you generally use Facebook:

### 1. Are you a Facebook member?

- Yes
- No

### 2. On average, how many times per day do you check Facebook?

\_\_\_\_\_ times per day

*Info.* The following questions are related to your Facebook use and home country relations. If you consider your country of birth not as your home country, please refer to the country with which you identify most, or what you refer to by saying 'I'm going back home'.

**3. How frequently do you perform the following Facebook activities involving your friends/ family and culture back home?**

	Always (1)	(2)	(3)	Sometimes (4)	(5)	(6)	Never (7)
Posting status updates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing links	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posting photos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagging photos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viewing photos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posting videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagging videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viewing videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sending private messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commenting (on statuses, wall posts, pictures, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chatting on Facebook chat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checking to see what someone is up to (browsing profiles, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checking on current news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating or RSVPing to events in your home country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friending strangers (to make new friends with no prior offline connection)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing games (Candy Crush, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. How frequently do you perform the following Facebook activities involving your friends/colleagues and new culture in the Netherlands?**

	Always (1)	(2)	(3)	Sometimes (4)	(5)	(6)	Never (7)
Posting status updates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing links	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posting photos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagging photos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viewing photos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posting videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tagging videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viewing videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sending private messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commenting (on statuses, wall posts, pictures, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chatting on Facebook chat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checking to see what someone is up to (browsing profiles, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checking on current news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating or RSVPing to events in the Netherlands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friending strangers (to make new friends with no prior offline connection)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing games (Candy Crush, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. To give an appropriate estimate for this question, you can check your current Facebook profile and the amount of friends you have.

**Approximately, how many Facebook friends do you have...?**

...in general (total number)

\_\_\_\_\_

...from your home country

\_\_\_\_\_

...from the Netherlands

\_\_\_\_\_

How many of your TOTAL Facebook friends do you consider close friends?

\_\_\_\_\_

How many friends that you met in the Netherlands and don't share your nationality do you consider close friends?

\_\_\_\_\_

*Info.* The next two questions relate to what you consider important when it comes to culture and traditions of your home country as well as your host country.

**6. It is important for me to...**

	Strongly agree (1)	(2)	(3)	Neither agree nor disagree (4)	(5)	(6)	Strongly disagree (7)
Have friends from my home country.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take part in my home country's traditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold on to my home country's characteristics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do things the way people from home do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have Dutch friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take part in Dutch traditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop my Dutch characteristics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do things the way Dutch people do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7. To which of the following statements do you relate to the most?**

- I am very proud of my culture and traditions, and I think it is very important to keep them alive and respect them. However, I feel it is equally important to maintain good relations with Dutch people. I believe that we have much to offer each other. Therefore, it is important to me to preserve my own cultural heritage while actively participating in Dutch society.
- I am very proud of my culture and its traditions, but I think people from my home country do themselves great harm by trying to keep them alive and hang onto the ways of our original culture. In order to be accepted in the Netherlands, it is necessary to establish good relations with Dutch nationals by adopting their attitudes and behaviors. Only by rejecting our past and actively participating in Dutch society will we be able to fit in and survive as equals in the Netherlands.
- I do not really understand the culture and traditions of my home country. Because of this, I do not feel that I fit into my home country community. Nor do I feel comfortable in the Dutch community. They make me feel different, like an outsider. I just don't feel like I belong anywhere.
- I am very proud of my culture and its traditions and I think it is very important to keep them alive and respect them. The only way to do this is to have as little contact with Dutch nationals as possible. In general, I think people from my home country should stick to themselves and have very little contact with Dutch society.

**8. In the last two weeks, how often have you felt...**

	Never (1)	(2)	(3)	About half the time (4)	(5)	(6)	Always (7)
Excited about the Netherlands.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out of place, like you don't fit into Dutch culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sad to be away from your home country.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous about how to behave in certain situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lonely without your family and friends from your home country around you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homesick when you think of your home country.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frustrated by difficulties adapting to the Netherlands.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happy with your day-to-day life in the Netherlands.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. Please think about the Netherlands, and the learning of skills and behaviors and rate your level of competency at each of the following behaviors:**

	Extremely competent (1)	(2)	(3)	Neutral (4)	(5)	(6)	Extremely incompetent (7)
Accurately interpreting and responding to other people's gestures and facial expressions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building and maintaining relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepting/ understanding the local political system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining community services I require.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and speaking Dutch.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting at social events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being aware of local news.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining my hobbies and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading and writing Dutch.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapting to my accommodation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing my behavior to suit social norms, rules, attitudes, beliefs, and customs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Info.* The next three questions relate to your levels of satisfaction of life, study and/ or work.

**10. Please rate your level of agreement with the following statements:**

	Strongly agree (1)	(2)	(3)	Neither agree nor disagree (4)	(5)	(6)	Strongly disagree (7)
In most ways my life is close to my ideal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The conditions of my life are excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
So far I have gotten the important things I want in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could live my life over, I would change almost nothing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. Please rate your level of agreement with the following statements:**

	Strongly agree (1)	(2)	(3)	Neither agree nor disagree (4)	(5)	(6)	Strongly disagree (7)
All in all, I am satisfied with my job/ my study program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I don't like my job/ my study program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I like working for my organization/ studying at my educational institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**12. Please rate your level of agreement with the following statements:**

	Strongly agree (1)	(2)	(3)	Neither agree nor disagree (4)	(5)	(6)	Strongly disagree (7)
I often think about leaving the Netherlands.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's likely that I will actively look for a another country to live in next year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often think of moving to another country.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could choose, I would like to stay in the Netherlands for the next year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could choose, I would like to permanently stay in the Netherlands.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Info.* Almost finished. Please answer the final nine questions about yourself:

**13. Were you born in a country different from the Netherlands?**

- Yes, namely: \_\_\_\_\_
- No

**14. Which country do you consider your home country?**

\_\_\_\_\_

**15. What is your occupation? If you are both working and studying in the Netherlands, please select your current main occupation.**

- I study in the Netherlands.
- I work in the Netherlands.

**16. Did you receive any intercultural training (e.g., language lessons, cultural training etc.) prior to your stay?**

- Yes, namely: \_\_\_\_\_
- No

**17. How long are you planning to stay in the Netherlands?**

- 3-6 months
- 1 year or less
- between 1-3 years
- 3 years or more
- permanently

**18. How long have you been living in the Netherlands so far?**

\_\_\_\_\_ Year(s)

\_\_\_\_\_ Month(s)

**19. What is your age?**

\_\_\_\_\_ Year(s)

**20. What is your gender?**

- Male
- Female

**21. What is the highest degree or level of education you have completed?**

- Less than High School
- High School
- Some College
- Bachelor's Degree
- Master's Degree
- Associate Degree
- Professional Degree
- Doctorate Degree
- Other \_\_\_\_\_

**Thank you very much for your participation.**

If you have any questions, you can contact the researcher directly at [458049fl@eur.nl](mailto:458049fl@eur.nl)  
In case you have any recommendations, remarks or questions, please enter them here: