

Personality as a Moderator of Social Media Usage and Social Identity in Sojourners

A Quantitative Study

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ABSTRACT

The modern-day world becomes more accessible by the minute. Physical borders no longer are the limitation they once were. With freedom of movement available at our fingertips, the opportunities to explore, study, and work in a foreign country grow more common. However, the responsibilities attached to this rise as well. Universities and employers expect sojourners to be flexible and easily adapt to the environments they move to and deliver the best of their performance, which is not always as easy at sounds. Multiple factors contribute towards the well-being of sojourners abroad. This study aims to combine personality traits, digital media usage, and social identity in a novelty way, examining how the unique characteristics of the individual strengthen or lessen the relationship between their digital media usage and social identity. Therefore, this thesis asked: "What is the effect of personality and digital media usage on social identification and well-being of sojourners?" This research inquired sojourners (N=229) about which digital media platforms they use and their habits with different social groups, before measuring how they socially identify, their personality traits profile, and how satisfied are they with various aspects of their lives. Digital media usage was a significant predictor for all social identities (home, host, international). At the same time, however, the only significant change in life satisfaction occurred when sojourners saw themselves as members of their host country, wanting to remain there. Interesting enough, the more international sojourners saw themselves, the greater their desire to be on the move and not stay at the same place for too long. Personality traits proved to be partially influential only when digital media use occurred with already established, long-term connection back in their home country. Overall, this study concludes that maintaining digital media use with particular groups influences how well sojourners feel while abroad, with personality traits not always playing a role. Findings of this study open the academic debate for further investigating the role of the individual in maintaining his/her social identities, as well as providing the basis for developing more accurate tools to predict sojourner's retention rate abroad.

KEYWORDS: Sojourner, Digital Media Usage, Social Identity, Personality traits, Retention

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1. Introduction

Globalisation has become extremely prominent in recent years. Freedom of movement of people and goods has enabled both international business and universities to flourish. In fact, the presence of multiculturalism and inclusion is a selling point – businesses expand into new markets and universities attract students from countries that have previously been out of reach. This creates the demand for individuals who are proficient in adaptation to new environments and are verse in multicultural situations.

Such individuals are the sojourners. Church (1982) describes them as “relatively short-term visitors” (p. 540) to a foreign country. In order for an individual to be referred as a sojourner, his/her move to a foreign country must be voluntary and temporary, which distinguishes them from the permanent immigrant (Berry, 1997). This makes them an intriguing group that will be the subject of this study. For the purpose of this research, sojourner refers specifically to expatriates and international students. The term “expatriate” (usually shortened to just “expat”) most commonly refers to high-skilled individuals, working in a country, different from their country of origin, often for a set period of time (Emontspool, 2015). Expatriate relocation can be both newly hired professionals relocating to the country or long-term employees, sent on an assignment by their current employer. That can vary from as little as six months to five years or more (“Expatriate Definition”, 2018). When it comes to international students, Cox (1988) refers to them as those who live “temporarily in a foreign country and must achieve satisfactory academic objectives within a limited period of time”.

While the successful completion of the assignment usually means the achievement of certain goals (business targets, diploma) and is expected as the natural progression, failure has negative consequences not only on the personal, but on the institutional level as well (Mendenhall & Oddou, 1985). An early return for a student can entail monetary debt due to tuition loans, lack of official recognition for the time spent in university (no diploma) and hence access only to lower-level employment. For a worker, a failure may lead to loss of future opportunities, a formal reprimand, and could be as severe as negative recommendations and employment termination (Takeuchi, Marinova, Lepak, & Liu, 2005). Mendenhall and Oddou (1985) further discuss “invisible costs” (p.39), such as loss of self-esteem, self-confidence, and prestige among peers. Universities have a selling point of diversity and success; therefore, a high drop-out rate of international students may have damaging effects on the image of the institution as one that does not manage to integrate its students. With the increase of

today's technology, reputation has become one of the most valued factors in individuals' decisions, making maintaining a good public image even more important (Tennie, Frith, & Frith, 2010). Furthermore, as universities can also be considered as businesses, students who do not successfully complete their programmes and return home early can entail the loss of potential future revenue in the form of lower enrolment. What is more, with failure rates as low as 25% and as high as 70%, institutions are losing the investment made into those individuals (Yeaton & Hall, 2008). As early as 1979, an early return costs "\$55,000 per family, the expense amounts to more than a million dollars for 100 expatriate family units", with this figure growing with time (Mendenhall & Oddou, 1985).

With expats constituting up to about 0.77% of the total population worldwide in 2017 ("Press release", 2014) and international students being as much as 2.5% of all enrolled students in higher education worldwide (United Nations Educational, Scientific and Cultural Organization, 2017), the trend is for these numbers to increase. Proper understanding and aid of their social adaptation is in everyone's benefit, as that can help increase the chances to successfully complete their assignments. Furthermore, being able to accurately predict who is more prone to greater social integration can help in the selection process of universities and companies alike, contributing to higher retention rates, which in turn boosts the image of educational, as well as commercial organizations. A socially adapted individual is more productive and has a higher chance of remaining permanently in the host country, thus enriching its culture and economics.

Scholars have researched what contributes towards the sojourner's well-being in the host country. A common conclusion is that social adaptation, among other factors, is important for this (Berry, 1997, 2005; Bierwiazzonek & Waldzus, 2016). Social identification has been identified to be an important predictor of the sojourner's social adaptation, specifically at the degree of associating with home or host cultures (Berry, 1997, 2005; Willcoxson, 2010). While researchers agree on the importance of social identity, whether identifying with either the home or host country has the only and most prominent effect and whether both identities complement each other or are in opposition are still ongoing debates (Van Der Zee, Atsma, & Brodbeck, 2004; Wang & Kanungo, 2004; Ward & Rana-Deuba, 2000; Ward & Kennedy, 1993a, 1993b). Looking at Berry's acculturation model, both home and host identities are important (Berry, 2005; Ward, 2008). When those identities do not clash with each other, they are beneficial to each other (Kunst & Sam, 2013; Ward, 2008). To further complicate the debate, research in recent years investigates a third social identity group that can have an effect on sojourners' well-being abroad – that of the international (Arnett, 2002; Kunst & Sam, 2013). This third social identity is still a

new concept and has not been fully established yet. Findings so far indicate it has an effect on sojourners by helping them in their transition of social identity by offering a choice not bound by location (Arnett, 2002; Kunst & Sam, 2013). Thus, the international identity is supposed to be a valuable tool in helping sojourners to have a feeling of belonging, regardless of their current location. Managing all those identities is not an easy task for the sojourner. This can result in a change on how he/she feels about him/herself in the foreign country, with possible outcomes varying from added stress to increased happiness (Padilla & Perez, 2003). However, there are still no conclusive findings on this subject.

Social media usage offers sojourners global presence, regardless of their physical location, allowing for the maintenance of connection with family and friends both back home and around the globe. By doing so, social media allows sojourners to not lose contact with their home culture (Park, Song, & Lee, 2014). At the same time, the interconnectedness of social media facilitates opportunities to reach relevant content and social contacts from a multitude of cultures (Gruenbaum, 2015; Lee & Tse, 1994). In this way social media enables sojourners with an easy entry point towards first-hand information about the country they have moved to. As social media use has been linked to having an effect on both personal and social identity, it can be an important tool in how sojourners manage their identities (Slater, 2007; Wang & Kanungo, 2004). Current research focuses mainly on specific individual platforms, which, in today's wide spectrum of communication apps and platforms, leaves a huge potential for scientific exploration as people hardly use just one social media platform (Cheung, Chiu, & Lee, 2011; Ellison, Steinfield, & Lampe, 2007).

To iterate further on the discussion so far, personality traits are yet another factor that is linked to the well-being of sojourners. Furthermore, scholars have established that personality traits are important not only for the adaptation of the sojourner, but to the individual social media use and identification (Correa, Hinsley, & de Zúñiga, 2010). Relying mostly on the Big Five framework, individuals that are more extraverted, for example, are more avid social media users and have shown to fare better in foreign environments (Hughes, Rowe, Batey, & Lee, 2012). Current research looks mostly at the direct relationship between the individual's personality traits and the aforementioned factors, leaving out possibilities for research to investigate how else personality traits can influence the behaviour of the sojourner.

The discussion so far shows a unique opportunity for this study to fill the gaps in the scientific literature. As previously mentioned, social media use has an effect on social identification, which, in turn, has an effect on the sojourner's well-being. Therefore, this study is presented with the chance to

contribute to the discussion whether personality traits strengthen or lessen the relationship between digital media usage and social identification of sojourners, and how that may affect the well-being of sojourners, taking into account the effect of personality traits on those interactions. The combination between all those mentioned variables together, at the same time, has not been explored.

Therefore, the research question of this study is formulated as follows:

What is the effect of personality and digital media usage on social identification and well-being of sojourners?

2. Theoretical Framework

In this chapter, the theoretical framework of the study is discussed, looking closely upon the concepts used throughout this research. Firstly, what constitutes as a sojourner success and failure, followed by the outcomes that measure this success and failure is presented. The notion of social identity is explained, expanding the traditional dichotomy of home–host country identification with that of internationals. Social networking sites are reviewed, highlighting the importance they have gained in today’s society and their relevance to the topic. Finally, the concept of personality is discussed, as well as its importance as a mediator between the other concepts.

2.1 Sojourner Success and Failure

When talking about the positive and negative possible outcomes of the sojourner’s assignment, some of the most common terms used to generalise the discussion are success and failure (Yeaton & Hall, 2008). The general interpretation of what constitutes as a successful sojourner experience is that the sojourner fulfils the specific objectives set and feels comfortable in the host country (Harrison & Shaffer, 2005). On the opposite side, failure constitutes of the early return of the sojourner, inability to integrate into the foreign society, or inability to meet satisfactory performance (be that either business goals or grade point average) (Harrison & Shaffer, 2005).

In order to better understand what improves the chances of a successful journey, three outcomes have been selected to measure the state of sojourners: Satisfaction with Job/Study, Satisfaction with life, and Intention to leave (host country).

2.1.1 Satisfaction with Occupation (Job/Study)

Focusing on expatriates first, job satisfaction, in simpler terms, can be described as “the extent to which a worker feels positively or negatively about his or her job” (Bhuiyan & Al-Jabri, 1996). Job satisfaction is one of the factors that contribute towards the success/failure outcome of the sojourner, with “satisfied workers [...] less likely to leave their jobs” (Birdseye & Hill, 1995; Vidal, Valle, & Aragón, 2007). Birdseye and Hill (1995) and Shaffer and Harrison (1998) identify a multitude of factors that can influence the job satisfaction of the expat worker, categorised into groups. Individual factors include demographics and family. Work/organisational factors include supervisor and co-worker relationships, opportunities for independent thought and action, decision-making process, in addition to salary levels and health benefits. Environmental factors include medical facilities and availability and quality of products

(Birdseye & Hill, 1995; Shaffer & Harrison, 1998). Results concluded that expats who are more satisfied with these factors are more likely to retain their job. This idea is backed up by Froese and Peltokorpi (2011), who suggest that workers who feel they have better and closer relationships with their supervisor and co-workers feel more included in the organisational culture and are more satisfied because of it.

When it comes to international students, the factors are not vastly different. According to Rienties, Beausaert, Grohnert, Niemantsverdriet, and Kommers (2012), “students who feel at home, who are well connected to fellow-students and teachers [...] are more likely to graduate” (p. 687). The two major factors they describe are academic and social adjustment, with individuals scoring higher when having a positive connection to study progress, performance, and satisfaction (Meeuwisse, Severiens, & Born, 2010; Rienties et al., 2012).

In short, it can be assumed that sojourners that adjust better and fit more into their respective environments are more prone to exhibit higher levels of satisfaction in their job/study.

2.1.2 Satisfaction with Life

Diener, Emmons, Larsen, and Griffin (1985) describe satisfaction with life as a “global assessment of a person’s quality of life according to his chosen criteria” (p. 71). As such, satisfaction with life is a very subjective measurement tied to the individual’s own perception of well-being and his/her own choices of what is important in life. While Diener et al. (1985) mention that individuals measure satisfaction based on the comparison between their own self-state and what is thought to be an appropriate standard, it is important to note that this standard is not universally established but is based on the perception of the individual. The literature review in Nghiễm-Phú’s (2016) paper suggests that expats who interact with locals and use local language have greater overall satisfaction with their life. At the same time, those who have strived to avoid locals and have been subject to stress have exhibited lower satisfaction levels. Those results have been observed to be valid for both expats and students alike (Banai & Reisel, 1993; Diener et al., 1985; Zhou, Jindal-Snape, Topping, & Todman, 2008).

Overall, these studies imply that individuals who maintain a closer connection with their surrounding environment in the country they reside in, try to speak the local language, and associate with the culture that surrounds them adjust better to their situation and, in turn, are more satisfied with their life.

2.1.3 Intention to Leave

Intention to leave addresses the voluntary decision of the sojourner to terminate the international experience prematurely, before its natural completion period, and return home early. As sojourners' stay is usually temporary in nature, intention to leave can be seen as the degree to which sojourners would like to remain in the host country or leave it.

When it comes to expats, there are multiple possible reasons that are discussed as to why they might intend to leave. Work-related factors, as well as non-work-related ones play a role. Froese and Peltokorpi (2011) mention that cross-cultural adaptation, if not addressed properly, can lead to lower job satisfaction and general dissatisfaction with the individual's life, which in turn are factors in the decision-making process of the early retirement. Ward and Geeraert (2016) identify the importance of the institutional, organisational, and societal contexts as important factors that can influence the overall well-being of the individual. When the individual perceives that there is a lack of support from his/her organisation, the expat turns ill-adjusted and overall a worse fit.

International students, on the other hand, have been identified to have a different set of factors that play a role into the outcome of their journey. Academic and social adjustment have been identified as early as the 1970s as the core factors that predict the persistence of international students (Rienties et al., 2012; Tinto, 1975). Factors that can hinder the adjustment include the reputation of the university, support by family and friends, stress, and differences in culture (Rienties et al., 2012). Willcoxson (2010) further supports that a lack in the social interactions is a significant predictor of intention to leave.

Overall, for all sojourners, the intention to leave is influenced by reasons both inside and outside their respective institutions. Satisfaction with life, together with how socially adjusted they feel, plays a role in their decision of whether or not to terminate their foreign stay early.

2.2 Social Identification

In the previous section the concepts of sojourner success and failure have been established, as well as the associated outcomes. How connected sojourners feel to their social and occupational (work or academic) environment has been shown to have an impact. In this section, the concept of social identification will be introduced and a discussion on its effect on sojourners and their connection to the surrounding environment is presented.

Social identity theory describes the individual's self-perception of who they are based on the social groups they belong to, combined with emotional, evaluative, and other factors (Turner & Oakes,

1986). It is different from the personal identity, which is characterised by unique personal attributes (physical appearance, for example). Social identity theory suggests that after the individual has defined him/herself as a member of a certain group, his/her next goal is to feel good about his/herself (Turner & Oakes, 1986). The way to achieve this is to compare their group to others on an arbitrary scale. This describes the process of distinguishing the in- and out-groups – people feel better towards members of their in-groups (the ones they associate with or find favourable) and try to distance themselves from the out-groups (the ones perceived as incompatible) (Crano & Hemovich, 2011; Turner & Oakes, 1986).

Identifying with a social group is subject to influence from external factors, such as culture. Matsumoto (as cited in Gunawardena, Walsh, Gregory, Lake, & Reddinger, 2005) defines culture as “... the set of attitudes, values, beliefs, and behaviours shared by a group of people”. This implies that culture serves as a behavioural guide, based on the collective exchange of prior experience. As such, when looked through the lens of the social identity theory, it can be assumed that culture can be categorised as a superordinate group (Turner & Oakes, 1986). Furthermore, when discussing culture from this point, it can be theorised that members of one culture would look more favourably towards members of the same or similar culture, also referred to as “in-group”. Those that are members of different and/or distant cultures could be seen as incompatible “others” or too different, referred to as “out-group”.

Such friction can become very apparent in cross-cultural situations, which comprise the entirety of the sojourner experience. It has previously been discussed that sojourners feel greater satisfaction with job/study and satisfaction with life when they feel more adapted to their environment. Therefore, it is important to first establish the two major groups when it comes to cross-cultural environment, i.e. the heritage/home culture and settlement/host cultures (Berry 1997, 2005). Association with either of these groups has long been subject of social adaptation research. For the purposes of this study, the description given by Kunst and Sam (2013) is used, which can be summarised as cultural adaptation happens whenever cultural change occurs. With that in mind, sojourners are the ones who move from their home culture to the host one, essentially forming a minority group within the larger host culture (Berry, 1997). In their strive to be accepted in both host and home cultures, and depending on the difference between the two cultures, sojourners may experience “ethno-cultural identity conflict” (Ward, 2008), where individuals define themselves with multiple groups that have become incompatible with each other (Ward, 2008; Ward & Geeraert, 2016). In such situations it is up to the individual to choose one of the two cultures and associate more with. However, home and host cultures can be

mutually exclusive, thus choosing either of them would call for distress with the other. On the other hand, when those identities are not mutually exclusive, they can be beneficial (Ward & Geeraert, 2016). As both home and host countries are factors in the successful adaptation, when sojourners identify with both home and host cultures at the same time, they feel the happiest (Berry, 2005). This study is focused specifically on the sojourner and his/her self-perception. Therefore, social identification is looked at the level of the individual and how salient his/her feeling of belonging to the particular group is. Looking further into it, that can have an effect on the well-being of the sojourner (Ryder, Alden, & Paulhus, 2000). Associating with their home culture can be perceived as a source for support and encouragement to further adapt, which in turn may lead to easier adaptation, and subsequently lower distress in their personal and professional lives, resulting in higher overall well-being and lower possibility for failure of assignment (Arnett, 2002; Berry, 2005). However, there is a possibility that it has the adverse effect – that of feeling homesick and lowering their satisfaction with the host country. On the other side of the spectrum, association with host culture could be perceived as a feeling of belonging and acceptance, exhibiting greater levels of overall well-being and lower levels of desire to prematurely terminate their stay (Willcoxson, 2010).

Only recently a third option has emerged - namely the association with an “international”, or global, identity, in addition to the home/host group identification (Kunst & Sam, 2013). Considering the “increasingly globalised world” (p. 226), it is assumed that not only sojourners, but people in general, are part of a global community and therefore can develop self-identification with that global identity (Arnett, 2002). A global culture embraces differences and does “not condone suppression of people or groups who have a point of view or a way of life that is different from that of the majority” (Arnett, 2002, p. 779). At the same time, the international identity touches upon aspects of cosmopolitanism, as sojourners are people who travel and feel at ease outside their home (Cleveland, Erdoğan, Arıkan, & Poyraz, 2011; Lee, 2014). As such, the global identity offers the individual the possibility to not limit him/herself with one particular culture, but rather be a member of a group that supersedes culture (Kunst & Sam, 2013). Previously it has been discussed that self-identification with a particular social group can increase the well-being of the individual. It is argued that the global identity can alleviate tension that is facilitated due to the host-home dichotomy, as minority groups are often experiencing friction with the dominant, host culture (Kunst & Sam, 2013). Individuals who identify with the international group have the opportunity to avoid the clash between home and host cultures, resulting in the lack of need to adapt as they are already part of the global culture that does not require conformity at the local level, benefiting the well-being of the sojourner (Arnett, 2002). Research on the

topic has not reached a consensus, suggesting the global identity can be in addition to both home and host identities or also serve as a replacement (Lee, 2014). As this study explores the connection between social media usage and identity, global identity is viewed as the sojourner's feeling of belonging to a group of individuals with shared culture that is not bound by physical borders – the salience of self-identification with the international community. As sojourners would be free from the task of adapting and would not experience home-host friction, it is theorised that this would lead to greater overall well-being, as well as making the actual location of the sojourner to be of less significance as he/she would feel equally well adapted regardless of where they are. Taking all of this into account, the following hypothesis are developed:

H1a: There is a positive relationship between social identification with the home country and satisfaction with job/study.

H1a: There is a positive relationship between social identification with the host country and satisfaction with job/study.

H1b: There is a positive relationship between social identification with the international community and satisfaction with job/study.

H2a: There is a positive relationship between social identification with the home country and satisfaction with life.

H2b: There is a positive relationship between social identification with the host country and satisfaction with life.

H2c: There is a positive relationship between sojourner international identity and satisfaction with life.

H3a: There is a positive relationship between sojourner home country identity and intention to leave.

H3b: There is a negative relationship between sojourner host country identity and intention to leave.

H3c: There is a negative relationship between sojourner international identity and intention to leave.

2.3 Social Network Sites (SNS)

In the previous section it has been established that social identity is crucial to the sojourner's adaptation and overall well-being. In this section, the concept of social network sites will be discussed. Definitions and connections to previously introduced concepts will be presented, revealing the role that SNS have in the lives of sojourners.

In 2016, more than 75% of U.S. adults had used at least one SNS profile, with that trend predicted to increase ("Social media - Statistics & Facts | Statista", 2018). Therefore, as a starting point, it is important to understand what an SNS is and what its basic features are. According to boyd and Ellison (2007), social network sites are:

"Web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system" (p. 211).

That definition is further enriched by Ellison and boyd (2013) who add that users can also "consume, produce, and/or interact with streams of user-generated content provided by their connections on the site" (p. 158). Gruenbaum (2015) adds that SNS are online communities revolving around a particular topic ("socializing" for Facebook, business for LinkedIn, etc.). At their core, SNS have a similar set of features, including a personalised profile where users can manifest "oneself into being" (Sundén, 2003, p. 3) that typically involves adding a profile picture and descriptive information, such as age, gender, interests, and other material specific to the SNS. In short, SNS offer the individual the opportunity to create an online identity of him/herself (Chambers, 2013). Other features of SNS include lists of connections, messaging other users directly, and/or interaction with their profiles in some form. This study looks at how sojourners' social network site usage affects their social identifications, thus utilising SNS that simultaneously provide the means to maintain connection and share content digitally with members, regardless of their geographical location.

Brandtzæg and Heim (2009) investigate the motivations of users to participate in SNS. The main incentive for people to join and participate in SNS was found to be "meeting new people" (p. 149), with "maintaining contact with friends" (p. 149) being secondary. Other reasons included "socialising" (p. 148), "information" (p. 148), "debating" (p. 148), etc. Their findings, however, differ from those of Strano (2008), who identified SNS as an environment that encourages "narcissistic behaviour" and "identity construction". It is important to note that these researchers focused on different aspects of the SNS

experience, which can imply that SNS users have a combination of motivations related to different aspects of their SNS use. To get a clearer view of why people use SNS, it is useful to organize those reasons into higher level categories. Uses and Gratification theory provides four main motivation needs that people strive to satisfy with their media consumption. McQuail (2010) defines them as: information seeking, entertainment, personal relationships, and personal identity. Furthermore, Uses and Gratification Theory sees media consumers as “active”, “goal directed”, and “sufficiently self-aware” (Katz, Blumler, & Gurevitch, 1973, p. 510-511), which shows that the user makes those choices him/herself, motivated by his/her needs. Slater (2007) elaborates further that using media influences both the personal and the social identity of the individual. Media use is described as a dynamic process that at the same time predicts and influences the behaviour of the individual (Slater 2007). This is reinforced by the selectivity of the media used by the individual. This means that the individual makes the choice of whether to use social media or not in the first place. Then he/she makes the choice of what, when, and for how long to use said media. The type and duration of interactions on social media are voluntary and are dictated by the individual (Dunne, Lawlor, & Rowley, 2010; Katz et al., 1973). This enables the individual to expose him/herself only to content and/or interactions of his/her choosing, as opposed to everyday interactions in the real world that might be imposed on the individual (such as social interaction with colleagues at university/workplace, messages from traditional media, etc.) (Brandtzæg, 2012; Slater, 2007). This turns into a feedback loop where the individual has certain views and ideas and, based on which, he chooses the social media content to be exposed to. In turn, those views/ideas are validated by others on social media (Slater, 2007).

In essence, what SNS can offer to sojourners is an outlet to express themselves, as well as a cheap, easy, and fast way to access networks of individuals and reinforce their own ideologies. Scholars researching social media have found that SNS play a major role in identity management and construction. SNS users portray themselves to the world through their SNS use. As this study looks at more than just social network sites, the term “digital media” is used instead. Therefore, the following hypotheses have been formulated:

H4a: Digital media use with the home country located in the home country has a positive relationship with social identification with the home country.

H4b: Digital media use with the host country has a positive relationship with social identification with the host country.

H4c: Digital media use with the international community has a positive relationship with social identification with the international community.

2.4 Personality

Discussed in the previous sections have been the concepts of social media and how its use can influence the social identity of the sojourner, which, in turn, can influence their overall well-being. In this chapter the idea of personality and why is it important to the sojourner will be reflected upon. Its effects on all aforementioned concepts will be explored.

Scholars have suggested that sufficient preparation prior to the international assignment can contribute towards the successful end of the journey. While there is evidence to support this idea, it is only part of the equation. Another part, acknowledged by previous research, is the selection process. “‘Technical expertise’ or ‘having a successful track record’ is overwhelmingly the primary selection criterion” (Gibson, Hardy, Baur, Frink, & Buckley, 2015; Mendenhall & Oddou, 1985) and one of the major reasons for the belief that “the executive accomplishing the task in New York can surely perform as adequately in Hong Kong” (Mendenhall & Oddou, 1985, p. 39). The one aspect that is commonly left out is the individual itself. Research has shown that people in cross-cultural situations differ in their adjustment, even with similar backgrounds (Church, 1982; Gibson et al., 2015; Spieß, 2017; Swagler & Jome, 2005). Scholars have examined relationships between personality traits and sojourner adjustment but the results have been inconclusive (Church, 1982). This has prompted further research and as of recently, scholars have begun investigating the role of the individual and his/her unique personal characteristics in the process of cultural adjustment more thoroughly, suggesting a more prominent connection (Caliguri, 2000; Demes & Geeraert, 2015; Huang, Chi, & Lawler, 2005).

However, individual traits can influence more than just adaptation. Connection to the individuals’ online behaviour has also been suggested (Correa et al., 2010; Hughes et al., 2012). In their findings, as an example, it is noted that people who have scored greater degrees of certain personality traits have a more active online presence, while those who have scored higher on another exhibit more of a cyber solitude.

With the emergence of coherent personality theories, researchers are able to construct a more accurate mapping of one’s personality traits and measure them appropriately. The Five-factor model of personality, or commonly referred as “The Big Five”, consists of five domains: Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness (Swagler & Jome, 2005). Each of the

domains portrays a different aspect of the individual and is responsible to predict certain behavioural characteristics. Although being one of the most wide-spread models, it is also critiqued. Van der Zee and van Oudenhoven (2000) argue that “such global traits are less successful in predicting important job criteria as compared to more specific, narrow traits” (p. 292), saying that “The Big Five” are too general in their nature. Furthermore, too broad domains are hard to relate to the specific multi-cultural situations that sojourners experience (van der Zee & van Oudenhoven, 2000). With those concerns taken into consideration, this research facilitates the Multicultural Personality Questionnaire (MPQ), developed by van der Zee and van Oudenhoven (2000, 2013). It identifies and explores five domains that are linked to successful sojourner experience. Those refined, narrower traits, namely serve as more coherent and honed measurements to study sojourners and their perception to multi-cultural situations. Those traits and a brief explanation of them are as follows:

- Cultural Empathy refers to empathising with the feelings, thoughts, and behaviours of culturally diverse individuals.
- Open-mindedness reflects an open and unprejudiced attitude toward cultural differences.
- Emotional stability reflects an ability to stay calm under novel and stressful conditions.
- Social initiative refers to actively approaching social situations and demonstrating initiative in these interactions.
- Flexibility refers to interpreting novel situations as a positive challenge and adapting to these situations accordingly.

Personality traits have been found to have influence on the social media usage of individuals (Correa et al., 2010; Hughes et al., 2012). Combined with the discussion in this study, it can be assumed that having greater multicultural personality traits (scoring higher on MPQ) will indicate that the sojourner would exhibit stronger multicultural behaviour and social adaptation, which would translate into higher social media engagement with host or international culture and higher potential identification with host or international cultures. Naturally, people who score lower on MPQ will exhibit lower social adaptation, which will be exemplified by higher social media engagement with home culture and higher association with home culture.

Being able to identify with internationals takes some effort – multiculturalism has to be taken into account as well. In addition, personality, as discussed earlier in this section, can also play a role in the sojourner’s adaption to the host environment, as well as how they see and identify themselves (Ahadi & Puente- Díaz, 2011). As the focus of MPQ is more focused on sojourners and multicultural situations, it

can be argued that it is a more coherent measurement of the sojourner's personal predisposition to deal with cross-cultural events. In other words, MPQ measures the competence of the individual of adapting specifically to situations that involve multiple cultures; sojourners who score higher on MPQ would feel more at ease when away from their home country and those who score lower would struggle more. As digital media usage has been discussed to also have a potential effect on social identity, at the same time it can be affected by personality. As such, personality affects both digital media use and social identity – how the digital media use of sojourners predicts how they see themselves would change depending on their own self. Therefore, this study theorises that personality traits act as a moderator on the effect digital media use has on social identity. Sojourners that use SNS to communicate with their home cultures would identify less with their home culture the more multiculturally proficient they are (higher MPQ scores) – higher competence in cross-cultural situations would result in lower effect of digital media use on social identification. Sojourners that use social media to communicate with the host culture would identify more with the host culture when exhibiting higher multicultural proficiency (higher MPQ scores) – higher competence in cross-cultural situations would result in greater effect of digital media use on social identification. Sojourners that use social media to communicate with the international community would identify more with the international community when exhibiting higher multicultural proficiency (higher MPQ scores) – higher competence in cross-cultural situations would result in greater effect of digital use on social identification.

Refining the discussion, the following hypotheses have been formulated:

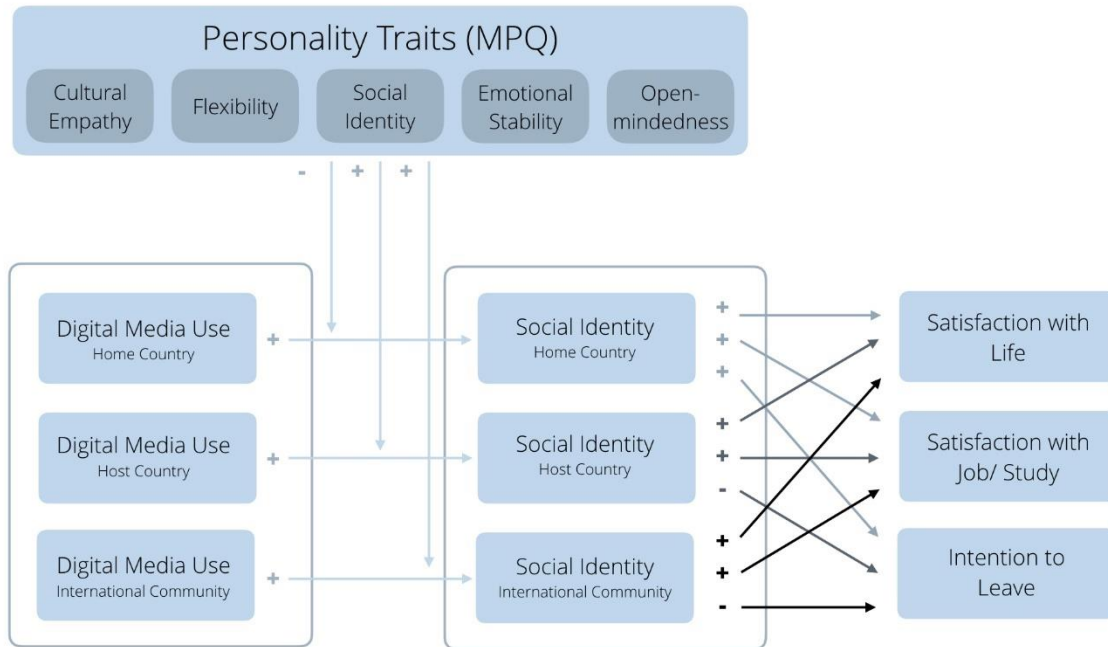
H5a: MPQ will have a negative effect on the relationship between digital media usage with the home country and social identification with home country; Those who score higher on MPQ will have weaker relationship than those who score lower on MPQ.

H5b: MPQ will have a negative effect on the relationship between digital media usage with host country and social identification with host country; Those who score higher on MPQ will have lower relationship than those who score lower on MPQ.

H5c: MPQ will have a positive effect on the relationship between digital media usage with the international community and social identification with the international community; Those who score higher on MPQ will have higher relationship than those who score lower on MPQ.

2.5 Conceptual Model

Figure 1. Conceptual model for personality traits as moderator of the relationship between digital media use and social identification



3. Method

The purpose of this research was to investigate the effect social media usage has on social identification, which, in turn, affects the retention of sojourners, and how all of that is influenced by personality traits. To be able to thoroughly investigate this, answer the research question, and successfully test the aforementioned hypotheses, a quantitative approach is most suited (Mathews & Ross, 2010). According to Mathews & Ross (2010), an online survey, in the form of self-administered questionnaires, is an excellent tool to collect a vast amount of data in a short time-span. Other benefits include relatively easy distribution and low costs, particularly due to the utilisation of online tools, such as Qualtrics. Furthermore, due to the nature of the internet, surveys are not limited to the geographical location of the researcher (Mathews & Ross, 2010). To ensure high validity and reliability of the results, scales used in previous research on these topics will be selected. To fully utilise them, these scales will be adapted to the topic at hand. Those will be explained in further detail in this chapter.

3.1 Pre-test

The anonymous online survey was developed with the Qualtrics.com online software. To ensure the questionnaire's clarity, assess length, and test the technical stability, a test-survey was sent out to five respondents with different educational backgrounds, nationalities, and age. Some of the test subjects were not sojourners, in order to maximise the viewpoints on the survey. Commentaries and feedback on the questionnaire were promptly incorporated. The revised version, was then distributed during the months of April and beginning of May 2018.

3.2 Data collection

Due to time and budget limitations, snowball stratified sample strategy was employed to gather participants in the survey. Both social media and offline methods were utilised. In the case of online recruitment, participants were recruited via personal message and social media platforms. Relevant Facebook groups (Expats in the Netherlands, Expats in Spain, ESN Erasmus Student Network Copenhagen, Bulgarians in England, etc.), Reddit subforums (r/expats, r/exchangestudents, etc.), and other online communities were used in the recruitment process. The message included a brief description of the researcher and the aim of the research with a request for participation and further spread. Furthermore, companies were contacted with an official request via e-mail to distribute the survey through their internal channels. Educational institutions were reached out to as well. Offline distributions were mainly distributing a QR code containing a link to the online version in order to maximise the offline exposure. QR codes were distributed in universities and social gathering places

along cities in The Netherlands and Bulgaria (advertising and flyer stands in cafés, clubs, supermarkets, etc.). On rare occasions sojourners were recruited on the spot, completing the survey on a device provided by the researcher. For this study, in order for participants to qualify for the survey, participants had to meet the following criteria: live in a country different than the one they consider as “home country” and be either working or studying.

3.3 Procedure

When participants clicked on the link to the survey, they were greeted with a short introduction message about the purpose of the survey, paired with gratitude for their participation. Afterwards, participants were presented with an informed consent form and assurance of confidentiality. In order to proceed with the survey, participants must have agreed to it – otherwise their participation in the survey was terminated. Next, they were asked to indicate their home and host countries. If the respondent indicated the same country as home and host, their participation was directed to the end of the questionnaire – this research was aimed at sojourners – people who are located in a country, different from their home country. The next question asked for their main occupation, with the options being “Working”, “Studying”, “Other (looking for a job, spouse of an expat, stay at home parent, etc.)”, and “None of the above (tourist, gap year, retired, etc.)”. If the respondents chose the last option, they were again taken to the end of the questionnaire, as this research was looking specifically into sojourners.

Note: The two aforementioned questions were deliberately placed at the beginning of the survey, in order to provide a better and more tailored experience for the respondents. Throughout the questionnaire, questions are formulated around the home and host countries specifically. By having indicated upfront, the software is able to provide a clarification with the correct country name to avoid confusion. Furthermore, by indicating “Working” or “Studying”, the respondent is shown questions that relate specifically to their case, instead of presenting them with a common scenario. In case the respondents have indicated the third option “Other”, certain questions are not shown to them at all to avoid confusion and frustration from respondents (Questions, such as satisfaction with job/study and nationality of co-workers).

The section afterwards showed a randomised list of 40 digital media platforms and apps. Participants were asked to indicate how often they use each of them, with the option to indicate that they do not use these media at all. Afterwards the questions were related to the specific behaviour of the respondents on these media. Participants had to answer the same set of questions in regards to four distinct groups: “digital media use with members of the home country, located in the home country”,

“digital media use with members of the home country, located in the host country”, “digital media use with members of the host country”, and “digital media use with members of the international community”. The next section shown to the respondents measured their social identity. Respondents were asked the same set of question for the following distinct groups: “social identity with home country”, “social identity with host country”, “social identity with the international community”. The section afterwards asked the respondents to answer questions about their own self. The 5 subscales, consisting of 8 items each for a total of 40 items were randomised for each participant. The following section measured sojourner retention. “Satisfaction with Life” was shown to all participants without omission in the same manner. “Satisfaction with Job/Study” was shown only to those who had selected “working” or “studying” in the beginning. Those who had selected “other” were not shown these set of items. The questions shown differed, based on the selection “working” or “studying” in the beginning. The only difference was stylistic – the meaning of the questions remained the same (“I find real enjoyment in my work” for “working” and “I find real enjoyment in my studies” for “studying”). Last in this section, the “Intention to leave” items were shown without any difference for all participants. The subsequent section of the questionnaire incorporated all control questions: How long the participant has resided in the current country. If they have had any cultural training followed. A positive answer revealed a follow-up question to indicate what kind of training. Next, language proficiency of the host country’s language was queried. Two questions afterwards were shown only to those who have responded “working” or “studying” at the beginning – what the nationality of the majority of their co-workers (“working”) / peers (“studying”) is and what the main working language of their work organisation (“working”) / university (“studying”) is. The last section of the survey was demographics which asked for information about the participant, including gender association, sexual orientation, religious belief and importance of it, education, and occupation. At this point, the survey was completed. The last panel gave an opportunity for participants to leave their e-mail if they wanted a copy of the completed research. At the very end participants were thanked for their participation and time spent. An e-mail, to which respondents could write with questions and feedback to the researcher was given on that page.

3.4 Sample

The survey for this study was completed by 229 participants, out of which only 193 were eligible to be subsequently analysed (35 were neither working or studying, 1 did not fill age or gender). 62 (32%) of all were male and the rest 131 (68%) – female. The mean age was 34 (SD= 10.18) with a range from 21 to 67. Out of the whole sample 65 (34%) were studying and 128 (66%) working. Most of the respondents considered Bulgaria as their home country (93, 48%), followed by the United States (22, 11%). The

majority of participants resided in The Netherlands (54, 28%), followed by the United Kingdom (34, 18%), and Germany (20, 10%). Majority of the sample was considered lower educated (bachelor degree or lower) – 116 (60%). Only 42 (22%) have received intercultural training prior to their experience abroad. For a detailed overview of the sample’s descriptive characteristics, see table 1.

Among all sojourners that filled the survey (N=229), the most popular social network platform was Facebook with 98% of sojourners admitting using it and 87% using it at least somewhat often, followed by the Facebook Messenger app (95% usage and 80% at least somewhat often). Other popular platforms included Skype (92% usage, but only 35% somewhat often or more frequent), WhatsApp (89% usage and 66% somewhat often or more), LinkedIn (22% usage, but only 35% somewhat often or more), and Instagram (70% usage and 47% somewhat often or more).

Table 1. Descriptive Statistics of Respondents (N = 193)

Variable	Value	Count	Percent
Gender	Male (=0)	62	32.1 %
	Female (=1)	2	1.0 %
Education	Primary education (=0)	35	18.1 %
	Secondary education (High school or equivalent) (=0)	79	40.9 %
	University (Bachelor or equivalent) (=0)	62	32.1 %
	University (Master or equivalent) (=1)	15	7.8 %
	University (Doctoral or equivalent) (=1)	2	1.0 %
Occupation	Working	65	33.7 %
	Studying	128	66.3 %
Home country	Bulgaria	93	48.2 %
	United States	22	11.4 %
	United Kingdom	9	4.7 %
	Germany	7	3.6 %
	Other	62	32.1 %

Host country	Netherlands	54	28.0 %	
	United Kingdom	34	17.6 %	
	Germany	20	10.4 %	
	Bulgaria	14	7.3 %	
	United States	12	6.2 %	
	Austria	12	6.2 %	
	Other	47	24.3 %	
Prior cultural training	Yes	42	21.8 %	
	No/Not sure	151	18.2 %	
Proficiency in host native language	No proficiency	30	15.5 %	
	Elementary proficiency	43	22.3 %	
	Limited working proficiency	28	14.5 %	
	Professional working proficiency	20	10.4 %	
	Full professional proficiency	33	17.1 %	
	Native or bilingual proficiency	39	20.2 %	
		Range	Mean	SD
Age		21 - 67	33.63	10.18
Stay in host country		0.5 - 275	61.94	65.69

Note. Stay in host country is shown in months.

3.5 Measures

To answer the research question and properly test the hypotheses, the variables were operationalised via multiple item scales (see table 2). All used scales were based on previous research in the field of digital media usage, social identity, personality traits, and sojourner retention (Bozeman & Perrewé, 2001; Brayfield & Rothe, 1951; Diener, et al., 1985; Mael & Tetrick, 1992; Robertson & Kee, 2017; Rosen, Whaling, Carrier, Cheever, & Rokkum, 2013; Sümer, Seda; Poyrazli, Senel; Grahame, 2008; van der Zee & van Oudenhoven, 2000; van Der Zee, Van Oudenhoven, Ponterotto, & Fietzer, 2013). For the purpose of this study some scales were modified to reflect the theme and style of this research, while maintaining

validity and reliability. All scales across the survey were resized to a 7-point Likert scale for consistency. The section below provides descriptions and further details about the different scales.

3.5.1 Digital media use (platforms)

This study focuses on digital media use in general and does not focus on a specific platform. In order to find out which platforms are most common among participants in their daily lives, a list of 40 digital media apps and platforms has been aggregated by looking at online communities that have more than hundred thousand users. However, academic up to date information on this topic is lacking and the chosen platforms were gathered via websites Statista.com and cross-referenced with Wikipedia lists of most subscribed users in online communities and instant messaging apps ("Global social media ranking 2018 | Statistic", 2018; "List of social networking websites", 2018; "Instant messaging", 2018).

Statista.com tracks the top 20 platforms with more than 100 million users, but YouTube was left out, due to the lack of direct messaging within the platform. Those corresponded with the Wikipedia lists, which were more exhaustive, covering platforms below 100 million users. The list was completed by choosing platforms popular in different parts of the world and covering various topics, resulting in 40 platforms. Other were not included due to concerns of survey length and relevance due to the low number of subscribed users. For a complete list of chosen platforms, see Appendix D.

3.5.2 Digital media use with members of different groups

There is no consensus on how to measure social media use. Majority of researchers focus mainly on Facebook as the most popular and prevalent social media service. For the purpose of this study, participants would be asked to answer about their behaviour regarding all their social media accounts. In general, there are two types of social media use: active (engaging) and passive (surveillance) (Junco, 2012a, 2012b; Pempek, Yermolayeva, & Calvert, 2009; Tandoc, Ferrucci, & Duffy, 2015). This study looked at how individuals engage with either home/host/international group, which encompasses both types of social media use. To elaborate further, digital media use with home country was split up into two subscales – “digital media use with members of the home country located in the home country” and “digital media use with members of the home country located in the host country” in order to differentiate between the two groups. While they are all members of the home country, those in the home country would be long-term connections (family and friends, etc.), while those in the host country would be new ones, which could result in difference in the digital media use of sojourners. Rosen et al. (2013) have identified several subscales of digital media use. For the purpose of this study, 10 items from the “General social media usage”, “Internet searching”, and “Media sharing” subscales have been used

and adapted to this research. In their research, Rosen et al. (2013) ask about those activities on a 10-point Likert scale with specific examples of frequency of use. For the purposes of this study, the question has been rephrased in order to match the digital media use of participants with specific groups of their networks. These changes can be seen in the table below. Possible answers on the resized 7-point Likert scale, in ascending value: “Very rarely”, “Rarely”, “Somewhat rarely”, “Occasionally/Sometimes”, “Somewhat often”, “Often”, “Very often”. Examination for normality showed normal distribution. Internal reliability was high for all subscales, not requiring to delete any items: digital media use with members of the home country, located in the home country ($\alpha = .82$); digital media use with members of the home country, located in the host country ($\alpha = .91$); digital media use with members of the host country ($\alpha = .88$); digital media use with members of the of the international community ($\alpha = .89$). Table 3 can be observed for frequencies, mean scores, and standard deviations for all digital media use subscales.

3.5.3 Social Identity

In order to measure the social identification of participants, the “Identification with a Psychological Group” (IDPG) scale, developed by Mael and Tetrick (1992), was used. The scale has been deployed by other scholars and have confirmed its validity and wide applicability to a variety of social groups (Brewer & Silver, 2000; Greene, 2004). The scale consisted of 10 items, which ask about the specific group. As the scale was general in nature it needed to be adapted to reflect the three distinct groups that this study is interested in. For example, the item “When someone criticises this group, it feels like a personal insult” was rephrased to “When someone criticises **members of your home country/host country/international community**, it feels like a personal insult”. Respondents had to indicate how much they agree with such statements on a 7-point Likert scale with possible answers, in ascending value: “Strongly Disagree”, “Disagree”, “Somewhat Disagree”, “Neither Agree nor Disagree”, “Somewhat Agree”, “Agree”, “Strongly Agree”. Examination for normality showed normal distribution. Internal reliability was high for all subscales, not requiring to delete any items: Social identity with home country ($\alpha = .84$); Social identity with host country ($\alpha = .84$); Social identity with the international community ($\alpha = .84$).

3.5.4 Sojourner retention

Sojourner retention consisted of three subscales, “Satisfaction with Life”, “Satisfaction with Job/Study”, and “Intention to leave”.

3.5.4.1 Satisfaction with Life

The “Satisfaction with Life Scale” (SWLS), first developed by Diener et al. (1985) was used to measure the “satisfaction with life” subscale of “sojourner retention”. The 5-item scale was reported to be reliable and valid tool in measuring satisfaction with life, despite its subjective nature (Diener, Napa Scollon, & Lucas, 2003; Fujita & Diener, 2005; Pavot & Diener, 2008; Vassar, 2007 as cited in Pavot & Diener, 2008). The items from the original scale were not changed for the purpose of this study. Participants were asked to answer their agreement with the items from scale statements on a 7-point Likert scale with possible answers, in ascending value: “Strongly Disagree”, “Disagree”, “Somewhat Disagree”, “Neither Agree nor Disagree”, “Somewhat Agree”, “Agree”, “Strongly Agree”. Examination for normality showed normal distribution. Internal reliability was high, not requiring to delete any items ($\alpha = .86$).

3.5.4.2 Satisfaction with Job/Study

For this, the 5-item scale developed by Brayfield and Rothe (1951) was applied. As mentioned by Robertson and Kee (2017), the scale has been widely used, validated, and cited for more than 6 decades. The items of this scale, in the case of asking about work satisfaction, were adapted. For the purposes of examining satisfaction with their study, the items of the scale were adapted to reflect specifically on study satisfaction (“I find real enjoyment in my work” is rephrased into “I find real enjoyment in my studies”). Participants were asked to answer their agreement with the items from scale statements on a 7-point Likert scale with possible answers, in ascending value: “Strongly Disagree”, “Disagree”, “Somewhat Disagree”, “Neither Agree nor Disagree”, “Somewhat Agree”, “Agree”, “Strongly Agree”. Examination for normality showed normal distribution. Internal reliability was high, not requiring to delete any items ($\alpha = .85$).

3.5.4.3 Intention to Leave

In order to measure the intention of sojourners to leave their current host country, “Turnover cognition items” scale was used (Bozeman & Perrewé, 2001). For the purposes of this study, the scale was adapted to ask about leaving the host country (“I will probably look for a new job in the near future” is rephrased into “I will probably look for a new country to move to in the near future”). Participants were asked to answer their agreement with the items from scale statements on a 7-point Likert scale with possible answers, in ascending value: “Strongly Disagree”, “Disagree”, “Somewhat Disagree”, “Neither Agree nor Disagree”, “Somewhat Agree”, “Agree”, “Strongly Agree”. Examination for normality showed normal distribution. Internal reliability was high, not requiring to delete any items ($\alpha = .86$).

3.5.5 MPQ

Personality traits were measured by utilising the Multicultural Personality Questionnaire, developed by Van der Zee and van Oudenhoven (2000). For the purposes of this study, the short form of the MPQ was used. The original MPQ consists of 91 item measurements, which, as mentioned by van der Zee, van Oudenhoven, Ponterotto, and Fietzer (2013), is not practical for studies that explore more than just personality traits. The short form of the MPQ (MPQ – SF) consists of 40 items in total on shorter subscales, without sacrificing validity or reliability of the results (van der Zee et al., 2013). The subscales were the following:

- Cultural empathy (CE)
- Flexibility (FX)
- Social initiative (SI)
- Emotional stability (ES)
- Open-mindedness (OP)

Each subscale consisted of 8 items. Those items were not changed for the purposes of this study. Participants were asked to answer their agreement with the items from scale statements on a 7-point Likert scale with possible answers, in ascending value: “Strongly Disagree”, “Disagree”, “Somewhat Disagree”, “Neither Agree nor Disagree”, “Somewhat Agree”, “Agree”, “Strongly Agree”. Examination for normality showed normal distribution for each of the subscales. Internal reliability proved all subscales to be reliable, not requiring to delete any items: Cultural empathy ($\alpha = .78$); Flexibility ($\alpha = .82$); Social initiative ($\alpha = .81$); Emotional stability ($\alpha = .80$); Open-mindedness ($\alpha = .70$).

3.5.6 Control Variables

Sümer, Poyrazli, and Grahame (2008) confirm the idea of Lysgaard (as cited in Sümer et al., 2008) that the length of stay has an impact on the adaptation of the sojourner – the longer an individual spends in the host country, the more adapted he feels. Therefore, time spent in the host country was added as a control variable. Another finding by Sümer et al. (2008) is that proficiency at the host country’s language plays a role into the adaptation of the sojourner. This is why language proficiency was added as a control variable as well. Stevens, Oddou, Furuya, Bird, & Mendenhall (2006) found out that the nationality of peers and the main working language of the organization had an influence, adding them to the control variables. Respondents were asked about their demographics – age, gender, education, occupation. In

addition, respondents were given the option to voluntarily indicate their sexual orientation, religion, and the importance of said religion. In order to include education, peer/co-worker nationality, and main working language in the analysis, three dummy-variables were created. Lower education (“Bachelor’s degree” or lower) responses were recoded into 0 and highly education (“Master’s degree” or above) into 1. If the main working language was the same as the home country, responses were recoded into 0 (part of the majority), otherwise into 1 (part of the minority group). If the nationality of most sojourner peers/workers was the same as their home country, responses were recoded into 0 (being part of the majority), otherwise into 1 (part of the minority). Table 2 depicts mean and standard deviation values. Table 3 refers to more detail of the individual items of Digital Media Use.

Table 2. Mean scores and standard deviations of scales (N = 193)

Variable	Mean	SD
Digital Media Use with members of the home country	3.33	1.11
Digital Media Use with members of the host country	3.43	1.37
Digital Media Use with members of the international community	2.81	1.30
Social Identification with home country	4.12	1.13
Social Identification with host country	2.91	1.07
Social Identification with the international community	3.93	1.11
MPQ Cultural Empathy	5.55	.71
MPQ Flexibility	3.54	1.00
MPQ Social Initiative	4.64	.95
MPQ Emotional Stability	3.87	1.06
MPQ Open-mindedness	5.30	.68
Satisfaction with Life	4.75	1.21
Satisfaction with Job/Study	4.93	1.22
Intention to Leave	3.58	1.61

Table 3. Mean scores and standard deviations of the variable Digital Media Use with different groups (N=193)

Digital Media Use with Activities	Home country members located in the home country		Home country members located in the host country		Host country members		International community members	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Just browsing profiles	4.18	1.90	3.28	1.98	3.81	2.007	3.3	2.00
Interacting with profiles	4.25	1.98	3.36	2.10	3.74	2.03	3.25	1.97
Private and/or group text chats	4.60	2.10	4.19	2.20	4.70	2.07	3.79	2.09
Private and/or group voice chat/call	4.06	2.03	3.03	2.113	3.50	2.12	2.84	1.97
Private and/or group video chat/call	4.06	2.16	2.52	1.96	2.71	1.98	2.45	1.82
Creating or RSVP-ing to events	2.03	1.40	2.39	1.80	2.98	2.06	2.05	1.54
Read and discuss news	4.24	2.05	3.36	2.11	4.08	2.06	3.35	2.13
Friending Strangers	1.63	1.22	1.95	1.542	2.00	1.51	1.76	1.14
Browsing groups	3.27	1.73	3.10	1.96	3.45	1.85	2.69	1.73
Interacting with groups	2.9	1.73	2.78	1.80	3.3	1.85	2.6	1.69

4. Results

The survey included respondents that fit the criteria and screened out the rest. That is why the dataset, converted for immediate SPSS use by Qualtrics, and directly downloaded from it, already contained no screen-out entries. The data was screened for anomalies and SPSS was deployed for its analysis. In order to answer the research question, 16 multiple regression analyses were conducted in order to establish if personality traits have an influence on the link between digital media usage and social identification in sojourners. All subscales of Digital Media Usage (DMU), Social Identity (SID), and Satisfaction, were used as dependent variables. All analyses were conducted with 95% confidence intervals in order to test if the data met the assumption of regression analyses. All analyses included all control variables (age, gender, education (lower and higher educated), occupation (studying – working), language proficiency in the host country native language, working language of peers, nationality of peers, period of stay in the host country, and intercultural training (received or not)).

4.1 Digital media use and social identification

4.1.1 Digital media use with members of the home country and social identification with home country

The regression model predicting social identification with the home country was significant after controlling for the control variables ($R^2 = .15$, $F(11, 181) = 4.15$, $p < .001$). The analysis showed statistical significance in the prediction of social identification with home country for both independent values, digital media use with home country members located in the home country, $b^* = .27$, $t = 3.61$, $p < .001$, 95% $CI [.13, .43]$, and digital media use with home country members located in host country, $b^* = .16$, $t = 2.18$, $p = .03$, 95% $CI [.01, .24]$. The standardised coefficient shows that as digital media use with home country members located in the home country rises by one standard deviation on the scale, social identification with home country increases by .27. The same direction applies for digital media use with home country members located in the host country – for one standard deviation, the social identification increases by .16. This means that social identification with the home country could be predicted by the digital media use with members of the home country located in both home and host country, with the latter to a lesser extent. Based on the regression model, from the control variables, gender was a moderately significant predictor of social identity with home country, ($b^* = .15$, $t = 2.17$, $p = .032$, 95% $CI [.03, .27]$), suggesting that women identified more with home country. No other control variables were found to be significant. Therefore, H4a, “Digital media use with the home country located in the home country has a positive relationship with social identification with the home country”, is supported.

4.1.2 Digital media use with members of the host country and social identification with host country

In a similar manner, the regression model predicting social identification with the host country as dependent variable and digital media use with members of the host country as independent, proved to be statistically significant after controlling for the control variables ($R^2 = .12$, $F(10, 182) = 3.6$, $p < 0.001$). The standardised coefficient showed that for each standard deviation increase of digital media use with host country members, the social identification increased by .21 standard deviations, ($b^* = .21$, $t = 3.01$, $p = .003$, 95% CI [.06, .28]). This means that digital media use with host country members is a statistically significant predictor of social identification with the host country. Age, ($b^* = .20$, $t = 2.13$, $p = .035$, 95% CI [.002, .04]), a moderate predictor, and language proficiency, ($b^* = .19$, $t = 2.60$, $p = .01$, 95% CI [.03, .20]), were found to be statistically significant predictors from the control variables. Sojourners identified more with the host country as they became older or more proficient in the host country native language. No other control variables were found to be significant predictors. Therefore, H4b, “Digital media use with the host country has a positive relationship with social identification with the host country”, is supported.

4.1.3 Digital media use with members of the international community and social identification with international community

The regression model predicting social identification with the international community as dependent variable and digital media use with members of the international community as independent, proved to be statistically significant after controlling for the control variables ($R^2 = .15$, $F(10, 182) = 4.26$, $p < 0.001$). The standardised coefficient showed that for each standard deviation increase of digital media use with members of the international community, the social identification increased by .29 standard deviations, ($b^* = .29$, $t = 4.21$, $p < .001$, 95% CI [.13, .36]). This means that digital media use with host member countries is statistically significant and can predict social identification with the international community. Gender, ($b^* = .19$, $t = 2.80$, $p = .006$, 95% CI [.13, .28]), and prior intercultural training, ($b^* = -.24$, $t = -3.50$, $p = .001$, 95% CI [-1.00, -.28]), were found to be significant predictors of sojourners' identification with the international community. Women identified more and those who have not received prior intercultural training identified less. No other control variables were found to be significant. Therefore, H4c, “Digital media use with the international community has a positive relationship with social identification with the international community”, is supported.

4.2 Social identification and sojourner retention

Multiple regressions were performed on all three subscales of sojourner retention, using all 3 subscales of social identification as independent variables.

4.2.1 Satisfaction with life

The regression model showed significance ($R^2 = .01$, $F(12, 180) = 2.76$, $p = .002$) in predicting satisfaction with life. The model showed that social identification with host country can be used as a predictor, $b^* = .15$, $t = 2.0$, $p = .047$, 95% CI [.003, .345], but only barely, while social identification with home country, $b^* = .07$, $t = 1.01$, $p = .31$, 95% CI [-.08, .23], and social identification with the international community, $b^* = -.04$, $t = -.48$, $p = .63$, 95% CI [-.20, .12], had no effect on sojourner satisfaction with life. The standardized coefficient shows that for every standard deviation increase in social identification with the host country, satisfaction with life increases by 0.15 SD. In other words, satisfaction with life can be predicted by identification with the host country, while the coefficients for identification with home country or international community were statistically insignificant. The control variables gender, $b^* = .17$, $t = 2.31$, $p = .022$, 95% CI [.07, .28], and occupation, $b^* = .25$, $t = 2.89$, $p = .004$, 95% CI [.20, 1.09], were found to be significant predictors of satisfaction with life. Women were more satisfied with life than men, and expats working were more satisfied than international students. No other control variables were found significant. Therefore, H2b, "There is a positive relationship between social identification with the host country and satisfaction with life", is supported, while H2a, "There is a positive relationship between social identification with the home country and satisfaction with life", and H2c, "There is a positive relationship between sojourner international identity and satisfaction with life" are rejected.

4.2.2 Satisfaction with job/study

The regression model showed no significance in the prediction of satisfaction of job/study ($R^2 = -.002$, $F(12, 180) = 0.973$, $p = .477$). Therefore, H1a, "There is a positive relationship between social identification with the home country and satisfaction with job/study", H1b, "There is a positive relationship between social identification with the host country and satisfaction with job/study", and H1c, "There is a positive relationship between social identification with the international community and satisfaction with job/study", are all rejected.

4.2.3 Intention to leave

The regression model showed significance ($R^2 = .16$, $F(12, 180) = 4.03$, $p < .001$) in predicting intention to leave. The model showed that social identification with host country, $b^* = -.36$, $t = -4.86$, $p < .001$, 95%

CI [- .76, - .32], and social identification with the international community, $b^* = .26$, $t = 3.57$, $p < .001$, 95% *CI* [.17, .58], added significantly to the prediction of the model. Identification with home country, $b^* = .004$, $t = 0.50$, $p = .96$, 95% *CI* [- .19, .20], did not add statistical significance to the model. The standardised coefficient shows that for every standard deviation increase in social identification with the host country, intention to leave decreases by 0.36 SD. For every increase in SD of identification with the international community, intention to leave increased by 0.26 SD. In other words, intention to leave can be predicted by identification with the host country and identification with the international community, while the coefficients for identification with home country was statistically insignificant. No control variables were found to be significant. Therefore, H3c, “There is a negative relationship between sojourner international identity and intention to leave”, is supported, while H3a, “There is a negative relationship between sojourner home country identity and intention to leave”, and H3b, “There is a negative relationship between sojourner host country identity and intention to leave”, are rejected.

4.3 MPQ

4.3.1 MPQ as predictor

Multiple regressions were conducted to check the relationship between the personality traits subscales and all other variables in order to determine the predictive value of personality traits. Of all analyses conducted, a significant predictor of digital media use with members of the home country located in the home country ($R^2 = .85$, $F(14, 178) = 2.28$, $p = .007$) has been found to be the openness subscale $b^* = .18$, $t = 2.00$, $p = .046$, 95% *CI* [.01, .57]; for digital media use with members of the home country located in the host country ($R^2 = .12$, $F(14, 178) = 2.82$, $p = .001$) – flexibility subscale, $b^* = -.24$, $t = -3.19$, $p = .002$, 95% *CI* [- .56, - .13]; for digital media use with members of the international community ($R^2 = .10$, $F(14, 178) = 2.468$, $p = .003$) – open-mindedness subscale $b^* = .20$, $t = 2.27$, $p = .024$, 95% *CI* [.05, .74]. A significant predictor for social identification with home country ($R^2 = .11$, $F(14, 178) = 2.77$, $p = .001$) was found to be cultural empathy subscale $b^* = .21$, $t = 2.60$, $p = .01$, 95% *CI* [.08, .59]. Statistically significant predictor for satisfaction with life ($R^2 = .18$, $F(14, 178) = 3.91$, $p < .001$) was social initiative subscale $b^* = .25$, $t = 2.97$, $p = .003$, 95% *CI* [.10, .52]; for satisfaction with job/study ($R^2 = .05$, $F(14, 178) = 1.78$, $p = .045$) – social initiative subscale $b^* = .18$, $t = 2.00$, $p = .048$, 95% *CI* [.002, .45].

4.3.2 MPQ as moderator

4.3.2.1 Digital media use with home country and Social Identity with Home country

Multiple regression analyses were conducted in order to determine if personality traits have a moderating effect on the relationship between digital media use and social identity. Social identity subscales were used as dependent variables, digital media use subscales as independent, and personality traits subscales were implemented as moderators.

The regression model regarding the prediction of social identification with home country showed statistically significant predicting power ($R^2 = .24$, $F(26, 166) = 3.38$, $p < .001$) with the standardised variables digital media use with members of the home country located in the home country, $b^* = .25$, $t = 3.29$, $p = .001$, 95% CI [.12, .47], and social initiative subscale $b^* = .17$, $t = 2.01$, $p = .046$, 95% CI [.003, .38] adding to the prediction. Significant moderators were found for digital media use with home country members located in the home country: cultural empathy subscale, $b^* = -.17$, $t = -2.13$, $p = .034$, 95% CI [-.37, -.01], flexibility subscale $b^* = -.22$, $t = -2.74$, $p = .007$, 95% CI [-.45, -.07], and emotional stability subscale, $b^* = .21$, $t = 2.70$, $p = .008$, 95% CI [.06, .39].

In figure 2 below, it can be observed the moderation effect the Cultural Empathy subscale has on the predictive effect of digital media use with members of the home country located in the home country on social identification with the home country. The relationship is negative –higher cultural empathy lowers the predictive strength that digital media with members of the home country located in the home country has on social identification. In other words, the more culturally empathic a sojourner is, the less effect his digital media use is going to have on his social identification with the home country.

Figure 2. Two-way interaction effect of cultural empathy and Digital media use with members of the home country located in the home country on social identification with home country (N=193)

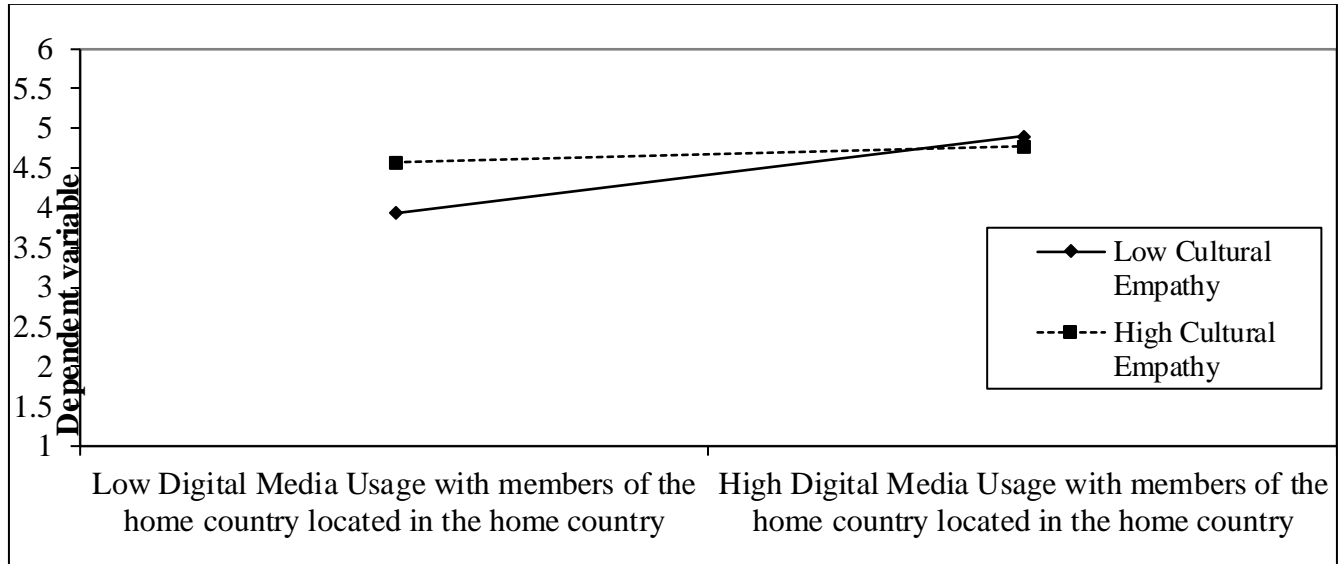


Figure 3 below shows the negative moderation effect the Flexibility subscale has on the predictive effect of digital media use with members of the home country located in the home country on social identification with the home country. In other words, the more flexible a sojourner is, his/her digital media usage will be less effective at predicting his social identification with the home country.

Figure 3. Two-way interaction effect of cultural empathy and Digital media use with members of the home country located in the home country on social identification with home country (N=193)

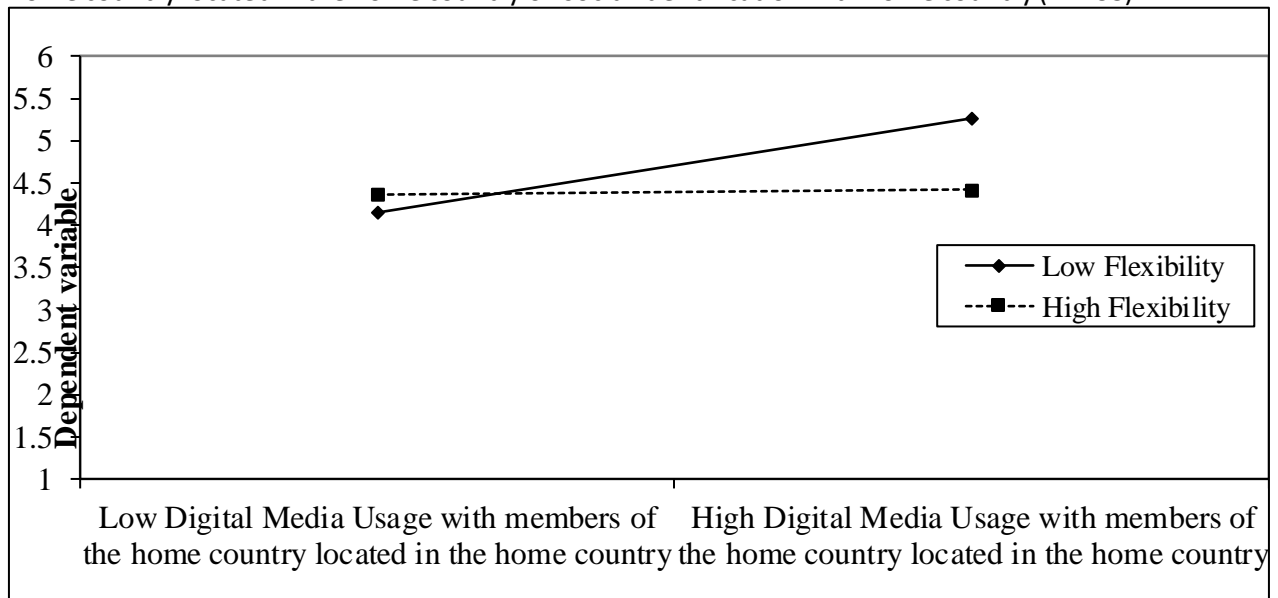
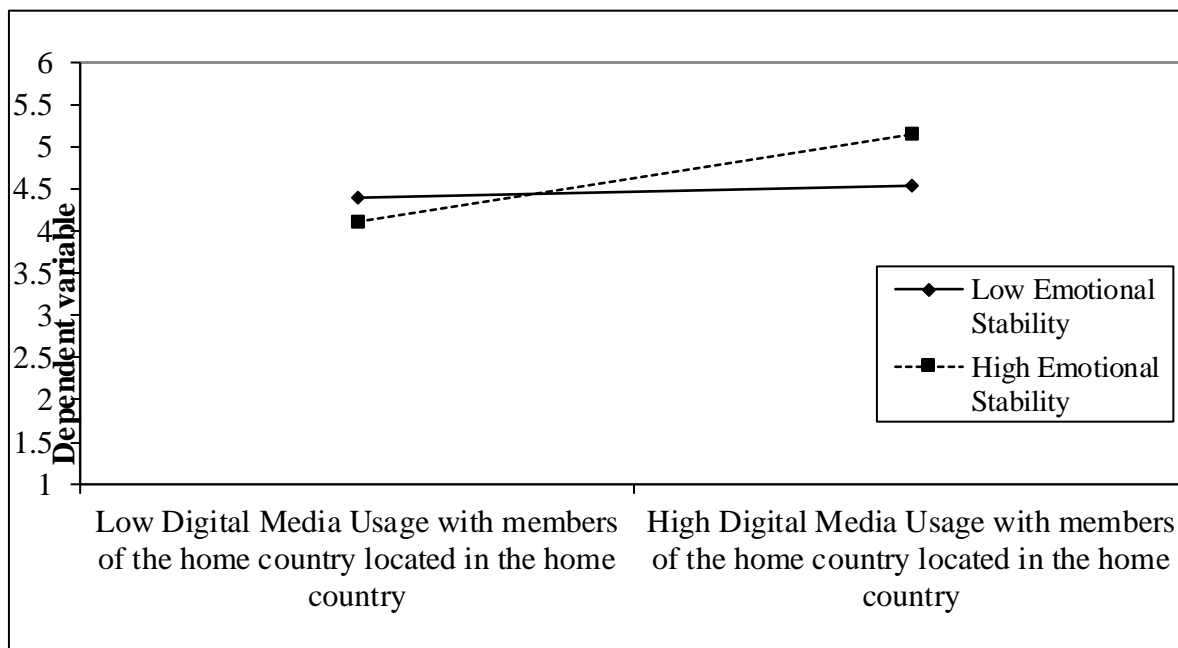


Figure 4 below shows the positive moderation effect the Emotional Stability subscale has on the predictive effect of digital media use with members of the home country located in the home country on social identification with the home country. That means that the more emotionally stable a sojourner is, the stronger effect his/her digital media usage will have on the social identification with the home country. Taking into account these outcomes, H5a, “MPQ will have a negative effect on the relationship between digital media usage with the home country and social identification with home country” is partially supported.

Figure 4. Two-way interaction effect of cultural empathy and Digital media use with members of the home country located in the home country on social identification with home country (N=193)



4.3.2.2 Digital media use with host country and Social Identity with Host country

The regression model associated with the prediction of social identification with the host country was found to be statistically significant ($R^2 = .09$, $F(20, 172) = 1.95$, $p = .012$). However, its predictive power is low (9% of the differences in social identification with the host country can be explained) and digital media use with the host country, $b^* = .24$, $t = 3.07$, $p = .002$, 95% CI [.09, .43], was the only variable that added to the prediction in a significant way. No moderators were found to have an influence on the predictive power. Therefore, H5b, “MPQ will have a negative effect on the relationship between digital media usage with host country and social identification with host country” is fully rejected.

4.3.2.3 Digital media use with host country and Social Identity with Host country

In a similar manner, the regression model associated with the prediction of social identification with the international community was found to be statistically significant ($R^2 = .13$, $F(20, 172) = 2.45$, $p = .001$).

Even with a higher predictive power (13% of the differences in social identification with the international community can be explained). Digital media use with the international community, $b^* = .25$, $t = 3.33$, $p = .001$, 95% CI [.12, .45], was the only variable that added to the prediction in a significant way. No moderators were found to have an influence on the predictive power. Therefore, H5c, “MPQ will have a positive effect on the relationship between digital media usage with the international community and social identification with the international community” is fully rejected.

Table 4: Linear model of predictors of sojourner Satisfaction with Life, Satisfaction with Job/Study, Intention to Leave (N=193)

Predictor	Satisfaction with Life					Satisfaction with Job/Study					Intention to leave				
	B	SE B	b*	t	95% CI	B	SE B	b*	t	95% CI	B	SE B	b*	t	95% CI
SID Home country	.08	.08	.07	1.01	[-.08, .23]	.09	.08	.08	1.09	[-.07, .26]	.01	.10	.00	.05	[-.19, .20]
SID Host country	.17**	.09	.15	2.00	[.00, .35]	-.02	.09	-.01	-.16	[-.20, .17]	-.54*	.11	-.36	-4.86	[-.76, -.32]
SID International Community	-.04	.08	-.04	-.48	[-.20, .12]	-.02	.09	-.02	-.23	[-.19, .15]	.37*	.10	.26	3.57	[.17, .58]
<i>Controls</i>															
Gender	.44	.19	.17	2.31	[.07, .82]	.12	.20	.05	.59	[-.28, .52]	-.06	.25	-.02	-.26	[-.55, .42]
Age	-.02	.01	-.14	-1.45	[-.04, .00]	-.00	.01	-.02	-.14	[-.03, .02]	-.01	.02	-.08	-.89	[-.04, .02]
Language prof.	-.02	.05	-.02	-.33	[-.12, .08]	-.05	.05	-.08	-1.00	[-.16, .05]	-.03	.06	-.04	-.52	[-.16, .1]
Peer language	-.11	.22	-.04	-.49	[-.55, .33]	-.30	.24	-.10	-1.25	[-.77, .17]	.09	.29	.02	.31	[-.48, .66]
Peernationality	-.29	.41	-.05	-.71	[-1.11, .53]	.06	.44	.01	.139	[-.81, .93]	-.12	.53	-.02	-.23	[-1.17, .93]
Current stay	.00	.00	.082	.98	[-.00, .01]	.00	.00	.15	1.63	[-.00, .01]	-.00	.00	-.07	-.82	[-.01, .002]
Education	.10	.19	.042	.54	[-.27, .48]	.30	.20	.12	1.48	[-.10, .70]	-.08	.24	-.02	-.32	[-.56, .40]
Occupation	.65**	.22	.253	2.89	[.20, 1.09]	-.06	.24	-.02	-.24	[-.53, .42]	-.14	.29	-.04	-.49	[-.71, .43]
Cultural training	.34	.21	.116	1.58	[-.08, .76]	.25	.23	.08	1.09	[-.20, .70]	.22	.28	.06	.79	[-.33, .76]
Model fit	R ² = .01, F (12, 180) = 2.76, p = .002					R ² = -.002, F (12, 180) = 0.973, p = .477					R ² = .16, F (12, 180) = 4.03, p < .001				

Note: SID = Social Identity; Language prof. = Language proficiency in the host country native language

*p < .001

**p < 0.05

Table 5. Pearson correlations between factors (N=193)

Factors	DMU home home	DMU home host	DMU host	DMU int	SID Home	SID Host	SID int	MPQ CE	MPQ FX	MPQ SI	MPQ ES	MPQ OP	SWL	SWJS	ITL
DMU home home	-														
DMU home host	.386**	-													
DMU host	.329**	.528**	-												
DMU int	.353**	.417**	.565**	-											
SID Home	.364**	.291**	.136	.089	-										
SID Host	.093	.156*	.223**	.065	.231**	-									
SID int	.104	.215**	.312**	.281**	.138	.233**	-								
MPQ CE	.232**	.226**	.166*	.127	.289**	.050	.116	-							
MPQ FX	-.079	-.170*	-.062	-.011	-.152*	-.044	.052	-.015	-						
MPQ SI	.149*	.251**	.190**	.092	.230**	.005	.107	.346**	.095	-					
MPQ ES	-.002	.122	.000	-.059	.033	.040	.003	-.017	.286**	.319**	-				
MPQ OP	.218**	.210**	.219**	.135	.139	.095	.187**	.461**	.119	.485**	.185**	-			
SWL	.145*	.047	.088	.045	.114	.194**	.002	.138	.030	.323**	.166*	.276**	-		
SWJS	.077	.098	.031	-.099	.057	.013	-.032	-.046	.125	.202**	.223**	.057	.325**	-	
ITL	-.006	-.067	-.010	.066	-.050	-.348**	.156*	.052	.103	-.010	-.079	.056	-.264**	-.261**	-

Note. DMU home home = Digital Media Use with members of the home country located in the home country, DMU home host = Digital media use with members of the home country located in the host country, DMU host = Digital Media Use with members of the host country, DMU int = Digital Media Use with members of the international community, SID Home = Social Identification with the home country, SID Host = Social Identification with the Host country, SID Int = Social identification with the international community, MPQ CE = Cultural Empathy, MPQ FX = Flexibility, MPQ SI = Social Initiative, MPQ ES = Emotional Stability, MPQ OP = Open-mindedness, SWL = Satisfaction with Life, SWJS = Satisfaction with Job/Study, ITL = Intention to Leave.

** p < .01 (2-tailed)

* p < .05 (2-tailed)

Table 6. Predictors of different Social Identifications (N= 193)

Social Identification	SID Home Country						SID Host Country						SID International Community				
	B	SB E	<i>b*</i>	<i>t</i>	95% CI		B	SB E	<i>b*</i>	<i>t</i>	95% CI		B	SB E	<i>b*</i>	<i>t</i>	95% CI
DMU home home	.28	.08	.27**	3.61	[.13, .43]	DMU Host	.17	.06	.21*	3.01	[.06, .28]	DMU Int	.25	.06	.29**	4.20	[.13, .36]
DMU home host	.12	.06	.16*	2.18	[.01, .24]												
Controls																	
Gender	.37	.17	.15*	2.17	[.03, .70]		.14	.16	.06	.88	[-.18, .46]		.46	.16	.19*	2.79	[.13, .78]
Age	-.00	.01	-.02	-.17	[-.02, .02]		.02	.01	.20**	2.13	[.00, .04]		.00	.01	.01	.05	[-.02, .02]
Language Proficiency	.05	.04	.07	1.06	[-.04, .14]		.11	.04	.19**	2.60	[.03, .20]		.08	.04	.13	1.83	[-.01, .17]
Work language	.13	.20	.05	.64	[-.27, .53]		-.10	.20	-.04	-.49	[-.48, .29]		-.16	.20	-.06	-.79	[-.55, .24]
Peer nationality	-.03	.38	-.01	-.08	[-.77, .71]		-.22	.36	-.04	-.60	[-.93, .49]		-.32	.37	-.06	-.87	[-1.05, .41]
Current stay	-.00	.00	-.03	-.40	[-.00, .00]		.00	.00	-.03	-.32	[-.00, .00]		-.00	.00	-.04	-.43	[-.00, .00]
Education	-.15	.17	-.07	-.87	[-.49, .19]		-.21	.17	-.10	-1.30	[-.54, .11]		-.22	.17	-.10	-1.29	[-.55, .12]
Occupation	.15	.20	.06	.76	[-.25, .55]		.34	.20	.15	1.74	[-.05, .73]		.23	.20	.10	1.15	[-.17, .63]
Intercultural Training	-.24	.19	-.09	-1.28	[-.61, .13]		-.12	.18	-.05	-.64	[-.47, .24]		-.64	.18	-.24*	-3.50	[-1.01, -.28]
Model fit	R ² = .15, <i>F</i> (11, 181) = 4.15, <i>p</i> < .001						R ² = .12, <i>F</i> (10, 182) = 3.60, <i>p</i> < .001						R ² = .15, <i>F</i> (10, 182) = 4.26, <i>p</i> < .001				

Note. DMU home home = Digital Media Use with members of the home country located in the home country, DMU home host = Digital media use with members of the home country located in the host country, DMU host = Digital Media Use with members of the host country, DMU int = Digital Media Use with members of the international community

* *p* < 0.05

** *p* < 0.001

5. Conclusion and discussion

The purpose of this study was to investigate whether personality traits strengthen or lessen the relationship between digital media usage and social identification of sojourners. First, the relationship of the digital media use of the sojourners and their corresponding personal social identification was observed. Afterwards, the question of how social identification is related to satisfaction with life, satisfaction with job/study, and intention to stay of sojourners was explored. In the next step, the effect of personality traits on the relationship between digital media use and social identification was examined to test if they increased or decreased the potential relationship. In addition, demographics, as well as several other questions, acted as control variables (age, gender, education, occupation, language proficiency, peer/co-worker nationality, working language, stay in host country, and received intercultural training).

According to the results of the analyses, in accordance to this study's assumptions, digital media use with members of the home country located in either the home or host countries significantly predicted social identification with the home country among sojourners; digital media use with host country members located in the host country significantly predicted social identification with the host country, and digital media use with members of the international community significantly predicted social identification with the international community. These findings are in line with Brandtzæg and Heim's (2009) study that mentions social network sites being used to maintain contact with friends. At the same time, this study also agrees with Slater (2007) that social network sites help in constructing one's social identity. The more a sojourner uses digital media with a specific group, the more said sojourner socially identifies with that group (Slater, 2007). As Katz et al. (1973) mention, using digital media is a conscious, voluntary decision, indicating that sojourners make the decision to engage with those groups

Findings of the conducted analyses only partially support this study's assumption that social identity plays an important role in the sojourners' success and failure. Rejecting this study's assumptions, satisfaction with job/study was not influenced at all by the social identification of the sojourner, nor from any of the included control variables. This suggests that there are other reasons, related to job/study satisfaction, not covered by this study. As this study investigated only the satisfaction levels, and not the reasons behind it, for future research it might be useful to include specifics to why sojourners are satisfied with their job/study.

Partially supporting this study's assumptions, the findings of the analyses found out that satisfaction with life was significantly predicted only by identifying with the host country. This is in contradiction with previous research that found both home and host country associations to be important (Berry, 1997, 2005). However, social identification with the host country indicated higher satisfaction with life and lower intention to leave the country. This is in line with what Berry (1997, 2005) and Willcoxson (2010) have found out – association with the host culture is both important and contributes to well-being. Despite their difference in significance, the interaction effect is in the same direction – both home and host country association attribute to greater satisfaction, suggesting that, for the most part, those identities are not mutually exclusive, thus confirming the findings of Ward & Geeraert (2016) of the beneficiary effect of different associations when not exclusive. On the other hand, the difference in significance between social identification with home and host countries can also be explained by a greater desire to belong in the host country, as the overall identification with the host country is lower (Willcoxson, 2010).

Findings of this study for intention to leave partially supported this study's assumptions. Social identification with the host country indicated lower desire to leave, while identifying with the international community indicated greater desire to leave the current country. In line with previous research, associating more with the host country can be a sign of greater adaptation of the sojourner, feeling more comfortable in the host country environment, and having a sense of belonging, seeing themselves part of the host country culture. As sojourners would no longer feel foreign and establishing themselves into the country, they would not want to leave it (Berry, 2005; Willcoxson, 2010). Results of this study support the notion that the international social identity is not at odds with either home or host country. On the contrary, both home and host country were positively correlated with the international identity, suggesting that the international identity benefits from associating with both home and host countries, but it does not inhibit their strength. This can be interpreted as when a sojourner sees him/herself as a member of the international community, he/she does not feel the need to tie down to a particular culture and eliminates the need to adapt to the current country. Therefore, the individual does not necessarily see the country as host, but a transit destination, thus the greater desire to leave. The more the sojourner experiences foreign cultures, the more he/she feels more international, which increases their feeling of belonging regardless of location. All of these findings support results of previous studies on the topic (Arnett, 2002; Kunst & Sam, 2013).

Findings of this study partially support this study's assumptions by confirming that personality traits have an effect on sojourners in all aspects of this study. This falls in line with previous research that the individual personality traits matter. It was found that only digital media usage with members of the home country located in the home country had its effect on social identification with the home country altered by personality traits. That could be attributed to the importance of the long-term connections the sojourner has maintained with members in the home country as opposed to the new ones in the host country. A sojourner who is more culturally empathic would be less inclined to be identified with his home country based on his digital media usage with members of the home country located in the home country. To be culturally empathic means to be sensitive to the feelings of and show interest in other cultures, which takes time and effort. A more culturally empathic sojourner would be inclined to show interest in the host country, which could require more of his/her attention. That is why those who don't use a lot of media with home identify greater than those that use more media – the more time the sojourner allocates to one group, the less he has for another.

For a sojourner to be flexible, he should be able to adjust to change and the environment. The results indicate that digital media usage with members of the home country located in the home country would not be as strong predictor for social identification with the home country as someone who is not flexible. Sojourners that can easily adjust "on the go" and navigate through complex situation would find it easy to balance communication with different groups and to resist being influenced too much by a particular one (home members back home in particular). As observed in the results, a flexible sojourner can easily manage how his/her digital media usage affect him, to not allow greater usage to overwhelm his/her feeling of social identification.

For a sojourner who is more emotionally stable (remains calm under stress or is more rational), digital media usage with members of the home country located in the home country would be a stronger predictor of social identification with the home country than someone who is less emotionally stable. Being able to resist stress and anxiety means the sojourner is not easily influenced by external problems and is able to maintain his connections as he sees fit. The more media he/she uses, the stronger the connection grows, unaffected by what is happening to the sojourner.

Deriving from this study's results, personality traits are only a moderate moderator in the relationship between digital media use and social identity, but only for particular media usage and social identity. As of the time of this study's completion, these findings cannot be compared to other studies, as no studies use similar structure in their research model.

5.1 Theoretical implications

Taking into consideration the findings of this study, it can be suggested that the gap in knowledge in social media studies in relation to social identification, social identity, sojourner retention, and personality traits has been narrowed down. Previous research has focused primarily on specific social media platforms and the general use of said platforms as a source of impact on both social identity and sojourner retention. This paper chose to look at a broader scope, investigating on digital media as a whole, and specifically distinguishing between digital media use with various groups. Therefore, this study presents a shift away from platform-specific studies and focuses more on the common behaviour shared among all those platforms. Furthermore, it presents a more fragmented picture of online sojourner behaviour. In addition, this study looked at social identity in more detail than the common pair of home and host country associations. Association with the international community proved to be significant in the desire for sojourners to leave their current country of residence. As the research on “global identity” is currently being developed, this research can provide further insight into future results and help to establish the predictors and outcomes of it. Furthermore, this study examines relationships that have not been investigated in previous research – namely implementing personality traits as a moderator between digital media use and social identity. Although the findings were not unilaterally significant, this leaves room for future studies to investigate the relationship further.

5.2 Practical implications

This study shows that the online behaviour of sojourners with members of different social groups increases their social identification with those groups. Additionally, it showed that socially identifying with the host country can have a positive effect on the well-being of sojourners and their intention to remain in the country, overall improving the retention rate, contributing to their success. In general, this implies that the online behaviour of sojourners can have an impact on the overall well-being of sojourners by impacting how they identify. Therefore, it suggests the importance of establishing and maintaining social communication network in the host country. This research also showed that the personality traits of individuals should not be completely ignored.

The implications of these findings give important information to organisations to make use of the available resources more efficiently, as well as taking these findings into consideration when developing future tools for sojourners. For example, organisations have introductory, orientation, programs for new arrivals, which gives newly arrived sojourners a quick welcoming and a general idea of the host country. While these can vary from basic to more elaborate ones, generally they are a one-time event that is

comprised mostly of sojourners. This leaves sojourners to network on their own and already puts them in a minority group. What organisations could change is to introduce more native members in those orientation programs or include environments where networking between sojourners and native hosts is encouraged. In this way, sojourners would feel more included, seeing themselves more as part of the majority group. This, as seen by results in this study and supported by previous research (Harrison & Shaffer, 2005), would increase the well-being of the sojourners. Encouraging them to create and maintain established contacts online would thus be beneficial to both the sojourner and the organisation.

On the other hand, based on this paper, it is possible to start looking into the development of more elaborate and tailored to the sojourner tools that can help organisations to identify problems with sojourners who have difficulties in their work or academic environment. As this paper has found out, backed by previous findings, personality traits can be an important predictor of both digital behaviour, as well as offline behaviour (Hughes et al., 2012). Additionally, as personality traits have been proven to be a moderator in some cases, it is possible to use them as an additional tool in the arsenal of human resources in better understanding individual cases and how to better offer them help. Future research based on this study may contribute to developing a tool that employs personality traits to predict how will sojourners fare on their assignment abroad, lowering negative outcomes for both people and organisations.

In short, this study can be beneficial in practicality, in addition to the theoretical realm. It can be used to improve the initial intercultural experience of sojourners, as well as their long-term retention, thus being of help to organisations in the business and educational areas.

5.3 Limitations & Further Research

There are several important limitations in this paper that are worth mentioning.

Data collection proved to be harder than expected for several reasons. Majority of business and educational organisations either did not respond to or refused queries to spread the survey among their internal networks. In addition, even those who expressed interest cannot be said with certainty the success rate. This results in a predominant online distribution via social network sites. Despite the effort to reach as wide an audience as possible, there is probability that participants online are more prone to multiculturalist behaviour, potentially biasing the data. As online distribution proceeded, multiple general expatriate and international students were employed, as well as “Bulgarian expats in (different

countries)” groups, which has resulted in a higher number of Bulgarian (48%) participants, suggesting a possible impact on the survey’s results. The greater participation of Bulgarian respondents can further be attributed due to the snowball effect of primary and secondary networks of the researcher, as they can activate more Bulgarians on their own. This can lead to lesser generalisability of the results, as people from the same culture share very similar home culture. The same applies to the relative homogeneity in host countries, as every country has a different policy that can affect the sojourners in a different way. Future research, with a greater resource available, should allocate more time and effort into convincing and reaching to a greater number of institutions in order to ensure a spread distribution of nationalities in the sample. This would also diversify the digital media platforms used, as currently non-Western platforms were used fairly low (as the majority of the sample was Western).

Next, the length of the survey was problematic for some participants. The average time of completion was 20 minutes, with a quarter of all participants spending more than 30 minutes on it. This resulted in a lot of incomplete responses, despite having the option to pause and resume the study at a later point. It is possible that respondents fill in questions without thoroughly thinking them through for the sake of completion. However, reverse coded items and high internal reliability of scales has ensured this is not the case. For future studies, it should be aimed to decrease the number of questions, the items per question, or somehow convince people to spend that much time on it.

A major limitation for this study was the initial question for participants to indicate their “home country”. The explanation towards the question was the following: “Home country refers to the country with which you identify most, or what you refer to by saying 'I'm going back home’”. If participants selected the same home and host countries, they would be redirected to the end of the survey and filtered out. While that creates a more pleasant experience for those who do not qualify, and eases data preparation, it creates a somewhat interesting situation with sojourners who no longer identify with their home country or their lives are in the host country, as they are sojourners who identify more with the host country. It is possible that a lot of otherwise eligible people have been filtered out. During the course of data collection, a respondent reached out with the following question: “I work and live in the UK, and I consider it as my home country. But I will forever be a Bulgarian living and working in the UK’”. This conundrum is not alleviated even by asking solely about nationality of the sojourner or the nationality of their parents due to the possibility to be born in one country and raised in another. To complicate it even more, those sojourners could not associate with the country they grew up in, or the one on their passport. One possible solution to this question is to ask a multitude of question in order to

narrow down which country sojourners associate with as their home. However, that might complicate the survey, and respondents might not be reluctant to share that much personal info with an anonymous survey online, despite backed by a reputable educational institution. Future research on the topic should take into account this limitation and deliberate on what is the best method of obtaining the data.

Furthermore, in order to custom tailor the survey and make it enjoyable for participants, they were shown or not shown questions based on their answers. There might have been cases that sojourners have indicated self-employment as a non-working/studying status, thus excluding their participation from certain questions, while they should have been included. If no filters were employed at all, greater participation could have been achieved, but at a lower survey experience for the participants.

Another minor limitation is that more than half (68%) of all participants are female. This creates the possibility that the findings of this research could be less applicable to males. Furthermore, this impacts the reliability of the research and its representation of the population. However, it should be mentioned that all analyses included “gender” as a control value, which should alleviate for this discrepancy.

The same applies for working sojourners being 66% of all participants. This creates the possibility that the findings of this research could be less applicable to international students. This impacts the reliability of the research and its representation of the population. However, it should be mentioned that all analyses included “occupation” as a control value, which should alleviate for this discrepancy.

Next, the nature of online questionnaires involves participants to self-report on their own behaviour, which might skew the data, as people are prone to exaggeration or social desirability bias, meaning they could answer to what they think is socially acceptable (such as spending too much time on digital media is bad, thus reporting it lower). This has the potential to limit the data’s reliability. It is possible to account for this by inserting questions to detect such answer; however, this would inflate the survey, making it even longer to complete.

A minor limitation is the global scope of the target group. As this survey was interested in recording the preferred platform of users, the generated list was somewhat long, including country-specific platforms that other nationalities might have never even heard of. This can create a feeling that the survey does not apply to the respondent. For future research, it might be better to leave the option

for the participant to manually type what platforms they use. This way it would reduce the volume of the survey as well.

Overall, the answer to whether personality traits strengthen or lessen the relationship between digital media usage and social identification of sojourners is not a simple one, nor concrete. Personality traits played a partial role only with already established, long-term connections back home. How sojourners maintain connection with different groups, however, has proven of significance to how sojourners socially identify themselves. Investigating personality traits as moderator and the international social identity puts this study at the forefront of pushing unknown academic boundaries, establishing foundations for future research into social sciences.

6. References

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Appendix

Appendix A - Demographics: Frequencies of Age

Table 7. Demographics: Frequencies of Age (N=229)

Age	N	Age	N	Age	N	Age	N	Age	N
20.00	4	30.00	9	40.00	4	50.00	2	60.00	2
21.00	6	31.00	8	41.00	5	52.00	3	61.00	1
22.00	12	32.00	6	42.00	6	54.00	1	66.00	1
23.00	11	33.00	8	43.00	1	55.00	1		
24.00	17	34.00	5	44.00	4	56.00	1		
25.00	10	35.00	10	45.00	3	57.00	3		
26.00	14	36.00	5	46.00	6	58.00	1		
27.00	10	37.00	11	47.00	3	59.00	1		
28.00	11	38.00	6	48.00	2				
29.00	8	39.00	5	49.00	1				

Appendix B - Moderation analyses

Table 8. Moderation analysis effect of personality traits on Digital Media use with home country and Social Identification with Home country (N = 193)

	B	SB E	b*	t	95 CI
DMU home home	.29	.09	.25**	3.28	[.12, .47]
DMU home host	.06	.09	.05	.63	[-.12, .23]
MPQ Cultural Empathy (CE)	.13	.09	.12	1.41	[-.05, .31]
MPQ Flexibility (FX)	-.16	.08	-.14	-1.94	[-.32, .00]
MPQ Social Initiative (SI)	.19	.09	.17	2.01	[.00, .38]
MPQ Emotional Stability (ES)	.08	.08	.07	.96	[-.09, .25]
MPQ Open-mindedness (OP)	-.12	.09	-.10	-1.22	[-.30, .07]
Interaction DMU home home & MPQ CE	-.19	.09	-.17*	-2.13	[-.37, -.01]
Interaction DMU home home & MPQ FX	-.26	.10	-.22*	-2.74	[-.45, -.07]
Interaction DMU home home & MPQ SI	-.05	.10	-.04	-.52	[-.25, .15]
Interaction DMU home home & MPQ ES	.22	.08	.21*	2.70	[.06, .39]
Interaction DMU home home & MPQ OP	-.01	.11	-.01	-.08	[-.22, .20]
Interaction DMU home host & MPQ CE	-.05	.10	-.04	-.50	[-.24, .15]
Interaction DMU home host & MPQ FX	.12	.10	.10	1.30	[-.06, .29]
Interaction DMU home host & MPQ SI	-.01	.11	-.01	-.13	[-.22, .19]
Interaction DMU home host & MPQ ES	-.17	.11	-.14	-1.61	[-.38, .04]
Interaction DMU home host & MPQ OP	.03	.10	.03	.31	[-.17, .23]
Controls					
Gender	.34	.17	.14	1.97	[-.00, .68]
Age	-.01	.01	-.06	-.62	[-.03, .01]
Language proficiency	.05	.04	.08	1.09	[-.04, .13]
Peer language	.02	.20	.01	.12	[-.37, .42]
Peer nationality	-.29	.38	-.06	-.77	[-1.05, .46]
Current stay	.00	.00	-.02	-.22	[-.00, .00]
Education	-.13	.17	-.06	-.78	[-.47, .20]
Occupation	.17	.21	.07	.84	[-.24, .58]
Intercultural Training	-.24	.19	-.0	-1.30	[-.61, .12]
Model fit	R ² = .24, F (26, 166) = 3.38, p < .001				

Note. DMU home home = Digital Media Use with members of the home country located in the home country, DMU home host = Digital media use with members of the home country located in the host country

*p < .05

** p < .001

Table 9. Moderation analysis effect of personality traits on Digital Media use with Host country and Social Identification with Host country (N = 193)

	B	SB E	b*	t	95 CI
DMU host	.26	.08	.24**	3.074	[.09, .43]
MPQ Cultural Empathy (CE)	-.01	.09	-.01	-.056	[-.18, .17]
MPQ Flexibility (FX)	-.02	.08	-.02	-.192	[-.17, .14]
MPQ Social Initiative (SI)	-.08	.10	-.07	-.801	[-.26, .11]
MPQ Emotional Stability (ES)	.02	.09	.02	.265	[-.15, .19]
MPQ Open-mindedness (OP)	.00	.10	.00	.024	[-.19, .20]
Interaction DMU host & MPQ CE	-.05	.10	-.04	-.485	[-.25, .15]
Interaction DMU host & MPQ FX	-.01	.08	-.01	-.179	[-.17, .14]
Interaction DMU host & MPQ SI	-.02	.11	-.02	-.218	[-.23, .19]
Interaction DMU host & MPQ ES	.03	.09	.02	.304	[-.15, .20]
Interaction DMU host & MPQ OP	-.09	.10	-.08	-.870	[-.28, .11]
Controls					
Gender	.19	.17	.08	1.068	[-.16, .53]
Age	.02	.01*	.22	2.152	[.00, .04]
Language proficiency	.12	.05*	.20	2.624	[.03, .21]
Peer language	-.06	.21	-.03	-.310	[-.47, .34]
Peer nationality	-.31	.39	-.06	-.807	[-1.07, .45]
Current stay	.00	.00	-.03	-.289	[-.00, .00]
Education	-.20	.17	-.09	-1.194	[-.55, .13]
Occupation	.31	.21	.14	1.451	[-.11, .73]
Intercultural Training	-.07	.19	-.03	-.351	[-.44, .31]
Model fit	R ² = .11, F (15, 177) = 2.60, p = .002				

Note., DMU host = Digital media use with members of the host country

*p < .05

** p < .001

Table 10. Moderation analysis effect of personality traits on Digital Media use with the International Community and Social Identification with the International Community (N = 193)

	B	SB E	b*	t	95 CI
DMU int	.28	.09	.25*	3.33	[.12, .45]
MPQ Cultural Empathy (CE)	-.02	.09	-.02	-.20	[-.20, .16]
MPQ Flexibility (FX)	.08	.08	.07	.95	[-.08, .24]
MPQ Social Initiative (SI)	.01	.10	.01	.13	[-.18, .20]
MPQ Emotional Stability (ES)	.05	.09	.04	.56	[-.12, .22]
MPQ Open-mindedness (OP)	.11	.10	.10	1.14	[-.08, .30]
Interaction DMU int & MPQ CE	-.04	.10	-.03	-.38	[-.24, .16]
Interaction DMU int & MPQ FX	-.07	.09	-.06	-.79	[-.25, .11]
Interaction DMU int & MPQ SI	-.06	.10	-.06	-.65	[-.25, .13]
Interaction DMU int & MPQ ES	-.06	.09	-.05	-.61	[-.23, .12]
Interaction DMU int & MPQ OP	.08	.10	.07	.84	[-.11, .27]
Controls					
Gender	.51	.18	.22*	2.90	[.16, .86]
Age	.00	.01	.01	.07	[-.02, .02]
Language proficiency	.08	.05	.13	1.81	[-.01, .17]
Peer language	-.14	.21	-.05	-.68	[-.55, .27]
Peer nationality	-.29	.39	-.06	-.75	[-1.07, .48]
Current stay	-.00	.00	-.05	-.55	[-.00, .00]
Education	-.18	.18	-.08	-1.01	[-.52, .17]
Occupation	.14	.22	.06	.63	[-.29, .57]
Intercultural Training	-.65	.19	-.24*	-3.40	[-1.02, -.27]
Model fit	R ² = .13, F (20, 172) = 2.45, p = .001				

Note. DMU int = Digital media use with members of the international community

*p < .05

** p < .001

Sojourner Retention

Dear Participant, thank you for showing interest in this research questionnaire.

This survey will be used for Master Thesis purposes of Media, Culture & Society program at Erasmus University Rotterdam. Your effort and participation are highly appreciated!

You are invited to take part in a research survey about your well-being in the country you reside in. The survey can be completed online on a device of your choosing and would take approximately 10 - 15 minutes. There are no known risks associated with this survey. Your participation is completely voluntary and you can withdraw at any time without consequence. Digital data from this research will be stored securely and your responses are strictly confidential. Any research reports that would be made public would not contain any personally identifiable information. If you have questions or want a summary of the research outcomes, you can contact the researcher at the email address below. Please feel free to save a copy of this consent page for your personal records.

This survey saves your progress and does not require completion at one go.

If you have any questions about the survey or the research, contact the researcher at MCS.thesis@gmail.com

Clicking the "I Understand and Agree" button below indicates your consent to participate in this survey.

- I Understand and Agree
 - I Understand and do NOT Agree
-

What country would you designate as your **home** country?

Home country refers to the country with which you identify most, or what you refer to by saying 'I'm going back home'.

▼ Afghanistan ... Zimbabwe

What country do you currently reside in? This country will later be addressed as your **host** country.

▼ Afghanistan ... Zimbabwe

Which of the following best describe your current situation?

- Studying
 - Working
 - Other (looking for a job, spouse of an expat, stay at home parent, etc.)
 - None of the above (tourist, gap year, retired, etc.)
-

The following questions are related to your personal digital media use. Please answer according to what you think best applies to you. There are no right or wrong answers.

How frequently do you use the following digital media for any purposes?

	I do NOT use this media	Very Rarely	Rarely	Somewhat Rarely	Occasionally / Sometimes	Somewhat Often	Often	Very Often
Google+	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qzone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sina Weibo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reddit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Habbo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vkontakte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tumblr	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LinkedIn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RenRen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orkut	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Netlog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hi5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Flickr	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Last.fm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Myspace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DeviantArt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skyrock	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
StumbleUpon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academia.edu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ResearchGate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LiveJournal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goodreads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soundcloud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fetlife	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook Messenger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WhatsApp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wechat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tencent QQ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skype	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Baidu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viber	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pinterest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snapchat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discord	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitch.tv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telegram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you perform the following digital media activities with members of your **home** country ([{\\$e://Field/Home}](#)), who are located in the **home** country ([{\\$e://Field/Home}](#))?

	Very Rarely	Rarely	Somewhat Rarely	Occasionally /Sometimes	Somewhat Often	Often	Very Often
Just browsing profiles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with profiles - tagging, posting, sharing, etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private and/or group text chats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private and/or group voice chat/call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private and/or group video chat/call	<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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read and discuss news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friending strangers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Browsing groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you perform the following digital media activities with members of your **home** country ($\{e://Field/Home\}$), who are **located in the country that you currently reside in** ($\{e://Field/Host\}$)?

	Very Rarely	Rarely	Somewhat Rarely	Occasionally / Sometimes	Somewhat Often	Often	Very Often
Just browsing profiles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with profiles - tagging, posting, sharing, etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private and/or group text chats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private and/or group voice chat/call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private and/or group video chat/call	<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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read and discuss news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friending strangers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Browsing groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you perform the following digital media activities with members of the country you currently reside in ([{\\$e://Field/Host}](#)) ?

	Very Rarely	Rarely	Somewhat Rarely	Occasionally / Sometimes	Somewhat Often	Often	Very Often
Just browsing profiles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with profiles - tagging, posting, sharing, etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private and/or group text chats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private and/or group voice chat/call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private and/or group video chat/call	<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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read and discuss news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friending strangers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Browsing groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you perform the following digital media activities with members of **other** countries, regardless of where they live? (Those who are not from $\{e://Field/Home\}$ or $\{e://Field/Host\}$?)

	Very Rarely	Rarely	Somewhat Rarely	Occasionally/Sometimes	Somewhat Often	Often	Very Often
Just browsing profiles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with profiles - tagging, posting, sharing, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private and/or group text chats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private and/or group voice chat/call	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private and/or group video chat/call	<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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read and discuss news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friending strangers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Browsing groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions are related to how you view yourself. Please answer according to what you think best applies to you. There are no right or wrong answers.

In your own opinion...	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree
When someone criticizes $\$e://Field/Home$, it feels like a personal insult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't act like the typical person from $\$e://Field/Home$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm very interested in what others think about people from $\$e://Field/Home$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The limitations associated with people from $\$e://Field/Home$ apply to me also.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I talk about people from $\$e://Field/Home$, I usually say "we" rather than "they"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a number of qualities typical to people from $\$e://Field/Home$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The successes of $\$e://Field/Home$ are my successes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a story in the media criticized $\$e://Field/Home$, I would feel embarrassed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When someone praises $\$e://Field/Home$, it feels like a personal compliment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I act like a person from $\$e://Field/Home$ to a great extent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In your own opinion...	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree
When someone criticizes $\$e://Field/Host$, it feels like a personal insult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't act like the typical person from $\$e://Field/Host$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I'm very interested in what others think about people from $\{e://Field/Host\}$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The limitations associated with people from $\{e://Field/Host\}$ apply to me also.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I talk about people from $\{e://Field/Host\}$, I usually say "we" rather than "they"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a number of qualities typical for people from $\{e://Field/Host\}$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The successes of $\{e://Field/Host\}$ are my successes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a story in the media criticized $\{e://Field/Host\}$, I would feel embarrassed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When someone praises $\{e://Field/Host\}$, it feels like a personal compliment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I act like a person from $\{e://Field/Host\}$ to a great extent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

International community refers to the group of people who for various reasons (studies, work, etc.) currently reside in a different country than the one they originally identify as, but are NOT from $\{e://Field/Home\}$ or $\{e://Field/Host\}$

In your own opinion...	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree
When someone criticizes the international community, it feels like a personal insult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't act like the typical person from the international community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm very interested in what others think about members of the international community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The limitations associated with the international community also apply to me

When I talk about members of the international community, I usually say "we" rather than "they"

I have a number of qualities typical for people that belong to the international community

The successes of other members of the international community are my successes

If a story in the media criticized the international community, I would feel embarrassed

When someone praises the international community, it feels like a personal compliment.

I act like a person that belongs to the international community to a great extent

The following questions are related to yourself. Please answer according to what you think best applies to you. There are no right or wrong answers.

I am a person that...	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree
Pays attention to the emotions of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is a good listener	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senses when others get irritated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gets to know others profoundly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoys other people's stories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Notices when someone is in trouble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sympathizes with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets others at ease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works according to strict rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works according to plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works according to strict scheme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Looks for regularity in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likes routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wants predictability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Functions best in a familiar setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has fixed habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes the lead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaves initiative to others to make contacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finds it difficult to make contacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is inclined to speak out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is often the driving force behind things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes contacts easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is reserved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gets upset easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is apt to feel lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeps calm when things don't go well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is insecure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is under pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is not easily hurt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tries out various approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is looking for new ways to attain his or her goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Starts a new life easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likes to imagine solutions to problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is a trendsetter in societal developments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has feeling for what's appropriate in culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeks people from different backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has broad range of interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions are related to your personal feeling of satisfaction. Please answer according to what you think best applies to you. There are no right or wrong answers.

I believe that...	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree
In most ways my life is close to 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"/>

I believe that...

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree
I feel fairly well satisfied with my present studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most days I am enthusiastic about my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Each day of studies seems like it will never end	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find real enjoyment in my studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider my studies rather unpleasant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I believe that...

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree
I feel fairly well satisfied with my present job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most days I am enthusiastic about my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Each day of work seems like it will never end	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find real enjoyment in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider my job rather unpleasant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I believe that...

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree
I will probably look for a new country in the near future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the present time, I am actively searching for another country to move to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not intend to leave \${e://Field/Host}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is unlikely that I will actively look for a different country to move to in the next year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not thinking about leaving \${e://Field/Host} at the present time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How long have you been living in the current country that you reside in ([\\${e://Field/Host}](#))?

Years _____

Months _____

Have you received any intercultural training prior to your arrival in [\\${e://Field/Host}](#)?

Yes

No

Not Sure

What kind of intercultural training prior to your arrival in $\{e://Field/Host\}$ have you received?

Language courses

Intercultural training

Other, namely: _____

What proficiency do you hold in the native language of the country that you currently reside in ($\{e://Field/Host\}$)?

▼ No proficiency ... Native or bilingual proficiency

What is the main working language of your work place

Same as my home country ($\{e://Field/Home\}$)

Same as my host country ($\{e://Field/Host\}$)

Other

What is the main working language of your university

Same as my home country ($\{e://Field/Home\}$)

Same as my host country ($\{e://Field/Host\}$)

Other

What is the nationality of the majority of your peers in your study program?

Same as my home country ($\{e://Field/Home\}$)

Same as my host country ($\{e://Field/Host\}$)

Other/Mixture

What is the nationality of the majority of your coworkers?

- Same as my home country ([{\\$e://Field/Home}](#))
 - Same as my host country ([{\\$e://Field/Host}](#))
 - Other/Mixture
-

What is your gender association?

- Male
 - Female
 - Other, namely _____
-

What is your sexual orientation?

- Heterosexual
 - Homosexual
 - Bisexual
 - Other, namely _____
-

What year were you born in?

▼ 2018 ... 1900

What is your religion?

▼ Christianity (Eastern Orthodox)... I would rather not disclose

How important is your religion to you?

- Extremely important
 - Very important
 - Moderately important
 - Slightly important
 - Not at all important
 - I don't have a religion
-

Please indicate the highest level of education completed.

▼ No schooling ... University (Doctoral or equivalent)

Please indicate your current primary occupation:

▼ Unemployed, looking for a job ... Other, please specify

If you would like to receive a summary of the results of this survey, you can leave your e-mail below.

Note. (`{e://Field/Home}`) and (`{e://Field/Host}`) are Qualtrics syntax. Only the researcher sees them like that. Their functionality is to show to the participant a reminder what they have indicated as a home and host country to avoid confusion.

Appendix D - List of chosen media platforms

