



AN INVESTIGATION OF REPATRIATE ADJUSTMENT AMONG THE ACADEMICS IN SRI LANKA

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ABSTRACT

Repatriation adjustment is a common problem among the academics, where the academics find difficulties in adjusting back to the local context after the international academic assignments. Although this is a pertinent issue, in the extant body of literature investigations are lacking. This paper aims to investigate the factors affecting the repatriation adjustment among the academics in the Sri Lankan context. In addition, this paper investigates whether the proactive personality of academics moderate the impact of the factors affecting repatriation adjustment. For this purpose, 120 academic repatriates have been considered from the Sri Lankan universities. Structural equation modelling has been used to test the hypotheses through AMOS statistical package. Findings of the study suggest adjustment of the academic repatriates to the local context is affected by the individual factors, organizational factors and other factors. Further, personality moderates the impact of these factors on repatriation adjustment. This suggests that, presence of proactive personality facilitate academics to perceive the individual factors, organizational factors and other factors in a favorable manner which would smooth their adjustment process in the local context. The findings provide significant insights for the university administrators to facilitate smooth adjustment of academics to the local context after their foreign assignments. The originality of this paper is on its contribution to the literature by examining the repatriation model of Black et al. that has not been thoroughly analyzed before as a whole. Further, the extension introduced for the model through incorporating personality as a moderator provides a significant contribution to better explain repatriate adjustment phenomenon among the repatriate academics.

Keywords: Repatriation, adjustment, repatriated academics, university

1. Introduction

Repatriation can be considered as a transition from a host country to one's home country after living overseas for a significant period (Adler, 1981; Kulkarni, Lengnick-Hall & Valk, 2010; O'Sullivan, 2002). In the process of repatriation adjustment, repatriates attempt to reduce uncertainty and achieve a degree of fit with the different aspects of the home or organization context (Black, Gregersen, & Mendenhall 1992; Judge, 1994). Managing this process is highly important as ineffective management can cause problems of adjustment which can reduce the performance, motivation and increase the turnover of the employees (Richardson, 2000).

Despite the importance of managing repatriation, it is identified that high percentage of repatriates who return from the foreign assignments find difficulties and remain with low motivation and low performance (Black & Gregersen, 1999; Suutari & Brewster, 2003). Upon repatriation, repatriates find the home context as unfamiliar (Adler, 1981; Lee & Liu, 2007). Literature points out that repatriates encounter certain difficulties when they return back to their home country (Peltonen, 1997). According to a survey, 42% of repatriates consider repatriation as a very difficult experience (Forster, 1994). Repatriation is even more traumatic than moving for a foreign country (Linehan & Scullion, 2002). Some repatriates have stated that returning back to their home country is like going for a completely a strange country (Bossard & Peterson, 2005). When repatriates enter into the home country or organization, they find significant differences to what they expected (Adler, 1981; Cox, Khan & Armani, 2013). Thus, upon repatriation, they may feel they are in a new place, feel uncomfortable and experience uncertainty and low fit with the context (James, 2018). Therefore, it can be identified that the repatriation adjustment is a common problem among the repatriates.

Expatriation and Repatriation is a common phenomenon among the academics. Expatriate faculty can be found in many institutions throughout the world (Richardson, 2000). According to an international survey of the academic profession, carried out under the aegis of the Carnegie Foundation, over half of respondents in ten of the countries studied had made at least one trip abroad for the purposes of research or study. Further, more than half of those who had been overseas had been for one month or more (Boyer et al., 1994). Governments in countries such as Pakistan, Bangladesh, Ghana, Iran and China provide substantial financial support for the university academics to obtain the foreign exposure in teaching and research

(James, 2016; James, 2018). Academics are given opportunities to engage in foreign assignments based on teaching and research for a specific time period in overseas (James, 2016; James, 2018). They are given leave with pay during their stay overseas (James, 2016; James, 2018).

This is a common practice in the academia in Sri Lanka as well. In order to obtain higher world rankings for Sri Lankan universities, and to make the Sri Lanka the knowledge hub in Asia, Sri Lankan government invest more on the development of human capital in academia (HETC, 2013; Samaranayake, 2011). However, upon return to their home university, academics in Sri Lanka encounter adjustment issues (James, 2018). The survey of James (2018) involving 63 Sri Lankan academic repatriates revealed that repatriation adjustment is a significant issue among the academic repatriates in Sri Lanka. Academics upon return feel less fit to the university (James, 2018). During their foreign assignments' academics engage in teaching and research (Garson, 2005). Academic expatriates live and work in new cultural and organizational settings; they adopt new cultural and organizational values and norms to perform well (Richardson and McKenna, 2002; Richardson & Zikic, 2007). However, during the process of repatriation academic repatriates may establish unrealistic repatriation expectation and experience reverse cultural shock which creates academic repatriates to feel uncomfortable and mismatch with their home context (James, 2018).

Although repatriation adjustment issue among the academics is significant, it has not yet been sufficiently discussed in the extant literature (Welch, 1997; Garson, 2005; James, 2018). Particularly, this lacuna exists in the Sri Lankan context (James, 2018). Vidal, Valle and Aragon (2010) emphasized that there is a higher need for enhancing the understanding of the repatriation issues. In order to understand this phenomenon extant literature identifies the factors affecting the repatriation adjustment process of employees (Vidal et al. 2010). In the extant body of literature on repatriation the most influential theoretical model is the one proposed by Black et al. (1999) (Vidal et al. 2010). However, this model has not been investigated sufficiently (Vidal et al. 2010). Further, predominantly this model was tested in US and UK which is not empirically tested in other countries (Linehan & Scullion, 2002; Baruch et al., 2002; Paik et al., 1998; Bossard & Peterson, 2005 as cited in Vidal et al. 2010). Most of the previous investigations have analysed this model partially due to its wide scope (Black & Gregersen, 1991; Black & Kaerinasai, 1994; Gregersen & Stroh, 1997; Vidal et al. 2010). Furthermore, in general, publications on the repatriation adjustment model are

less common and they obtain no homogeneous or consistent results (Black & Gregersen, 1991; Black & Kaerinasai, 1994; Gregersen & Stroh, 1997 as cited in Vidal et al. 2010). Therefore, literature demands more empirical investigations in this regard (Vidal et al. 2010). Present study addresses this lacuna in the extant body of literature regarding the adjustment process and thereby contributes to the existing body of knowledge.

In response to the stated demand in the extant literature, the aim of the present study, is to investigate the repatriation process of academics. This study investigates the post-return adjustment phase which relates to the return of academics from a foreign assignment. As emphasized by James (2018), their study on academic repatriates provides empirical evidence to confirm that repatriation adjustment is a matter for academic repatriates. However, they highlighted the need of further investigation to understand what are the individual-level, group level and organization-level determinants of successful adjustment of academic repatriates. Thus, in response to this present study investigates the factors affecting the repatriation adjustment process among academic repatriates. In addition to these factors which are already present in the model proposed by Black et al. (1999), this study extends the model by incorporating repatriate's personality as a moderating factor which has an impact for individual's adjustment in the repatriation process. Such an investigation is demanded in the extant literature where James (2018) highlighting the unique findings of their study regarding adjustment of repatriate academic, demands that further studies need to be carried out to find how individual factors such as personality would influence the adjustment process of repatriates.

Since repatriation is a process related to adjusting to a new situation in the home country context or organization it is interesting to investigate how personality influence in repatriation adjustment. Although personality is investigated in other domains (e.g., adjustment to unfamiliar work and cultural environments; Wang & Takeuchi, 2007), as per the readings of the author investigations are lacking on the influence of personality differences for the repatriation of individuals. It is identified that the personal characteristics or the cognitive processes in which a person is engaging can influence the ease with which the individual adjusts to a new situation (Eby, 2015). O'Sullivan (2002) proposed a model whereby certain proactive personality characteristics and behaviors may be related to the suitability of the post-return job, repatriate cultural adjustment, and turnover intentions. Cox et al. (2013), suggested in their literature review about repatriation literature that Individual

characteristics may moderate a repatriate's perceptions of repatriation support practices, work expectations, and job satisfaction and personality can be considered as one of these individual characteristics. However, personality has not been investigated as a moderator which influence the impact of individual, job, organizational and other factors on the repatriation adjustment. Therefore, present study contributes to the extant body of knowledge by extending the model of repatriation introduced by Black et al. (1999) incorporating personality as a moderating factor influencing the repatriation adjustment of academics.

2. Literature review

2.1 Academic repatriates

Expatriate academics are defined as professors and non-professorial staff who are part of the research and teaching profession' (Karpen, 1993). They have been employed in an educational institution outside of their country of origin for five years or less and intend to live in that country at least until the end of their working contract (Richardson, 2000). However, James (2018) identified academic repatriates as academics who had been attached to a foreign university or academic institution for more than one year, had been involved in academic activities and, at the survey date, had returned within the past two years.

2.2 Repatriation adjustment

Repatriation is considered as an intra-organizational transition (O'Sullivan, 2002) and the developments of conscious and unconscious anticipations about the new setting (Louis, 1980, p. 336). Repatriation adjustment is the experience of reintegrating their earlier accustomed environment having stayed in different surroundings for a considerable period (Adler, 1981; Kulkarni et al., 2010). Certain studies refer repatriation adjustment to the process of attitude and behavior modification in which the experience of the individual is adapted to match the accepted behavior of the host culture (Berry, 1992). Also, it is defined as the degree of a person's psychological comfort with various aspects of a host country (Black & Gregersen, 1991). Work of adjustment theorists of relocation (Nicholson, 1984) and expatriation (Black, Mendenhall & Oddou, 1991) provides the theoretical underpinning for repatriation.

2.3 Factors affecting repatriation adjustment

There are four main factors which influence individual's repatriation adjustment process. Individual factors, job factors, organizational factors and other factors (Black et al., 1999 as cited in Vidal et al. 2010). In the repatriation adjustment process individual factors facilitate to understand the new situation. Characteristics relating to individuals and their foreign assignment comes under these individual factors. Particularly, factors such as self-efficacy, social capacity and perceptual capacity help individuals to understand and adjust according to the new situation (Vidal et al. 2010). Effect of job factors comes from four main factors. Mainly from the clarity of the tasks to be performed after repatriation, level of freedom or the autonomy in their job after repatriation, to what extent the organization values their international exposure after returning back to the home country and the expected promotions in the job after repatriation (Vidal et al. 2010, 2010; Harvey, 1989; Peltonen, 1997; Bossard & Peterson, 2005).

Organizational factors also determine the level of repatriation adjustment and the key factors under that are repatriation policy, compensation and the training provided upon repatriation (Vidal et al. 2010). Impact of these factors are empirically validated by several scholars (Black et al., 1999; Black & Kaerinasai, 1994; Bossard & Peterson, 2005). Apart from the individual, job and organizational factors there are some other important factors which would impact the adjustment in the repatriation process. Particularly, spouse adjustment, housing condition and the social status matter in fitting to the environment in the home country (Vidal et al. 2010).

2.3 Personality as a moderator of repatriation adjustment

Personality consists of traits, consistent and enduring characteristics or attributes that underlie many individual differences in cognition, emotion, and behavior (Costa & McCrae, 1986). The proactive personality characteristics include extraversion, conscientiousness, and openness to experience, emotional stability, and agreeableness. The proactive behaviors include social networking and network seeking (both aimed at securing repatriation support (Cox et al. 2013). Personality variables influence individuals' abilities to conduct emotional appraisals, motivationally prioritize, and utilize effective coping strategies. Extant literature identifies that several personal characteristics as correlates of adjustment quality. Personal characteristics or the cognitive processes in which a person is engaging can influence the ease with which the individual adjusts to a new situation (Eby, 2015). Personality has been

shown to influence quality of adjustment in other domains of life (e.g., adjustment to unfamiliar work and cultural environments; Wang & Takeuchi, 2007).

3. Hypotheses and model of the research

On the basis of theoretical and empirical studies which are discussed and presented in the literature review, the study draws the following hypotheses and conceptual framework for this research:

H1: Individual factors have a positive impact on repatriation adjustment of academic repatriates

H2: Job factors have a positive impact on repatriation adjustment of academic repatriates

H3: Organizational factors have a positive impact on repatriation adjustment of academic repatriates

H4: Other factors have a positive impact on repatriation adjustment of academic repatriates

H5: Personality of academics moderates the impact of individual factors for repatriation adjustment of academics

H6: Personality of academics moderates the impact of job factors for repatriation adjustment of academics

H7: Personality of academics moderates the impact of organizational factors for repatriation adjustment of academics.

H8: Personality of academics moderates the impact of other factors for repatriation adjustment of academics.

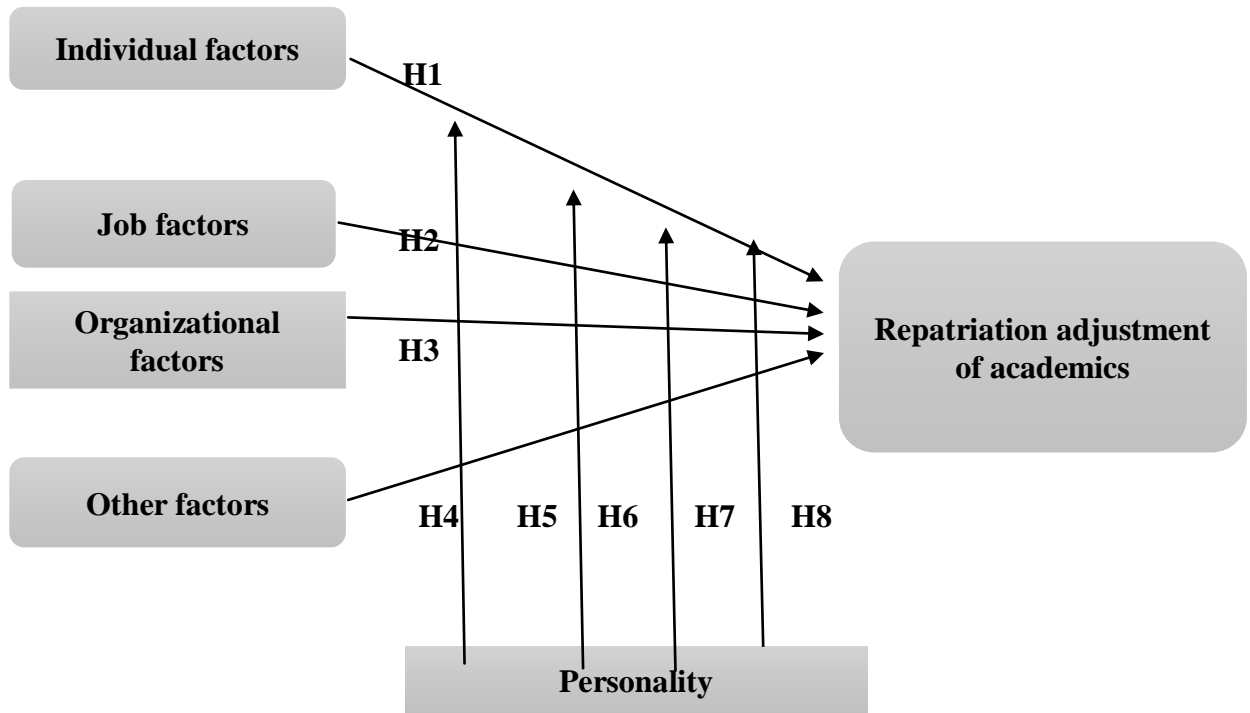


Figure 1: Conceptual framework for factors affecting the repatriation adjustment of academics

4. Methodology

Present study is governed by the positivistic research philosophy and follows quantitative method which is suggested by several scholars (Bryman, 2011; Creswell, 2014; Edmondson & McManus, 2007). Quantitative approach was selected as it allows the researcher to maintain confidentiality and anonymity of the study, employ sophisticated statistical tools to ensure the reliability and accuracy of the findings and allows to generalize the findings (Chang, Witteloostuijn & Eden, 2010; Lindell & Whitney, 2001; Podsakoff, MacKenzie & Podsakoff, 2003; Spector, 2006; James, 2018). This is a cross sectional study with self-reported data. It is stated that self-reported data are much suitable in investigating perceived experiences in the process of employee socialization and adjustment (James, 2018). As the present study investigates the repatriation adjustment process of academics, self-reported data is much appropriate.

Factors affecting repatriation adjustment of academics was investigated to proceed towards a conclusion by adapting the survey strategy. Complying with the rule of thumb of Roscoe's a sample size larger than 30 and fewer than 500 was considered appropriate in the present study. Therefore, 120 was determined as the sample size. The only survey which can be

found regarding academic's repatriation in Sri Lanka has taken 63 Sri Lankan academic repatriates (James, 2018). Thus, a sample of 120 academics is reasonable. The survey was conducted with Sri Lankan academic repatriates who had been attached to a foreign university or academic institution for more than 1 year, had been involved in academic and research activities and, at the survey date, had returned within the past 5 years. The unit of analysis selected in the present study is the individual academic.

120 questionnaires were distributed to academic repatriates by the researcher directly and through personal and professional contacts. 91 responses from academic repatriates were received. The response rate was 75.8 % which is greater than the average rate of 52.5% in organizational research (Baruch & Holton 2008; James, 2018). The measurement instrument for this study is divided into two sections. First section measuring demographic factors and second section measuring other variables. Questionnaire consisted items with a five-point Likert scale (1= not at all adjusted, 5 =totally adjusted). All scales are examined in details at below in Table 1

Table 1: Sources of Measures

Variables	Items	Source
Repatriate adjustment	5	(Black and Kaerinasai, 1994); Suutari and Brewster (2003); Vidal, Valle and Aragon, 2010).
Individual factors	6	(Vidal, Valle and Aragon, 2010).
Job factors	11	(Vidal, Valle and Aragon, 2010).
Organizational factors	3	(Vidal, Valle and Aragon, 2010).
Other factors	3	(Vidal, Valle and Aragon, 2010).
Personality	5	(Ryu, et al., 2003).

Source: Author compiled based on literature

5. Data Analysis

Prior to initiating the analysis, data was screened to assess and fix missing values, univariate and multivariate outliers, data normality, homoscedasticity, homogeneity and data linearity (Tabachnick&Fidell, 1996). According to Malhotra & Dash (2011), random missing values were replaced with 'neutral values' or 'imputed values. Further, Herman's single factor test (Podsakoff et al., 2003) was conducted to ensure that there were no common method biases in the study.

Based on the demographic analysis, 43.7% of the respondents were males while 56.3% were females. In terms of discipline 63.7% belongs to Management, 21.8% belongs to Science and 14.5% belongs to engineering. All the respondents have returned to the home country after the foreign assignment within 5 years' time period. Further, among the academics 27.6% has engaged only in research activities during their foreign assignment while 7.9% has engaged in teaching and 64.5% has engaged in both research and teaching activities.

The data was analysed using the structural equation modeling approach to examine the model and test the hypothesized relationships with AMOS. Goodness of measures was performed to test the validity of measurement instruments, and a structural model was analysed to empirically establish the relationships between the constructs and test the model fit of the hypotheses. Construct validity, convergent validity and discriminant validity was assessed and assured in the present study to ensure the goodness of measures. Cronbach's alpha was tested to ensure the reliability of the measures.

Table 2: Validity and Reliability of measures

Variables	Items	Cronbach's Alpha	Std Factor loading (Min-Max)
Repatriate adjustment	5	0.842	0.524-0.785
Individual factors	6	0.914	0.344-0.847
Job factors	11	0.534	-0.912-0.833
Organizational factors	3	0.821	0.119-0.691
Other factors	3	0.757	0.724-0.944
Personality	5	0.793	0.722-0.900

Source: Survey data

According to table 2, all the variables except the job factors have equaled or surpassed the minimum factor loading threshold level of 0.5 (Hair et al., 2010). All the variables except the job factors met the minimum cut off value of the Cronbach's Alpha ≥ 0.7 (Hair et al., 2010), thereby indicated a satisfactory level of reliability. During the measurement model development, the validity and reliability of each variable was examined and the items which did not meet the threshold level were removed. Since certain items of job factors (1,2,3,4,6,8,9,10,11) did not show satisfactory level of validity such items were not taken for the refined model. As per Matsunga(2010) items with the standardized regression weights which are less than 0.5 needs to be removed. After the removal of the items, the modified measurement model did not exhibit standardized regression weight issues and all the indices of GOF were met satisfactorily as recommended by Hair et al., (2010).

Table 3 GOF Indices for the Final order measurement Model

Incremental Fit		Parsimony-Adjusted measures				
CMIN/DF	GFI	RMSEA	IFI	TLI	CFI	PRATIO
3.748	.782	.113	.782	.751	.796	.820

Source: Survey data

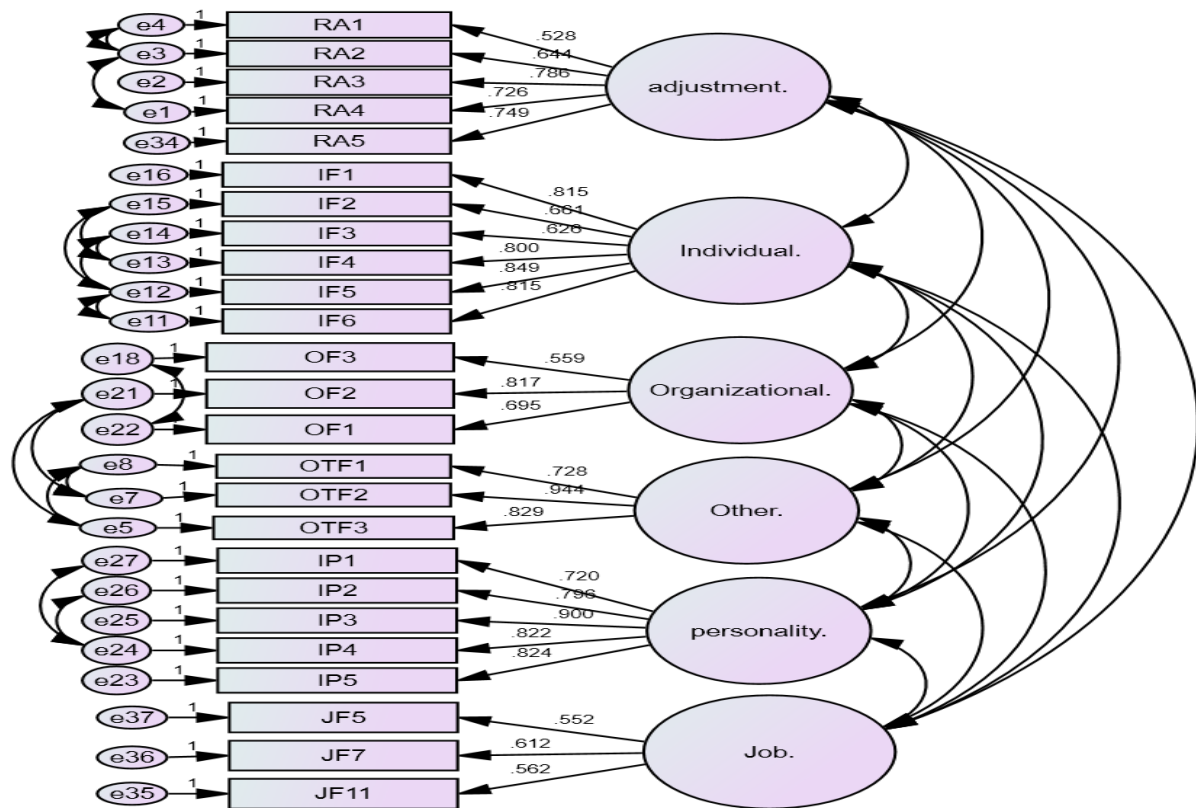


Figure 1: Final order measurement Model

Source: Survey data

Structural model and hypotheses testing

Structural Equation Modelling (SEM) was used to test the hypotheses. First, a model with the direct paths was tested. The overall structural model was assessed for the model fit, and it produced the following value indices. Some researchers (Paswan, 2009) allow values as high as 5 to consider a model adequate fit (Lomax & Schumacker, 2004). Therefore, the structural model in the present study indicated a moderate level of fit.

Table 4: GOF Indices for the Structural Model

Incremental Fit		Parsimony-Adjusted measures				
CMIN/DF	GFI	RMSEA	IFI	TLI	CFI	PRATIO
5.635	.669	.126	.703	.774	.702	.938

Source: Survey data

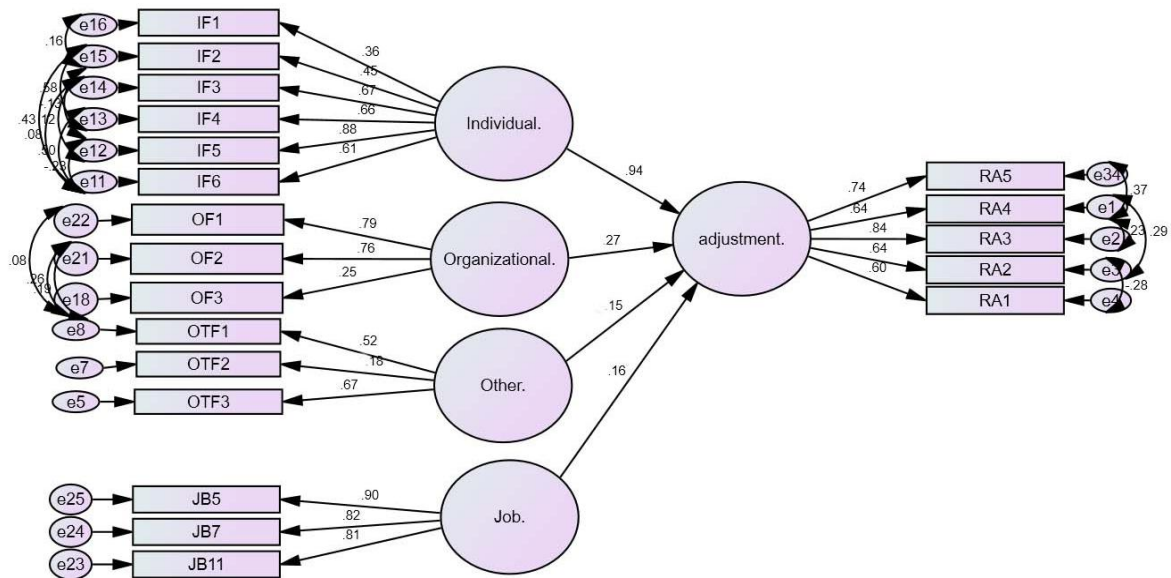


Figure 3 Structural model for the direct relationships

Source: Survey data

Hypotheses from H1 to H4 propose a positive impact from individual factors, job factors, organizational factors and other factors respectively for the repatriation adjustment of academics. The results are reported in Table 5.

Table 5: Hypotheses (H1-H4)

Hypotheses	Beta Value	P value	Decision
Individual factors have a positive impact on repatriation adjustment of academic repatriates (H1)	0.94	.000	Supported
Job factors has a positive impact on repatriation adjustment of academic repatriates. (H2)	0.16	0.214	Not Supported
Organizational factors have a positive impact on repatriation adjustment of academic repatriates. (H3)	0.27	0.000	Supported
Other factors have a positive impact on repatriation adjustment of academic repatriates. (H4)	0.15	0.000	Supported

Source: survey data

Moderating effect of Personality

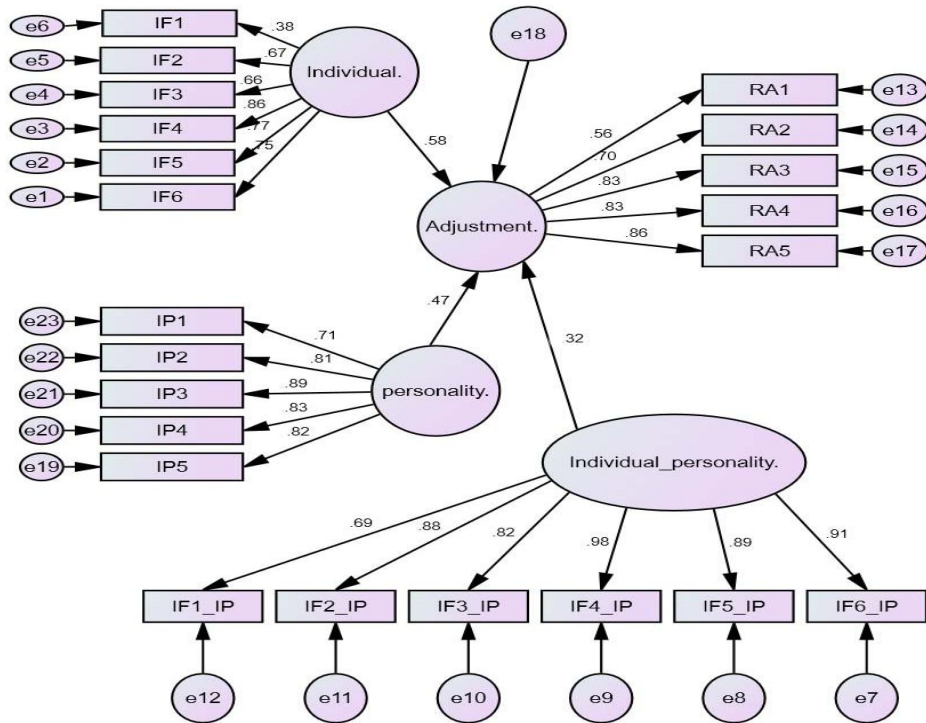
This study also examined the moderating effect of personality on the repatriation adjustment of academics. Since all the variables were continuous, an interaction method which is suitable for the analysis was followed (Henseler & Chin, 2010). All the models were assessed for the model fit, and it produced adequate level of fit for Incremental Fit and Parsimony-Adjusted measures. The results for the hypotheses H5 to H8 are given in table 6.

Table 6 Hypotheses (H5-H8)

Hypothesis for moderator effect	Beta Value	P value	Decision
Personality of academics moderates the impact of individual factors for repatriation adjustment of academics (H5)	0.32	0.000	Supported
Personality of academics moderates the impact of job factors for repatriation adjustment of academics (H6)	0.09	0.143	Not Supported
Personality of academics moderates the impact of organizational factors for repatriation adjustment of academics (H7)	0.15	0.021	Supported
H8: Personality of academics moderates the impact of other factors for repatriation adjustment of academics. (H8)	0.34	0.000	Supported

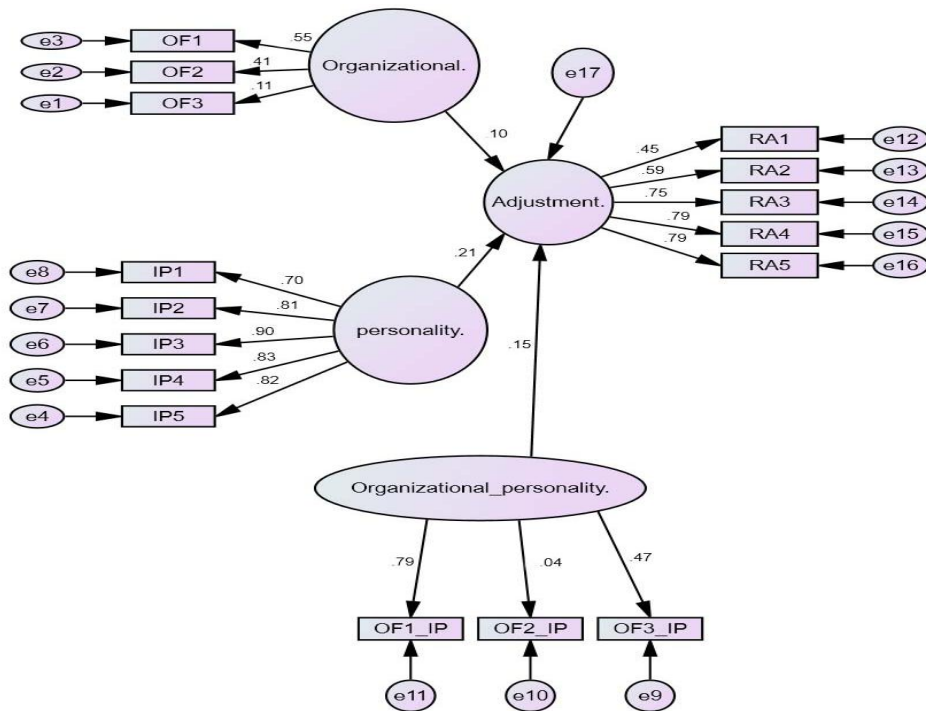
Source: survey data

The structural models for the moderating hypotheses are given below.



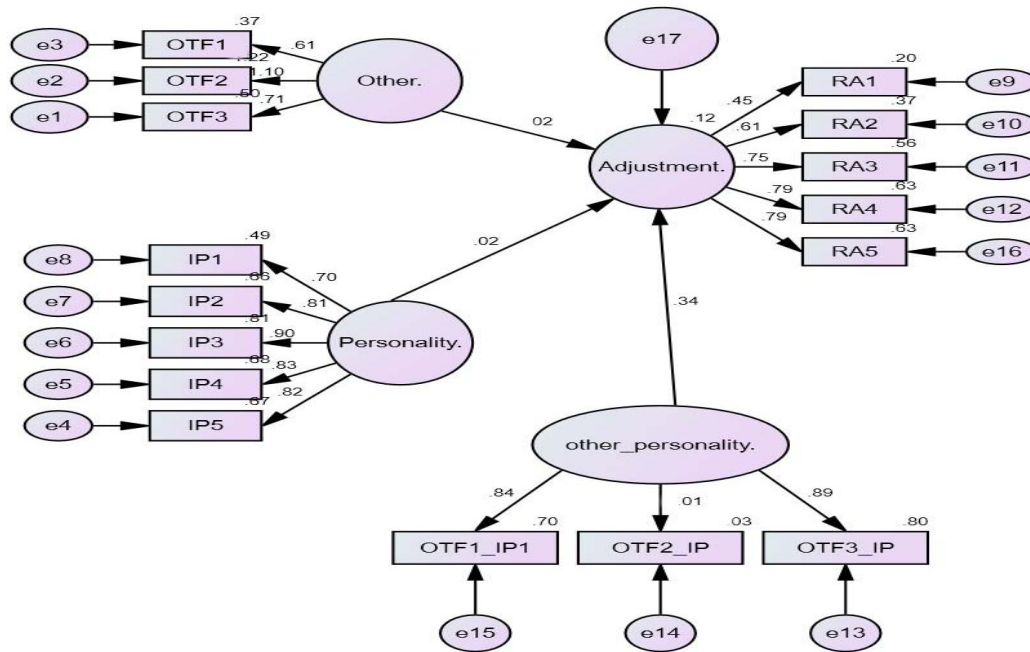
Source: survey data

Figure 4 Structural Model for the Moderating effect of personality on the individual factors and repatriation adjustment



Source: survey data

Figure 5 Structural Model for the Moderating effect of personality on the organizational factors and repatriation adjustment



Source: survey data

Figure 6 Structural Model for the Moderating effect of personality on the other factors and repatriation adjustment

6. Discussion

In the extant body of literature, it is identified that the repatriation process among the people needs to be further investigated (Bonache et al., 2001; Suutari & Brewster, 2003). Although most influential proposed model for analyzing repatriation adjustment is Black et al. (1999), yet it is not thoroughly analyzed in different contexts. Thus, the aim of this study has been to test the model and its applicability to the Sri Lankan academic repatriates, which has not been previously done. In addition, this study proposed personality as a moderator to investigate how the repatriation adjustment would vary depending on the personality of academics. Thereby, present study investigated an extended version to the initial model proposed by Black et al. (1999).

Findings of the present study relating to the impact of individual factors on repatriation adjustment confirms previous empirical evidence (Vidal, Valle and Aragon, 2010; Black et al., 1999; Black & Gregersen, 1991; Gregersen & Stroh, 1997; Suutari & Välimaa, 2002). As confirmed by previous studies in the repatriation adjustment process, individual factors facilitate to understand the new situation. Particularly, factors such as self-efficacy, social

capacity and perceptual capacity help individuals to understand and adjust according to the new situation (Vidal, Valle and Aragon, 2010). Thus, the finding of the present study suggests that academics with favorable individual factors such as high self-efficacy, high perceptual and social capacity would enable them to better understand the local situation upon their return and would make the adjustment process much smoother.

Impact of the organizational factors on repatriation adjustment is also empirically validated by several scholars (Black et al., 1999; Black & Kaerinasai, 1994; Bossard & Peterson, 2005). It is identified that organizational factors such as repatriation policy, compensation and the training provided upon repatriation determine the level of repatriation adjustment (Vidal et al. 2010). Thus, the finding in the present study suggests that academic's expectations about the compensation and training that they would receive upon their return would facilitate in adjusting for the local situation upon return.

Finding of the present study related to the impact of other factors on repatriation adjustment also confirms previous empirical findings. It is identified that other factors such as spouse adjustment, housing condition and the social status matter in fitting to the environment in the home country (Vidal et al. 2010; Black et al., 1999; Black & Gregersen, 1991). Thus, in the context of the repatriate academics, the other factors influence in adjusting to the local context.

However, impact of the job factors on academic's repatriate adjustment was not supported in the present study. Although previous empirical evidence confirms that job factors have an impact on the employee's repatriation adjustment (Vidal et al. 2010; Harvey, 1989; Peltonen, 1997; Bossard & Peterson, 2005), it can be said that in this context of academics the impact of job factors is not influencing for their adjustment to the local context. This finding can be attributed to the nature of the job of the academics where, throughout their career they enjoy a very high level of independence and autonomy (Lewis, Agarwal & Sambamurthy, 2003). Thus, it can be interpreted that academics do not have to worry about the influence of the job characteristics upon their return. Further, as stated by Vidal et al. (2010), these factors would vary depending on the context particularly in non US context. Since the present study investigates the factors affecting the repatriation adjustment of academics in Sri Lankan context, job factors may not have any impact for repatriation adjustment due to the contextual differences.

A unique finding of the present study is the moderating effect of personality on the repatriation adjustment. Although personality has not been investigated as a moderator of repatriation adjustment, it is stated in the literature that certain individual characteristics such as personality may result in better repatriation adjustment (Cox et al. 2013). Thus, according to the findings of the present study it can be identified that proactive personality may strengthen the impact of individual, organizational and other factors on the repatriation adjustment. Based on the findings of the present study it can be reasoned out that proactive personality would enhance the individual factors such as self-confidence, perceptual capacity which is required for better adjustment to the local context. Further, based on the findings it can be reasoned out that proactive personality would make the repatriates to perceive organizational factors such as university policies in a favorable manner which makes their adjustment process smoother. Moreover, personality enable repatriates to perceive other factors such as spouse adjustment and social status in a more favorable manner, thus making the adjustment to the local context much easier.

However, according to the findings, personality does not moderate the impact of job factors on repatriation adjustment. This suggests that having a proactive personality would not have any influence on strengthening the impact of job factors on their adjustment. This can be reasoned out based on the nature of the job of academics explained above and the contextual differences.

7. Limitations, Implications and Future research

The results of the study must be interpreted in light of its limitations. Since the present study is a cross-sectional study, findings must be interpreted cautiously as repatriation adjustment varies as time passes. In order to overcome such limitations, it is suggested for future researchers to consider a longitudinal study. Further, a significant finding of the present study is the moderating role of personality in repatriation adjustment process of academics. However, further investigations are required to understand why job factors do not have any impact on the repatriation adjustment of academics. It is suggested to conduct a qualitative study to understand how proactive personality moderates the repatriation adjustment and why the personality do not moderate the impact of job factors on repatriation adjustment of academics.

This study contributes to the extant body of literature in several ways. First, present study extended the repatriation model proposed by Black et al. (1999) by introducing personality as a moderator. As stated by Vidal et al. (2010) and Shaffer et al., (1999) the model proposed by Black et al. (1999) should not be considered as it is and introducing any moderators to it would enhance the predictive validity of the model. Thereby study provided a better understanding on how the impact of individual, job, organizational and other factors would vary when repatriates have positive personality. Secondly, this study contributes by investigating the repatriation adjustment process as it is identified that there is a lacuna in studies which investigates how academics adjust when they return back to their home country upon completion of foreign assignments on research and teaching (James, 2018). Thirdly, this study addressed one of the main limitations of the initial model proposed by Black et al. (1999). As emphasized by Vidal et al. (2010) this model is not that valid for non-US contexts, and further research is demanded in nonUS context. Since the present study investigated the repatriate adjustment model in Sri Lanka, the findings of the present study contribute to enlighten the understanding on what factors impact forthe repatriation adjustment in non-US context.

The findings of the present study has significant managerial implications. Particularly, for the university administrators to facilitate for a smooth adjustment for academics upon their return after a foreign assignment. The study shed light on shaping academic's individual factors upon return so that they would understand the local environment much better. Thus, university administrators need to enhance the individual factors of academics such as self-efficacy and social capacity. In addition, university administrators need to focus on redesigning the university policies, promotion systems and shaping the academic's personality to facilitate the adjustment process upon return after a foreign assignment. Further, the study provides significant insights for university administrators, heads of faculties and departments to provide more opportunity for academics to balance out their personal life and family life upon return. So that academic repatriates would perceive spouse adjustment, housing conditions in a more favorable manner which make the adjustment process smoother. Further, promoting positive personality and shaping them is much

essential as it influence the way the academics perceive the influence of individual, organizational and other factors.

8. Conclusion

The findings of the study shed lights on the factors affecting the repatriation process of the academics. Accordingly, it can be concluded that adjustment to the local context upon return after a foreign assignment is affected by the individual factors, organizational factors and other factors. Further, these factors are moderated by the proactive personality of the academic repatriates. Which suggests the presence of proactive personality would facilitate academics to perceive the individual factors, organizational factors and other factors in a favorable manner which would smooth the adjustment process. However, the presence of proactive personality would not have any impact on perceiving the influence of job factors in a favorable or unfavorable manner which in return would not have any impact to make the repatriation adjustment process smooth. This paper suggests the need for rethinking and demands further investigations why the personality would not have any influence for the impact of job factors on the repatriation adjustment process. The findings of this study are much significant as the factors affecting repatriation adjustment of academics have not been sufficiently investigated, even though adjusting back to the local context after a foreign assignment is a pertinent issue among the repatriated academics in Sri Lanka. This study has significant managerial implications particularly, for the university administrators in redesigning the university policies, promotion systems and shaping the academic's personality to facilitate the adjustment process upon return after a foreign assignment.

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