

Explore The Mediation Effects Of CQ, Self-Consciousness And Self-Reflection On The Process Of Culture Shock To Life Satisfaction For Chinese International Students In Thailand

Zhan Sun¹, Tiantong Yuan^{2*}, Cheng-Chung Wu³ and Yiming Qu²

¹ Department of Digital Humanity College, King's College London, London, UK

² Department of Business Administration, International College, Krirk University, Bangkok, Thailand;

³ Department of Business College, Jiaying University Nanhu College, Zhejiang, China

E-mail: Tiantong0910@Gmail.com

*Corresponding author

Article History: Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 10 May 2021

Abstract: International students may face more pressure due to cultural differences that cause culture shock, which generates many thought-provoking phenomena. Not only the negative misunderstanding evaluation of the international students, but some of them may also be put into danger or even life-threatening because of lacking overseas culture knowledge. This research aimed to help international students overcome the dissatisfaction of life, which caused by conflicts between self-consciousness and new information under the previous personal schema. It takes time for the personal schema to adjust to processing new information which appears in culture shock. Meanwhile, the research shows that adjust self-consciousness timely accord to environment changes can improve the satisfaction of life through continually self-reflection, whereby providing a new path for international students to ultimately improve overseas life satisfaction. The research was Structural Equation Model to analysis cross-sectional data collected with judgment sampling method from Chinese international students study in Study Abroad through Chinese Program (SACP), to verify the proposed model. Chinese international students had studying experience in Thailand universities from 6 months to 3 years. The result shows that CQ plays a positively moderate role in the process of self-consciousness to self-reflection. Besides, this study mainly discusses the importance of improving self-consciousness and self-reflection for international students to live abroad, which is rarely mentioned before. The findings of this research show that international students need CQ training to help to adjust their personal schema so that they can integrate into the local life faster and find orientation in the heterogeneous culture.

Keywords: Personal Schema, Self-Consciousness, Self-Reflection, Culture Shock, Cultural Intelligence (CQ) Life Satisfaction, Study Abroad through Chinese Program (SACP)

1. Introduction

Personal schema is the basic model of human cognitive which has significant effects on information processing (1). Although this application is unconscious and automatic, it still plays an essential auxiliary role in human's reactions to consciousness, judgment, and behaviors (2). Whereas the international students will contend with the impact of subculture in host country -- the novel social, new educational system, strange lifestyle, different behavior and communication ways and so on (3). When the previous information processing mode that established by personal schema, it has a conflict with new information, which leads to a sense of anxiety. In the process of handling information, people tend to selectively accept that information which consistent with schema or contact the content in new information which is similar to the previous one. That means it may add features mistakenly that the new objects do not have, even deteriorate the previous stereotype (4). Culture shock will deteriorate this conflict (5). The culture shock has four stages, starting from Honeymoon Phase, Rejection Phase, Regression Phase, then enter Recovery Phase. Being in the stage of rejection phase for a long time obviously has a negative impact on international students that could cause homesick, depressed and helpless (5), and maybe lost in the heterogeneous culture (6). So as to affect their life satisfaction (3). Because of the above-mentioned phenomena, international students may contend with more stresses, with relatively rare helpful access and psychological support (7). and the pressure brought by culture shock will significantly reduce the life satisfaction of international students. So that we need to pay more attention to the impact of culture shock on them (8), and take necessary measures to help them shorten the Rejection Phase to entry the Regression Phase, then reach the Recovery Phase. Those people who cultivate a sense of adaptation have abilities to navigate the cross-culture effectively on life and feel comfortable in the new culture (9). Therefore, entering the Regression or Recovery Phase to establish the cultural adaptation is feasible to get along with this heterogeneous cultural environment in a more harmonious way (10).

Meanwhile, happiness requires total satisfaction in their life (11). Shin and Johnson said, satisfaction refers to a cognitive, judgmental process that is related to self-consciousness (12), which means, adjusting self-consciousness according to the environment has a positive effect on improving life satisfaction. In fact, self-consciousness is essentially a different behavior and lifestyle, and it is not only a tool, but also a goal in psychoanalysis (13). That means it needs a long-term development whereby self-reflection plays a vital role in this process which enables the person to recognize their unconscious thoughts, motivates, and defenses gradually (13). However, the main purpose is to stress the value of “getting in touch with oneself” and recognizing how one’s behavior affects others (13). Through the adjustment of self-reflection international students could recognize the connection with the different culture and reaction with local residences by osmosis, to integrate into this cross-cultural environment, in order to reduce the effects such as being rejected by, or rejecting, members of the new culture, or surprise, anxiety, even disgust, and indignation after becoming aware of cultural differences, so as to help them adapt the new culture and improve their own satisfaction of life (3, 5, 9).

Research shows that Culture Intelligence (CQ) has a significant positive effect on the people who stay overseas (14). However, whether CQ has an impact on self-consciousness and self-reflection to moderate the process in a cross-cultural environment. This research explores the moderate influence of CQ to help international students adapt to the cross-culture environment better and find their own position in the heterogeneous culture, so as to improve the satisfaction of overseas life. According to Nyborg (15), for pro-environment behaviour, incentive mechanism is a very important factor. But many times, when the new groups enter the new environment, for example, when the overseas students enter other countries to study, there is a lack of mutual understanding between the school and the students, and the range of the incentive mechanism does not match the students, which will reduce the intrinsic motivation of students' Pro-environment behaviour (16).

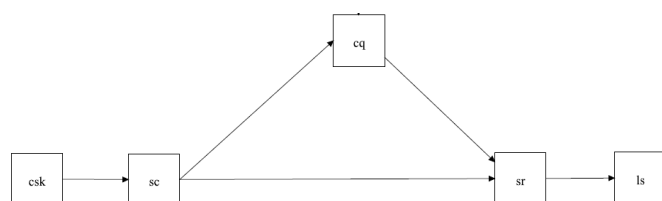


Figure 1. Conceptual Framework

2. Literature review

2.1 Culture Shock and Life Satisfaction

The definition of life satisfaction as the global evaluation of a person’s quality of life base on the person’s own chosen standard (12). So, people with different backgrounds and ethnic have their own values and opinions of the traits of “good life” (17). Because of accumulated pressure or negative effects caused by culture shock, international students’ evaluate of life satisfaction shows a reducing tend (17). And the research shows that although the problems faced by international students are different, they are all rooted in the difficulties of living in a foreign culture, and all of them related to the lifestyle before going abroad (5). Therefore,

H1: Culture Shock had a negative effect on International Students’ Life Satisfaction.

2.2 Culture Shock and Individual Schema

(Self-Consciousness and Self-Reflection)

The selective acceptance of new information by self-consciousness base on the previous personal schema (2). Schema is a information processing model that helps people to deal with the similar information automatically. However, different cultural cognitive will generate the culture shock that causes conflicts with original information processing mode to put life pressure on foreigners in the host country (3). As a result, forcing international students’ entry into the rejection phase of cultural shock ahead of time. However, those students can also find their orientation during the process of developing self-consciousness (18, 19), so as to narrow the gap from Rejection Phase to Regression Phase and Recovery Phase. Meanwhile, through self-reflection to promote imperceptibly aware of the similarities with the home-country and host-country to establish the connection between these two cultures (13, 19). The strengthening of this connection can help to alleviate the impact of maladjustment (20), and reducing their resistance to cross-culture to improve their adaptation to local life (9), helping international students effectively integrate into cross-culture effectively to increase the satisfaction of life (19). Therefore,

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H2: Culture Shock had a positive effect on International students' Self-Consciousness.

H3: Self-Consciousness had a positive effect on International students' Self-Reflection.

H4: Self-Reflection had a positive effect on International students' Life Satisfaction.

In addition, study shows that self-consciousness is not only a tool, but also a goal, which means it needs a long-term development, to stimulate the self-reflection through continuously feedbacks (13). During the period of reestablish self-consciousness, foreigners are more explicit about their orientation in heterogeneous culture. Cultivating the adaptative awareness by construct the connection between host country's culture and home country's culture (9). So as to have abilities to navigate the cross-culture effectively on life and feel comfortable in the new culture (9). Meanwhile, a sense of satisfaction refers to a cognitive, judgmental process that is related to self-consciousness (12, 21, 22). The self-reflection emphasize the interaction and reaction with surroundings to adjust the self-consciousness (13, 18), in order to generate a stronger self-consciousness gradually to perceive the satisfaction on life (12). Therefore,

H5: Self-Consciousness and Self-Reflection had positive chain mediation effects on the relationship between International Students' Culture Shock and Life Satisfaction.

2.3 CQ Mediation Effect

The most important variable involved in this study is Cultural intelligence (CQ). CQ is defined as an ability to operate effectively in a culturally diverse environment and assist foreigners to integrate into cross-culture (23). It is a mental process for individuals to acquire and comprehend cross-culture knowledge which could help them more willing to accept different cultural environments (24). Meanwhile, as a key component in CQ -- cognitive, which is established by self-consciousness, explains the close relation between CQ and self-consciousness (25). The research shows people with high CQ are consciously aware of others' cultural preferences, enable people to identify behaviors generated by a different culture, adjusting their previous cognitive and information through interaction. So as to speed up the process of adapting different cultures by updating self-consciousness (26, 27). Therefore,

H6: CQ had a positive mediation effect on the relationship between international students' Self-Consciousness and Self-Reflection.

In the process of self-consciousness reconstruction, CQ can help foreigners to establish more effective cultural ties between the two countries by consciously perceiving each other's culture, so as to better adapt to the cross-cultural environment and shorten the length of resistance period in culture shock (9). At the same time, people with high CQ will constantly adjust their behaviors and ways of thinking in communication under heterogeneous culture (26, 27). In this process, they have increased the frequency of self-reflection. Through continuous adjustment, they can sense the definition of "good life" in heterogeneous cultures to reduce their discomfort (17). And in the process of continuous improvement of self-consciousness, better perceive their own satisfaction in a cross-cultural environment (12).

H7: SC, CQ and SR had a positive chain mediation effect on the relationship between International students' Culture Shock and Life Satisfaction.

Table 1 Construct Definitions

Construct	Construct definition	Source
Self-Consciousness	Self-consciousness is a central concept in several divergent approaches to behavior and life. In psychoanalysis, increased consciousness of the self is both a tool and a goal.	Fenigstein, Scheier, and Buss (13)

Self-Reflection	Self-reflection, the inspection and evaluation of one's thoughts, feelings and behavior and insight, the clarity of understanding of one's thoughts, feelings and behavior, are metacognitive factors central to the process of purposeful, directed change.	Grant, Franklin, and Langford (28)
Culture Shock	Culture shock is a multifaceted experience resulting from numerous stressors occurring in contact with a different culture.	Ang, Van, Koh, Ng, Templer, Tay (10)
Cultural Intelligence	CQ is defined as an individual's capability to function and manage effectively in culturally diverse settings, CQ is a multidimensional construct targeted at situations involving cross-cultural interactions arising from differences in race, ethnicity and nationality.	Earley, and Mosakowski (25)
Life Satisfaction	Life satisfaction refers to a cognitive, judgemental process, as "a global assessment of a person's quality of life according to his chosen criteria.	Diener, Emmons, Larsen, and Griffin (22)

3. Method

3.1 Samples and data collection

Participants for this research are students who studied at Study Abroad through Chinese Program (SACP) in K and D Universities, Bangkok, Thailand. This research used Judgment sampling methods for sample selection, since the participants are registered students in Study Abroad through Chinese Program (SACP), international college. Study Abroad through Chinese Program (SACP) in Thailand refers to the program that teaching and learning college subjects with mother language, where located in host universities under the host education system. Mother language is Chinese in this case specifically. Authors are personally contacted students from international colleges and distribute printed questionnaires during the class and gave attending students around 20 to 25 minutes to fill questionnaires of this research the study. There are 320 sets of questionnaires in total that were distributed to students in and after class with notification of voluntary participation, and 304 sets of questionnaires were collected. Of this amount, there are 211 surveys were completely filled which the response rate is 65.9%. The author also distribute the same survey through online "Baidu Wenjuanxing" questionnaire platform and collect 76 sets of data. Together, the demographic of the 297 respondents are as followed. There were 206 (69.4%) males and 91 (30.6%) females whose are age of 21.48 (+/- 4.557) years old, and the respondents stay in Thailand for 3 to 36 months with 64.7% of them have had 4 months study experience in Thailand, 95.3% of them are getting their bachelor degree with about 50.4% of the respondents have had study experience other than Thailand. According to statistical analysis, the respondents' proportion of male students is

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higher than female students, while the proportion of students who had 4 months studying experience is significantly higher than students who have had longer studying experience. Almost all students were bachelor students.

3.2 Measurement Instruments

The questionnaire consists five scales, which are Life Satisfaction Scale, Culture Shock Scale, Culture Intelligence Scale, Self-Consciousness Scale, Self-Reflection Scale.

Life Satisfaction of international students was measured by the Satisfaction With Life Scale (SWLS) that developed by Diener, Emmons, Larsen, and Griffin (22). The SWLS included 5 items that measured with seven-point Likert scale.

Culture Shock of international students was measured by the Culture Shock dimension under Acculturative Stress Scale, which includes 3 items.

Culture Intelligence of international students was measured by Culture Intelligence Scale (CQS) developed by Ang et al. (29). The Culture Intelligence Scale included four dimensions, which are metacognitive cultural intelligence (4 items), cognitive cultural intelligence (6 items), motivational cultural intelligence (5 items), and behavioral cultural intelligence (5 items), totalled 20 items. The items were measured with seven-point Likert scale originally.

Self-Consciousness of international students was measured by The Self-Consciousness Scale developed by Fenigstein Scheier, and Buss (13), which include 23 items with 3 dimensions which are private self-consciousness, public self-consciousness, and social anxiety. Since the self-consciousness concept in the research does not automatically imply by social anxiety, which means a person may focus attention on himself without experiencing discomfort (13), so social anxiety dimension has been removed, and 18 items that measure an individual on the private self-consciousness and public self-consciousness remained.

Self-Reflection was measured with Self-reflection dimension that listed in the Self-Reflection and Insight Scale (SRIS) proposed by Grant, Franklin and Langford (28).

According to the extent of self-feeling about the items, respondents select from 1 to 6 (strongly disagree, slightly disagree, disagree, agree, slightly agree, strongly agree) respectively, with four control variables that are gender, age, education level, and sustainable education (See [Appendix 2](#) for details).

3.3 Data analysis

This study analyzes the collected data by testing the reliability of each variables' Cronbach's alpha value to determine the adopted measurement tool were reliable as a start. Then, move on ran a correlation test to testify the existence relations among variables with the help of SPSS. Furthermore, the hypotheses and model structure will be testifying through Mplus 8.3 (30, 31).

4. Results

In this study, the scale used to measure five variables are all result with good reliability and validity, since cultural intelligence (CQ, $KMO = 0.888 > 0.7$, Cronbach's alpha $= 0.914 > 0.7$), culture shock (CSK, $KMO = 0.674 > 0.7$, Cronbach's alpha $= 0.715 > 0.7$), life satisfaction (LS, $KMO = 0.792 > 0.7$, Cronbach's alpha $= 0.827 > 0.7$), self-consciousness (SC, $KMO = 0.876 > 0.7$, Cronbach's alpha $= 0.865 > 0.7$), self-reflection (SR, $KMO = 0.899 > 0.7$, Cronbach's alpha $= 0.889 > 0.7$), where all at acceptable level. [Table 2](#) covers the results of correlation analysis, which discloses almost all the measured variables are significantly positively related with each other, which lead our research to further step – regression analysis.

The research was used Mplus to do a maximum likelihood estimation, bootstrap=1000, confirmatory factor analysis to test the construct validity of CQ, CSK, SC, SR, and LS, which aim to investigate the fit between the conceptual model and the actual data, as well as the relationship among each dimensions. In order to test the Chain mediation effects of $SC(M_1)$, $CQ(M_2)$, $SR(M_3)$ on the relationship between $CSK(X)$, and $LS(Y)$, Structural Equation Model was adopted (30, 31). The common indicators used in SEM, such as $\chi^2/df = 7.028$ ($p=0.000$), $RMSEA = 0.163$, $SRMR = 0.071$, $CFI = 0.894$, $TLI = 0.735$, which indicates the model has a relative good fit and the scales has relative good construct validity. According to the standardization model result, SR ($\beta=0.194$, $t=2.285$, $p=0.022$) and CSK ($\beta=0.024$, $t=0.396$, $p=0.692$) had positive effects on LS, but CSK effect on LS was not supported statistical significance. CQ ($\beta=0.258$, $t=3.659$, $p=0.000$) and SC ($\beta=0.593$, $t=10.545$, $p=0.000$), had positive effects on SR, both effects on SR was supported statistically significance. SC had positive effects on CQ ($\beta=0.255$, $t=5.217$, $p=0.000$), which was supported statistically significance. CSK had positive effects on SC ($\beta=0.237$, $t=5.099$, $p=0.000$), which was supported statistically significance.

First of all, direct path of culture shock to life satisfaction was not supported statistically significance ($\gamma = 0.026$, $t = -0.397$, $p = 0.692$), which indicated that culture shock does not Chinese international students' life satisfaction signification, since the sample was selected basically from SACP students, which they are avoid the language barrier that cause the most shock feelings, and Thai culture life dissatisfaction. Then, according to the standardization model result, SR could positive predict life satisfaction ($\beta = 0.194$, $t = 2.285$, $p = 0.022$), CSK could positive predict life satisfaction ($\beta = 0.024$, $t = 0.396$, $p = 0.692$), but CSK effect on LS was not supported statistical significance, which indicated culture shock would increase life satisfaction through SR indirectly. Next, CSK had positive effects on SC ($\beta = 0.237$, $t = 5.099$, $p = 0.000$), which indicated culture shock would increase life satisfaction through SC indirectly. What's more, SC could positive predict SR ($\beta = 0.593$, $t = 10.545$, $p = 0.000$), which indicated culture shock would increase life satisfaction indirectly through SR caused by SC. Finally, based on the standardization model result, SC had positive effects on CQ ($\beta = 0.255$, $t = 5.217$, $p = 0.000$), CQ could positive predict SR ($\beta = 0.258$, $t = 3.659$, $p = 0.000$), which indicated CSK caused the positive change of SC, and SC had positive effect on CQ ability, and CQ push the students to do a SR, and eventually increase life satisfaction overall level. Over all, the analysis results indicated that the more culture shock Chinese international students get, the deeper life dissatisfaction they feel, which lead to Chinese international students change of SC and then SC cause SR, and CQ skills plays an important mediation role between SC and SR, which shows increase CQ skills could increase the process from SC to SR, individual schema reinforced, which effect on life satisfaction positively. Last but not least, the chain mediation of SC, CQ, and SR was testified through BOOTSTRAP at 5000 level, with command of CINTERVAL (BCBOOTSTRAP) in order to receive bias-corrected bootstrap confidence intervals for effects' significance.

The direct effect "CSK to life dissatisfaction" was not supported since 95% Confidence Interval is (-0.098, 0.141), and indirect mediation effects of "CSK to SC to CQ to SR and to life dissatisfaction" (path a) was found significantly supported since the chain mediation 95% Confidence Interval is (0.007, 0.056), meanwhile, indirect mediation effects of "CSK to SC to SR and to life dissatisfaction" (path b) was found significantly supported since the chain mediation 95% Confidence Interval is (0.000, 0.009). Additionally, the indirect effect-size separate between two paths are 1 to 9, which minimizing the CQ mediation effect. Once again, this interesting result may cause the special samples that this research selected, which also indicate that Chinese international students in SACP had low level of culture shock and relative high life dissatisfaction, where future researches could study on the difference among different Chinese international students' group with diversity study abroad situations. What's more, a longitudinal study would be applied to different group to seek the students' extent of happiness under through each study abroad situations.

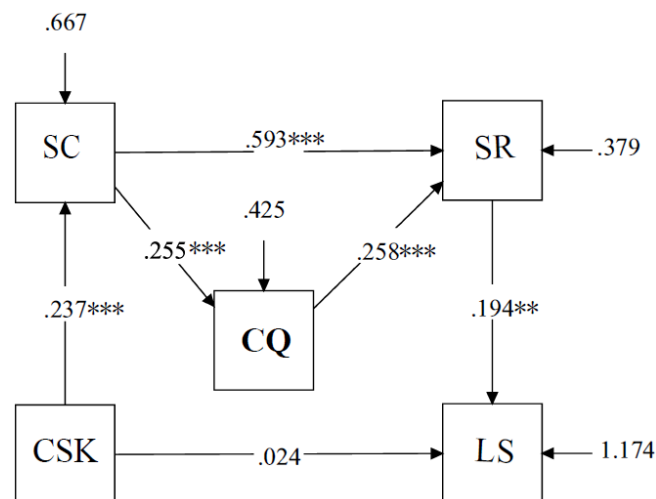


Figure 2. Results of Conceptual Framework

5. Conclusion

This research fully prove the previous hypothesis, find out the factor that affect life satisfaction, which is culture shock, and explain the importance of self-consciousness to life satisfaction, as well as the effect of CQ on the self-consciousness and self-reflection, so as to help more international students understand others culture easily and engage with local life more smoothly.

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In general, the study takes into account the impact of cultural intelligence (CQ) on international students, and illustrates the relationship between self-consciousness and cross-cultural life satisfaction that students who have the developed self-consciousness can frequently perceive the satisfaction of life. The research attempts to prove that adjusting self-consciousness through self-reflection will help international students find their own position in foreign culture faster, and making themselves more adapt to the cross-cultural environment in this process. Meanwhile, research finds CQ has a positive effect on this whole process. Data shows that people with high CQ can adjust self-consciousness more effectively. And in the cross-cultural communication, they will use other's culture consciously and revise it constantly. In short, CQ could help international students integrate into the local environment faster and better.

The author's follow-up research aims to help international students to shape a correct attitude to face those subcultures in time when they are impacted by foreign cultures according to the variables related to their self-consciousness provided in this paper. The next research will also involve the influence of giving international students more exposure to a large amount of information actively or passively that they didn't know before on their life satisfaction and self-consciousness, as well as other related factors.

There are several limitations to be highlighted in this study. The research object is limited to Chinese students in Thailand. Judge that the sampling method may cause sampling deviation. There may be a deviation in respondents' answers to the questionnaire, which may affect the reliability and validity.

Acknowledgements

Thanks for the support of International College, Krirk University. Thanks for the support from SCPA research team and members are Xue Bo, Zhan Sun, Qitao Guan, Xinyue Zhang, Xuan Wei, Hao Liu, Zihao Wang, Jun Wu, Yiming Fan, Yiming Song, Yiming Qu, Yang Shen.

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Appendix 1

Table 2 Correlation matrix on the Student Sample (N=297)

	Mean	Std. Dev.	CQ	CSK	SC	SR	LS	Gender	Age	Work
1. CQ	4.5850	.68903	1							
2. CSK	3.5556	1.19653	.054	1						
3. SC	4.5080	.86546	.320**	.327**	1					
4. SR	4.6617	.85666	.399**	.232**	.666**	1				
5. LS	3.9044	1.09952	.349**	.061	.188**	.157**	1			
6. Gender	1.31	.462	.029	.011	.034	-.004	-.082	1		
7. Age	21.48	4.557	.087	-.008	.052	.081	.026	.060	1	
8. Work	1.47	.539	-.107	.076	.003	.015	-.006	-.012	-.324**	1
9. Edu	2.04	.275	.041	-.030	-.015	-.007	.009	.133*	.395**	-.140*

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

***. Correlation is significant at the 0.00 level (2-tailed).

Appendix 2

Please select from 1 to 6 (strongly disagree, slightly disagree, disagree, agree, slightly agree, strongly agree) respectively, based on the extent of your self-feeling about the items.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6

The Satisfaction with Life Scale (22)

SLS1	In most ways my life is close to my ideal.	1	2	3	4	5	6
SLS2	The conditions of my life are excellent.	1	2	3	4	5	6
SLS3	I am satisfied with my life.	1	2	3	4	5	6
SLS4	So far I have gotten the important things I want in life.	1	2	3	4	5	6
SLS5	If I could live my life over, I would change almost nothing.	1	2	3	4	5	6

Culture Shock – Acculturative Stress Scale (32)

CSK1	I feel uncomfortable to adjust to new foods.	1	2	3	4	5	6
CSK2	Multiple pressures are placed on me after migration.	1	2	3	4	5	6
CSK3	I feel uncomfortable to adjust to new cultural values.	1	2	3	4	5	6

The Cultural Intelligence Scale (CQS) (14)

CQ – Metacognitive

MTC1	I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.	1	2	3	4	5	6
MTC2	I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.	1	2	3	4	5	6
MTC3	I am conscious of the cultural knowledge I apply to cross-cultural interactions.	1	2	3	4	5	6
MTC4	I check the accuracy of my cultural knowledge as I interact with people from different cultures.	1	2	3	4	5	6

CQ – Cognitive

COG1	I know the legal and economic systems of other cultures.	1	2	3	4	5	6
COG2	I know the rules (e.g., vocabulary, grammar) of other languages.	1	2	3	4	5	6
COG3	I know the cultural values and religious beliefs of other cultures.	1	2	3	4	5	6
COG4	I know the marriage systems of other cultures.	1	2	3	4	5	6
COG5	I know the arts and crafts of other cultures.	1	2	3	4	5	6
COG6	I know the rules for expressing nonverbal behaviors in other cultures.	1	2	3	4	5	6

CQ – Motivational

MOT1	I enjoy interacting with people from different cultures.	1	2	3	4	5	6
MOT2	I am confident that I can socialize with locals in a culture that is unfamiliar to me.	1	2	3	4	5	6
MOT3	I am sure I can deal with the stresses of adjusting to a culture that is new to me.	1	2	3	4	5	6
MOT4	I enjoy living in cultures that are unfamiliar to me.	1	2	3	4	5	6
MOT5	I am confident that I can get accustomed to the shopping conditions in a different culture.	1	2	3	4	5	6

CQ – Behavioral

BEH1	I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.	1	2	3	4	5	6
BEH2	I use pause and silence differently to suit different cross-cultural situations.	1	2	3	4	5	6
BEH3	I vary the rate of my speaking when a cross-cultural situation requires it.	1	2	3	4	5	6
BEH4	I change my nonverbal behavior when a cross-cultural situation requires it.	1	2	3	4	5	6
BEH5	I alter my facial expressions when a cross-cultural interaction requires it.	1	2	3	4	5	6

The Self-Consciousness Scale (13)

Private self-consciousness

SCV1	I'm always trying to figure myself out.	1	2	3	4	5	6
SCV2	I reflect about myself a lot.	1	2	3	4	5	6
SCV3	I'm often the subject of my own fantasies.	1	2	3	4	5	6
SCV4	I'm constantly examining my motives.	1	2	3	4	5	6
SCV5	I'm alert to changes in my mood.	1	2	3	4	5	6

Public self-consciousness

SCB1	I'm concerned about the way I present myself.	1	2	3	4	5	6
SCB2	I'm self-conscious about the way I look.	1	2	3	4	5	6

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SCB3	I usually worry about making a good impression.	1	2	3	4	5	6
SCB4	One of the last things I do before I leave my house is look in the mirror.	1	2	3	4	5	6
SCB5	I'm concerned about what other people think of me.	1	2	3	4	5	6
SCB6	I'm usually aware of my appearance.	1	2	3	4	5	6

The Self-Reflection and Insight Scale (28)

Engagement in self-reflection

ESR1	I frequently examine my feelings	1	2	3	4	5	6
ESR1	I frequently take time to reflect on my thoughts	1	2	3	4	5	6
ESR1	I often think about the way I feel about things	1	2	3	4	5	6

Need for self-reflection

NSR1	It is important for me to evaluate the things that I do	1	2	3	4	5	6
NSR2	I am very interested in examining what I think about	1	2	3	4	5	6
NSR3	It is important to me to try to understand what my feelings mean	1	2	3	4	5	6
NSR4	I have a definite need to understand the way that my mind works	1	2	3	4	5	6
NSR5	It is important to me to be able to understand how my thoughts arise	1	2	3	4	5	6

The end of the Questionnaire. Thank you so much for your participation.