

# CHAPTER I. INTRODUCTION

This chapter introduces the research background, problem statement, study purposes, research questions, significance of the study, delimitations and definition of terms in this study.

## Background of the Study

Cross-cultural communication is becoming one of the most important issues for management in Taiwan. It can be described according to the following phenomena.

First, the number of foreign legal residents has increased to 431,285 persons according to the statistic report of National Immigration Agency. Among those foreign legal residents, about 82% are migrant workers (National Immigration Agency, 2007 Sep). The number has been increasing to 355,756 persons since the first introduction of migrant workers in 1992. It has given an impetus to study communication among diverse cultures in Taiwan.

Second, as mentioned in Beamer and Varner (2001), knowledge about intercultural communication at work is not a goal of distant future but a real need now. Because of the higher living standards, better education and social value changes in Taiwan, local labor is unwilling to participate in the jobs migrant workers are doing – those so-called ‘3D jobs’ (蔡明田 and 余明助, 1998). Therefore, the use of migrant workers becomes inevitable for enterprises in Taiwan.

Third, most of the migrant workers in Taiwan are facing difficult working conditions. They are at the lower level of social hierarchy and work for labor-intensive jobs, for instance, construction laborers, manufacturing workers, caretakers, etc (Bureau of Employment and Vocational Training, 2007). In addition to more dangerous jobs, their lower wages, lower welfare and long working hours may cause adaptation difficulties and even social problems (楊明仁等, 1999). In fact, it has been on news that migrant workers escape or even commit crimes kept on breaking out (ex. 2006 高捷泰勞抗暴事件). The present situation may make them more unwilling to commit to the organizations.

Fourth, previous researches about migrant workers in Taiwan emphasize mainly on the empirical studies from different perspectives including the reasons for allowing migrant workers in Taiwan, the influences of migrant workers working in Taiwan (蔡宏進, 1993), some management and policy issues (吳俊明, 2001), job performance and adaptation

problems of migrant workers(余明助 , 1995 ; 趙必孝 , 2000). Most researches concern how migrant workers from various cultures adjust themselves in a foreign environment (adjustment or adaptation issues), but little of them focused on how they communicate cross-culturally. As Ma (2005) emphasized, “cross-cultural communication is actor rather than reactor and may have control over the level and outcome of their cross-cultural adaptation” (p. 209), the maladjustment of migrant workers may come from ineffective cross-cultural communication.

As a result, this study starts from cross-cultural communication perspective instead of adaptation or adjustment to investigate migrant workers’ perception on HR practices and their commitment to the organization.

### **Statement of the Problem**

Communication is crucial especially when people from different cultures work together. A little misunderstanding may cause huge problems in companies.

The permission of migrant workers working in Taiwan started from 1992. For enterprises, the advantage of hiring them is to alleviate the shortage of labor. However, they also face more management problems on migrant workers than local ones. Migrant workers speaking different languages, with different habits, feel difficult to adjust themselves in Taiwan; no mention to deal with countless communication problems they faced. Their facial expressions and gestures become the most important media of communication. But it is unsafe to communicate in a workplace only in this way.

Besides, ineffective communication may make HR practices useless and meaningless. If migrant workers from different cultures cannot understand the practices designed for them, they may feel insecure and unwilling to devote themselves to their jobs, then, not to mention they will commit to the organization. Thus, effective cross-cultural communication may strengthen the efficacy of HR practices and organization commitment of migrant workers. That is, accompanied with better cross-cultural communication in organizations, HR management practices may be more effective and employees’ commitment to the organization will be stronger.

Prior researches support that HR management practices in organizations influence individual employee’s degree of commitment (Bartlett, 2001; Fletcher and Williams, 1996; Meyer and Allen, 1991; Ngo and Tsang, 1998; Paul and Anantharaman, 2003; Varona, 1996;

Weathington and Tetrick, 2000). But few of them focus on the relationship from cross-cultural perspectives and use migrant workers as samples.

As we all know, the advance of technology accelerates people work all over the world, and the number of expatriates and migrant workers are inevitably and rapidly increasing in every country. Thus, the attention of the study is devoted to effectiveness in communicating cross-culturally. Through understanding cross-cultural communication among people from diverse cultures, it would be beneficial for companies composed of diverse employees to adopt suitable HR practices and to increase employees' commitment.

### **Purposes of the Study**

Based on previous statements, the purposes of this study are listed below:

1. To investigate whether migrant workers' perception of HR practices have influence on their affective commitment to the organization, and to understand which HR practices have bigger influences.
2. To investigate whether migrant workers' perception of effectiveness of cross-cultural communication (ECCC) has influence on their affective commitment to the organization, and its direction of influence.
3. To investigate whether the moderating effect of ECCC on the relationship between HR practices and affective commitment exists.
4. To explore whether demographic characteristics of migrant workers in Taiwan have significant differences in their perception of HR practices, ECCC and affective commitment.

### **Research Questions of the Study**

Derived from above research purposes, there are several research questions to be answered in this study:

1. Is there any interrelationship among migrant workers' perceptions on HR practices, ECCC and affective commitment?
2. Do HR practices affect migrant workers' perceptions on affective commitment to the organization?
3. Does ECCC affect migrant workers' perceptions on affective commitment to the

organization?

4. Is the relationship between HR practices and affective commitment moderated by migrant workers' perception on ECCC?
5. Are there significant differences in perceptions on HR practices, ECCC, and affective commitment among different demographic groups (ex, nationality, age, working experience, religion and educational background, etc) of migrant workers in Taiwan?

### **Significance of the Study**

As mentioned in research purposes, this study explores the relationship between HR practices and affective commitment from a perspective – cross-cultural communication which less attention has been paid in Taiwan. The rapid globalization of business and its impact on firms is beyond dispute, since technology makes us live in a global village. The issue of cross-cultural communication is becoming one of the leading management topics. Although foreigners in Taiwan are relatively low than other countries, the trend of working aboard is predictable worldwide. As a result, this study pioneered in the research field of cross-cultural communication in Taiwan.

### **Delimitations**

First, this study is delimited to the investigation of the relationships among HR practices, ECCC and affective commitment (one dimension of organizational commitment) of migrant workers in Taiwan. Other factors correlated to organizational commitment are not within the scope of this study.

Second, sample of the study only include migrant workers from different cultures in Taiwan. Besides, 'HR practices' is one of the independent variables in this study. To understand the influence of HR practices on migrant workers, it is necessary for participants to work in a company or organizational setting. Thus, the participants in the study are delimited to migrant workers in manufacturing industries.

Third, since the majority of the foreigners in Taiwan are migrant workers who are blue collars, the study is delimited to blue collar migrant workers in Taiwan only.

## Definition of Terms

### *HR practices*

Universalistic perspective is adopted in this study. That means some HR practices are universally effective, which can be put into practices in any organizations, including performance appraisal, training, compensation, benefit, development, and communication system, etc. The extent of HR practices including training, performance appraisal, rewards and benefit is evaluated by HR Practices Scale of Snell and Dean (1992) in this study, through five-point Likert scale (5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree).

### *Cross-cultural communication*

Cross-cultural communication in this study refers to a process during which individual communicate with people and groups from different cultural background in different situations

### *Effectiveness of cross-cultural communication*

From a sojourner's perspective, it refers to the ability to successfully achieve task performance and to establish healthy interpersonal relationships. The extent of ECCC is evaluated by Effective Cross-cultural Communication Scale of Ulrey and Amason (2001) in this study, through five-point Likert scale (5 = Always, 4 = Frequently, 3 = Sometimes, 2 = Seldom, 1 = Never).

### *Affective commitment*

In this study, affective commitment is adopted as a measurement of organizational commitment, which refers to feelings and belongingness and sense of attachment to the organization. The extent of affective commitment is evaluated by Affective Commitment Scale of Allen and Meyer (1990) in this study, through five-point Likert scale (5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree).

### *Migrant worker*

The term "migrant worker" refers to a person who is engaged or has been engaged in a remunerated activity in a country of which he or she is not a national. In this study, migrant

workers are the foreigners permitted to be introduced to work by Council of Labor Affairs (2008) for the work prescribed in Sub-paragraph 7, 8 and 9, Paragraph 1, Article 43, Employment Service Act.

## **CHAPTER II. LITERATURE REVIEW**

This chapter reviews the literature regarding affective commitment, HR practices, cross-cultural communications, effectiveness of cross-cultural communications and related individual factors as well as migrant workers policy in Taiwan.

### **Affective Commitment**

This part introduces Allen and Meyer three-component model of organizational commitment and specified affective commitment as a measurement of organizational commitment in this study.

#### *Organizational commitment*

Organizational commitment has been defined and measured in many different ways (Meyer and Allen, 1991). The definitions of organizational commitment varied owing to researchers' viewpoints from different angles and levels over the years. This lack of consensus of the definition made organizational commitment being conceptualized as a multidimensional construct by many researchers (Boles, Madupalli, Rutherford and Wood, 2007; Cohen, 1996; Emmerik and Sanders, 2005; Meyer and Allen, 1991; Meyer and Herscovitch, 2001; Suliman and Iles, 2000; Swailes, 2002).

#### *Allen and Meyer three-component model of organizational commitment*

One of the most accepted and recognized model is three-component model of organizational commitment (Allen and Meyer, 1991). It is now fairly well established in the commitment literature (Boles et al., 2007; Cohen, 1996; Emmerik and Sanders, 2005; Meyer and Herscovitch, 2001; Suliman and Iles, 2000; Swailes, 2002). Allen and Meyer (1991) defined organizational commitment as a psychological state (mind-set) that binds the individual to the organization (for example, makes turnover less likely). It is a multidimensional work attitude that concerns the bond between the employee and their employing organization. They argued that commitment has at least three separable dimensions reflecting (a) a desire (affective commitment), (b) a need (continuance commitment), and (c) an obligation (normative commitment) to maintain employment in an organization. The primary behavioral consequence of all three mind-sets is the same -

continued employment.

#### *Affective commitment/ a desire*

Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization. It is based on acceptance of and belief in the goals of an organization or group. Employees with a strong affective commitment continue employment with the organization because they *want* to do so.

#### *Continuance commitment/ a need*

Continuance commitment refers to employee's awareness of the costs associated with leaving the organization. It is based upon socio-economic factors. Employees whose primary link to the organization is based on continuance commitment remain because they *need* to do so.

#### *Normative commitment/ an obligation*

Normative commitment refers to employee's feeling of obligation to continue employment. It is based upon feelings of loyalty and obligation. Employees with a high level of normative commitment feel that they *ought* to remain with the organization.

#### *Affective commitment as a measurement of organizational commitment*

Affective commitment, which refers to feelings and belongingness and sense of attachment to the organization, is considered to be a more effective measure of organizational commitment than the other two types of commitment – continuance and normative in the model of Meyer and Allen (1991).

For reviewed articles, Meyer and Herscovitch (2001) reviewed existing researches suggesting that, compared to continuance and normative commitment, affective commitment correlates significantly with a wider range of 'outcome' measures and correlated more strongly with any given outcome measure. Swales (2002) also examined the efforts of some classic research approaches from 1985-1992 and found that the evidence for a strong positive link between commitment and performance or between commitment and job satisfaction is patchy. But for the affective commitment, the evidence of significant positive links with performance can be found (Baugh and Roberts, 1994).

For empirical studies, Mayer and Schoorman (1992) observed that value commitment



(affective commitment) correlated more strongly than continuance commitment with all behavior and performance measures with the exception of turnover. Suliman and Iles (2000) used full-time employees from three managerial levels in Jordan as sample. A result of affective commitment is more strongly related to employees' job performance than continuance and normative commitment is found. As for the relationship between satisfaction and affective commitment, Boles et al. (2007) examined on salesperson in US and found males' satisfaction with pay is strong and positively related to affective commitment.

Besides, the research of Cohen (1996) on nurses also provided evidence that, nurses with higher levels of affective commitment to their work, their job and their career exhibit higher levels of continuance and normative commitments. Since affective commitment appears to directly influence outcome measures (i.e. performance, turnover) and indirectly influence the other forms of commitment (continuance and normative commitments), Boles et al. (2007) focused on affective commitment to measure organizational commitment as well. Emmerik and Sanders (2005) also used affective commitment to explore its relation with the perception of psychological contract breach in different groups of employees.

One of the recommendations Meyer and Herscovitch (2001) provided for management in their study is "Whenever possible, it is desirable to foster affective commitment" (p.323). Therefore, according to above arguments, the study will focus on affective commitment to examine the extent of organizational commitment of migrant labor.

Moreover, employees have higher continuance commitment is because of their awareness of the costs associated with leaving the organization and then choosing to stay in the company. This employees' lacking of alternatives was included by Meyer and Allen (1991) as a basis for the development of continuance commitment. Yet, according to the law and regulation in Taiwan, migrant labor can only work in Taiwan for seven years at most. Migrant labor cannot voluntarily choose to stay in Taiwan by their free will. Thus, it is merited to banish continuance commitment from this study.

## **Human Resource Practices**

This part introduces different HR practices perspectives, the relationships between HR practices and organizational commitment, and what practices will be included in this study.

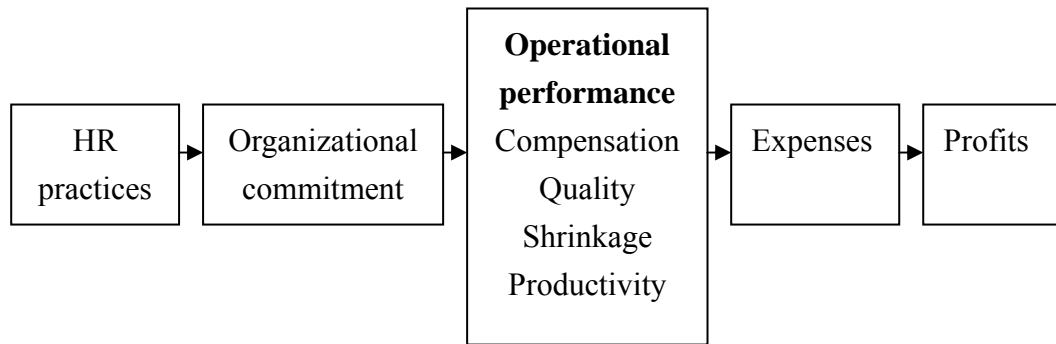
### *Three perspectives of HR practices*

When it comes to HRM, there may be a list of practices, a measure of strategic fit or some sort of configuration of practices (Guest, 2001). It is essential to measure HRM outcomes to understand how HR practices impacts on performance. Researchers have different viewpoints on which HR practices can help accelerate company's performance. According to Delery and Doty (1996), it can be basically divided into three perspectives: universalistic, contingency and configurational perspectives. For universalistic perspective, some HR practices are universally effective, which can be put into practices in any organizations. Organizations which adopt these best practices will gain bigger profits. For contingency perspective, the effective HR practices are contingent upon the strategy of organization. Organizations which adopt HR practices appropriate for its strategy will have higher performance. For configurational perspective, HR practices should not only fit with organizational strategy but also fit between each other and the configuration of HR practices to enhance performance. In this study, organizational strategy is not included in the research structure, thus a universalistic perspective is employed.

### *Relationship between HR practices and organizational commitment*

Many existing researches suggest a positive relationship between HR practices and performance (Delery and Doty, 1996; Huselid, 1995; Shih, Chiang and Hsu, 2006; Wright, Gardner and Moynihan, 2003; Wright, et al., 2005). Still, some researchers such as Becker and Gergart (1996) argued that there is a desperate need to pay attention not only to traditional outcomes, but also to intermediate and process-related criteria that indicate how financial results are achieved. They suggested that future work on the strategic perspective must elaborate on the 'black box' between a firm's HR practices and the firm's performance. Take the research of Park et al (2003) for example, it not only the demonstrated the positive contributions of HR practices on firm performance in the international context, but also showed that employee skills, attitudes and motivation are three major components of the 'black box' that generates firm competitiveness from HR practices. As for the work of Wright,

Gardner and Moynihan (2003), it connected the relationship between HR practices and performance through organizational commitment. As Figure 2.1 showed:



*Figure 2.1.* Impact of HR practices on the performance of business units

*Source:* Wright, Gardner and Moynihan, 2003

Organizational commitment is a kind of attitude which influences employees' performance, then further influences organization performance (Guest, 1997). Thus, one component of the 'black box' between HR practices and performance might be organizational commitment. Previous studies have already showed that some individual HR practices are positively correlated with organizational commitment.

In UK, Fletcher and Williams (1996) studying on eight organizations including private and public sectors found that performance management system accounted for a proportion of variance in organizational commitment. In Guatemala, Varona (1996) studying on three different organizations including school, food factory and hospital found a positive relationship between satisfaction in communication systems and employees' commitment. In Hong Kong, the research of Ngo and Tsang (1998) on business executives found HR practices like work flexibility and internal labor market had significant and positive effects on affective and continuance commitment. In US, Weathington and Tetrick (2000) exploring working undergraduate students found satisfaction on benefit and compensation correlated with employee attitudes and commitment. Besides, Bartlett (2001) found perceived accesses to training and support for training are positively related to organizational commitment, especially to affective commitment, using nurses as sample. In India, researches on employees of different software companies also found HR practices have positive correlations with organizational commitment (Paul and Anantharaman, 2003).

To conclude, the relationship between HR practices and organizational commitment can be expected. Thus, in this study, HR practice is employed as one of the independent

variables to examine its relation with organizational commitment.

*What practices should be included in this research?*

Even within the best practices perspective, studies concerning high performance work systems (HPWS) vary significantly as to the practices included (Becker and Gerhart, 1996). There is a logical list of HR practices that includes selection, training and development, compensation and benefit, performance appraisal, communication, job design, reward system, etc. But some practices (such as equal opportunity profit-related pay and employee share ownership, etc) still cannot apply to all companies (Guest, 2001). Thus, researchers used different lists of HR practices in measuring the effect of execution of HR practices in accordance with their sample organizations, as shown in table 2.1.

Most of the researches in table 2.1 concluded that HR practices are positively correlated or significantly related to commitment no matter what practices were included in. However, the choices of HR practices to study depend on the characteristic of the organization, the nature of its worker, and the context of external environment. Thus, in this study, some of HR practices were chosen including training, performance appraisal, benefit and rewards since the participants in the study are blue collar migrant workers in manufacturing industries.

Table 2.1 Lists of HR practices investigated by different researchers

Researcher	Sample	HR practices	OC	P
Bartlett (2001)	Nurses from five hospitals in US	Training (frequency, access, support, benefits of training)	+	
Delery and Doty (1996)	Banks in US	Internal career opportunity, (formal and informal) training, results-oriented appraisals, profit sharing, employment security, employee participation/ voice, job descriptions		+
Federico (1996)	Subjects in school, food factory and hospital in Guatemala	Communication systems	+	
Fletcher and Williams (1996)	Employees in 8 organizations in UK.	Performance management systems	+	
Huselid (1995)	Senior HR executives in publicly trade corporations in U.S.	Selection, formal performance appraisal, incentive compensation, job design, grievance procedures, information sharing, attitude assessment, labor-management participation, promotion criteria, training hour, contingent pay, employment tests.		V
Ngo and Tsang (1998)	Business executives in HK	Work flexibility and firm internal labor markets	+	
Paul and Anantharaman (2003)	Employees from forty-five different Indian software company	Selection, induction, training, job design, work environment, performance appraisal, compensation, career development	+	
Shih, Chiang and Hsu (2006)	Publicly listed companies and multinational companies' branch offices in Taiwan.	Selection, training programs, information sharing, worker involvement mechanisms, compensation related to performance, promotion opportunities, information sharing		+
Weathington and Tetrick (2000)	Working undergraduate students in a southern university in US	Benefit and compensation systems	+	
Wright, et al., (2003)	Business unit of a food service corporation in US	Selection, Pay for performance, Training, Participation	V	V
Wright, et al., (2005)	Business unit of a food service corporation in US	Selection, Pay for performance, Training, Participation	+	+

Note. OC: organizational commitment, P: performance, V: significant related, +: positively correlated

## **Cross-cultural Communications**

This part introduces terms related to cross-cultural communications, its origin and reviews the definition and dimensions of cross-cultural communication interpreted by different researchers.

### *Terms related to cross-cultural communications*

Similar terms are always confusing. The term “cross-cultural” refers to comparing/contrasting phenomena across two or more cultures (Jandt, 2007; Oetzel, 2005), while intercultural communication refers to communication between people and groups of diverse culture (Jandt, 2007). Although Kim (2005a) put cross-cultural communication in the domain of intercultural communication (IC), these two terms usually are used interchangeably. Other terms like international communication, Dodd (1998) described it as communication between nations and governments. As to interethnic/interracial communication, it happens, from the viewpoint of communicator, while the communicator perceives himself or herself to be different from others in term of ethnicity, ethnic group membership, and ingroup identification (Dodd, 1998; Kim, 2005c). Thus, in this study, the terms “cross-cultural communication” and “intercultural communication” have the same interpretation and represent each other. Later, the definition will be discussed in more detailed.

### *Origin of cross-cultural communications*

The origins of cross-cultural communications as a field of study can be traced back to the 1950s (Hall, 2005; Jandt, 2007; Kim, 2005a). At that time, the goal was to generate information regarding cultural difference which could help promote better understanding of practices in non-Western societies and be put into practical use immediately (Hall, 2005; Kim, 2005a). In the late 1970s, problems associated with adaptation within cross-cultural communication studies have been explored (e.g., Kim, 1977; Yum, 1982). Over the years, the concept of cross-cultural or intercultural communication has been expanding.

### *Definition of cross-cultural communications*

So far, there are several approaches to incorporate culture into communication theories (Gudykunst et al., 2005). First, approaches to integrate culture into communication process;

second, approaches to explain how communication varies with culture; third, approaches to explain communication between people from different cultures. These communication theories can be divided into five categories which are not mutually exclusive: theories focusing on effective outcomes, theories focusing on accommodation and adjustment, theories focusing on identity management, theories focusing on communication networks, theories focusing on adjustment and adaptation to new cultural environment. Researchers viewed cross-cultural communication from different perspectives and developed different definitions.

As table 2.2 shown, some focus on face-to-face interactions (Bennett, 1998; Dodd, 1998; Jandt, 2007), some emphasize on the communication process (Baldwin and Hecht, 2003; Hall, 2005; Harris and Moran, 2000), while others concern about the ways or methods to improve communication outcomes through different theories (Baldwin and Hecht, 2003; Gudykunst et al., 2005; Kim, 2005a; Ting-Toomey, 2005). However, most of them are to explain communication between people from different cultures.

To conclude, cross-cultural communication is viewed as a process during which individual communicate with people and groups from different cultural background in different situations.

*Table 2.2* Definitions of cross-cultural communications from different researchers

Researcher (year)	Definition
Bennett (1998)	Communications between people of different cultures. Cultures are different in their languages, behavior patterns, and values. He emphasized intercultural communication focus on the face-to-face (or at least person-to-person) interactions among human beings.
Dodd (1998)	Interactions between people from diverse cultural backgrounds. Here, culture is defined as the holistic summation and interrelationship of an identifiable group's beliefs, norms, activities, institutions, and communication patterns.
Harris and Moran (2000)	A process whereby individuals from different cultural backgrounds attempt to share meanings and feelings.
Baldwin and Hecht (2003)	Communications in which actual differences in values, norms, beliefs, behavior, and symbol are significant enough to influence the communication process. This view is based on social identity theory (SIT).
Ting-Toomey (2005)	A complex frame of reference that consists of patterns of traditions, beliefs, values, norms, symbols, and meanings that are shared to varying degrees by interacting members of a community.
Gudykunst et al. (2005)	Interacting with strangers from other groups (including cultures and ethnicities), and the central process is to manage uncertainty and anxiety.
Hall (2005)	The process of becoming communicatively competent in a cultural we have not been raised.
Kim (2005a)	Direct encounters of individuals of differing cultural and subcultural backgrounds. It considered all communication encounters to be potentially "intercultural," with varying degrees of "interculturalness" in the experiential backgrounds of interactants.
Jandt (2007)	Communications between people and groups of diverse culture, subculture, or subgroup identifications.



### *Dimensions of cross-cultural communication*

Cross-cultural communication has been recognized as a multidimensional construct and it may not be universal or eternal. The defined dimensions change with time and the generations of researchers.

#### *Low-context versus high-context communications*

At the early age, studies of cross-cultural communication reflect the philosophy of cultural universalism (Kim, 2005a). Hall (1976) differentiated low- and high-context communication to explain cultural differences in communication. Low-context communication occurs when information is explicit, direct, and verbal. High-context communication occurs when information is implicit, indirect and nonverbal (Robbins, 2002). In addition, Gudykunst et al. (2005) found members of individualistic cultures tend to use low-context communication in a direct fashion, while members of collectivistic cultures tend to use high-context messages to maintain in-group harmony. The concepts of individualism and collectivism closely associated with low-context and high-context communication are employed as the dimensions of cross-cultural communication (Kim, 2005a).

#### *Micro-way versus macro-way communications*

As for more recent studies, Kim revised her communication theory of cross-cultural adaptation in 2001. The theory has an open-system assumption that adaptation is an interactive process and that communication is the vehicle for functional fitness and psychological health in the host country. He addressed that intercultural communication activities during adaptation process take place in basic, interrelated dimensions: personal communication and social communication. Personal communication refers to individuals' internal mental activities which prepare them to act and react in certain ways. Social communication ranges from direct interpersonal interactions with host society to indirect interactions via mass communication channels (Kim, 1995, 2004, 2005b). Kim (1995) employed a micro-way from individual interactions to develop dimensions on cross-cultural communication.

A different view from Baraldi (2006) treats cross-cultural communication in a newly macro-way. As Baraldi described, there are three main dimensions to compose a new form of communication. First, cross-cultural communication between internationalized organizations, pursuing either capital investment (multinational enterprises) or local development

(non-governmental organizations); second, cross-cultural communication consists immigration processes from one part to another part of the world; and third, communication about international political relations, which at present often create a necessity for military solutions for intercultural problems.

Since cross-cultural communication is such a broad term, from high-context to low-context, from micro-view to macro-view, this study will focus on the perspective from personal and social communication (Kim, 1995, 2004, 2005b).

## **Effectiveness of cross-cultural communication**

The goal of intercultural communication is intercultural effectiveness (Dodd, 1998). Communication is effective when people are able to maximize mutual understandings (Gudkunst, 2005). Dodd (1998) defined effective intercultural communication as the ability to successfully achieve task performance and to establish healthy interpersonal relationships. He emphasized that successful adapting to the new culture is one of outcome of effective cross-cultural communication. Oetzel (2005) employed two dimensions of group effectiveness to measure the communication effectiveness of culturally diverse groups: (a) task dimension, the degree to which the group's output meets the standards of quality or quantity (e.g., the quality of decision) (b) relational dimension, the degree to which the group's processes enable the group to work together interdependently (e.g., the quality of relationships). Both researchers see effective cross-cultural communication from the angle of task completion and relationship formation, but from different level (individual or group).

Additionally, Dodd (1998) further integrated previous researches and summarized the predictors of effective cross-cultural communication for the selection of candidate with potential intercultural competence. Related predictors are showed in table 2.3. In next paragraph, the study will review the literature on factors which influences the effectiveness cross-cultural communication.

*Table 2.3* Summary predictors of cross-cultural communication effectiveness

<b>Effectiveness</b>	<b>Ineffectiveness</b>
High people, less task emphasis	High task, less people emphasis
Few self-statements	Many self-statements
Low ethnocentrism	High ethnocentrism
High tolerance for ambiguity	Low tolerance for ambiguity
High empathy, good listening	Low empathy, poor listening
High openness, low dogmatism	Low openness, high dogmatism
Cognitive complexity	Cognitive simplicity
Comfort with interpersonal relations, trust	Discomfort with interpersonal relations
High personal control, low fatalism	Low personal control, high fatalism
High innovativeness	Low innovativeness
High self-esteem	Low self-esteem
Low communication apprehension	High communication apprehension
Positive conversational management skills	Poor conversational management skills
Positive family communication	Negative family communication
Friendly, warm	Unfriendly, cold
Extroverted	Introverted
Rhetorical sensitivity	Lack of rhetorical sensitivity
High acculturation motivation	Low acculturation motivation
Familiarity and knowledge of host culture	Little knowledge of host culture
Openness to strangers of host culture	Rigidity of host culture
Great amount of intercultural training	Low amount of intercultural training

*Source:* Dodd, 1998.

## **Factors influencing individual effective cross-cultural communication**

Based on literature, individual related factors of effective cross-cultural communication are summarized to five main categories: cross-cultural communication competence, CCC experience, personality, cross-cultural training, and language training.

### *Cross-cultural communication competence*

Often called “intercultural communication competence” (ICC), which is regarded as phenomenon that facilitates successful outcome of intercultural communication (Kim, 2005a). Dodd (1998) also stated in his book that intercultural competence factors lead to intercultural effectiveness. To put it briefly, it is the ability of successful communication with people of different cultures, which transform people from a monocultural person into a multicultural person (Jandt, 2007). Cross-cultural communication competence can be divided into three categories: cognitive, affective, and behavioral competence.

### *Cognitive competence*

Internal capacities, like knowledge and understanding of others’ language and culture is the major focus of cognitive cross-cultural communication competence (Kim, 2004, 2005b).

### Language proficiency/fluency

A major source of frustration comes from communication is when people unable to express themselves clearly, especially while using a language they are not familiar with. In Kim’s early work, she found language competence on one’s intercultural communication was significantly correlated (Kim, 1977). Study among foreign students provided empirical support as well, which suggested a positive correlation between language ability and their association with locals (Yum, 1982). The better their language ability is, the better their association with locals. On the other hand, Jandt (2007) specified that language is a barrier to intercultural communication. The more the language difference, the bigger the block is (Barna, 1998). Sometimes, even though one has good language ability, the effectiveness of message could be reduced because one side does not understand the concepts underlying the message (Beamer and Varner, 2001). Thus, language proficiency is employed as one of the significant factors to influence communication outcome in the study.

### Cognitive complexity

Language and cultural leaning is accompanied by a development of cognitive complexity. Cognitive complexity refers to an individual's internal information processing ability (Kim, 1995). This ability enables individual to perceive a wide variety of things about another person and to make finer interpersonal discriminations (Dodd, 1998) Cognitive complexity is associated with effective intercultural communication. Contrarily, cognitive simplicity is associated with ineffectiveness (Dodd, 1998). Besides, Beamer (1992) emphasized that cognitively learned knowledge of the cultures involved is the basis for developing communication competence as well. She underlined that communication barriers can be lowered by the knowledge and understanding of cultural factors, coupled with an honest and sincere desire to communicate successfully across cultural boundaries.

To sum up, language proficiency and cognitive complexity are employed as the measurement to examine the extent of cognitive competence.

### *Affective competence*

Affective cross-cultural communication competence recognizes the abilities to participate in the dynamic, emotional, attitudinal, and motivational cross-cultural activities (Kim, 2004).

### Positive attitude/ willingness to communicate

A positive attitude is essential to cross-cultural communication (Kim, 2004). In order to achieve effective intercultural communication, one needs to be willing to communicate, to accept other cultures (Kim, 2004), to meet new people and to try new things (Dodd, 1998). Research in adjustment literature found willingness to communicate, and to establish relationship is an important individual factor of cross-cultural adjustment (Black and Mendenhall, 1991). Besides, positive attitude enables people continually to acquire new knowledge and to cultivate greater abilities to adaptation via cross-cultural communication (Kim, 2005b).

On the other hand, prejudice was defined by Hall (2005) as an attitude predisposes an individual to feel, think, or act in a negative way toward another person or group of persons. Some researchers treat stereotype as a less severe version of prejudice (Hall, 2005). Both terms refer to making judgments about individual based on group membership (Jandt, 2007), lead to a negative attitude toward people from different culture and hamper the process of

cross-cultural communication.

Accordingly, to examine the relationship between positive attitude to communicate and communication effectiveness in a quantitative way will be a stronger evidence to prove previous researchers' predisposition.

### Motivation

Motivation in Kim's (2004, 2005b) model refers to the willingness to make necessary changes in one's original cultural habits to fit in a new cultural environment. Black et al. (1991) found expatriates' motivation influences their adjustment in foreign country. Gong (2003) studied on international students in the United States, and found that strong motivation (learning goal orientation) is positively associated with academic and interaction adjustment. Better interaction implies better interpersonal relationships with host nationals. Thus, intercultural communication plays an important role here. The association between strong motivation to communicate and effective cross-cultural communication outcome can be expected.

### Development of aesthetic or emotional co-orientation

Development of aesthetic or emotional co-orientation make people become better able to participate in the surrounding environment of art, food, music, sports, and everyday experiences of fun, humor, happiness, anger and disappointment (Kim, 2004). This kind of connection make people stand inside the host culture and tend to have relationships with host nationals. Then, communication between sojourners and nationals accelerates.

### *Behavioral competence*

Behavioral cross-cultural communication competence makes people enact their affective and cognitive abilities outwardly and successfully (Kim, 2005b). It emphasizes the ability to interact with culturally different people. Verbal, nonverbal and interaction skills are included to represent behavior competency in the study.

### Verbal, nonverbal skills and interaction skills

Individual must be competent in verbal and nonverbal skills (Jandt, 2007). These intercultural communication skills require message skills, behavior flexibility. Message skills refer to the ability to understand and use the language and feedback. Behavior skill is the ability to select an appropriate behavior in diverse contexts (Jandt, 2007). As for interaction skills, one with

interaction skills means that he or she can handle the procedural aspects of conversation, such as the ability to initiate a conversation (Jandt, 2007).

### *Cross-cultural communication experiences*

Researchers working on sojourners' cross-cultural adjustment found that previous overseas study and work experience are associated with sojourners' work and general adjustment (Black, 1988; Black and Gregersen, 1991). Jandt (2007) emphasized the influence of personal experience on intercultural context as well. The more the experience one got, the greater the adjustment. Likewise, the association between previous cross-cultural communication experiences and effective cross-cultural communication can be expecting. The more you communicate, the more communication experience you have, the greater your communication effectiveness.

### *Personality*

Personality focus on two main concepts: openness and personality strength.

#### *Openness*

Openness refers to the psychological tendency to be receptive to new information, to experience (Robbins, 2002) and minimize resistance to change circumstances (Kim, 2004). It's a broad term that incorporates other similar but more specific terms like intercultural sensitivity, cultural empathy and tolerance for ambiguity (Kim, 1995).

Cultural empathy is the ability to think the same thoughts and feel the same emotions as the other person (Jandt, 2007). A cultural empathetic person has the capacity to behave as though he or she understands the world as people from other cultures do. He or she has the spirit of inquiry about other cultures and communication patterns in these cultures, an appreciation for a variety of working styles, and an ability to view the ways things are done in other cultures not as bad but simply as different. In the study of Matveev and Nelson (2004), the relationship between cultural empathy and cross-cultural communication competency is correlated. This indirectly proved that cultural empathy is an important psychological predisposition for effective cross-cultural communication (Kim, 2004).

Tolerance for uncertainty, the ability to react to new and uncertain situations with little difficulty, is a significant skill in intercultural effectiveness (Dodd, 1998). One with low tolerance for uncertainty may often feel worried and feel under higher pressure than one with high tolerance for uncertainty (Robbins, 2002). The contrary term is anxiety.



Anxiety, the affective equivalent of uncertainty (Gudykunst, 2005), is one of the barriers to intercultural communication (Barna, 1998; Jandt, 2007). When people feel anxious about uncertainty (Gudykunst, 1995), not knowing what to be expected to do, it is common for them to focus on that feeling and cannot concentrate on communication. Sometimes, anxiety even leads to communication apprehension (Dodd, 1998). Research show that the higher the communication apprehension, the lower the intercultural effectiveness (Dodd, 1998). Therefore, managing uncertainty and anxiety is essential when communicating with strangers from other cultures (Gudykunst, 1995); that is, one with open personality tends to communicate with cultural-different people effectively.

### *Personality Strength*

The term personality strength is defined by Kim (2004) as “the internal capacity to absorb shocks from the environment and to bounce back without damaged by them” (p.347). One with lower personality strength is shier, more fearful and distressed in uncertain situations. In contrast, one with strengths like resilience, risk taking, hardiness, persistence, elasticity and self-directed locus of control are less likely to give up and are more willing to face challenges in unfamiliar environment (Kim, 2004, 2005b).

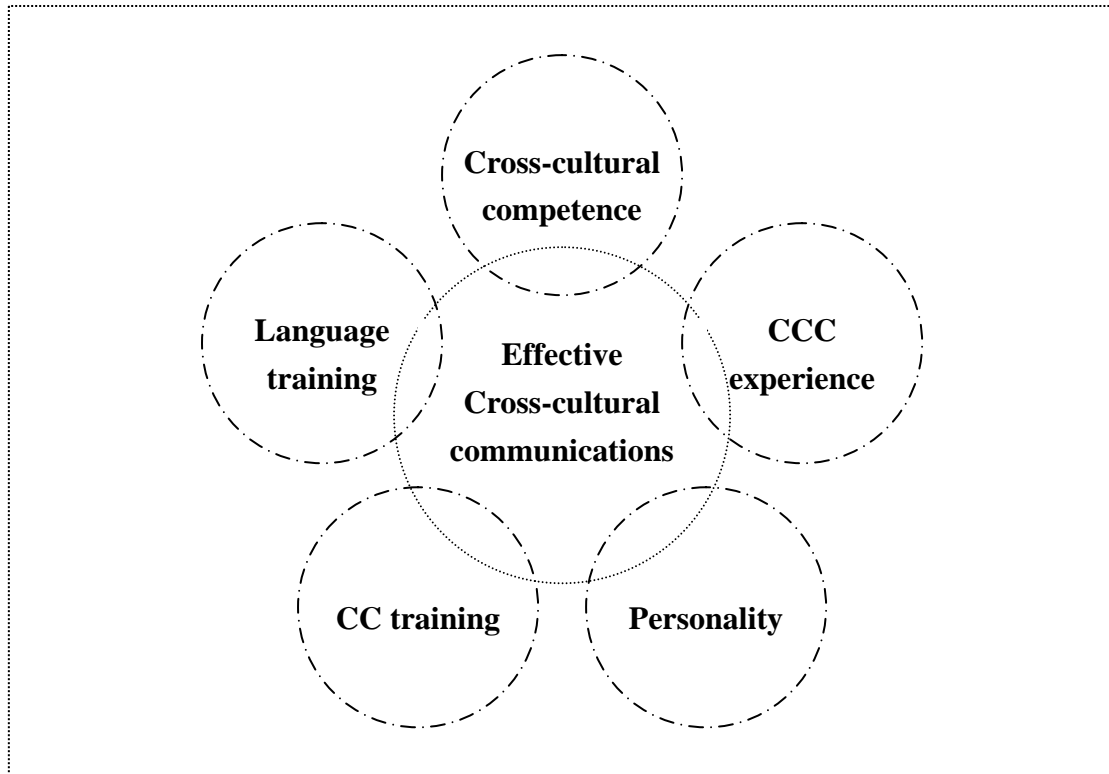
### *Cross-cultural training (CCT) and Language training*

Cross-cultural training and language training are indispensable to the effectiveness of expatriates (Black et. al, 1999). Literature suggests that the key to achieve intercultural effectiveness of expatriates is cross-cultural training (Hutchings, 2003). Dodd (1998) also stated that intercultural training plays a vital role in developing competencies for effectiveness. In addition, Beamer and Varner (2001) mentioned that, in successful international businesses, they believe that spend time and efforts on developing appropriate intercultural communication skills of their employees will result in increased retention rate and effective intercultural communication practices. However, not all researches favor the effect of CCT. Mendenhall et al. (2004) reviewed studies on cross-cultural training programs from 1988-2000 and found the effects of CCT programs on trainees’ adjustment from different researches were contradictory. CCT, even though, still has an impact on adjustment, but the direct of impact is not clear.

Furthermore, most intercultural training draws from psychology and related fields and aims at preparing people for sojourners in foreign countries, students study abroad, and expatriates working abroad. But it has little application to migrant labor (Beamer and Varner,

2001). Thus, to fill the gap of cross-cultural training on migrant labor is needed.

In conclusion, cross-cultural communication competence, CCC experience, personality, cross-cultural training, and language training are the antecedents of effectiveness of cross-cultural communication, as figure 2.2 shows:



*Figure 2.2.* Summary of factors influencing individual effective cross-cultural communication

## Migrant Worker Policy in Taiwan

This part introduces migrant worker policy in Taiwan, regulations, penalties, placement fees, wages and work time for migrant workers.

### *Migrant worker policy*

For the purpose to fulfill the economic and social needs of Taiwan, migrant workers are introduced to meet the labor shortage in limited businesses and quantities, started from 1989. Currently, the labor sending countries deploying workers to Taiwan include Thailand, Philippines, Indonesia, Malaysia and Vietnam (Bureau of Employment and Vocational Training, 2008).

The introduction of migrant workers is a measure that helps resolve the labor shortage problems instead of changing or lowering labor conditions of local workers. According to Bureau of Employment and Vocational Training, there are some premises while approving the introduction of migrant workers.

1. Employment rights and interests of local workers must be protected: employers shall first advertise to recruiting local workers and shall not refuse the job applicants without proper reasons. As a result, employment rights and interests of nationals will not be violated and labor conditions of the country will not be lowered.
2. Migrant workers shall be prevented from becoming covert immigrants, since Taiwan is a small island with large population.
3. Social problems resulted from migrant workers must be curbed, for instance controlling the quantities, NBI clearance, and medical examination certification.
4. No impediment to industrial upgrading and economic development of the country. To avoid overly dependant on migrant workers, Taiwan government imposed restriction on trades, quantities and working duration for employers to recruit foreign workers.
5. Illegal workers shall not allow becoming on-site legal workers .

According to Sub-paragraph 8 to 10, Paragraph 1, Article 46, Employment Service Act (就業服務法) and Article 3, Measure for Recruitment Permit and Management of Foreign Workers (雇主聘僱外國人許可及管理辦法), government will evaluate supplies and demands of all trades in accordance to domestic economic development and trends of labor

market in order to regulate upon and designate trades and quantities of foreign workers to be recruited. Currently, migrant workers are only allowed to work in the following industries: traditional manufacturing industry, major investment manufacturing industry, construction industry, major construction projects, caretakers (including families and nursing organizations) and fish crews (Bureau of Employment and Vocational Training, 2008).

#### *Regulations for migrant workers working in Taiwan*

First, working within the territory of Taiwan is not allowed without permission. Second, the maximum duration of a migrant worker to work in Taiwan is 3 years. In the event of major construction projects and under special circumstances, the employers may apply for an additional extension of a maximum length of 6 months. The accumulated duration of employment shall not exceed 9 years. Third, transferring of employer is not allowed without permission. Fourth, regarding regulations concerning changing of work site: caretakers may change his/her work site due to the moving of the ward, and the domestic helper may change his/her work site due to the moving of the employer. An except for those manufacturing and construction workers who meet the criteria for assignment, the other foreign workers shall not change work site at will. Fifth, engagement in work not prescribed in work permit is not allowed. Sixth, no stealing, taking away farm products belonging to other people, addiction to drugs, holding of drugs. Seventh, none violation of other rules and regulations of Taiwan.

#### *Penalties for illegal workers*

Migrant workers who engage in work without permit shall be penalized with a fine of no less than NT\$ 30,000 but no more than NTD 150,000 and shall be compelled to leave the country. The runaway migrant workers who engage in work shall be penalized with a fine of no less than NT\$ 30,000 but no more than NTD 150,000 shall be compelled to leave the country, and shall no longer to be recruited to work in Taiwan. However, migrant workers who perform well may re-enter to Taiwan to work.

#### *Schedule of placement fees*

The schedule of fees is made by “Schedule of Fees Collected by Private Employment Service Agencies ” (私立就業服務機構收費項目及金額標準). The amount of the registration fee and introduction fee shall be negotiated by private employment service agencies and employers, but not charge from migrant workers. Service fee collecting from

employers includes application and extension of recruitment permit, reports of migrant worker physical examination, counseling, assistance or translation (Bureau of Employment and Vocational Training, 2008).

#### *Wages and work time*

If migrant workers engage in the industries covered by Labor Standard Law (LSL), such as manufacturing industry, construction industry, his/her wage, work time, leave-taking, overtime working, redundancy shall be processed according to regulations stipulated in Labor Standard Law. The minimum basic wage is stipulated as NTD 17,280 per month, effective on July 1, 2007. A worker shall not regular work time in excess of 8 hours a day and 84 hours every 2 weeks. For a male worker, the total numbers of overtime work shall not exceed 3 hours a day and 46 hours per month; and for a female worker, 2 hours a day and 24 hours per month. Overtime working pay shall be paid according to LSL. As for those engage in the industries not covered by LSL, his/her obligations and rights concerning wage, work time, leave-taking, overtime working shall be negotiated by the worker and the employer and be specified in the employment contract.

In summary, the introduce of migrant workers is to ease labor shortage problem in Taiwan. At the same time, government has premises to ensure employment right and interests of local workers. Migrant workers, therefore, have some restrictions while working in Taiwan. For instance, working years is limited to 9 years, transferring employer is not allowed without permission of government, limited jobs is allowed, etc. These make migrant workers under worse working conditions than local ones. Consequently, they may show less commitment to the organization compare with local workers.

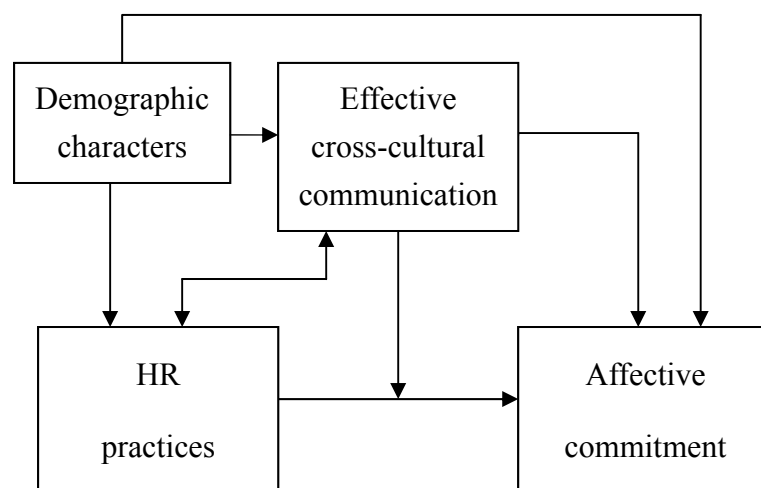


## CHAPTER III. METHODOLOGY

This chapter describes the framework, methods, steps, subjects, instrumentation, data collection, data analysis, reliability and validity used in the research. It explains the quantitative research processes used to explore the interrelationships among HR practices, effectiveness of cross-cultural communication and affective commitment of migrant workers in Taiwan.

### Research Framework

Cross-cultural communication is happening all over the world. Companies in every country inevitably encounter management of employees from different culture. Thus, it is crucial for organizations to know what HR practices will positively influence cultural-different employees' commitment. According to literature review, it is clear that HR practices positively relate to employees commitment. In this study, the correlation will be tested among cultural-different employees. Moreover, from literature review, it is expected that the extent of effective cross-cultural communication may influence cultural-different employees' commitment and may moderate the relationship between HR practices and commitment. Figure 3.1 depicts the framework of the study as following:

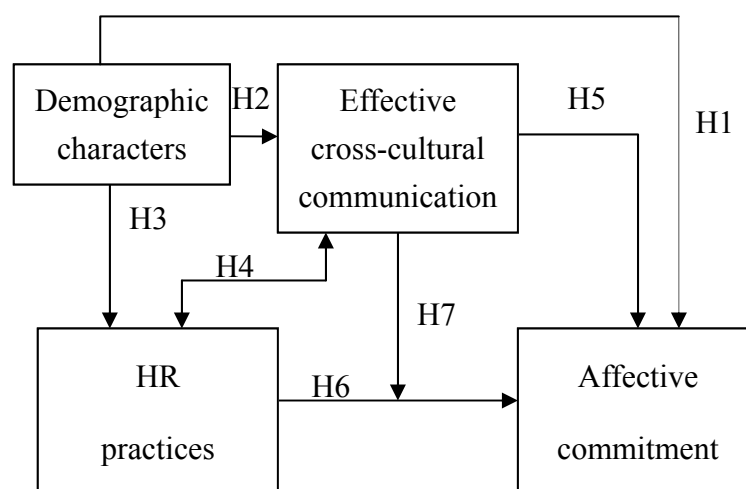


*Figure 3.1* Framework of the study

### *Hypotheses*

Based on previous mentioned research purposes, research questions and literature review, hypotheses of the study are developed, see Figure 3.2.

- H1: There is a significant difference in affective commitment among different demographic groups of migrant workers in Taiwan.
- H2: There is a significant difference in extent of effective cross-cultural communication among different demographic groups of migrant workers in Taiwan.
- H3: There is a significant difference in HR practices among different demographic groups of migrant workers in Taiwan.
- H4: There is a relationship between HR practices and extent of effective cross-cultural communication of migrant workers in Taiwan.
- H5: The better effective cross-cultural communication migrant workers in Taiwan, the greater their affective commitment to the organization.
- H6: The better HR practices migrant workers in Taiwan perceive, the greater their affective commitment to the organization.
- H7: Effective cross-cultural communication will moderate the relationship between HR practices and affective commitment.



*Figure 3.2* Hypotheses in the framework of the study



## **Research Methods**

Quantitative research method was employed in this research to investigate the relationships among HR practices, effectiveness of cross-cultural communication and affective commitment of migrant worker in Taiwan. Questionnaire was used to collect data. The instrument of affective commitment was adapted from Affective Commitment Scales developed by Allen and Meyer (1990). The instrument for HR practices was adapted from HR Practices Scales developed by Snell and Dean (1992). As for effectiveness of cross-cultural communication, the instrument was adapted from the measurement of Ulrey and Amason (2001) which was originated and developed by Redmond and Bunyi (1993). Some of the questions are revised according to the suggestions of scholars and professionals to make the questionnaire more suitable for the situations of migrant workers.

## **Research Procedure**

The procedure of this study is divided into four steps, see Figure 3.3:

- Step 1: Based on research background and purpose, review and organize relevant literature and then develop research framework and hypotheses of this study.
- Step 2: According to research structure, hypotheses and expert suggestions, adapt instruments developed by accredited researchers to develop the questionnaire of this study. The questionnaire is translated from English to other language and from other language back to English by translation expert for verification purposes.
- Step 3: Proceed formal data collection on subjects of this study (migrant labor), then, analyze data and test hypotheses by SPSS.
- Step 4: According to the result of analysis, specify the finding of this study and its implication and provide suggestions for further research.

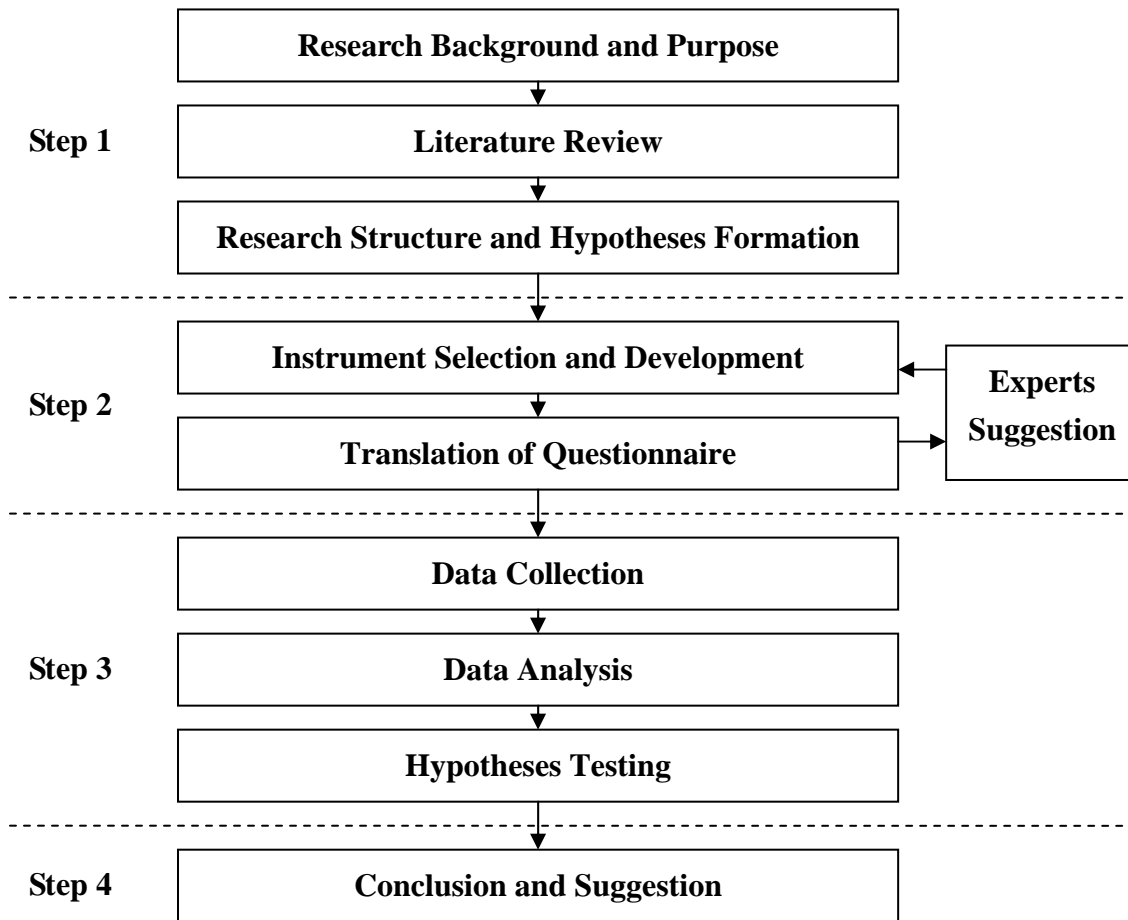


Figure 3.3 Research procedure

## Research Subjects

The population for this study was migrant labor in Taiwan. Currently, there are 355,756 legal migrant workers in Taiwan (National Immigration Agency, 2007 Sep). Among them, 31.2 % are coming from Indonesia, 24.9 % from Thailand, 24.3 % from Philippines, 19.6 % from Vietnam, and less than 0.01 % from Malaysia and Mongolia (Bureau of Employment and Vocational Training, 2007 Sep). The vocation distribution of migrant workers is divided into two main categories: industrial worker and social welfare worker. Industrial migrant worker includes sailors, manufacturing and construction workers; while social welfare migrant worker includes domestic helpers and caretakers. Among them, manufacturing workers is the biggest proportion (50.52 %). Figure 3.4 shows the ratio of migrant worker's nationality. Figure 3.5 shows the ratio of the occupation they served.

Purposive sampling technique was used. This technique is used to ask participants who were representative of the same experience or knowledge of the general population (Johnson and Christensen, 2004). Since half of the migrant workers in Taiwan work for manufacturing industry, the sample in the study was selected from manufacturing industry companies with two criteria: companies (1) with well-established HR management practices and (2) with high profitability and good performance.

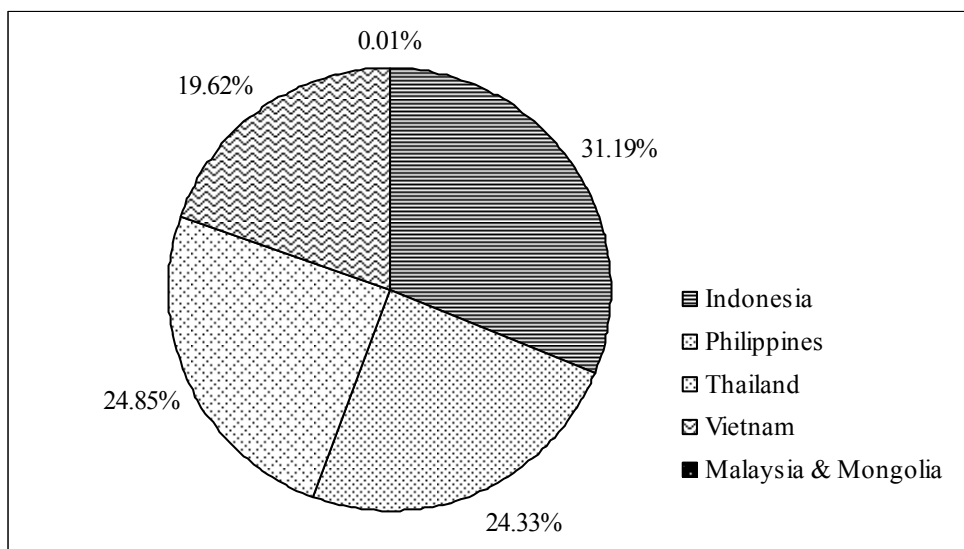


Figure 3.4 Ratio of migrant worker's nationality in Taiwan in 2007  
 Source: Bureau of Employment and Vocational Training, 2007

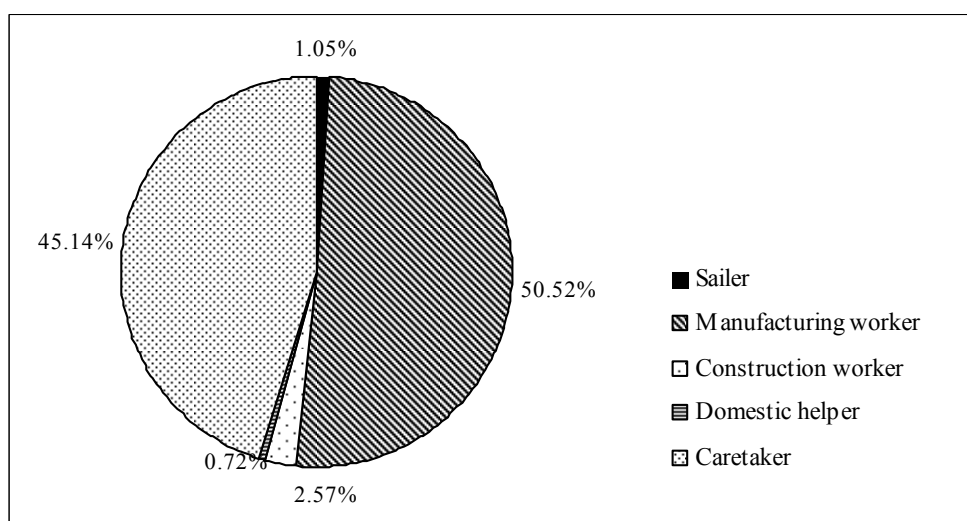


Figure 3.5 Ratio of migrant worker's vocations in Taiwan in 2007  
 Source: Bureau of Employment and Vocational Training, 2007

## Instrumentation

The questionnaire in this study consists of four parts: HR practices (including training, performance appraisal, reward and benefit), effectiveness of cross-cultural communication, affective commitment and demographic information.

### *HR practices scales*

The instruments of HR practices, see table 3.1 to 3.4, was adapted from Snell and Dean (1992). Five HR practices were measured, including selection, training, performance appraisal, reward and benefit. Scales were factor-analyzed, and all HR practices items met the .30 factor-weight criterion. In this study, the items about selection are removed since migrant workers do not participate in the process of selection. Besides, each item is being discussed with professors and experienced managers, thus, several items are added and some are deleted accordingly.

*Table 3.1* HR scales on training

- 
1. I have received before-job trainings.
  2. I have received on-the-job trainings.
  3. The training materials are comprehensive.
  4. The training materials include the version of my first language (mother tongue).
  5. I was totally informed of company regulations in the trainings.
  6. The trainers in my company are highly qualified and effective.
  7. The trainers have no communication barriers with me.
  8. Some migrant workers are assigned to be my job instructors.
  9. The training process for members of my work unit is inclusive.
  10. My company put high priority on training employees in my work unit.
  11. The trainings I accepted are formal and structured.
  12. The training programs my company provided for migrant workers are diverse.
  13. I have received effective work-related trainings.
  14. I have received useful Chinese languages trainings.
  15. I have received useful life-related trainings.
  16. The training includes how to get along with local workers.
- 

*Source:* Snell and Dean, 1992

*Table 3.2* HR scales on performance appraisal

- 
1. My company provides a formal form of performance appraisal.
  2. I was clearly informed of the standards of performance appraisal.
  3. There are routine performance review interviews for migrant workers.
  4. I have chances to participate in performance appraisal (self-evaluation).
  5. Supervisors discuss performance with me frequently.
  6. The discussions focus more on “present performance” than “future performance”.
  7. Supervisors put a lot of emphasis on my personal development, when the performance is discussed.
  8. Raises and bonuses I received are closely tied to performance appraisal.
  9. My company rewards migrant workers with good performance.
- 

*Source:* Snell and Dean, 1992

*Table 3.3* HR scales on rewards

- 
1. The pay level in my work unit is higher than those in other firms.
  2. I got higher pay than past years.
  3. Pay/wage is closely tied to my performance.
  4. The pay range across members in my work unit is wide.
  5. The differences in pay across members of my work unit represent differences in their contributions.
  6. Performance bonus I received is based on the ratio of goal achievement.
- 

*Source:* Snell and Dean, 1992

*Table 3.4* HR scales on benefit

- 
1. The working environment my company provided is safe and neat.
  2. The dormitory my company provided is convenient and comfortable
  3. My company holds activities (like outing, sports game, etc) during my leisure time frequently.
  4. My company provides food and drink fit with my habits.
  5. My company assists me to participate in religious activities.
  6. My company assists me to participate in societal activities.
  7. My company subscribed to newspapers and magazines in my mother tongue.
- 

*Source:* Snell and Dean, 1992

### *Effective cross-cultural communication scales*

The instrument for effective cross-cultural communication was adapted from Ulrey and Amason (2001) measurement originated from Redmond and Bunyi (1993) (Cronbach's  $\alpha = 0.85$ ). The confirmatory factor analysis of scales showed that the items of this measure all load on the same factor – effective cross-cultural communication. Six items are listed in Table 3.5:

*Table 3.5* Effective cross-cultural communication scales

---

1	I understand the feelings of coworkers and supervisors from other cultures.
2	I communicate well with coworkers and supervisors from other cultures.
3	I can easily resolve misunderstandings with coworkers and supervisors from other cultures.
4	I understand the point of view of coworkers and supervisors from other cultures.
5	I can empathize with coworkers and supervisors from other cultures.
6	I can interpret nonverbal languages of coworkers and supervisors from other cultures.

---

*Source:* Ulrey and Amason, 2001

### *Affective commitment scales*

The affective commitment scale was adopted from Allen and Meyer (1990) Affective Commitment Scales (ACS). This scale has been widely used in literature, and has well-established validity and reliability. The reliability of ACS (coefficient  $\alpha$ ) was 0.87. All items loaded on affective commitment are high. Eight items are shown in Table 3.6:

*Table 3.6* Affective commitment scales

---

1.	I would be very happy to spend the rest of my career with this organization if possible.
2.	I enjoy discussing my organization with people outside it. (including friends, families in my home town).
3.	I really feel as if this organization's are my own.
4.	I think that I could easily become as attached to another organization as I am to this one.
5.	I do not feel like 'part of the family' at my organization.
6.	I do not feel 'emotionally attached' to this organization.

---

*(table continues)*

*Table 3.6 (continued)*

- 
7. This organization has a great deal of personal meaning for me.
  8. I do not feel a strong sense of belong to my organization.
- 

*Source:* Allen and Meyer, 1990

## **Data Collection**

To collect the data for this study, only two companies were smoothly accessed from high profitability manufacturing companies with well-established HR practices. Through contacting the management of both companies, totally 240 copies of the questionnaire were delivered on-site in both companies. All migrant workers were notified that their responses will be completely anonymous and confidential. Both factory directors and researcher were present while the dayshift migrant workers filling out the questionnaire. Researcher received the questionnaire immediately. For night shift workers, factory directors conducted the survey and sent them back to the researcher by mail. All the copies were received. The return rate was 100%. Among them, 12 copies, same answer in all questions, were invalid. Thus, the remaining 228 copies were used to conduct data analysis.

## **Data Analysis**

The data of this study were analyzed using SPSS software.

First, descriptive statistical analysis is used to describe the demographic frequency of the samples. Second, for hypothesis 1 to 3, t-test and one-way ANOVA are used to test whether there are differences of scores of HR practices, ECCC and affective commitment among different demographic groups. Third, for hypothesis 4, to test the correlations among HR practices, ECCC and affective commitment, correlation analysis is utilized. Fourth, for hypothesis 5 to 6, multiple regression analysis is used to test whether the dependent variable (affective commitment) will be influenced by two independent variables (HR practices and ECCC) and the moderate effect of ECCC (hypothesis 7).

## Reliability and Validity

### *Reliability of scales*

Reliability refers to the consistency or stability of the test scores (Johnson and Christensen, 2004). Cronbach's  $\alpha$  is the most widely used coefficient to test internal consistency of instruments. The result was summarized in Table 3.7. The Cronbach's  $\alpha$  of Training Scale, Performance Appraisal Scale, Rewards Scale, Benefit Scale, ECCC Scale and Affective Commitment Scale are 0.899, 0.907, 0.795, 0.850, 0.859 and 0.764.

All in all, the coefficient  $\alpha$  ranged from 0.764 to 0.907 in this study, which satisfy the standard for research purposes (Johnson and Christensen, 2004).

*Table 3.7* Reliability of scales

Scale		Cronbach's Standardized		N of Items
		$\alpha$	Items	
Training	Component 1 (T11,T10,T12,T13,T9,T8,T6)	<b>0.867</b>	0.868	7
	Component 2 (T1,T2,T4,T3,T5,T7)	<b>0.824</b>	0.826	6
	Component 3 (T14,T16,T15)	<b>0.840</b>	0.842	3
	Total	<b>0.899</b>	0.902	16
PA	Total	<b>0.907</b>	0.909	9
Rewards	Total	<b>0.795</b>	0.798	6
Benefit	Component 1 (W5, W6, W7)	<b>0.839</b>	0.847	3
	Component 2 (W1,W2,W3,W4)	<b>0.781</b>	0.782	4
	Total	<b>0.850</b>	0.851	7
ECCC	Total	<b>0.859</b>	0.859	6
AC	Component 1 (C1,C2,C3,C4,C7)	<b>0.825</b>	0.825	5
	Component 2 (C5,C6,C8)	<b>0.834</b>	0.834	3
	Total	<b>0.764</b>	0.766	8



### *Validity of scales*

Validity refers to the accuracy of the inferences or interpretations made from the test scores (Johnson and Christensen, 2004). The questionnaire design and development of this study was based on related literature and revised several times grounded on experts and scholars' advices. Thus, it satisfied the standards of expert validity from the aspect of developmental procedure.

Furthermore, construct validity refers to the extent to which a higher-order construct is accurately represented in the particular study (Johnson and Christensen, 2004). To achieve it, researchers should base on related literature, theory and logical analysis, and at the same time, employ actual data to test the accuracy of theory. In this study, factory analysis was used to test the construct validity through principal component analysis and varimax rotation method.

For HR practices instruments, the results on training, performance appraisal, reward and benefit respectively shown that 60.998%, 58.284%, 50.023%, and 69.427% of variance was accounted by the scales, see Table 3.8 to 3.11.

For ECCC instruments, the results shown that 58.831% of variance was accounted by the scales, see Table 3.12.

For affective commitment instrument, the results shown that 66.462% of variance was accounted by the scales, see Table 3.13.

Table 3.8 Summary of factor analysis on training scale

Questions of training	component 1	component 2	component 3	Communalities
T11 The trainings I accepted are formal and structured.	<b>0.824</b>			0.763
T10 My company put high priority on training employees in my work unit.	<b>0.745</b>			0.687
T12 The training programs my company provided for migrant workers are diverse.	<b>0.742</b>			0.634
T13 I have received effective work-related trainings.	<b>0.675</b>			0.578
T9 The training process for members of my work unit is inclusive.	<b>0.652</b>			0.446
T8 Some migrant workers are assigned to be my job instructors.	<b>0.631</b>			0.53
T6 The trainers in my company are highly qualified and effective.	<b>0.591</b>			0.334
T1 I have received before-job trainings.		<b>0.846</b>		0.440
T2 I have received on-the-job trainings.		<b>0.819</b>		0.565
T4 The training materials include the version of my first language (mother tongue).		<b>0.698</b>		0.665
T3 The training materials are comprehensive.		<b>0.655</b>		0.698
T5 I was totally informed of company regulations in the trainings.		<b>0.547</b>		0.564
T7 The trainers have no communication barriers with me.		<b>0.448</b>		0.553
T14 I have received useful Chinese languages trainings.			<b>0.899</b>	0.831
T16 The training includes how to get along with local workers.			<b>0.806</b>	0.730
T15 I have received useful life-related trainings.			<b>0.796</b>	0.743
% of Variance	3.978	3.304	2.478	
Cumulative %	24.860%	20.651%	15.486%	
KMO Measure of Sampling Adequacy	24.860%	45.512%	60.998%	
Bartlett's Test of Sphericity	0.885			
% of Variance	Approx. $\chi^2= 1567.073$ (df=120) p=.000			

Table 3.9 Summary of factor analysis on performance appraisal scale

Questions of performance appraisal	component 1	Communalities
P5 Supervisors discuss performance with me frequently.	<b>0.826</b>	0.602
P3 There are routine performance review interviews for migrant workers.	<b>0.817</b>	0.655
P6 The discussions focus more on “present performance” than “future performance”.	<b>0.812</b>	0.668
P2 I was clearly informed of the standards of performance appraisal.	<b>0.809</b>	0.633
P4 I have chances to participate in performance appraisal (self-evaluation).	<b>0.795</b>	0.683
P1 My company provides a formal form of performance appraisal.	<b>0.776</b>	0.659
P8 Raises and bonuses I received are closely tied to performance appraisal.	<b>0.705</b>	0.413
P9 My company rewards migrant workers with good performance.	<b>0.660</b>	0.498
P7 Supervisors put a lot of emphasis on my personal development, when the performance is discussed.	<b>0.643</b>	0.436
Total Extraction Sums Squared Loadings	5.246	
% of Variance	58.284%	
Cumulative %	58.284%	
KMO Measure of Sampling Adequacy	0.890	
Bartlett’s Test of Sphericity	Approx. $\chi^2= 1158.831$ (df=36) p=.000	

Table 3.10 Summary of factor analysis on rewards scale

Questions of reward system	component 1	Communalities
R3 Pay/wage is closely tied to my performance.	<b>0.806</b>	0.535
R5 The differences in pay across members of my work unit represent differences in their contributions.	<b>0.739</b>	0.394
R1 The pay level in my work unit is higher than those in other firms.	<b>0.732</b>	0.649
R6 Performance bonus I received is based on the ratio of goal achievement.	<b>0.691</b>	0.398
R4 The pay range across members in my work unit is wide.	<b>0.631</b>	0.546
R2 I got higher pay than past years.	<b>0.628</b>	0.478
Total Extraction Sums Squared Loadings	3.001	
% of Variance	50.023%	
Cumulative %	50.023%	
KMO Measure of Sampling Adequacy	0.809	
Bartlett's Test of Sphericity	Approx. $\chi^2= 367.083$ (df=15) p=.000	

Table 3.11 Summary of factor analysis on benefit scale

Questions of Benefit	component 1	component 2	Communalities
W6 My company assists me to participate in societal activities.	<b>0.883</b>		0.656
W5 My company assists me to participate in religious activities.	<b>0.833</b>		0.787
W7 My company subscribed to newspapers and magazines in my mother tongue.	<b>0.826</b>		0.488
W2 The dormitory my company provided is convenient and comfortable		<b>0.875</b>	0.627
W1 The working environment my company provided is safe and neat.		<b>0.796</b>	0.768
W3 My company holds activities (like outing, sports game, etc) during my leisure time frequently.		<b>0.641</b>	0.831
W4 My company provides food and drink fit with my habits.		<b>0.571</b>	0.703
Total Extraction Sums Squared Loadings	2.579	2.280	
% of Variance	36.849%	32.578%	
Cumulative %	36.849%	69.427%	
KMO Measure of Sampling Adequacy	0.822		
Bartlett's Test of Sphericity	Approx. $\chi^2= 692.286$ (df=21) p=.000		

Table 3.12 Summary of factor analysis on ECCC scale

Questions of effective cross-cultural communication	component 1	Communalities
E4 I understand the point of view of coworkers and supervisors from other cultures.	<b>0.800</b>	0.489
E3 I can easily resolve misunderstandings with coworkers and supervisors from other cultures.	<b>0.790</b>	0.607
E5 I can empathize with coworkers and supervisors from other cultures.	<b>0.783</b>	0.624
E2 I communicate well with coworkers and supervisors from other cultures.	<b>0.779</b>	0.639
E6 I can interpret nonverbal languages of coworkers and supervisors from other cultures.	<b>0.747</b>	0.613
E1 I understand the feelings of coworkers and supervisors from other cultures.	<b>0.700</b>	0.557
Total Extraction Sums Squared Loadings	3.530	
% of Variance	58.831%	
Cumulative %	58.831%	
KMO Measure of Sampling Adequacy	0.873	
Bartlett's Test of Sphericity	Approx. $\chi^2= 528.505$ (df=15) p=.000	

Table 3.13 Summary of factor analysis on affective commitment scale

Questions of affective commitment	component 1	component 2	Communalities
C3 I really feel as if this organization's are my own.	<b>0.794</b>		0.613
C1 I would be very happy to spend the rest of my career with this organization if possible.	<b>0.774</b>		0.601
C2 I enjoy discussing my organization with people outside it. (including friends, families in my home town).	<b>0.767</b>		0.666
C7 This organization has a great deal of personal meaning for me.	<b>0.749</b>		0.487
C4 I think that I could easily become as attached to another organization as I am to this one.	<b>0.697</b>		0.829
C6 I do not feel 'emotionally attached' to this organization.		<b>0.902</b>	0.871
C5 I do not feel like 'part of the family' at my organization.		<b>0.894</b>	0.570
C8 I do not feel a strong sense of belong to my organization.		<b>0.796</b>	0.681
Total Extraction Sums Squared Loadings	2.999	2.318	
% of Variance	37.489%	28.973%	
Cumulative %	37.489%	66.462%	
KMO Measure of Sampling Adequacy	0.765		
Bartlett's Test of Sphericity	Approx. $\chi^2= 766.768$ (df=28) p=.000		





## CHAPTER IV. FINDINGS AND DISCUSSIONS

This chapter presents the findings regarding research hypotheses of this study. The first part includes the results of descriptive statistical analysis and the characteristic analysis of each variable by using one-way ANOVA and *t*-test (hypothesis 1 to 3). The second part includes the results of correlations among HR practices, ECCC, and affective commitment (hypothesis 4), the results of multiple regression analysis to see if affective commitment will be influenced by HR practices and ECCC (hypothesis 5, 6), and the results of moderated regression to understand whether the relationship between HR practices and affective commitment will be moderated by ECCC (hypothesis 7).

### General Characteristics of the Sample

#### *Descriptive statistic analysis of sample*

Nine items of demographic information including nationality, gender, marital status, age, education, year-in-Taiwan, monthly salary, religion and vocation were surveyed. The results are shown in Table 4.1.

To make the results more comparable, the groups over age 31 are combined into one, which includes 27 persons (11.84%). Similarly, since most of the migrant workers are senior high school graduates or have bachelor's degree, the other groups are combined together into one (8.77%). Besides, the groups earn over NTD30,000 are combined as well, which occupied 2.19%.

All the respondents are manufacturing workers in Taiwan. For nationality, 132 respondents (57.89%) working for A company are from Philippines, while the rest 96 (42.11%) working for B company are from Indonesia. For gender, 42.11% of the respondents are females, all coming from Philippines, while 57.89% are males (32 from Philippines, 96 from Indonesia). For marital status, most of them are single (82.89%), 13.6% are married. As for age distribution, 87.29% are between age 21 to age 30. For education level, 55.26% have bachelor degree, while 35.09% graduated from senior high school. The year-in-Taiwan of respondents is distributed equally, 64.48% worked one to four years in Taiwan. For monthly salary, 71.49% of the respondents earn NTD15,001 to NTD25,000, 15.35% earn less than NTD15,000, while 13.15% earn more than NTD 25,000. The religion includes Buddhist (11.40%), Muslim (27.63%), Christian (15.35%), Catholic (42.11%) and other (3.51%).

*Table 4.1* Demographic characteristics of sample

Item	Description	Frequency	Percent
<b>Company</b>	A	132	57.89
	B	96	42.11
<b>Nationality</b>	Philippines	132	57.89
	Indonesia	96	42.11
<b>Gender</b>	Male	132	57.89
	Female	96	42.11
<b>Marital status</b>	Married	31	13.60
	Single	189	82.89
	Divorced	1	0.44
	Missing	7	3.07
<b>Age</b>	<20	1	0.44
	21-25	89	39.04
	26-30	110	48.25
	>31	27	11.84
	Missing	1	0.44
<b>Education</b>	Senior high school	80	35.09
	Bachelor	126	55.26
	Other	20	8.77
	Missing	2	0.88
<b>Years in TW</b>	<1	45	19.74
	1-2	87	38.16
	2-4	60	26.32
	4-6	28	12.28
	>6	8	3.51
<b>Monthly salary</b>	<15,000	35	15.35
	15,001-20,000	94	41.23
	20,001-25,000	69	30.26
	25,001-30,000	25	10.96
	>30,001	5	2.19
<b>Religion</b>	Buddhist	26	11.40
	Muslim	63	27.63
	Christian	35	15.35
	Catholic	96	42.11
	Other	8	3.51
<b>Vocation</b>	Manufacturing worker	228	100.00

### *T-test and one-way ANOVA analysis of sample*

#### HR practices

According to table 4.2, the results show that there is a significant difference of migrant worker's perception scores of training, performance appraisal and reward between different nationality and gender groups. For nationality, the training, performance and reward scores of Philippine workers are significantly lower than Indonesian ones ( $p < .001$ ). For gender, the training, performance appraisal and reward scores of male workers are significantly higher than female ( $p < .001$ ). As for benefit, there is no significant difference between Philippine/Indonesian groups nor male/female groups. Besides, the marital status of migrant workers did not make a significant difference on any item of HR practices.

For the items of age and year-in-Taiwan, there is no significant difference on any scores of HR practices, which means different age and year-in-Taiwan groups did not make a difference on training, performance appraisal, reward and benefit scores, see table 4.2.

According to table 4.2, the scores of training, performance appraisal, and reward are significantly different among salary groups. Among them, migrant workers with salary between NTD 25,000 ~ NTD 30,000 have higher scores on performance appraisal and reward than those earn between NTD 15,000 ~ NTD 20,000 per month. Among differing education-level workers, there is a significant difference on scores of training, performance appraisal and reward. Senior high school workers score higher on training, performance appraisal and reward than bachelor's degree ones. However, as mentioned, most of the high school workers are coming from Indonesia, while most of the Philippines have bachelor's degrees.

As for religion, there is a significant difference on scores of training, performance appraisal, reward and benefit among different religious groups. Among them, Buddhists and Muslims score significantly higher than Christians on training and performance appraisal; Buddhists score significantly higher than Christian and Catholics on reward; Muslims score significantly higher than Catholics on reward as well. But most of the Muslims and Buddhists are from Indonesian, while the most of the Christians and Catholics are Filipinos.

Table 4.2 T-test and one-way ANOVA analysis on HR practices

	Training		Performance		Reward		Benefit	
<b>Nationality</b>	PHL	IDN	PHL	IDN	PHL	IDN	PHL	IDN
Mean	58.73	62.44	29.08	33.07	18.64	20.95	25.71	25.76
t-value	<b>-3.705***</b>		<b>-5.414***</b>		<b>-5.231***</b>		<i>-0.083</i>	
<b>Gender</b>	Male	Female	Male	Female	Male	Female	Male	Female
Mean	61.81	58.20	32.54	28.31	20.79	18.00	26.03	25.32
t-value	<b>3.602***</b>		<b>5.551***</b>		<b>6.515***</b>		<i>1.224</i>	
<b>Marital s.</b>	Married	Single	Married	Single	Married	Single	Married	Single
Mean	60.42	60.07	32.29	30.33	24.97	25.83	20.29	19.43
t-value	<i>0.234</i>		<i>1.674</i>		<i>-1.015</i>		<i>1.349</i>	
<b>Age</b>								
F-value	<i>0.334</i>		<i>0.455</i>		<i>0.797</i>		<i>0.694</i>	
<b>Year-in-tw</b>								
F-value	<i>0.572</i>		<i>0.701</i>		<i>0.343</i>		<i>1.728</i>	
<b>Salary</b> <sup>(a)</sup>								
F-value	<b>3.175**</b>		<b>4.955***</b>		<b>3.976**</b>		<i>0.395</i>	
Scheffé			d>b		d>b			
<b>Education</b> <sup>(b)</sup>								
F-value	<b>5.042**</b>		<b>11.153***</b>		<b>12.044***</b>		<i>0.817</i>	
Scheffé	a>b		a>b		a>b			
<b>Religion</b> <sup>(c)</sup>								
F-value	<b>4.959***</b>		<b>6.213***</b>		<b>6.001***</b>		<b>3.095**</b>	
Scheffé	a>c, b>c		a>c, b>c		a>c, a>d, b>d		a>e	

(a) Five salary groups a: <15000, b: 15001~20000, c: 20001~25000, d: 25001~30000 and e: >30001

(b) Three educational levels a: Senior high school, b: Bachelor and c: Other

(c) Five religion groups a: Buddhist, b: Muslim, c: Christian, d: Catholic and e: Other

\*\*  $p < .05$  \*\*\*  $p < .001$

## ECCC

According to table 4.3, the results show that there is no significant difference on ECCC scores among any demographic groups, since all p-values do not achieve the standards of significance.

## Affective commitment

For nationality, the Indonesian workers have a higher scores on affective commitment than the Philippine ones ( $p<.001$ ). For gender, the male workers score higher on affective commitment than the female ones ( $p<.001$ ). As for marital status, there is no significant difference on affective commitment between married and single workers, see table 4.3.

From the aspect of age, workers above age 31 have a significantly higher score on affective commitment than the other two groups – age below 25 and between 26~30. As for year-in-Taiwan, workers stayed in Taiwan for more than 6 years have a higher score on affective commitment than all the other groups, see table 4.3.

*Table 4.3 T-test and one-way ANOVA analysis on ECCC and affective commitment*

	ECCC		Affective commitment	
<b>Nationality</b>	PHL	IDN	PHL	IDN
Mean	20.96	21.41	26.92	29.54
t-value	-0.968		<b>-4.998****</b>	
<b>Gender</b>	Male	Female	Male	Female
Mean	21.49	20.68	28.89	26.84
t-value	1.787		<b>3.931***</b>	
<b>Marital status</b>	Married	Single	Married	Single
Mean	21.41	21.04	28.71	27.81
t-value	0.565		1.161	
<b>Age<sup>(a)</sup></b>				
F-value	0.744		<b>5.809**</b>	
Scheffé			c>a, c>b	
<b>Year-in-TW<sup>(b)</sup></b>				
F-value	0.797		<b>4.504**</b>	
Scheffé			e>a, e>b, e>c, e>d	

(a) Three age groups a: < 25, b: 26~30, and c > 31 years old

(b) Five year-in-TW groups a: < 1, b: 1~2, c: 2~4, d:4~6 and e: > 6 years

\*\*  $p<.05$  \*\*\*  $p<.001$

(table continues)

Table 4.3 (continued)

	ECCC	Affective commitment
<b>Salary</b> <sup>(c)</sup>		
F-value	1.523	5.029***
Scheffé		c>b
<b>Education</b> <sup>(d)</sup>		
F-value	0.169	15.330***
Scheffé		a>b, c>b
<b>Religion</b> <sup>(e)</sup>		
F-value	1.928	6.069***
Scheffé		b>d

(a) Three age groups a: < 25, b: 26~30, and c > 31 years old

(b) Five year-in-TW groups a: < 1, b: 1~2, c: 2~4, d:4~6 and e: > 6 years

(c) Five salary groups a: <15000, b: 15001~20000, c: 20001~25000, d: 25001~30000 and e: >30001

(d) Three educational levels a: Senior high school, b: Bachelor and c: Other

(e) Five religious groups a: Buddhist, b: Muslim, c: Christian, d: Catholic and e: Other

\*\*  $p < .05$  \*\*\*  $p < .001$

Among different salary groups, there is a significant difference on affective commitment. Workers earned between NTD 20,001~NTD 25,000 have a higher affective commitment scores than those earned between NTD 15,001~NT 20,000. For educational levels, workers with bachelor's degree have a lower score than the other two groups ( $p < .001$ ). For religion, there is a significant different score on affective commitment among different religious groups ( $p < .001$ ). Muslims score significantly higher than Catholic on affective commitment, as shown in table 4.3.

All in all, different nationality, gender, salary and educational groups have significantly different scores on training, performance appraisal, reward and affective commitment. Different religious groups have significant differences on four HR practices, ECCC and affective commitment, as shown in table 4.4.

Table 4.4 Summary of sample characteristics analysis

	<b>Training</b>	<b>PA</b>	<b>Reward</b>	<b>Benefit</b>	<b>ECCC</b>	<b>AC</b>
<b>Nationality</b>						
<b>Gender</b>						
<b>Marital status</b>						
<b>Age</b>						
<b>Year-in-TW</b>						
<b>Salary</b>						
<b>Education</b>						
<b>Religion</b>						

refers to significant difference among different demographic groups.

#### Further exploration

There are two reasons to further explore the data: (1) the results shown in table 4.4 are quite similar among nationality, gender, salary and educational groups, and (2) most of the Indonesian respondents are male, with high school degree and believe in Muslim and Buddhist; while the majority of the Philippine respondents are female, with bachelor's degree and believe in Christian and Catholic, so the overlap among nationality, gender, education and religion is obvious. Thus, it is unapparent what the most important factors are. By Chi-square test of independence, it is ensured that nationality is significantly not independent of gender ( $p < .001$ ), educational level ( $p < .001$ ) and religion ( $p < .001$ ) of the sample, as shown in table 4.5. Thus, the data is being further investigated by splitting into different demographic groups and using one-way ANOVA to compare the results.

Table 4.5 Chi-square ( $\chi^2$ ) test of independence on demographic variables

	<b>Gender</b>	<b>Salary</b>	<b>Education</b>	<b>Religion</b>
<b>Nationality</b>	$\chi^2=120.595$ $p=.000$	$\chi^2=53.745$ $p=.000$	$\chi^2=188.740$ $p=.000$	$\chi^2=204.997$ $p=.000$

As shown in table 4.6, among male workers, there is no significant difference of HR practices and ECCC scores between Philippine and Indonesian males, while the affective commitment scores of Indonesian males are significantly higher than the Philippine males.

Among Philippine workers, the performance and reward scores of Philippine males are significantly higher than Philippine females at 0.05 and 0.01 level.

As a whole, migrant workers with salary between NTD 25,000 ~ NTD 30,000 have higher scores on performance appraisal and reward than those earn between NTD 15,000 ~ NTD 20,000 per month. Workers earned between NTD 20,001 ~ NTD 25,000 have a higher affective commitment scores than those earned between NTD 15,001 ~ NTD 20,000, see table 4.2 and 4.3. While investigating Indonesian and Philippines separately, there is no significant difference in different Philippine salary groups. But among Indonesian workers, those earned between NTD 20,001 ~ NTD 25,000 have a higher affective commitment scores than those earned between NTD 15,001 ~ NTD 20,000, the same with the entire sample. This is reasonable. Since those who earned more are happier about their salary, they enjoy discussing their organizations with people and committing affectively to the organization accordingly.

Besides, those earned below NTD 15,000 have a higher perception on reward scores than those earned between NTD 15,001 ~ NTD 20,000. This could be explained: since the purposes of all migrant workers coming to Taiwan are making money and they know their salary in Taiwan will be higher than in their own countries, thus even if the salary of migrant workers within 1 year experience must be deducted from their agencies, they still think the reward of their company is quite good. However, while the migrant workers worked more than 1 year, their salary will no longer be taken off, but at the same time, they are more experienced and knowing about the situations in Taiwan. Thus, even though, their salaries become higher than before, Indonesians become unsatisfied with the reward system instead. However, Philippines worker is another case. Because of their nationality, they are more acquainted with their rights, duties and obligations before working in Taiwan. They know exactly what the salary mechanism is, so the change on salary will not make their perceptions different.

Although table 4.2 and 4.3 shows that, among different education-level workers, there are significant differences on the scores of training, performance appraisal, rewards, and affective commitment (college > high school). While investigating Indonesian and Philippines separately, it is found that there is no significant difference among Philippine and



Indonesian education-level workers, see table 4.6. Thus, this determines that the differences in scores are from nationality, instead of education level in this study.

Table 4.6 One-way ANOVA among demographic groups

		Training	PA	Reward	Benefit	ECCC	AC
<b>Nationality</b>	<b>Male</b>						PHL < IDN
	F-value	-2.332	-3.535	-.931	-1.520	-.214	<b>-9.698**</b>
<b>Gender</b>	<b>PHL</b>		M > F	M > F			
	F-value	2.013	<b>5.447**</b>	<b>13.648***</b>	2.598	2.674	.189
<b>Salary</b> (a)	<b>PHL</b>						
	F-value	.980	1.200	.868	2.058	.967	.032
	<b>IDN</b>			a > b			c > b
	F-value	1.180	2.388	<b>3.096**</b>	.347	1.722	<b>3.252**</b>
<b>Education</b>	<b>PHL</b>						
	F-value	1.148	1.684	.395	.862	.105	2.266
	<b>IDN</b>						
	F-value	.487	1.963	.989	1.751	.615	.809
<b>Religion</b> (b)	<b>PHL</b>						
	F-value	3.856**	.557	.898	1.150	.270	.379
	<b>IDN</b>						
	F-value	4.691**	2.894**	8.080***	5.009**	4.370**	2.213
<b>YIT</b> (c)	<b>PHL</b>						a > d, e
	F-value	.685	.744	.290	1.497	.430	<b>3.316**</b>
	<b>IDN</b>						
	F-value	.362	.093	.156	.950	.697	1.247

(a) Five salary groups a: <15000, b: 15001~20000, c: 20001~25000, d: 25001~30000 and e: >30001

(b) Five religious groups a: Buddhist, b: Muslim, c: Christian, d: Catholic and e: Other

(c) Five year-in-TW groups a: < 1, b: 1~2, c: 2~4, d: 4~6 and e: > 6 years

\*\*  $p < .05$  \*\*\*  $p < .001$

Overall, workers stayed in Taiwan for more than 6 years have a higher score on affective commitment than all the other groups, see table 4.3. But if investigating the data from two national groups, there is no significance among Indonesia workers, while the Philippine workers worked less than one year score significantly higher than those worked more than four years ( $p = .028 < .05$ ), see table 4.6. The patterns are also shown in figure 4.1. This “higher

commitment in the very first year” phenomenon is similar to honeymoon phase of U-curve (Black and Mendenhall, 1991).

Since there is a relative little of time for a large set of negative reinforcements to have accumulated during the initial stage of working in Taiwan, migrant workers tends to have higher commitment.

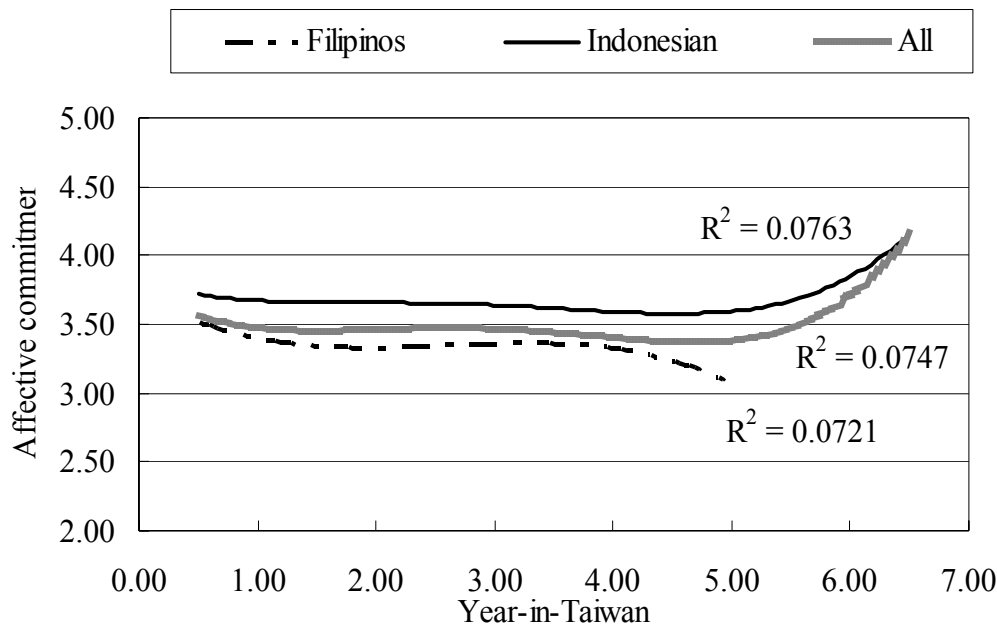


Figure 4.1 Affective commitment patterns of migrant workers

Moreover, through Chi-square test of independence, it shows the salary and year-in-TW variables are not significantly related ( $\chi^2=19.942$ ,  $p=.223$ ). This means that these two variables are independent to each other; implicating that the salary of migrant workers does not change as their tenure becoming longer, which match with the practical pay system for migrant workers.

Except for the above-mentioned variables, this study also investigates the data from shift groups. The results show that night shift workers in A company (composed of Filipinos) have significantly lower scores on performance appraisal and rewards than dayshift workers. However, in B company (composed of Indonesians), there is no significant difference between day and night shift workers.

Thus, hypothesis 1, hypothesized that there is a significant difference in affective commitment among different demographic groups of migrant workers in Taiwan, is partly supported. Except for marital status, education and religion, different nationality, gender, age, year-in-Taiwan groups have significant differences in affective commitment, see table 4.9.

Hypothesis 2, hypothesized that there is a significant difference in ECCC among different demographic groups of migrant workers in Taiwan, is rejected. None of the demographic groups of migrant workers have significant difference in ECCC, see table 4.9.

As for hypothesis 3, hypothesized that there is a significant difference in HR practices among different demographic groups of migrant workers in Taiwan, is partly supported. Different marital status, age, year-in-Taiwan, education and religion groups of migrant workers have no significant difference in HR practices. However, different nationality, gender and salary groups have significant differences in HR practices, see table 4.9.

## Correlation and Regression Analysis of Variables

### *Descriptive statistic and correlation of variables*

Table 4.7 shows the descriptive statistic and the correlations of all variables. The correlations of four HR practices and affective commitment are between .264 and .421, which are significantly positively related ( $p < .01$ ). The correlations of four HR practices and ECCC are between .206 and .432, which are significantly positively related ( $p < .01$ ). The correlation of ECCC and affective commitment is .270, which is significantly positively related as well ( $p < .01$ ). This means the better HR practices migrant workers feel, the higher their affective commitment to the organization. The better ECCC they have, the higher their affective commitment to the organization. Besides, the correlations of overall HR practices and ECCC, and affective commitment are .366 and .412 at 0.01 level.

Thus, hypothesis 4, hypothesized that there is a relationship between HR practices and extent of ECCC of migrant workers in Taiwan, is supported.

Since dependent variable is positively related to all independent variables (small to median-size correlation), and there is no correlations higher than 0.7 within independent variables, multiple regression is further conducted.

*Table 4.7* Descriptive statistic and correlation of independent and dependent variables

Variable	Mean	SD	1	2	3	4	5	6
<b>1. Training</b>	3.77	.479	(0.899)					
<b>2. PA</b>	3.42	.671	.638**	(0.907)				
<b>3. Benefit</b>	3.27	.578	.523**	.498**	(0.850)			
<b>4. Rewards</b>	3.68	.616	.518**	.599**	.512**	(0.795)		
<b>5. ECCC</b>	3.52	.570	.335**	.206**	.432**	.232**	(0.859)	
<b>6. AC</b>	3.50	.499	.421**	.264**	.321**	.312**	.270**	(0.764)

( ) refers to Cronbach's  $\alpha$  of internal consistency

\*\*  $p < .01$ ,  $n=228$ ,

### *Influence of HR practices and ECCC on affective commitment*

Stepwise multiple regression is employed to test the influence of HR practices and ECCC on affective commitment. After entering all the independent variables (training, performance appraisal, benefit, reward and ECCC) and dependent variable (affective commitment) into model 1, the results in table 4.8 shows that only ECCC and one of the HR

practices – training could explain 19.6% of the variance ( $F=27.359$ ,  $p<.001$ ), and  $R^2$  achieved the standards of significance ( $p<.05$ ). Other HR practices – performance appraisal, benefit and reward) do not explain the variance significantly in this study. To see the standardized coefficients of each variable, it is found that both training and ECCC have a significantly positive beta value (.372 and .145), meaning that (1) the influence of training and ECCC are positive to affective commitment and (2) training has a bigger influence than ECCC on affective commitment. This implies that the better migrant workers’ perception of training in the organization, the higher they will commit to the organization affectively and the better their perception of ECCC, the higher their affective commitment as well.

Besides, tolerance, VIF (variance inflation factor) and CI (condition index) in model 1 are .888 ( $>.01$ ), 1.127 ( $<10$ ) and 19.407 ( $<30$ ), which shows there is no problem of collinearity in model 1, see table 4.8.

Thus, hypothesis 5 is supported by the results. The better effective cross-cultural communication migrant workers have in Taiwan, the greater their affective commitment to the organization. As for hypothesis 6, three of HR practices – performance appraisal, benefit and reward are not supported in this study. Migrant workers’ perceptions of performance appraisal, benefit and reward do not influence their affective commitment significantly. Only training is significantly supported. The better training migrant workers in Taiwan perceive, the greater their affective commitment to the organization.

Table 4.8 Summary of regression analysis

Variables	Model 1 $\beta$ value	Model 2 $\beta$ value
<u>Independent variable</u>		
Training	.372***	.356***
Performance appraisal	n.s.	n.s.
Benefit	n.s.	n.s.
Reward	n.s.	n.s.
ECCC	.145**	.166**
<u>Interact item</u>		
Training*ECCC		-.162**
$R^2$	.196	.221
$R^2$	.019**	.026**
F	27.359***	21.21***
Tolerance/VIF	.888/1.127	.982/1.019
CI	19.407	19.728

\*\*  $p<.05$  \*\*\*  $p<.001$

### *Moderate effect of ECCC*

Model 2 in table 4.8 shows the results of testing hypothesis 7 – the extent of effective cross-cultural communication will moderate the relationship between HR practices and commitment significantly ( $F=21.21$ ,  $p<.001$ ) with  $R^2$  achieving the standards of significance ( $p<.05$ ). To see the standardized coefficients of interact item (training x ECCC), a negative beta is found ( $\beta=-.162$ ,  $p<.05$ ). This means the effect of interact item (training x ECCC) are negative to affective commitment. In other words, part of hypothesis 7 is supported. The extent of effective cross-cultural communication will moderate the relationship between training and affective commitment.

Besides, tolerance, VIF (variance inflation factor) and CI (condition index) in model 2 are .982 ( $>.01$ ), 1.019 ( $<10$ ) and 19.728 ( $<30$ ), which shows there is no problem of collinearity in model 2, see table 4.8.

Figure 4.2 shows the moderate effect of ECCC to the relationship between training and affective commitment. It shows the slopes of fitting lines are both positive. This means that no matter migrant workers' perception on ECCC is relatively high or low, the better they perceive training, the greater their affective commitment to the organization. But when ECCC is relatively low, the positive effect of training on affective commitment is stronger ( $\beta=.539$ ); while ECCC is relatively high, the positive effect of training on affective commitment is weaker ( $\beta=.245$ ). This implies training has bigger positive influence on affective commitment while the migrant workers cross-cultural communication ability is relatively low. Thus, training can compensate the deficiency of communication. When migrant workers perceive relatively worse training, those with high ECCC have a high affective commitment than those with low ECCC. In contrast, when migrant workers perceive better training, those with low ECCC have a higher affective commitment than those with high ECCC, but the difference is much smaller. In figure 4.2, it shows migrant workers with better training and lower ECCC have the highest affective commitment.

Table 4.9 summarizes the results of hypotheses testing.

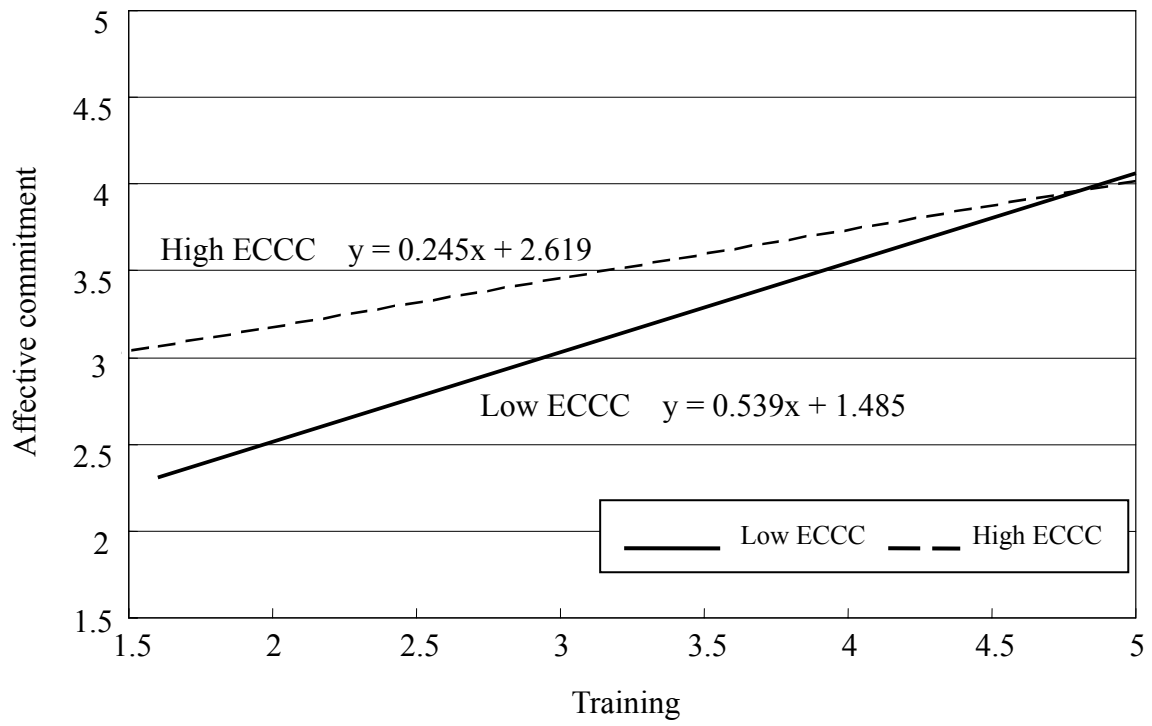


Figure 4.2 Moderate effect of ECCC

Table 4.9 Summary of hypotheses testing results

Hypotheses	Nationality	Gender	Marital Status	Age	YIT	Salary	Edu.	Religion
H1: There is a significant difference in affective commitment among different demographic groups of migrant workers in Taiwan.	Accepted	Accepted	Rejected	Accepted	Accepted	Accepted	Rejected	Rejected
H2: There is a significant difference in extent of effective cross-cultural communication among different demographic groups of migrant workers in Taiwan.	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected
H3: There is a significant difference in HR practices among different demographic groups of migrant workers in Taiwan.	partly Accepted	partly Accepted	Rejected	Rejected	Rejected	partly Accepted	Rejected	Rejected
H4: There is a relationship between HR practices and extent of effective cross-cultural communication of migrant workers in Taiwan.						accepted		
H5: The better effective cross-cultural communication migrant workers in Taiwan, the greater their affective commitment to the organization.						accepted		
H6: The better HR practices migrant workers in Taiwan perceive, the greater their affective commitment to the organization.						partly accepted		
H7: Effective cross-cultural communication will moderate the relationship between HR practices and affective commitment.						partly accepted		



## CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

This chapter covers three parts: the first part presents the conclusions of this study; the second part presents the research limitations in this study, and the third part presents the recommendations for management and future researchers.

### Conclusions

Based on research findings and results, research conclusions are as follows.

#### *Conclusions about general characteristics of migrant workers*

##### *Nationality*

Migrant workers from Indonesian have significant higher scores in three HR practices (training, performance appraisal, rewards), and affective commitment than Philippine workers. In other words, Indonesian workers perceive better training, performance appraisal, and rewards of the organization than Filipinos, and at the same time, they have higher commitment to the organization as well. Thus, Indonesians tend to get satisfied more easily than Filipinos.

##### *Gender*

In general, male workers have significant higher scores on three HR practices (training, performance appraisal, rewards), and affective commitment than female workers. In addition, Philippine males perceive better performance appraisal and rewards than Philippine females. Thus, male workers tend to get satisfied more easily than females.

##### *Marital status*

Marital status does not make a significant difference on the scores of HR practices, ECCC nor affective commitment.

##### *Age*

Migrant workers older than 31 years old have significant higher scores on affective commitment than those between 20 to 30 years old. Thus, the older the migrant workers are, the higher their affective commitments.

### *Year-in-Taiwan*

In general, migrant workers with more than 6-year experiences in Taiwan affectively commit more to the organization than any other groups. Moreover, Philippine workers with less than 1-year experience commit more to the organization affectively than those with more than 4-year experiences.

### *Salary*

Generally, the more migrant workers earned, the better performance appraisal and rewards they perceive. The more migrant workers earned the higher affective commitment they have. However, for Philippine workers, different salary did not cause their perceptions different. One more interesting thing is that Indonesian workers who earned less have a higher reward scores than those earned more.

### *Education*

In general, senior high school workers score higher on training, performance appraisal, rewards and affective commitment than bachelor's degree ones. However, as mentioned, most of the senior high school workers are from Indonesia, while most of the Philippines have bachelor's degrees. Nationality is significantly not independent of educational level of the sample. Besides, while investigating Indonesian and Philippines separately, it is found that there is no significant difference among Philippine and Indonesian education-level workers. Thus, this determines that the differences on scores come from nationality, instead of education level.

### *Religion*

For religion, Muslims score significantly higher than Catholic on affective commitment. Buddhists and Muslims score significantly higher than Christians on training and performance appraisal; Buddhists score significantly higher than Christian and Catholics on reward; Muslims score significantly higher than Catholics on reward as well. However, nationality is significantly not independent of religion. Most of the Muslims and Buddhists are from Indonesian, while the most of the Christians and Catholics are Filipinos. Thus, this determines that the differences on scores are from nationality, instead of religious groups.

To conclude, different nationality, gender, age, year-in-Taiwan, and salary of migrant

workers have significant different scores on HR practices, ECCC, and affective commitment. The results in this study show that:

- (1) Indonesian workers tend to get satisfied more easily than Filipinos, since they have higher perceptions on HR practices and more willing to commit to the organization;
- (2) Male workers tend to get satisfied more easily than female ones; since males have higher perceptions on HR practices and more willing to commit to the organization;
- (3) The older the migrant workers are, the higher their commitment;
- (4) Workers with more than 6-year experiences in Taiwan affectively commit more to the organization than any other groups.
- (5) Migrant workers' educational level does not influence their ECCC ability. In other words, those with bachelor's degrees did not communicate better than those with high school degrees.
- (6) Education level and religion are not the determining demographic factors.

*Relationships among HR practices, ECCC and affective commitment*

The correlation results in figure 5.1 show that the relationships among HR practices, ECCC and affective commitment are all significantly positive, from small to median size.

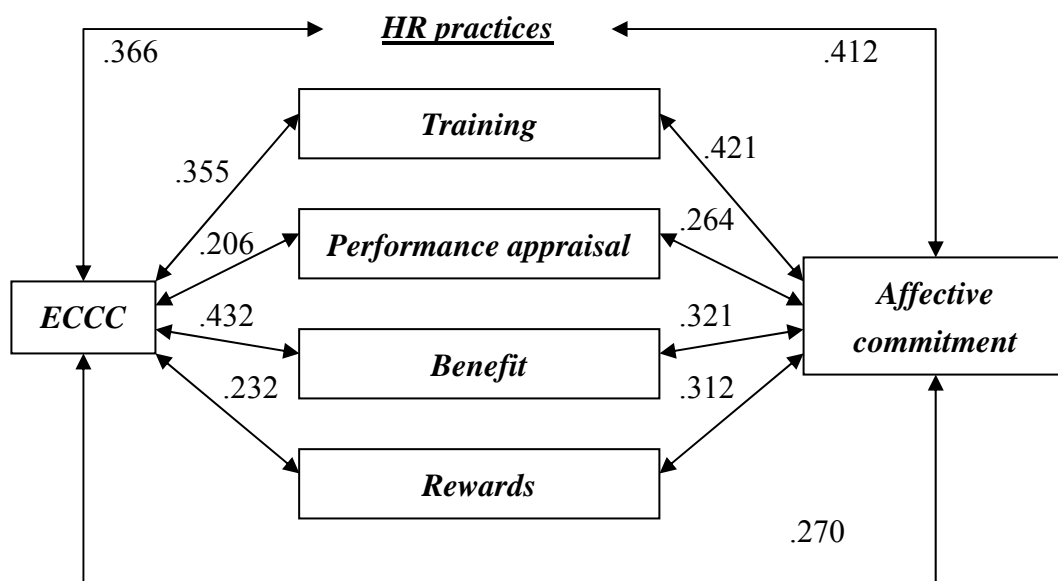


Figure 5.1 Correlation among HR practices, ECCC and affective commitment

### *Influence of HR practices and ECCC on affective commitment*

SPSS results in this study show that hypothesis 5 is supported; the better ECCC ability migrant workers have, the greater their affective commitment to the organization. For hypothesis 6 – the better HR practices migrant workers in Taiwan perceive, the greater their affective commitment to the organization, the results show that, except for training, the other three HR practices – performance appraisal, rewards and benefit do not influence affective commitment significantly. Thus, in this study, only training and ECCC could explain the variance on affective commitment ( $F=27.359, p<.001$ ), 19.6%.

Besides, according to the standardized coefficients of each variable, it is found that both training and ECCC have a significantly positive beta value (.372 and .145). This indicates (1) the influence of training and ECCC are positive to affective commitment and (2) training has a bigger influence than ECCC on affective commitment. Thus, the better migrant workers' perception of training and ECCC in the organization, the higher they will commit to the organization affectively.

### *Moderate effect of ECCC*

The results of regression analysis show that the extent of effective cross-cultural communication will moderate the relationship between training and commitment significantly ( $F=21.21, p<.001$ ). In addition, for standardized coefficients of interact item (training x ECCC), a negative beta is found ( $\beta=-.162, p<.05$ ). This means the effect of interact item (training x ECCC) are negative to affective commitment. To illustrate this, figure 4.2 shows when ECCC is relatively low, the positive effect of training on affective commitment is stronger ( $\beta=.539$ ); while ECCC is relatively high, the positive effect of training on affective commitment is weaker ( $\beta=.245$ ). Therefore, training has bigger positive influence on affective commitment while the migrant workers' cross-cultural communication ability is relatively low, which indicates training can compensate the deficiency of communication.

## **Limitations**

There are several limitations in this study.

Dependent variable and independent variables are all evaluated by migrant workers, which may cause the problem of common method variance (CMV) (Podsakoff and Organ, 1986), meaning that the significance relationships between independent variables and dependent variable may come from the same source. This is the first limitation of the study.

Second, there are restrictions on generalization from sample to the whole population, since the sample of this study only includes migrant workers in manufacturing industry, while the population migrant workers include sailors, manufacturing, construction workers, caretaker and domestic helpers. Besides, only Filipinos and Indonesians are included in this research, which also restricts to generalize on workers from other countries, like Thailand, Vietnam, Malaysia and Mongolia. Thus, inferences from the results and finding may only confine to Indonesian and Filipino workers in manufacturing industry.

Third, all variables in this study are measured from individual-level. However, HR practices belong to organizational-level variable, different from affective commitment and ECCC. Thus, another limitation in the study is that individuals are employed to measure the variables belonging to organization level, which may be unable to reflect the exact fact.

However, since all the variables in this study are measured from individual perception, perception becomes an important issue in this study. Even though HR practices implemented on each migrant worker are the same, individuals have different perceptions caused by their own characteristics and conditions, which influences their attitudes towards things and makes their behavior different. Therefore, even though all variables in this study are evaluated from individual level, this study still contributes.

Fourth, data in this study are collected at one single point in time, which is cross-sectional research. But it is difficult to establish time order in cross-sectional research, another limitation in this study.

## Recommendations

### *Recommendations for management*

Based on research findings and conclusions, some recommendations are made for businesses hiring migrant workers.

First, better trainings contribute to higher commitment. The more businesses emphasis on trainings, the higher employees commit to the organizations. The significant influence of training on workers' affective commitment in this study has proven the inference below. While migrant workers accept more polished and solidier trainings in the organization, they will understand the situations in Taiwan more, be able to apply knowledge and skills to their jobs more, have better ability to solve the problems they encountered, and have a better adjustment in other cultures. This makes them more confident, higher sense of achievement and better attitudes towards organizations. Consequently, they are more willing to stay in the organization and commit themselves affectively. Hence, business may increase migrant workers' commitment through solid trainings.

Second, training is relatively important when migrant workers' cross-cultural communication ability is weak, since training can compensate the deficiency of communication as known from the moderating effect of training in the research results. Thus, management must devote more to job-related trainings while managing cultural-different workers, especially for those with weak cross-cultural communication ability. Furthermore, language training and cross-cultural training is essential, since ECCC and training can significantly explain the variance on commitment of migrant workers. ECCC comes from language proficiency and cross-cultural competence, and cross-cultural competence can be learned from cross-cultural trainings. Thus, while managing migrant workers, job-related training, language training and cross-cultural training is a must to increase their ECCC ability and commitment.

Third, the positive relationships between ECCC and affective commitment of migrant workers show that the better ECCC ability migrant workers have, the higher their commitment to the organization. While migrant workers communicate effectively and cross-culturally with local supervisors and coworkers, there will be less misunderstanding in and out of workplace. Hence they can do their job better and have higher sense of accomplishment while working. Meanwhile, outside of work, they can have better relation with others. Then, commitment will evolve from time. This implies that businesses should

stress on ECCC ability while recruiting migrant workers overseas.

Fourth, more concern should be paid for female migrant workers. Research results show that male workers have higher training, performance appraisal, rewards and affective commitment than females. This implies females are not as satisfied as males, since female workers are more sentimental and may have more physical problems than males. Management should spend more time in communicating with them so as to understand their real needs.

Fifth, businesses may compensate and motivate night shift workers through bonus or extra overtime pay to make them more satisfied.

Sixth, businesses may hire migrant workers with more years of experience working in Taiwan, since they tend to commit more to the organization.

#### *Recommendations for future studies*

In future studies, there are several recommendations for researchers.

First, data could be collected from various sources to avoid the problem of common method variance.

Second, it is recommended to have migrant workers from more countries and industries as sample to increase the ability of generalization. Furthermore, proportional stratified sampling would be a better technology which could make the sample more representative.

Third, although time order can be partially established in cross-sectional research through theory and through past research findings. These techniques for establishing time order are still weaker than actually observing people over time (Johnson and Christensen, 2004). Thus, a longitudinal research is recommended for future researcher to explore the cause and effect relations among ECCC, HR practices, and affective commitment.

Fourth, the main purpose of this study is to investigate the moderate effect of ECCC among cultural-different employees. The results show that ECCC only moderate the relationship between training and affective commitment. As for the other three HR practices – performance appraisal, rewards and benefit, the hypotheses are rejected. This is inconsistent with prior researches (Fletcher and Williams, 1996; Paul and Anantharaman, 2003; Weathington and Tetrick, 2000). Thus, among cultural-different employees, there may be some other more vital variables moderating their willingness to commit to the organization. Future researchers may seek to find out what they are.

Five, sample of this study highlight Taiwan's migrant workers. All of them are blue collars. However, ECCC issues do not happen to blue collar only, white collars, expatriates,

and foreign professionals experience communication problems as well. As a result, the demand to look into the case of foreign professionals in Taiwan is imperious. Although the number is much smaller than those of blue collars in Taiwan, foreign professionals have bigger influences in the company setting in the present globalized world. It is highly recommended to employ them as sample in future studies.

Sixth, the world is becoming too diverse to just isolate sojourners, immigrants, or migrant workers to test their cross-cultural communication ability. The cross-cultural communication ability of host nationals needs continued study as well.



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## APPENDIX A: QUESTIONNAIRE (ENGLISH)

### *Letter Requesting Participation for Questionnaire*

To whom it may concern,

The purpose of this questionnaire is to understand the present working situation of migrant workers in Taiwan. There is no standard answer. Please answer the following questions according to your actual experiences. Your response will be completely anonymous and confidential and only for academic use. Please feel free to answer them.

It will take 10-15 minutes for you to answer this questionnaire, please ***make sure you did not omit any item of them.***

After filing out all the questions, please hand over the filled questionnaire to your management or supervisor.

Thanks very much for your kindly help and cooperation.

Advisor: Ted Tsai

Student: Ariel Chen

Graduate Institute of International Workforce Education and Development,  
National Taiwan Normal University

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### *Questionnaire*

There are seven parts, totally sixty-four items in this questionnaire. Please answer all the items on this answer sheet. According to the rating scale, circle one which fit you or your organization most.

#### ***Part I: Training***

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. I have received before-job trainings. | 5 | 4 | 3 | 2 | 1 |
| 2. I have received on-the-job trainings. | 5 | 4 | 3 | 2 | 1 |

3. The training materials are comprehensive.	5	4	3	2	1
4. The training materials include the version of my first language (mother tongue).	5	4	3	2	1
5. I was totally informed of company regulations in the trainings.	5	4	3	2	1
6. The trainers in my company are highly qualified and effective.	5	4	3	2	1
7. The trainers have no communication barriers with me.	5	4	3	2	1
8. Some migrant workers are assigned to be my job instructors.	5	4	3	2	1
9. The training process for members of my work unit is inclusive.	5	4	3	2	1
10. My company put high priority on training employees in my work unit.	5	4	3	2	1
11. The trainings I accepted are formal and structured.	5	4	3	2	1
12. The training programs my company provided for migrant workers are diverse.	5	4	3	2	1
13. I have received effective work-related trainings.	5	4	3	2	1
14. I have received useful Chinese languages trainings.	5	4	3	2	1
15. I have received useful life-related trainings.	5	4	3	2	1
16. The training includes how to get along with local workers.	5	4	3	2	1

***Part II: Performance appraisal***

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

17. My company provides a formal form of performance appraisal.	5	4	3	2	1
18. I was clearly informed of the standards of performance appraisal.	5	4	3	2	1
19. There are routine performance review interviews for migrant workers.	5	4	3	2	1
20. I have chances to participate in performance appraisal (self-evaluation).	5	4	3	2	1
21. Supervisors discuss performance with me frequently.	5	4	3	2	1
22. The discussions focus more on “present performance” than “future performance”.	5	4	3	2	1

23. Supervisors put a lot of emphasis on my personal development, when the performance is discussed.	5	4	3	2	1
24. Raises and bonuses I received are closely tied to performance appraisal.	5	4	3	2	1
25. My performance is highly related to contract extension.	5	4	3	2	1

**Part III: Reward systems**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

26. The pay level in my work unit is higher than those in other firms.	5	4	3	2	1
27. I got higher pay than past years.	5	4	3	2	1
28. Pay/wage is closely tied to my performance.	5	4	3	2	1
29. The pay range across members in my work unit is wide.	5	4	3	2	1
30. The differences in pay across members of my work unit represent differences in their contributions.	5	4	3	2	1
31. Performance bonus I received is based on the ratio of goal achievement.	5	4	3	2	1

**Part IV: Employee benefits**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

32. The working environment my company provided is safe and neat.	5	4	3	2	1
33. The dormitory my company provided is convenient and comfortable	5	4	3	2	1
34. My company holds activities (like outing, sports game, etc) during my leisure time frequently.	5	4	3	2	1
35. My company provides food and drink fit with my habits.	5	4	3	2	1
36. My company assists me to participate in religious activities.	5	4	3	2	1
37. My company assists me to participate in societal activities.	5	4	3	2	1
38. My company subscribed to newspapers and magazines in my mother tongue.	5	4	3	2	1

**Part V: Effective cross-cultural communication**

Always	Frequently	Sometimes	Seldom	Never
5	4	3	2	1

39. I understand the feelings of coworkers and supervisors from other cultures.	5	4	3	2	1
40. I communicate well with coworkers and supervisors from other cultures.	5	4	3	2	1
41. I can easily resolve misunderstandings with coworkers and supervisors from other cultures.	5	4	3	2	1
42. I understand the point of view of coworkers and supervisors from other cultures.	5	4	3	2	1
43. I can empathize with coworkers and supervisors from other cultures.	5	4	3	2	1
44. I can interpret nonverbal languages of coworkers and supervisors from other cultures.	5	4	3	2	1

**Part VI: Affective Commitment**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

45. I would be very happy to spend the rest of my career with this organization if possible.	5	4	3	2	1
46. I enjoy discussing my organization with people outside it. (including friends, families in my home town).	5	4	3	2	1
47. I really feel as if this organization's are my own.	5	4	3	2	1
48. I think that I could easily become as attached to another organization as I am to this one.	5	4	3	2	1
49. I <b>do not</b> feel like 'part of the family' at my organization.	5	4	3	2	1
50. I <b>do not</b> feel 'emotionally attached' to this organization.	5	4	3	2	1
51. This organization has a great deal of personal meaning for me.	5	4	3	2	1
52. I <b>do not</b> feel a strong sense of belong to my organization.	5	4	3	2	1

**Part VII: Demographic Information**

53. Nationality:

Philippines	Thailand	Indonesia	Vietnam	Other _____
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54. Gender:

Male                      Female

55. Marital status:

Married                  Single                  Divorced

56. Age:

Less than 20 years old                  Between 21 – 25 years old  
Between 26 – 30 years old              Between 31–35 years old  
Between 36 – 40 years old              Between 41–45 years old  
Over 46 years old

57. Education:

Elementary school      Junior high school      Senior high school  
Bachelor      Master      Other \_\_\_\_\_

58. Years working in Taiwan:

Less than 1 year                  Between 1 - 2 years                  Between 2 – 4 years  
Between 4 – 6 years                  Over 6 years

59. Vocation:

Manufacturing worker      Construction worker      Caretaker  
Other \_\_\_\_\_

60. Monthly salary:

Below NTD 15,000                  NTD15,001~NTD20,000  
NTD20,001~NTD25,000              NTD25,001~NTD30,000  
NTD30,001~NTD35,000              Over NTD35,001

61. Religion:

Buddhist      Muslim      Christian      Catholic      Other \_\_\_\_\_

**Thanks for your time and patience to fill out all the questions!**



## APPENDIX B: QUESTIONNAIRE (INDONESIAN)

### *Surat Permohonan untuk berpartisipasi dalam pengisian angket*

Saudara-saudari yang terhormat,

Angket ini bertujuan untuk mengetahui kondisi kerja para pekerja asing di Taiwan. Setiap jawaban adalah benar. Angket ini harap diisi sesuai dengan pengalaman kerja anda. Jawaban anda sepenuhnya adalah tanpa nama dan dirahasiakan dan hanya digunakan untuk kepentingan akademi. Anda dapat menjawab angket ini dengan leluasa.

Setelah selesai mengisi harap angket dikembalikan pada pengawas atau atasan anda.  
Terima kasih untuk waktu dan kerjasamanya.

Penanggung jawab: Ted Tsai

Mahasiswa: Ariel Chen

Graduate Institute of International Workforce Education and Development,  
National Taiwan Normal University

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### *Angket*

Angket ini dibagi menjadi 7 bagian, jumlahnya ada 64 buah. Tolong jawaban di isi di lembar ini. Jawaban di isi menurut pilihan yang tersedia, harap di isi sesuai dengan kondisi tempat bekerja anda.

#### ***Bagian I: Pelatihan***

Sangat setuju	Setuju	Biasa saja	Tidak setuju	Sangat tidak setuju
5	4	3	2	1

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Saya mendapatkan pelatihan sebelum mulai bekerja.                 | 5 | 4 | 3 | 2 | 1 |
| 2. Saya mendapatkan pelatihan pada saat bekerja.                     | 5 | 4 | 3 | 2 | 1 |
| 3. Bahan pelatihan cukup lengkap.                                    | 5 | 4 | 3 | 2 | 1 |
| 4. Bahan pelatihan dalam bahasa Indonesia.                           | 5 | 4 | 3 | 2 | 1 |
| 5. Dalam pelatihan saya diberitahukan mengenai peraturan perusahaan. | 5 | 4 | 3 | 2 | 1 |
| 6. Pelatih di tempat kerja saya sangat berkualitas dan efektif.      | 5 | 4 | 3 | 2 | 1 |

7. Antara pelatih dan saya tidak ada masalah bahasa.	5	4	3	2	1
8. Beberapa pekerja asing lain ditugaskan untuk menjadi pelatih saya dalam bekerja.	5	4	3	2	1
9. Proses pelatihan kerja untuk anggota di bagian saya bekerja lengkap dan menyeluruh.	5	4	3	2	1
10. Perusahaan menaruh perhatian tinggi dalam pelatihan pekerja di departemen saya.	5	4	3	2	1
11. Pelatihan yang saya terima adalah formal dan terstruktur.	5	4	3	2	1
12. Program pelatihan yang disediakan oleh perusahaan untuk pekerja asing beraneka ragam.	5	4	3	2	1
13. Saya menerima pelatihan yang efektif dan berkaitan dengan pekerjaan saya.	5	4	3	2	1
14. Saya menerima pelatihan bahasa Mandarin yang berguna bagi saya.	5	4	3	2	1
15. Saya menerima pelatihan mengenai bertahan hidup yang berguna bagi saya.	5	4	3	2	1
16. Pelatihan termasuk bagaimana caranya untuk berkomunikasi dengan pekerja setempat.	5	4	3	2	1

### ***Bagian II: Penghargaan Prestasi***

Sangat setuju	Setuju	Biasa saja	Tidak setuju	Sangat tidak setuju
5	4	3	2	1

17. Perusahaan menyediakan formulir resmi mengenai prestasi kerja.	5	4	3	2	1
18. Saya diberitahukan secara jelas mengenai standar prestasi kerja.	5	4	3	2	1
19. Prestasi kerja pekerja asing di evaluasi secara rutin.	5	4	3	2	1
20. Saya mendapatkan kesempatan untuk berpartisipasi dalam penilaian prestasi kerja. (evaluasi mengenai diri sendiri).	5	4	3	2	1
21. Pengawas kerja secara bertahap mendiskusikan prestasi kerja dengan saya.	5	4	3	2	1
22. Diskusi lebih difokuskan pada “prestasi kerja saat ini” daripada “prestasi kerja di masa mendatang”.	5	4	3	2	1
23. Pengawas kerja lebih banyak menekankan pada pengembangan pribadi saya pada waktu mendiskusikan prestasi kerja.	5	4	3	2	1



24. Peningkatan gaji dan bonus yang saya dapatkan adalah berdasarkan prestasi kerja saya. 5 4 3 2 1
25. Perpanjangan kontrak kerja saya tergantung pada prestasi kerja saya. 5 4 3 2 1

**Bagian III: Sistem penghargaan**

Sangat setuju	Setuju	Biasa saja	Tidak setuju	Sangat tidak setuju
5	4	3	2	1

26. Gaji yang diterima oleh departemen saya lebih tinggi daripada perusahaan lain. 5 4 3 2 1
27. Gaji yang sekarang saya terima lebih tinggi daripada tahun-tahun kemarin. 5 4 3 2 1
28. Gaji yang saya terima berdasarkan prestasi kerja saya. 5 4 3 2 1
29. Tingkat perbedaan gaji yang diterima oleh setiap anggota di departemen saya berbeda jauh. 5 4 3 2 1
30. Perbedaan gaji yang diterima oleh setiap anggota di departemen saya adalah berdasarkan kontribusi setiap orangnya. 5 4 3 2 1
31. Bonus prestasi yang saya terima adalah didasari oleh rasio pencapaian tujuan. 5 4 3 2 1

**Bagian IV: Kesejahteraan pekerja**

Sangat setuju	Setuju	Biasa saja	Tidak setuju	Sangat tidak setuju
5	4	3	2	1

32. Lingkungan bekerja di perusahaan saya aman dan bersih. 5 4 3 2 1
33. Mess di perusahaan saya enak dan nyaman 5 4 3 2 1
34. Perusahaan mengadakan acara (seperti jalan-jalan, pertandingan olahraga, dll) pada saat hari libur secara rutin. 5 4 3 2 1
35. Perusahaan menyediakan makanan dan minuman sesuai dengan kebiasaan saya. 5 4 3 2 1
36. Perusahaan membantu saya aktif dalam acara keagamaan. 5 4 3 2 1
37. Perusahaan membantu saya aktif dalam acara sosial. 5 4 3 2 1
38. Perusahaan berlangganan koran dan majalah dalam 5 4 3 2 1

bahasa Indonesia.

**Bagian V: Komunikasi yang efektif antar kebudayaan yang berbeda**

Selalu	Sering	Kadang-kadang	Jarang	Tidak pernah
5	4	3	2	1

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 39. Saya dapat mengerti akan perasaan sesama rekan kerja dan pengawas dari kebudayaan lain.                    | 5 | 4 | 3 | 2 | 1 |
| 40. Saya dapat berkomunikasi dengan baik dengan rekan kerja dan pengawas dari kebudayaan lain.                 | 5 | 4 | 3 | 2 | 1 |
| 41. Saya dapat dengan mudah menyelesaikan kesalahpahaman antara rekan kerja dan pengawas dari kebudayaan lain. | 5 | 4 | 3 | 2 | 1 |
| 42. Saya dapat mengerti akan cara berpikir dari rekan kerja dan pengawas dari kebudayaan lain.                 | 5 | 4 | 3 | 2 | 1 |
| 43. Saya mempunyai empati terhadap rekan kerja dan pengawas dari kebudayaan lain.                              | 5 | 4 | 3 | 2 | 1 |
| 44. Saya dapat mengerti bahasa tubuh antara rekan kerja dan pengawas dari kebudayaan lain.                     | 5 | 4 | 3 | 2 | 1 |

**Bagian VI: Komitmen**

Sangat setuju	Setuju	Biasa saja	Tidak setuju	Sangat tidak setuju
5	4	3	2	1

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 45. Saya akan sangat bergembira apabila dapat melanjutkan karir di perusahaan ini.  | 5 | 4 | 3 | 2 | 1 |
| 46. Saya suka membicarakan mengenai perusahaan tempat saya bekerja dengan orang lain. (termasuk teman, keluarga di kampung halaman) | 5 | 4 | 3 | 2 | 1 |
| 47. Saya merasa Perusahaan adalah milik saya.   | 5 | 4 | 3 | 2 | 1 |
| 48. Saya merasa bahwa saya dapat dengan mudah lekat dengan perusahaan lain seperti saya dengan perusahaan ini.                      | 5 | 4 | 3 | 2 | 1 |
| 49. Saya tidak merasa “bagian dari keluarga” dalam perusahaan ini.  | 5 | 4 | 3 | 2 | 1 |
| 50. Saya tidak merasa “lekat secara emosional” dengan perusahaan ini.   | 5 | 4 | 3 | 2 | 1 |

51. Perusahaan ini sangat berarti bagi saya. 5 4 3 2 1
52. Saya tidak memiliki perasaan yang kuat bahwa saya adalah milik perusahaan. 5 4 3 2 1

**Bagian VII: Informasi umum**

53. Warga negara:

Pilipina Thailan Indonesia Vietnam Lain-lain \_\_\_\_\_

54. Jenis kelamin:

Laki-laki Perempuan

55. Status pribadi:

Menikah Belum menikah Cerai

56. Umur:

Dibawah 20 tahun Antara 21 – 25 tahun  
 Antara 26 – 30 tahun Antara 31–35 tahun  
 Antara 36–40 tahun Antara 41–45 tahun  
 Diatas 46 tahun

57. Pendidikan:

SD SMP SMA  
 S1 S2 Lain-lain \_\_\_\_\_

58. Lama bekerja di Taiwan:

Kurang dari 1 tahun Antara 1 - 2 tahun Antara 2 – 4 tahun  
 Antara 4 – 6 tahun Diatas 6 tahun

59. Jenis Pekerjaan:

Pekerja pabrik Pekerja konstruksi bangunan PRT  
 Lain-lain \_\_\_\_\_

60. Gaji bulanan:

Dibawah NTD 15,000 NTD15,001~NTD20,000  
 NTD20,001~NTD25,000 NTD25,001~NTD30,000  
 NTD30,001~NTD35,000 Diatas NTD35,001

61. Agama:

Budha Islam Kristen Katolik Lain-lain \_\_\_\_\_

**Terimakasih atas kesabaran anda dalam mengisi angket !**