PERSONAL ADJUSTMENT, MOTIVATION FOR RETENTION, ENVIRONMENTAL SIMILARITY AND QUALITY PREFERENCE TOWARD SATISFACTION AMONG EXPATRIATE ACADEMICS

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ABSTACT

Many problems that expatriates face, motivate them to leave rather than remain. Adjustment is also a problem for expatriates. Socio-cultural adjustment is time consuming and expatriates possibility may fail (Adler, 2002).If the environmental similarities are fewer, expatriates need a lot of personal adjustment and may cause the failure of adjustment; but if the environmental similarities are more, expatriates may only need a little personal adjustment or may even not need at all, just like living in home country. The set of quality attributes to be measured according to different expatriate academics' viewpoint increases the complexity of the process how to measure and to analyze the factors and how it meets with expatriate academics' expectations. The objectives of this research are to access the level of motivation, adjustment and environmental similarities among expatriate academics in a Malaysian university; to determine the relationship among motivation, adjustment and environmental similarities and satisfaction among expatriate academics in a Malaysian university; to analyze the influence of demography on satisfaction among expatriate academics in a Malaysian university; and to measure expatriate academics' preferences of quality in a Malaysian university. Limitation of this study is just focusing on one university of Malaysia. Survey questionnaire and Analytic Hierarchy Process (AHP) questionnaire have been used to collect the data. Expatriate academics are mostly motivated to remain by teaching context which has three items: rapport with departmental leadership, teaching opportunities, and nation building (ability to affect change). Fourteen items as motivation to remain which selected by 50% of the respondents are research opportunities, cost of living, reputation of the university, research funding, reputation of department, research/ lab facilities, international experience, professional development

opportunities, geographic location of Malaysia, rapport with departmental leadership, teaching opportunities, nation building (ability to affect change), scholarly environment, and students. Research opportunities and cost of living identify as the most important factors of motivation. Majority of expatriate academics are able to adjust in host country. Expatriate academics are better in specific job responsibilities and supervisory responsibilities. "Everyday customs that must be followed" and "general living conditions (housing, etc.)" are similar from their home country. The sub-variables of motivation for turnover that have moderately negative with satisfaction are "organization culture", "scholar environment", and "region and global perspective". However, it shows no relationship between the adjustment and satisfaction of expatriate academics in a Malaysia university. The result shows that there is a positive relationship between environmental similarities and satisfaction. The equation of the multiple regressions is as follows: Satisfaction = 3.968 -0.356 (cost of living, students and geopolitical consideration) + 0.297 (general living costs and transportation system used in Malaysia). Only the Nationality is significant differences with satisfaction of expatriate academics in UTM. The highest weight of preference of quality among all sub-criteria is "professional experience" of academic staff. The second highest sub-criterion weight in AHP analysis is "educational material" in curriculum structure, followed by rapid administration service and abroad program opportunities in career perspective.

ABSTRAK

Banyak masalah dihadapi oleh ekspatriat memotivasikan mereka meninggal lebih daripada mengekalkan. Penyesuaian ekspatriat diri-sendiri juga ialah satu masalah kepada mereka. Penyesuaian dalam budaya sosial memakan masa dan kemungkinan menghadapi kegagalan (Alder, 2002). Kalau persamaan persekitaran adalah kurang, ekspatriat memerlukan penyesuaian yang berlebihan dan ini mungkin menyebabkan kegagalan penyesuaian; jika persamaan persekitaran adalah lebih, mereka mungkin memerlukan penyesuaian yang sedikit ataupun tidak perlu, macam hidup di negara sendiri. Pengukuran set kualiti yang berdasarkan pendapatan para ekspatriat, faktor-faktor ini sukar diukur dan dianalisis untuk memenuhi jangkaan para ekspatriat. Objektif bagi penyelidikan ini adalah mengukur tahap motivasi untuk pengekalan , penyesuaian sendiri, dan persamaan persekitaran antara para akademik ekspatriat di sebuah universiti Malaysia; menentukan hubungan antara motivasi untuk pengekalan, pelarasan sendiri dan persamaan persekitaran dengan kepuasan akademik ekspatriat di sebuah universiti Malaysia; menganalisis pengaruh demografi terhadap kepuasan para akademik ekspatriat di sebuah universiti Malaysia; mengukur kesukaan keutamaan kualiti para akademik ekspatriat di sebuah universiti Malaysia. Batasan kajian ini hanya menumpu tumpuan kepada sebuah universiti Malaysia. Soal selidik biasa dan Proses Hierarki Analisis (AHP) soal selidik telah digunakan untuk mengumpul data. Akademik ekspatriat kebanyakannya terdorong untuk mengekal oleh konteks pengajaran yang mempunyai tiga perkara: hubungan baik dengan kepimpinan jabatan, peluang mengajar, dan pembangunan negara (keupayaan untuk mempengaruhi perubahan). Empat belas item dipilih oleh 50% daripada responden sebagai motivasi untuk pengekalan iaitu peluang penyelidikan, kos sara hidup, reputasi universiti, pembiayaan penyelidikan,

reputasi jabatan, penyelidikan / kemudahan makmal, pengalaman antarabangsa, peluang pembangunan profesional, lokasi geografi Malaysia, hubungan baik dengan kepimpinan jabatan, peluang pengajaran, pembangunan negara (keupayaan untuk mempengaruhi perubahan), persekitaran ilmiah, dan pelajar. Peluang Penyelidikan dan kos sara hidup dikenal pasti sebagai faktor yang paling penting untuk memotivasikan para akademik ekspatriat. Majoriti ahli akademik ekspatriat mampu untuk menyesuaikan diri di negara tuan rumah. Akademik ekspatriat menyesuaikan diri lebih baik dalam tanggungjawab kerja yang khusus dan tanggungjawab penyeliaan. "Setiap hari adat yang perlu diikuti" dan "keadaan hidup umum (perumahan, dan lain-lain)" adalah sama dari negara asal mereka. Item-item dalam motivasi yang mempunyai hubungan yang sederhana negatif dengan kepuasan ialah "budaya organisasi", "persekitaran ulama", dan "rantau dan perspektif global". Walau bagaimanapun, ia menunjukkan tiada hubungan antara penyesuaian diri dan kepuasan ahli akademik ekspatriat di sebuah universiti Malaysia. Hasil kajian menunjukkan bahawa terdapat hubungan yang positif antara persamaan alam sekitar dan kepuasan. Persamaan model regresi berganda adalah seperti berikut: Kepuasan = 3.968 -0.356 (kos sara hidup, pelajar dan pertimbangan geopolitik) + 0.297 (kos hidup umum dan sistem pengangkutan yang digunakan di Malaysia). Hanya Kerakyatan adalah perbezaan yang signifikan dengan kepuasan ahli akademik ekspatriat di UTM. Keutamaan kualiti yang tertinggi di kalangan semua sub-kriteria kualiti ialah "pengalaman profesional" staf akademik. Sub-kriteria yang kedua tertinggi dalam analisis AHP ialah "bahan pendidikan" dalam struktur kurikulum, diikuti dengan kecepatan perkhidmatan pentadbiran dan peluang program di luar negara dari segi perspektif kerjaya.

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LIST OF ABBREVIATIONS

UM   -   Universiti Malaya

QS   -   Quality Standard

THE   -   Times Higher Education

OECD -   Organization for Economic Co-operation and Development

IIE   -   Institute of International Education

UTM   -   Universiti Teknologi Malaysia

IMP3   -   Third Industrial Master Plan

ICT   -   Information and Communication Technology

IBM   -   International Business Machines Corporation

AAUP -   American Association of University Professors

UWM   -   University of Wisconsin-Madison

SET   -   Social Exchange Theory

POS   -   Perceived Organizational Support

NIAD-UE -   National Institution for Academic Degrees and University Evaluation

LMX   -   Leader-Member exchange

UAEU -   United Arab Emirates University

AHP   -   Analytic Hierarchy Process

AASCU-   American Association of State Colleges and Universities

FPPSM-   Faculty of Management and Human Resource

ANOVA-   one way Analysis of Variance

PCA   -   principal component analysis

LIST OF SYMBOLS

A - Goal of AHP

$B_1, B_n...$ - Main criteria in AHP

$C_{11}, C_{1k}...$ - Sub-criteria in AHP

$D_1, D_k...$ - Respondent in AHP

K - higher intensity of important in T.L Saaty scale

λ_{max} - largest eigenvalue

CI - consistency index

CR - consistency in proportion of the total random order

H_0 - null hypothesis

H_a - alternative hypothesis

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CHAPTER 1

INTRODUCTION

1.1   Background of the Study

International mix category among employees is an indication of an institution's commitment to global competitiveness.   The key of global success is an ability of university to employ and remain very best stuff from over the world.   The market for administrative and academic jobs is in international scope, and Quality Standard (QS) World University Ranking indicator suggests global competitiveness. Geographical factors can influence overall university performance so this score weighting has been reduced to 5 per cent from the old ranking system (retrieved from iu.qs.com). In some countries, academic institutions hire foreign professors and academics to fill a gap that is caused by insufficient domestic professionals, insufficient academic qualifications, increasing demand of its population for tertiary education and retirement of senior academics. For an instance, in Canada 40% of faculties are international or expatriate academics (Richardson *et al.,* 2005).   Increasing the number of expatriate academics can not only improve the scores in the international mix category of QS World University Ranking but can also improve the quality of university.

Universiti Malaya (UM) is the only Malaysian university that comes into top 200 QS World University Ranking 2011/1012. UM comes on 167th position, recovering 40 positions from its last position in 2010. However other universities comes down from their previous positions i.e. Universiti Kebangsaan Malaysia (UKM) is ranked 279th position in 2012 as compared to 263rd position in 2010; Universiti Sains Malaysia (USM) is ranked 335th position in 2012 as compared to 309th position in 2010, Universiti Putra Malaysia (UPM) is ranked 358th position in 2012 as compared to 319th position in 2010 and Universiti Teknologi Malaysia (UTM) is ranked 440th position in 2012 as compared to 365th position in 2010. According to Ben Sowter (QS ltd Intelligence Unit Head), UM was the only Malaysian institution improved its international aspects, employer scores and academic 2010 year. The rankings are according to measurement of academic peer reviews, employer reputation reviews, international student ratio, international staff ratio, student and academic ratio and citations per academic ratio (Star, 2010).

The QS World University ranking uses 6 indicators to form an international universities ranking which are academic reputation from global survey (40%), employer reputation from global survey (10%), citations per faculty from Sciverse Scopus(20%), faculty student ratio (20%), proportion of international students (5%), proportion of international faculty (5%). Employer reputation is focused on the majority of undergraduate students' search of employment and their effort on making the reputation of their university amongst employers. QS World University Ranking has used "per faculty member" approach from 2004 as compared to the normal approach of "per faculty member" (retrieved from iu.qs.com).

"Times Higher Education (THE) World University Rankings" is another well-known world university ranking that always publishes in Digest Reader Magazine. The THE World University Rankings uses 13 separate performance indicators globally which are designed to measure the full range of university activities, from teaching to

research as well as knowledge-transfer activity. These 13 elements can be divided into five main categories: research, teaching, citations, industry income and international mix. Teaching category is about the learning environment which is worth 30 per cent of the overall ranking score. Research category is based on the volume of research, income and reputation of the university which is also worth 30 per cent of the overall score. Citations category is about research influence such as credit or reference to another document or source which is worth 32.5 per cent of the overall score. Industry income is measured by activity of knowledge-transfer from an institution's to industry such as the ability of the university to attract funding for research from commercial marketplace companies. Industry income contributes 2.5 percent of the overall score. International mix category looks at diversity on campus with 3 percent international-to-domestic staff ratio and 2 percent international-to-domestic student ratio, worth 5 percent of the overall ranking score (retrieved from timeshighereducation.co.uk).

Universities in Asia have entered the competitive global arena of higher education and some of the world's top universities are now located in the east. By heavily investing in teaching facilities, resources and employing top professors to provide guidance and to bring out the potential in their students, a large number of Asian Universities have earned a reputation for excellence. A large number of Asian Universities have earned a reputation for excellence by heavily investing in teaching facilities, resources, and employing top professors, to provide guidance and to bring out the potential in their students (Felsenthal, 2011). The website of Times Higher Education (THE) World University Rankings 2010-2011 showed that 10 Asian universities are in top 100 of 2010 Ranking and 9 Asian universities are in top 100 of 2011 Ranking (Table 1.1). The Only University of Science and Technology of China have dramatically changed in placement of ranking 2011 (from 49th to 192nd) and not in top 100 of World University Ranking 2011.

Table 1.1: Asian universities in top 100 of 2010 and 2011 Times Higher Education (THE) World University Ranking.

No.	Name of university (Asian universities)	2010 World University Ranking (2010-2011)	2011 World University Ranking (2011-2012)	Changing ($\downarrow$=decrease $\uparrow$= increase)
1	University of Hong Kong	21st	34th (2)	↓ 13
2	University of Tokyo, Japan	26th	30th (1)	↓ 4
3	Pohang University of Science and Technology, Republic of Korea	28th	53rd (6)	↓ 25
4	National University of Singapore	34th	40th (3)	↓ 6
5	Peking University , China	37th	49th (4)	↓15
6	Hong Kong University of Science and Technology	41st	62nd (7)	↓ 21
7	University of Science and Technology of China	49th	192nd (out of top 100)	↓ 143
8	Kyoto University	57th	52nd (5)	↑ 5
9	Tsinghua University, China	58th	71st (8)	↓ 13
10	Korea Advanced Institute of Science and Technology	79th	94th (9)	↓ 15

(Source: by the researcher from 2011 and 2012 THE World University Ranking)

Just like other organizations, the quality of employee is extremely important to determine the quality of a university (Collins, 2005). Indeed, expatriate academics are becoming crucial to globalization's challenges in maintaining a competitive advantage for Malaysian universities such as increasing the reputation of Malaysian universities, attracting more international students, increasing the network of a university and

globalizing the educational content through different experiences, educational backgrounds and culture of the expatriate academics.

Richardson and Zikic (2007) made three categories in defining an expatriate academic in their research of British academics. The first category defines an expatriate academic that has stayed more than one year overseas but less than ten years. Second category defines a migrant who has sought employment outside of Great Britain on a permanent basis. The third category is an expatriate academic that temporarily relocates to another country for less than one year. In every case mentioned above, the academics surveyed were self-initiated expatriates. Tam and Arthur (2007) in Career Development International used the term self-initiated expatriate. They are professionals in non-academic positions who are seeking employment outside of their home country for a variety of reasons such as seeking political or economics betterment, seeking adventure or change, younger people taking advantages of foreign opportunities, job seekers escaping unemployment in their home country, individuals with specialized skills that are needed in another country, or for some other reason someone who has decided to stay abroad for an extended period of time or possibly on a permanent basis.

The Toyota International Teacher Program has funded programs which send United States educators to Costa Rica, Japan and the Galapagos Islands, is designed to give participants international cross-cultural experiences and prepare them for a future interacting with professionals from other cultures or teaching student about other cultures and their experiences as an expatriate academic (IIE, 2006).

1.2   Statement of the Problem

Although number of researches have focused on expatriate (Kraimer *et al.,* 2009; Carl *et al.,* 2008; Aida Hafitah and Maimunah, 2007; Hung-Wen, 2007; Begley *et al.,* 2007; Pires *et al.*, 2006; Marie-France & Panaccio, 2005; Selmer, 2005; Dalton & Wilson, 2000) in different areas or aspects, but only a few of them have focused on expatriate academics (Shanthi *et al.,* 2011; Selmer & Lauring, 2011; Arif & Junaidah, 2011; Fenton, 2010; Schoepp 2010; Reynolds, 2010; Tandogan & Incirlioglu, 2004; Richardson & Mckenna, 2001). Some areas have been explored among the expatriate academics over the world including, intercultural training (Shanthi *et al.,* 2011; Fenton, 2010); adjustment or socio-cultural adjustment or experience (Shanthi *et al.,* 2011; Reynolds, 2010; Tandogan & Incirlioglu, 2004; Richardson & Mckenna, 2001); work outcomes or performance (Shanthi *et al*., 2011; Selmer & Lauring, 2011; Arif & Junaidah, 2011). So far only one (Schoepp, 2010) research focused on motivation for retention but its respondents were the expatriate academics in United Arab Emirates Institutions. None of the researches focuses on motivation for retention of expatriate academic in Malaysian universities. Besides that, none of the research has been found on preference for quality of expatriate academic toward satisfaction; however a research has focused on evaluation of factors that determine quality in higher education in Greece (Tsinidou, 2010). But none of the research has been found on environmental similarities of expatriate academic toward satisfaction.

Expatriates and migrants (included professionals, lifestyle migrants, students and ethnic communities) now make up almost 10% of the total population in developed countries. It causes this group of people to become an attractive target for many industries. Middle East is the area which has the highest percentage of expatriates. Expatriates occupy more than 70% of the total population in the United Arab Emirates and more than 60 % in Kuwait (United Nations Population Division, 2005). In Europe, Luxembourg is the country with the highest ratio of expatriates that is more than 30% of

total population, followed by Switzerland with more than 20%. As per total numbers of expatriates, US has more than 38 million expatriates and has ranked first, followed by the Russian Federation with 12 million expatriates. Germany ranks first among European countries with more than 10 million foreigners followed by France (Population Division of the Department of Economic and Social Affair of United Nations Secretariat, Trends in Total Migrant Stock, 2005).

According to Population Division of the Department of Economics and Social Affairs of the United Nations Secretariat (2005), United Kingdom has the highest number of expatriates among countries of Organization for Economic Co-operation and Development (OECD) with more than three million British living overseas, followed by Germany as second highest number of expatriates with almost 3 million living overseas and Italy (figure 2.1). Emigration from the United Kingdom has stood at about 400,000 per year on an annual basis for the past 10 years (retrieved from whichoffshore.com, 2010).

Out of the population in Dubai, nationals make only 20% and rest are expatriates from Bangladesh, India, Philippines and Pakistan (Castro, 2009). Linkexpats website (retrieved from linkexpats.com) has showed that Dubai has the highest number of expatriates, this figure followed by Oman, Muscat, and Abu Dhabi.

In terms of expatriate's inflow in Europe, the most popular expatriate destinations is Spain, followed by Germany and the United Kingdom (JustLanded.com, 2009). The country's attractiveness can be shown by expatriates' number moving to a certain country. Nevertheless, this figure does not necessarily relate with the life quality for expatriates in the country. A key decision point for many expatriates is balancing the short-term economic gain against varying comfort levels when living in another country. Spain is leading the worldwide ranking of attracting expatriate destinations and it has

welcomed almost 800,000 foreigners in 2008, followed by Germany and the United Kingdom. Expatriates already occupied for 11.4% of the Spanish population in 2008 (epp.eurostat.ec.europa.eu, 2008).
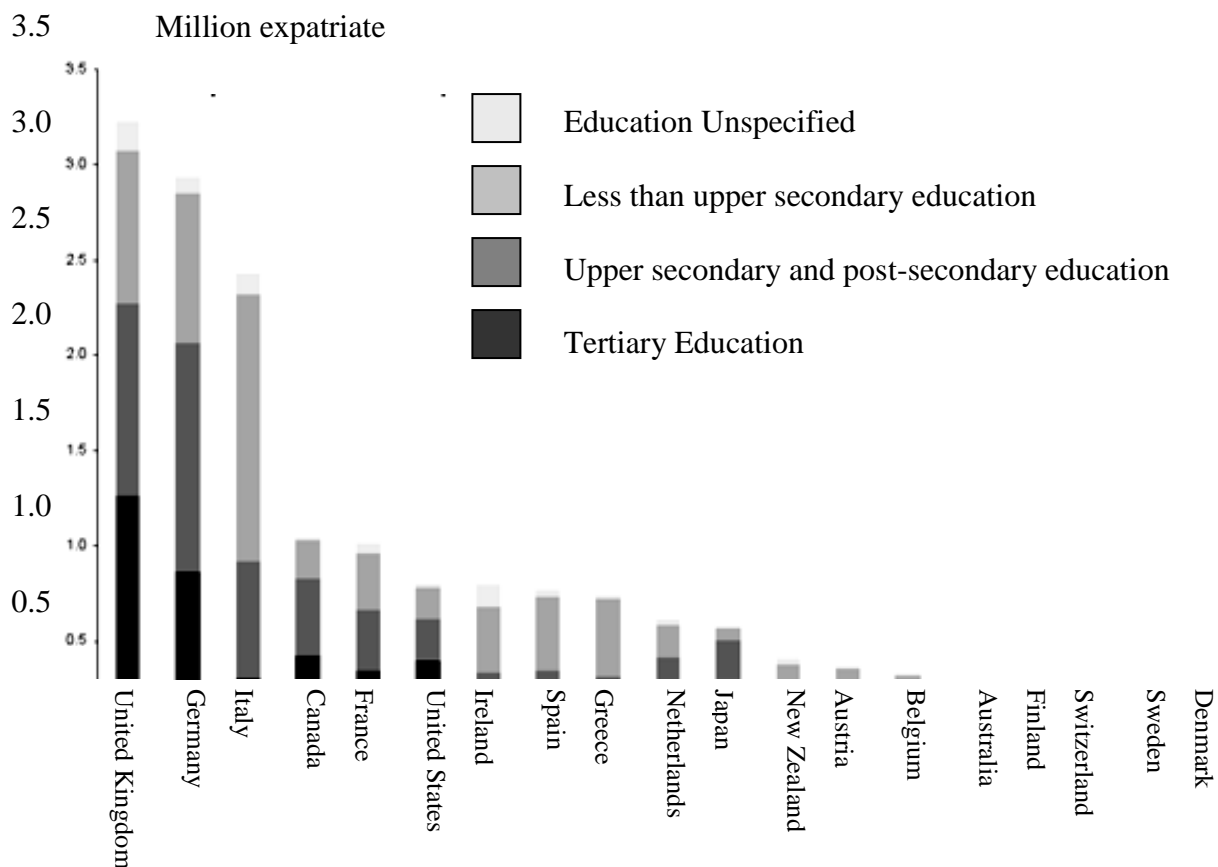
Figure 1.1: Expatriate from developed OECD Countries living abroad, by Education level (Source: Population Division of the Department of Economics and Social Affairs of the United Nations Secretariat (2005)

In Asian countries, the estimated number of international expatriates and migrants is gradually increasing. The estimated number of international expatriates migrants in Asian countries has increased by 20.5% (10, 448, 314 persons) for the period from 1990 to 2010 (Table 2.1). Based on the 2002 statistics, professionals and high skilled expatriates accounted small portion of total labor flows which is 2% in Malaysia

(Manning, 2002). The expatriates' growth rate increased from 5% to10 % in Malaysia (Bharatnagar & Manning, 2005). As forecasted in Third Industrial Master Plan (IMP3), professional and high skilled expatriates account 3 % of the foreign manpower in the country. Most of them are employed in the manufacturing, petroleum, construction and service sectors such as ICT industries, health and education.

Table 1.2: Estimated number of international migrants from 1990 to 2010 in Asia

Year	Estimated number of international migrants at mid-year
1990	50 875 665
1995	48 768 018
2000	51 915 384
2005	55 128 485
2010	61 323 979

(Source: United Nations, Department of Economic and Social Affairs, Population Division, 2009).
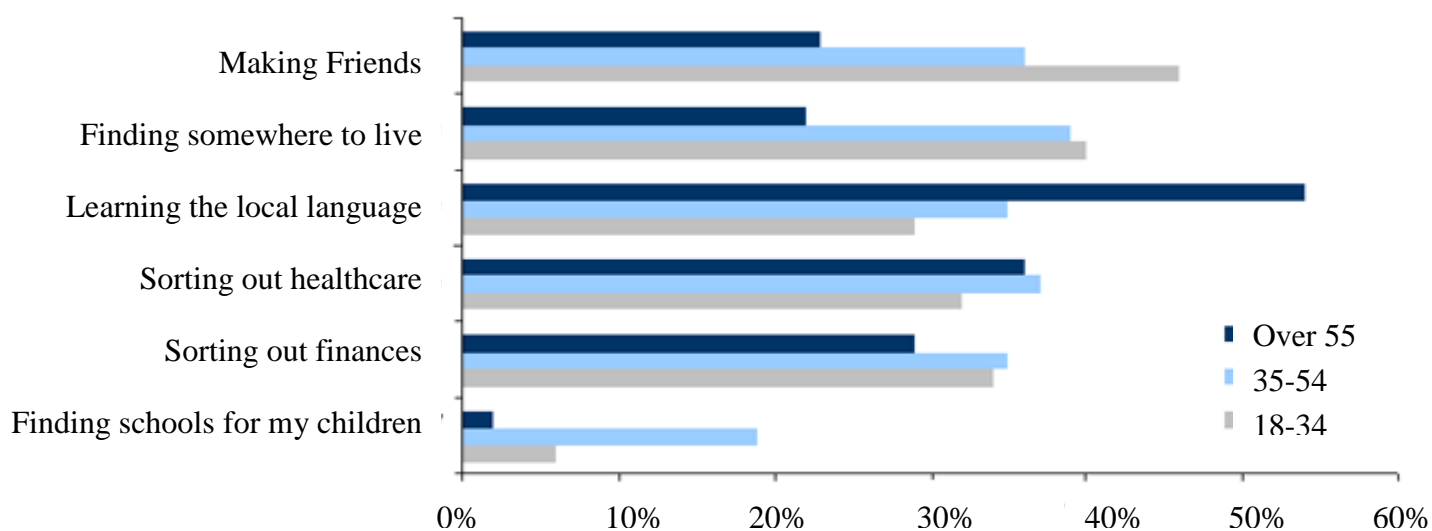
Figure 1.2 Expatriate problems (source: HSBC Expatriate Explorer Survey, 2008)

Many problems that expatriates face, motivate them to leave rather than remain. According to Just Landed website (www.justlanded.com), the most common problems faced by expatriates include: learning the local language; finding a place to live; making new friends, sorting out finances and healthcare; and finding a school for the children (HSBC Expatriate Explorer Survey, 2008). Bhaskar-Shrinivas *et al.* (2005) mentioned that the expatriates received the rewards and costs of expatriation and their families to stay in the host country from their firms would encourage them in expatriation.

Adjustment is also a problem for expatriates. Adler (2002) mentioned that it is possible for expatriates to make own adjustments after three to six months. However, socio-cultural adjustment is time consuming and expatriates possibility may fail. This research will continue the aforementioned study of examining the socio-cultural adjustment of expatriate academics within the Malaysian context. Hung-Wen (2007) carried out the interview study to identify the factors that influence expatriate failure in context of Taiwan. Expatriates undervalued the repatriates skills and the lack of family assimilation (disability of expatriate's family members to adjust to the new environment) cause inability of expatriates to adapt to new environments causing inability to achieve the assignment objectives. Besides that, he also found that absence of headquarters' support causes expatriates to fail in their expatriation assignments. The most important reason for business and industry expatriate failure is the expatriate and/or their traveling partner and family (if applicable) are unable to adapt to the new culture (Jack & Stage, 2005; Sims & Schraeder, 2004). To retain expatriates in overseas posting, from both a business and personal perspective, Hung-Wen (2007) suggested the organizations should keep track of their expatriates and their families in a closer way to remain vigilant of expatriate's needs.

Hofstede (1991) found cultures differential degree among the countries through 88,000 attitude survey at over 40 worldwide IBM locations. Culture plays a role as a component of behavior and socialization. Hofstede mentioned that it is difficult for

people who remain ethnocentric to understand the role of culture that it plays in socialization because these people use the standards and norms in one's own culture and ethnic group when making judgments about others. To realize obvious and subtle differences in culture, it requires a prolonged stay in foreign countries because it just takes time to overcome the programming of one's own culture (Hofstede, 1980). If one has a similar home country environment in the host country, one needs less adjustment; but if one has a higher degree of difference between home country and host country environment, one needs more adjustment. In adjustment process, acculturation is a complex process for expatriates and time is just one factor. Initial expectations of what life would be in Cairo were different from real life that was experienced by Garson (2005) and it has caused the culture shock and took time to recover from it. Adler (2002) noted that normally a period of three to six months is needed to escape from the expatriate's culture shock. Within universities, there is a little interest to conduct formal pre-departure cross-cultural training for traveling academics (Gribble & Ziguras, 2003). If the environmental similarities are fewer, expatriates need a lot of adjustment and may cause the failure of adjustment; but if the environmental similarities are more, expatriates may only need a little adjustment or may even not need at all, just like living in home country. If risk of adjustment failure is low, the success of expatriation would be higher.

Jaeggi (2003) clarified the 4 biggest sources of dissatisfaction of expatriates in Malaysia are: the expectation from subordinates, budget allocation, organization policies and children's education. Expatriates found that their subordinates are less hardworking and competent than their expectation. They felt dissatisfaction of organization budget allocation and policies because they always do not achieve expectations. They are dissatisfied with the standard of education for their children in Malaysia. Moreover, they felt the opportunities for personal growth will be less. Reciprocation is an important process to fulfill the satisfaction of expatriate academic. If the needs of expatriate academics are not met in Malaysian universities, the relationship may become disconnected. Expatriate academics in this case may leave the host country and higher-

education institution. If the reciprocal relationship is functioning effectively, it will benefit both the expatriate academic and the university.

HSBC Expatriate Explorer Survey (2008) has found that younger expatriates have fewer problems with learning the local language, but have a harder time making friends and settling the practical issues of their move; older expatriates often move abroad with significant expatriate benefits that solve most of the practical problems like the search for accommodation, but they have a harder time learning the local language (Figure1.1). Wan and Leightley (2006) found that higher levels of income, occupational position, and age were related to higher job satisfaction. Education and gender had no significant effects on job satisfaction. No evidence was found that higher levels of education were related to higher job satisfaction. There were no differences in job satisfaction across male and female workers.

Long-term survival of universities depend on how good their services and quality sets them apart from others (Aly and Akpovi, 2001; Kanji *et al.,* 1999). Universities need to examine the quality of their services and to measure customer satisfaction in ways that are familiar to service marketing specialists which drive by competition (Kother, 1985). Education services are difficult to measure and are often intangible. Therefore, there is no commonly accepted quality definition that applies specifically to the sector of higher education (Michael, 1998). Quality in higher education and defining a way to measure is not a simple issue (Parri, 2006). In additional, the set of quality attributes to be measured according to different stakeholders' viewpoint increases the complexity of the process so they ran research on how to measure and to analyze the factors that determine the quality and how it meets with student's expectations (Tsinidou, 2010). Students are the external customers and academics are internal customers of university or higher education institution. Internal customer's satisfaction is as important as external customer's because Tansuhaj, *et al.* (1991) clarified that service organizations that design products for internal customer satisfaction are better able to satisfy the needs

of external customers. However, no research is designed on how these quality factors meet with expatriate academics' expectations.

Workers' move around the world has been facilitated by the globalization process (Freidman, 2005). The interest of focusing in expatriates remains high because they epitomize the global economy and their number continues to grow although expatriation is just a representation of one form of people who move abroad (Holopainen & Bjorkman, 2005; Richardson & McKenna, 2002). Expatriates live abroad for employment purposes and do not intend to settle in the host nation and they seldom seek complete integration with the host culture or nation because of the short-lived nature of their existence in the host country. However, even though they are part of the host society, they just do not integrate. Especially within the developing nations, western expatriates often play leading roles in education, economics, and administration of the host nation and enjoy high level of privileges (Cohen, 1977).

The opportunities for those in business and industry to spend extended periods of time living and working in a country other than their home country are extensive and for many of these professionals it is mostly considered as a normal part of career development (Brewster, 1997; Tams & Arthur, 2007; Tung, 1987). Tams and Arthur (2007) in Career Development International used the term self-initiated expatriates. According to them, these people seek employment outside their home country for a variety of reasons. In addressing why business and industry professionals decide to self expatriate, Tams and Arthur (2007) indicated that the industry professionals may look for political or economic betterment, adventure or change, or for taking the advantage of better opportunities in the foreign country, or they could be the job seekers escaping unemployment in their home country. Moreover, these expatriates could also be the persons having specialized skills needed in other country, or they may stay abroad for the extended period of time or possibly on a permanent basis due to some other reason.

Inkson *et al.* (1997) have compared the expatriate assignment with the overseas experience in their seminal paper. Expatriate assignment is employer driven, using the company funds, organizational career, often specific and project oriented; whereby overseas experience is personally motivated, most often on individual's savings, more diffused personal development and as a boundary-less career which is driven by the individual's skill development. The research identified expatriate academic as an individual who is involved in an overseas experience, but not in the expatriate assignment.

Bonnie Garson has shared her teaching experiences at an English-speaking university in Cairo, Egypt in the Journal of Education for Business. Garson (2005), who received only one week formal scheduled orientation training before joining the university in some foreign country, noted that there is a shortage of research and training for expatriating professors and their families. Besides the scheduled orientation training, other formal training she obtained about Egypt was from books and literature. Within the universities, there was very little interest to conduct formal pre-departure cross-cultural training for traveling academics (Gribble & Ziguras, 2003). Garson experienced culture shock when she stayed at Cairo because she had not realized real life there. The initial expectations of what life in Cairo was totally different from real life that was experienced by Garson.

Expatriate academic recovering from culture shock can be time consuming in the case of longer term expatriate academic assignments because they need to adjust within a reasonable time frame and possibly cause failure. Expatriate academics face significant adjustment barriers while adjusting in the host culture because there are big differences between expatriate academic's culture and host culture. Bodycott and Walker (2000) noted that many non-United States based universities hire English speaking expatriate academics to fill short and long-term instructional academic needs. Post-colonial Hong Kong has been hiring more and more English-speaking expatriate

academics to cover the gaps created due to the academics on leave or sabbaticals, or to strengthen the disciplines/areas not adequately covered and to replace academics who are working on advanced degrees. Academics living in isolation away from their family and familiar surroundings may also experience cultural shock. English-speaking expatriate academics are also facing another problem of language barrier as identified by Bodycott and Walker (2000) during their study in Hong Kong. Hess and Linderman (2002) also mentioned that relocation abroad can be successful by learning local language. Values and ideology of host culture have also been identified as adjustment issues for expatriate academics (Bodycott & Walker，2000).

Nevertheless, Adler (2002) mentioned that it is possible for expatriates to make his/her adjustment between three to six months. Research carried out by Tung (1998) towards 409 expatriates who had been assigned to 51 countries around the world, most of the expatriates took 6 to 12 months to make their living comfortable in a new culture. Normally, most of the expatriates recovered from their cultural shock and become normal for living abroad; they gradually learn about the new culture. Peltokorpi and Froese's (2009) findings indicated that self-initiated expatriates (Inkson *et al.,* 1997) actually adjust better to life in the host countries as compared to those who are involved in expatriate assignment.

Traveling family or partner had significant influence on expatriate academics because of the need for social interaction and relationships in the expatriate academic's home country and host country. Richardson (2002) noted that successful academics tend to be fascinated with the experience and processes of expatriation in order to learn and absorb in the host culture. Expatriate academics that had an added sense of adventure to their experiences were able to manage problems well. Overall, the expatriates from business and industry, as noted by Richardson (2002), responded to become more active players and explore beyond their original barrier.

Metaphor has been used to explain the expatriate academic motivations within the field of academia to further understanding of an expatriate academic's psychological thinking. To identify the four metaphorical reasons for expatriate academics to go abroad, Richardson and McKenna (2002) conducted in-depth interviews with 30 British expatriate academics. They found 4 types of expatriate academic motivation: explorers, refugees, mercenaries, and architects. Richardson and McKenna explained that the expatriate academic can be seen as an explorer because he or she is taking an overseas position as an opportunity to undertake this exploration through living and learning in the new culture as an independent way. The second metaphor of expatriate academic motivation is refugee. It represents a group of expatriates desirous to escape from a bad relationship or poor working environment or other unwanted situations. The third metaphor of expatriate academic is mercenary. This metaphor identifies money as a primary driver to expatriation, but rarely emerged as the primary motivation. The last type of expatriate academic motivation is architect. Expatriate academics prefer to earn experience abroad it is observed to be a contributing factor towards career development. In a recent publication that investigates factors influencing the decision to accept an overseas assignment, career development emerged as an important factor (Dickmann *et al.,* 2008).

Malaysia has successively opened its market towards trade liberalization, globalization and being an industrialized nation. Because Malaysia welcomes many oversea organizations expanding their markets and establishing their reputation in the country, expatriates' need has been increased in different fields in Malaysia to meet the needs of professional and highly skilled or expert manpower. It is expected that Malaysia still requires professional or high skilled expatriates for another 10 to 20 years (Shephard, 1996). Hiring expatriates from overseas is one of the ways to expose the Malaysian workforce to foreign expertise's skill, ability and knowledge. Based on the statistics, there were 21,859 legal expatriate postings in Malaysia in 1999 and 20,625 in the previous year (Malaysia, 1999; Malaysia, 2000).

Expatriation in Malaysia has gone through 3 phases of inflowing expatriates. Initially, the first group of expatriates that came to Malaysia is Britons. They are significant extent and located in the private sector such as British Petroleum, Shell, Dunlop, ICI, Guthries and Harrison & Crosfield for the past 10 years or more. Besides that, most of the expatriates are employed as academics, advisors, diplomats and technical specialists in the government sector (Shephard, 1996). Second phases of inflowing expatriates came from United States and other European countries. Large multinationals from those countries included Siemens, Phillips, Nestle, Volvo and Esso. Finally, the third phrase of flowing expatriates mainly came from Japan, Taiwan and Korea along with some other European and American expatriates who were mainly represented by the Asian group of managers. In 1980, the third wave of expatriates came because of the government's "Look East" policy. It has linked closer relations among high growth of electronics industry in Malaysia with Australia and the Asia Newly Industrialized Countries (Shephard, 1996).

Globalization leads national academic to transform into international academic (Altbach & Lewis, 1996). To develop their competitive advantage, Malaysian research and education institutions are increasingly taking globalization as an opportunity and are looking for collaboration and strategic international alliances with various countries' education institutions. Contemporary higher education is fundamentally an international enterprise so the growing statistics of travel by international students and expatriate academics are highly common (Schermerhorn, 1999; Welch, 1997; Altbach & Lewis, 1996). This development encourages many higher education institutions around the world to seek international academics or expatriate academics that can help to produce greater diversity internally among these institutions (Altbach, 1996). Hence, managing international expatriate academics issue in university becomes more significant and complex. It is better to manage them more systematically according to their needs to better retain them in the host country.

1.3   Significance of the Study

The ability of any organization to retain top people is fundamental for its growth and development (Collins, 2005), therefore faculty retention is an important issue for higher education institutions (Ambrose *et al.,* 2005). Malaysian universities also want to retain the expatriate academics, to maintain and to improve their academic quality in the world standing. Through this research, the researcher will find out levels of the expatriate academics' satisfaction in a Malaysian university and to explore the quality preference to retain these academicians.

There is a research touch on expatriation in for-profit organizations focusing solely on one category of expatriates: the employee is sent 'abroad' on a temporary, fixed term assignment by his or her employing organization (Jokinen *et al.,* 2008). This narrow focus has resulted in a dearth of understanding about the experiences of expatriates who do not fit this description, particularly those who self-initiate their own foreign work experiences. This lack of knowledge results in a large gap in the literature of expatriation that can potentially be problematic for practical expatriate management, as a considerable number of expatriates fall into the latter category (Jokinen *et al.,* 2008). Ambrose *et al.* (2005) mentioned that due to the unique environmental characteristics of each of the education institutions, specific research with broad explanations is needed to move beyond research that already exists. Moreover, Richardson (2002) suggested further research to be a comparative study of other nationalities. British academics group may not be indicative of other nationalities. More data and a longitudinal study of multiple nationalities may provide more accurate information. That is why this research is significant and requires to examine expatriate academics that would affect the quality of Malaysian universities.

It was found that the poor international staffing decisions had estimated increased the cost from $200 000 to $1.2 million in 1994 year of study by the National Foreign Trade Council (Ashamalla, 1998). In fact, the indirect costs are mostly lost in poor international staffing decisions and is hard to earn back the lost money in a short time period (Ashamalla & Crocitto, 1997; Daniels & Insch, 1998; Shilling, 1993). Universities are forced to pay direct cost caused by leaving expatriate academics such as to undertake training of new academics to replace vacant positions or to relocate current academic staff to handle additional duties and tasks.

Indirect costs of expatriate failure for an organization could include strategic aims and goals not being achieved, negative impact on job productivity both in terms of the incumbent in the role and the expatriate's co-workers, and could even affect relations with the host-country nationals (Takeuchi *et al.,* 2002). Besides that, the indirect costs of leaving expatriate academics may induce a negative image to the university's management. This comprise a series of negativity such as loss of potential students from expatriate academic's country, loss in points in international to domestic staff category of QS World University Ranking Assessment, loss of native academic or representative academic to grab global market opportunities, damaging the reputation of university and ultimately reduced academic performance. Hechanova *et al.* (2003) point out those failures on international assignments can also affect the organization's ability to recruit and retain top quality candidates. From the expatriate's perspective, the costs can be huge because it includes the negative psychological impact not only on the expatriate but also, potentially, on his/her spouse and family, lowered self-esteem and possibly negative consequences for future career goals (Black *et al.,* 1999).

Bodycott and Walker (2000) noted that expatriate academics tend to share their experiences among themselves and there was a little data on the exchanges expatriate academics experience in their foreign assignments. If they are unable to adapt to the foreign culture, a critical factor that leads to the failure of expatriation in business and

industry. Bodycott and Walker (2000) concluded that there is a need to identify the current status regarding expatriate academic experiences to prevent the failure of expatriation experience.

This study is significant because it provides insights into how other universities seeks to retain existing expatriate academics to have impact on UTM's international ranking due to it being a part of appraisal, international mix. Secondly, due to increasing globalization and rise on expatriate academics mobility, this study focuses a deep research on expatriate academics' retention and leaving, preference for quality and rate of satisfaction. All the information gathered might be used to help top management of university to find better ways in managing the expatriate academics.

1.4   Research Objectives

The primary objective of this research is to explore factors that influence retention of expatriate academics. To achieve this primary objective, it is compulsory to investigate the problems faced by expatriate academics and how it would affect the satisfaction of expatriate academics. Besides that, this research also seeks to scrutinize how demographics influence satisfaction of expatriate academics within the Malaysian context. The objectives of this research are as follows:

- To access the level of motivation for retention, personal adjustment and environmental similarities among expatriate academics in a Malaysian university
- To determine the relationship among motivation for retention, personal adjustment and environmental similarities and satisfaction among expatriate academics in a Malaysian university

- To analyze the influence of demography on satisfaction among expatriate academics in a Malaysian university
- To measure expatriate academics' preference for quality in a Malaysian university

1.5   Research Questions

In order to achieve the objectives that have mentioned above, the following research questions will be studied:

- What are the level of motivation for retention, personal adjustment and environmental similarities among expatriate academics in a Malaysian university?
- What are the relationship among motivation for retention, personal adjustment, environmental similarities and satisfaction among expatriate academics in a Malaysian university?
- How demography influences the satisfaction among expatriate academics in a Malaysian university?
- What are expatriate academics' preferences for quality in a Malaysian university?

1.6   Scope of the Study

The scope of this study is limited to expatriate academics who are teaching in University Teknologi Malaysia (UTM). The knowledge areas that are used in this study

include personal adjustment, environmental similarities, motivation for retention, academic's preference of quality and satisfaction.

The study of this research just focuses on the expatriate academics that remain in service at UTM and not those who have left UTM. There are three primary reasons behind the decision of not focusing on the individuals who have left the university. The first reason is focusing on the motivations of expatriate academic retention or leaving. Leaving is as important as the act of remaining. The second reason for not investigating leavers is because more time is required as it is hard to locate them. Although advancements in communications technology have removed some barriers but the primary technique of data collection in this methodology is via questionnaires. Also, the cooperation of those who have left a university could be low (Johnsrud & Rosser, 2002). The third reason for not focusing on leavers is because, for this research the prediction of leaving is more important than the leavers who have already left the university. There are existing researches that show that the intention leaving is the most direct predictor of actually leaving (Loi *et al.,* 2006; Dick *et al.,* 2004, Kim *et al.,*, 1996; Price & Mueller, 1986). If this research focuses on the leavers, then the predictor of actually leaving is not useful anymore for this research and it cannot fulfill all objectives of this research.

1.7 Limitation and Assumptions

Response rate from expatriate academics will be a significant factor in sufficient data collection. A low response rate could skew the results and conclusions. It is believed that this research can provide a basis on the impact of expatriate academics on the quality of Malaysian university.

Data provided by respondents of a university may not provide sufficient information to fully answer the research questions. The resulting data may be skewed to one set of conclusions because the respondents may have limited expatriate experience and in fact other conclusions are more fitting. This limitation is compensating to the extent possible due to the size of the population being surveyed. The questionnaire will be sent to respondents who are randomly select among 165 expatriate academics in UTM. All respondents may not complete the survey nor they would want to be involved in the research at any time.

Due to the ability to remember their respective expatriate academic experiences and the desire to participate, it is possible the quality of the responses may be limited. In order to conclude this research, the assumptions have been made regarding the respondents' ability to remember their past expatriate experience and their self awareness with their current working environment. Over time, recalling from memory may not tend to be accurate. It is assumed that their respective memory will be recallable to provide accurate data during the data collection period of this research. It is assumed that the respondents are self-aware enough to provide the adequate and accurate responses to the instrument questions and their perceptions of their respective expatriate experiences have been clearly expressed. It is assumed that academics involving in an expatriate experience will contribute personally and professionally to benefit the academic.

For the objective of this research, it is assumed that the data is based on facts and is cogent. It is also assumed that respondents who are involved, are fully honest in their responses and meet the criteria as an expatriate academic.

1.8   Operational Definition

Expatriate means out of one's father land (Harper, 2001). An expatriate is a person who remains connected with his/her home country. So an expatriate is one who integrate fully into (or immigrate) the host culture and country for living abroad. An expatriate is a person permanently or temporarily residing in a country and culture different from his/her homeland (retrieved from en.wikipedia.org). The term expatriate has its etymology in Latin and it means "out of fatherland". In the broader view, an expatriate is one who has been living in another country for a shorter or a longer period of time. According to the term of professionals' context, expatriate is one who is sent abroad by one's company or is a locally hired foreign professional. Richardson and McKenna (2002) classified expatriates as professionals who are temporarily living in their native country, usually for more than a year. Based on socio-economic factors, an expatriate is described as a skilled professional who has been working in another country but not as a manual labourer. Based on the Expatriation Act of 1868, 'Expatriation' means 'renunciation of allegiance'; expatriate has right to enjoy life, liberty and the happiness pursuit as a natural people right (United States Revised Statutes, 1999). In the Just Landed website (retrieved from justlanded.com) four international migrants groups in market of expatriate consists of those who are working professionally overseas or professionals with controlled length assignments; migrants that move overseas in search of a better way of life such as preference climate and living with lower cost; international students studying overseas; and economic migrants who intent to improve their standard of living or to earn more money.

An expatriate academic is a person who lives outside his or her native country and work as a teacher or scholar in a university or other institute of higher education. Based on Fenton (2010), the academics mentioned above who travel to other countries for experience with the intention of returning to their home countries are expatriate

academics. Expatriate academic respondents are limited to those teaching at this university.

Culture is a state intellectual expression such as art and literature, customs, social institutions that distinguishes different groups of people psychologically and in many cases is unconsciously or consciously shown in appearance, attitudes, beliefs and behaviors. McFarlin and Sweeney (2003) have mentioned that culture is an operating system of the mind that distinguishes different groups of people psychologically and in many cases in appearance. Culture impacts attitudes, beliefs, behaviors, and is often unconscious.

Culture Shock is a confusion and disorientation caused by contacting with other way of period, people's lifestyle or other notion regarded as a stage in the other organized society development than one' own. Culture shock has also been described as the initial wave of emotion the expatriate experiences upon arriving in the host country or that culture shock can occur over time as an expatriate experiences more of the nuances of a host culture, have adjustment problems and a sense of "frustration, depression, and homesickness" (Sims & Schraeder, 2004, p. 74). Pires *et al.* (2006) mentioned that culture shock is the results of fear from losing generally known symbols and signs of social intercourse and is showed in difficulties of culture based adjustment in the host country in satisfactory way.

Reciprocation is the "process of fulfilling mutual expectations and satisfying mutual needs in the relationship between a man and his work organization" (Levinson, 1965, p.384).

Satisfaction is a pleasant feeling from fulfillment of a need or want, or the quality or state of being satisfied, or a source or means of enjoyment. It helps to explain why individual action, behavior or decision is taken (Kano, 1980s).

Quality is a phenomenon with subjective opinion that is the emergent emotion resulting from the perception and expectation combination. When perception exceeds expectation, the feeling of high quality will occur; when perception does not meet expectation, the feeling of low quality will occur. When perception and expectation match, then the feeling of satisfaction will occur which represents neutral quality (Noriaki Kano, 1980s). In this context, quality of education should be identified to evaluate standard and good performance has achieved or not (Adebayo *et al.,* 2010).

Expatriate socio-cultural adjustment is an ability of the expatriate to fit in with the host country culture and include being able to navigate in everyday situations (Selmer & Leung, 2003).

Adjustment was explained as the stress degree associated with being an expatriate. Black *et al.* (1991) elaborated those 3 main dimensions of adjustment as work adjustment, general adjustment and interaction adjustment. Firstly, work adjustment refers to the act of adjusting into a comfortable link with assigned tasks. Secondly, general adjustment refers to the act of adjusting into a comfortable link with various non-work factors such as local food, general living conditions, facilities, entertainment, health care services and transportation in the host country. Lastly, interaction adjustment refers to act of adjusting into a comfortable link with interacting both at work and outside work with host country residents. Similarly expatriate adjustments that have been noted by Aycan (1997) emphasized on 3 aspects of adjustments which are work adjustments, socio-cultural and psychological.

Motivation for retention is key factors influence of the decision expatriate academics motivations for leaving or staying at the university. Motivation is the psychological feature that arouses an organism to action toward a desired goal and elicits, controls, and sustains certain goal directed behaviors.

Environmental similarities are fewer, expatriates need a lot of adjustment; but if the environmental similarities are more, expatriates may only need a little adjustment or may even not need at all, just like living in home country.

Quality preference or preference for quality is the quality or qualities that are preferred by expatriate academics in higher education institution. Preference could be conceived of as an individual's attitude towards a set of objects, typically reflected in an explicit decision-making process in psychology (Lichtenstein & Slovic, 2006). Middlehurst (2001) described the scope of quality education assurance included educational process, regulation, curriculum design and content, outcomes and learning experience.

1.9   Plan of the Thesis

Firstly, the researcher has started with identifying the gaps among past researches. After that, the researcher has decided the area that ought to be focused on and set the title of this proposal. Secondly, research questions and objectives developed after gap in research had been found. Thirdly, all related journals, articles, books, theses and electronic documents will be reviewed. This will be continued with content analysis, and finding the supporting points from previous documents. Fifthly, instrument will be

developed and tested in pilot study test. Sixthly, all the questionnaires will be distributed to randomly selected respondents in fieldwork section. All the collected data will be analyzed and prepared the final report is prepared.

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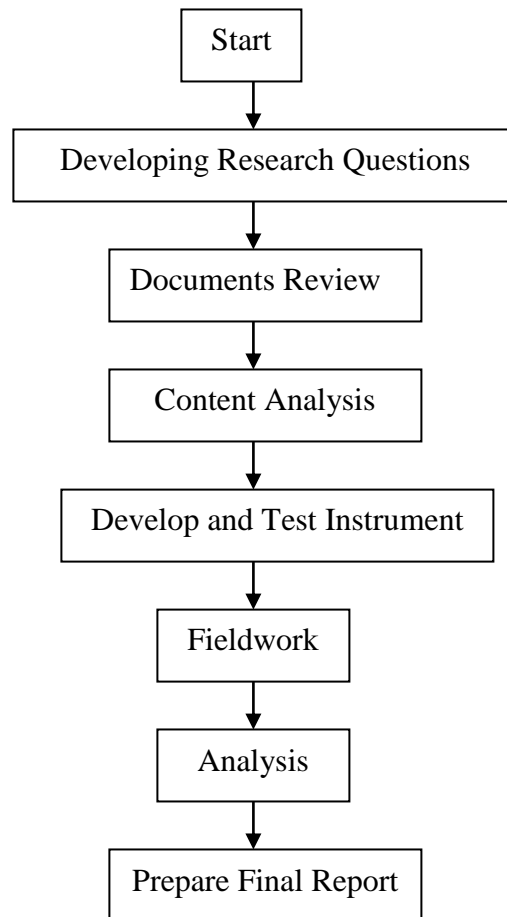
Figure 1.3 Plan of the thesis

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