Leadership Impact on Lecturer Retention at University Preparation Programs in Malaysia

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Leadership Impact on Lecturer Retention at University Preparation Programs in Malaysia

by

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A THESIS
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Abstract

The purpose of this study was to understand the importance of leadership and organizational climate among the possible factors that may influence expatriate lecturers (ELs) working at higher education institutions (HEIs) in Malaysia to either renew their contract or depart. The research objective was to provide the leaders of such programs with insights to help them mitigate the challenges expatriates face and develop a supportive environment that encourages longer-term commitment of lecturers to the program beyond an initial contract.

The literature that informed this study included: (a) the impact of retention on HEIs, both financially and non-financially; (b) culture shock and the cultural dimensions of Malaysia; (c) the theory of work adjustment and its relation to its implications for cross-cultural work adjustment, employee satisfaction, and employee retention; (d) job satisfaction among both higher education faculty in general and expatriate academics in particular; (e) expatriate academics as a unique group that faces challenges specifically related to expatriation and working at HEIs; and (f) leadership approaches that are specifically focused on supporting international faculty teaching overseas, both regarding their transition and ongoing teaching in overseas HEIs.

A convergent, parallel mixed methods research design was used for this study in which 63 participants completed an online questionnaire. In addition, 31 participants also completed a semi-structured interview. The research population for this study included current and former ELs who have worked at university preparation programs at Malaysian HEIs. This population was purposefully chosen based on their potential to best inform the research questions and enhance understanding of EL retention.
Five themes that affect EL retention surfaced from the analysis of the qualitative and quantitative data: (a) professional growth and fulfilment, (b) the direct influence of the leader, (c) institutional factors, (d) cultural adjustment factors, and (e) country-specific factors. These key factors have influenced the decision making around contract renewal for ELs at Malaysian HEIs. These five themes were analysed in light of the key components of the conceptual framework of this study, and each was examined in relation to this study’s literature review. Based on this, the findings of this study were outlined as: (a) cultural adjustment for expatriates in Malaysia, (b) the Theory of Work Adjustment in relation to expatriate lecturers, (c) determinants of job satisfaction among academic faculty, (d) prioritizing factors affecting expatriate lecturer retention, and (e) key leadership approaches.

Based on the results of this study, *The Leadership Model for Expatriate Lecturer Satisfaction and Fulfillment* was developed in order to guide program directors in developing a system to foster the conditions that encourage EL retention. This study will be of interest to program directors and senior leaders of HEIs in Malaysia.
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Finally, I am especially indebted to the research participants who graciously volunteered to participate in my research. Without their insights, this study would not have been possible.
Dedication

To my father, Len, for inspiring me to pursue this doctorate. To my mother, Marilyn, for never doubting I could achieve this. To my wife, Wai Kheng, for providing unwavering support. To my dog, Geno, for being a good boy always.
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CHAPTER ONE: INTRODUCTION

Background and Context

In 2016, approximately 5 million students studied abroad (Yin & Yeakey, 2019). This number is expected to grow to 8 million by 2025 (Growth of International Student Numbers in Higher Education - QS, n.d.). Altbach et al. (2009) pointed out that the most visible manifestation of the impact of globalization on education is the international mobility of students. Globalization’s “first wave” in tertiary education concerned the movement of students across borders (Tierney & Lanford, 2014). The proportion of young people demanding and obtaining access to higher education worldwide has expanded dramatically with the advent of mass higher education (Altbach & Knight, 2007). In 2014, over 56,000 Malaysian post-secondary students were studying overseas, primarily in the United Kingdom (15,583), Australia (15,357), United States (6,486), and to a lesser extent New Zealand (1,508), Ireland (1,258), and Canada (1,224) (UNESCO Institute for Statistics, 2017, Destination Country table). This is in line with worldwide trends that have demonstrated leading destination countries have experienced sizable growth in international student enrolment (Choudaha & Chang, 2012). The second, and current, wave of globalization in tertiary education is more complex, involving the movement of instructors, researchers, programs, and institutions into overseas markets (Tierney & Lanford, 2014).

To prepare students for entry into foreign degree programs, many colleges and universities in Malaysia offer 1- to 2-year university preparation programs, also known as pre-university, matriculation, or foundation programs. These programs are either offered through branch campuses of foreign universities or local higher education institutions (HEIs) using Western curricula from the UK, Australia, Canada, or United States. The inflow of expatriates
into Malaysia is necessary to meet the needs for skilled and professional manpower or expertise in various fields and to expose the Malaysian workforce to foreign expertise (Tahir & Ismail, 2007).

Trembath (2016) defined an *expatriate academic* as “a member of the higher education sector who has moved their dominant place of residence across national borders to take up legal, long-term, yet time-bound, employment in a teaching or research-related role within a university environment” (p. 116). Faculty members of university preparation programs in Malaysia are often referred to as *lecturers*, as their role is primarily teaching related. Throughout this paper, the term *expatriate academic* will be used when citing literature relevant to higher education instructors, as this is the term commonly used within the scholarly literature to describe expatriates who teach in HEIs overseas. The term *lecturer* will be used when specifically referring to expatriate faculty members who teach in university preparation programs in Malaysia, as this is how they are commonly referred to in the context of Malaysian university preparation programs.

Trembath (2016) suggested that universities seeking to increase their competitive positions are more likely to look to the global labour market to find the best possible academic candidates they can afford. “HEIs need academic staff with solid content knowledge [as well as] effective teaching and communication skills” (Asian Development Bank, 2011, p. 11). As Tahir and Ismail (2007) pointed out, Malaysia is still in need of foreign expertise and professional manpower, so expatriate lecturers (ELs) are often employed by Malaysian HEIs due to their qualifications, pedagogical skill, knowledge of the curriculum, and fluency in English. Most post-secondary institutions in Malaysia offer some form of international university preparation programs, as they generate revenue from students preparing for overseas study and serve as a
potential pathway for both local and international students to commence degree programs offered by the university where they did their foundational studies. Thus, competition in this market segment is intense. To support the delivery of these international programs, many HEIs employ ELs to ensure quality standards and improve their institutional competitiveness (Hassan & Hashim, 2011).

The success of university preparation programs is dependent on their ability to qualify students to enter the university programs of their choice as well as prepare them with the skills necessary to succeed once they arrive at university. Dutta and Sahney (2016) stated that classroom teaching is the key determinant of student achievement. Committed and satisfied employees are, in general, highly productive and likely to believe in organisational values and goals (Trivellas & Santouridis, 2014). Chen (2009) stressed that faculty satisfaction with the work environment promotes teaching quality. Therefore, teachers’ classroom practices, their job satisfaction, and commitment to work have a direct effect on student outcomes. Related to this, leadership has been found to be the second most important factor for student success, and successful programs must possess an adept, strong, and purposeful leadership (Dutta & Sahney, 2016). The ability to attract and retain high-quality teaching staff is an essential element for the success of university preparation programs. Research has shown that teacher turnover has a harmful effect on student achievement (Ronfeldt, Loeb, & Wyckoff, 2012). The cost of losing a teacher in the United States is estimated at between $10,000 and $18,000 due to the costs of recruiting, hiring, and training replacements (Barnes, Crowe, & Schaefer, 2007). International recruitment costs of ELs may, in fact, be higher in some cases due to the travel costs incurred for both recruitment and relocation of new staff. These costs drain resources that might otherwise be spent on program improvement initiatives.
While there has been plenty of research on the topic of teacher retention, in general, there has been little research undertaken exploring EL turnover in international contexts (Mancuso, Roberts, & White, 2010). To be marketable, university foundation programs in Malaysia must offer highly effective teaching and learning environments that are conducive to student success. Ronfeldt et al. (2012) identified that maintaining staff cohesion and a collegial teaching environment are related to student engagement and achievement. The role of program directors in retaining expatriate staff in university preparation programs in Malaysia is an area that warrants further exploration.

**Purpose**

In recent years, Malaysia has experienced increased competition among HEIs, forcing many universities to become more entrepreneurial in their efforts to attract both local and foreign students (Ming, 2010). Partially driven by a for-profit motive, the international activities of universities have dramatically expanded in volume, scope, and complexity over the past few decades (Altbach & Knight, 2007). Local Malaysian universities are seeking to enhance their curricula with international content to improve their international competitiveness, while well-known Western universities such as Nottingham (UK), Heriot Watt (UK), and Monash (Australia) have set up branch campuses in Malaysia to expand student enrolment outside of their home countries. Diverse program offerings and institutional reputation are two of the key factors affecting students’ choices to enrol in a higher education institution in Malaysia (Ming, 2010).

To meet the demands of students and offer top-quality programs taught by highly qualified staff, HEIs often need to employ expatriate academic staff (Tahir & Ismail, 2007). Staffing university preparation programs with ELs is a costly and time-consuming activity for
the directors of these programs. When hired, the ELs are employed on contracts often for one or two years in duration. For a variety of reasons, many ELs choose to depart their institution at the end of their first contract. This can have a negative impact on the teaching and learning environment and program culture and adds additional recruitment costs to program budgets.

The purpose of this study is to understand the importance of leadership and organizational climate among the possible factors that may influence ELs to either renew their contract or depart. The research objective is to provide the leaders of such programs with insights to help them mitigate the challenges expatriates face and develop a supportive environment that encourages longer-term commitment of lecturers to the program beyond an initial contract.

Assumptions

This research assumes that international faculty turnover will naturally be higher than among faculty in a home country context. Higher turnover of international faculty can be due to numerous factors, such as international staff teaching aboard while on sabbatical from their regular job, seeking opportunities or adventures in new locations, or simply wanting to return home after teaching overseas for a few years. In addition to the higher staff turnover, it is assumed that in most cases, the costs involved in recruiting expatriate faculty are typically higher than hiring local teachers, with considerations for advertising in international media, attending recruitment fairs, flights for interviews, moving costs, and other possible factors that would not be incurred by local hires. Another assumption is that some of the factors that cause higher turnover in international contexts may be beyond the control of program directors, such as political unrest or economic turmoil in the host country. Also, many people may believe that salary or location comprise the overwhelming determinants of lecturers’ retention in international HEIs. This study is based upon the assumption that the leader and the sense of
community they build within their program can have a significant impact on a lecturer’s decision to stay at the institution after his/her initial contract expires.

**Problem Statement**

The recruitment of ELs to teach in Malaysian university preparation programs is a costly and time-consuming endeavour and often must be repeated frequently, as many expatriates return home or seek other international teaching positions when their contracts expire. With many competitors in the university preparation segment, leaders must ensure they offer excellent teaching and learning environments, while staying mindful of the costs involved in operating their programs. High lecturer turnover has both financial and non-financial implications for an institution. Frequent lecturer turnover disrupts the learning community and diverts money and attention away from a program’s core purpose of delivering superior instruction. Factors affecting EL turnover in international contexts is rarely studied, particularly in these university preparation programs that are operated within HEIs (Odland & Ruzicka, 2009). By understanding the causes of EL turnover in Malaysian university preparation programs, leaders can employ strategies to mitigate constraints and create a sense of community that is long-lasting and fosters conditions for academic excellence and ongoing program viability, stability, and sustainability.

**Research Questions**

**Primary Research Question**

In the context of Malaysian university preparation programs,

- How do expatriate lecturers at university preparation programs in Malaysia view the significance of program leadership, relative to other factors such as host-country and pay, in their decision making surrounding their teaching contract renewal?
Secondary Research Questions

- How important is a positive organizational climate to expatriate lecturers’ commitment to, and desire to remain in, the program?
- What leadership approaches do expatriate lecturers believe to be effective at promoting faculty retention?

Conceptual Framework

Faculty turnover has a negative impact on student learning and has a disruptive influence on academic institutions (Ronfeldt et al., 2012). The conceptual framework pictured in Figure 1 illustrates the interrelatedness of program leadership, lecturer retention, and organizational effectiveness. Program leadership plays the primary role in shaping the school community. What is unknown at this point is the extent to which leadership and a positive organizational climate lead to increased EL retention given all the other factors that may influence a lecturer’s decision to renew his/her contract or move on. A positive organizational climate can help to reduce lecturer turnover, which will have both financial and educational benefits. The investment of funds that would otherwise be spent on recruitment into program improvement activities intended to increase student achievement and professional development of faculty would reinforce and enhance the overall effectiveness of the school. Reallocation of such funds could, in turn, promote increased job satisfaction and organizational commitment among expatriate teaching staff.
In the discussion of the conceptual framework, three main aspects are addressed, namely: (a) leadership impact and effective leadership approaches; (b) theory of work adjustment; and (c) factors affecting lecturer turnover and retention, which include commitment of faculty, cohesion and community, financial impact, and non-financial impact.

**Leadership Impact and Effective Leadership Approaches**

Graen, Liden, and Hoel (1982) found that employees are more likely to remain in an organization when they feel that they are actively exchanging support, resources, extra effort, and the like with their leaders. There is currently a gap in the literature concerning the impact of academic leaders on the retention of expatriate lectures, which this study seeks to examine. Chen
and Silverthorne (2005) noted that leaders have an influence on employees’ job performance, satisfaction, stress, and turnover intention. The authors pointed out that those leaders who want the best results should not rely on a single leadership style. Correspondence between an individual and his/her environment implies conditions that can be described as a harmonious relationship between the individual and environment (Dawis, Lofquist, & Weiss, 1968). This study has identified the leadership approaches that are most likely to create correspondence for ELs at Malaysian university preparation programs.

**Theory of Work Adjustment**

The theory of work adjustment is based on correspondence between individual and environment (Dawis, England, & Lofquist, 1964). The theory is based on the idea that individuals seek to achieve and maintain correspondence with their environment, and a minimum level of correspondence enables an individual to remain in a work environment (Dawis et al., 1968). Dawis et al. (1968) defined work adjustment as “the continuous and dynamic process by which the individual seeks to achieve and maintain correspondence with this work environment” (p. 5). If the work environment fulfils the requirements of an individual, that individual is defined as a satisfied worker (Dawis et al., 1968). Trivellas and Santouridis (2014) found that job satisfaction among academic staff at HEIs is strongly related to organizational commitment, and they recommended that if an HEI provides good working conditions, adequate resources, and employee benefits that keep employees satisfied, they will be induced to be committed and make *discretionary effort* to enhance their performance as a means of reciprocity towards their employer. The theory of work adjustment’s notions of correspondence and job satisfaction, which can lead to employee retention, provides a theoretical underpinning for this research, since satisfied employees tend to choose to stay with their employers (Dahling & Librizzi, 2015).
Factors Affecting Lecturer Turnover and Retention

Figueroa (2015) identified the influences affecting staff turnover in higher education as disparities in income between genders, work conflicts, time constraints, heavy workload, and poor communications with the institutions’ administration. Schoepp (2011) suggested that organizational culture or climate, administration, and collegiality are among the key variables that affect retention rates. Schoepp stated that because of the unique characteristics of each educational environment, specific research is required to move beyond broad explanations that already exist. The factors to be discussed that can impact lecturer turnover and retention include (a) commitment of faculty, (b) cohesion and community, (c) financial impact, and (d) non-financial impact.

Commitment of faculty. Academic leadership behaviours can establish credibility and trust as well as build commitment and alignment with academics (Thian, Alam, & Idris, 2016). Committed and satisfied employees are, in general, highly productive and believe in organisational values and goals, thus leading to enhanced organisational effectiveness (Trivellas & Santouridis, 2014). Trivellas and Santouridis (2014) suggested that leaders should focus on improving the job satisfaction of academics, as it can foster institutional commitment and encourage them to enhance their performance.

Cohesion and community. Turnover, in essence, is a measure of organisational effectiveness, with the implicit assumption being that a stable workforce is required to meet organisational objectives (Theron, Barkhuizen, & Du Plessis, 2014). Ingersoll (2001) stated that educational institutions have traditionally been identified by dependence on commitment and cohesion among members and that a positive sense of community among families, educators, and students is one of the most important indicators and aspects of successful schools. From an
organizational perspective, high turnover of faculty members from programs is of concern not simply because it may be an indicator of potential staffing problems, but also because of its relationship to organizational cohesion and, in turn, performance (Ingersoll, 2001).

**Financial impact.** When top-performing employees exit an organization, they leave a void that is often costly to fill and challenging to manage. It has been estimated that replacement costs of such an employee are approximately 100% to 150% of the annual salary of such an employee (Theron et al., 2014). Specific costs that are directly attributed to the departure of academic staff include separation costs of departing staff, hiring and training costs of replacement staff, and the development of performance productivity in new staff (Synar & Maiden, 2012).

**Non-financial impact.** Theron et al. (2014) contended that retaining academic staff is vital, as they ensure that universities accomplish their visions and missions. The impact of voluntary resignations of individuals on the workgroup and the organisation includes psychological and intangible consequences, such as loss of the knowledge, skills, and experience of departing employees; disruption of service delivery; declining morale; disruptions of the productivity of the work group; and stress caused by vacancies (Theron et al., 2014). Institutional knowledge is a key component in the knowledge economy; managing knowledge through knowledge identification, acquisition, development, transfer, and retention is particularly important in HEIs (Takawira, Coetzee, & Schreuder, 2014). High rates of faculty turnover cannot only be an indicator of underlying problems in how well an institution functions; they can also be disruptive to the quality of the institution’s community and performance (Ingersoll, 2001). Turnover has substantial implications for an organisation, with influencing factors such as the potential cost of human capital loss and interruption of ongoing organisational activities.
(Takawira et al., 2014). When academic staffs depart, they take with them their knowledge of instructional techniques, students’ learning styles, and professional development training. New academic staff members often do not have the same level of experience as those they are replacing, and the introduction of new academic staff disrupts instructional programs until the new academic staff members are assimilated to the culture, curriculum, and school community (Synar & Maiden, 2012).

**About the Researcher**

As a former EL and Head of Department at a university preparation program within a Malaysian higher education institution, my role in this research is emic. My entire career in education has been situated overseas, specifically in Asia. This has impacted my desire to conduct this study, as I have seen many ELs arrive and depart during my 12 years teaching in Asia, which has made me interested in the impact of EL retention on the success of pre-university programs. As a doctoral student in educational leadership, I am interested in both developing my own leadership practice as well as contributing to the research literature on educational leadership in international contexts.

**Significance**

This study has significance to numerous stakeholders, including program directors, lecturers, and higher education senior leaders. The significance of this research in relation to each of these stakeholder groups is described in this section.

**Program Directors**

The primary audience for this study is intended to be leaders in international university preparation programs at HEIs. Recruitment and retention are vital to the success of international education programs. Through exploring lecturers’ perspectives on the importance of leadership
in shaping the work environment within international contexts, leaders can focus on addressing the issues that are most important to teachers when deciding whether to renew their teaching contract. Although this research has taken place at the pre-university level, some of the findings are generalizable to other institutions that have expatriate faculty members.

**Lecturers**

Richardson (2000) found that an expatriate’s ability to adjust had a major influence on his/her professional and personal experiences during his/her overseas appointment. An inability to adjust both professionally and personally had a detrimental effect on individual performance at work, which had a detrimental effect on his/her home life (Richardson, 2000). Since the work life of expatriate academic staff members impacts their quality of life, this study was important, as it gave the lecturers an opportunity to voice their perspectives on the factors that impact their job satisfaction and organizational commitment.

**Higher Education Senior Leaders**

Higher education senior leaders can benefit from this study by integrating some of the findings into their management training, not only for school leaders, but also employees with other roles and responsibilities, such as human resources that frequently interact with expatriate staff. From a financial perspective, improving lecturer retention can save an institution money and reduce the fiscal impact of staff turnover as well as lead to more effective program delivery.

**Delimitations**

Although the study participants were all expatriates in Malaysia, there are no completely unique challenges to working in Malaysia that do not apply to working in any other country as an expatriate. Therefore, this study did not seek to determine the attractiveness of Malaysia as a host country for expatriate academic lecturers.
Local lecturers working in the same programs as ELs were not surveyed for this study. Although their opinions on the leadership and school community may be insightful, they are not expatriates working in a foreign country and, therefore, were outside the scope of this research.

**Limitations**

Although this study was conceived to be manageable in the context of a doctoral dissertation, nevertheless some limitations were encountered in the course of this research. Geographic distance between researcher and potential participants, achieving an adequate number of participants, and having a limited research budget were limitations of this study. The methods used to minimize or eliminate the limitations that impacted this study are described in this section.

**Geographical Distance**

This study included both current and former lecturers. The former lecturers have moved back to their home country or obtained employment in another country. These participants were contacted at their last known e-mail address provided by their employer. This did not present a prevailing problem for initial data collection, as electronic surveys were used and completed at the participant’s convenience. Follow-up interviews were slightly more challenging given that participants were living in various time zones. To mitigate this, participants chose their preferred video conferencing method and time to conduct interviews.

**Accessing Adequate Number of Participants**

Although there are many HEIs in Malaysia offering pre-university programs, the exact number of ELs working at various programs and different institutions is currently unknown to the researcher. After an initial round of contacting participants in programs known to the
researcher, the sample was expanded to include other institutions. This was done by researching institutional websites and contacting individuals using publicly available information.

**Limited Research Budget**

As this research study has been entirely self-funded, all efforts were made to minimize the total cost of this project. Fortunately, the surveys and interviews necessary for data collection were done at minimal cost. Although a larger budget would possibly allow for a study on a wider scale, the current scope and budget were adequate for this research project.

**Definition of Terms**

University preparation programs are prevalent within HEIs in Malaysia, more so than I have observed in my home country of Canada. In order to give the reader some contextual understanding, I have chosen to define some key terms relating to Malaysian university preparation programs. I have also defined key terms that will be used throughout this paper that relate to my research questions.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>College</td>
<td>A Malaysian higher education institution that offers non-degree programs such as pre-university, foundation, or diploma programs. Colleges may offer degrees through “twinning” or “partner” arrangements with overseas partner universities, but they do not independently confer degrees.</td>
</tr>
<tr>
<td>University Preparation Program: Foundation Program</td>
<td>A one- to two-year program to qualify and prepare students for university studies. These programs are commonly referred to as pre-university, foundation, or matriculation programs.</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Used in place of “teacher” for academic staff at pre-university or foundation programs at colleges in Malaysia.</td>
</tr>
<tr>
<td>Branch Campus</td>
<td>A foreign university with a campus in Malaysia.</td>
</tr>
<tr>
<td>Program Director</td>
<td>The leader of a university preparation program. The role is similar to school principal, but within a larger college environment.</td>
</tr>
<tr>
<td>Organizational Climate</td>
<td>The shared perceptions of and the meaning attached to the policies, practices, and procedures employees experience and the behaviours they observe getting rewarded and that are supported and expected (Schneider, Ehrhart, &amp; Macey, 2013).</td>
</tr>
<tr>
<td>Organizational Culture</td>
<td>The shared basic assumptions, values, and beliefs that characterize a setting and are taught to newcomers as the proper way to think and feel, communicated by the myths and stories people tell about how the organization came to be the way it is as it solved problems associated with external adaptations and internal integrations (Schneider et al., 2013).</td>
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**Chapter Summary**

In this chapter, I have provided an overview of the context and intended goals of this study. I have identified a clear purpose, which was to understand the importance of leadership and organizational climate among the possible factors that may influence ELs to either renew
their contract or depart. The significance of this research is that by understanding the causes of EL turnover in Malaysian university preparation programs, leaders can employ strategies to mitigate constraints and create a sense of community that is long-lasting and fosters conditions for academic excellence and ongoing program viability, stability, and sustainability. The overall objective has been made clear: Provide the leaders of university preparation programs in Malaysia with insights to help them mitigate the challenges ELs face and develop a supportive environment that encourages longer-term commitment of lecturers to the program beyond an initial contract.

As an initial step towards answering this study’s research questions, a conceptual framework has been created that includes (a) leadership impact and effective leadership approaches; (b) theory of work adjustment; and (c) factors affecting lecturer turnover and retention, which include commitment of faculty, cohesion and community, financial impact, and non-financial impact. These key topics are explored more deeply through a review of the academic literature for each topic.

Throughout the chapter, I have identified the assumptions I brought to this research, my personal background and its impact on the study, both the limitations and delimitation of this research, as well as key terms that will help the reader understand this study. Having identified clear research questions and developed a conceptual framework for this study, the next step was to conduct a thorough review of the literature to examine what is already known about this topic and determine how this study could potentially result in new knowledge that will make a significant contribution to the field of post-secondary leadership.
CHAPTER TWO: LITERATURE REVIEW

Altbach and Knight (2007) stated that earning money is a key outcome for all internationalization projects in the for-profit sector and for some traditional non-profit universities experiencing financial constraints. There are rising expressions of concern over the quality of higher education, and high levels of unease are reported by academic staff regarding their institutional management’s prioritization of profits over the maintenance of high educational standards (Fredman & Doughney, 2011). Altbach and Knight cautioned that today’s emerging programs and practices must ensure that international higher education benefits the public and not simply be a profit centre. It is faculty who bear the burden of maintaining program quality standards as universities seek to continue to expand their operations both domestically and internationally, and as such, they play a key role in the success of higher education institutions (HEIs) in the era of global competition in post-secondary education.

As a result of the increasing focus on revenue generation and profits, there appears to be a disconnection between the views and practices of contemporary university management and the satisfaction of academic faculty. Management efforts directed at maximizing profits, such as reducing costs and increasing productivity, are often at odds with what keeps faculty satisfied with their jobs. Fredman and Doughney (2011) suggested that while many higher education teaching and research staff appear happy to work more productively, most appear to view their increased workloads as a profit-driven aim rather than being pedagogical or intellectually driven. The concepts of marketization and competitiveness are not attractive for many academics, which tend to believe that many managerial decisions are made with a focus on profit over educational standards (Fredman & Doughney, 2011). The challenge for higher education leaders is to create
a working environment where faculty members are both satisfied and productive as they attempt to expand programs and increase profitability.

Through this literature review, I will explore the central topics related to this study’s primary research question, which seeks to explore expatriate lecturers’ (ELs) perception of the significance of program leadership in their decision as to whether they will renew their teaching contracts. To explore what is already known about expatriate faculty retention and determine the significance of this study, the focus will be on investigating topics that are central to faculty retention in international higher education, which are highlighted in the conceptual framework shown in Figure 1, provided in Chapter 1.

First, the impact of faculty satisfaction and retention rates on HEIs will be explored to determine the potential cost savings and benefits of increased faculty retention in higher education. Next, the phenomenon of culture shock and its impacts on expatriates will be investigated. Also, Malaysia as a host country for expatriate lecturers will be examined according to relevant aspects of Hofstede’s cultural dimensions (Hofstede Insights, n.d.). A comparison will be made between Malaysia’s scores on various cultural dimensions with those of the United States, Canada, Australia, and the United Kingdom with respect to the challenges ELs may encounter during their cultural work adjustment as expatriates in Malaysia. Next, the theory of work adjustment (Dawis et al., 1964) will be discussed in relation to its implications for cross-cultural work adjustment, employee satisfaction, and employee retention. After that, the determinants of job satisfaction among higher education faculty members will be identified and prioritized, as these factors are transferable to expatriate lecturers working in pre-university programs at HEIs in Malaysia. Following this, there will be an examination of the unique challenges faced by expatriate academics teaching in overseas programs. This review will
provide the justification for researching expatriate academics as a *unique* group, as they deal with challenges and additional stresses not faced in a home country context. Finally, the literature on leadership approaches specifically focused on supporting international faculty teaching overseas will be explored to determine the current state of leadership approaches that impact faculty retention in overseas programs. The foundation for determining the role of leadership in improving faculty retention at university preparation programs at Malaysian HEIs will be laid in this literature review.

**Impact of Faculty Retention and Turnover**

Hom, Lee, Shaw, and Hausknecht (2017) described employee turnover as the voluntary severance of employment ties by employees. Figueroa (2015) found that common factors affecting turnover of academic staff in higher education include disparities in income between genders, work conflicts, time constraints, heavy workload, and poor communications with the institution’s administration. Some turnover is healthy within an organization, and some employers view the process of staff leaving and being replaced as a natural and inevitable feature of the higher education industry (Owence, Pinagase, & Mercy, 2014). It is essential to examine the impact that faculty retention can have on HEIs to determine whether expatriate faculty retention should be a management priority in the context of pre-university programs in Malaysia.

Like other organizations, it is first and foremost the quality of the people that ultimately determines the quality of an HEI, and the hallmark of a successful institution is its ability to retain high-achieving faculty (Schoepp, 2011). This is particularly important in international contexts, as building human capital through international recruiting is an important strategy for maintaining and extending university competitiveness (Lawrence, Celis, Kim, Lipson, & Tong, 2013). In many pre-university programs in Malaysia, expatriate faculty represent a competitive
advantage to their institutions, as they bring expertise in curriculum, pedagogy, and language to the international programs in which they teach. The overall costs of recruitment, training, and replacement of higher education faculty can be considerable (Betts & Sikorski, 2008). Recruiting for overseas positions can be costly and challenging due to travel and relocation costs. It is in the best interests of higher education leaders to focus on maintaining high levels of job satisfaction among faculty members, as high satisfaction is a strong predictor of higher retention rates (Perrachione, Petersen, & Rosser, 2008). Keeping faculty satisfied with their job can have a noteworthy impact on an HEI’s ability to efficiently meet its objectives, both in financial and operational terms (Trivellas & Santouridis, 2014). Betts and Sikorski (2008) classified three categories of cost typically associated with employee turnover and attrition in higher education: (a) direct costs, (b) opportunity costs, and (c) indirect costs.

Direct costs refer to costs related to hiring, salary/benefits, and training of faculty. These costs are essential for the recruitment and retention of employees. Conversely, direct costs also include separation costs, such as payment of unused vacation or sick pay, related to attrition and turnover (Betts & Sikorski, 2008). Figueroa (2015) labelled turnover as “the thief that robs your bottom line” (p. 86). This is due to the costs found in the time and effort taken to search for and train new staff, which in an international context, can be particularly expensive given travel and relocation costs. Hiring and training a replacement worker for a lost employee can cost approximately 50% of the worker’s annual salary (Musah & Nkuah, 2013).

The most serious consequence of a high academic staff turnover is that it diminishes teaching quality and student achievement (Ibrahim, Kassa, & Tasisa, 2017). Opportunity costs include the loss of business and loss of students resulting from diminished resources and/or decreased service quality due to faculty turnover (Betts & Sikorski, 2008). The literature on
faculty turnover has linked faculty retention to effective organizational performance. Chen (2009) stated that satisfaction among faculty enhances educational quality and creates advantages in terms of international competitiveness for HEIs. Satisfied faculty are more committed and contribute quality inputs in teaching and research and, thereby, enhance the quality of student output (Nandan & Krishna, 2013). Moè, Pazzaglia, and Ronconi (2010) explained that high job satisfaction increases a teacher’s motivation. Motivated or even enthusiastic educators raise intrinsic motivation in students and promote their levels of vitality as well as influence students’ experiences of autonomy and competence (Moè et al., 2010). On the other hand, dissatisfied faculty contribute negative inputs, which have a detrimental effect on the quality of education (Nandan & Krishna, 2013). Demotivated teachers demotivate students through emotional contagion and their inability to satisfy their students’ needs for autonomy, competence, and relatedness (Moè et al., 2010).

HEIs are more dependent on the intellectual/creative abilities and commitment of the academic staff than most other organizations (Ibrahim et al., 2017). The specific benefits of retaining veteran expatriate faculty are numerous. Long-serving faculty are experienced in the work environment, which gives them a better understanding of the student and the organisational culture (Schoepp, 2011). Figueroa (2015) classified the departure of veteran faculty as a skill drain. This not only costs the organization in terms of loss of intellectual capital, but other competitors also tend to gain through the employment of these personnel (Musah & Nkuah, 2013). The university preparation program market in Malaysia is crowded, and schools often tout their excellence in teaching and successful student outcomes to attract potential students. Given that higher retention levels are beneficial for both teaching and learning, it is essential that
leaders work to manage instructor satisfaction to improve or maintain high levels of faculty retention.

Indirect costs are the most difficult to quantify since these costs relate to productivity, morale, and, ultimately, influence the organizational climate and organizational culture of the workplace (Betts & Sikorski, 2008). The departure of workers can potentially cause strain in the form of work overload on remaining staff, especially if management cannot quickly replace the departed staff, which is often the case when recruiting faculty from overseas (Owence et al., 2014). This can lead to lower morale and burnout and contribute further to poor employee retention (Musah & Nkuah, 2013). When an employee leaves an organization, it is presumed that productivity drops due to the learning curve involved in the induction and orientation of the replacement in order to understand his/her job functions and the organization rules and its associated culture (Musah & Nkuah, 2013).

It is difficult to precisely quantify the total cost of faculty turnover to an HEI. However, there was evidence within the literature that faculty retention can have a significant impact on an HEI’s financial health, its overall effectiveness in teaching and learning, as well as its reputation. International competition has never been greater among post-secondary institutions, and the quality of programs and reputation of an institution form the main driver of enrolment for both domestic and international students. Post-secondary leaders need to be mindful of protecting the talent that is ultimately responsible for delivering the product to students. Hence, the job satisfaction of faculty is crucial to both the students and the institution.

**Culture Shock: Adjustment to New Cultural Environments**

Naeem, Nadeem, and Khan (2015) noted that stress is a major part of expatriate assignments in the initial months when the employee is experiencing what is known as culture shock.
shock, which arises when an expatriate employee must learn how to deal with a new culture. Roskell (2013) described culture shock as being manifest as anxiety, stress, and disorientation. It arises when an individual is confronted with an unfamiliar environment, where existing familiar social patterns are rendered ineffective. Similarly, Oberg (1960) stated that culture shock is precipitated by the anxiety that results from losing all of one’s familiar signs and symbols of social intercourse. Culture shock is sometimes misunderstood as simply being frustration with a culture different than one’s own and with difficulties associated with cultural adjustment. However, Oberg identified a four-stage process associated with culture shock that begins with fascination of the novelty of the new experience in a foreign country. This phase is often referred to as “the honeymoon period” (p. 143). This is followed by the second stage, which is characterized by aggression and hostility towards the host country, when things cannot be done in the same way as the individual has previously experienced in his/her home country. According to Oberg, this can be the crisis point of the employee’s expatriation, where the individual will either come through it and be strong or will have to leave the host country. During the third stage, individuals often display a superior attitude to the host country. Many start to use humour, including laughing at oneself in the new cultural context. The final stage is when individuals adjust and accept that the host country’s ways are different. Halicioglu (2015) stated that leaders of institutions all over the world who employ educators from other countries will save time and money by taking the challenges presented by expatriate culture shock seriously and being proactive in their attempts to manage expatriate cultural work adjustment.

Roskell (2013) noted that decades of culture shock research have generally focused on student and business travellers and that few studies have examined the experience of educators who relocate abroad to teach. Culture shock is often discussed as a negative phenomenon, which,
at its worst, can lead to depression and even breakdown (Roskell, 2013). Roskell’s research is significant to this study, in that the author found that expatriate educators encountered “double culture shock” (p. 164) and had to adjust simultaneously to an unfamiliar host culture and also, unexpectedly, to an unfamiliar work culture, termed “work culture adjustment” (p. 164). This supports the idea that the “Theory of Work Adjustment” (Dawis et al., 1964, p. 1) is highly relevant to expatriate adjustment to international work environment. Roskell (2013) suggested that “work adjustment . . . [rather than] host culture adjustment” is more likely to dominate teachers’ decisions as to whether to continue with their employment or depart (p. 167).

Roskell (2013) also suggested some leadership approaches that can help academic leaders when leading ELs who are dealing with the negative aspects of culture shock. First, it is important for educational leaders to understand that during the early crisis stage of culture shock, resistance to the new host country and unfamiliar work practices is to be expected as new lecturers struggle to adjust and to assimilate the new beliefs and values they encounter. The author suggested that leaders should also acknowledge that conflict and the “impulse of rejection (must) play itself out” (p. 167). Therefore, the recommended leadership approach is allowing lecturers time to articulate their grief and disappointment and, eventually, to assimilate successfully new ideals, reconstruct their identity, restore equilibrium, and establish a sense that “life is meaningful and one has some control over the achievement of desired outcomes” (p. 167).

Halicioglu (2015) emphasised the importance of understanding the challenges educators might face in dealing with culture shock and helping them to cope with any difficulties encountered. It is to be noted that the usual way of handling a situation in one’s own country cannot always be applied in the host country’s context. This causes more frustration and hence
forms a vicious cycle—the expatriate tries to apply his own home rules in the host country and ends up failing miserably, leading to increased stress (Naeem et al., 2015). Halicioglu identified several challenges that educators face as they navigate cultural work adjustment and stated that the degree of challenge presented by the curriculum and the school philosophy largely depends on the previous experience of the teacher and his/her willingness to learn and adapt. Unfamiliarity with the student body, staff cultural norms, and leadership styles are all challenges that face teachers in new cultural contexts. Halicioglu suggested methods for facilitating educators’ transition to new roles teaching abroad.

Halicioglu (2015) recommended a well-designed induction program to reassure new employees and improve their motivation and attitudes to their work. This is essential because if the induction is ineffective or misleading, then it can precipitate feelings of distrust, disillusionment, and demotivation, which often culminate in terminated contracts and a rapid turnover. Halicioglu strongly recommended that teachers receive prior training or in-service training in order to develop the cultural responsiveness necessary to teach students in culturally diverse classrooms. Further, the author suggested that experienced staff could offer advice and support to alleviate culture shock symptoms and also suggested ways to address multi-cultural classrooms.

Both Halicioglu (2015) and Roskell (2013) considered the ideas of cultural adjustment and work adjustment as being intertwined and recommend that leaders not only recognize the impact of culture shock on expatriate lecturers, but also actively assist them in overcoming it. It is primarily the expatriate’s ability to adapt to the cultural norms of her/his new work place that impacts their decision to stay at their institution or depart. The phenomenon of culture shock is highly relevant for leaders at Malaysian HEIs to be aware of and able to accommodate for.
However, more essential is to understand how cultural differences and the process of culture shock may impact ELs’ successful work adjustment, as this will have a significant impact on their desire to remain at the HEI where they are employed.

**Malaysia’s Cultural Dimensions**

As the interaction between student and teacher is such an archetypal human phenomenon, and so deeply rooted in the culture of society, cross-cultural learning situations are fundamentally problematic for both parties (Hofstede, 1986). Hofstede (1984) identified four underlying cultural value dimensions along which countries could be positioned. The four dimensions represent elements of common structure in the cultural systems of the countries. They are based on four fundamental issues in human societies to which every society has to find its particular answers. Hofstede’s (1984) four cultural dimensions include: (a) individualism versus collectivism, (b) large versus small power distance, (c) uncertainty avoidance, and (d) masculinity versus femininity. Cultural differences between expatriates and locals are present within Malaysian HEIs and present challenges for teaching and learning as well as the leadership of ELs working outside of their home country. According to Hofstede Insights (n.d.), Malaysia scores low on individualism and extremely high for power distance. These results are significantly different than many Western countries that are the home countries of many expatriate lecturers in Malaysia. The scores for Malaysia on uncertainty avoidance and masculinity are similar to Canada, United Kingdom, United States, and Australia. As a result, this literature review will focus on the cultural dimensions of collectivism and high power-distance.

Malaysia is a multi-ethnic and multi-cultural country. There are three dominant ethnic groups within Malaysia: (a) Malay, (b) Chinese, and (c) Indian. Each has a unique culture,
religion, beliefs, and values that may influence their perceptions towards educational leaders and their expatriate colleagues (Thien, Thurasamy, & Razak, 2014). However, Abdullah (2005) found that although Malaysia has three distinct racial groups, there is little difference among Malaysians in cultural values. This indicates that Malaysia has a distinct national cultural identity despite the multicultural make-up of its citizens.

According to Hofstede Insights (n.d.), “Power Distance” is defined as the extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally. In this category, Malaysia scores very high with a score of 100, which means that people accept a hierarchical order in which everybody has a place and which needs no further justification. Abdullah (2005) confirmed that organizations within Malaysia tend to be hierarchical. Malaysia’s extremely high score in this dimension indicates that “hierarchy in an organisation is seen as reflecting inherent inequalities, centralization is popular, subordinates expect to be told what to do, and the ideal boss is a benevolent autocrat” (Hofstede Insights, n.d., para. 3). Challenges to leadership within the Malaysian cultural context are not well-received. In stark contrast, the scores for the home countries of many ELs in Malaysia are much lower, with the United Kingdom scoring 35, Australia 36, the United States 40, and Canada 39. Countries with lower scores are less accepting of large imbalances in power in society and in organizations. This can present challenges for both managing ELs in Malaysia and facilitating their successful cultural and work adjustment. According to Hofstede Insights (n.d.) Malaysia is also a collectivist society.

As reported by Hofstede Insights (n.d.):

Malaysia, with a score of 26, is a collectivistic society. This is manifest in a close long-term commitment to the “member” group, be that a family, extended family, or extended relationships. Loyalty in a collectivist culture is paramount and overrides most other societal rules and regulations. Such a society fosters strong relationships, where everyone
takes responsibility for fellow members of their group. In collectivistic societies, offence leads to shame and loss of face. Employer/employee relationships are perceived in moral terms (like a family link), hiring and promotion take account of the employee’s in-group. (Individualism section, para. 2)

In this dimension, the home countries of many expatriate lecturers also differ widely from Malaysia, with Australia scoring 90, Canada 80, the United Kingdom 89, and the United States 91. Abdullah (2005) investigated the similarities and differences in the cultural dimensions among Anglos, Australians, and Malaysians. The author found that the cultural dimensions of Malaysians differ significantly with those of Anglos and Australians. Subsequently, Abdullah contended that management theories and practices developed in the Anglo-American context may not be suitable for application in the Malaysian environment barring modifications.

**Cultural Dimensions’ Impact on Teaching and Learning**

According to Hofstede (1986), when a teacher and student come from different cultures, many perplexities can arise. These can be due to different social positions of teachers and students in the two societies, differences in the relevance of the curriculum for the two societies, differences in profiles of cognitive abilities between the populations of the two societies, or to differences in expected teacher/student and student/student interaction. Hofstede stated that the burden of adaptation in cross-cultural learning situations should be primarily on educators. According to Hofstede, if one chooses to try to cope with, rather than ignore the perplexities of cross-cultural learning situations, there are obviously two possible strategies: (a) teach the teacher how to teach, and (b) teach the learner how to learn. The focus of the teacher’s training should be on learning about his/her own culture, while getting intellectually and emotionally accustomed to the fact that in other societies, people learn in different ways. This means taking one step back from one’s values and cherished beliefs. It is possible that as an EL, lecturers have to adopt methods, which at home they have learned to consider as outmoded or unpopular.
(Hofstede, 1986). This is particularly relevant to the context of this study; although many Malaysian HEIs encourage progressive pedagogy, many of the pupils come from a primary and secondary system that is still adhering to teacher-driven rote learning and slowly embracing modern educational methods (Ministry of Education Malaysia, 2013).

**Cultural Dimensions and Leadership**

Although there are significant differences between the cultures of Malaysia and many of the home countries of the ELs who work in Malaysia, Hofstede and Dooley’s (2017) research on international leadership identified elements that are universal and which are not culture bound. The central and most universal trait is that a leader should have a trustworthy and confident personality. Near-universal characteristics are that they should be a helmsman, have a sense of position and be approachable and protective, have a sense of direction, and develop and reward people. This suggests that these leadership characteristics are respected by both ELs and local Malaysian and should be incorporated into the leadership practices of HEI leaders in Malaysian university preparation programs.

**Theory of Work Adjustment and Expatriate Academics**

Work adjustment is a continuous and dynamic process by which individuals seek to achieve and maintain correspondence with their work environment (Dawis et al., 1968). To address a major concern of vocational psychology regarding the description, prediction, and facilitation of work adjustment, Dawis et al. (1964) developed the theory of work adjustment (TWA) (see also Dawis et al., 1968). TWA has become the most prominent vocational theory that is specifically concerned with predicting employee retention/turnover (Dahling & Librizzi, 2015). Dawis et al. (1968) described TWA as being based on the concept of correspondence between an individual and his/her environment. TWA posits that individuals and environment
impose requirements on one another and that *successful* work relationships are the result of adjustments intended to create a state of correspondence between individual and environmental characteristics (Bretz & Judge, 1994). After the initial match is made between individual and occupation, the remainder of one’s tenure in that occupation is spent adjusting to changing work circumstances (Eggerth, 2008).

Eggerth (2008) stated that traditionally, work adjustment was primarily discussed from the perspective of the worker; however, it can also be conceptualized, in parallel terms, from the perspective of the employer. TWA has moved from an emphasis on matching the skills and abilities required of a job to an emphasis on the dynamic interaction between workers and work environment (Lawson, 1993). Bretz and Judge (1994) suggested that although the theory has primarily been used to study person-occupation fit, it was clearly intended to apply to specific organizational settings as well. Bretz and Judge noted that according to TWA, job satisfaction represents the individual worker’s subjective evaluation of the degree to which his or her requirements are met by the work environment. Employee satisfaction and satisfactoriness, in turn, predict tenure because satisfied employees choose to stay, and satisfactory employees are retained by their employers.

Froese (2012) identified three distinct facets of expatriate cross-cultural adjustment: (a) general adjustment, which involves coping with living in a foreign country; (b) interaction adjustment, which involves establishing relationships with locals; and (c) work adjustment, which involves the way expatriates fit into the workplace. Roskell (2013) stated that work adjustment rather than host culture adjustment is more likely to dominate teachers’ decisions as to whether to continue with their employment and suggests that educators can encounter double
culture shock as a result of having to adjust simultaneously to an unfamiliar host culture and also to an unfamiliar work culture.

Leading expatriate academics adds an extra dimension to traditional leadership thinking, as expatriates must grapple with challenges not faced by local employees (Richardson & Zikic, 2007). This places a greater responsibility for their care in the hands of academic leaders, as researchers found a link between perceived organizational support and the work adjustment of expatriates (Kraimer, Wayne, & Jaworski, 2001). Richardson (2000) found that expatriates’ ability to adjust had a major influence on their professional and personal experiences during their overseas appointment. An inability to adjust both professionally and personally had a detrimental effect on their performance at work, which had a detrimental effect on their home life (Richardson, 2000). Roskell (2013) stated that disorientation, stress, and depression clearly have an insidious effect and can often lead to terminated contracts. Roskell noted that depressed teachers either leave unexpectedly or become disaffected and ineffectual. The importance of understanding the challenges teachers might face, helping them to cope with any difficulties encountered so that they not only survive but thrive, should not be underestimated; it is an area requiring more academic research. Leaders of schools all over the world who employ teachers from other countries will save time and money by taking such challenges seriously and being proactive (Halicioglu, 2015).

**Determinants of Job Satisfaction among Academic Faculty**

Dawis et al. (1964) linked the concept of job satisfaction with the ability to predict employee tenure. This section of the literature review will focus specifically on what is known about factors that affect job satisfaction among higher education faculty and, more specifically, expatriate academics. First, I will explore the historical determinants of faculty job satisfaction.
Following this, I will discuss the specific factors that affect higher education faculty working as expatriates in HEIs overseas. Understanding job satisfaction among expatriate academics as a specific group is important, as internationalisation is increasing in importance in higher education, and understanding international academic mobility and the implications for HEIs has increasing pertinence (Trebath, 2016).

**Historical Determinants of Faculty Job Satisfaction**

Locke (1976) defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (p. 1307). Numerous factors can impact an employee’s job satisfaction. A person can be relatively satisfied with the absolute monetary rewards he or she receives and dissatisfied with how they fare relative to others or with other aspects of his or her job, either because they do not fulfil his or her needs and values or because they do not meet his or her expectations (Bonache & Brewster, 2005). Identification of key variables that seem to influence retention rates is paramount to understanding faculty retention (Schoepp, 2011). According to Perrachione et al. (2008), employee satisfaction has been found to be a reliable predictor of retention. In this section of the literature review and to establish some of the key variables that may impact expatriate academics’ decision to renew their contract, I examine what is currently known about the determinants of job satisfaction among faculty at HEIs.

Oshagbemi (1997) found that teaching and research, which are the primary jobs of university instructors, account for approximately 50% of their overall satisfaction. This is fundamental to the understanding of faculty retention in higher education, as almost everyone agrees with the notion that an interesting and rewarding job will greatly contribute to increasing satisfaction within a given work environment (Bonache & Brewster, 2005). Oshagbemi found
that various aspects related to the role of teaching could directly contribute to either job satisfaction or dissatisfaction. Oshagbemi established that some of the factors that lead to job satisfaction in higher education include working with pleasant students, having a high degree of autonomy, receiving positive feedback, and contributing to student development. On the other hand, large class sizes, little recognition of teaching skills, demanding individual students, and assessment overload accounted for approximately 30% of dissatisfaction. Oshagbemi also found that 28% of satisfaction came from other aspects of university instructors’ jobs that fall outside of their core activities, such as relative job security, flexibility in terms of working hours, foreign travel, and opportunity for some self-development. Oshagbemi supported the view that the job of workers alone may not fully explain their job satisfaction or dissatisfaction.

Lacy and Sheehan (1997) found that the work environment is the most influential factor in faculty job satisfaction. University atmosphere, morale, sense of community, and relationships with colleagues were found to be the greatest predictors of job satisfaction. According to Schoepp (2011), the idea that retention is influenced by organizational culture is quite intuitive. One would expect that people would want to remain at an institution that provides a pleasant and enriching environment in which to work, and university and college administrators should consider strategies that facilitate supportive environments if their management objectives include faculty retention.

Lacy and Sheehan’s (1997) and Oshagbemi’s (1997) studies helped to establish the foundations of faculty job satisfaction, in that faculty find the most satisfaction from the core duties of their job and working in a positive environment. Although both articles are almost two decades old, they are supported by more recent research, even though the landscape of higher education has changed drastically over the past 20 years (Schoepp, 2011; Trembath, 2016).
These studies also showed that there is a significant reason to research the role of leadership in affecting faculty retention, as leadership plays a key role in shaping job conditions and fostering a collegial work environment.

**Faculty Job Satisfaction in the Era of Globalization**

Fredman and Doughney (2011, p. 56) painted a grim picture of academic job satisfaction in the era of “marketization”, a term they used about the increasing emphasis on privatization and for-profit in higher education. The authors contended that a new management culture that prioritizes profits over educational standards is the main driver of discontent among faculty. They found that faculty tend to view many recent managerial changes, such as work intensification and staffing levels, as being driven by the pursuit of profit.

Coinciding with the expansion of higher education, both domestically and internationally, there has been a shift towards an increasing reliance on adjunct faculty for teaching in place of tenured academics (Fagan-Wilen, Springer, Ambrosino, & White, 2007). As adjunct or casual faculty members constitute a much larger percentage of academic faculties than in the past, it is necessary to investigate the determinants of job satisfaction for non-tenured and/or casual faculty. Waltman, Bergom, Hollenshead, Miller, and August (2012) investigated the sources of satisfaction and dissatisfaction among non-tenure track faculty and found that the act of teaching in front of a large group of students was the most rewarding and satisfying aspect of their jobs. The authors noted that in some cases, the satisfaction they derived from teaching was the primary reason they stayed in their positions. They suggested working with high-quality students was a large source of satisfaction and a motivating factor to remain in their jobs. These findings coincided with Oshagbemi’s (1997) research, in that teaching, as one of the core aspects of faculty members’ jobs, can be the greatest source for job satisfaction.
Waltman et al. (2012) also found that non-tenure track faculty appreciated the lack of stress and pressure associated with their position, as they had fewer obligations related to publishing and committees as well as a typically lighter teaching load. This finding was in line with Nandan and Krishna’s (2013) finding that job satisfaction tends to decrease when faculty reach higher designations. On the other hand, according to Waltman et al. (2012), many adjunct faculty members also felt anxiety not knowing if they will be able to continue working after their current contract expired. This lack of job security was seen as a source of dissatisfaction, as many non-tenured faculty members tend to be on short-term, one-year contracts. They also felt dissatisfied with the lack of opportunity for advancement.

Burdick, Doherty, and Schoenfeld (2015) pointed out that faculty care about their personal relationships more than their professional ones. Yet another source of dissatisfaction was found to be working in environments in which they did not feel respected for their contributions or included in their departments (Waltman et al., 2012). In some cases, casual faculty members may be perceived by tenured staff as being less loyal to the institution and students and having a lack of commitment and accountability (Peters, Jackson, Andrew, Halcomb, & Salamonson, 2011). With the trend toward increased casualization of labour in higher education, it is difficult for leaders to foster the sense of community that Lacy and Sheehan (1997) identified as the most influential factor contributing to job satisfaction.

In the age of globalization in education, which is characterized by increasing levels of non-tenured faculty, many instructors do not enjoy the same benefits as in past decades. Thus, it is more important now than ever that higher education leaders ensure adjunct instructors derive satisfaction from their teaching duties, as this has been shown to be the greatest driver of job satisfaction. This research on non-tenured faculty is highly applicable to expatriate pre-university
instructors in Malaysia, as the clear majority of them are working as non-tenured instructors, with a focus on teaching rather than research alone or research and teaching.

As Oshagbemi (1997) pointed out, factors outside of the core duties of faculty can play a significant role in determining the level of job satisfaction among faculty. Chen (2009) identified salaries, retirement arrangements, and job security as important personal issues that can affect the satisfaction of faculty members in universities. However, dissatisfaction with these factors was found to be widely present among faculty in both Asian and Western countries. Chen suggested that understanding the wishes of faculty members can help HEIs determine their priorities for addressing the real requirements of employees and avoid wasteful investment in areas that are unlikely to satisfy staff members. Both Chen’s and Waltman et al.’s (2012) studies painted a picture of faculty who are generally not satisfied with their working conditions, which supported Fredman and Doughney’s (2011) contention that faculty are discontent with a higher education management culture that they believe prioritizes profits over quality education.

According to Fredman and Doughney (2011), the two main drivers of decreasing work satisfaction are increased workloads and perceived loss of control. The authors stated that academics are happy to be more productive if they have control over their work and feel as though they are developing in their jobs. However, they contended that most academics appear to see a profit-driven aim rather than a clear pedagogical and intellectual purpose to their labours. Nandan and Krishna (2013) analysed faculty job satisfaction and found that job satisfaction exhibited variation by designation, qualification, and age. Job satisfaction was found to be higher among assistant professors relative to associate professors and also higher among associate professors relative to professors. They found that job satisfaction tends to decrease as work experience increases because, in addition to academic responsibilities, faculty often get assigned
non-academic/administrative responsibilities, and this may result in declining levels of job satisfaction. In addition, they found that younger faculty members have higher motivation towards teaching and research and an overall higher level of job satisfaction. On the other hand, as faculty get older, in addition to academic responsibilities, they may have to devote their time and attention to family. These variations in job satisfaction found by Nandan and Krishna suggested that regardless of designation, job satisfaction tends to decrease as age and workload increase. These findings can help provide a link between faculty leadership, motivation, and retention.

**The Expatriate Academic**

The last five to 10 years have seen a shift in internationalisation activity to Asia, with a great number of universities in Asia enhancing their global competitiveness through internationalisation, and an important aspect of this has included recruitment of academic staff from outside of the region (Trembath, 2016). In this section of the literate review, I will focus specifically on factors that have an impact on expatriate academics’ work adjustment when they work overseas. First, I will discuss the literature surrounding adjustment and role-related stressors for expatriate academics. Next, I will highlight the literature on the expatriate academics’ expectations when they take an overseas role and how the gap between expectations and reality can present leadership challenges for higher education leaders. Finally, I will examine the literature on the impact of culture on both teaching and collegiality for expatriate academics in HEIs in foreign countries.

**Adjustment and Role-Related Stressors**

Adjustment problems experienced by expatriates may have fundamental consequences for an organization (Selmer & Lauring, 2009). Expatriates must adjust to a new work role, and
that adjustment is fundamental to a successful outcome in their overseas role (Selmer & Lauring, 2011). Facilitating the successful adjustment of expatriate academic staff needs to be given careful consideration, as there are additional considerations and supports needed to accommodate expatriate faculty over and above what might be necessary in a domestic setting. Leaders need to think about the complexities of life both in and outside the institution to support expatriate academic staff and foster the conditions in which they can thrive, not only in their new role, but also host country. Richardson (2000) found that expatriates’ ability to adjust had a major influence on their professional and personal experiences during their overseas appointment. An inability to adjust both professionally and personally was found to have a detrimental effect on expatriate academics’ performance at work, which also had a detrimental effect on their home life.

Having identified and discussed determinants of faculty job satisfaction in general, the impact of working as an expatriate academic must be critically reviewed, as working in an international context brings additional benefits and challenges that may not be present in a domestic context. Research on expatriate academics has remained scant (Selmer & Lauring, 2011). Despite the increasing globalization of the academic world, very little is known about the experiences of internationally mobile academics (Richardson & McKenna, 2002). Bonache and Brewster (2005) contended that, in general, employees working internationally will experience greater levels of stress than employees working in their home country. They suggested that job overload, greater pressure, and more role ambiguity and uncertainty about their job are factors that increase the stress load for expatriates. These factors have a negative impact on job satisfaction. Similarly, in regards to expatriate academics, Selmer and Lauring (2011) found that uncertainty regarding objectives, goals, and job requirements appear to be strong stress elements
in the work environments of expatriate academics. Yet, despite these challenges faced by expatriate employees, many state that the best part of their assignments is related to their work.

Bonache and Brewster (2005) found that, in general, expatriates are more satisfied with a number of job characteristics than domestic employees. The best part of international assignments for expatriates is related to their work experiences and the learning they offer. Although Bonache and Brewster focused on expatriate employees and not academic faculty in particular, their findings were consistent with Oshagbemi’s (1997) and Waltman et al.’s (2012) findings that the core job duties of faculty can be the largest single determinant of satisfaction.

**Expectations Versus Reality**

Richardson and McKenna (2002) conducted a qualitative study on the motivation and experiences of voluntary self-selecting expatriate academic faculty and found that there are numerous reasons why faculty may decide to work abroad. Richardson and McKenna found that self-selecting expatriate academics may classify themselves as either architects, explorers, mercenaries, or refugees (p. 67). An architect (p. 72) specifically identifies career building as their primary reason for expatriating; an explorer (p. 72) is looking to experience different cultures at a deeper level than they would as a tourist; a mercenary (p. 71) has money as a primary motive; and a refugee (p. 71) is searching for a better personal or professional life than they have in their home country.

Given that there are many different reasons that motivate faculty to expatriate, individual faculty motivations will affect their experiences of expatriation. Hughes (2011) identified that there is often a tension between an individual’s career expectations and what his or her institution provides. Hughes identified some of the key issues as being around career progression, salary, terms and conditions, professional development opportunities, and so on.
This is almost inevitable in any employment situation, but the international environment can exacerbate the situation. Hughes identified some factors that leaders can use to ease potential problems. First, higher education leaders must clearly understand the terms and benefits of employment and communicate them to potential instructors at the right time as part of their duty of care. There may be significant differences between what the local institution is offering and what expatriate instructors may be used to or expect. Leaders must be sure to clarify expectations during recruitment. Chalmers (2011) recommended advising interviewees that they may be expected to undertake duties that will fall outside of their natural scope of the job description before they accept their position.

**Cultural Impact on Teaching and Collegiality**

Expatriation has been found to have a large impact on both the job of teaching as well as the work environment for academic faculty. It is slowly being recognised that offshore teaching is a complex issue, which involves multiple people, cultures, roles, settings, programs, and modes of delivery. For academics, teaching international students in the academic’s home environment is qualitatively different from teaching international students in students’ home environment (Smith, 2009). According to Hofstede (1986), when teacher and student come from different cultures, many perplexities can arise. These can be due to different social positions of teachers and students in the two societies, differences in the relevance of the curriculum for the two societies, differences in profiles of cognitive abilities between the populations of the two societies, or differences in expected teacher/student and student/student interaction. The burden of adaptation in cross-cultural learning situations should be primarily on the teachers.

Dunn and Wallace (2006) identified a range of skills, competencies, and attitudes needed by those who teach in international settings and noted that cultural inclusivity in curriculum and
pedagogy are highly desirable. Expatriate faculty members must develop the necessary intercultural competencies to successfully teach in cross-cultural environments. It is equally important for expatriate faculty members to respond to learners from diverse backgrounds in a way that is positive, appropriate, and respectful of their culture (Gopal, 2011).

While expatriate instructors are hired for their expertise in the curriculum they are to teach, they often find themselves trying to “serve two masters” when trying to adapt the content, pedagogy, and assessment of a foreign curriculum to a local context (Dobos, 2011, p. 32). Faculty members are often not sufficiently prepared by their institutions to meet these challenges. It is difficult for instructors to strike a balance between adapting a curriculum to the local context and maintaining the distinct characteristics of the qualification being offered. In addition, instructors often find that local students have very different learning styles and cultural references, and trying to force local students to conform to foreign curriculum, pedagogy, and assessment leads to a damaging degree of homogenization (Healey, 2015b). It is possible that as a trainer abroad, teachers have to adopt methods, which at home they have learned to consider as outmoded or unpopular (Hofstede, 1986). This could be the result of large class sizes, reduced access to technology, or rote learning methods that are still in use in some countries.

**Leadership Approaches**

Increasing numbers of expatriate academics have led to more universities with an international faculty representing different national cultures. Hence, management of university staff has become more problematic, as expatriate academics present growing challenges for institutions of higher education (Selmer & Lauring, 2011). Leaders of academic institutions all over the world who employ lecturers from other countries will save time and money by taking such challenges seriously and being proactive (Halicioglu, 2015).
Effectiveness within a given culture, and judged according to the values of that culture, asks for management skills adapted to the local culture (Hofstede, 1984). Leaders who can effectively integrate various leadership styles can help HEIs achieve their internationalization goals (Nanjundeswaraswamy & Swamy, 2014) by creating a supportive work environment that positively impacts expatriate work performance (Kraimer et al., 2001). Leadership in higher education is fundamental for institutional development and sustainability in today’s rapidly changing world, yet there is a lack of formalized leadership preparation for this important role (Gonaim, 2016).

In this section of the literature review, I begin by examining the need to support expatriate academics with not only induction, but also ongoing professional development. I will follow this by discussing the literature on fostering a collegial community in HEIs with both expatriate and local faculty.

**Proper Induction and Ongoing Professional Development**

According to (Healey, 2015a), leadership of international curriculum programs is much more complex than generally understood. The fundamental challenge for managers is balancing the competing demands of a range of internal and external stakeholders. In most cases, this can be outside the comfort zone of even the most experienced academic managers. Conflicts and misunderstandings among students, faculty, and administrators are inevitable. Although expatriate academic staffs face additional stresses and challenges, many effective leadership practices can be applied internationally. Bryman (2007) identified some of the behaviours of effective educational leaders, including being considerate, treating academic staff fairly and with integrity, being trustworthy and having personal integrity, and creating a positive and collegial atmosphere. These behaviours are in line with the characteristics of authentic leadership. Hassan
and Ahmed (2011) stated that authentic leaders display a high degree of integrity, have a deep sense of purpose, and are committed to their core values. Hassan and Ahmed noted the result is that they promote a more trusting relationship in their work groups, which translates into several positive outcomes. As straightforward as it may seem, the need to help expatriate staff adjust to their new working environments is often not given adequate attention from university leadership. Proper induction and ongoing professional development and support are essential elements within a leader’s control that can significantly impact the job satisfaction of expatriate faculty.

Adjustment problems experienced by expatriates may have fundamental consequences for an organization (Selmer & Lauring, 2009). Failure to understand the needs of expatriate academics can lead to low job satisfaction and organizational commitment, poor work performance, high turnover, and impact employee performance and productivity (Nanjundeswaraswamy & Swamy, 2014). Leaders need to carefully consider the transition of faculty from their home country to host country. International faculty are hired for their expertise in curriculum delivery, but they may not be adequately prepared with the skills necessary to succeed as expatriates. Selmer and Lauring (2011) identified that uncertainty regarding objectives, goals, and job requirements appears to result in strong stress elements. To help address this, the authors suggested providing expatriate faculty with a clearly defined set of expected behaviours, so that they have a better understanding of what is required of them, and making expectations clear may have a positive effect on the performance of expatriate academics. Also, ensuring job clarity and job freedom as well as minimising job conflict may have a positive impact on how satisfied expatriate academics are with their jobs. Smith (2009) stressed the importance of induction for academics working overseas, as they are faced with a new, and sometimes alien, local political and educational context.
Dunn and Wallace (2006) contended that many universities do not have effective programs in place to induct and develop academics teaching in transnational programs. The authors suggested that induction and orientation in addition to ongoing professional development are needed to support the delivery of quality international programs. The local context of an international program is seen to have a major influence on academic work. Therefore, the need for a proper staff induction process is paramount. Such a process needs to be developed specifically for the context of the international program, rather than simply being a general induction to teaching overseas.

Gopal (2011) argued that the need to effectively prepare faculty to teach in a cross-cultural environment has become imperative in the context of globalizing higher education. Many faculty members do not receive sufficient preparation to teach students from diverse populations in international programs, let alone formal intercultural competency training. Faculty members are unaware of culturally competent pedagogical strategies that would enable them to respond in culturally sensitive ways, and thus, they lack the ability to successfully communicate and work with learners from other cultures. In many cases, if transnational faculty members do receive cross-cultural teacher training, it is often basic and generalized, and it deals with student learning styles, rather than helping faculty members gain the competencies needed to negotiate other cultures. Professional development as well as pre-departure and ongoing training opportunities are needed to support transnational faculty in international environments.

According to Halicioglu (2015), the induction period (as well as the interview that precedes it) is a critical opportunity to influence newly arrived teachers’ anticipatory adjustments. A well-designed induction “will do much to reassure members and (improve) their motivation and attitudes to their work” (Roskell, 2013, p. 168). If the induction is ineffective or misleading, then
it can precipitate feelings of distrust, disillusionment, and demotivation, which often culminate in terminated contracts and a rapid turnover.

**Fostering a Collegial Community**

Another consideration academic leaders must address is the method in which they create a collegial working environment that is shared between expatriates and locals. In his study on faculty retention in UAE, Schoepp (2011) noted that collegiality is characterized by a respect for colleagues, which is built around a shared sense of responsibility, acceptance, and promotion of peer equality, and it is frequently cited as one of the key determinants of faculty retention. Chalmers (2011) noted that overseas faculty may experience enhanced strain from working with collaborators from entirely different cultures and experience levels. This stress may also impact expatriate faculty’s personal lives via new living quarters, routines, pastimes, weather conditions, or laws and regulations. Local staff may also be working on inferior contract terms, which can create potential tension between locally hired academic staff and expatriate staff and managers (Healey, 2015b). The significant relationship between sense of community and faculty job satisfaction suggests that university and college administrators should consider strategies that facilitate supportive environments if their management objectives include faculty retention (Schoepp, 2011).

Managing a work environment with a mix of locally hired and expatriate faculty presents its own unique set of challenges. Chalmers (2011) suggested offering workshops and training to address culture shock and dealing with significant change during the start-up period to help alleviate the impact of the new environment on employee productivity in the workplace. In addition, HEIs may offer a forum that allows employees to share their thoughts, frustrations, and concerns regarding problems they experience during the adjustment phase of expatriation. This
may be an excellent way for leaders to better understand the cultural elements that impact the work environment.

The literature on leading expatriate academics suggested that specific leadership considerations can have a significant influence on their job satisfaction. The first step is to adequately prepare staff and provide proper induction to their new host country and workplace to facilitate a smooth transition to living and working in a host country. Leaders must also ensure that faculty are provided with ongoing professional development to help them adapt their pedagogical skills to the cultural demands of the host country, such as adapting to teaching subject content to second language learners. Further, leaders must take care to manage the work environment to maintain a collegial atmosphere for all workers regardless of nationality. However, it seems that in many cases, supporting expatriate faculty specifically in ways that can help them adapt to living and working in a foreign country is often not a priority for leaders in overseas programs.

**Contribution of Study to Education Leadership**

Many of the determinants of job satisfaction that apply to faculty in a home country context are also applicable to expatriate academics. However, expatriate academic staffs face additional challenges as they adjust to living and working in their host countries. Leadership strategies to address these challenges are generally known, yet underutilized. Chen (2009) suggested that understanding the wishes of faculty members can help HEIs determine their priorities for addressing the real requirements of employees and avoid wasteful investment in areas that are unlikely to satisfy staff members. This study can make a significant contribution to the knowledge of expatriate academic retention by determining the role of leadership in
improving faculty retention in HEIs and if improving leadership approaches should be a high priority for addressing job satisfaction and ultimately improving faculty retention.

Chapter Summary

The purpose of this chapter was to critically review the literature surrounding the central topics related to this study’s primary research question, which sought to explore ELs’ perceptions of the significance of program leadership in their decision as to whether they will renew their teaching contracts. The key topics reviewed in this chapter were drawn from this study’s conceptual framework seen in Figure 1. Throughout this chapter, I have explored the literature regarding (a) the impact of retention on HEIs, both financially and non-financially; (b) culture shock and the cultural dimensions of Malaysia; (c) the theory of work adjustment and its relation to its implications for cross-cultural work adjustment, employee satisfaction, and employee retention; (d) job satisfaction among both higher education faculty in general and expatriate academic in particular; (e) expatriate academics as a unique group that faces challenges specifically related to expatriation and working at HEIs; and (f) leadership approaches that are specifically focused on supporting international faculty teaching overseas, both regarding their transition and ongoing teaching in overseas HEIs.

In reviewing the literature, I have used these topics to make the case for further investigation of my research topic. In addition, I have identified key concepts that need to be explored to achieve the goals of this study. This knowledge has been used to construct the research methodology, which will be discussed in the following chapter.
CHAPTER THREE: RESEARCH DESIGN

The research design components that have been used to conduct this study are introduced in this chapter. I begin by offering a description of the research tradition and the methodology that have been used to investigate the research questions. Next, a description of the sampling frame and the subsequent sample and participant recruitment will be shared. Following this, detailed methods for data collection and analysis will be discussed. I then present a discussion of ethical issues that are relevant to this study. After that, I explain the measures that have been taken to establish what Johnson and Onwuegbuzie (2004) refer to as legitimation, which means ensuring that results are dependable, credible, transferable, plausible, confirmable, and trustworthy. I conclude with key considerations of the research design.

Research Methodology

In this section, I will outline the methodology used for this study. It begins with an overview of the mixed methods research tradition. This is followed by a discussion of the research paradigm, pragmatism, which led to the choice of mixed methods as the methodology for this study. Finally, I will give a brief outline of the convergent parallel design that has been used for the design of this study.

The Research Tradition

Educational research places an emphasis on both quantitative and qualitative approaches (Cohen, Manion, & Morrison, 2013). However, there have been long-lasting debates surrounding the advantages and disadvantages of quantitative versus qualitative research (Feilzer, 2010). These debates are known as the paradigm ‘wars’ (Johnson & Onwuegbuzie, 2004).
Cohen et al. (2013) stated:

Ontological assumptions (assumptions about the nature of reality) give rise to epistemological assumptions (ways of researching and enquiring into the nature of reality and the nature of things); these in turn give rise to methodological considerations; and these in turn, give rise to issues of instrumentation and data collection. (p. 3)

The main paradigms or worldviews that traditionally are presented as being fundamentally opposed are those of positivism and constructivism/interpretivism (Feilzer, 2010). Johnson and Onwuegbuzie (2004) stated, “Both sets of purists view their paradigms as the ideal for research and advocate the incompatibility thesis, which posits that qualitative and quantitative research paradigms, including their associated methods, cannot and should not be mixed” (p. 14).

The quantitative paradigm is based on positivism (Sale, Lohfeld, & Brazil, 2002). Mackenzie and Knipe (2006, p. 2) noted that positivism is sometimes referred to as the “scientific method” or “science research” and that positivist research is most commonly aligned with quantitative methods of data collection and analysis. Sale et al. (2002) stated that science is characterized by empirical research; all phenomena can be reduced to empirical indicators which represent the truth, and therefore, the investigator can study a phenomenon without influencing it or being influenced by it. Quantitative purists articulate assumptions that are consistent with what is commonly called a positivist philosophy in that they believe that social observations should be treated as entities in much the same way that physical scientists treat physical phenomena (Johnson & Onwuegbuzie, 2004). Sale et al. expressed, “The ontological position of the quantitative paradigm is that there is only one truth, an objective reality that exists independent of human perception. Epistemologically, the investigator and investigated are independent entities” (p. 44).
In contrast, the qualitative paradigm is based on constructivism/interpretivism (Sale et al., 2002). Proponents of this paradigm share the goal of understanding the complex world of lived experience from the point of view of those who live it (Schwandt, 1994). Constructivists hold that reality is constructed in the mind of the individual, rather than it being an externally singular entity (Ponterotto, 2005). Qualitative purists, also called constructivists and interpretivists, reject positivism (Johnson & Onwuegbuzie, 2004). Mackenzie and Knipe (2006) suggested that the constructivist/interpretivist approaches to research have the intention of understanding the world of human experience, suggesting that reality is socially constructed. In addition, they noted that the interpretivist/constructivist researcher tends to rely upon the participants’ views of the situation being studied and recognizes the impact on the research of their own background and experiences. Sale et al. (2002) stated:

> Ontologically speaking, there are multiple realities or multiple truths based on one’s construction of reality. Reality is socially constructed and so is constantly changing. On an epistemological level, there is no access to reality independent of our minds, no external referent by which to compare claims of truth. The investigator and the object of study are interactively linked so that findings are mutually created within the context of the situation which shapes the inquiry. (p. 45)

The constructivist researcher is most likely to rely on qualitative data collection methods and analysis or a combination of both qualitative and quantitative methods (Mackenzie & Knipe, 2006).

The paradigms debate has waned considerably, largely because researchers have become bored with philosophical discussions and are more interested in getting on with the task of doing their research (Teddle & Tashakkori, 2009). Many researchers now view qualitative and quantitative methods as complementary, choosing the most appropriate method/s for their investigation (Mackenzie & Knipe, 2006). Mixed methods has been defined as a type of research design in which qualitative and quantitative approaches are used in types of questions, research
methods, data collection and analysis procedures, and/or inferences (Teddlie & Tashakkori, 2009). Sale et al. (2002) suggested that mixed methods research is now being adopted uncritically by a new generation of researchers who have overlooked the underlying assumptions behind the qualitative-quantitative debate. A core assumption of the mixed methods approach is that when an investigator combines statistical trends (i.e., quantitative data) with stories and personal experiences (i.e., qualitative data), the collective strength provides a better understanding of the research problem than either form of data alone (Creswell, 2014a). Johnson and Onwuegbuzie (2004) expressed hope that the field will move beyond quantitative versus qualitative research arguments because both quantitative and qualitative research are important and useful. The goal of mixed methods research is not to replace either of these approaches but rather to draw from the strengths and minimize the weaknesses of both in single research studies and across studies (Johnson & Onwuegbuzie, 2004). The approach most commonly associated with mixed methods research is pragmatism, which offers an alternative worldview to those of positivism and constructivism and focuses on the problem to be researched and the consequences of the research (Feilzer, 2010).

Mixed methods research is the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts, or language into a single study (Johnson & Onwuegbuzie, 2004). Creswell (2015) noted that the mixed methods approach to mixing quantitative and qualitative research has become popular as a research method among educational researchers. This method of research capitalizes on the strengths of both types of data to increase breadth and depth of understanding (Wisdom, Cavaleri, Onwuegbuzie, & Green, 2012). It is viewed as practical, in the sense that the researcher is free to use all methods possible to address a research problem (Creswell & Plano Clark, 2011). Mixed
methods research is appropriate when researchers would like to converge different methods or use one method to corroborate the findings from another about a single phenomenon (Wisdom et al., 2012). Employing mixed methods research allows for triangulation, which is the process of using multiple methods, data collection strategies, and data sources to obtain a more complete picture of what is being studied (Gay et al., 2012). Triangulation will be discussed in more detail later in the chapter.

**Research Paradigm**

The philosophical approach guiding this study is pragmatism. Creswell (2015) defined pragmatism as a philosophy of research focused on consequences of research, the problem, and what works in real-world practice. Pragmatism is a set of ideas, including employing “what works”, using diverse approaches, and valuing both objective and subjective knowledge (Creswell & Plano Clark, 2011, p. 68). Johnson and Onwuegbuzie (2004) advocated consideration of the pragmatic method as an approach to mixed methods research, as pragmatism helps to shed light on how research approaches can be fruitfully mixed. Pragmatism, as a philosophy, is well suited to mixed methods studies because it allows for both quantitative and qualitative research methods to be used in a single study. The research question should be of primary importance and more important than either the method or the philosophical worldview that underlies the method (Creswell & Plano Clark, 2011).

As a pragmatist, I believe it is important to be cognizant of all available research techniques and select methods with respect to their value for addressing the underlying research questions, rather than some preconceived biases about any knowledge paradigm. The research methodologies and methods chosen for this study sought to address the research questions rather than follow a philosophical loyalty to a theoretical paradigm (Mackenzie & Knipe, 2006).
**Convergent, Parallel Mixed Methods Design**

This study used a convergent, parallel mixed methods design in which both quantitative and qualitative data were collected using a web-based questionnaire and one-to-one, semi-structured interviews during the same time-period (Creswell, 2014a). Both of these instruments will be discussed in detail in the Data Collection section of this chapter. The data obtained from the two research instruments were analysed separately and then compared to see if the findings complemented or contrasted each other. The basic rationale for using this design is that one data collection form supplies strengths to offset weaknesses in the other form, thus a more complete understanding of a research problem results from collecting both types of data (Creswell, 2015). This method of data collection is also advantageous because all data are collected concurrently rather than sequentially, which results in the duration of data collection being reduced (Halcomb & Hickman, 2015; see also Figure 2).

**Figure 2. Basic Design of Convergent Mixed Methods Design**

![Diagram](image)

Note: Adapted from Creswell (2014a, p. 52)
The key assumption of this approach is that both qualitative and quantitative data provide different types of information (Creswell, 2014b). For the purposes of this study, quantitative scores on research instruments mixed with the detailed views of participants collected by qualitative methods provided a greater understanding of the research questions being explored. The mixed methods approach used in this study allowed for conversion of qualitative data into quantitative data by using frequency codes for comments, codes, and themes, thus providing increased legitimation of the findings (Onwuegbuzie & Johnson, 2006).

Creswell & Plano Clark (2011) noted that researchers make decisions about the relative importance of the quantitative and qualitative strands within a mixed methods design. Priority is the relative importance of the qualitative and quantitative methods for answering the study’s research questions. Qualitative priority is a weighting option that occurs when a greater emphasis is placed on qualitative methods and quantitative methods are used in a secondary role (Creswell & Plano Clark, 2011). In this study, qualitative methods are given priority with quantitative methods being used in a secondary role in support of the themes and sub-themes that emerged.

**Sampling Frame**

This study was as a population-based study. Lieb (2013) described population-based studies as studies that aim to answer research questions for defined populations. According to Lieb, answers should be generalizable to the whole population addressed in the study, not only to the individuals included in the study. The results of this study, which are discussed in Chapter 4, are generalizable to both participants and non-participants that are part of the research population, as they all share experiences of the same phenomenon under study, which is working as expatriate lecturers (ELs) at higher education institutions (HEIs) in Malaysia.
Selection of potential participants was purposeful and based on who could provide the most useful information to answer the research questions and enhance the understanding of the phenomenon under study (Sargeant, 2012). The research population of this study included ELs at university preparation programs at Malaysian HEIs. ELs who recently completed their contracts, within the timeframe of this study and decided to no longer work in Malaysia, were also included. The rationale for including both current and former lecturers was that both groups could provide insights valuable in addressing the research questions. ELs were key informants due to their experiences, and their responses could directly address the research questions of this study. At a minimum, all participants in this study held a bachelor’s degree in their teaching subject area. Most had additional qualifications, including teaching certification or graduate degrees in their teaching speciality. The typical age range for the participants was between 26 and 65 years of age, as this was a Malaysian Government-imposed age restriction on obtaining a permit to work as a foreign lecturer. Both male and female participants were encouraged to participate. The pool of potential participants was finite, bounded by the number of ELs who experienced working in university preparation programs at Malaysian HEIs within the timeframe of this study.

Approximately 10 Malaysian HEIs employ a sizable number of ELs in their university preparation programs. Both current and former expatriate faculty were contacted for this study. Approximately 150 potential participants were contacted, of which 63 (42% response rate) completed the online questionnaire, and 31 (21% participation rate) participated in the follow-up semi-structured interview. Data collection ceased when fresh data no longer sparked new insights; this is known as a saturation approach to sampling (Creswell, 2014b). A total of 31 interviews were conducted with both current and former lecturers. The original intent was to
conduct interviews until the point of saturation. However, all 40 participants who agreed to participate in the semi-structured interview were given the opportunity to do so, although a limited number were not able to participate due to scheduling problems or failure to respond to follow-up emails. The response rate for participants who agreed to participate in the semi-structured interviews was 78% \((N = 31)\). This resulted in an ample amount of qualitative data.

Two methods were used to recruit participants for this study. First, administrators from university preparation programs that employ expatriate lecturers were contacted and asked to send an email to their current and former lecturers (see Gatekeeper message in Appendix A). The email included a recruitment message (see Appendix B) about the nature of the study and a link to this study’s online questionnaire (see survey preamble and questionnaire in Appendix C). Administrators from five HEIs agreed to assist by sending the recruitment message. Another method used to recruit participants was searching publicly accessible professional profiles of lecturers at Malaysian HEIs. If the biographical details of a lecturer suggested that they were expatriate lecturers, they were sent an email with a description of the study, an invitation to participate and, and a link to the online questionnaire (see Appendix C). No special access to research sites needed to be approved, as there was no need for the data to be collected at the HEIs where the participants are employed. Former lecturers no longer employed by HEIs in Malaysia may have been located anywhere in the world at the time of this study.

**Sampling**

According to Gay, Mills, and Airasian (2012), the first step in sampling is to define the population to which results will be generalizable. In this study, the population includes all expatriate lecturers who have taught in university preparation programs at Malaysian HEIs within the timeframe of this study.
As a population study, I attempted to access as much of the target population as possible. The population from which a researcher can realistically select participants is known as the accessible population (Gay et al., 2012). Based on my own knowledge of expatriate lecturer numbers within a few HEIs, I realistically estimated the accessible population for this study to be approximately 300. This was based on an estimate of expatriates who have been employed at one of 10 HEIs that were likely to have expatriate lecturers in their university preparation programs. Ultimately, five HEI leaders agreed to distribute this study’s recruitment letter (see Appendix B) and web-based questionnaire link (see Appendix C) to current and recently departed expatriate lecturers at their institutions. It was estimated that approximately 150 ELs, which is 50% of the total estimated population, were contacted as potential participants for this study, with 63 ultimately agreeing to participant. Generalizability and transferability are increased in qualitative research by acknowledging limitations placed on the sample (Miles, Huberman, & Saldana, 2014, p. 307). The sampling for this study was limited by the data collection timeframe, which was from February to July, 2018. Another limitation on sampling was that this study was conducted by an individual researcher without any budget allocated for participation recruitment incentives.

Generalizability is the application of research findings to settings and contexts different from the one in which they were obtained (Gay et al., 2012, p. 586). To achieve generalizability in this study, data were collected in the online questionnaire to ensure a broad range of participants with diverse experiences and perspectives. This study included lecturers with various lengths of employment in Malaysia, contract statuses, range of ages, family statuses, and academic qualifications. Relevant demographic information was collected from the 63 participants who completed the online questionnaire (see Appendix C). Lieb (2013) described
population-based studies as studies that aim to answer research questions for defined populations. These data helped to confirm the generalizability and transferability of this study’s findings, as they confirmed that the sample population was representative of the wider population of ELs in Malaysia. The details and significance of demographic information collected are shared in Tables 3 to 6.

**Demographics of the Sample**

The focus of this section is to display pertinent demographic information of the participants in the online questionnaire. Tables have been created to visually represent the demographic data from all 63 participants in this study. The demographic information collected in the online questionnaire relates to participants’: (a) the length of employment, (b) contract status, (c) age, (d) highest academic qualification, and (e) family status.

Table 2

*A Breakdown of the Lengths of Service in Malaysia among Participants*

<table>
<thead>
<tr>
<th>Number of Years Working at a Malaysian HEI</th>
<th>Percentage of Participants (N = 63)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>10%</td>
</tr>
<tr>
<td>One year</td>
<td>6%</td>
</tr>
<tr>
<td>Two years</td>
<td>13%</td>
</tr>
<tr>
<td>Three years</td>
<td>13%</td>
</tr>
<tr>
<td>Four years</td>
<td>17%</td>
</tr>
<tr>
<td>Five years</td>
<td>11%</td>
</tr>
<tr>
<td>More than five years</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Participants were asked how long they had worked in Malaysia to determine if they represented ELs with a wide range of time spent working in Malaysia. The rationale for
including this question was to distinguish participants with experience of one year or less and participants with more experience, as participants with one year or less of experience would have been likely to be going through either the honeymoon or anxiety stages of culture shock (Oberg, 1960), while more experienced ELs would likely have been further along in their cultural adjustment.

Table 3

*Participants’ Contract Status*

<table>
<thead>
<tr>
<th>Contract Status</th>
<th>Percentage of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renewed at least one contract</td>
<td>70%</td>
</tr>
<tr>
<td>Yet to complete first contract</td>
<td>22%</td>
</tr>
<tr>
<td>Declined to renew after completing first contract</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Participants were asked about their current contract status, as the perspectives of participants who had decided to renew would likely differ from those currently in their first contract or those who had declined to renew.

The age breakdown of participants is presented in Table 4. These data are important, as participants of different ages may have different ideas on effective leadership approaches and what makes a positive organizational climate. The vast majority of participants (76%) were between the ages of 26 and 40. Based on the experience and observations of the researcher, this is an accurate representation of the EL population working in Malaysia.
Table 4

Participants’ Age at Most Recent Employment

<table>
<thead>
<tr>
<th>Participant’s Age</th>
<th>Percentage of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-25</td>
<td>2%</td>
</tr>
<tr>
<td>26-30</td>
<td>22%</td>
</tr>
<tr>
<td>31-35</td>
<td>32%</td>
</tr>
<tr>
<td>36-40</td>
<td>22%</td>
</tr>
<tr>
<td>41-45</td>
<td>8%</td>
</tr>
<tr>
<td>46-50</td>
<td>2%</td>
</tr>
<tr>
<td>51-55</td>
<td>9%</td>
</tr>
<tr>
<td>61-65</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The academic qualifications of participants are displayed in Table 5. All participants had at least a bachelor’s degree, but the vast majority (92%) had completed post-graduate studies. This is not unexpected, as most university preparation programs require either a teaching certificate or graduate degree as a qualification for employment.

Table 5

Participants’ Highest Academic Qualification

<table>
<thead>
<tr>
<th>Family Status</th>
<th>Percentage of Participants (N = 63)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s degree</td>
<td>14%</td>
</tr>
<tr>
<td>Post-graduate teaching qualification</td>
<td>32%</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>46%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Participants were asked to indicate their family status, as it was believed that this may influence their priorities when deciding to stay at a HEI or to depart. Participants’ responses are presented in Table 6.

Table 6

*Family Status of the Participants*

<table>
<thead>
<tr>
<th>Family Status</th>
<th>Percentage of Participants (n = 61)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>46%</td>
</tr>
<tr>
<td>Single with children</td>
<td>3%</td>
</tr>
<tr>
<td>Married</td>
<td>19%</td>
</tr>
<tr>
<td>Married with children</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Generally speaking, for quantitative research, the larger the sample size the better, as this gives not only greater reliability, but also enables more sophisticated statistics to be used (Cohen et al., 2013). A sample size of 30 is held by many to be the minimum number of cases if researchers plan to use some form of statistical analysis (Cohen et al., 2013). As this study’s questionnaire included quantitative responses, I attempted to include as many potential participants as possible for the online questionnaire. However, with qualitative research, the validity, meaningfulness, and insights generated have more to do with information richness and the analytical capabilities of the researcher than with sample size (Patton, 2015). In addition to this, many potential participants are unwilling to undergo the lengthy demands of participation in qualitative research, and as such, selection of participants is almost always purposeful (Gay et al., 2012). Therefore, within the questionnaire, participants were asked if they were willing to
participate in future semi-structured interviews if they were selected to do so (see Appendix C). Only those participants who indicated a willingness to participate in an interview were eligible for participation in the interview portion of data collection. Of the 63 participants who completed the online questionnaire, 40 agreed to be considered for a follow-up interview. I attempted to contact all 40 participants who agreed to be interviewed. However, due to time constraints and scheduling challenges, 31 interviews were conducted during the data collection period of this study.

**Data Collection Methods**

Data for this study were collected using a web-based questionnaire and one-to-one semi-structured interviews using Skype. This methodology allowed for the interviews to build on the findings of the questionnaire (Cohen et al., 2013). In this section, I outline the data collection methods used in this study. First, I provide a visualization of the design depicting the process of data collection (see Table 7). Next, I discuss the advantages and disadvantages of web-based surveys and semi-structured interviews and provide a rationale for their inclusion in this study. Finally, I discuss triangulation as a further justification for combining these two research methods.

**Data Collection**

Both questionnaires and semi-structured interviews were used to gather data because the questionnaires provided insights into the extent or pervasiveness of participants’ views, while interviews provided richer insights into their perspectives and helped explain why they held their views. The web-based questionnaire was intended to produce the *what*, while the semi-structured interviews were intended to explore the *how* or *why* of this study’s research questions, which allowed me to really understand the different explanations of outcomes (Cohen et al., 2013). In
addition, the findings from both the survey and interviews provided validation for each other through triangulation of evidence (Wisdom & Creswell, 2013).

A visualization of the design depicting the process of data collection is presented in Table 7. Both quantitative and qualitative data were collected concurrently in the same general time period.

Table 7

<table>
<thead>
<tr>
<th>Type of Mixed Methods Design</th>
<th>Method of Data Collection</th>
<th>Type of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Data</td>
<td>Closed-ended questions on questionnaire</td>
<td>Numeric scores</td>
</tr>
<tr>
<td></td>
<td>Open-ended questions on questionnaire</td>
<td>Text data obtained from survey</td>
</tr>
<tr>
<td>Qualitative Data</td>
<td>Semi-structured interviews</td>
<td>Text data transcribed from interviews</td>
</tr>
</tbody>
</table>

*Note: Adapted from Creswell (2015).*

**Research Instruments**

In this section, I discuss the two types of research instrument use in this study to collect data. First, I examine the strengths and challenges of using questionnaires, followed by a more specific look at the use of web-based surveys. Following that, I discuss the benefits and potential drawbacks of using interviews. I also discuss my choice to specifically use semi-structured interviews. All participants in this study completed the web-based questionnaire. Participants who agreed to participate in a follow-up interview were asked to participate in face-to-face or online interviews using Skype, enabling them to provide additional qualitative support to the questionnaire findings. In order to align the questions on the research instruments with the
research questions of this study, both the web-based questionnaire and the semi-structured interviews were developed based on a research question matrix (see Appendices D and E) developed during the proposal phase of this study.

**Questionnaire.** Gay et al. (2012) stated that questionnaire research involves collecting data to test hypothesis or to answer questions about people’s opinions on some topic or issue. Typically, questionnaires gather data at a point in time (Cohen et al., 2013). This study included a cross-sectional questionnaire, where data were collected from selected individuals at a single point in time using a web-based questionnaire (Gay et al., 2012). Gay et al. suggested that the advantage of cross-sectional surveys is that data can be collected relatively quickly.

There are numerous advantages to using questionnaires as a method of data collection, and they were particularly well suited to this study. Cohen et al. (2013) stated that a benefit of the questionnaire approach lies in its appeal to generalizability or universality within given parameters. In addition, questionnaires are useful for gathering factual information, including data on attitudes and preferences, beliefs and predictions, opinions, behaviours, and experiences (Cohen et al., 2013). With a well-defined research population, the questionnaire results provided insightful data to provide answers to the research questions within this study. Creswell (2015) identified that the advantages of using web-based questionnaires are that data can be collected quickly, as all participants should have internet and computer access. This was particularly advantageous in the context of this study, as the participants were dispersed in many geographical locations.

The questionnaire approach to data collection is not without its challenges. Cohen et al. (2013) and Gay et al. (2012) agreed that a major challenge of conducting research using questionnaires is that questionnaires may often suffer from a lack of participant response.
Additionally, Creswell (2015) cautioned that using web-based questionnaires may yield low response rates, and potential participants may no longer be reachable through their last known email address. Creswell suggested that a general rule of thumb is to select as large a sample size as possible from the population, since a larger sample has less potential for error when compared to the total population. To address this, I chose to use a web-based questionnaire, and I attempted to contact as many participants from within my research population as possible. As a result, I was able to achieve an adequate sample size of 63 which yielded a response rate of 42% (N = 150). Another limitation of the questionnaire approach is that its degree of explanatory potential is limited (Cohen et al., 2013). I combined semi-structured interviews with web-based questionnaires to gather more in-depth data about participants’ thoughts and feelings.

The questionnaire is comprised of rating type and closed items as well as open-response items to follow-up on closed-item questions (Creswell, 2015). Close-ended questions limit the respondent to the set of alternatives being offered, while open-ended questions allow the respondent to express an opinion without being influenced by the researcher (Reja, Manfreda, Hlebec, & Vehovar, 2003). Both quantitative and qualitative data were given equal weighting in the web-based survey. The web-based instrument was created using Google Forms (https://www.google.ca/forms/about/). This software was chosen for its ease of use and effectiveness in capturing survey data. It is also highly secured, with independent third-party auditors confirming that data protection controls are in place and operating effectively (Google, n.d., Cloud help: Security section). In addition to using a trusted and secure online method for administering the questionnaire, an explanation was given to potential participants in the recruitment letter (see Appendix C) that it was possible that a data breach could occur at Google, and they could choose to print a hard copy of the form and send it to an address provided.
Barlett, Kotrlik, and Higgins (2001) identified budget, time, personnel, and other resource limitation as possible constraints researchers face in obtaining adequate sample sizes. Developing and administering a questionnaire using Google Forms is free, and it automatically compiles data, which can be analysed within Google Forms or exported to other software programs such as a statistical analysis software (Statistical Package for the Social Sciences) or NVivo11 (qualitative data analysis software) for further data analysis. Given that I was the sole researcher on this project and had limited resources, using Google Forms helped me gather data from my research population in an effective manner. A sample of the questionnaire used in this study is provided in Appendix C.

**Semi-structured interviews.** An interview is a purposeful interaction in which one person obtains information from another (Gay et al., 2012). The interview is a flexible tool for data collection, enabling multisensory channels to be used, both verbal and non-verbal (Cohen et al., 2013). A researcher conducts interviews to find out what is in, and on, someone else’s mind and to gather that person’s stories (Patton, 2015). Interviewers can explore and probe participants’ responses to gather in-depth data about their experiences and feelings (Gay et al., 2012). On the other hand, interviews are expensive in terms of time, they may be inconvenient for respondents, issues of interview fatigue may hamper the interview, and anonymity may be difficult (Cohen et al., 2013). To address some of these challenges, the recruitment letter contained an invitation to participants to participate in the semi-structured interview as well as a consent form for the participant to sign (see Appendix F). Only those who indicated a willingness to participate in the interviews were eligible to be selected for participation in the semi-structured interviews.
Interviews are distinguished by their degree of formality and structure, with some being highly structured and others more informal and unplanned (Gay et al., 2012). This study used semi-structured interviews that combined both structured and unstructured approaches (Gay et al., 2012). A specific set of questions were asked of each participant, but during the interviews, additional topics were explored if the interviewees were providing relevant data. Semi-structured interviews are generally organised around a set of predetermined open-ended questions or semi-structured questions, with other questions emerging from the dialogue between interviewer and interviewee (DiCicco-Bloom & Crabtree, 2006). The semi-structured interview method was selected so that the interviews offered an element of structure complementary to the questionnaire. The open nature of questions encouraged depth and vitality and allowed new concepts to emerge within the discussion with participants (Dearnley, 2005). The interview schedule used for this study is included as Appendix G.

The decision to conduct individual interviews as opposed to focus groups was primarily made due to the diverse geographic locations of the target group and the level of privacy that one-to-one interviews provided, which was important if the participant wished to discuss controversial or sensitive topics (DiCicco-Bloom & Crabtree, 2006). All interviews were recorded using a digital voice recording device, and approval was sought and obtained by participants to do so in alignment with ethics protocols. The interviews were then fully transcribed by the researcher to allow for analysis using NVivo11, which is a qualitative data analysis software, which will be described in the data analysis section of this chapter.

**Triangulation**

The combination of a web-based questionnaire, with both open-ended and closed-rating type questions, and semi-structured interviews allowed for triangulation. Triangulation is the
process of using multiple methods, data collection strategies, and data sources to obtain a more complete picture of what is being studied (Gay et al., 2012). Triangulation allows a researcher to have greater confidence in their findings if the outcomes of two separate research instruments correspond with each other (Cohen et al., 2013). Studies that use only one method are more vulnerable to errors linked to that method (e.g., loaded interview questions, biased or untrue responses) than studies that use multiple methods in which different types of data provide cross-data validity checks. For example, in this study, qualitative follow-ups to closed-ended questions on the questionnaire were compared to determine whether or not respondents truly understood the question to which they responded. Themes that emerged from the qualitative portion were found to support the quantitative data.

**Data Analyses**

The data analysis plan for this study was designed using Creswell’s (2015) steps in the process of analysing and interpreting quantitative data, which include preparing and organizing the data, exploring and coding the database, describing findings or forming themes, representing and reporting findings, interpreting the meaning of findings, and validating the accuracy of findings. Data for both the questionnaire and interviews were collected and prepared independently, with mixing of results primarily occurring during the interpretation phase of the analysis, which is typical of studies using a concurrent strategy (Creswell, 2014b). The Google Form questionnaire used to administer the surveys automatically captured the web-based questionnaire data once participants submitted their responses. The interview data were captured using a digital voice recorder.
Quantitative Data Analysis using Statistical Package for the Social Sciences (SPSS21)

Once these quantitative data were prepared, they were uploaded into the quantitative data analysis software program known as Statistical Package for the Social Sciences (SPSS21). Statistics is a set of procedures for describing, synthesizing, analyzing, and interpreting quantitative data (Gay et al., 2012). SPSS21 can also be used to create visual representations of data in the form of tables and graphs (Dixon & Woolner, 2012).

Quantitative data obtained from participants in the web-based questionnaire were used in this study to establish that participants were representative of the entire population to improve the generalizability of the findings (Cohen et al., 2013). The demographic information of participants was shared in the “Sampling” section of this chapter. Frequencies were used to measure responses to multiple choice and Likert-scale questions and rank them according to importance. Numeric mean scores were also used to understand aggregate scores for quantitative responses to questions. A method to ensure legitimation of qualitative data in a study is known as conversion, where qualitative data are quantitized by assigning frequency counts on qualitative comments or codes/themes (Onwuegbuzie & Johnson, 2006). Frequencies counts were undertaken to quantitize the qualitative data and allow for the researcher to make informed choices around priorities and importance or to emphasize themes (Onwuegbuzie & Johnson, 2006).

Qualitative Data Analysis using NVivo

Computer-assisted qualitative data analysis software allows researchers to handle and analyse large amounts of textual data in a speedier manner than manual methods (Ritchie, Lewis, Nicholls, & Ormston, 2013). For the qualitative data analysis, verbatim transcriptions were made from the digital voice recordings of the interviews using Microsoft Word. The open-ended
responses from the questionnaires were automatically collected in a spreadsheet document through the Google Form. These documents were uploaded into a computer-assisted qualitative data analysis software known as NVivo11, where codes were developed based on themes that emerged. In describing how to use NVivo, Watling, James, and Briggs (2012) stated that once portions of data are coded, queries can be used to investigate patterns and connections. Watling et al. noted that models can be created to display and explore what has been investigated and give visual displays of the links between the concepts. Watling et al. suggested that data analysis software can increase a researcher’s capacity to analyse and theorise, but it cannot “analyse data for you” (p. 466).

Braun and Clarke’s (2006) six-phase framework was used for conducting the thematic analysis for this study. I followed iterative thematic coding, which encompassed multiple readings of the open-ended data to look for themes (Cohen et al., 2013). The first step was to read all qualitative responses to the web-based questionnaire and transcribe verbatim the semi-structured interviews in order to become familiar with the data. At this stage, initial notes were made about early impressions of the data.

Next, the data were uploaded into NVivo11, and initial codes were generated. Open coding involves developing and modifying codes as the researcher works through the coding process rather than using a list of pre-set codes (Maguire & Delahunt, 2017). This method was used to develop the initial set of codes for this study. According to Creswell and Plano Clark (2011), “Reliability plays a minor role in qualitative research and relates primarily to the reliability of multiple coders on a team to reach agreement on codes for passages in text” (p. 211). At this stage, one transcript was given to two other individuals with knowledge of international education and the experiences of expatriate educators in order for them to code.
This process is referred to as inter-rater reliability and is designed to reduce researcher bias by ensuring that the researcher can check his/her themes against other coders’ determination of themes, thereby avoiding skewing or missing themes (Patton, 2015). No significant codes were identified as missing by either of the other coders, and they were in general agreement as to which quotes fit each code. Therefore, the coding passed the intercoder checks to the satisfaction of the researcher and coders.

The next stage was to identify emergent themes. According to Braun and Clark (2006), “A theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set” (p. 10). By clustering similar codes with high frequency counts, five broad themes emerged from the study data: (a) professional growth and fulfilment, (b) the direct influence of the leader, (c) institutional factors, (d) cultural adjustment factors, and (e) country-specific factors.

Once the broad themes were identified, the next stage was to review the themes. All codes were copied and pasted into a separate Microsoft Word document for each theme. Maguire and Delahunt (2017) stated that themes should be coherent and that they should be distinct from each other. At this stage, the five themes were compared to the research questions of this study to confirm that each theme was addressing either the primary research question and/or a secondary research question. The themes were also compared to each other in order to determine if they overlapped, which they did not to a significant degree.

Once the main themes were identified and reviewed, they were “defined and refined” in order to capture the essence of what each theme was about and the contribution each theme made to addressing the research questions of this study (Baran & Clark, 2006, p. 22). For each theme, the data were thoroughly examined and broken down further into subthemes. Subthemes were
only kept if they were unique and directly supported a primary theme in addressing a research question of this study.

Normally, the final stage of Braun and Clarke’s (2006) six-phase framework is to write up the results. However, as this was a mixed methods study, the themes were compared to the quantitative data collected to see whether or not the data supported the findings. Relevant quantitative data were mixed into the results of the thematic analysis to support the primary themes. The results were written only after mixing and interpreting the qualitative and quantitative data. A diagram of the data analysis for this study is presented in Figure 3.
Having discussed the methods used for both quantitative and qualitative data analysis, the next section will describe the steps taken to ensure legitimation, which relates to the rigour of the study. I will describe in detail the steps taken to ensure the reliability and validity of the mixed methods research used in this study.
Legitimation

Johnson and Onwuegbuzie (2004) identified problems of mixed-method validation that must be overcome as (a) representation: using only words and images to catch the dynamics of a lived experience; (b) legitimation: ensuring that results are dependable, credible, transferable, plausible, confirmable, and trustworthy; and (c) integration: using and combing quantitative and qualitative methods, each with their own canons of validity. With all mixed methods studies, the researcher needs to establish the validity of scores from quantitative measures and discuss the validity of qualitative findings (Creswell, 2013). Johnson and Onwuegbuzie (2004) identified that legitimization overcomes the paradigm conflict when considering concepts related to rigorous and strong research. Their concept of legitimization provides a compromise to the paradigm wars surrounding rigour across mixed methods research.

Validity differs in quantitative and qualitative research, but in both approaches, it serves the purpose of checking on the quality of the data, the results, and the interpretation (Creswell & Plano-Clark, 2011). Validity is the development of sound evidence to demonstrate that the test interpretation matches its proposed use (Creswell, 2015). Quantitative validity is defined as the extent to which a concept is accurately measured in a quantitative study. This concept is also applicable to qualitative research. Although, the methods for ensuring validity in the two methods are different, it is important to establish the validity of both the quantitative and qualitative data within mixed methods research.

Reliability is concerned with precision and accuracy (Cohen et al., 2013). Reliability is also an analogous term to dependability, consistency, and replicability over time, over instruments, and over groups of respondents (Cohen et al., 2013). Cohen et al. (2013) stated that
the suitability of the term *reliability* in qualitative research is disputed and can be replaced with other terms such as *credibility* and *trustworthiness*.

To test the reliability and validity of the quantitative questions on the questionnaire, an initial pilot test was conducted among two people who fit the profile of the target population. To investigate the validity, participants in the pilot test were interviewed after completing the survey. The purpose of the follow-up interview was to determine whether the participants understood and responded to the quantitative survey questions in the way the web-based questionnaire intended. Their responses were consistent with the intended outcomes, and the questionnaire was deemed to be valid. This source of validity evidence is known as evidence-based response processes (Creswell, 2015). Scores from an instrument are reliable and accurate if an individual’s scores are internally consistent across the items on an instrument (Creswell, 2015). The responses to the pilot test were analysed for consistency across the entire web-based questionnaire to establish reliability. The combination of validity established through evidence-based response processes and reliability determined through internally consistent responses resulted in a trustworthy survey instrument. Analysis of the responses of the 63 participants showed that participants understood the questions, as their responses were consistently addressing the questions being asked within the questionnaire.

In qualitative methods, validity means that the researcher checks for the accuracy of the findings by employing certain procedures, while qualitative reliability indicates that the researcher’s approach is consistent across different researchers and projects (Creswell, 2014b). Triangulation means comparing many sources of evidence to determine the accuracy of information or phenomena (Bush, 2012). Bush suggested that it is essentially a means of cross-checking data to establish its validity. Comparing the results of the questionnaire provided
validation to the responses obtained during the semi-structured interviews. The main potential source of invalidity in interviews is bias, and this can result from characteristics of the interviewer, the characteristics of the respondent, and the substantive content of the questions (Bush, 2012). Bush stated that the risk of bias may be reduced through respondent validation, where transcripts or the researcher’s notes are returned to the interviewee for confirmation or amendment. This approach was used to increase the validity of this study. Qualitative reliability was done by carefully checking transcripts to make sure that they did not contain any obvious mistakes made during transcription. Transcripts were sent to three interviewees to check for accuracies themselves. The transcripts were only taken to be accurate once the participants agreed that they reflected what they intended to say. This process is known as member checking (Creswell, 2014b).

Additionally, close attention was paid during the coding process by constantly comparing data with the codes to ensure that there were no shifts in definition or meaning (Creswell, 2014b). Creswell stated that reliability has limited meaning in qualitative research, but it is popular in qualitative research when there is interest in comparing coding among several coders. Intercoder agreement was used in this study, which involved producing an interview transcript and having two individuals code it in order to compare their work to the original to determine whether they arrived at the same codes and themes or different ones (Creswell, 2014b). The codes aligned, and therefore, this study can be said to have reliability. This process is referred to as inter-rater reliability (Hallgren, 2012).

Another form of legitimation is known as conversion, where qualitative data are quantitized by assigning frequency counts on qualitative comments or codes/themes (Onwuegbuzie & Johnson, 2006). The following process was utilized to quantify the qualitative
data: (a) the frequency of each code was determined, (b) high frequency codes were identified, (c) the overall percentage of interview participants who responded using that code were determined, (d) the top 14 high-frequency codes were identified, and finally, (e) high frequency codes were clustered and ordered into five primary themes.

Having described the research design and legitimation of this study, the ethical issues that must be considered are the focus of the next section. Key areas of focus include informed consent, data protection and anonymity, and my role as the sole researcher in this study.

**Ethical Considerations**

Christians (2011) identified informed consent, opposition of deception, maintaining privacy and confidentiality, and ensuring accuracy of data as the four guiding principles that have been adopted across each of the major scholarly associations. Prior to proceeding with participant recruitment and data collection in this study, an ethics application was made to the University of Calgary Conjoint Faculties Research Ethics Board, as per the guidelines of the University of Calgary’s (2008) research ethics policy. Before agreeing to participate, potential participants were given an informed consent letter (see Appendices B and F), which clearly stated the study’s goals as well as the participant’s rights throughout the project (Miles et al., 2014). This letter was included at the beginning of the web-based questionnaire, and participants indicated their consent by clicking, “Yes, I agree and give my informed consent to participate in this survey”.

As a researcher, my goal was to ensure that no harm results from respondents’ participation in my research study. This study did not aim to collect data from any vulnerable populations such as children, people from lower socioeconomic classes, or those with limited education (Creswell, 2015). Professional etiquette uniformly concurs that no one deserves harm
or embarrassment because of insensitive research practices (Christians, 2011). Confidentiality must be assured as the primary safeguard against unwanted exposure (Christians, 2011). To ensure the confidentiality of participants, pseudonyms were assigned to each lecturer and used when the individual is referenced in the study. No persons were linked to their institutions, and no institutions were named in this study. Research related records and data have been be stored on password-protected data storage devices and locked in a safe accessible only to me. Finally, no form of deception was necessary for this study.

One of the benefits of using both qualitative and quantitative research methods is that it allows for cross validation of the accuracy of data. Participants were given the opportunity to support their quantitative responses with qualitative ones. Also, during interviews, clarification was sought if there was any confusion as to the meaning behind a statement by a participant.

Since researchers have such a significant responsibility in qualitative data collection, it is important to discuss some strategic, ethical, and personal issues that relate to both the research setting and with the research population (Creswell, 2014b). I was employed at a Malaysian college as a lecturer for over 10 years. I also held the position of department head. My experiences as both an EL and academic leader have helped me to identify this study’s research problem through my own personal observations and experiences. According to Busher and James (2012), “Researchers have a duty of care to participants who join their projects” (p. 104). The ethical dilemma created by my role as a supervisor within an HEI in Malaysia could have potentially affected the duty of care I have for participants in my study, as potential participants could have feared negative repercussions from participating in the study if they made negative comments about a supervisor or the HEI at which they worked. However, this was mitigated by careful construction of the research instruments in order to avoid questions that would require
participants to speak negatively about their leaders or institutions. Also, all participants’ names were anonymized, and no HEIs were named within this study. Further, my employment in Malaysia ceased prior to the completion of data collection for this study.

Chapter Summary

The methodology and methods have been presented in this chapter along with a rationale for conducting a convergent parallel mixed methods research study, which aimed to understand the importance of leadership and organizational climate among the possible factors that may influence ELs at university preparation programs to either renew their contract or depart. The research population for this study included current and former ELs who have worked at university preparation programs at Malaysian HEIs. This population was purposefully chosen based on their potential to best inform the research questions and enhance understanding of this study’s aims. A web-based questionnaire was used to collect both quantitative and qualitative data, and semi-structured interviews were used to gain deeper insights into participants’ responses. In this chapter, I have provided an overview of the research design, including data collection and data analysis, with a discussion of how it was ensured that the data yielded from this study are trustworthy. In addition, key ethical issues such as the role of the researcher and the protection of participants’ identities have been discussed. The research design presented in this chapter produced rich data that informed the findings presented in Chapter 4 and provide the leaders of university preparation programs in Malaysia with insights to help them mitigate the challenges ELs face, as well as develop a supportive environment that encourages longer-term commitment of lecturers to the program beyond an initial contract.
CHAPTER FOUR: RESULTS

The purpose of this study was to understand the importance of leadership and a positive organizational climate among the possible factors that may influence expatriate lecturers’ (ELs) decision to either renew their contract or depart from higher education institutions (HEIs) in Malaysia when their contracts expire. By exploring lecturers’ perspectives on the leadership approaches they appreciate and the importance of a leader in shaping work environments in international contexts, HEI leaders can focus on addressing the issues that are most important to lecturers when deciding whether or not to renew their contract. In order to collect data to answer this study’s primary and secondary research questions, all participants \( N = 63 \) completed an online questionnaire, which produced quantitative and qualitative data regarding the factors that affected their contract renewal decisions. From that sample, 31 participants were selected to participate in a semi-structured interview conducted online using Skype®. The purpose of the semi-structured interviews was to obtain additional qualitative data in order to develop a deeper understanding of what made some lecturers remain at institutions long term, while others departed after their initial contract expired, or even earlier in some cases. Presented in this chapter are the results obtained from the 63 online questionnaires and 31 online, semi-structured interviews. The details of both the quantitative and qualitative data are presented, which have been incorporated into this mixed methods study.

The opening subsections of this chapter provide explanatory detail regarding the following: the participants, qualitative and quantitative data presentation, and emergent themes and subthemes. Due to the mixed methods approach used in this study, details are provided concerning the analysis of qualitative and quantitative data, determination of themes and subthemes, and presentation of results. The results are structured whereby broad themes and the
corresponding subthemes are presented based on the overall frequency of coding in the study data. Five broad themes emerged from the study data: (a) professional growth and fulfilment, (b) the direct influence of the leader, (c) institutional factors, (d) cultural adjustment factors, and (e) country-specific factors. An overview of these themes and how they addressed the research questions of this study is presented in this chapter, followed by a detailed discussion of the results for each theme. A summary of the key findings will then conclude this chapter.

**Qualitative and Quantitative Data Presentation**

All 63 participants took part in completing a questionnaire, and 31 of the participants participated in a follow-up semi-structured interview conducted via Skype®. Questionnaire items and interview questions were aligned to the research questions of this study using a matrix (see Appendices D and E). Based on this alignment, web-based questionnaire items and interview questions were developed to capture the perceptions of ELs regarding the impact of leaders on their contract renewal decision.

Excerpts from the interview transcripts are cited in this chapter when the essence of the quotations illustrated and corroborated the views of a large number of participants. Additionally, statements are cited when the quotation indicated a view that did not align with the views of others, hence, an outlier perspective.

When alignment occurred between the emergent themes from the analysis of the qualitative data and the quantitative data, these were combined to provide a more holistic description of the findings. When the qualitative data were described, frequencies expressed as a percentage were calculated to indicate the dominant themes and subthemes. For the questionnaire, Likert-scale and multiple-choice questions were used to collect quantitative data using Google Forms. Quantitative data were obtained using the Google Forms “Responses”
function. Some descriptive statistics and data visualization were conducted using Google Forms. Quantitative data were then transferred to SPSS21 for further analysis, using frequencies and means for quantitative responses. Frequency distributions and measures of central tendency were used to analyse the quantitative responses obtained from the questionnaire. These descriptive statistics were used to support the findings within the primary themes and subthemes. Qualitative priority is a weighting option that occurs when a greater emphasis is placed on qualitative methods and quantitative methods are used in a secondary role (Creswell & Plano Clark, 2011). In this study, qualitative methods were given priority with quantitative methods being used in a secondary role in support of the themes and sub-themes that emerged. Qualitative data from both the questionnaire and interviews were analyzed using NVivo11. Qualitative interview data were coded and frequency counts were used to develop primary themes and sub-themes. Once the themes and subthemes were identified, quantitative data such as mean scores or frequency counts from quantitative responses were combined with qualitative quotes to determine the importance of each theme and sub-theme as well as develop conclusions related to the research questions of this study.

**Emergent Themes and Subthemes**

As part of the content analyses, all interviews were examined using codes informed by this study’s conceptual framework and related to the research questions. Additional codes were added as further emergent themes became evident during the early coding stages. To make sense of the participants’ views and understandings, the researcher reviewed and reflected upon the coded data. This involved reading transcripts several times, analyzing the coded data, and identifying themes. Further reflection within each of the themes resulted in the identification of subthemes. Five primary themes emerged from the interview data: (a) professional growth and
fulfilment, (b) the direct influence of the leader, (c) institutional factors, (d) cultural adjustment factors, and (e) country-specific factors.

To further explore the five primary themes based on the coding undertaken with the interview data, the frequency of coding was analyzed, thereby quantifying the qualitative data in this study. In total, 27 codes were used to analyze the interview transcripts. The following process was utilized to quantify the qualitative data: (a) determine the frequency of each code, (b) identify high frequency codes, (c) determine the overall percentage of interview participants who responded using that code, (d) identify the top 14 high-frequency codes, and finally, (e) cluster and order high-frequency codes into five primary themes. Resultant themes and codes are presented in Table 8.

Table 8

Coding Based on Primary Themes and Role: Ranking and Frequency

<table>
<thead>
<tr>
<th>Theme</th>
<th>Code Title</th>
<th>Frequency</th>
<th>Percentage of Interview Participants (n = 31)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Growth and Fulfillment</td>
<td>Job satisfaction</td>
<td>29</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>Work adjustment</td>
<td>28</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Teaching and learning</td>
<td>22</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>Professional development</td>
<td>12</td>
<td>39%</td>
</tr>
<tr>
<td>Direct Influence of Leader</td>
<td>Leader (affection for)</td>
<td>28</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Leadership approach</td>
<td>25</td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td>Support</td>
<td>20</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>Leadership style</td>
<td>18</td>
<td>58%</td>
</tr>
<tr>
<td>Institutional Factors</td>
<td>Organizational climate</td>
<td>25</td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td>Colleagues</td>
<td>20</td>
<td>65%</td>
</tr>
<tr>
<td>Cultural Adjustment Factors</td>
<td>General adjustment</td>
<td>24</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td>Interaction adjustment</td>
<td>14</td>
<td>45%</td>
</tr>
<tr>
<td>Living in Malaysia</td>
<td>Challenges</td>
<td>27</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>Quality of life</td>
<td>22</td>
<td>71%</td>
</tr>
</tbody>
</table>
Theme and Subtheme Overview

Each theme was analyzed by the researcher to prioritize the themes based on the perceptions of participants in the study. In addition, subthemes were also identified based on concepts discussed by participants and analyzed based on prevalence in the study data (i.e., frequency of coding). In this section, a brief summary of each main theme of this study is provided.

Professional Growth and Fulfilment

Although many factors affected ELs’ decisions to live and work in Malaysia, professional growth and fulfilment were deemed as the most important factor affecting their decision to stay at an institution or department. Participants often found the role of lecturer at Malaysian HEIs to be more satisfying than their experiences working in their home country. Professional satisfaction in their role was found to outweigh other factors, such as pay and other benefits, in lecturers’ minds when deciding to continue working at their HEI or seek other opportunities. In both the questionnaire and follow-up interviews, it was found that many lecturers directly credited their leader with making a large contribution to their professional growth and overall satisfaction while in Malaysia. Four subthemes emerged in relation to his theme: (a) job satisfaction, (b) work adjustment, (c) teaching and learning, and (d) professional development.

Direct Influence of the Leader

The relationship an expatriate had with his or her leader was found to be important to contract renewal decisions. In addition, the leader was clearly linked to shaping the most important factors in EL retention. Participants identified both job satisfaction and a positive organizational climate as being extremely important in their contract renewal or departure decision making. Both the questionnaire responses and interview conversations showed that
leaders were highly influential to both lecturers’ job satisfaction and perceptions of organizational climate. Three subthemes emerged: (a) relationship with leader, (b) leadership approaches, and (c) support in role.

**Institutional Factors**

The work environment and the relationships lecturers built with their colleagues was a significant factor in contract renewal decisions. Trust and support from leaders were identified as being critical for creating not only a positive work environment, but also an overall positive and fulfilling personal and professional experience working in Malaysia. Two subthemes emerged: (a) organizational climate and (b) personal and professional relationships with colleagues.

**Cultural Adjustment Factors**

Expatriate lecturers (ELs) in Malaysia generally did not expect leaders to facilitate their cultural adjustment, although, in many cases, they appreciated the support given when transitioning upon arrival and in the first weeks and months. In most cases, the relationships forged with colleagues were much more influential than the development of relationships outside of work. Two subthemes emerged: (a) general adjustment and (b) interaction adjustment.

**Living in Malaysia**

The vast majority of ELs found Malaysia to be a hospitable country. Food, travel, and culture were often cited as influential factors in EL retention. In outlier cases, some ELs encountered difficulties. In some of these cases, the lecturers did expect leadership to provide solutions, such as personal security or transportation. Two subthemes emerged: (a) quality of life and (b) challenges.
Results: Themes and Subthemes

In order to construct a meaningful framework for communicating the data, the codes were clustered into themes, and I have been linked them to each research question to facilitate the presentation of this study’s findings. These relationships are presented in Table 9.

The subsections of the results are comprised of five primary themes that emerged from the analysis of interview data. Each theme and subtheme is linked to a research question that addresses the research problem of this study. Subthemes are sequenced for each of the primary themes and subthemes. At times, themes and subthemes may overlap; however, this was as a result of them being critically linked by the participants in the study.

Table 9

Coding Table and Theme Development Related to Research Questions

<table>
<thead>
<tr>
<th>Theme</th>
<th>Codes (Frequency)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Question</strong>: How do expatriate lecturers at university preparation programs in Malaysia view the significance of program leadership, relative to other factors such as host-country and pay, in their decision making surrounding their teaching contract renewal?</td>
<td></td>
</tr>
<tr>
<td>Professional Growth and Fulfilment</td>
<td>Job satisfaction (29)</td>
</tr>
<tr>
<td></td>
<td>Work adjustment (28)</td>
</tr>
<tr>
<td></td>
<td>Teaching and learning (22)</td>
</tr>
<tr>
<td></td>
<td>Professional development (12)</td>
</tr>
<tr>
<td>Direct Influence of Leader</td>
<td>Professional respect for leader (28)</td>
</tr>
<tr>
<td></td>
<td>Leadership approaches (25)</td>
</tr>
<tr>
<td></td>
<td>Support in role (20)</td>
</tr>
<tr>
<td><strong>Secondary Research Question #1</strong>: How important is a positive organizational climate to expatriate lecturers’ commitment to, and desire to remain in, the program?</td>
<td></td>
</tr>
<tr>
<td>Institutional Factors Affecting Retention</td>
<td>Organizational climate (25)</td>
</tr>
<tr>
<td></td>
<td>Colleagues (20)</td>
</tr>
<tr>
<td><strong>Secondary Research Question #2</strong>: What leadership approaches do expatriate lecturers believe to be effective at promoting faculty retention?</td>
<td></td>
</tr>
<tr>
<td>Direct Influence of Leader</td>
<td>Professional respect for leader (28)</td>
</tr>
</tbody>
</table>

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Theme 1: Professional Growth and Fulfilment

In addressing the primary research question of this study, which was: “How do expatriate lecturers perceive the significance of program leadership, in their contract renewal decisions”, this study found that the most significant factor affecting lecturers’ retention at HEIs in Malaysia was the professional growth and fulfilment they experienced while working in Malaysia. This primary theme emerged from both the online questionnaire and the semi-structured interviews. After analyzing qualitative and quantitative data from both research instruments, an important conclusion was that participants overwhelmingly believed their leader had a significant impact on their professional growth and fulfilment, which, in turn, had a significant influence on the retention of expatriate lecturers at Malaysian HEIs. Four subthemes emerged and are detailed in this section: (a) job satisfaction, (b) work adjustment, (c) teaching and learning, and (d) professional development.

Job satisfaction. The importance of job satisfaction on ELs’ contract renewal or non-renewal decision was the most frequently noted factor by interview participants, with the code “job satisfaction” being mentioned by 94% of interview participants. This was corroborated in the questionnaires. When questionnaire respondents were asked to rate the importance of job satisfaction on their contract renewal decision on a 10-point Likert scale, ranging from $1 = Not$
important at all to 10 = Extremely important, the mean score was 8.29 among the 63 participants who completed the questionnaire. This score indicated that job satisfaction can be considered as a critical factor in ELs’ contract renewal or non-renewal decisions.

The questionnaire respondents were asked to rate the influence they believed a leader had on their overall job satisfaction as an expatriate lecturer. The 10-point Likert scale for this question ranged from 1 = No influence to 10 = Total influence. The mean score among the 63 respondents for this question was 7.87, which indicated that many respondents believed their leader had a high influence on their job satisfaction as an EL. Throughout the interview process, the quantitative data were qualified with many participants’ stories that expressed happiness with their role and gave credit to their leader for either directly or indirectly influencing their satisfaction with their job.

In order to compare the impact of common factors that influenced ELs’ retention at HEIs in Malaysia, respondents were asked to rate the importance of common factors that may have influenced their contract renewal decisions. The percentage of respondents who rated each item as important or very important are presented in Table 10. The frequencies of both responses are also presented. Finally, each item has been ranked from the factor with the highest influence on retention to the factor with the lowest relative influence.
Table 10

Factors that Influenced Expatriate Lecturers’ Decisions to Stay at an Institution or Depart After the Completion of a Contract (Ranked from Highest to Lowest)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency of Participants Rating “Important”</th>
<th>Frequency of Participants Rating “Very Important”</th>
<th>Percentage of Participants that Rated Factor “Important” or “Very Important”*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction</td>
<td>40</td>
<td>19</td>
<td>94%</td>
</tr>
<tr>
<td>Work Life Balance</td>
<td>23</td>
<td>34</td>
<td>90%</td>
</tr>
<tr>
<td>Organizational Climate</td>
<td>33</td>
<td>23</td>
<td>89%</td>
</tr>
<tr>
<td>Leadership</td>
<td>31</td>
<td>21</td>
<td>83%</td>
</tr>
<tr>
<td>Pay</td>
<td>24</td>
<td>25</td>
<td>78%</td>
</tr>
<tr>
<td>Benefits</td>
<td>20</td>
<td>25</td>
<td>71%</td>
</tr>
<tr>
<td>Location of Institution (Country/City)</td>
<td>27</td>
<td>12</td>
<td>62%</td>
</tr>
<tr>
<td>Career Advancement Prospects</td>
<td>27</td>
<td>18</td>
<td>45%</td>
</tr>
<tr>
<td>Prestige of Institution</td>
<td>13</td>
<td>7</td>
<td>32%</td>
</tr>
</tbody>
</table>

* N = 63

Job satisfaction received the highest score among common factors that may influence lecturers’ contract renewal decisions. As many participants also indicated that their leader had a high influence on their job satisfaction, it is a major finding of this study that leadership is a key element in ELs’ contract renewal decision, both directly and indirectly. During the interviews, jobs satisfaction was a frequently mentioned topic of importance, with 94% of participants mentioning it during their interview. Joseph stated, “I would think that job satisfaction is probably my number one reason that I would renew a contract”. This statement represents the thoughts of many of the lecturers who were interviewed and supports the results of the questionnaire. Both research instruments confirmed that job satisfaction is the primary motivator of lecturer retention.

Qualitative responses obtained from participants in the questionnaire and semi-structured interviews described job satisfaction as including professional growth opportunities, recognition
of achievement, and enjoyment of day-to-day duties. Participants recognized the influence of leaders in creating job satisfaction through both recognition of achievement and providing opportunities for professional growth. Kathy said:

*I was fortunate to have a good leader while I was there, and this made for a very successful time, resulting in an award being granted to myself, which was active for as long as I was with them. His leadership included not only industry expertise, but also being trustworthy, an open communicator and a problem solver. I must say all the opposites have been true of my current role, which have led me to make the decision to resign and join a new institution.*

Kathy’s comment indicated that a leader and his/her impact on the job satisfaction of a lecturer cannot only have a strong influence, but also can become the determining factor in a lecturer’s decision to remain at an institution or depart.

Gaining full-time experience as a lecturer and being provided opportunities for promotion were frequently mentioned by participants as key components of job satisfaction and their decision to remain with their institution. Another common theme was that many lecturers felt that working in Malaysia offered them opportunities for career advancement, either by gaining experience as a full-time lecturer or being given leadership opportunities at what they perceived to be early stages of their career. In part, this was reinforced by gaining a sense of recognition of achievement from their leaders. This perception was supported by Tim where he stated, “*Job satisfaction was determined in large part by leadership, without which I would not have renewed. I felt appreciated and recognized, and that comes from good leadership.*”

Also common amongst interview responses was a sense that they enjoyed their day-to-day jobs and generally felt their satisfaction at work was a large contributor to their overall happiness and satisfaction living in Malaysia. In comparing job satisfaction and leadership to other factors that influence a lecturer’s decision to stay at an institution or depart, John said, “*The
number one factor to stay at an institution would definitely be day-to-days job satisfaction”. To further elaborate on the importance of job satisfaction relative to other factors, Kelly stated:

*Yes, I prefer Saturday and Sunday, don’t we all, but am I getting up in the morning and being happy about my workplace? That’s the first thing, and in terms of what factors affect that? That would be, obviously, money does play a certain role there, but I think the people that I work with, also play a factor, and how well we work together to meet challenges and to face issues. The support system that’s in place in your organization is also important. Your workplace environment, the fact that you might think you’re respected as a professional, and that there are certain freedoms that you might enjoy, and they still know that you will still do your job. There’s a certain autonomy, and that that’s important for me as well.*

**Work adjustment.** When questionnaire respondents were asked to rank general adjustment, interaction adjustment, and work adjustment according to their importance to their quality of life and satisfaction as an expatriate in Malaysia, 67% of participants ($N = 63$) ranked work adjustment as the most important factor by a significant margin. This was consistent with this study’s previous findings that job satisfaction was the primary consideration in ELs’ contract renewal decisions and had a significant impact on their overall happiness and enjoyment as expatriates in Malaysia.

As a follow-up, participants were then asked to use a 5-point Likert scale to indicate whether they believed a leader has a low, medium, or high impact on facilitating their successful cross-cultural work adjustment. The Likert scale ranged from $1 = Low impact$ to $5 = High impact$. Of the 63 questionnaire respondents, 92% rated the leader’s impact as 4 or 5, which indicated lecturers believed their leader had a high impact on their cross-cultural work adjustment by helping them overcome some of the challenges they faced as they transitioned to living and working in Malaysia.

When asked if they felt that leaders should place an emphasis on promoting the successful cross-cultural work adjustment of staff, 86% of respondents rated it as “Important” or
Highly important”. This indicated that ELs prioritized a successful transition to their new role over other factors involved in their re-location to Malaysia, and they believed their leader played a large role in facilitating that transition in their successful cross-cultural work adjustment.

Many participants recognized numerous “complexities” needed to be managed to ensure their successful transition to the role of expatriate lecturer in Malaysia:

In my role as a lecturer, my leader has helped me be successful in a number of ways. Everything is new, so I’m walking into a position where I don’t know how to do anything, except teaching. That part, I’ve got under control to a certain extent, but everything else is new.

One interviewee noted, “Facilitating cross-cultural work adjustment is highly important because of the existence of administrative differences and cultural differences in both the workplace and among student”. Although many participants found Malaysia to be a generally easy place to adjust to because of the multicultural make-up of the population and the fact that English is widely spoken, cultural differences existed between lecturers’ expectations of the leadership practices of Malaysian managers and with students in the classroom (Hofstede Insights, n.d.). While confident in their abilities to teach, lecturers appreciated being supported when challenges arose due to cultural differences in the work place.

Likewise, 91% of interviewees mentioned work adjustment, making it the second most frequently coded term. These interviews helped to identify the relationship between the leader, job satisfaction, and work adjustment. A common emergent theme was that many of the lecturers found their job quite enjoyable and relatively stress free. On the surface, Malaysia seems to be an easy country to adapt to, as English is widely spoken, and students at the primarily private HEI are generally highly respectful of lecturers due to factors inherent in the culture, such as the high-power distance that exists in Malaysia (Hofstede Insights, n.d.). However, many of the same interviewees mentioned numerous challenges they faced in adjusting to their role, such as
adapting mainly Western curricula to be relevant to students from largely non-Western countries or cultural nuances that may exist between teachers and students:

That’s something I didn’t receive in any country that I’ve taught in. I never got any kind of cultural primer about, “We’ve noticed that new teachers from different countries tend to do this, don’t do it with our students and this is why. If you really got your heart set on doing stuff like that, here are situations where it would be more appropriate”.

Many appreciated the role of a mentor in helping them transition to their role and overcoming challenges, both at the workplace and in the community. One interviewee stated:

Fortunately, the leadership here, they had a mentoring program set up so that we could ask experienced staff here about anything. Anything we needed. It could have been about school or even just things outside of school. I always felt comfortable asking and I always received a lot of help.

Work adjustment (90%) was mentioned more often than general adjustment (77%) by the interview participants. Although they considered Malaysia to be generally “easy” to adapt to, cultural differences, such as power distance were recognized and addressed by leaders in order to facilitate the successful transition and ongoing satisfaction of ELs in Malaysia.

Teaching and learning. ‘Teaching and learning’ was mentioned in 71% of interviews. Teaching and learning (T&L) were intertwined with work adjustment, in that, many lecturers expressed contentment with the T&L environment in their programs, and many compared it favourably to their experiences in their home country. Within the subtheme of T&L, support for teachers in applying new pedagogical techniques, freedom to implement the curriculum in a relatively autonomous way, and cultural aspects related to teaching in Malaysia were commonly cited as some of the advantages of teaching at Malaysian HEIs.

Being encouraged to try new pedagogical techniques, especially with the use of technology to promote learning through flipped classrooms or blended learning models, was a common theme amongst participants. They felt supported in the use of new technologies in
teaching to promote student learning, and they appreciated that teaching with the use of technology was advantageous for their future career prospects. Sam commented:

*They just are always trying to be on the cutting edge of everything modern and new, and willing to try and fail. My career skyrocketed more within two years of being out there than it did in eight years in my home country.*

Multiple participants compared their experiences in Malaysia as being “advanced” in comparisons to teaching in their home countries. Another participant, Andrea, stated, “I felt like, in some ways my teaching experience in Malaysia was more advanced. The technology piece was way more advanced and integrated in a way that I think supports students to be more successful”. Thomas mentioned, “I think Malaysia is way more progressive. I feel they’re really more accepting to new ideas in education”. As many of the Malaysian HEIs that employ ELs are private institutions, it is not surprising that they all encourage their faculty to experiment and employ new technology into their lessons.

No participant mentioned feeling pressured to perform to higher expectations by using cutting-edge pedagogical techniques or using the latest technology; rather, they simply appreciated being given the resources to do what they wanted or encouraged to experiment and try new things. This was congruent with the fact that many participants mentioned appreciating the autonomy granted to them by their leaders: “Autonomy, so being given freedom to autonomously plan my own curriculum. Consistent weigh-ins and check-ins, but not anything threatening. Not micromanaged and supported when a challenge arose”. This went beyond technology use and to approaches to curriculum and instruction, such as what topics they could include in a course and the resources they could include: “It’s positive, in that I feel like I know what to do most of the time, so I appreciate them not visiting on a regular basis in class. So that’s a positive thing. I’m given a lot of free rein to do what I want”. Although a few
participants expressed disappointment with autocratic approaches from their leaders, the majority expressed satisfaction with supportive autonomy.

Finally, some participants mentioned the lack of discipline issues among students as a positive aspect to their role as a lecturer. Some of them recognized that this may be attributable to the culture of Malaysia: “Teachers hold a different, special place, socially which is something that is just unique and different than my experience at home”. Although contained within the subtheme of teaching and learning, those who mentioned the enjoyment of daily teaching and their interactions with students were very passionate. Samuel stated, “I have never had any issues regarding classroom management. What that means for me as a teacher is that I can focus 100% of my energy on teaching”. Lecturers truly appreciated the daily interactions with their students and found this to be one of the most appealing aspects of their job.

**Professional development.** Career advancement and professional development became an apparent subtheme while conducting the semi-structured interviews. This subtheme was also supported by quantitative data from the questionnaire. When asked to rate various factors according to their influence on their decision to stay at an institution or depart after the completion of an initial contract, 71% of respondents rated career advancement as *important* or *very important*. During the semi-structured interviews, “professional development” was coded within 12 of the 31 interviews. Although it was not among the highest-frequency codes within the interviews, it was very important to interview participants who mentioned it. Comments indicating professional development as a factor that influenced a lecturer’s decision to stay at an institution or depart could be divided between (a) lecturers embarking on a new career and being happy with obtaining full-time employment overseas and (b) already experienced lecturers who appreciated new roles they were given at their Malaysian HEIs.
With respect to new lecturers starting their careers as ELs in Malaysia, Annie stated:

*When I started as an expat, that was my first teaching job. I think, if I didn’t have that experience, if I didn’t have the teaching experience combined with the challenges that comes with being an expat, I think I wouldn’t have been a successful teacher. I definitely attribute my current success with finding jobs in my home country to my career as expat in Malaysia.*

Numerous participants expressed gratitude for the experience they garnered as full-time lecturers in Malaysian HEIs as opposed to what would have likely been years of part-time work in their home countries. Further, while in their roles, professional learning was a much-appreciated aspect of their job satisfaction. Lecturers were looking for ways to upskill and make themselves more marketable to future employers. Carol wrote:

*I’ve received a lot of professional development during my time here. I have really appreciated the professional growth I’ve had. I definitely think my leader was very supportive in this. I could not have done what I have done without their direct support.*

Some participants touched on the career development aspect of teaching abroad. Many found that teaching in Malaysia offered them great opportunities for professional development and career growth. They appreciated opportunities to try new roles, take risks, and learn new things. In fact, some lecturers were offered leadership opportunities within a few years of arriving in Malaysia. They recognized that this would likely take much longer in their home countries. Participants expressed that the leader plays an important role in facilitating this sort of professional growth:

*It’s very much a go-getter’s buffet. Like I knew what I wanted, I knew it was available. I attempted to get it. When I got it, I had nothing but support behind me. To be completely honest, the culture of support was there.*

On the other hand, career advancement prospects and opportunities can be perceived to peak at a certain point, and lecturers may find limited growth opportunities for the future after spending a few years at an HEI. This was perceived as unavoidable after reaching a certain level
within the HEI, as they either lacked formal qualifications for further promotion, or higher-level positions were not available to expatriates:

_After you’ve been with the company for a certain period of time and you’re doing well and everything’s fine. It’s kind of like, you’re just on a treadmill. It’s that companies, some company here, are happy to have you. And they treat you well and everything. But in terms of long-term growth, because you are an expat, because you’re not Malaysian. You shouldn’t be taking positions from Malaysians, et cetera, et cetera. You kind of get into this treadmill cycle, which for better or worse, it’s a bit frustrating. It leaves you wondering, what’s next for me? Is it in Malaysia or does that have to be starting over somewhere else?_

Lecturers appreciated when leaders could offer them new opportunities at full-time employment, facilitate professional development to help their career growth, and challenge experienced faculty to assume increased responsibilities within the organization. All of these things were appreciated and contributed towards retaining lecturers at a Malaysian HEI. However, it is important for leaders to continuously find ways for ELs to grow professionally. This was emphasized by Sean’s statement:

_We do this because it develops us professionally. There needs to be a recognition by institutions that it isn’t necessarily a negative mark against them if people come and there are good four years and they enjoy it, but they still move on. You’re not going to keep everybody on staff just because you do everything right, because the staff need to develop professionally by going to other countries._

Whether new or established lecturers, there are barriers to retaining expatriates long term, regardless of the quality of leadership at an institution.

**Theme 2: Direct Influence of Leaders on Expatriate Retention**

The primary research question for this study was: “How do expatriate lecturers at university preparation programs in Malaysia view the significance of program leadership, relative to other factors such as host-country and pay, in their decision making surrounding their teaching contract renewal?” After analyzing the data obtained from both the online questionnaire and the semi-structured interviews independently, both the qualitative and quantitative data
supported that the leader of a program has a strong influence on the decisions of ELs in Malaysia to remain at their HEI or depart at the end of their contract. In this section of the chapter, I will discuss the direct influence of a leader on the retention of ELs, which was a primary theme that emerged from the semi-structured interviews and supported by quantitative and qualitative data from the questionnaire. The subthemes within this section include (a) the professional relationship lecturers had with their leader, (b) the leadership approaches that lecturers most appreciated, and (c) the specific supports that expatriate lecturers felt were essential for their overall satisfaction while working in Malaysia. In discussing these subthemes, this study’s Secondary Research Question #2 will also be addressed: “What leadership approaches do expatriate lecturers believe to be effective at promoting faculty retention”.

The primary theme of direct influence of leader on EL retention was identified as vital to contract renewal decisions by participants. The relationship with the leader, leadership approaches of the leader, and support provided to lecturers to help them be successful in their role were identified as subthemes within this theme. Each will be discussed in detail in this section.

**Influence of leader on decisions to renew.** It became evident during the semi-structured interviews that many lecturers believed their program leaders were highly important to their contract renewal decisions. This goes beyond a leader’s ability to ensure job satisfaction. In this study, 91% of interviewees referred to their leader. In some cases, the responses given during interviews indicated that the lecturer’s professional relationship with his or her leader was the primary consideration when deciding whether or not to renew his/her contract.

Participants were asked in the online questionnaire to: “Describe the impact leadership has/had, relative to other factors, on your decision to remain at (or depart from) an institution
after an initial contract”. When analyzing the qualitative responses to this question, 71% of respondents made statements indicating that either positive or negative factors related to program leadership were among the primary influences in their contract renewal decision. In one case, a respondent commented that a positive relationship with his/her leader was the determining factor in his/her decision to remain, even when offered a similar job at a different HEI within Malaysia:

\[
I was interviewed for a position at another school and offered a position but chose to stay because I felt that the leader of my current institution was developing a better relationship with staff and with me. Since the pay difference was going to be addressed, I felt that staying with an institution that I knew rather than going elsewhere would be the most sensible and comfortable approach.
\]

Another respondent explained how a positive relationship with a leader can have a positive influence over other factors, such as remuneration, that impact a lecturer’s contract renewal decision:

\[
In my current position, things like pay and location are important, I am not sure I can find similar pay somewhere else. That being said, I mostly stay because my boss is a fair and reasonable person. Expectations are high, but you are rewarded for success. I realize how lucky I am to have a good boss, thus, despite maybe not having all the benefits I want, or the work-life balance I’d prefer, I stay.
\]

Both of these comments from the questionnaire indicate that barring a noteworthy pay differential, lecturers would prefer to stay at their HEI if they had a positive relationship with their leader. An important finding of this study is that a positive relationship between a leader and lecturer can increase the likelihood of retention, even if lecturers are unhappy with other important aspects such as pay, benefits, or workload.

Anecdotal comments from interviewees supported the notion that the relationship of a lecturer and his/her leader can be the primary cause for contract renewal. Marlene stated:

\[
Actually, I didn’t quit my job for four years because of the faculty manager. He had really good communication with his staff. He encouraged them and listened to them. When the work was getting very hard, he provided good support for us. I think many of the staff didn’t leave because of him. He was 90 percent of the reason that people stayed.
\]
Many of the participants in the semi-structured interviews were jovial about their experiences and satisfaction with working in Malaysia, and in almost every case, they spoke positively about their relationship with their direct leader. Another interviewee commented:

_The leader of my program was a great guy who definitely made me want to stay at there. A good boss can make your life good or terrible. For me, it has had a huge impact on whether I stayed with a company or left. In the past, if I was unsatisfied with my boss, I would probably not stay. Now with a family, I am probably more flexible and tolerant in terms of my leaders._

On the other hand, some questionnaire respondents indicated that negative relationships with a leader were the primary cause of them either terminating their contract prematurely or declining to renew after an initial contract was complete. One respondent stated:

_My line manager at my institution was the best one I’ve had in Malaysia, and one of the two best I’ve had in 20 years of overseas teaching. Most of the other line managers I’ve had in Malaysia were pretty awful. Subsequently, it was heart-breaking to have to turn down the offer of renewal._

During interviews, a few participants shared negative experiences with leaders that caused them to leave the HEI they worked at:

_I guess it played a big part. At the end of our stay we weren’t on terribly good terms with the director at the time. So, we just kind of got tired of the whole thing. We stayed one more year but transferred to a different program. Then we left._

As many participants combined the concepts of job satisfaction and their general happiness as an expatriate in Malaysia, it is not surprising that a negative relationship with their direct leader had a negative impact on the contract renewal decisions of some participants.

Leadership was rated fourth out of nine factors (refer to Table 10) having an influence on an EL’s decision to stay at or depart an educational institution after the completion of a contract. Based on quantitative data obtained from the questionnaire and qualitative support obtained from both the online questionnaire and semi-structured interviews, for some, the professional relationship lecturers have with their leader was the determining factor in their decision to renew a
contract or depart. In addition, as some participants noted, when institutions offer similar pay and benefits, the importance of their leader became a highly important factor when they decided to remain at their institution or depart.

**Leadership approaches.** In order to address Secondary Research Question #2 for this study, respondents were asked to use a 5-point Likert scale to rate the importance of various leadership approaches that impact expatriate lecturers in Malaysia. The percentages of respondents who rated each item as *important* or *very important* are presented in Table 11. The frequencies of both responses are also presented. Finally, each item is ranked from the factor with the highest influence on retention to the factor with the lowest relative influence.

The results indicated that the leadership approaches of a leader are highly important to expatriate lecturers, with 87% of respondents rating this item as being either *important* or *very important*. However, the two most important leadership approaches were “Providing a Supportive Environment for Instructors” (97%) and “Trust in Leader” (94%). Respondents were given an opportunity to qualify their response when asked, “As an expatriate lecturer, what leadership approaches do you most appreciate?” Thirty percent of respondents mentioned “Support” and 22% mentioned “Trust” as the most appreciated leadership approaches. Within the semi-structured interviews, 81% (N = 31) of participants shared leadership approaches they appreciated, with “trust” and “support” also being consistently mentioned as the most important approaches. One respondent stated, “I most appreciate a leader whom I can trust, who is supportive, and who is competent”. This quote captured the key leadership approaches many participants appreciated in their leaders.
Table 11

*Management Approaches Ranked by Importance to Expatriate Lecturers in Malaysia (Ranked from Highest to Lowest Priority)*

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency of Participants Rating “Important”</th>
<th>Frequency of Participants Rating “Very Important”</th>
<th>Percentage of Participants that Rated Factor “Important” or “Very Important”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Environment for Instructors</td>
<td>27</td>
<td>34</td>
<td>97%</td>
</tr>
<tr>
<td>Trust in Leader</td>
<td>19</td>
<td>40</td>
<td>94%</td>
</tr>
<tr>
<td>Leadership Approaches of Leader</td>
<td>25</td>
<td>30</td>
<td>87%</td>
</tr>
<tr>
<td>Recognition of Achievement</td>
<td>25</td>
<td>27</td>
<td>83%</td>
</tr>
<tr>
<td>Professional Development Related to Curriculum and Instruction</td>
<td>27</td>
<td>24</td>
<td>81%</td>
</tr>
<tr>
<td>Provision of Resources for Teaching and Learning</td>
<td>21</td>
<td>29</td>
<td>79%</td>
</tr>
<tr>
<td>Induction to Host Country</td>
<td>23</td>
<td>20</td>
<td>68%</td>
</tr>
<tr>
<td>Support in Transition to New Country</td>
<td>27</td>
<td>14</td>
<td>65%</td>
</tr>
<tr>
<td>Support Throughout Duration of Employment</td>
<td>22</td>
<td>19</td>
<td>65%</td>
</tr>
<tr>
<td>Professional Development Specifically Related to Teaching in Host Country</td>
<td>20</td>
<td>21</td>
<td>65%</td>
</tr>
<tr>
<td>Personal Relationship with Leader</td>
<td>26</td>
<td>11</td>
<td>59%</td>
</tr>
</tbody>
</table>

Many participants spoke of a desire to be given space and autonomy to do their jobs as professionals. However, many participants also expressed an appreciation for having a sense that they would be supported with any challenges they may face while delivering the curriculum they were used to teaching in their home country in a foreign context and if any challenging situations
with students arose. Maxine said, “I appreciate being given freedom to autonomously plan my own curriculum. Consistent weigh-ins and check-ins, but not anything threatening. Not micromanaged and supported when a challenge arose”. Participants generally expressed satisfaction when they felt the expertise they brought with them to the job was recognized, and they largely preferred to be given space to apply their knowledge and skills as they saw fit. One interviewee noted, “I’m successful in my role because I’m given a lot of freedom and flexibility to solve problems in a way that makes sense to me”.

Some participants acknowledged needing support for the sometimes, numerous challenges experienced when teaching in a foreign country. During an interview, Donald said, “The leader was very, very important in supporting the type of work that I was doing in Malaysia. I wouldn’t have been able to excel in my career if it wasn’t for that support from my leader”. It was recognized that although they enjoyed being trusted as highly skilled professionals, living and working in a foreign country often required additional support from leaders:

I am fond of an approach that treats you as a professional equal while recognizing a potential lack of knowledge of the new environment. So, the focus of leadership is not to “teach” new expatriates how to teach, but it’s to help new teachers to adjust to their environments.

The change of environments brought new challenges for some lecturers who shared experiences of running into problems due to cultural differences: “I was reaching out for help and advice constantly. Especially when interesting unique situations would pop up with students that I’ve never dealt with before”. Others very much appreciated being supported in times of conflict with students:

I got in trouble once, and surprisingly, instead of trying to reprimand me or say something negative, he solved it quite well. He was supportive. He was like, “It was a mistake. Please learn from this”. I think this is really important as a leader too. Knowing
how to call other people’s mistakes and use them as growing opportunities. That shows strong leadership to me.

Another interviewee remarked:

There were a few times when I really need their support because of issues with students that had occurred, and I was fortunate that they always had my back. I was fortunate they always came to my defense and, sort of, intervened and that’s quite rare. I think there were only really two times where there was an issue with a student, where they felt the need to sort of step in. But I did appreciate the fact that they were very open to listening to what had happened and interjecting themselves into a fairly awkward situation.

Although the stories of challenging situations with students or needing high levels of support from leaders were not prevalent, the participants who found themselves in a situation in which they needed support were highly appreciative of leaders they felt they could trust to support them when the need arose.

Although participants primarily referenced support for their jobs as lecturers, some expressed an appreciation for support offered should challenges arise outside of the workplace:

First off, I think, support is the most important. Support and openness to being approached for support. As an expatriate instructor, I would want to know there is someone, preferably, my leader/supervisor, to whom I can turn for guidance and reassurance in not only the workplace but also in living in a foreign land.

Most participants knew that their leaders could not support them as much outside of their HEI as inside. Nevertheless, the appreciation of trust and support from a leader was important, both at the workplace and living in the community:

You want to feel supported and that you matter in the organization that you’re in. If you don’t feel like someone has your back, you have to worry about the outside world and the inside world. So yeah, it has to be secure and safe inside

Theme 3: Institutional Factors

Quantitative and qualitative data from the questionnaire and semi-structured interviews were analyzed separately and mixed, in order to address the Secondary Research Question #1: “How important is a positive organizational climate to expatriate lecturers’ commitment to, and
desire to remain in, the program?” Institutional factors were identified as a primary theme that impacts EL retention. Within the theme of institutional factors, two subthemes were identified: (a) the organizational climate of the HEI where expatriate lecturers are employed, and (b) the personal and professional relationships established at the workplace. During the interviews, the code “Organizational Climate” was linked to 25 participants (81%) and “Colleagues” was coded for 20 participants (65%). This study found that the organizational climate of an HEI and the personal and professional relationships built at the workplace impact EL retention at HEIs in Malaysia. The results also indicated that lecturers believed their leader is vital in creating a positive organizational climate and fostering a collegial work environment that allows the establishment of strong relationships with their colleagues.

**Organizational climate.** The findings of this study confirmed that the organizational climate of an HEI has a strong influence on a lecturer’s decision to remain at an institution or depart. This theme addressed the Secondary Research Question #1: How important is a positive organizational climate to expatriate lecturers’ commitment to, and desire to remain in, the program. During the interviews, 81% of participants discussed the impact the organizational climate of their institution had on their contract renewal decision. Based on participant descriptions, many viewed a positive organizational culture as being essential to their overall happiness and enjoyment as an expatriate in Malaysia. Participants expressed this view in the following ways:

*I spend 75% of my active time at school. The work environment is like a second home to employees. I feel I can be a lot more productive and proactive if the work environment has a positive climate. For me it is one of the most important factors in my remaining with an organization.*

*A positive organizational climate is vital and the reason I stayed for six years. I honestly enjoyed going to work every day. Without a positive organizational climate, I know I would not have stayed nearly as long as I did.*
Quantitative data obtained from the questionnaire supported the interviewees’ views of a positive organizational climate as an essential element in their contract renewal decision. When asked, “How important is a positive organizational climate to your overall job satisfaction with your job”, 35% of respondents rated it as highly important, while 59% rated it as important.

Alternatively, some participants described how experiencing a negative organizational climate led to their deciding to leave their HEI: “When you go abroad to work, you want to be in an organization with a positive climate. I have left contracts early since being abroad precisely because the climate was negative”. Although it was evident that a positive organizational climate had direct influence on their overall satisfaction as an expatriate in Malaysia, for the three participants quoted in this section, it was specifically the deciding factor in their decision to stay or depart from the organization at which they worked. According to many study participants, the organizational climate of their institution was important to their commitment to the organization and desire to remain with their HEI.

Factors that influence a positive organizational climate. When asked to rate factors that influence a positive organizational climate, fairness, support, and trust were rated as the top three influences according to respondents in the online questionnaire. In addition, the vast majority of lecturers felt their leader had a large influence on creating a supportive, trusting, and fair environment. The percentage of respondents who rated each item as important or very important are presented in Table 12.
Table 12

Factors that Influence a Positive Organizational Climate

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency of Participants Rating “Important”</th>
<th>Frequency of Participants Rating “Very Important”</th>
<th>Percentage of Participants that Rated Factor “Important” or “Very Important”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairness</td>
<td>25</td>
<td>33</td>
<td>92%</td>
</tr>
<tr>
<td>Support</td>
<td>29</td>
<td>28</td>
<td>90%</td>
</tr>
<tr>
<td>Trust</td>
<td>19</td>
<td>35</td>
<td>86%</td>
</tr>
<tr>
<td>Autonomy</td>
<td>33</td>
<td>20</td>
<td>84%</td>
</tr>
<tr>
<td>Cohesion</td>
<td>27</td>
<td>24</td>
<td>81%</td>
</tr>
<tr>
<td>Recognition</td>
<td>27</td>
<td>20</td>
<td>75%</td>
</tr>
<tr>
<td>Innovation</td>
<td>29</td>
<td>18</td>
<td>75%</td>
</tr>
<tr>
<td>Pressure</td>
<td>24</td>
<td>14</td>
<td>60%</td>
</tr>
</tbody>
</table>

Note: N = 63

During the follow-up interviews, participant comments supported these results.

Participants sought a collegial working environment with opportunities for collaborative planning, both formally and informally, and greatly appreciated the feeling of having the support of their leader, supervisors, and colleagues:

*It was critical to my enjoyment and contract extension. The culture was fabulous. A lot of collaboration happened between teachers as there were typically two to three lecturers each teaching the same subject. Also, schedules allowed shared prep periods and I loved that there were always other lecturers on prep and in the staff area at the same time. This was phenomenal. I was a new lecturer and I always had access to other lecturers when I needed advice.*

The frustrations of an unsupportive environment came through when one lecturer expressed:

*So often within organization I feel like I’m reinventing the wheel and that lecturers just do not collaborate even when they’re teaching the same course. The best you’ll get is someone passing on their work and even this frequently doesn’t happen even when I’m always first to share mine. I’d love to work at a school where lecturers sat down and discussed and innovated great lessons together. Leaders respecting the professional judgment of teachers is also important. If I don’t feel like the school trusts me to know what I’m doing I don’t want to work there.*
Ninety-one percent of questionnaire respondents indicated they believe their leader has a large influence on the factors that affect the organizational climate of the institutions where they worked. Paul expressed the diverse ways in which the leader can impact the organizational climate of a higher education institution:

*Leaders are the people new teachers turn to for everything- classroom and lesson expectations, the social feel of the staffroom, opportunities for growth and development as a teacher, settling into a new country, general advice, and also guidelines on how to be an effective teacher in this country. So, they are very important people to new teachers.*

In expressing the ways a leader can specifically shape the organizational climate of an institution, one interviewee noted:

*My immediate leaders definitely influence all of our work environment in a very positive way because we are expected to come in, be professionals, and do our job. There’s no doubt. There’s no pressure to be anything but what you are, and if you have challenges, and you have struggles, and you feel like you can go to that leader for help. I think that our leader is our overall mentor.*

Another interviewee stated:

*I think the role of the leader is so important to create an environment that all employees in this case teachers feel they are being treated equally, fairly, they can discuss their concerns. They can raise questions. They even say disagree, or challenge decisions put forward by the leaders with the understanding that everyone is working in the same goal.*

Organizational climate is essential for fostering satisfaction and commitment to the organization. Lecturers appreciated a supportive, trusting, and fair environment and believed that their leader has a strong influence on creating a collegial environment.

**Personal and professional relationships.** During the semi-structured interviews “Colleagues” was coded for 65% of interview participants. The sense of camaraderie that lecturers developed with their colleagues was consistently mentioned during interviews as a key motivation to remain at an organization:
I think one of the most important aspects, to begin with, are the individuals that you work with and whether or not you can develop positive working relationships with them. Whether that be co-workers or people in a leadership role.

Lecturers appreciated the support they received from their colleagues during their initial transition, both with teaching and adapting to life in Malaysia. Many participants spoke of developing strong bonds with colleagues who made the transition to Malaysia at the same time, but also highly appreciated the relationships they developed with their senior colleagues who were at the organization for a longer period of time. Many ELs credited their leader with setting up both formal and informal networks to enable the development of these relationships.

Many lecturers spoke of needing assistance with getting set up with living in their new country and adapting to a new work environment:

*But from day one, when I arrived in Malaysia, I already felt like I had a group of people who were my support network. We were immediately put in touch with the other teachers that arrived at the same time as us and that was great because in a few days I had made friends and I knew people who were in the same boat as I was and we kind of navigated the situation together. We were all able to support each other and have support from the leader.*

The initial experience of arriving with other new lecturers and being greeted by experienced staff created lasting bonds that affected ELs’ enjoyment of living and working in Malaysia. These experiences also made them more committed to remaining at their workplace:

*All the other things that go into dealing with, you know, being an expat moving to a new country. That to me was much more of the responsibility of my colleagues and I was really lucky to come and meet some really great people very, very quickly who helped show us the ropes and make us feel comfortable.*

The working and professional relationships established create job satisfaction and a willingness to continue working at their HEI long term. The professionalism of colleagues created job satisfaction and provided a sense of community among lecturers. Jackie stated,
“Obviously, the relationships that developed were another really important factor in terms of us staying there as long as we did”.

Many ELs spoke of systems of support from people in leadership roles, which often took on either a formal or informal mentorship relationship. Often, the more experienced leaders within in the organization worked toward creating a sense of community and supporting the new teachers, which helped to develop bonds among the staff:

*I think our department head and my more senior teaching colleagues were just wonderful in terms of making my first year a success. Just sharing their experiences and resources. I think that was so helpful. Everyone in the department. I think the fact that we would like to collaborate and ensure that our teaching the curriculum was synchronized, so we knew what lessons we were teaching at any given time, and in most cases, we’d be teaching the same lessons or using the same activity to ensure fairness of assessment throughout the different sections. That was very helpful.*

Throughout the semi-structured interviews, it became clear that many lecturers credited people with leadership roles in their program with providing a sense of highly appreciated support. Often, this took the form of a senior lecturer who served as a mentor or supervisor, rather than their program leader. However, it was their program leaders who set up the systems of support that made them feel comfortable and supported, both during their initial transition and throughout the duration of their time in Malaysia.

**Theme 4: Cultural Adjustment Factors**

The primary theme of cultural adjustment was identified as important to contract renewal decisions by participants. General adjustment and interaction adjustment were identified as subthemes within this theme. Many participants discussed challenges they faced with adapting to life in Malaysia. The subthemes within this theme included (a) general adjustment to life in Malaysia and (b) interaction adjustment, which includes creating new social networks with locals in Malaysia. General adjustment was coded among 77% of interviewees, and interaction
adjustment was coded for 45% of interviewees. These themes address this study’s Secondary Research Question #2: “What leadership approaches do expatriate lecturers believe to be effective at promoting faculty retention?” This study found that lecturers needed support not only within their HEI, but also with their cultural adjustment to living in Malaysia. The need for support was much greater during the initial phase of expatriation, as lecturers went through the phases of culture shock, which diminished during the course of the time they lived in Malaysia. However, ongoing support was seen as a positive when making contract renewal decisions.

**General adjustment.** Although many ELs felt that Malaysia was generally an easy country to adapt to, many, nonetheless, felt that there were issues that needed to be addressed when moving to Malaysia to live and work:

> When I got to my institution, there was almost no onboarding process that was targeted for expatriates. When they hired me, it was kind of an experiment with foreign teachers. They didn’t really do much. You got the normal onboarding that every lecturer gets. You know, this is the company, these are the classrooms, this is how you log into your e-mail. All that kind of stuff. But there was nothing really geared towards expats in the sense like, this is how you open a bank account, and here are the specific rules that are unique to Malaysia. This is how you rent an apartment. Expect the three months’ deposit. None of that kind of life stuff that a local staff wouldn’t need, but an expatriate staff would need to know. Luckily, when I joined my institution, I had already been in Malaysia for a year and a half. So, it wasn’t such a shock for me. But then when some new lecturers followed after me some of them were really put out. Two of them ended up leaving, because they felt like they just arrived, they were in a hotel for a week and nobody really explained to them anything that was going on outside of the job. It’s really taken for granted, you know, what it means to be working outside your home country. And to this day, other than what I would do for my new staff, I really try to go out of my way and give them all these anecdotes about living here.

This lengthy quote summarized the frustration that was common among participants, as many felt somewhat “helpless” when not being able to take care of relatively simple tasks that they could take care of in their home country without assistance. In the semi-structured interviews, three interviewees spoke of instances where either they or colleagues left their institution due to poor experiences related to adjusting to living in Malaysia. A lack of proper
induction or orientations programs made some lecturers feel that their most basic needs were being neglected by the leaders and that their institutions were not supportive:

I’m trying to think about the kinds of—Next to zero, preparation for arriving here. I’m just trying to think of what kind of—as an educational institution, there has to be a little more, but how would you prepare people? I’m thinking, the only thing that was done ahead of time was just dotting the I’s, and signing off papers, and so on. There wasn’t a lot of information given on what things would be like.

I would say most of my challenges occurred at the beginning when I first moved here because there are so many things that I didn’t know. Even just simple things, like where to buy groceries or how to set up the Internet, and so, those basic necessities that everyone needs when they first move somewhere, just organizing all of that was challenging.

Help with setting up bank accounts, finding a suitable apartment, and doing taxes were among the most common things participants mentioned needing support with. There was general agreement among interviewees that a formal support structure should be in place to help with the transition to living in Malaysia. The stories shared by participants were mixed, in that some found that their leaders were highly supportive in their transition, some felt there was not much need to be supported and preferred to be left alone, while others felt that they received limited support and were left feeling frustrated as a result:

I think it’s important to have like a package prepared in advance that a person can read before traveling over to Malaysia. So, like, a little bit about taxes, a little bit about food, a little bit about culture. That would be really helpful, like if a leader organizes that, they prepare you for what’s going to happen instead of just coming here just trying to figure things out. Like, teacher’s little kit. Like a survival guide almost.

Just having work take care of a lot of stresses and annoyances for us like taking care of visa and paying for the flight and helping us with accommodation, I think that was, initially, those are the big things.

Many participants expressed a desire for pre-departure preparation with regards to challenges they may face or cultural differences they should be made aware of. Support upon arrival, such as airport pick up, arranging accommodation, and acquiring necessities such as local
sim cards, was also much appreciated. Formal orientations to the workplace and the local community were also seen as desirable among participants:

*I think when people are new to Malaysia I don’t know if it should be the job of the direct superior or it should be the job of human resources. I definitely think that they should do something to make you understand the culture a little bit better. Explain maybe some of the pitfall that an expat might face. I definitely think it’s the responsibility of the employer. I don’t know if it’s necessarily, the direct employer, but it’s the responsibility of HR at a minimum.*

When discussing handling matters involving expatriate adjustment, participants were mixed as to whether general adjustment was the responsibility of their direct leader or should be the responsibility of the Human Resource department and senior leadership at an institution to deal with. In the absence of an institutional policy for orientating ELs to their new home, participants posited the program leader should develop supports at the program level to smooth the transition, as it has a large impact on overall satisfaction and can lead to turnover of staff if not provided.

**Interaction adjustment.** Although a less frequently coded item (45% of interview participants), interaction adjustment has been included as a subtheme due to the importance of this subtheme, as it relates to EL retention. One interesting factor noted during interviews was that many of the long-term ELs mentioned they had developed strong relationships with locals outside of work:

*We had about 13 people that all came at once, and because we were in the same hotel, we ate breakfast on a regular basis. Just social events and people’s willingness to bond with people they don’t know was pretty important, and after about a year and a half or so that shifted too. I had found a girlfriend, and then later, she became my fiancée, so that became the most important factor on my satisfaction in Malaysia. My happiness in the relationship.*

Many of the long-term ELs expressed satisfaction with the relationships they developed in Malaysia, which had a positive influence on their decision to remain at their institution after
their initial contract expired. One interesting phenomenon emerging from the interviews was the existence of an “expat bubble” in some cases. Many of the participants expressed a desire to form stronger relationships with their Malaysian colleagues: “I think the people should make more effort to socialize and get to know the local culture and local people and so on. You, kind of, live in almost a silo sometimes”.

Some participants felt that their leaders should place a stronger emphasis on encouraging expatriate staff to form closer bonds with their local colleagues. Many participants spoke of an “expat bubble” that tends to form around lecturers, as they tend to socialize with other expatriates, both inside and outside of the office. Some mentioned social and team-building activities that were planned to improve staff bonds, but most felt that it was difficult to develop meaningful relationships outside of the expatriate community:

*I think that they could have done that a bit better. I do think that we were given opportunities to mingle with the local staff. I do think that we could have been given more opportunities to socialize with the locals from the other programs. Even within our own program we had our little group of expats and we didn’t spend a lot of time socializing with the locals.*

Offering more opportunities to develop stronger relationships with locals was suggested by some participants as a positive way to increase overall satisfaction in Malaysia. Participants who did participate in such activities, such as company trips or annual dinners, often noted that it helped them develop stronger connection with the local staff, and these relationships often lasted years after the initial activity that encouraged them to connect. Many spoke of how these connections with local friends and colleagues improved their overall satisfaction and quality of life living in Malaysia.
Theme 5: Expatriate Life in Malaysia

Expatriate life in Malaysia surfaced as a theme during the semi-structured interviews based on the participants’ perceptions and descriptions regarding both the positive and negative aspects of living as an expatriate in Malaysia. The primary theme of country-specific factors that influence EL retention was identified as important to contract renewal decisions by participants. The quality of life that participants perceived while living in Malaysia and the challenges they faced were identified as important subthemes.

Quantitative data from the questionnaire have been mixed into this section to support the qualitative data obtained from the semi-structured interviews. In response to this study’s Primary Research Question: “How do expatriate lecturers at pre-university programs in Malaysia view the significance of leadership, relative to other factors such as host-country and pay, in their decision-making surrounding their teaching contract renewal”, the results were that the quality of life in Malaysia for expatriates played a significant role in contract renewal decisions, but to a lesser extent than the direct influence of their leader, their overall job satisfactions, and the opportunities for professional development and career advancement in their position.

Quality of life. Quality of life was referred to by 71% of interview participants as a positive aspect of living and working in Malaysia. Participants generally viewed Malaysia as an attractive place to live. Expatriate lecturers expressed great satisfaction with the cost of living in relation to their salaries. They were also fond of the travel opportunities available to them while working in Malaysia, as the country is known as a travel hub for South East Asia. When asked to rate factors outside of work that had an influence on their overall satisfaction in Malaysia, 86% of questionnaire respondents rated “Travel and Leisure” as having either a moderate positive influence or a strong positive influence. The enthusiasm with which interview participants spoke
of their travel experiences supported the idea that “travel and leisure” is a positive factor for lecturers when considering their contract renewal decisions. In response to the same question, 86% of respondents also believed the cost of living was a moderately positive influence or a strong positive influence. This was also supported by many interviewees who spoke positively about their lifestyle while working in Malaysia. Finally, through stories shared during interview sessions, many lecturers stated how fond they were of various cultural aspects of Malaysia itself.

Many interviewees expressed great satisfaction with the cost of living in Malaysia and the lifestyle it afforded them. They often found they could afford to live a lifestyle they perceived as being out of their reach in their home country if they were working in a similar position. One participant stated:

*I felt like I was living the life of somebody who would make $200,000. Like the low-mid six-figure salaries that I feel like lawyers or business people or accountants have access to. To put it simply, my money went further but I got to do things that I never imagined that I’d do.*

Living in high-end accommodations, frequently eating out at nice restaurants, and pursuing leisure activities were some of the main ways lecturers felt satisfied with their lives in Malaysia. Many noted that although their net salary was lower than in their home country, the cost of living in Malaysia allowed their money to stretch much further:

*The salary, it means that I have more disposable income than I have in my country because the cost of living is much lower. So, I think that greatly impacts my quality of life and I’m able to go out to dinner with friends. I’m able to go away for a long weekend and things like that without thinking or being too stressed about how it’s going to affect my budget. Whereas back home, you know, even going out to dinner once a week can sometimes be too cost prohibitive.*

Malaysia has been seen by many as a low-cost-of-living country that offers culture, travel, and leisure opportunities unavailable to many in their home country. Often, this had a positive influence on participants when considering staying beyond their initial contract.
Related to the low cost of living, many lecturers expressed satisfaction with the travel opportunities they had while working in Malaysia. Based on the enthusiasm with which participants spoke of the travelling they did while working in Malaysia, it was identified as highly important to the overall satisfaction of many expatriate lecturers. Outside of work, the opportunity to travel was an influence on the overall satisfaction of many. Alice said, “It made me really happy that Malaysia is such a good hub to travel to other places”. Travelling to exotic destinations, both in Malaysia and nearby countries, was seen as an additional benefit for many. According to Mark, “Traveling opportunities, obviously, were fantastic. That was a nice perk, nice bonus”. Although not identified as a primary factor for remaining at an HEI in Malaysia, the travel opportunities many encountered served as a positive experience for them while in Malaysia.

Many participants viewed Malaysia as a positive place to live and work. The multiculturalism and welcoming nature of the people were seen as positive aspects of living in Malaysia. Tom said:

Yeah, I like the culture of the people very much because they are calm people and it is close to my culture, people’s beliefs, and attitude. And I’ve been here more than 10 years already. I’ve gotten used to the environment, everything.

Although Malaysia is a developing country, many people found that it offered great cultural experiences:

I really liked the cultural vibe in Kedah; it was a lot of fun. There is shopping, there is clubs, there are restaurants and cafes, there’s streetlight, there are places to go in Malaysia for our vacations. The cultural aspects of Kedah and Malaysia were a huge draw for us and very enjoyable, rewarding, made us want to stay. Even after, we’d been away three years, we still think very fondly of Malaysia and its culture.
Malaysia is known as a shopping and food paradise with friendly people. Many ELs found no shortage of cultural activities to keep them busy during their time out of the office, and this seemed to be a positive draw for many to remain in Malaysia.

**Challenges.** Twenty-seven interview participants mentioned challenges they endured while living in Malaysia. These generally related to issues concerning either their direct family and friends, such as homesickness or raising a family abroad, or challenges related to culture shock. In some instances, negative experiences comprised the primary factor that affected a lecturer’s decision to leave the country.

Although most of the participants found Malaysia to be a low-cost-of-living country where they could enjoy a higher standard of living compared to their lives “back home”, one particular demographic of participants often expressed discontent with the cost of living. A few participants with families experienced financial difficulty in raising their child in Malaysia due to high costs relative to their salary. Often the salary that lecturers received in Malaysia relative to their home countries did not allow them to enjoy a high standard of living once they had to support dependents. One participant commented that once she/he had a child, she/he:

*Found that it really impacted, everything. It changed my life when we got pregnant because suddenly everything cost a lot more, and it became outside of our budget. Like, we couldn’t do a lot of other things that we normally would have done. We had to cut those things out of our life, and as such, that impacted our lives.*

A general trend among participants was that they considered Malaysia a great place to have fun and enjoy themselves due to a perceived higher level of disposable income relative to the cost of living. The travel opportunities and social activities many younger lecturers enjoyed as single or young married couples tended to not apply to lecturers with growing families that included young dependents. Another lecturer commented, “Our choice to leave was not because of job satisfaction. I think if financially we could still afford it, we might have stayed longer. But it was
just financially not feasible to continue staying in Malaysia with the child”. Among participants who mentioned challenges raising a family, it was one of the top factors impacting their contract renewal decision. One of the challenges this presents to leadership is creating a more family friendly experience for ELs with dependents.

Many lecturers also mentioned the challenge of being away from their family and close friends for an extended period of time. Many lecturers found comfort in the relationships they developed with colleagues and their new social network in Malaysia. However, among some, there was “a chance of feeling isolated and lonely”. There was also a feeling of loss and missing a sense of having a strong support network:

On a personal level, the challenges are things like homesickness and lack of support network. You develop your own support group and network of friends while you’re there, but I do think that all expats need to grapple with being outside of their comfort zone and their family and friends. That impacted, maybe not myself, but I saw that impacted others and I can could create difficulties for expats as a result homesickness or isolation.

The time difference between Malaysia and their home country presented challenges for staying in touch with friends and family in their home countries. Among long-term expats, some felt sadness at being away from loved ones for extended periods of time:

I think that was hard because, you know, start to see your parent getting older and each time that we came back every summer you see you see the ageing process happening you start to think, you know, it starts to become a little harder to balance so much time away from family and really close friends in Canada, knowing you’re only going to see them for a few weeks every year.

A challenge many participants mentioned related to experiences of culture shock:

Well, there are definitely challenges. I think during the first year, culture shock is a big issue. Many lecturers are initially very happy then the novelty wears off and they tend to get annoyed with work and life in general. I think that might have a big impact on whether or not someone renews.

While the vast majority of participants expressed positive feelings towards living in Malaysia and felt the adjustment to living in Malaysia was relatively seamless, the process of
culture shock seemed to be unavoidable. Participants found certain aspect of the culture to be challenging after the initial euphoria of living in a new country wore off. Tom noted, “You’re experiencing culture shock, and on top of that, you’re trying to figure out how things work, which is the biggest part of culture shock”.

It is important for leaders to recognize that although many lecturers perceive Malaysia to offer a high quality of life, many will experience culture shock, as it is a common phenomenon among expatriates working abroad. Some participants who have worked in other countries commented that Malaysia was easier to adjust to than other countries they have worked in. Nevertheless, the reality is that culture shock affects people regardless of the perceived ease of transitioning to the country. In some cases, the challenges faced by ELs outside of work can be a primary motivation in their contract renewal decision.

**Summary of Themes**

**Professional Growth and Fulfillment**

The most important factor influencing an EL’s decision to remain at an institution or depart is the professional growth and fulfillment they experience while working in Malaysia. This was found to be highly dependent on their leader providing them with new opportunities and ensuring that the lecturers enjoyed their day-to-day job and work environment. Regardless of the age or experience of the participants, they generally viewed their time in Malaysia as an opportunity to advance their career by gaining experience in the class or by assuming additional leadership duties. Many perceived Malaysia as a place that offered them more opportunities than they could experience in their home country.

Participants indicated that adapting to their job was more important than adapting to other aspects of life in Malaysia, and they felt this is the area where their leader had the most
significant influence. Participants discussed how their leader could provide a sense of support that allowed them to apply their expertise in a new context. Although most participants expressed great satisfaction with their experiences, it was made clear that their leader was crucial in providing mentorship and guidance while they adapted to a new job in a foreign country.

Classroom teaching is the primary duty of ELs in Malaysia, and the general consensus among participants was that their time spent in the classroom was enjoyable and a primary motivator for staying at an institution. Lecturers appreciated leadership approaches that involved teaching and learning, where they were being encouraged to use technology to support student-centred pedagogy in the classroom. They also enjoyed being given autonomy to plan and implement curriculum, with the leader playing more of a supportive role rather than an authoritarian one.

Satisfaction with their day-to-day role was seen as a positive influence when deciding whether to remain at their HEI or depart. However, the level of professional growth they experienced also had a strong influence. Many participants mentioned opportunities for career advancement through gaining new experiences as the primary motivator to work in Malaysia. Lecturers were content as long as their job was satisfying and they sensed that there was potential for career advancement at their institution. However, some lecturers noted that after a few years with their HEI, they sensed their opportunities for growth had diminished and it was time to explore new opportunities.

The leader plays a significant role in ensuring that lecturers are experiencing job satisfaction while working in Malaysia. Lecturers perceived that many of the factors impacting their professional growth and fulfillment are highly influenced by their leader. Leaders at Malaysian HEIs have a significant impact on the contract renewal decisions of ELs and can
positively influence this by creating a satisfying work environment, supporting lecturers as they transition to Malaysia, providing continuous support for their classroom teaching, and providing opportunities for career growth.

**Influence of the Leader**

This study found that the relationship between an EL and her/his leader was highly important to the lecturer’s decision to remain at an institution or depart. In some cases, this relationship was the deciding factor and caused some to stay at their institution long term and others to depart relatively quickly. Some participants stated that they felt the benefits offered at other institutions within Malaysia were relatively similar, so their relationship with their leader was the factor that caused them to remain. Others stated that having a good leader could compensate for other aspects, such as perceived lower pay or longer working hours, than they would receive at other institutions.

The theme of influence of the leader has a strong relationship with job satisfaction and the overall happiness of lecturers in Malaysia. The relationship with a leader was seen as having a high influence on creating job satisfaction, and being happy with their work was identified by participants as one of the most important factors affecting the quality of their life while in Malaysia.

Having a trusting and supportive leader was deemed most important to most participants with regards to leadership approaches. Lecturers wanted to feel like they were trusted enough to manage their jobs without micromanagement, while at the same time enjoying a sense that if the need arose, their leader would support them when they were faced with challenges.
Institutional Factors

A positive organizational climate was found to have a highly influential impact on lecturers’ job satisfaction, which in turn encouraged many to remain at their HEI. The climate of the organization was determined to be among the primary factors that affect the retention of ELs. In some cases, participants identified either a positive or negative organizational climate as their motivation for remaining at or departing. Participants believed leaders have a strong influence on creating a positive organizational climate and appreciative workplaces and that the leader sets the tone by creating a workplace that is supportive and trusting. Lecturers who thought their workplace had a positive organizational climate expressed a strong commitment to their HEI.

The bonds that ELs established with their colleagues, both in and out of the office, were found to be among the most important factors in creating job satisfaction and positively impacted their overall quality of life while in Malaysia. Lecturers often developed relationships with their colleagues who arrived in Malaysia at around the same time. The shared experience of transitioning to a new country was a common way lecturers made friends. These relationships often impacted lecturer retention, as one lecturer’s decision to remain or depart would inevitably affect the decisions of the lecturers they had developed close relationships with. Strong relationships were also created when senior lecturers served as workplace mentors to new lecturers. Many participants expressed satisfaction with the supportive nature of their mentors and noted that it helped with their transition to the country and overall enjoyment with life in Malaysia. Some participants recognized that their leader had a positive impact on their transition by assigning suitable mentors to help with their transition in the workplace, while others felt that the leader had a more “hands-off” role and believed this happened organically.
The findings of this study related to job satisfaction were that lecturers found that their happiness at work had a major influence on their overall happiness in Malaysia. The findings related to organizational climate and professional and personal relationships extend this idea, in that the relationships built at work have a positive influence both at the workplace and in the lecturer’s personal life. Participants who had positive stories about their workplace and social life with colleagues often had high levels of commitment to their organization, which was a positive influence on their decision of whether or not to remain at their HEI.

Cultural Adjustment

Many participants’ initial feelings about Malaysia were that it was an easy country to adjust to. However, as the interviews progressed, most participants shared some experiences of difficulties they faced adapting to life in Malaysia. This study found that lecturers who were successfully able to adjust to living in Malaysia and develop meaningful relationships in the county were often likely to remain in Malaysia past their initial contract.

There is an undoubted need for lecturers to be provided support during the initial stages of their expatriation. Different lecturers had vastly different experiences upon arrival in the country. Some felt that all of their needs had been planned for and taken care of with pre-arrival support, airport greeting, having their accommodations arranged for, and help in acquiring necessities such as a local sim card or setting up a bank account. Some spoke of situations where limited support was provided, and they were left to adjust almost independently. Most agreed that there should be a system in place to support the expatriation process for newly arrived lecturers. However, many did not believe it was specifically the role of their academic leader to provide these supports. While being greeted and made to feel welcomed by their leader was
appreciated, most felt the system of expatriate induction and orientation should be a priority of the institution and the responsibility of senior leadership to implement and oversee.

Many of the long-term ELs developed strong relationships outside of work. Happiness with the friendships they developed inside and outside of work in Malaysia was a strong reason why they continued to stay in the country and work at their HEI. Many participants spoke of an “expat bubble” that is easy to stay within. The ones who developed relationships outside their expatriate network tended to do so by taking their own initiative or through special events organized by their institution. Company trips, annual dinners, and team-building activities were all mentioned as ways ELs developed strong, long-lasting bonds with their local colleagues, which improved their overall satisfaction in Malaysia. The successful adjustment to living in Malaysia and developing meaningful relationships have played an important role in the satisfaction and retention of ELs and should be part of the consideration of leaders at HEIs in Malaysia.

**Expatriate Life in Malaysia**

The quality of life expatriates experienced while in Malaysia and the challenges they sometimes faced while living abroad were found to be an important consideration in the participants’ decisions to remain at an institution or depart at their end of their contract. However, in most cases, these could be considered “secondary” factors that supported their decisions, as they were not seen to be as important as job satisfaction, their relationship with their leader, or professional development and career advancement opportunities.

The low cost of living in Malaysia was seen as a highly attractive aspect of working in Malaysia. Most participants commented that the lifestyles they led in Malaysia would have been unaffordable to them in their home country if they were working in a similar role. Many were
also very fond of the travel opportunities they had, as Malaysia is known as a travel hub for South East Asia, and many lecturers enjoyed long holiday breaks during their employment term. Malaysia itself was viewed by many as a prime destination to live and work because of its warm climate, multiculturalism, and reputation as a food and shopping haven.

Although the vast majority of participants found life in Malaysia to be a positive influence on their overall satisfaction and happiness, some factors presented challenges, some of which had a negative influence on their quality of life. Living a long distance from family and friends created a sense of “homesickness”, which created a strong desire within some to return to their home country. Also, lecturers who were raising young children often found Malaysia to be less affordable than participants from most other demographics. Finally, the phenomenon of “culture shock” did have an impact on many of the participants, but it did not often have a serious enough impact in and of itself to cause lecturers to want to depart. The quality of life or challenges face by expatriate lecturers served as reinforcement to their decision as to whether to remain or depart rather than being the primary motivation.

Throughout the chapter, I have identified the five main themes and their related subthemes address the purpose of this study which was to seek to understand the importance of leadership and a positive organizational climate among the possible factors that may influence ELs’ decisions to either renew their contract or depart from HEIs in Malaysia when their contracts expire.

Having identified the factors that influence ELs’ decision to either renew their contracts or depart, the next step is to compare this study’s finding to the current literature regarding EL retention in order to establish this study’s contribution to the literature and the significance of this study to the stakeholders that it will impact.
CHAPTER FIVE: DISCUSSION

The focus of this study was to understand the importance of leadership and organizational climate among the possible factors that may influence expatriate lecturers (ELs) to either renew their contract or depart from the higher education institution (HEI) at which they are employed. In order to inform this study, data were collected from ELs currently working at HEIs in Malaysia and former ELs who had recently departed their positions. An online questionnaire was used to collect both quantitative and qualitative data from participants. Further qualitative data were gathered from participants who agreed to participate in follow-up semi-structured interviews. An overview of the key findings from these data sets is presented below.

Discussion of Key Findings

The key findings in this study provide a better understanding of the primary research question, which related to how expatriate university lecturers in Malaysia view the significance of program leadership and other factors, such as host-country and pay, in their contract renewal decision making. Based on the results from this study, five themes surfaced from the analysis of the qualitative and quantitative data: (a) professional growth and fulfilment, (b) the direct influence of the leader, (c) institutional factors, (d) cultural adjustment factors, and (e) country-specific factors. These have been identified as the key factors that influence the decision making related to contract renewal for ELs working at HEIs in Malaysia. Throughout this chapter, these findings are discussed in relation to the literature on EL retention under five main discussion points:

1. Cultural adjustment for expatriates in Malaysia: Malaysia is viewed by many as an appealing country in which to work. Most ELs found it relatively easy to adjust to. However, cultural differences impacted ELs’ satisfaction with work and life in
Malaysia, their interactions with students and colleagues, and, to a significant degree, their interactions with program leaders.

2. *Determinants of job satisfaction among ELs*: Satisfaction with their job was found to be the most important influence on EL retention, and the program leader has a significant influence on EL’s job satisfaction for expatriate lecturers.

3. *Theory of work adjustment and ELs*: Lecturers found the transition to their roles relatively smooth, but appreciated support from leaders, not only during ELs’ initial transition to Malaysia, but also throughout the duration of their contract.

4. *Prioritizing factors affecting EL retention*: Professional growth and fulfilment was identified as the most important factor when deciding to renew a contract or depart from an institution. Both financial gain and cultural immersion are important and should be satisfactory, but often, these were secondary considerations.

5. *Leadership approaches*: Support and trust were the most important leadership characteristics for expatriate lecturers. A system of support was a highly appreciated aspect of an organizational climate for ELs. Satisfaction with program leadership was found to be an important factor in the retention of ELs.

Provided in the final section of this chapter is a summary of the significant findings of this study with regards to how ELs at university preparation programs in Malaysia viewed the significance of program leadership, relative to other factors, in their contract renewal decisions.

**Cultural Adjustment for Expatriates in Malaysia**

As Tu, Chen, and Lam (2019) pointed out, successful cross-cultural adjustment positively affects work outcomes and expatriate retention. A top reason expatriates fail at their jobs is an inability to adjust to a different cultural environment (Kraimer, Bolino, & Mead, 2016). The
influence of national cultural differences and cultural distance can create a source of stress and is one of the main reasons for expatriation failure (Pinto, Cabral Cardoso, &Werther, 2017). Indeed, many participants stated that Malaysia was a desirable location for them to live and work, and they generally felt it was a relatively easy country to adjust to, from a cultural perspective. This was consistent with Richardson and Wong’s (2018) findings that many expatriate academics were drawn to Malaysia by its perceived desirability with respect to culture and religion. However, some cultural differences impacted the lecturers’ satisfaction with both working and living in Malaysia, and these differences had an influence on their interactions with colleagues, students, and institutional leaders.

Van der Laken, van Engen, van Veldhoven, and Paauwe (2019) noted that cultural differences in formal communication, work behaviours, interpersonal behaviours, and in management styles potentially made social interactions more difficult for expatriates. Participants in this current study often spoke of difficulties and frustrations they encountered with issues such as safety and security and feeling that they must remain silent on political issues about which they may have strong opinions.

Many participants indicated Malaysia was similar to their own culture, but then would mention that the leaders at their institution could be unreasonable at times. This was consistent with Oberg’s (1960) description of culture shock and in alignment with Hofstede Insight’s (n.d., para. 2) classification of Malaysia as a country with high-power distance. People from high-power distance countries accept that inequalities exist in society and do not often question the decisions of their leaders. Most ELs who participated in this study were from countries with relatively low-power distances, which means that people at lower levels of organizations or in society expect to have their opinions heard and respected by their leaders. Many participants
found the hierarchical nature of their HEIs and autocratic nature of their host-country senior leaders to be a source of frustration. Many complained that orders were often issued from senior leaders without explanation, and staffs were expected to accept them without discussion.

Halicioglu (2015) noted that leaders at HEIs employing ELs needed to understand the challenges they faced and be proactive in helping them to deal with these. Although Halicioglu recommended a thorough induction program and cultural sensitivity training to help facilitate the adjustment of ELs, the stories shared by many of this study’s participants indicated ongoing support was also important, not just during the initial stages of culture shock. Indeed, ongoing support and training were identified as necessary in order to help ELs to address the fundamental cultural differences that existed even after they adjusted to life in Malaysia.

Roskell (2013, p. 167) suggested that “work adjustment” rather than “host culture adjustment” was more likely to dominate educators’ contract renewal decisions. Halicioglu (2015) stated some of the specific challenges for ELs in new cultural contexts included unfamiliarity with the student body, staff cultural norms, and leadership styles. This presented what the author terms as “double culture shock” (p. 167). ELs not only needed to address their own personal challenges of adaptation to life in a foreign country, but also bore the burden of having to adapt to the needs of their students. As Hofstede (1986) noted, in classroom settings where cultural differences existed, the burden was on the teacher to adapt. Hofstede (1986) suggested teaching the teacher how to teach and teaching the learner how to learn. The focus of the lecturers’ training should be on learning about his/her own culture and getting intellectually and emotionally accustomed to the fact that in other societies, people learn in different ways. This often meant taking one step back from one’s values and cherished beliefs. It is possible that
as a trainer abroad, educators have to adopt methods, which at home, they have learned to consider as outmoded or unpopular (Hofstede, 1986).

This study found that in order to address the cultural differences existing between ELs and the culture of their host country, colleagues, students, and leaders, program leaders needed to help ELs bridge the cultural differences that exist due to the differences in cultural dimensions between Malaysia and the ELs’ home countries. In practice, this means providing initial support to help them overcome culture shock. After the initial transition phase, program leaders must provide ongoing support to address fundamental cultural barriers that exist and help the lecturers adapt for their own satisfaction and the benefit of the students in their classes.

**Determinants of Job satisfaction Among Academic Faculty**

This current study found the most significant factor affecting lecturers’ retention at HEIs in Malaysia was the professional growth and fulfilment they experienced while working in Malaysia. Job satisfaction and expatriate employee turnover intentions were inversely related (Pinto et al., 2017). Oshagbemi (1997) found teaching and research, which are the primary jobs of university instructors, account for approximately 50% of their overall satisfaction. This was fundamental to the understanding of faculty retention in higher education, as almost everyone agreed with the notion that an interesting and rewarding job greatly contributed to increased satisfaction within a given work environment (Bonache & Brewster, 2005).

Expatriate lecturers at university preparation programs in Malaysia were not typically expected to produce research as part of their job, as teaching was their predominant role responsibility. Oshagbemi (1997) found various aspects related to the role of teaching could directly contribute to either job satisfaction or dissatisfaction. Waltman et al. (2012) investigated the sources of satisfaction and dissatisfaction amongst non-tenure track faculty and found that
the act of teaching in front of a large group of students was the most rewarding and satisfying aspect of their jobs. The authors noted that in some cases, the satisfaction they derived from teaching was the primary reason they stayed in their positions. They suggested working with high quality students was a considerable source of satisfaction and a motivating factor to remain in their jobs. Jonasson, Lauring, Selmer, and Trembath (2017) found teacher-student relations were positively associated with expatriate academics’ job satisfaction and adjustment. Jonasson et al.’s (2017), Oshagbemi’s (1997), and Waltman et al.’s (2012) research findings coincided with this current study’s findings, in that teaching, as one of the core aspects of faculty members’ jobs, can be the greatest source for job satisfaction.

Within this current study’s theme of Professional Growth and Fulfilment, a subtheme was lecturers’ satisfaction with teaching and learning at their HEI. The majority of lecturers who participated in this study found their job rewarding because they were supported when applying new and innovative pedagogical techniques, given the freedom to implement the curriculum in a relatively autonomous way, and enjoyed the respect and courtesy that most of their student showed in the classroom. This was consistent with van der Laken et al.’s (2019) finding that expatriates’ commitment to their assignment was strongly related to their overall perception of organizational support and whether they felt valued, listened to, and cared for by the organization. Some participants mentioned the lack of student discipline issues was a positive aspect of their role as a lecturer. Many lecturers expressed contentment with the teaching and learning environment in their programs, and many compared it favourably to their experiences in their home country. Oshagbemi (1997) noted that large class sizes, little recognition of teaching skills, demanding individual students, and assessment overload accounted for approximately 30% of dissatisfaction for university academics. Lecturers mentioned some of the factors as
being challenges in their home country, but were not present to such a high degree in their roles in Malaysian HEIs. The findings of this study support Oshagbemi’s (1997) factors that lead to job satisfaction in higher education.

The importance of the present study’s findings in relation to the literature is that the core elements of ELs’ jobs while living and working in Malaysia provided them with the most satisfaction and incentive to remain at their HEI. This study has contributed to the academic literature by confirming that classroom teaching is the primary determinant of job satisfaction for ELs at university preparation programs in Malaysia and that their job satisfaction is more important than other factors, such as the desirability of the host country in which they work or the pay they receive, provided they earn enough to enjoy an appealing lifestyle.

According to Fredman and Doughney (2011), the two main drivers of decreasing work satisfaction were increased workloads and perceived loss of control. The authors stated academics were likely to be more productive if they had control over their work and felt as though they were developing in their jobs. This was confirmed in the present study.

Numerous participants expressed gratitude for the experience they received as full-time lecturers in HEIs in Malaysia as opposed to what would have likely been years of part-time work in their home countries. Furthermore, while in their roles, professional learning was a valued aspect of their job satisfaction. Expatriate lecturers were looking for ways to upskill and make themselves more marketable to future employers. Many participants touched on the career development aspect of teaching abroad. Many found that teaching in Malaysia offered them greater opportunities for professional development and career growth. They appreciated opportunities to try new roles, take risks, and learn new things. Some lecturers found they were offered leadership opportunities within a few years of arriving in Malaysia. Gaining full-time
experience as a lecturer and being provided opportunities for promotion were frequently mentioned by participants as key components of job satisfaction and their decision to remain with their institution. This confirmed Bonache and Brewster’s (2005) findings that, in general, expatriates were more satisfied with a number of job characteristics than domestic employees. The best part of international assignments for expatriates was related to their work experiences and the learning they offered.

Many lecturers felt working in Malaysia offered them opportunities for career advancement, either by gaining experience as a full-time lecturer or being given leadership opportunities at what they perceived to be early stages of their career. In part, this was reinforced by gaining a sense of recognition of achievement from their leaders, which they recognized would likely take much longer in their home countries. This was consistent with the findings of van der Laken et al. (2019), who stated employees viewed international work experience as an opportunity to acquire career development opportunities through the acquisition of managerial and cross-cultural skills. The present study also confirmed Fredman and Doughney’s (2011) findings that academics were happy to be more productive if they had control over their work and felt they were developing in their jobs.

The leadership of expatriate academics added an extra dimension to traditional leadership thinking, as expatriates had to grapple with challenges not faced by local employees (Richardson & Zikic, 2007). Working and living abroad was full of challenges. Expatriates needed to demonstrate work performance, interact with people of the host country, and adapt to a new lifestyle and culture of the host country (Tu et al., 2019). This placed a greater responsibility for their care in the hands of academic leaders, as researchers found a link between perceived organizational support and the work adjustment of expatriates (Kraimer et al., 2001). Richardson
(2000) found expatriates’ ability to adjust had a major influence on their professional and personal experiences during their overseas appointment. An inability to adjust both professionally and personally had a detrimental effect on their performance at work, which had a detrimental effect on their home life (Richardson, 2000). ELs appreciated when leaders offered them new opportunities at full-time employment, facilitated professional development to help their career growth, and challenged experienced faculty to assume increased responsibilities within the organization. All of these things were appreciated and contributed towards retaining lecturers at a Malaysian HEI. However, it was important for leaders to continuously find ways for expatriate lecturers to grow professionally. Job satisfaction received the highest score among common factors having the potential to influence lecturers’ contract renewal decisions. As many participants also indicated their leader had a high influence on their job satisfaction, a finding of this study was that leadership was a key element in ELs’ contract renewal decision, both directly and indirectly. Participants overwhelmingly believed their leader had a large impact on their professional growth and fulfilment, which, in turn, had a significant influence on the retention of expatriate lecturers at HEIs in Malaysia.

As identified by Hughes (2011), there is often a tension between an individual’s career expectations and what his or her institution provides. Hughes identified some of the key issues as being around career progression, salary, terms and conditions, professional development opportunities, and so on. The findings of this study indicated ELs in Malaysia are primarily there seeking either full-time experience as lecturers or the opportunity to assume additional responsibilities in leadership roles. The majority viewed their time in Malaysia as significantly contributing to their career growth. The leadership implications of these findings were that ELs
derived more satisfaction from career growth opportunities than other drivers of expatriation such as cultural immersion or personal financial gain.

**The Expatriate Lecturer and Work Adjustment**

Ren, Yunlu, Shafer, and Fodchuk (2015) argued that expatriates who thrived in their job were more likely to stay on in their assignments and suggested organizations could influence expatriate retention by creating an environment where thriving was possible. Similarly, Pinto et al. (2017) noted expatriates who found their jobs challenging were more likely to remain with their organizations. Dawis et al. (1968) described work adjustment as a continuous and dynamic process by which individuals seek to achieve and maintain correspondence with their work environment. Dawis et al. (1964) developed the Theory of Work Adjustment (TWA) (see also Dawis et al., 1968). The Theory of Work Adjustment posited individuals and their environment imposed requirements on one another, and successful work relationships were the result of adjustments intended to create a state of correspondence between individual and environmental characteristics (Bretz & Judge, 1994). Bretz and Judge (1994) noted that according to TWA, job satisfaction represented the individual worker’s subjective evaluation of the degree to which his or her requirements were met by the work environment. Satisfied employees choose to remain at their workplace, and satisfactory employees are retained by their employers.

The findings of this current study showed work adjustment, rather than interaction or general adjustment, was the most important aspect of their lives, and work adjustment had to be successful in order for expatriate lecturers to enjoy their time in Malaysia. The role of the leader was important in facilitating the successful work adjustment of ELs, as ELs faced work related challenges they would not ordinarily face in their home country. Richardson and Wong (2018)
stated a strong link was observed between successful adjustment of expatriate employees and retention.

Smith (2009) stated that for academics, teaching international students in the academic’s home environment is qualitatively different from teaching international students in the students’ home environment. Bonache and Brewster (2005) contended that, in general, employees working internationally experience greater levels of stress than employees working in their home country. They suggested job overload, greater pressure, and more role ambiguity and uncertainty about their job were factors that increased the stress load for expatriates. In contrast to these authors as to causes of stress among expatriates, this current study found most ELs enjoyed their jobs at HEIs in Malaysia and found their day-to-day duties relatively less stressful than a similar role in their home country. They often stated they preferred teaching in Malaysia to their home countries. However, adjusting to their roles was not always simple, and they expected leaders to support them in their work adjustment.

According to Roskell (2013), work adjustment rather than host culture adjustment was more likely to dominate teachers’ contract renewal. The findings of this current study supported Roskell’s work, as ELs ranked work adjustment as the most important factor by a notable margin. This was consistent with this current study’s other finding that job satisfaction was the primary consideration in most ELs’ contract renewal decisions and had a significant impact on their overall happiness and enjoyment as expatriates in Malaysia. Participants also indicated ELs prioritize a successful transition into their new role over other factors involved in re-location to Malaysia, and they believed their leader played a large role in facilitating their transition and ensured successful cross-cultural work adjustment. However, not all participants experienced well-planned pre-departure preparation, a thorough induction and orientation, or continuous
support throughout their contract. Leadership approaches, such as providing advice on how to tailor a foreign curriculum to the needs of Malaysian students, were among those most frequently mentioned as important for facilitating the work adjustment of ELs at HEIs in Malaysia.

Expatriate employees had to adjust to a new job in a new organization and to establish themselves in a different cultural environment within a foreign country (Hussain & Deery, 2018). This places a greater responsibility for their care in the hands of academic leaders. The majority of lecturers interviewed believed their leader had a high impact on their cross-cultural work adjustment. Although many found their jobs enjoyable, many participants identified numerous complexities, such as cultural differences between them and their students and between them and their colleagues, which needed to be managed in order to ensure their successful transition to the role of EL in Malaysia. While confident in their abilities to teach, lecturers appreciated being supported when challenges arose due to cultural differences in the workplace, and they appreciated a leader who was experienced and knowledgeable about delivering their home country’s curriculum in the Malaysian context.

Richardson (2000) found expatriates’ ability to adjust had a major influence on their professional and personal experiences during their overseas appointment. An inability to adjust both professionally and personally had a detrimental effect on their performance at work, which had a detrimental effect on their home life (Richardson, 2000). Roskell (2013) stated that disorientation, stress, and depression clearly had an insidious effect and often led to terminated contracts. This research was confirmed by the finding of this study, as work adjustment and job satisfaction were found to be primary motivators for lecturers deciding to remain at their institution, and their leader played an important role in facilitating their successful work adjustment.
Although participants considered Malaysia to be generally easy to adapt to, cultural differences had to be recognized and addressed by leaders in order to facilitate the successful work adjustment and ongoing satisfaction of ELs in Malaysia. Adjustment problems experienced by expatriates may have fundamental consequences for an organization (Selmer & Lauring, 2009). Expatriates had to adjust to a new work role, and that adjustment was fundamental to a successful outcome in their overseas role (Selmer & Lauring, 2011). Facilitating the successful adjustment of expatriate academic staff, therefore, needs to be given careful consideration, as there are additional considerations and supports needed to accommodate expatriate faculty over and above what might be necessary in a domestic setting.

**Prioritizing Factors Affecting Expatriate Lecturer Retention**

The two most cited reasons for accepting an overseas position were (a) the personal growth of the cross-cultural experience and (b) the perception that overseas work would be more challenging, interesting, and rewarding in terms of career progress (Kraimer et al., 2016). Ren et al. (2015) stated expatriates valued learning and the excitement of working in a new environment. Hughes (2011) identified career progression, salary, terms, and conditions of employment such as whether or not housing will be provided by the employer, and professional development as some of the key issues that affected expatriate faculty’s experiences of expatriation. These factors can create tension between expatriate faculty and their employers and affect the desire of an EL to remain at an HEI. Richardson and McKenna (2002) found four primary motivations for self-selecting expatriate faculty to seek to work abroad: (a) career building, (b) cultural experience and immersion, (c) financial gain, or (d) an overall improvement in the quality of their life in relation to their circumstances in their home country.
The findings of this current study supported both Hughes’s (2011) and Richardson and McKenna’s (2002) ideas on the motivations of expatriate faculty to work abroad. The present study’s contribution indicated professional growth and fulfilment comprised the most important factor to the majority of ELs in their decision to work abroad. Both financial gain and cultural immersion were important and should be satisfactory, but often these were secondary considerations in ELs’ contract renewal decisions. Professional satisfaction in their role was found to outweigh other factors such as pay and other benefits in lecturers’ minds when deciding to continue working at their HEI or seek other opportunities. Ren et al. (2015) stated that thriving in their role contributed to expatriate retention beyond adjustment.

Organizations perceived as supportive were likely to promote employee satisfaction (Pinto et al., 2017). There was evidence that interpersonal ties and co-worker relationships can act as an important source of job satisfaction and assist with organizational retention (Hussain & Deery, 2018). Lacy and Sheehan (1997) found the work environment was the most influential factor in faculty job satisfaction. University atmosphere, morale, sense of community, and relationships with colleagues were found to be the greatest predictors of job satisfaction. Tu et al. (2019) stated expatriates who perceived more organizational support experienced more subjective well-being, performed better cross-cultural adjustment, and demonstrated higher retention rates. According to Schoepp (2011), the idea that retention was influenced by organizational culture was quite intuitive. One would expect people would want to remain at an institution which provided a pleasant and enriching environment in which to work, and university and college administrators should consider strategies that facilitated supportive environments if their management objectives included faculty retention.
The findings of this current study showed the work environment and relationships lecturers forged with their colleagues were significant factors in contract renewal decisions. Trust and support from leaders were identified as being critical for building not only a positive work environment, but also an overall positive and fulfilling personal and professional experience working in Malaysia. Participants identified both job satisfaction and a positive organizational climate, where they developed strong personal and professional relationships with their colleagues, as being highly important to their decision to renew a contract or depart. Participants believed their leader was clearly linked to shaping the most important factors in EL retention.

**Leadership Approaches**

Bryman (2007) identified some of the behaviours of effective educational leaders, including being considerate, treating academic staff fairly, being trustworthy and having personal integrity, and creating a positive and collegial atmosphere. These behaviours are in line with the characteristics of authentic leadership. Hassan and Ahmed (2011) stated authentic leaders displayed a high degree of integrity, had a deep sense of purpose, and were committed to their core values. They also noted authentic leaders promoted a more trusting relationship in their work groups, which translated into several positive outcomes. Hofstede and Dooley’s (2017) research on international leadership identified universally appreciated leadership elements that were not culture-bound. The central and most universal trait was that a leader should have a trustworthy and confident personality. Present throughout the literature on effective leadership was that trust was a key element of effective leadership. This current study found the leadership approaches that ELs most appreciated were to provide adequate support and a trusting environment in which to work.
According to van der Laken et al. (2019), supervisor support was a salient antecedent of expatriate success and had a strong relationship to expatriates’ adjustment, commitment, performance, and retention. The present study also found a positive relationship with their leader was a primary factor in the contract renewal decisions of many ELs, and ELs appreciated a leader they felt comfortable approaching for advice and support. Additionally, barring a significant pay differential, lecturers preferred to stay at their HEI if they had a positive relationship with their leader, and a positive relationship between a leader and lecturer increased the likelihood of retention, even if lecturers were unhappy with other important aspects of their employment such as pay, benefits, or workload.

The two most important leadership approaches were “Providing a Supportive Environment for Instructors” and “Trust in Leader”. Many participants recognized that although they enjoyed being trusted as highly skilled professionals and being given autonomy when delivering the curriculum, living and working in a foreign country often required additional support from leaders. The appreciation of trust and support from a leader was important both at the workplace and living in the community for ELs in Malaysia, as ELs faced challenges they did not face in their home country. One example is discussing the topic of gay rights in a country where homosexuality is illegal. Furthermore, homosexual ELs would not enjoy the same openness and acceptance to their sexuality as they often do in their home countries.

Not all participants experienced well-planned pre-departure preparation, a thorough induction and orientation, or continuous support throughout their contract. These leadership approaches were among those most frequently mentioned as important for facilitating the cross-cultural adjustment of expatriate lecturers at HEIs in Malaysia. This confirmed Tu et al.’s (2019) findings that expatriates who perceived their organization had provided more supports and
facilitated better cross-cultural adjustment tended to be satisfied and remained with their employers beyond their initial contract period.

While confident in their abilities to teach, ELs appreciated being supported when challenges arose due to cultural differences in the work place. They also appreciated having a leader who was experienced and knowledgeable about delivering their home country’s curriculum in the Malaysian context. Having a mentor was positively related to an expatriate’s organizational knowledge, job performance, and promotability. It was also positively related to expatriates’ perceptions of organizational knowledge sharing and team cohesiveness (Kraimer et al., 2016). Strong bonds with peers, supervisors, and mentors played a strong role in the successful adjustment and overall performance of expatriates (van der Laken et al., 2019). Many expatriate lecturers stated that in addition to strong support and guidance from their program leader, they received additional mentorship, both formally and informally, from their colleagues and supervisors, which they found helpful in their adjustment to their new roles in Malaysia.

Van der Laken et al. (2019) stated proper support from supervisors was of the most importance to expatriate retention. Schoepf (2011) indicated university and college administrators should consider strategies to facilitate supportive environments if their management objectives included faculty retention. This current study supported these recommendations and identified that leadership does play an important role in ELs’ contract renewal decisions.

This study affirmed the key leadership approaches lecturers appreciated were support with teaching and learning in a foreign context, support in their transition to living abroad, being given freedom to handle their job duties autonomously, and being provided with ongoing support and guidance on how to effectively handle their job duties in Malaysia.
Chapter Summary

The primary purpose of this study was to understand the importance of leadership and organizational climate among the possible factors that may influence ELs to either renew their contract or depart after their initial contract expired. In order to inform this study, data were collected from ELs currently working at HEIs in Malaysia and former ELs who had recently departed their position in Malaysia.

Five themes surfaced from the analysis of the qualitative and quantitative data: (a) professional growth and fulfilment, (b) the direct influence of the leader, (c) institutional factors, (d) cultural adjustment factors, and (e) country-specific factors. These key factors have influenced the decision making around contract renewal for ELs at Malaysian HEIs. These five themes were analysed in light of the key components of the conceptual framework of this study, and each was examined in this study’s literature review. Based on this, the findings of this chapter were outlined in the following themes: (a) cultural adjustment for expatriates in Malaysia, (b) the Theory of Work Adjustment in relation to expatriate lecturers, (c) determinants of job satisfaction among academic faculty, (d) prioritizing factors affecting expatriate lecturer retention, and (e) key leadership approaches.

Throughout the chapter, I have discussed the five main themes from this study in the context of the literature related to EL retention. Having discussed the primary themes from this study in the context of the academic literature regarding expatriate retention, the next step is to highlight the importance of this study and the new knowledge it creates with regards to expatriate lecturer retention.
CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a detailed discussion of the major findings and recommendations for how leaders can apply this knowledge to promoted expatriate lecturer (EL) satisfaction and fulfilment in order to increase retention rates for ELs at higher education institution (HEIs) in Malaysia. First, I will provide an overview of the major findings produced by this study. Following this, I will discuss in detail the major findings of this study along with recommendations for actions leaders can take to enhance EL satisfaction and fulfilment. Next, I will share a model for “Promoting EL Satisfaction and Fulfilment Through Effective Leadership” and discuss how leaders can use it as well as its implications for leaders at HEIs in Malaysia. After that, I will highlight the contributions this study has made to the literature related to educational leadership. In addition, the limitations of this study will also be shared. The chapter will conclude with recommendations for future research.

The main study findings encompassed four aspects:

1. Professional growth and fulfilment are the most influential factors affecting ELs’ decision to renew their contract with an institution or depart.

2. A positive relationship with their leader has a significant influence on the retention of ELs.

3. The personal and professional relationships established create job satisfaction and a willingness to continue working at an HEI long term.

4. There was a need for lecturers to be supported not only during the initial stages of their expatriation, but also for the duration of their time working in Malaysia.

These findings led to four main conclusions of this study:

1. Leaders must provide lecturers with continued opportunities for professional growth.
2. The professional relationship between a lecturer and his/her leader is important to retention.

3. Leaders must continuously foster a sense of community.

4. Leaders must provide ongoing support.

Throughout this chapter, each of the four main conclusions will be discussed in detail. Each conclusion will be followed by recommendations to assist leaders in the retention of ELs in Malaysia. The “Leadership Model for Expatriate Lecture Satisfaction and Fulfilment” is proposed in order to assist program leaders with retaining ELs. Following this, the contribution of this study to the literature on EL retention will be discussed, and the limitations of this study will be identified. Finally, recommendations for future research will be provided.

**Conclusion 1: Leaders Must Provide Lecturers with Continued Opportunities for Professional Growth**

Although Malaysia is generally viewed as a desirable place to live, the thrill of living abroad tends to fade after one or two years of working in a foreign country. Richardson and McKenna (2002, p. 72) defined an “explorer” as someone looking to experience different cultures at a deeper level than they would as a tourist. This study found that although many lecturers exhibited characteristics of explorers, especially early in their contract, the excitement of living in Malaysia was not a primary reason for many to stay. The vast majority of ELs found their jobs to be enjoyable and generally enjoyed their quality of life in Malaysia. However, the opportunity for career growth was found to be the most likely factor to encourage long-term retention of ELs. In order to retain ELs beyond their initial contract, leaders of university preparation programs in Malaysia must provide opportunities for lecturers to continually develop their careers while in Malaysia. Even lecturers who are satisfied with their job, workplace, and
social life are not likely to remain at their HEI if they perceive they have hit a *dead end* with regards to their career growth. Over 85% of study participants (*N* = 63) had studied to achieve a graduate degree or teaching qualification. Given that they have invested so heavily in their qualifications, it should not be surprising that the majority of ELs in Malaysia have a strong career focus and want to use their time in Malaysia to make themselves more appealing to potential employers in their home country or HEIs in other parts of the world. Leaders should view ELs as “architects” (Richardson & McKenna, 2002, p. 72). Architects specifically identify career building as their primary reason for expatriating. Career growth can mean many different things depending on the career stage of the expatriate. Some are happy to gain full-time experience as lecturers, while others would like more opportunities for additional responsibilities. In most cases, ELs at university preparation programs in Malaysia must be able to see the career building value in continuing on another contract. Challenging lecturers to teach new courses or encouraging them to seek promotion to positions of additional responsibility will encourage longer-term retention at Malaysian HEIs, provided lecturers are generally satisfied with their employment package and working conditions.

**Recommendation 1: Understand Expatriate Lecturers’ Career Goals and Ensure Their Time in Malaysia Helps Them Grow Professionally**

Financial incentives such as signing bonuses or increased salary increments can encourage ELs to remain at an HEI after their initial contract expires. However, leaders need to be aware of each lecturer’s career stage and ambitions. It is recommended that leaders collect data from lecturers during each year of their contract, specifically regarding their career ambitions, and use the data to develop a realistic plan to promote the professional development of each individual lecturer. In addition to formal data collection, program leaders must ensure
they develop strong professional relationships with ELs in order to fully understand their desires with regards to professional growth. In their study on expatriate academics in China, Yang, Cheng, and Li (2018) found that there was often no systematic monitoring policy for foreign teachers’ teaching due to the lack of key performance indicators to evaluate performance. Often, ELs in Malaysia are evaluated using an institutional performance appraisal system, which may not be entirely relevant to their career aspirations. At an institutional level, depending on the number of ELs at an HEI, a separate performance appraisal system could be set up to focus on the career development aspect of ELs’ time spent in Malaysia. Both program leaders and senior leadership at the institution could work to design pathways for ELs to move from lecturers to higher levels within the organization.

**Conclusion 2: The Professional Relationship between a Lecturer and his/her Leader is Important to Retention**

This study found that barring a significant pay differential, lecturers would prefer to stay at their HEI, rather than depart to another institution, if they had a positive relationship with their leader. This study also found that a positive relationship between a leader and lecturer can increase the likelihood of retention, even if lecturers are unhappy with other important aspects such as pay, benefits, or workload. Lecturers rely on their leaders to help them overcome the double culture shock they encounter as they have to adjust simultaneously to an unfamiliar host culture and work culture (Roskell, 2013).

Many ELs find that the usual way of handling a situation in their own country cannot always be applied in the host country’s context. This causes more frustration and hence forms a vicious cycle when the ELs try to apply their own *home rules* in the host country and end up failing miserably, leading to increased stress (Naeem et al., 2015). Lecturers rely on leaders who
understand the challenges educators might face in dealing with culture shock and who help them to cope with any difficulties encountered (Halicioglu, 2015). Lecturers expect their leader to be not only experienced in the curriculum of their home country, but also knowledgeable about cultural differences that are relevant when teaching in Malaysia. Malaysia was found to have significantly different cultural dimensions when compared to the home countries of many expatriate lecturers (Abdullah, 2005). Lecturers learn how to adapt to teaching in Malaysia from their leader, and therefore, the leader needs to be able to provide support with both technical curriculum questions as well as deal with challenges that arise when a foreign lecturer is learning the cultural norms associated with teaching in Malaysia.

Cultural intelligence is the capability that individuals have to be effective in intercultural interactions (Thomas, 2015). It is a system of interacting knowledge and skills, linked by cultural metacognition, that allows people to adapt to, select, and shape the cultural aspects of their environment (Thomas et al., 2008). In addition to being highly experienced in the curriculum of their program, leaders of university preparation programs in Malaysia must be culturally intelligent. Leaders must not only support ELs in dealing with the challenges of teaching in Malaysia, but also help them adapt to an organizational culture that might be quite different from what they are used to. Malaysian organizations tend to be hierarchical, and power distance is often very high (Hofstede Insights, n.d.). Power distance is the degree to which less powerful members of institutions and organizations accept that power is distributed unequally. In high-power distance cultures, the lower-level person will unfailingly defer to the higher-level person and feel relatively comfortable with that, as it is the natural order (Sweetman, 2012). Whether the leader is an expatriate or Malaysian, they must understand that there is likely a fundamental
difference in the perceptions and appreciation of power distance between ELs and senior leaders at HEIs.

Effectiveness within a given culture, and judged according to the values of that culture, asks for management skills adapted to the local culture (Hofstede, 1984). One important challenge for program leaders is to bridge the distance between the low-power distance lecturers and high-power distance senior leaders within HEIs. In low-power distance cultures, everyone expects to be listened to regardless of rank or background, and they will reject leaders whom they perceive as autocratic or patronizing (Sweetman, 2012). This study found that trust and support were the most appreciated leadership approaches by ELs. Leaders of ELs must use leadership approaches that are suitable to people from low-power distance cultures. This requires the leader to be culturally intelligent and sensitive to the cultural differences between Malaysia and the home countries of their EL staff. It is not likely that ELs from low-power distance countries will adjust and become accepting of high-power distance; rather, the role of the leader is to manage the ELs in a manner that is consistent with their cultural norms.

**Recommendation 2: In Addition to being Experienced Leaders and Curriculum Experts, Leaders Must Be Culturally Intelligent**

The recruitment of quality foreign lecturers and high turnover rates are the two most challenging problems for higher education administrators who employ ELs (Yang et al., 2018). The program leaders of university preparation programs in Malaysia that employ ELs need to be not only experienced in the curriculum of their program, but also experienced in leading expatriates and have a high degree of cultural intelligence themselves. Regardless of how experienced a leader is in the field of education, cultural intelligence has a positive influence on different facets of adjustment general, work, and interaction adjustment (Malek & Budhwar,
Prior international experience in the same culture as the one where an expatriate is currently assigned is likely to influence the EL’s level of adjustment (Lee & Sukoco, 2010).

Experience in leading within the Malaysia context is an important factor in helping ELs adjust to working in Malaysia. HEIs need to invest in leadership training specifically focused on EL development if a substantial number of their employees are expatriates. Leadership development programs would encourage the promotion of experienced staff into leadership positions, and this would ensure that leaders can empathize with the challenges faced by their staff and help them be successful in their roles. Hiring culturally intelligent leaders can lead to improved EL work outcomes, reduce turnover, and reduce overall costs associated with recruitment (Diemer, 2016). Whether selecting local Malaysians or expatriates for leadership positions at university preparation programs in Malaysia, it is recommended that cultural intelligence be a key consideration in assessing the readiness of potential program leaders to lead university preparation programs that employ ELs during the selection process.

**Conclusion 3: Leaders Need to Continuously Foster a Sense of Community**

When lecturers leave institutions, previously held relationship and relational patterns are altered. Turnover disrupts the formation and maintenance of staff cohesion and community. It can have a negative effect on the overall sense of community, cohesion, and trust (Jones & Watson, 2017). The sense of camaraderie that lecturers developed with their colleagues made a large contribution to their overall happiness while in Malaysia. Of particular importance were the bonds they developed during their initial transition to living and working in Malaysia. During the honeymoon phase of culture shock (Oberg, 1960), cohorts of newly arriving lecturers often form strong bonds that last the entirety of their time in Malaysia. These relationships can help lecturers as they move through the more difficult phases of culture shock and adapting to life in a foreign
country. Personal preparation and a social support network are effective in addressing the side effects of these adjustments (Yang et al., 2018). Lecturers appreciated the support they received from their colleagues during their initial transition, both with work adjustment and adapting to life in Malaysia. Many also highly appreciated the relationships they developed and mentorship they received from their senior colleagues who had been at the organization for a longer period of time. Many ELs credited their leader with setting up both formal and informal networks to enable the development of these relationships.

**Recommendation 3: Develop Staff Relationships and Make the Work Culture Enjoyable**

Leaders at HEIs in Malaysia could establish team-building activities for incoming staff and include all staff in the activities, which would go beyond ice-breakers and “getting to know you” activities. The orientation program should be designed to create meaningful bonds and lasting memories, not only for the newly arrived staff, but also the longer-serving staff members. These programs can not only encourage the establishment of relationships that foster community, cohesion, and trust, but also help new staff adjust while engaging returning staff in leadership development activities. Team-building activities should not cease after ELs have successfully adjusted to working in Malaysia. Leaders need to continually build a strong sense of community amongst staff. This could be accomplished through staff-bonding trips, events, or sponsoring sporting activities or other hobbies for staff.

**Conclusion 4: Leaders Need to Provide Ongoing Support**

As the importance of recruiting and retaining expatriate academics cannot be underestimated (Jonasson et al., 2017), leaders need to provide support for ELs for the duration of their time with the organization. The need for leaders to support ELs does not begin with their arrival in Malaysia or end with their successful adjustment to the workplace and culture. Support
is not only important for ensuring the successful work adjustment of ELs; it is also one of the leadership approaches most appreciated by ELs in Malaysia. Leaders of Malaysian university preparation programs need to consider the needs of ELs at various stages of their employment term and provide adequate supports to ensure successful work outcomes and overall satisfaction with their life in Malaysia. The need for ELs to be supported begins prior to their arrival in Malaysia. Chalmers (2011) and Hughes (2011) both agreed that expatriates require a clear picture of their job duties, benefits package, and challenges they might encounter prior to accepting a position overseas, and it is important to ensure they are adequately prepared prior to their arrival. Once ELs arrive, leaders must assist them with their cross-cultural adjustment, which include general adjustment, interaction adjustment, and work adjustment (Froese, 2012).

Participants rarely complained about their workload or overall levels of stress at their workplace. However, quality of life issues affected the decision of some ELs to depart their HEI. Examples of these are personal safety concerns and the cost of child care for young families. While ELs often did not consider it the role of their program leader to help them address these issues, it is worthy of consideration, as the importance of recruiting and retaining expatriate academics is of the utmost concern for HEIs (Jonasson et al., 2017). In addition, as most ELs are architects (Richardson & McKenna, 2002) and are looking to use their time in Malaysia to build their career, it is important for leaders to ensure that ELs are challenged to grow professionally at their HEI while they are in Malaysia. Finally, as the process of looking for a new job at the end of a contract and moving away from Malaysia can be complicated and time consuming, and sometimes frustrating, I suggest leaders provide support for ELs when they are approaching the end of their contracts until the time they have departed from Malaysia.
**Recommendation 4: Develop a System of Supports for Expatriate Lecturers Regardless of How Long They Have Been in Malaysia**

Time is often spent creating orientation and new lecturer induction programs, but it is recommended that leaders at HEIs in Malaysia spend time creating similar initiatives to support ELs at different stages of their expatriation. Resources could be focused on supports that are relevant to the context of the lecturers at their institutions. A formal survey of staff can be used to determine what supports are necessary for staff at an HEI. Also, the development of close professional relationships between the program leader and ELs can help leaders understand the supports lectures would like to see and determine if it is feasible to provide these supports for their staff. Recommendations regarding specific supports program directors can provide are shared within the discussion of the “Leadership Model for Expatriate Lecturer Satisfaction and Fulfillment”, which is shared in the following section.

**Leadership Model for Expatriate Lecturer Satisfaction and Fulfillment**

*The Proposed Leadership Model for Expatriate Lecturer Satisfaction and Fulfillment* (see Figure 4) was developed from the findings of this study, and aligns with the conclusions and subsequent recommendations of this study. The purpose of this model is to visualize the process program directors could follow in order to develop the satisfaction and fulfilment ELs derive from their experience working at their HEI and increase EL retention rates at their HEI.
Description of Model for Program Directors

This study found that the satisfaction and fulfilment an EL experienced both at work and in the community were highly important to the decision of lecturers to renew their contracts. A positive organizational climate was also a very important factor in retaining ELs in Malaysia. This model is a visualization of the key components of the important factors leading to EL satisfaction and fulfilment. The subthemes discussed in this section include (a) factors relating to fostering positive organizational climate and (b) focusing on support and providing opportunities for professional growth.
Factors Relating to Fostering Positive Organizational Climate

Two factors were identified for fostering a positive organizational climate. These are: (a) strong relationships between leader and ELs and (b) a positive organizational climate. Each will be discussed in this section.

Strong relationship between leader and ELs. The role of program director is highly important to EL retention. The direct relationship between the program director and ELs has a high impact on EL retention. ELs relied on leadership to ensure their successful cross-cultural work adjustment, provide support when challenges arise, help them to develop their career, and create a positive work environment that allows them to enjoy their work and life in Malaysia. As such, the relationship between program director and each lecturer should be a priority for leaders at HEIs. Yearly employee satisfaction surveys are only one tool to gauge the satisfaction of ELs. Honest discussions about job satisfaction and the quality of life of lecturers can help leaders identify any challenges they can assist ELs with. As trust and support were identified as the key leadership approaches that ELs appreciate, a strong relationship between EL and leader can establish trust between ELs and their leader and allow for the leader to be aware of when and how they can provide support for their lecturers.

Positive organizational climate. Program directors need to recognize that the early arrival phase of expatriation is critical, as it can be a time of great excitement and challenges. Work adjustment was found to be the most important aspect of adapting to life in Malaysia for ELs. As a result, program directors need to ensure that the orientation and induction of new staff is seen as a priority with a well-planned system in place to help ELs adjust to life in Malaysia and at their new workplace. However, managing the adjustment of ELs cannot be thought of as a “one-time” program; rather, it should be an ongoing endeavour, as ELs will inevitably face
challenges related to living and working in Malaysia. Successful work adjustment and satisfaction with their job are critical elements of ELs retention. Most ELs identified their general happiness in Malaysia as being highly dependent on their satisfaction with their job. Leaders need to work to ensure the work environment for ELs is enjoyable and allow them to develop strong personal and professional relationships. Within this study, many participants recalled enjoyable work experiences and the strong friendships they developed with colleagues as key reasons for them to remain at their HEI. Fostering a positive organizational climate, monitoring staff morale, and creating opportunities for staff bonding are important considerations for program directors to retain ELs.

**Focusing on Support and Providing Opportunities for Professional Growth**

Regardless of how long ELs had spent teaching abroad or which stage of their career they were at, they appreciated a leader who supported them and nurtured their career growth. Two subthemes were discovered in support of this need for support and opportunities for professional growth. These include (a) support system for ELs and (b) career development for ELs, which are discussed in this section.

**Support system for expatriate lecturers.** ELs were found to appreciate leaders whom they could rely on for support. Program directors have to be able to provide support for ELs as they adapt to teaching a foreign curriculum in Malaysia. They must also have the cultural intelligence to identify challenges that ELs are dealing with that are culturally related and help them navigate them in a manner that respects the culture of Malaysia and the home country culture of the EL. Program directors need to ensure that ELs feel supported when they assume additional responsibilities within the organization, which is beneficial for the EL’s professional growth and the success of the program.
It is suggested that a system of mentorship be in place, where the program director, department heads, and senior lecturers provide direct support for ELs, regardless of the length of time the mentor has been within the organization. This can occur both through the formal goal setting and performance appraisal process as well as a more informal mentor-mentee system. This would help reinforce the relationship between leaders and lecturers as well as provide support for a positive organizational climate.

The process of supporting ELs begins prior to their initial arrival and continues until they depart the HEI. There are four key stages program directors could consider when designing support systems for ELs: (a) pre-departure, (c) initial arrival, (d) work and general adjustment phase, and (e) departure stage.

The first stage of supports offered for ELs would begin at the hiring stage and continue until arrival. This is known as the pre-departure stage. At this stage, the ELs should be supplied with all relevant information they will need to adjust to their new workplace and community. Flight tickets, visa applications, and arranging for accommodation upon arrival are common tasks to be supported by or taken care of by the organization. Put newly hired ELs in contact with current ELs, who could offer advice and answer questions for them.

The next important stage of support is during the initial arrival phase. When new ELs arrive, the program director or senior staff could greet them. The new ELs would then be brought to their new accommodation and be given time to settle in. Provide adequate time between the arrival of new staff and the first day of work in order to ensure they have successfully settled in and are not concerned with taking care of essential tasks that are not directly related to work. It is suggested that program directors design a thorough orientation to the organization, program, and country. This orientation would not only be informational, but would also serve to develop the
relationship between new ELs and the program director and others within the program. During this phase, ensure a monitor is available to provide guidance for new ELs with their work and adjusting to life in Malaysia.

The third stage is the process of adjusting to working and living in Malaysia and continues past the initial orientation phase; this can last for a year or more. ELs need continuous support with the challenges they may face. It is important to provide training and support for ELs regarding curriculum and teaching in the Malaysian HEI context. Provide counselling and mentorship to help ELs navigate their feelings related to culture shock. Program directors need to be aware of and provide support wherever possible for issues that affect the quality of life of ELs, such as personal safety, childcare, and so forth.

Finally, the process of departing Malaysia at the end of a contract can be challenging and stressful. Should ELs decide they want to depart their HEI, there should be supports in place to help guide them through essential common tasks, such as attaining tax clearance, visa cancellation, employee clearance, and retirement fund withdrawal. On top of this, the program director must recognize that the departing ELs are likely looking to secure their next job. Therefore, program directors will need to provide any reasonable support they can in this regard, such as ensuring references are provided in a timely manner or allowing temporary personal leave for circumstances where they must travel to recruitment fairs in a different country.

**Career development for expatriate lecturers.** Regardless of the career stage of ELs, they want to use their time in Malaysia as a career building opportunity. Providing ELs with support and a positive work environment are important for retaining them. However, the most important factors for ELs are their satisfaction with their job and the fulfilment they get while working in Malaysia. Therefore, program directors need to place an emphasis on providing
career development opportunities for ELs at all career stages, regardless of the amount of time they have spent with the organization.

For relatively new lecturers, leaders need to ensure the ELs’ work adjustment is smooth and that they are not overburdened with large classes. Also, provide ELS with opportunities to expand the range of courses they teach. Program directors can also encourage them to explore ways to make additional contributions to their program by running clubs or joining committees.

After some time with an organization, more experienced ELs will want additional challenges; therefore, encourage them to assume specialized roles such as technology lead or counsellor. At this time, if they are capable, consider ELS for promotion into leadership roles within the program.

Finally, highly experienced ELs want to feel that their career will not be limited at their HEI by the fact that they are not local staff. Some participants mentioned senior roles at their organization were reserved exclusively for Malaysians. To address this issue, program leaders could create leadership development programs to allow ELs into program leadership positions or a senior leadership position within the institution. Senior lecturers can also have graduate study or additional training paid for by the HEI. This would help put them in a position to improve their career prospects and give them a sense that their career is continuing to evolve. If they are not eventually offered a promotion within the HEI, they will be able to take their skills to other organizations.

**Contributions of this Study**

The level of mobility among academics has increased dramatically in recent years, and as a result, there is a growing interest in the study of expatriate academics (Jonasson et al., 2017). Most post-secondary institutions in Malaysia offer some form of international university
preparation programs, as they generate revenue from students preparing for overseas study and serve as a potential pathway for both local and international students to commence degree programs offered by the university where they did their foundational studies. Thus, competition in this market segment is intense. To support the delivery of these international programs, many HEIs employ ELs to ensure quality standards and improve their institutional competitiveness (Hassan & Hashim, 2011). The recruitment of quality foreign teachers and the high turnover rate are the two most challenging problems for higher education administrators that employ expatriate lecturers (Yang et al., 2018). The success of university preparation programs is dependent on their ability to qualify students to enter the university programs of their choice as well as prepare them with the skills necessary to succeed once they arrive at university.

This study found that the leaders of university preparation programs have a significant effect on the retention of ELs. The conclusions and recommendations included in this study are relevant for program leaders and senior leaders at HEIs in Malaysia. The findings have identified factors that lecturers consider when deciding whether or not to renew their contract and have provided leaders with information they can use to include in their own leadership practice. Senior university leaders can benefit from the findings in their hiring of program directors, leadership development programs, and program budgeting with the goal of improved retention of ELs.

**Limitations of this Study**

This study is limited in its generalizability because the research population was confined to ELs at university preparation programs in Malaysia. The study would be more valuable to higher education senior leaders if it included expatriate academics from outside this specific
subset of HEI staff. Further, the results are not entirely generalizable to international school administrators as ELs work at HEIs, which are different contexts than international schools.

This study was limited by time constrains that impacted the choice of research design. With a longer timeframe to work with, an explanatory sequential design could have been used for data collection and analysis. This study was also limited by the fact that it was conducted by an individual researcher working with a small research budget. Without time or budget constraints, an exploratory sequential design could have been used. According to Creswell (2014a), the intent of the exploratory sequential design is to study a problem by first exploring it through qualitative data collection and analysis. After this first phase, a second phase involves taking the qualitative results and developing them into measures or a new instrument or new interventions for an experiment. Using this design, the results of the questionnaire could have been used to create the interview schedule for the semi-structured interviews. This could have potentially created more meaningful questions that built on the results of the questionnaire.

The limitations with respect to practice are that the study was more exploratory than explanatory, in that it mainly focused on what affects an EL’s decision to renew a contract or depart. However, the study did not go into great detail as to how program leaders can use the findings in their leadership practices.

**Recommendations for Future Research**

This study focused on the impact of leadership on EL retention from the perspective of the ELs themselves. Future research could focus on the perspectives of program leaders and senior administrators as to the best practices they have developed with regards to EL retention. Additionally, future research could investigate the differences between ELs and their local colleagues with respect to how they perceive the effectiveness of their leaders and their impact
on retention. Finally, Malaysia is known as a desirable destination to work, but it is not known as one of the best places to earn a high salary. A similar study to the present study could be conducted in a different country where HEIs are known to offer greater benefit packages to determine if the leaders have a strong impact on EL retention in such a context.

**Chapter Summary**

Throughout this chapter, each of the four main conclusions from this study were discussed in detail. Each conclusion was followed by recommendations to assist leaders in the retention of expatriate lecturers in Malaysia. The Proposed Leadership Model for Expatriate Lecturer Satisfaction and Fulfillment was shared and discussed in detail in order to guide program directors in developing a system to foster the conditions that encourage EL retention. Following this, the contribution of this study to the literature on EL retention was discussed, and the limitations of this study were identified. Finally, recommendations for future research were given.
REFERENCES


Appendix A: Gatekeeper E-mail/Letter Template

Date

Name of organisation/school/facility/group

Dear

I am writing to ask your permission to be allowed access the email contact information of expatriate lecturers within your institution so that I may invite them to participate in an educational study undertaken under the auspices of the University of Calgary regarding post-secondary leadership. This research has been approved by the Conjoint Faculties Research Ethics Board at the University of Calgary. I am a Doctoral candidate at the University of Calgary and a lecturer at the Canadian Pre-University program at Taylor’s College, Malaysia. My research aims to understand lecturers’ perceptions of the factors that influence their decisions to renew employment contracts, including leadership influences. The aim of the study is to create new knowledge that can enhance expatriate adjustment and organizational socialization practices in post-secondary leadership.

I have chosen your institution as a potential source of participants for this study because I am aware that you offer pre-university and foundation programs and may employ expatriate lecturers. Participants in this study will complete an online questionnaire that will take approximately 30 minutes. I have attached a copy of this questionnaire in as a Microsoft Word document for you to review if you wish. As part of the online questionnaire, participants will be asked if they are willing to participate in an additional semi-structured Skype interview that will take 30 minutes to one hour. They are under no obligation to participate in any stage of this study unless they volunteer to do so. There is minimal potential for disruption at your institution as participation is done online at the time of the lecturers’ choosing.

The purpose of the study is not to evaluate leadership style, but instead to establish what impact leadership style has on retention, and to examine preferences for leadership style. Your institution will not be identified at any time. All answers and results from the questionnaires are kept strictly confidential and the results will be reported in a research paper available to all participants on completion. I have attached a letter of initial contact explaining the role of participants in greater detail as well as the questionnaire they would complete should they agree to participate.

If possible, could you please email me the contact details of expatriate faculty teaching in pre-university or foundation programs at your institution? My University of Calgary email address is [email address].

Thank you very much for your consideration.

Kind regards,

David St.Germain,
Doctoral Candidate,
University of Calgary,
Alberta, Canada
Appendix B: Recruitment Message

Research Study on Leadership Impact on Lecturer Retention at University Preparation Programs in Malaysia

Dear Lecturer,

I am writing this letter to invite you to participate in an educational study undertaken under the auspices of the University of Calgary regarding post-secondary leadership. The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study. I am a Doctoral candidate at the University of Calgary and a lecturer in the Canadian Pre-University program at Taylor’s College, Malaysia. My research aims to understand your perceptions of the factors that influence lecturers’ decisions to renew employment contracts including leadership influences. The aim of the study is to create new knowledge that can enhance expatriate adjustment and organizational socialization practices in post-secondary leadership.

I invite you to participate in an online questionnaire that will take approximately 30 minutes to complete. In the questionnaire, you will be asked about selected demographic information (e.g., gender and work experience), your experiences working overseas, and your impressions of effective leadership practices. Your involvement is totally voluntary and your responses will be confidential with anonymity assured as results will be reported in aggregated forms. Pseudonyms will be used if any reference is made to an individual’s response. Additionally, you are also invited to volunteer for the interviews in this study, which again, are totally voluntary and responses will be confidential and anonymous. Interviews are expected to take around 30-60 minutes and will be conducted with a sub-sample of expatriate lecturers through online videoconference using Skype. The purpose of the interviews is to gain a deeper understanding of your perspectives related to similar topics and issues examined in the questionnaire.

As previously stated your participation in this study is completely voluntary and your anonymity is guaranteed. In addition, you may withdraw from the study at any time without penalty or any repercussions. Your online questionnaire responses and any interview data, (should you volunteer for either phase of the research), will be strictly confidential and data from this research will be reported in aggregate form. Where responses from participants will be quoted, this will be only if these comments are representative of the group and where there is no risk of identifying the individual respondent and pseudonyms will be used. This research is conducted through the University of Calgary, and is in no way affiliated with any other organization. If you have questions at any time about the online questionnaire or the procedures,
you may contact me at [email address] or Dr. Shelleyann Scott who is my doctoral supervisor at the University of Calgary [email address]. If you have queries regarding the ethics approval for this study or if you have any concerns about the way you’ve been treated as a participant, please contact an Ethics Resource Officer, Research Services Office, University of Calgary at (403) 220-4283 / (403) 220-6289; email cfreb@ucalgary.ca.

I invite you to review the consent form found attached with this letter of initial contact. The University of Calgary ethics policies require that informed consent is provided by participants prior to participation in the study. Should you wish to participate in the study, this will require that you read the consent and highlight the box that states, “I agree”. If you do not agree to participate in the study then highlight “I do not agree” signals that you do not with to participate in this study.

Your participation in this study is important. It is my belief that this research will create new understandings of effective leadership practices for expatriate academics. I thank you for your consideration to participate in this research.

The research team includes:
David St. Germain
Email: [email address]
and
Dr Shelleyann Scott
Email: [sscott@ucalgary.ca]

Kind regards,

David St.Germain,
Doctoral Candidate,
University of Calgary,
Alberta, Canada
Appendix C: Survey Preamble, Consent, and Questions

Section 1 of 7

Leadership Influence on Expatriate Lecturer Retention

Informed Consent for Online Questionnaire

Name of Researcher, Faculty, Department, Telephone & Email:

David Michael St Germain, Faculty of Education, Doctoral Candidate Doctor of Education Post-Secondary Leadership, Graduate Division of Educational Research (GDER). Phone: [phone #]
Email: [email address].

Supervisor:

Dr. Shelleyann Scott, Associate Dean, Professional and Community Engagement, Associate Professor

Title of Project: Leadership Impact on Lecturer Retention at University Preparation Programs in Malaysia

Sponsor: N/A

This consent form, a copy of which has been attached to the accompanying email, is only part of the process of informed consent. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study.

If you have any concerns about the way you’ve been treated as a participant, please contact Russell Burrows, Ethics Resource Officer, Research Services Office, University of Calgary at (403) 220-3782; email: rburrows@ucalgary.ca

Purpose of the Study

In order to meet the demands of students and offer top quality programs taught by highly qualified staff, higher education institutions often need to employ expatriate lecturers. Staffing university preparation programs with expatriate lecturers is a costly and time-consuming activities for the leaders of these programs. The purpose of this study is to seek to understand the importance of leadership and academic community among the possible factors that may influence expatriate lecturers to either renew their contract or depart. The research objective is to provide the leaders of such programs with insights to help them mitigate the challenges expatriate lecturers face and develop a supportive environment that encourages longer-term commitment of lecturers to an institution beyond an initial contract.
You have been chosen to participate in this study because you are either a current or former expatriate lecturer of a higher education institution in Malaysia that offers university preparation programs.

I invite you to consider participating in this phase of the research study as outlined below to share your experiences and insights from your time working as an expatriate lecturer in Malaysia.

**What Will I Be Asked to Do?**

As a voluntary participant in this research, you will be given the opportunity to participate in an online questionnaire that involves providing responses about your experience as a lecturer in Malaysia and perceptions of the impact of leadership and academic community on your contract renewal decision. The online questionnaire will take approximately 15-20 minutes to complete.

Demographic questions will be asked of you as well, such as practice specialty and year of graduation. Additionally, you will be provided with the opportunity to include any comments you may have regarding your experience as a lecturer in Malaysia. The online questionnaire is powered by Google Forms. The study is completely anonymous.

This study will have a voluntary second phase in which the possibility exists for selected participants in the online questionnaire to have the opportunity to participate in a one-on-one Skype interview in order to gain a deeper understanding of your perspectives related to the topics and issues examined in the online questionnaire. The Skype interview will take approximately 30-60 minutes to complete. Should you choose to participate in this second phase, you will need to provide your email address and Skype ID to the researcher for further contact. Selected participants will be contacted via email to participate in this second phase of this study and participation in this phase is completely voluntary. Interviews may occur between November and January at a time determined by the participant.

Participation in this online questionnaire is completely voluntary and anonymous. You may refuse to participate in the study altogether or may withdraw from the study at any time without any penalty. Should you agree to participate initially in the online questionnaire, but subsequently choose to withdraw before the data analysis phase occurs, the data collected in the completed portions will not be used in the study.

**What Type of Personal Information Will Be Collected?**

No personal identifying information will be collected in the online questionnaire phase for the purpose of reporting. All participants shall remain anonymous in the published report of this study. Any reference to individual responses during reporting will be done so using a pseudonym. In the event you agree to participate in a follow-up interview, you will be asked to provide your email address and Skype ID. This information is only being collected in order to conduct the Skype interviews and will not be used for data analysis or reporting.

Should you agree to participate in this study, you will be asked to provide demographic information such as: your gender, length of time working as an expatriate lecturer in Malaysia, and whether you are a current or former lecturer.

**Are there Risks or Benefits if I Participate?**
This is an independent study conducted by a doctoral candidate in the Faculty of Education, Graduate Division of Educational Research (GDER) at the University of Calgary and is for research purposes only. There are no intended risks to participants in this study or refusing to do so.
What Happens to the Information I Provide?

Your participation is voluntary, and the information you provide in this questionnaire will be confidential and your identity will be anonymous during data analysis and reporting. You are free to discontinue participation at any time during the study. The researcher and research supervisor will have access to only the data you provide in the questionnaire. Primarily, summarized information of the group of participants will be published. In the case of individual responses that are included, pseudonyms will be used to protect the identity of the respondent. There are no names or contact information on the questionnaire unless you choose to participate in the second, interview phase of the research. Research data is backed up on a continuous basis and will be stored for five years on a backup device, at which time will be permanently erased. Additionally, only summarized information of the group of participants or the use of pseudonyms for individual responses will be published or presented.

The questionnaire data will be stored on Google Forms, a highly secure site that is password protected, until the survey closes (Google is a U.S.A. based firm and there is a small chance that the data may be reviewed by the U.S.A. government under ‘The Patriot Act’). The data will remain on Google Forms until all analysis possible via Google Form’s facilities has been completed. At that time the data will be transferred to David St. Germain’s computers. The computers are password protected and are located in secured location. Raw data will be kept for two years beyond the final completion of the study and then will be destroyed.

Signatures

By clicking on “I agree” to the statement “I am consenting to participate in the questionnaire” located below 1) you understand to your satisfaction the information provided to you about your participation in this research project, and 2) you agree to participate in the research project. If you do not agree to participate in the study then clicking “I do not agree” will exit you from the questionnaire.

In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from this research project at any time. You should feel free to ask for clarification or new information throughout your participation.

The online survey is being administered by Google Forms. As such, your responses are subject to U.S. laws, including the USA Patriot Act. The risks associated with participation are minimal, however, and similar to those associated with many e-mail programs, such as Hotmail(c) and social utilities spaces, such as Facebook© and Gmail©.

Questions/Concerns

If you have any further questions or want clarification regarding this research and/or your participation, please contact:

David Michael St. Germain
[email address]
OR
Dr. Shelleyann Scott, Associate Dean, Professional and Community Engagement
[mailto address]

If you have any concerns about the way you’ve been treated as a participant, please contact the Research Ethics Analyst, Research Services Office, University of Calgary at (403) 210-9863; email cfreb@ucalgary.ca.

A copy of this consent form has been given to you to keep for your records and reference. The investigator has kept a copy of the consent form.

I have read the above information. If you do not agree and select “I do not agree” you will immediately be exited to the final “Thank you page”. By selecting “I agree” you will be indicating agreement to participate and will advance into the questionnaire questions:

☐ I agree
☐ I do not agree

<<URL>>
Leadership Influence on Expatriate Lecturer Retention

I am....

- currently working as a lecturer in Malaysia.
- a former expatriate lecturer who worked in Malaysia.

To date, my total time working as a lecturer in Malaysia is/was.....

- less than one year.
- one year
- two years
- three years
- four years
- five years
- more than five years

I have....
Significance of Leadership on Work Adjustment

Please rank the following three factors according to their relative importance to your quality of life and overall satisfaction as an expatriate lecturer in Malaysia. (1 for most, 3 for least)

Please comment on specific factors that influenced your ranking.

For each factor, please indicate whether you believe a leader has a high, medium, or low impact on facilitating your successful cross-cultural work adjustment.
Do you believe that academic leaders need to place an emphasis on promoting the successful cross-cultural work adjustment of staff?

- This is highly important
- This is important.
- This is somewhat important.
- This is not important.

Please explain your response.

How important is/was job satisfaction to your decision to renew your contract?

Rate the influence that you believe a leader has on your overall job satisfaction as an expatriate lecturer.

Section 4 of 7

Organizational Climate

How important is a positive organizational climate to your overall satisfaction with your work?
○ Highly important

○ Important

○ Somewhat important

○ Not really important

○ Not important at all
Please rate the following factors’ influence on a positive academic community.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Highly Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to student achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prestige of institution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic performance of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Few discipline problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small class sizes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to resources</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Collegial work environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please comment on how important a positive organizational climate is to your overall happiness and satisfaction with working in a foreign country?

Long answer text

Please rate the impact a leader can have on the following factors.
<table>
<thead>
<tr>
<th></th>
<th>Low Influence</th>
<th>Medium Influence</th>
<th>High Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to student achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prestige of school</td>
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<td>Collegial work environment</td>
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</table>
Do you believe that leaders have a large influence over factors that affect the organizational climate at programs within higher education institutions in Malaysia?

- Yes
- No

Please explain your response.

Long answer text

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Section 5 of 7

Effective Leadership Approaches

When thinking of leadership approaches, you may associate this with leader’s behaviours, actions, or overall leadership style.

Please rate the importance of each of the following. (1 = Not important, 10 = Highly Important)
### Important Factors for Retention

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What leadership approaches do you most appreciate as an expatriate academic?

Long answer text
Please rate the following factors according to their influence on your decision to stay at a school after the completion of an initial contract. (1 = not important, 10 = Highly important)

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<th>Factor</th>
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</table>

Please describe the impact leadership has, relative to other factors, on your decision to remain at an institution after an initial contract.

Long answer text

Section 7 of 7

Final comments and willingness to participate in follow-up interview

Please include any other comments you would like to make with regards to leadership and your experience working as an expatriate lecturer in Malaysia.

Long answer text

Data collection for this study includes both an online questionnaire and semi-structured interviews conducted with willing participants. The interview will take approximately 30 minutes. Willingness to participate does not necessarily mean you will be selected to be interviewed. You are under no obligation to participate in the follow-up interviews.
If you indicated that you are willing to be considered for participation in an online interview, please include your name and email address so arrangements for an online interview can be made if you are selected to participate in the interview.
**Appendix D: Research Question/Questionnaire Matrix (Survey)**

**Explanation of abbreviations used in the Questionnaire Matrix**

*Primary Research Question (PRQ):* How do expatriate lecturers perceive the significance of school leadership, in their decision to renew their teaching contracts?

*Secondary Research Questions:*

**SRQ1:** How important is a positive academic community to expatriate lecturers’ commitment to, and desire to remain in, the programs?

**SRQ2:** What leadership approaches do expatriate lecturers believe to be effective at promoting retention?

**SRQ3:** How do expatriate lecturers at pre-university programs in Malaysia view the significance of leadership, relative to other factors such as host-country and pay, in their decision-making surrounding their teaching contract renewal?

<table>
<thead>
<tr>
<th>Questionnaire Questions</th>
<th>PRQ</th>
<th>SRQ1</th>
<th>SRQ2</th>
<th>SRQ3</th>
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<tbody>
<tr>
<td>I am….</td>
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<tr>
<td>-currently working as an lecturer in Malaysia.</td>
<td>PRQ</td>
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<td>-a former expatriate lecturer who worked in Malaysian</td>
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<td>To date, my total time working as a lecturer in Malaysia is/was…</td>
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<td>-less than one year</td>
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<td>-one year</td>
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<td>-two years</td>
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<td>-three years</td>
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<td>-more than five years</td>
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<td>I have…</td>
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<td>SRQ1</td>
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<tr>
<td>-yet to complete my first contract.</td>
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<tr>
<td>-renewed at least one contract.</td>
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<tr>
<td>-declined to renew after the completion of my first contract.</td>
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<tr>
<td>Please rank the following three factors according to their relative importance to your quality of life and overall satisfaction as an expatriate lecturer in Malaysia. (1 for most, 3 for least)</td>
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<td>- General adjustment</td>
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<td>- Work adjustment</td>
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<td>Questionnaire Questions</td>
<td>Applicable Research Questions</td>
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<tr>
<td>- Interactive adjustment</td>
<td>PRQ</td>
<td>SRQ1</td>
<td>SRQ2</td>
<td>SRQ3</td>
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<tr>
<td>Please comment on specific factors that influenced your ranking.</td>
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<td>SRQ1</td>
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<td>For each factor, please indicate whether you believe a leader has a high, medium or low impact on facilitating your successful work adjustment in a cross-cultural setting.</td>
<td>PRQ</td>
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<tr>
<td>Do you believe that academic leaders need to place an emphasis on promoting the successful cross-cultural work adjustment of staff?</td>
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<td>Please explain your response.</td>
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<tr>
<td>How important is/was job satisfaction to your decision to renew your contract?</td>
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<td>SR1</td>
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<tr>
<td>Rate the influence that you believe a leader has on your overall job satisfaction as an expatriate lecturer.</td>
<td>PRQ</td>
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<tr>
<td>How important is a positive organizational climate to your overall satisfaction with your work?</td>
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<td>SR1</td>
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<tr>
<td>Please rate the following factors’ influence on a positive organizational climate.</td>
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<tr>
<td>- Commitment to student achievement</td>
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<td>- Prestige of institution</td>
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<tr>
<td>- Academic performance of students</td>
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<tr>
<td>- Few discipline problems</td>
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<td>- Small class sizes</td>
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<td>- Collegial work environment</td>
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<tr>
<td>Please comment on how important a organizational climate is to your overall happiness and satisfaction with working in a foreign country?</td>
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<td>Please rate the impact a program director can have on the following factors.</td>
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<td>- Commitment to student achievement</td>
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<td>Academic performance of students</td>
<td>PRQ</td>
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<td>Collegial work environment</td>
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<td>Do you believe that leaders have a large influence over factors that affect the organizational climate at programs within higher education institutions in Malaysia?</td>
<td>PRQ</td>
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<td>Please explain your response</td>
<td>PRQ</td>
<td>SR1</td>
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<td>Please rate the importance of each of the following in relation to your overall job satisfaction as an expatriate lecturer:</td>
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<td>- Induction into host institution and host country</td>
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<td>- Support in transition to new country</td>
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<td>- Support environment for teachers</td>
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<td>- Trust in leadership</td>
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<td>- Recognition of achievement</td>
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<td>- Personal relationship with academic leader</td>
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<tr>
<td>- Leadership style of academic leader</td>
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<tr>
<td>What leadership approaches do you most appreciate as an expatriate academic?</td>
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<td>Please describe the impact leadership has, relative to other factors, on your decision to remain at a school after an initial contract.</td>
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<td>SRQ2</td>
<td>SRQ3</td>
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</tbody>
</table>
Appendix E: Research Question/Questionnaire Matrix (Interviews)

Explanation of abbreviations used in the Questionnaire Matrix

*Primary Research Question (PRQ): How do expatriate lecturers perceive the significance of school leadership, in their decision to renew their teaching contracts?*

*Secondary Research Questions:*

**SRQ1:** How important is a positive organizational climate to expatriate lecturers’ commitment to, and desire to remain in, the programs?

**SRQ2:** What leadership approaches do expatriate lecturers believe to be effective at promoting retention?

**SRQ3:** How do expatriate lecturers at pre-university programs in Malaysia view the significance of leadership, relative to other factors such as host-country and pay, in their decision-making surrounding their teaching contract renewal?

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>PRQ</th>
<th>SRQ1</th>
<th>SRQ2</th>
<th>SRQ3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you tell me about some of the things you believe most significantly impacted your quality of life and enjoyment as an expatriate in Malaysia? Did they generally fall into the category of a) general adjustment, b) interactive adjustment, or c) work adjustment?</td>
<td>PRQ</td>
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<tr>
<td>How important is/was job satisfaction to your decision to renew your contract?</td>
<td>PRQ</td>
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<tr>
<td>How important is a leader to your overall job satisfaction and did/does leadership play a large role in your contract renewal decision?</td>
<td>PRQ</td>
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<tr>
<td>Do you feel that the role of academic leader has a large influence facilitating the cross-cultural adjustment of expatriate academics?</td>
<td>PRQ</td>
<td></td>
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<tr>
<td>Do you consider a positive organizational climate to be one of the most important factors when considering renewing a contract?</td>
<td>PRQ</td>
<td>SRQ1</td>
<td></td>
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<tr>
<td>What factors do you believe create a positive organizational climate?</td>
<td></td>
<td>SRQ1</td>
<td>SRQ2</td>
<td></td>
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<tr>
<td>Interview Questions</td>
<td>Applicable Research Questions</td>
<td></td>
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<tr>
<td>What are some of the unique challenges that face expatriate lecturers?</td>
<td>SRQ2</td>
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<tr>
<td>What leadership approaches do you most appreciate to help you deal these challenges?</td>
<td>SRQ2</td>
<td></td>
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<tr>
<td>What can a leader do to promote your general, interaction, and/or work adjustment?</td>
<td>SRQ2</td>
<td></td>
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<tr>
<td>How can a leader influence the work environment?</td>
<td>SRQ1 SRQ2</td>
<td></td>
<td></td>
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<tr>
<td>What would you say are the most important factors that influence your decision to stay at a school? How does the importance of academic leader compare to these as far as importance?</td>
<td>PRQ1 SRQ3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>What factors outside of work have/had an influence on your overall satisfaction in Malaysia?</td>
<td>SRQ3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you believe these factors are as important as work related factors when considering contract renewal?</td>
<td>SRQ2 SRQ3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>What things do you believe can by leaders at educational institutions to smooth the transition for expatriate lecturers when they come to Malaysia?</td>
<td>SRQ2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Is there anything else you would like to add relating to leadership and your overall satisfaction as an expatriate lecturer in Malaysia?</td>
<td>PRQ1</td>
<td></td>
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</tbody>
</table>
Appendix F: Interview Recruitment Letter and Consent Form

Informed Consent for a Skype Interview

Name of Researcher, Faculty, Department, Telephone & Email:
David Michael St Germain
Doctoral Candidate Doctor of Education
Post-Secondary Leadership
Werklund School of Education
University of Calgary Graduate Phone: [phone #]
Email: [email address]

Supervisor: Dr. Shelleyann Scott, Professor, Leadership, Policy & Governance
Title of Project: Leadership Impact on Lecturer Retention at University Preparation Programs in Malaysia
Sponsor: N/A

This consent form, a copy of which has been given to you, is only part of the process of informed consent. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study.

Purpose of the Study

In order to meet the demands of students and offer top quality programs taught by highly qualified staff, higher education institutions often need to employ expatriate lecturers. Staffing university preparation programs with expatriate lecturers is a costly and time-consuming activities for the leaders of these programs. The purpose of this study is to seek to understand the importance of leadership and organizational climate among the possible factors that may
influence expatriate lecturers to either renew their contract or depart. The research objective is to provide the leaders of such programs with insights to help them mitigate the challenges expatriate lecturers face and develop a supportive environment that encourages longer-term commitment of lecturers to an institution beyond an initial contract.

You have been chosen to participate in this study because you are either a current or former expatriate lecturer of a higher education institution in Malaysia that offers university preparation programs.

I invite you to consider participating in this phase of the research study as outlined below to share your experiences and insights from your time working as an expatriate lecturer in Malaysia.

**What Will I Be Asked To Do?**

As a voluntary participant in the second phase of this research, you are invited to participate in a Skype interview which is focused on discussing your experiences as an expatriate lecturer in Malaysia your perceptions of the importance of leadership and academic community on your contract renewal decision. The purpose of the interview is to provide lecturers the opportunity to have their say about factors that influenced their decision to re-sign for a further contract or to decline to renew their contract. The Skype interview will be semi-structured but you may also be asked additional questions as follow-ups depending on your responses. The Skype interview is expected to take 30-60 minutes, and will take place at an agreed upon time during December, 2017 – March, 2018. If you agree, your interview will be audio recorded, and will be stored as digital files on computer that will be used for data storage and processing in this study. Once the study is completed the raw data will be stored on an external device for two years, after which time the data will be deleted.

Participation in the interview phase is completely voluntary. You may refuse to participate in the study altogether or may withdraw from the study at any time without penalty. Should you agree to participate initially in the interview, but subsequently choose to withdraw; the data collected in the completed interview will be deleted provided it has not gone through the data analysis phase, which is projected to start in March, 2018.

**What Type of Personal Information Will Be Collected?**

While participant email and Skype ID are required to contact participants, no personal identifying information will be collected in the interview phase for the purpose of the study. Participants’ identities will be masked and shall remain anonymous and your data will be identified only with a pseudonym.

Should you agree to participate in this study, you will be asked to provide demographic information such as: your gender, age range, length of time working as an expatriate lecturer in Malaysia, and whether you are a current or former lecturer, and your current qualification level.
With your consent, your Skype interview will be audio recorded and stored as a digital file on computer for later transcription. Only the researcher and research supervisor will have access to the data you provide in the interview. Any published or presented research findings will be a summary of the overall findings of the group or anonymized using pseudonyms and will not be traceable back to any individual.

**Are there Risks or Benefits if I Participate?**

This is an independent study conducted by a doctoral candidate in the Werklund School of Education, Graduate Division of Educational Research (GDER) at the University of Calgary and is for research purposes only. There have been no risks identified as likely for participants in this study.

**What Happens to the Information I Provide?**

Your participation is voluntary, and the information you provide in this interview is completely confidential and will be kept anonymous. You are free to discontinue participation at any time during the study without any repercussions. The researcher and supervisor are the only people to have access to any data you provide. Research data will be backed up on a continuous basis and will be stored for two years on a backup device, at which time it will be deleted. Additionally, in general only summarized information of the group of participants will be published or presented or in the case of individual references, and pseudonyms will be used to ensure anonymity.

**Consent**

Your consent on this form indicates that 1) you understand to your satisfaction the information provided to you about your participation in this research project, and 2) you agree to participate in the research project.

In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from this research project at any time. You should feel free to ask for clarification or new information throughout your participation.

Participant’s Name: ________________________________

Please underline your choice below.

I consent to participate in the Skype interview:  Yes  No

Date: ______________

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Questions/Concerns

If you have any further questions or want clarification regarding this research and/or your participation, please contact:

David Michael St. Germain  
[ thyroid address] 

OR 

Dr. Shelleyann Scott  
Professor, Leadership, Policy & Governance  
[ thyroid address] 

If you have any concerns about the way you’ve been treated as a participant, please contact the Research Ethics Analyst, Research Services Office, University of Calgary at (403) 220-4283 / (403) 220-6289; email cfreb@ucalgary.ca.

A copy of this consent form has been given to you to keep for your records and reference. The investigator has kept a copy of the consent form.
Appendix G: Follow-up Semi-structured Interview

Part One
Adjustment and Satisfaction

1. Can you tell me about some of the things you believe most significantly impacted your quality of life and enjoyment as an expatriate in Malaysia? Did they generally fall into the category of general adjustment, interactive adjustment, or work adjustment?
   a. General adjustment involves coping with living in a foreign country.
   b. Interactive adjustment involves establishing relationships with locals.
   c. Work adjustment involves the way you perform at work and fit in at the workplace.

2. How important is/was job satisfaction to your decision to renew your contract?

3. How important is a leader to your overall job satisfaction and did/does leadership play a large role in your contract renewal decision?

4. Do you feel that the role of academic leader has a large influence facilitating the cross-cultural adjustment of expatriate academics?

Part Two
Organizational Climate

Organizational climate is defined as a set of measurable properties of the work environment, perceived directly or indirectly by the people who live and work in the environment, and assumed to influence their motivation and behaviours.

5. Do you consider a positive organizational climate to be one of the most important factors when considering renewing a contract?

6. What factors do you believe create a positive organizational climate?

7. Do you believe the leader has a large influence on shaping these factors?

Part Three
Effective Leadership Approaches

When thinking of leadership approaches, you may associate this with leaders’ behaviours, actions, or overall leadership style.

8. What are some of the unique challenges that face expatriate lecturers?

9. What leadership approaches do you most appreciate to help you deal these challenges?

10. What can a leader do to promote your general, interactive, and/or work adjustment?
11. How can a leader influence the work environment?

Part Four
Important Work-Related Factors for Retention

12. What would you say are the most important factors that influence your decision to stay at a school? How does the importance of academic leader compare to these as far as importance?

Part Five
Quality of Life

13. What factors outside of work have/had an influence on your overall satisfaction in Malaysia?
14. Do you believe these factors are as important as work related factors when considering contract renewal?
15. What things do you believe can by leaders at educational institutions to smooth the transition for expatriate lecturers when they come to Malaysia?

Part Six
Closing Comments

16. Is there anything else you would like to add relating to leadership and your overall satisfaction as an expatriate lecturer in Malaysia?