INTRODUCTION

Academic expatriation is an age old phenomenon. University scholars have travelled far and wide across the globe since medieval times. Experiences of academic expatriates are different from academics employed in their home countries as the former are prone to cognitive overload in a foreign work environment due to cultural differences and missed comforts of home.

The reasons for expatriation in university teachers are directly related to their work outcomes and job satisfaction. Those driven by 'explorer motivation' experience greater job satisfaction as they tend to value the cross cultural interactions and thus progress smoothly through work adjustments. On the other hand, academic expatriates who are isolated from host culture usually operate as 'tightrope walkers', being avidly conscious of the risks of expatriation and precariousness of their job situation. Lucrative benefits that improve an expatriate's lifestyle are the defining factors in individualized experiences of the academic expatriates. This compels most of them to stick to their positions irrespective of organizational climate and culture.

A large number of academic expatriates are employed at universities in Saudi Arabia. The kingdom witnessed enormous development in the
higher educational sector with phenomenal physical expansion of universities incorporating a large number of expatriate faculty. In recent years, the country’s Saudization program has picked momentum. It requires measures to reverse and minimize reliance on expatriates, which subsequently reduced the number of new expatriate employments and affected several job aspects of existing expatriate employees, mainly hired in the oil-boom years. The purpose of this research was to explore the experiences of expatriate university teachers at a health science university in Saudi Arabia.

METHODOLOGY

The study had a basic qualitative descriptive design. Ethical approval was granted by the IRB in King Saud Bin Abdulaziz University for Health Sciences (IRBC/1538/19). Snowball sampling was used to recruit participants from different colleges in university (X). Thematic saturation was attained after thirteen interviews. In-depth face to face interviews were conducted in 2019 from 12 September to 20 October, using semi structured open ended questionnaire, following informed consent. The interviewees were informed about the project beforehand, and rapport was established before and during the interviews. They were approached with an open and curious attitude and genuine interest was expressed in their point of view. Interview lasted from 30-45 minutes. Interviews were conducted by NB at venue selected by the participants, audio taped and transcribed verbatim. NB maintained reflexive journal for bracketing. Member checking occurred with the interviewees. Transcribed Interviews were allocated numbers. Participant identities were concealed and pseudonyms were used in data reporting.

For data analysis, accuracy of the transcripts was matched to the audio recordings. The inductive approach proposed by Graneheim and Lundman (2004) was employed for manually analyzing the data, which comprises of four stages. Coding was done by NB and HAN. At stage one, evident experiences of the participants, particularly related to academic expatriation were found. This was done by thoroughly reading the transcripts several times (body of text). At stage two, significant similar statements that comprised of words, phrases, sentences and clauses were highlighted and selected (meaning unit). In the third stage of data analysis, categorization and summarization of the significant statements took place (condensed meaning unit). In the final stage, the summarized content was conceptualized to yield themes and subthemes (coded units).

The standards of credibility, dependability, transferability and confirmability proposed by Lincoln and Guba (1985) were applied for trustworthiness and rigor. For credibility of the results, the content underlying each one of the three themes was compared and cross checked with the feedback of the interviewees. To establish dependability, the researchers underwent mutual inspection and discussion, in pursuit of meaning and relevancy along with two qualitative study design experts until a joint agreement on conclusion was reached. To account for transferability, in-depth and rich description was provided. Confirmability was attained by an audit trail conducted on the exploratory process and initial raw data.

RESULTS

All participants were non-westerners, full time PhD faculty members with (mean age 48±9.1 years). Ten out of thirteen participants were non-Arabic speakers. Eight participants were female and five were male. Sample comprised of two associate professors and eleven assistant professors. Participant’s job duration in the kingdom was within four to thirteen years.

Data analysis resulted in three themes namely ‘conscious venture’, ‘spirit at work’ and ‘coping strategies’. Each theme had 2-3 subthemes (Table-I). Each subtheme was populated with 14-23 statements.


Conscious venture:
The first theme was ‘conscious venture’ with two subthemes, ‘work adjustments’ and ‘cost of expatriation’. The participants described struggles made to adapt into a foreign work environment. ‘Work adjustments’ required acquisition of skills in order to integrate effectively into the new system. Efforts were spared to embrace socio-cultural diversity. Participants spoke of their struggles

| Themes          | Subthemes              |
|-----------------|------------------------|
| Conscious Venture| Work adjustments  |
|                 | Cost of expatriation   |
| Spirit At Work  | Job insecurity        |
|                 | Organizational climate |
|                 | Strategic disengagement|
| Coping Strategies| Purposeful bonds   |
|                 | Contingency plan       |
to overcome the language barriers, whilst other
relayed on their pleasant learning experiences in a
multicultural work environment.

‘It’s not the course content but the classroom
interactions, which are different. Most Saudi students
have impeccable memorizing skills. Once I grasped how
they learned, I had to revise my teaching techniques. It
was initially difficult, but worth the efforts.’ (sharehan)

‘I realized that these students learn differently and are
accustomed to a different kind of learning environment.
I started working on it, my class performance noticeably
improved’ (Judy)

‘I eventually grasped that written communication
skills are vital in order to not get lost in translation. I
learned that the hard way, but good that I did’ (Sarah)

‘I am totally lost at some faculty meetings when the
conversation breaks into pure Arabic.’ (Kim)

‘Sometimes I feel sad when I see my advisers struggling
to find the right words in English…. I try to improve my
Arabic vocabulary to overcome such barriers.’ (Tania)

‘Interactions with people from different backgrounds
allow you to learn a lot. The different perspectives…
problem solving skills…different approaches, all is very interesting and very different… you can
explore like an adventurer who roams across different
destinations.’ (Stan)

The study participants endured the ‘cost of expatriation’ and shared their experiences in context
of how it affected their lives, families, relationships as well as career prospects at home.

‘I sent both my sons to stay with my parents. Yes, it
is hard! Expatriate children don’t have university
education opportunities in Saudi Arabia….. My kids
have a good education and I have better social entitlement
in my family now as I am in a position to lend support to
them, all thanks to this job.’ (Samah)

‘I sent my daughters back with their mother, very
tough times ever since. The girls always say they need
me with them there. But it’s for the greater good for us
all.’ (James)

‘I get blamed for all that came my way because I
chose this job abroad and moved with my young sons, it
was the beginning of a strained relationship with my
husband (employed back home), who was so thrilled and
supportive initially.’ (Sahar)

‘I could not take care of my father in his last days; I
could not even make it in time in his last hours.’ (Sam)

‘I am way past the age limit for applying for a
pensionable government position in xxxx [country]. No
more opportunities for me there.’ (Jack)

**Spirit at work:**
The second main theme was ‘spirit at work’. The
participants spoke of several factors that
affected their ‘spirit at work’ in relation to the
‘job insecurity’ and ‘organizational climate’. The
participants reiterated that they were worried by
the prospect of losing their jobs any time. This
often led to fierce competition. They went the extra
mile to please their bosses.

‘I feel like hanging by the thread sometimes. I push
myself at work to perform better, no matter what my
personal battles are. We are driven by a constant urge
to shine in front of our bosses and it gets exhausting.’ (Kim)

‘You cannot afford to perform poorly….. You have
already left several opportunities behind.’ (Tania)

‘We never lose sight of the shark in the tank, the job
insecurity is real. Although it gets stressful at times,
but it also propels you towards hard work in order to
survive, there is a visible struggle among expats trying
constantly to prove their efficiency.’ (Stan)

Speaking of the organizational climate, notions
of discrimination, incivility and perceived injustice
were hinted in the dialogues of the participants,
who expressed that it affected their commitment
and performance.

‘It’s the color of your passport that defines your salary.
One day I discovered that two expatriate lecturers earn a
lot more than me [assistant professor]. I sense a shift in
my motivation level ever since’. (Henry)

‘You may sometimes encounter covert incivility,
superiority complex and racial friction from other
expats. It may take quite some time before you feel
accepted.’ (Samah)

‘Foreign qualified Saudi returnee scholars often say
that their due positions are occupied by ‘others’, and to
be frank, it is indeed the case. Not all, but a select few,
consider themselves indispensable and more entitled for
all perks and benefits.’ (Sahar)

‘The mindset that you can pay to get the service still
exists, especially towards people originating from the
subcontinent.’ (Andrew)

‘The administration makes visible efforts that we
do not feel discriminated at any point; they go several
lengths to be fair, supportive and motivating. Sometimes
it gets very obvious that it’s not easy for them. I would
rather back down from a conflict point than be in such a
situation. All of it eventually gets to you.’ (Judy)

**Coping strategies:**
The third main theme was ‘coping strategies’ with
three subthemes namely, ‘strategic disengagement’,
‘purposeful bonds’ and ‘contingency plan’. The
participants relayed on that they occasionally allow
themselves to temporarily withdraw, in order to
revitalize and boost their momentum.

‘I just need a trip to xxxx [home country] when it
gets overwhelming. Truth is that, on most return trips, I

Experiences of expatriate university teachers in Saudi Arabia
The purpose of this study was to explore foreign experience when you still can! in order to not fall flat on your face. You need to cash your tax cuts. But, you need to prepare an alternative plan, in case you have a highly paid and prestigious job and you are able to save a large chunk from your salary without brulating tax cuts. As a university faculty member in Saudi Arabia, you international experience is an added bonus. Now I came here on Foreign Service leaves and they maintain strong ties with helpful contact persons at home. For them, it was not entirely a delightful situation. Pursuit of financial gains and stability through expatriation often causes regrets and dissatisfaction in academics as they eventually get tied to the ‘golden handcuffs’, which are not easily shaken off.4

The second theme was ‘spirit at work’ based on how the participants experienced job insecurity and organizational climate. Most of them were practically haunted by the prospects of relocating after losing their jobs. It propelled them to work harder and outshine others in efficient conduct, leading to mental exhaustion and cognitive overload. Such career risks drain energy in academic expatriates.10 In terms of organizational climate, some participants felt belittled because of their country of origin. Extant literature endorses that job positions and benefits are often linked with organized expatriate academics.12 The participants expressed that they knowingly paid the price for expatriation because of the associated benefits. They handled their personal battles whilst consciously reminding themselves of the greater good. They risked ties with close family members and career prospects at home. For them, it was not entirely a delightful situation. Pursuit of financial gains and stability through expatriation often causes regrets and dissatisfaction in academics as they eventually get tied to the ‘golden handcuffs’, which are not easily shaken off.4

DISCUSSION

The purpose of this study was to explore experiences of expatriate university faculty in Saudi Arabia. The three main themes following data analysis were ‘conscious venture’, ‘spirit at work’ and ‘coping strategies’.

The participants described that they were mindful of the efforts required to adjust in a foreign work environment with socio-cultural and linguistic barriers. Job adjustment required acquisition of techniques which complied with the learning process of the local students. Adaptations to local context and transforming current practice is necessary for even formerly acclaimed skilled expatriate academic.10 Academic expatriates are thus more attuned to cultural differences by gaining valuable insights into new teaching practices and processes.11 Socio-cultural diversity enticed some participants whereas others felt challenged by language barriers after being perplexed at meetings with students and faculty. They focused on ways to overcome such barriers e.g. improving Arabic vocabulary, preferring written communications etc. This demonstrates mental resilience, patience and congeniality, which are frequently noted traits in expatriate academics.10,12 The participants expressed that they knowingly paid the price for expatriation because of the associated benefits. They handled their personal battles whilst consciously reminding themselves of the greater good. They risked ties with close family members and career prospects at home. For them, it was not entirely a delightful situation. Pursuit of financial gains and stability through expatriation often causes regrets and dissatisfaction in academics as they eventually get tied to the ‘golden handcuffs’, which are not easily shaken off.4

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Experiences of expatriate university teachers in Saudi Arabia

Esteem, emotional steadiness and internal locus of control, which are predictive of job satisfaction and performance in academic expatriates. The third theme was ‘coping strategies’ that allowed us to delve into the inconspicuous defensive measures strategically taken up by academic expatriates in attempts to self-sustain and thrive. The study participants often used mental and practical strategies of disengagement from workplace. They expressed that they allowed themselves to get attached to their students who were a bigger source of joy and contentment for them than the work environment. They valued their interactions with the students and basked in essence of being true to their profession. This phenomenon is often observed in expatriate teachers who cherish their commitment to the students more than the organization itself, by vehemently supporting their growth and learning. Strategic disengagement also involved escaping into an environment that allowed them to revitalize and motivate themselves, which sometimes meant tending to long term career prospects or a visit to their homelands, the latter being a coping strategy frequented by expatriates. The study participants maintained purposeful social ties in order to gain necessary and timely information as well as support in their work place. This is in line with a previous study showing that academic expatriates strategically formed friendships with other expatriates as well as host nationals to proficiently encounter difficulties and hurdles. They were also mentally prepared for a fresh start. They weighed their options, tested waters for future prospects and counted their benefits as an expatriate (e.g. international experience) in attempts to assuage notions of insecurity. The study participants expressed hope that their international experience and job contacts will be fruitful in future job pursuits. Extant literature shows similar concerns from academic expatriates on perceived value of international experience as they kept their eyes open for new opportunities.

Limitations of the study: It is a single institute study and excludes western expatriate faculty members. Data source triangulation is recommended for future studies.

CONCLUSION

This article offers an insight into the conscious ventures of expatriate faculty members primarily comprising of adjustments to a set of different job expectations and adaptations within a unique socio-cultural context. Diverse factors affected their job spirit. They employed strategies to overcome hurdles and secure their academic career.

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