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## **Organizational commitment expatriates**

### **-Case of university teachers-**

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### **Abstract**

The objective of this research is the analysis of the process of building organizational commitment expatriates university teachers. Thus, based on a qualitative analysis, 45 interviews were developed with expats in France university teachers, USA, Canada, Bahrain and other countries. Exploring the commitment of expatriate academics is made through a contextualist analysis. This allowed us to identify the different contextual factors (internal & external) and their influence on the process of evolution and construct organizational commitment expatriate teachers.

**Keywords:** Organizational Commitment, expatriation, university teachers.

## **Introduction**

The increasing flexibility of the labor world profoundly modifies the relationships within organizations, between employees, employers and their work. The self-organization relationship is certainly at the center of these changes. Thus, organizations are experiencing more than ever the need for employees who "agree to play the game in a very strong commitment, an investment in the company besides" (Ghiulamila, 2008, p 48). For their part, employees who are more and more skilled, informed, demanding and searching for meaning, do their commitment in terms of working conditions and / or risks.

The education sector, especially universities, is not the exception. Indeed, with the emergence of the knowledge economy, the university seeks attracting and retaining the best teachers. This gives it the ability to provide an excellent level of education, to improve the level of education of its students and thus have a genuine position in the educational sector (especially in the case of private university). For this, the university recruits the best candidates and does not hesitate to call on foreign teachers. The management commitment will be a necessity in case of presence of foreign teachers. The university must also take into account cultural differences in its team. Add to this, the high intellectual level of university teachers makes this management more difficult.

Organizational commitment is thus, in this new context of international competition, crisis and massive mobility of skills, an important tool for mobilizing employees in particular expatriates.

This research aims at enriching the scientific literature on organizational commitment expatriates university teachers. It will enable us to answer our research question: *How to build organizational commitment expatriates in a relational dynamic university teachers?*

### **1. Organizational commitment: multidimensional concept**

The literature on the concept of commitment at work is particularly characterized by the abundance and diversity of definitions. As defined in many ways over the years, the commitment "escapes again and again to any comprehensive definition and unanimous" (Morin & Audebrand, 2003, p 1). However, it should be noted that this conceptual diversity is due, on one hand, to the multifaceted nature of organizational commitment (Morrow, 1993; Randall & Cote, 1991, Cohen, 2009) and, on the other hand, to divergence of approaches and disciplines that have attempted to identify and define the concept (Meyer & al., 1990).

Between 1960 and 1990, three major schools of thought had dominated the literature on organizational commitment as a uni-dimensional concept. One can include the famous swinger current Becker who considers engagement as: "commitment comes into being when a person, by making a side bet, links extraneous with a consistent line of activity" (Becker, 1960, p 32).

Thereafter, another theory attempted at approaching and defining the concept of commitment or emotional or psychological approach Mowday, Steers & Porter (1979) for which the commitment is "the

relative strength of individual's identification with and involvement in a particular organization"(Mowday & al., 1979, p 226).

After the moral approach Winer (1982) defines engagement as:"the totality of normative pressures to act in a way which meets organizational goals and interests" (p 471), "they believe it is the "right" and moral thing to do" (p 421).

In 1984, Allen and Meyer introduced a two-dimensional model of the commitment, in turn substituted by a three-dimensional model in 1990. This three-dimensional model fills the lack of consensus on the definition of organizational commitment. It then integrates the different approaches to engagement as it encompasses unidimensional approaches mentioned above. The three-dimensional Allen and Meyer (1991) approach is seen as one of the most comprehensive approaches used to date. Thus, Allen and Meyer (1990) defined affective commitment as an "emotional attachment to the organization such that the strongly committed individual identifies with, is involved in, and enjoys membership in, the organization" (p 2). Continuance commitment is based on "the individual's recognition of the costs (or lost side bets) associated with discontinuing the activity" (Allen & Meyer, 1990, p 33). Normative commitment, however, is not included in Morrow's (1993) work commitment conceptualization, one of the foundational premises of the present study, and was thus excluded from it.

Researches on commitment continue to take flight; thus, the early 1990s are the various researches that attempt at addressing and

defining engagement in new ways. Thus, some define it as a component of motivation while others consider that the undertaking is a process that evolves over time (Cohen, 2007-2009).

## **2. Organizational commitment expatriate university teachers: a contextualist-communicational analysis**

Organizational commitment expatriate teachers are a process that undergoes changes, developments and changes depending on the interaction with different contexts. In this sense, it is necessary to take into account the different internal and external contexts in the analysis of organizational commitment. Thus, we appeal to the contextualist approach in the context of this research. Indeed, "the specificity of the contextualist approach is to seek understanding the contextual factors in their influence on the observed phenomena" (Brouwers & al., 1997, p 28). Thus, applying to our subject, the contextualist approach is a great contribution in the analysis of situations of change, development and construction of the commitment of expatriate teachers. We can cite three main contributions of the use of the contextualist approach for our research:

- ***A methodological contribution:*** the opportunity to take into account the variety of different contexts (internal and external) and to take into account the specificities of these different contexts.
- ***An epistemological contribution:*** this approach is part of a moderate constructivist epistemology (interpretivism).

- A *sense-making* contribution: organizational commitment expatriate teachers are a continuous, iterative process by which content evolves in a particular context, through a process where power games predominate among actors with conflicting interests. This contingent view of the different contexts and actors allows us to best approximate reality and to make sense of a situation that initially did not (Caron-Fason, 2001), a meaning of commitment of teachers academics.

The use of contextualist analysis will also allow us to consider all the interactions between the different actors and the university, as they are likely to influence or interfere with processing or building commitment through the integration of a communicative approach to Palo Alto.

### **3. Data collection and conduct of research**

The choice of qualitative methodology is justified by the epistemological and research strategy positioning. The qualitative research manipulates qualitative data handling, and we conducted semi-structured interviews with 45 expatriate university teachers of all nationalities. Another series of interviews was conducted with local teachers and with the students. The purpose of these interviews is to identify the characteristics of the internal context of the university as well as the interactions with the various stakeholders of the context of the university.

The interviews were conducted between February 2011 and November 2012. Most interviews are in English, given the international nature of our study. This could lead to some "self-

selection" of teachers most involved in the internationalization of higher education. Teachers who do not practice any English were in fact excluded from the survey. It should be noted, however, that some interviews were conducted in France in the French language.

The interviews with expatriate academics in different countries have been conducted, in most cases, by *Skype*, or in some cases, by telephone or face to face. They were recorded by a tape recorder and / or sound recording software. The body was later transcribed and it has been a thematic content analysis using the *Nvivo* software(version 9.0).

#### **4. The sample**

In our research, the constitution of the sample was done according to a number of criteria related to the subject of the research. These criteria are mainly made to answer our research question. These features include:

***The degree and the job:*** A university teacher as part of our sample must hold a doctoral degree in the subject taught. Education is the main activity; the research is done in parallel.

***The length or duration of expatriation:*** we chose those with a minimum of one year and maximum of ten years at the time the data were collected, not to be confused with the emigrants who emigrate on a permanent basis.

***The decision of expatriation:*** must be made independently and not as a result of academic exchange between universities. According to the literature review, the expatriation decision has great influence on organizational commitment expatriate. This criterion is important in the choice of our research population.

***The choice of country:*** an important criterion in the definition of the sample given the fact that the object of research is the process of building organizational commitment expatriate teachers in a relational dynamic. In the literature review, we argued that the culture of the host country plays a significant role in the cultural adaptation of the expatriate teacher and, therefore, its organizational commitment. Thus, the choice of several host countries will have more depth and richness in the results. After a first round of interviews, five countries were selected: France, United States of America, England, Canada and the Kingdom of Bahrain.

Finally, we have a total of 66 interviews over a period spanning between February 2011 and November 2012, including 45 interviews with expatriate university teachers, 1 interview with HR manager and international recruitment, 10 students and 10 local teachers. The table below shows the distribution of the number of expatriate teachers who are interviewed per country. The number of respondents is set by the saturation.



**Table 1:** Distribution of number of interviews per country of expatriation

Host country (expatriation)	Number of interviews
France	11
USA & Canada	8
UK	6
The Kingdom of Bahrain	13
Others <sup>1</sup>	7
Total	45

Our final sample has a wide range of nationalities, marital as well as men and women situation. Our sample consists of 15 female teachers and 30 male teachers.

**Table 2:** Distribution of sex

	Sexe = F	Sexe = M
Individu	15	30

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<sup>1</sup>Finland, Denmark, Pakistan, Israel, Burkina Faso, Kazakhstan and Turkey.

## **5. Results: The process of building organizational commitment expatriate university teachers: a contextualist analysis**

The majority of participants in this research refer to social events and social interaction with others, usually family members, to contextualize their decision expatriation and commitment to their university. Thus, the context plays a very important role in decision-making and motivations of expatriation.

### **5.1. The external context**

The external environment of the institution of higher education, such as the international academic market, the culture of the host country and the personal characteristics of the expatriate teacher, seems to have an influence on the organizational commitment of teachers.

Indeed, the absence or abundance of opportunities in the international market will have a direct influence on organizational commitment of expatriate teachers, including ongoing commitment (*"it is not easy to leave university without any other offer in perspective ", " I'm ready to leave college for a better offer"*). Although universities now offer to expatriates a good working conditions which *"teacher expatriate cannot remain indifferent"* (DRH- UoB) (*including scientific research, wages ...*) teachers are expatriates still not satisfied to the extent that they do not hide their wish to change universities for a better offer.

The link between the commitment of teachers and the external environment of the university is now established, mainly in the case of expatriation experience. Indeed, the culture of the host country influences the adaptation of the teacher, the success or failure of the expatriation experience and the development of certain dimensions of engagement to the university.

Based on the remarks made by the interviewed expatriate university teachers, we could make the interpretation of the influence of the context of the host on the commitment of university teacher's expatriate country.

#### **5.1.1. Country and Host University**

Culture of the country and of the host university plays an important role in the process of building the commitment of expatriate university teachers.

##### **5.1.1.1. The United States and Canada**

The 8/45 expatriate teachers, in the U.S.A and Canada, suggest that these countries are cosmopolitan and multicultural countries. A factor that promotes the adaptation and integration of the expatriate: *"it is easy to adapt with American culture"*, *"it is a great country"*.

People accept cultural differences: *"this is a country that fits to your traditions, not like in Europe"*. According to these scholars, these two countries are home to the best universities and research centers in the world. *"I think York University in Canada is the best place in the world where people dream to work and to*

*makeresearch", "in Harvard, we have better conditions of work, research and teaching ", "it is a financial opportunity in the U.S.,and theyare offered good wages".*

Surveyed teachers report that their universities are making every effort to keep the best teachers and develop their commitment and organizational commitment. Recognizing that teachers are highly mobile, universities provide them with the best working conditions. They continue to encourage and support their projects and researches as well as the installation and integration term:" *university helps to have the green card which facilitates the administrative procedures of all kinds "; "we all have the means to carry out our research (...) We participate in seminars around the world", " I have great freedom of action, which allows me to advance in my career", "the university tries to keep me happy".*

#### **5.1.1.2. France**

Although France has a problem of final departure of its skills, especially university teachers, it has always been a privileged university teacher's destination from the Maghreb, Africa, Europe and Lebanon. Indeed, France remains an attractive country for 11 expatriate teachers who live and work for various reasons.

First, geographical and cultural proximity to the northern countries of Africa and Europe: *"I wanted a geographically nearby UK place because my parents were sick and elderly. A nearby place would allow me to go back quickly"; "I wanted to stay in Europe, close to Germany".* Hatem, MedHedi, Sabri (Tunisians) and Akram (Lebanese) state that control language also plays an important and

sometimes decisive role in the choice of the country of expatriation  
*" to consider the language is much more easy to go to France and the United States ", " for me, France was a known territory ", " we know the French traditions and culture, we are more at ease in France than elsewhere".*

Then, comparing the level of French universities to universities in countries of origin, French universities have substantial resources for researches even if it falls short of efforts by other countries such as the United States: *"France is a developed country where universities are well equipped to do research and teach ", " working conditions in France are much better than those in Lebanon".*

However, France remains for them a country where it is almost impossible for foreigners to have positions of leadership *"for France, the hardest thing is that the management of academic institutions are very Franco- French. As a foreigner, you are not allowed to reach a level where you can change the progression of things. You are still sidelined. It is true that some are nice and friendly, but in the end, it feels a little gap, it is still foreign".*

The latter's declaring that their commitment to French universities depends on several factors, namely the presence of a best offer and opportunity elsewhere. They entrust us that France is for them a step in the career and a starting point for a better opportunity, *"teaching at a university in Paris is good for my CV"; " my work in this university is just a springboard for a better opportunity. The next step is maybe Canada or the USA".*

### 5.1.1.3. Britain

England and the English universities are, for teachers, a privileged destination in Europe: *"The University of Manchester is the best (...) who would not want to belong to this university"*. England has for these many advantages starting with its proximity and quality of its teaching and research level: *" the United Kingdom and in particular my university offers me a lot of resources that allow me to do my research. The task was not easy with the resources that exist in Pakistan", "There is more freedom, and the work is flexible"*.

Interviewed teachers mentioned their satisfaction with working conditions in British universities. They entrust us with their level of commitment to their universities: *"I feel good and I prefer to stay here. I am proud to belong to Manchester, nobody will leave this university ", " I love life and my work here is difficult to drop everything and go", " stay in this university is mainly a desire a desire to be part of this university , group work and research"*. However, they state that universities do not seek developing their organizational commitment: *"They do not try to hold you. They allow you the choice to stay or leave. There is a high turnover and they have no problem with that; on the contrary, I think that they perceive it as normal"*, for them, *"there is no attachment or commitment even local teachers", "a good teacher - researcher has to keep moving, nobody is trying to hold you"*.

#### 5.1.1.4. Bahrain

About the 13 expatriate teachers working at the UoB confirm that this great institution provides working conditions and favorable research. Most of them do say that they feel a strong sense of connection to the university and they perceive themselves as members of this organization: *"I worked for 7 years at the university (...) I have a connection with this place (....) I am part of this organization"*.

However, some entrust us that they suffer from a great injustice comparing to their local colleagues. This inequality is manifested by overwork expatriate teachers in relation to the premises. Expatriate teachers are brought under the terms of the contract to work 40 hours per week with much purely administrative (different commissions, mentoring students, monitoring student enrollment, preparation of meetings etc....). As for local teachers, they provide their first course and make some administrative tasks, *"the foreign teacher usually has a high workload compared to the local teacher (...) in the contract you sign with university (...) there is a clause which states that the number of hours per week is approximately 40 hours. Yet his due is 4 subjects (12 hours)"*.

Injustice is also manifested in the granting of premiums research and training that are generally offered first to local, *"they have the right to go to seminars before us and participate in seminars abroad while we foreigners (....) We often hear of budget problem (....) the budget for them is of higher priority because they are in their own country"*.

In the long term, these injustices caused according to the majority of interviewed expatriate teachers some kind of motivation and disengagement. A situation leads sometimes to voluntary quits "*we have departures (...) I do not have the exact figures, but these departures are not many. Each one has his or her own constraints and obligations but we are pushing any of them to do so*" (HR manager).

#### 5.1.1.5. Other countries

During the data collection phase, we could meet expatriates in countries that were not included in the initial list. This allowed us to deepen the results for the expatriation country and its influence on organizational commitment.

**Table 8:** Distribution of countries of origin of expatriate teachers - Other countries of expatriation

	Other countries
Tunisia (1)	Finland
USA (1)	Denmark
Tunisia (1)	Turkey
USA (1)	Pakistan
USA (1)	Israel
USA (1)	Kazakhstan
Tunisia (1)	Burkina Faso



According to interviewees, Finland and Denmark are among the countries where we could live very happily"*in Denmark, people are casual; they are not stressed out as in the USA. With little money, it is possible to lead a comfortable life in a high level; the majority of people have their apartments. They go on vacation and spend more time with their families*". Several indicators measure quality of life (here called happiness) including quality of life, education and employment. Denmark mobilizes political support, employment and education. Leave his university from another country is not an option for Heather: "*This University has the best databases compared to where I come from, the USA. This is the best university in Denmark*". As Finland is a country with a "*recognized as one of the world's best educational system*". Imed does not hide his satisfaction with the university to which he belongs and the quality of the university system. He added that he has "*a sense of belonging. I'm happy here, that's why I'm still here and I want to stay longer*".

For Turkey, Brahim says that he has deliberately chosen to go to work in the Turkish university. This choice is motivated by cultural reasons and by career. "*I am tired of staying in Europe. There is racism against the Arabs, even if you had a good intellectual level; you are discriminated against when it comes to improve the career. I wanted my wife and children to live in an environment that shows respect to our religion and our identity*", "*I wanted to do high-level research. I was looking for an environment and for encouraging working conditions*"; "*Turkish universities have a competitive enough level research*". For all these reasons, Brahim does not

intend to leave his university: *"Even if I was offered 50 % increase in my salary, I would not leave my post here I would not change neither the country nor the university"*.

The University of Tel Aviv in Israel, where David (USA) works, occupies the 158th place in the ranking of the 400 best 2013 universities in the world (Times Higher Education). Government policy spends 10 % of GDP on education. Nicknamed by the people of the book, The Israeli people continue to invest in research and higher education. David tells us: *" I wanted to work at a university where I could do research in a country where I could live happily with my family"*. He admits that he considers himself as *"a family member of the university, the latter is for me a multicultural environment where there are many people with whom one can do high-level research"*.

Other teachers have chosen to live their expatriation as an unusual experience starting in countries that are little biased, sometimes at risk including, for example, Burkina Faso, Kazakhstan or Pakistan. Dennis and Ronald (USA) say that they have wanted to live the adventure and go to work in unusual places: *"I was looking for foreign experiences. I wanted to try new experiences in an unusual, unusual environment. The financial dimension is not particularly interesting for me because my salary in the U.S. was enough (...) everything I need is to explore another cultural environment and make new friends ", " Kazakhstan is a part of the world that I have never been in. I wanted to explore this part of Asia"*.

Hela (Tunisian) argues: *"I had an offer in France. But for me, this country is no longer a country of promise and evolution. The Research is still in the stage theory. It lacks a lot of practice on the ground. I wanted to develop my research by choosing to go to work in Africa "*. Although these countries have very limited resources and a little bit encouraging in terms of researches and living conditions that might be difficult.

These interviewed teachers seem to enjoy an adventure that is not without influence on their attitudes and behavior at work: *"I feel a sense of belonging to the university. I have many responsibilities, they trust me and recognize my skills", "I do not want to leave this country before giving my best to this university that has welcomed me"*.

### **5.1.2. Personal characteristics**

Although the researches do not agree on the influence of socio-demographic factors on work attitudes, particularly organizational commitment, we present in the following results related to nationality, personality, sex and age the commitment of expatriate's university teachers.

#### **• Age**

Indeed, the continuity dimension of engagement seems to be important in the most (38 /45) of interviewed university teachers of all ages: *"It is a place of work. This is my livelihood "*(Sonia, 29 years), *" I have a sense of measured belonging, I have to belong to the one who gives me more and better"* (Hatem, 38 years), *"it is a*

*workplace that gives me fixed and regular wages"* (Linda, 62 years).

The affective dimension of commitment appears to be important in expatriate teachers Junior *"it is a pleasure to be part of this university"* (Ari -Van, 39 years), *"I feel that I am a member of a large family"* (Heather, 33 years), *"I'm happy here. I can easily find a job elsewhere, but I do not quit this place for any other offer in the world"* (Julia, 47 years). In contrast, a lack of commitment is observed among university teachers, especially in its affective and normative dimensions. They are also low among seniors (50 + years).

#### • Gender

Organizational commitment is of major importance according to the majority of women. In its *affective dimension*: *"I love the ISG, and I want to stay in France"*; *normative* *"I have to be loyal to this university. I am grateful. The university helped me a lot. It is in first position relative to other universities"* or *continuity*: *"I find it difficult to leave the UoB without another proposal"*.

As for male teachers, it should be noted that continuance commitment is higher among them. They also seem to be more cautious because they do not want to leave their universities without having other opportunities *"One must be rational, that is my only source of income at this time to provide for my family. Unstudied departure causes me financial hardship"*.

However, it should be noted that the commitment in its affective dimension is low among the teachers of the male gender. Indeed, teachers use more vocabulary of emotional connotation when they speak of their commitment to their university: "I love my university", "*this is my second family*," "I do things the bottom of my heart". While teachers use a more rational register when they describe the same commitment : "*I identify with the university*", "*I belong to a workgroup*". Recall that the normative commitment is slightly higher among teachers.

#### • **Expatriation in single**

Expatriating within families or as single plays an important role in the adaptation process and the construction of organizational commitment. Most expatriate teachers, (38 /45), are accompanied by their families (spouse and children) against only 7/45 singles. For teachers accompanied by their families, adapting the latter plays an important role in the adaptation of teaching and commitment to the university. Adjustment problems faced by children and spouse lead in some cases the expatriate teachers to leave the university and go back home, "*my family especially my children have not managed to adapt, I was obliged to stop my contract after 2 years of work*".

Expatriates who have chosen to leave the family in the home country find this situation resolves the problems family's adaptation, spouse's career and children's education: "*I spend my time at university and laboratory. If they were with me, my time would, of course, be shared*".

## **5.2. The internal context**

The internal climate of the university has a significant influence on organizational behavior university teachers, and in particular the commitment and professional commitment.

### **5.2.1. Participation in decision making**

It is for university teacher's expatriate source mobilization and commitment to the university. His absence creates a sense of exclusion and lack of confidence inducing, in turn, in the majority (33/ 45) of respondents, an attitude of demotivation and disengagement in a long-term: "We do not participate in anything. Even stains directly related to our work", "We are not treated with respect. According to them, we are not trustworthy because we are unable to make good decisions. How can we have any sense of satisfaction? ". For others (5/45), it is a means of mobilization and development of organizational commitment expatriate teachers. "I feel that we are welcome here. You are accepted and integrated into the system willingly", " they seek making us feel at ease and develop our commitment and involvement", " I feel good here because I am sure that I am part of a large family in which my opinion and my decisions matter".

### **5.2.2. Autonomy**

Or academic freedom is a prerequisite for university teaching profession. It is cited by the majority (28 /45) of teachers who are interviewed. They mention that the host universities allow them to have a much greater autonomy and flexibility in their work. "The

great advantage in this university is academic independence ",  
*"Manchester, there is more freedom compared to my old university (...)  
the timetables are more flexible (...) I am not obliged to stay at the office when I'm not working ", "freedom of teaching is important to us (....) Nobody has the right to intervene in the academic and pedagogical choice of the teacher".*

Thus, the majority expresses their satisfaction to this university autonomy in the host universities and recognizes its significance in the development of commitment to the university. A *"collaborative environment for research"*, does not leave indifferent teachers, but does not prevent, so far, to seek a better offer. *"If I leave, it will be for a better deal (...) a position with more free time to create and search"* Tyrone (England).

A minority (10/45), states that there is not academic freedom in the host universities. They say they feel overwhelmed by combining jobs overloaded during the usual hours with heavy administrative tasks (commissions, reports ...): *"I have to stay in my office every day ", "at first I working 9 hours per week, then I switched to 12 hours and now to 18. It is as if it were a language center and not a university".*

### **5.2.3. Working conditions and research**

The commitment of expatriate teachers is closely related to working conditions in host countries in which infrastructure are particularly necessary in the research. Thus, the majority (29/45) of the teachers that are interviewed exalt favorable working conditions in their host universities. *"Working conditions are*

*excellent. They invest in infrastructure and training, travel etc. It is a well-being that allows you to focus on your work and research. Given the administrative job I have, I have a secretary who helps me to do common administrative tasks, meetings, correspondence".* However, some of them (7/45) complain about working conditions (lack of means of work and research interests). This usually results in the rejection of applications for research funding and support scientists traveling abroad: *"The university does not fund our research and travel ", "university gives me nothing (...) it is a personal effort (...)our department shows no support for the research of its teachers".*

#### **5.2.4.The social climate: the different levels of interactions vs players**

Given the demands of the profession, expatriate university teachers maintain relations with their professional colleagues, students, colleagues, and senior administration. The nature of relationships with the various components of workplace relations is a source of attachment or disengagement.

##### **• Students**

Most (42 /45) expatriate university lecturers say that they have good relationships with their students, based on professionalism and mutual respect. They emphasized that their main mission is to teach, help and guide students *"relationships with my students are good and professional", "I have excellent relations with my students". "They feel attached and loyal to their students and their main mission is to teach and mentor". "It is a pleasure to help my*



*students and build with them ", "my students deserve my loyalty", "I feel so attached to my students with whom I have a lot of projects management and research. I have the duty and moral obligation to support them"; "I'm not leaving since I have Phd".*

However, few (3/45) show that they have problems with some students. Under the influence of cultural clichés, their behavior reveals certain skepticism about foreign teachers, especially African or Arab or Islamic persuasion. *"In France, I am very careful. Students are not receptive to a foreign teacher, especially when it comes to core subjects".* Fatima, student in Britain says she prefers to be taught by English teachers: *"If I had to choose, I would choose locals. Because in the end I have come to the UK and I would like my teachers to be from there".* Most students that are interviewed say that this reluctance to expatriate teachers is justified by communication problems and misunderstanding and has no relationship with their skills: *"I have a Scottish teacher; he talks Scottish English. It is very hard to understand him; he has good qualification and carries materials to teach us".*

#### • *Colleagues*

Interpersonal relationships with colleagues seem to be harmonious for the majority (38 /45) of the teachers who are surveyed. They state that they maintain good working relationships with their local and expatriate colleagues. *"My relationships with colleagues, expatriates and locals are excellent", "I have pretty good relationships with colleagues (...) the closest became my friends ", "we have a relationship of mutual respect".* However, they reveal

that they are generally closer expatriate colleagues. *"I get along well with French colleagues, but my best friends are expatriates (...) we talk about everything from our personal business, work and school"*. This is justified by the similarity of the situations and the reconciliation of interests and concerns. The latter's proudly say that they do not hesitate sometimes to refuse offers of the best universities because they want to stay with their colleagues. *"I share a lot with my colleagues, I am not able to leave", "It is not easy to form another group elsewhere (...) I am involved with this group and I respect this commitment"*.

For a minority (9 /45), relationships with colleagues, particularly among expatriates seem to be tense and confrontational. For them, the atmosphere is a valid reason to change university. *"I saw all the time with this constraint and fear of finding myself rejected because of the shenanigans of my colleagues ... I cannot bear these conditions ( ... ) I prefer to go away"*.

#### • **Administration**

The majority (32/ 45) of the teachers who are interviewed describe their relations with the administration of good and professional. *"My relationship with the administration is good enough "; "contact with the administration is always helpful"*.

However, a minority (10/45) said he had problems with the administrative staff of the university, mainly related to the slow work. They criticize the administrative staff and its bureaucracy and slowness; what influences directly the efficiency and productivity, *"they are too bureaucratic", " I meet a lot of*

*complications, red tape and bureaucracy ", " my relationship with them are terrible (...) They ask silly things. They are rigid. I often ignore them because I am not an administrator".*

Other difficulties are communicative in nature. Administrative staff caters to everyone in the local language especially in France, while 5/10 respondents are from Brazil, England, Turkey and Egypt do not speak French. They accuse the government and academia in general of a lack of professionalism and of preparation for international business. *"The relationship with the administration is not always easy, because the administrative staff does not speak English", "an international institution, it is more appropriate to communicate and correspond in English".*

• ***The supervisor***

Most (40/45) welcome the fact that they *"have no superior"*. They mention that relations with the department head, dean or university president do not follow the classic model as in organizations (upper - subordinates). *"There is no higher hierarchy is vertical here. We work as a group. There is therefore no relationship boss subordinate. I get easily in contact with the president of the university ", " the dean and department head do not behave as superior , teachers are free ", " this is not a conventional administrative environment ; here is different. We have a degree of freedom, the dean does not prevent us to discuss and criticize".*

These reports are for the majority respectful, professional and cooperative relations. *"I get along with the department head and dean. We share a mutual respect "*. A minority (12 /45)

complains about relations with the Dean and / or Head of Department. In some cases, this relationship is characterized by voltages that are difficult to manage. *"This is a generally strained relationship", "my relations with the dean and department head are not good"*. Thus, these teachers prefer to run away from problems with the top and leave the university: *"I prefer to go on my own"*.

### **5.3.Content**

Most teachers, who are interviewed, integrate the university with expectations and motivations that regulate their attitudes and behavior to the organization. According to Mowday et al. (1982) and Cohen (2007-2009), these attitudes are predictive of organizational commitment behavior. The University has well - advised to identify, mentor and then develop these attitudes toward positive and healthy organizational behavior. It must know the different expectations and motivations of expatriate teacher's prior attitudes. Expectations can also be related to career, scientific research, change, fleeing the country...

Each motivation is a different attitude and a predictor dimension of commitment. In turn, these different motivations develop in university teaching expatriate attitudes to the new organization. These attitudes may be a predictor factor of commitment behavior. However, they are general perceptions of engagement that have been influenced by the values, expectations and personal beliefs. They will be developed according to a communication process with the various stakeholders of the new work environment. For example, the teacher has a great interest in the research and

development of his or her career. Arriving at a university with a clear and fair policy of career management and a high level of research, he or she has positive attitudes such as satisfaction and motivation at work. These positive attitudes will turn over time in behavior of commitment vis-à-vis the university.

#### **5.4. The process**

Expatriate teachers at the outset express recognition and loyalty to the host university. They believe that they have a moral obligation and a duty to demonstrate a significant personal commitment and loyalty to the new university: *"I miss no opportunity to represent and defend my university. Professional ethics compels me to defend it"*. The expatriate teacher exposes a deep conviction to show his loyalty to the university that welcomed him or her and made him or her achieve part of his or her ambitions. They believe, deep within themselves, they are obliged to behave in this way. It is their duty. These personal attitudes differ from one person to another and act as an antecedent of commitment. They are affected by the previous experience of the individual, commitment to its expectations and motivations as well as its interaction starting with his new work context. According to different definitions and measurements of the dimensions of organizational Allen and Meyer (1990) commitment, this sense of moral obligation forming the attitudes of departure may be associated with the normative dimension of organizational commitment. The University will therefore be well advised to develop and maintain this positive dimension of the commitment to increase the performance of teacher's expatriates. It may promote and recognize the efforts of these expatriate teachers seeking

meeting their needs and expectations of career and research. It is also a question of following the evolution and development of these expectations through forward-looking management of its human resources.

Revealed by other expatriate teachers, other attitudes are also developed before entering the university: *"This is a two-year contract. How can I feel a strong attachment to this organization before I even get started? ", " It is I who deserves their loyalty. I have an excellent resume and a great experience", "Why do you want me to feel guilty when I leave. It is a simple employment contract that I signed with this institution. Even if it were a CDI, I would know that they are winners", " I have no sense of belonging and I am not obliged to have".*The latter's express different attitudes of obligation and duty to the university that have recruited them.

If membership in the university was linked to *"simple"* labor contract, the relationship with it is qualified (for teachers) by contribution - reward, even a report of win-lose. Expatriate teachers offer university expertise and value that make them worthy of being paid and rewarded. Moving from one university to another; these awards are the only criteria that influence the attitude of departure expatriate teachers. They continue to work within the university because they enjoy benefits and rewards considered quite satisfactory compared to other universities. They adopt a rational organizational behavior effort / reward. This kind of attitude contributions - rewards can be associated with the dimension considered low organizational commitment, namely the

dimension of continuity. Knowing these attitudes of commitment calculated, the university should focus its efforts on the development and improvement of these continuance commitment attitudes. The University may invest in developing its system of rewards and quality of exchanges and relations between the different actors of the university. This may influence the nature of the commitment of the teacher to the university.

Commitment to the entry or disposal does not remain static and evolves over time, as has been well demonstrated by the work of Cohen (2007) and depending on the context. Thus, shortly after entering the university, attitudes and organizational behavior start to change in terms of dimension and intensity. The change and development of attitudes, behavior and dimensions of engagement result from the interaction between expatriate teachers and the different actors of the environment of the university. In its two-dimensional model, Cohen (2007) shows the evolution of normative commitment before entering the organization towards an emotional commitment and continued engagement of continuity throughout the time spent in college.

## **Discussion and Conclusion**

Our research is about to meet several theoretical fields, namely: expatriation, individual management of career, academic career, organizational commitment. Thus, this research firstly contributes, to the literature on the management of new forms of expatriation. Focusing on expatriate teachers rather than leaders or managers already evokes a different perspective.

This research also helps to show a strong correlation between the two dimensions of strong commitment, normative dimension and emotional dimension. The affective dimension of commitment is an evolution in time of the normative dimension. As to the dimension of continuity, it is static and does not change in time. However, these findings may in no case be generalizable. Indeed, some teachers report having experienced a shift and a change in attitudes throughout their work in college. One of the two situations, or he or she (the expatriate teacher) feels from the start a calculated sense of commitment to the input and gradually develops a strong dimension of commitment. Or, on the contrary, they begin with the strong dimension of engagement and switches to one of its small dimensions.

This research is not exempt from a number of limitations. Thus, there may be mentioned the inherent weakness of the contextualist analysis that concerns the difficulty of generalizing according to what the original context allow to. Therefore, the results will be limited in terms of interest, the players in our study. Therefore, they cannot be generalized and there are no universal theories. Indeed, for reasons of feasibility, or the accuracy and effectiveness of such a study, the study focuses on a small and homogeneous population, making it impossible to generalize the findings. Otherwise, if our results are not generalized, this would not be the purpose of our thesis.

The results of this research open many future avenues of research that would possibly be complementary to the latter and may fill the



limits that are just mentioned in the previous paragraph. This qualitative study based on semi -structured interviews, could be complemented by quantitative research through questionnaires for expatriate university teachers. However, the results of this study are generalizable; it would require a larger sample of expatriate university teachers. Such an undertaking would be particularly interesting, because it would validate the results obtained from this research. However, the extension of the study will involve more considerable material resources.

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